Adult Education Educator Evaluation Plan

Framework for collecting evidence and providing high quality feedback

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Goals For This Session

- Describe the relationship of the plan to the Connecticut System for Educator Evaluation and Development (SEED)

- Review the rationale and design principles for the evaluation plan

- Review the options for data collection on teacher performance

- Analyze the performance rubrics

- Explore how rubrics can be used to give feedback

- Review forms that can be used for observations and goal setting
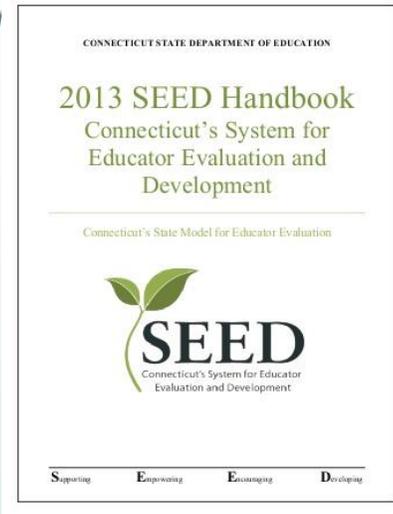
The Need For an Adult Education Plan

- Adult education programs are required to evaluate staff **annually** by July 2017 (FY 18)

- Programs are required to use either

  - The **new** CSDE plan for annual evaluation OR

  - The plan including adult education that is required and designed by their **district** that is being submitted to CSDE for approval (which may be SEED)

  - In programs where teachers are under contract and full-time employees are subject to the district's plan

- Create consistency of expectations and accountability across programs

Events That Impacted Components of Evaluation Plan

- 2012: Connecticut Guidelines for Educator Evaluation passed-new statewide evaluation model (SEED)

- 2013: College and Career Readiness Standards for Adult Ed adopted
    - Increased rigor and instructional shifts/advances

- 2014: Revised GED® & re-alignment of High School Completion Programs

- January 2015: Permissive Pilot draft for Educator Evaluation and Support in Adult Education Programs

- 2015: Passage of Every Student Succeeds Act (ESSA)-more flexibility in plan requirements

The CT System for Educator Evaluation and Development (SEED) Model

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2013 SEED Handbook
Connecticut's System for Educator Evaluation and Development

Connecticut's State Model for Educator Evaluation

SEED
Connecticut's System for Educator Evaluation and Development

Supporting   Empowering   Encouraging   Developing

- Four major components
  - Student Growth & Development (45%), Teacher Performance & Practice (40%), Parent or Peer Feedback (10%), Whole School Learning (5%)
- Four performance levels
  - Exemplary, proficient, developing, below standard
- Set process and timeline
  - Goal-setting, mid-year check, end of year summative meetings
- Teacher practice framework (Common Core of Teaching/CCT) organized into four domains and three indicators under each
  - Learning environment, planning, instruction, professional responsibility
- Definition of observation options and frequency
  - Minimum number of observations based on experience and performance levels
- Detailed instructions on scoring and weighting of each component

Permissive Pilot

- Adaptation of SEED model to be meaningful and purposeful for Adult Ed
- Four major components
  - Student Growth & Development (45%), Teacher Performance & Practice (40%), Parent or Peer Feedback (10%), Whole School Learning or Student Feedback (5%)
- Four performance levels
  - Exemplary, proficient, developing, below standard
- Set process and timeline
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Adaptations for Adult Ed

- **CCS/CASAS** referenced as the state's adult education standardized assessment for *Student Growth*
  - Required use of state data was suspended as part of waiver
- **Student feedback** in lieu of *parent feedback*
- *Whole school learning indicator* to be based on the adult education local **Program Profile/CARS data**
- Observation guidelines impacted by program size, multiple locations, limited resources, wide range of teacher instructional assignments, work hours, locations and fiscal impact
  - PEAC (Performance and Evaluation Advisory Committee) flexibility requirement on formal observations for teachers rated as proficient or exemplary

Discussion

- What are some of the factors that made it difficult to implement the state's System of Educator Evaluation and Support (SEED) model in the Adult Education setting?

Aspects preserved from the State Model

- Draws from the Connecticut **Guidelines** for Educator Evaluation

- Uses the **CCT rubrics** for Learning Environment, Student Engagement & Commitment to Learning, Instruction for Active Learning and for Service Delivery

- Recommends a similar menu of **data collection options** (formal observations, informal observations, reviews of practice)

- Uses the same **performance levels** (Exemplary, Proficient, Developing, Below Standard)

- Differentiated performance rubrics for teachers with a classroom assignment and Student Educator Support Specialists (e.g., guidance counselors for AHSCDP, NEDP Advisors/Assessors, program facilitators, social workers)

Differences From SEED

- Focuses solely on the Teacher Performance & Practice component in SEED

  - *Does not include Student Growth & Development, Whole School Learning, Parent Feedback*

- Observations focus on **Learning Environment and Instruction** domains from the Common Core of Teaching (CCT) rubric

- Uses a **holistic approach** to rating rather than SEED's four weighted components

- Much greater **flexibility in** the type and number of observations and reviews of practice

Evaluators

- Evaluators are expected to hold 092 certification

- ***Exception:*** Adult education coordinators/directors who do not 092 certification may be permitted to perform the duties of a **complimentary** evaluator (data collection) with the following caveats:

  - Must attend both the Overview and Effective Feedback (training and calibration) workshops

  - Evaluations must be discussed and signed off on by an 092 certified administrator having responsibility and supervision over the adult education program and the coordinator/director

Training

- All adult education directors and/or evaluators are expected to attend a two part training series

- These workshops are a modified version of the CSDE "Foundational Skills for Evaluators of Teachers"

- Workshop 1: Adopting Evaluation for Adult Education Professionals
  - This session is the plan overview and orientation

- Workshop 2: Effective Feedback for Adult Education Instruction
  - This session focuses on data collection, matching data to the rubric and providing high quality feedback
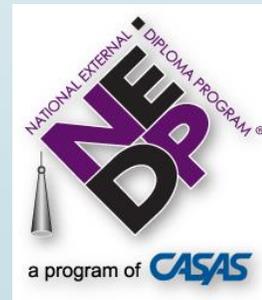
- A certificate of completion will be issued

Sections of the plan

- Rationale
- Guiding Principles
- Design Principles
- Observation Process
- Rubrics
- Ratings
- Forms

Rationale Section

- Diversity in Adult Education student population
- Diversity in purpose of programs under the Adult Education umbrella
- Diversity in program models and structures
- Diversity in background of Adult Education instructors

Guiding Principles

- Instructor skill and teacher quality matters

- Evaluation should **promote growth** rather than serve as an inspection

- The CCR Standards require **shifts** in instructional practice

- Instructors benefit from specific and **standards-driven** feedback in order to improve and refine practice

- Standardized, common **rubrics** for all instructors promote clarity in expectations

- Use of rubrics helps evaluators and instructors hone in on the next level of work

The Instructional Advances in ELA/Literacy

CCR Standards for Adult Education

Design Principles

- Need to adapt SEED model to fit the realities of Adult Education
- Scan the <u>Design Principles</u> section to determine which of these statements are true or false:
  - Every teacher has a formal observation every year
  - Student success rates on CASAS count as part of teacher performance rating
  - Adult Education programs collect performance data from multiple sources
  - Teaching is complex and encompasses many factors, but some factors are more critical to student learning
  - The plan will identify some resources that can be used to promote professional learning

Defining "good practice"

- The plan (like SEED) uses the Common Core of Teaching (CCT) Rubric to define the important elements of good practice

- The CCT Rubric originally had six domains, each with 5-11 specific indicators for each

- The 2014 CCT Rubric was reduced to four domains, each with 3 indicators (see handout)

- Each of the indicators is mapped to a rubric which defines four levels of performance

- Activity:
    - Pick out 5-6 "power" indicators from the 12 CCT Rubric Indicators critical to teaching and learning

Prioritized Domains

- Learning environment
- Instructional practice/service delivery

Discussion: why do these two areas rise to the top when it comes to effective learning for all students in all programs?

Evidence-Based Decision Making Process

- Data/Evidence Gathering
  - Through observations or review of practice
- Alignment of Data/Evidence
  - Match with indicators on rubric
- Interpretation of Data/Evidence
  - Determine which performance level matches evidence most closely
- Plan Feedback Based on Evidence Grounded in Rubric Language
- Assign Rating

Skills Evaluators Will Need

- Knowledge of curriculum, instruction & assessment
- Observation Methods
- Awareness of bias
- Rubric Understanding
- Supportive yet critical feedback
- Clear communication

ReVision Learning Partnership, LLC (2015)

The Observation Process and Data Collection

- What are some factors that may influence the frequency and duration of observations?

- What factors influence the scheduling of teacher observations?

- What are some ways to build in flexibility to collect accurate performance in order both the assign a performance rating and provide high quality feedback?

- Are there other methods that can provide performance data besides in-class observation?

Tips for Evidence Collection

- Share your strategies and tips
- Explore types of observed evidence of practice
  - Scripting
    - verbatim
  - Note-taking
    - Words spoken by teachers and students
    - Actions by teachers and students
    - Appearance of classroom
  - Mapping
  - Engagement tallies

Moving from Judgment to OAR

- O=Objective
  - What was heard (teacher/student own words, interactions)
  - What was seen (teacher/student actions, interactions)
  - Student work
- A=Alignment
  - Data collected can be matched to environment and instruction indicators
- R=Representative
  - Collects evidence for each of the indicators
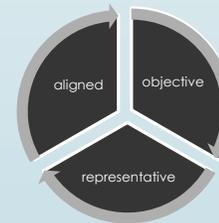
The Use of Rubrics

- Activity:

  - Examine the rubric for "Learning Environment, Student Engagement & Commitment to Learning."

  - Step 1: circle the key word or phrase that identifies the **target element or behavior** for each of the indicators

  - Step 2: underline the key words or phrases that designate **differences in quality** in each of the performance levels

  - Repeat process for "Instruction for Active Learning" and/or "Service Delivery"

Comparing the Teacher and Student Educator Support Services (SESS) rubrics

- Compare and contrast the rubrics included for Instructors with those for SESS
  - Where can the indicators be the same for teachers and SESS staff?
  - Where is it appropriate and necessary for the indicators to be different for the two groups?

Scoring Guidelines

- Align what is seen and heard with the appropriate indicator

- Locate where the evidence matches the performance level

- Make sure that there is evidence for each indicator before determining a rating level

- If evidence overlaps between two performance level descriptors, rate on the lower end and provide feedback on consistency

The Ratings

- **Exemplary** practices accelerate student learning
  - Student-centered, community of learners
- **Proficient** practices increase student learning
  - Accomplished, professional, effective
- **Developing** practices can flat-line student learning
  - Knowledge and skills but inconsistent
- **Below Standard** practices are actually detrimental to student learning
  - Harmful and may require intervention

Determining a Rating

- Evaluators are required to collect data/evidence for each indicator (or as many as applicable) using informal observations, formal observations and/or reviews of practice

- There is no complicated weighted formula for determining the summative rating

- Based on where the data lines up with the performance rubric, evaluators will assign a **holistic summative rating** based upon the **preponderance of evidence**

Maintenance of Evaluation Data

- There is no requirement that mandates adult education programs use an electronic management system (e.g., Bloomboard, Teachscape, TalentEd)

- Programs need to be cognizant that educator evaluation is one component of the Adult Education **Program Compliance and Quality Review** (PCQR) and therefore should maintain appropriate documentation of the evaluation process

  - Goal setting

  - Data collection

  - Ratings

  - Other appropriate artifacts

Creating High Quality Feedback

- Using the language of the rubric, create a brief dialogue to explain to a teacher the difference in observable behavior between a developing rating and a proficient rating

- What type of evidence would the evaluator see or hear that would lead him/her to assign a "below standard" rating?

- How could the evidence collected and the language of the rubric be used to help teachers set performance improvement goals?

Observation Evidence Collection Form

- Notes
- Ratings based on rubrics
- Comments
- Next steps
- Goal setting

Goal setting forms

- Two options for goal setting
  - Professional practice goal
    - Reflect on feedback from observation/review of practice
    - Focus on continuous improvement
  - Student growth goal, where appropriate
- Utilizes the SMART goal format
  - S=specific
  - M=measurable
  - A=achievable
  - R=results-focused
  - T=time-bound

Take-aways

- Consistent model, suitable for use across a variety of program models
- Common vision and language for discussing good practice
- Prioritized indicators from the CT CCT Rubric for Effective Teaching and Service Delivery
- Flexible implementation
  - Types of evaluator-teacher contacts
  - Number and duration of evaluator-teacher contacts
- Consistent with the state's SEED model
  - Multiple means for collecting data (observations, review of practice, student surveys, CASAS)
  - Same performance levels
  - Same domains (but narrowed)
  - Same rubrics (but narrowed)
  - Looks and feels similar to K-12 but modified to fit unique Adult Ed settings

Questions and Feedback

- Please take a few minutes to provide feedback on this session: https://www.surveymonkey.com/r/ECAdultEd1516

- Follow-up workshops on ***Effective Feedback for Adult Education Instruction*** will be offered May 11 1pm-4pm in Litchfield. Additional sessions expected for next year. Focus will be evidence collection, selecting the appropriate performance level and feedback and coaching hints. Sign up at www.educationconnection.org

- For additional questions, contact
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