



@ReVision_Learng



ReVision
LEARNING PARTNERSHIP

www.revisionlearning.com

NAUGATUCK PUBLIC SCHOOLS

EVALUATOR CALIBRATION 2013-2014

Helping educators to find
new *Vision* in their work

ReVision Learning's Collegial Calibration™

Today's Discussion

- Naugatuck Public Schools Alliance Grant **(15 min)**
Christopher Montini, Assistant Superintendent of Schools
- ReVision Learning's Collegial Calibrations™ **(15 min)**
Patrick Flynn, Executive Director, ReVision Learning
- Naugatuck Evaluator Experience **(30 min)**
- Questions and Answer **(15 min)**

Naugatuck Alliance: Guiding Beliefs

“The quality of an education system cannot exceed the quality of its teachers.” (Fullan, 2010)

“The solution is not a program; it’s a small set of common principles and practices relentlessly pursued.” (Fullan, 2010)

Naugatuck Alliance Grant Goals

Ensure an effective teacher in every class is led by an effective principal in every school served by quality support staff.

NPS Theory of Action

- **lf** we develop the capacity of administrators through job embedded professional development, the de-privatization of practice, and resolute leadership, **then** we will improve instructional leadership and develop increased coherence in curriculum, instruction, and assessment...
- **lf** we develop the capacity of teachers through job embedded professional development and the de-privatization of practice, **then** we will improve instructional practice and collective efficacy...
...which will lead to improved student performance

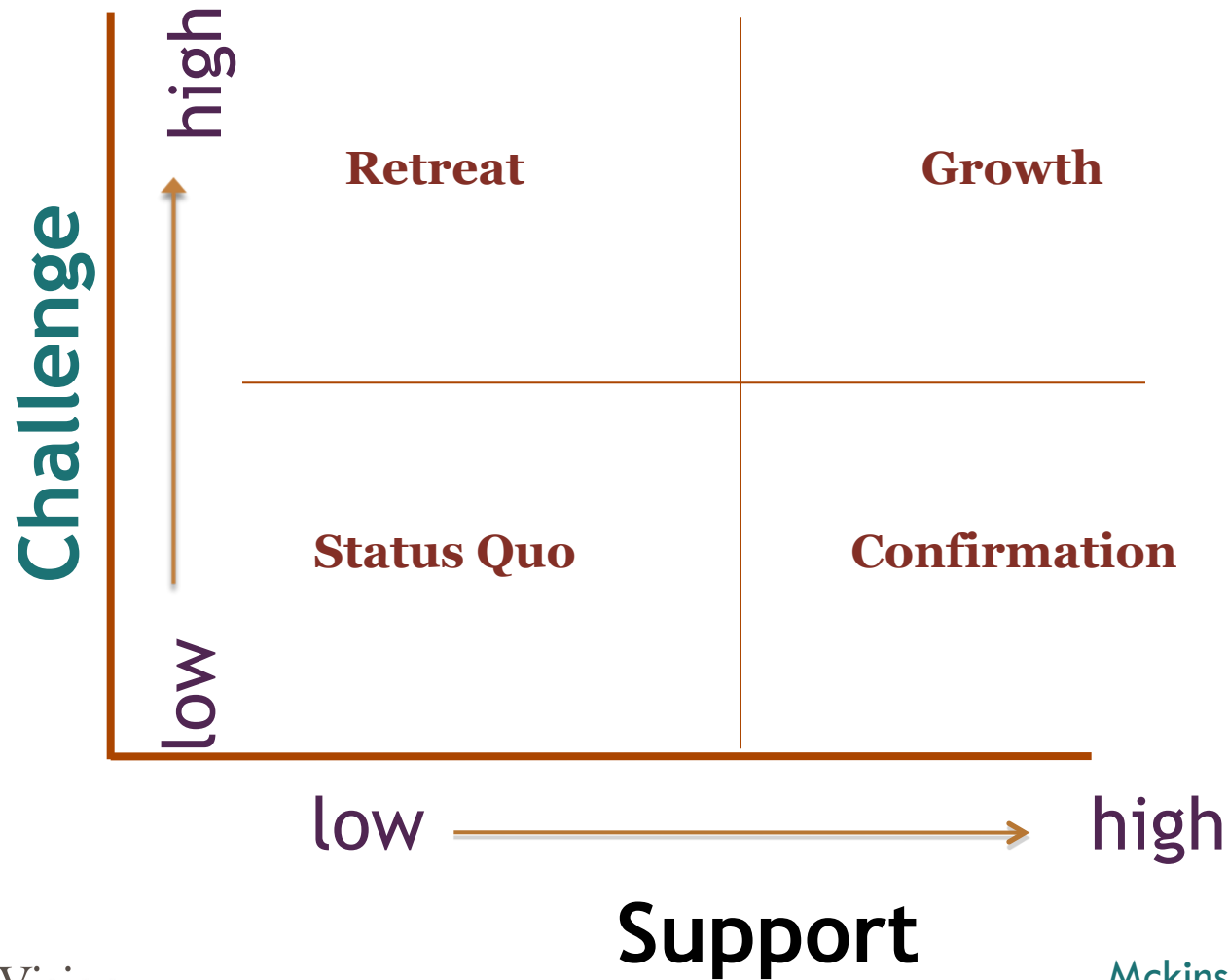
“Learning is a social
construct.”

~Lev Vygotsky.



**Change is a process,
not an event.**

Effects of Support and Challenge on Teacher Development



Barber, 2003

Mckinsey Global Ed Practice

The Power of Feedback

“The most powerful single modification that enhances achievement is feedback.”

John Hattie, 2009

Collegial Calibrations™

Goals

- Sharpen observation skills and instructional eye in alignment with a district Instructional Rubric
- Refine capacity of observers to collect and provide evidence-based, qualitative feedback
- Support teacher improvement and professional growth by providing performance feedback that combines the perspectives of multiple observers

Collegial Calibrations™

- Currently implemented in 5 CT Districts
- Over 100 Evaluators participated in 2013-2014
- Facilitated over 150 observations with a reviews of evidence

First Steps - District

- Communicate/Discuss with Staff
 - Will the visit “count”
- Create District Teams with Administrators/Evaluators
 - Grade Level Configurations/Mixed groups
- Generate a calendar rotating site visits across the district
 - 3 – 6 site visits per year

Site Visit Model

Sample Visit Agenda

First Hour	Administrators/Evaluators meet to discuss areas of existing discrepancy from previous reviews of practice. Specific behaviors from discrepancy areas will be identified and will provide the focus for the classroom visits.
Hour Two-Three	2 – 4 Classroom Observations
Hour Four	LUNCH
Hour Five	Administrators/Evaluators organize and connect evidence to the framework/rubric language. Groups discuss and collaboratively score indicators/domains.
Hour Six	Analyze data to identify strengths and opportunities for teacher growth

ReVision Learning staff reviews the qualitative evidence collected using the *ReVision Learning Supervisory Continuum™*. Feedback will be provided to each participant to help support his or her individualized development needs.

Reflection, Self-Assessment & Routine Analysis: Evidence-Based Observation

SUPERVISOR PERFORMANCE CONTINUUM SELF-ASSESSMENT

Reflect on the indicators for each domain of the continuum. Determine your rating, 1 through 5, according to your current assessment of your practices. Use the “Beginning” and “Proficient” performance descriptions to guide your rating decisions.

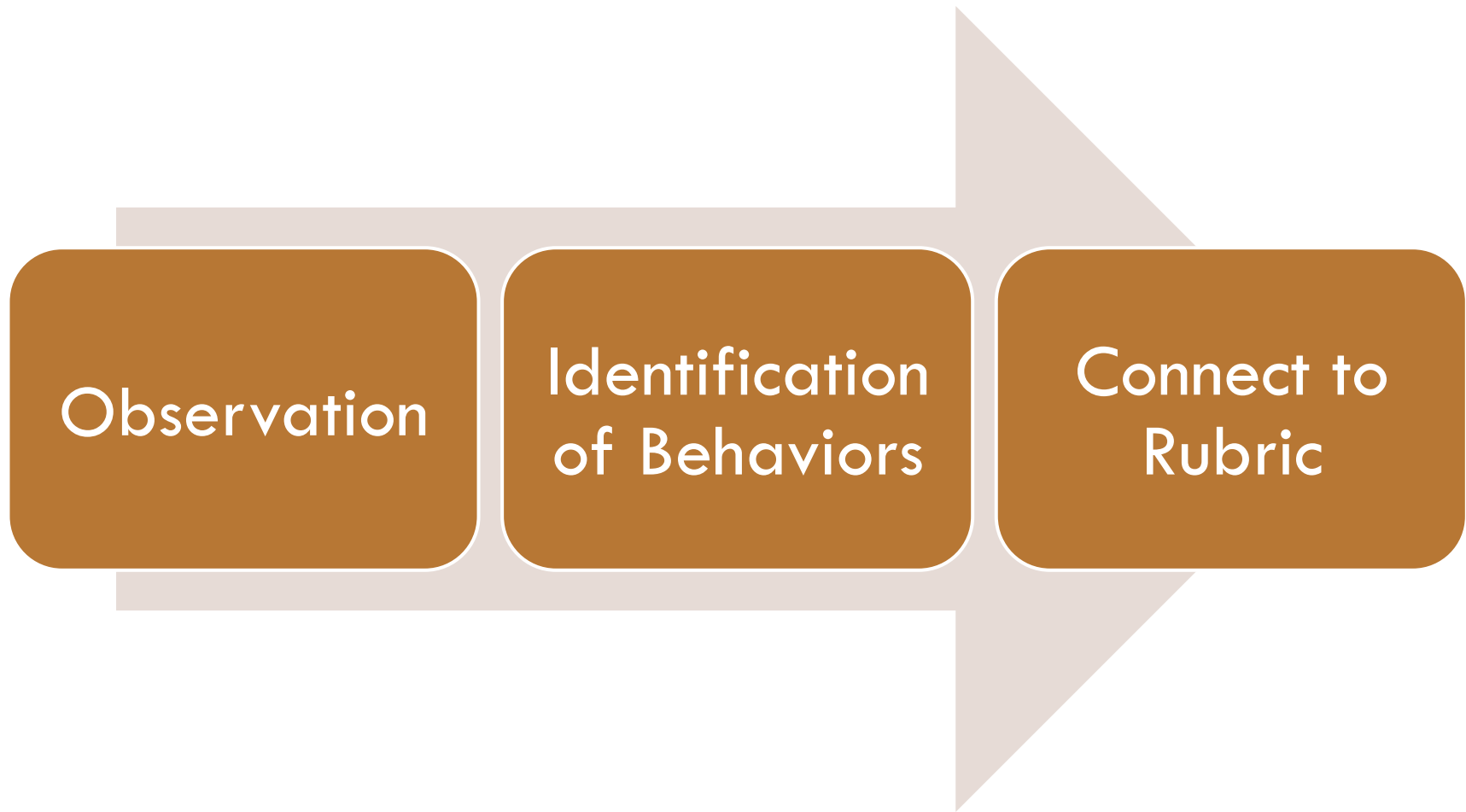
	INDICATOR	BEGINNING	SELF-ASSESSMENT RATING					PROFICIENT
			1	2	3	4	5	
DOMAIN 1 – Evidence-Based Observation	A. Evidence provided is directly tied to the expected indicators of performance.	Little to no connections have been between teaching practice and performance indicators.	1	2	3	4	5	Clear and accurate connections have been made between teaching practice and the indicators of performance designated within a rubric for the district and/or school.
	B. Evidence cited includes a balance of qualitative and quantitative data.	Evidence cited about teaching practice includes only one type of data leaving little tangible support for teacher growth and improvement.	1	2	3	4	5	Evidence cited is balanced between qualitative and quantitative statements and facts that provide supportive suggestions and potential benchmarks for teacher growth and improvement.
	C. Evidence cited includes feedback associated with student interaction and learning and has been directly tied back to the implementation of chosen teaching strategies used during lesson.	Little to no connections have been made between student learning objectives and selected teaching strategies.	1	2	3	4	5	Supervisor has provided detailed feedback that strongly links observed teaching practice to expected student learning objectives and outcomes.
	D. Evidence cited includes areas of strengths as well as areas of growth.	Clear areas for teacher growth have not been identified or have little to do with observed lesson and teaching practice.	1	2	3	4	5	Supervisor provides explicit evidence that supports areas of growth across multiple indicators of the teacher performance rubric while reinforcing positive practice through articulation of effective teaching practice.
	E. Evidence cited is objectively stated and without opinion.	Evidence cited about teaching practice is judgmental and based on opinions. Little to no objective evidence has been identified.	1	2	3	4	5	Evidence is non-judgmental and data collected is evidence-based including such things as quotes from teacher and/or students, statements showing evidence from assessments or student work, tallies, or other non-judgmental statements that link situations/moments in the class to effective teaching practice or student learning outcomes.
	F. Evidence provided is effectively communicated through the demonstration of strong written communication skills.	Supervisor does not demonstrate strong written communication skills to effectively communicate important learning from the observation.	1	2	3	4	5	Supervisor’s written communication is clear and concise providing supportive areas for development and new learning that can be identified by the teacher.

Site Visit Model

Sample Visit Agenda

First Hour	Administrators/Evaluators meet to discuss areas of existing discrepancy from previous reviews of practice. Specific behaviors from discrepancy areas will be identified and will provide the focus for the classroom visits.
Hour Two-Three	2 – 4 Classroom Observations
Hour Four	LUNCH
Hour Five	Administrators/Evaluators organize and connect evidence to the framework/rubric language. Groups discuss and collaboratively score indicators/domains.
Hour Six	Analyze data to identify strengths and opportunities for teacher growth
ReVision Learning staff reviews the qualitative evidence collected using the <i>ReVision Learning Supervisory Continuum™</i> . Feedback will be provided to each participant to help support his or her individualized development needs.	

Connecting Behaviors to Rubrics



Site Visit Model

Sample Visit Agenda

First Hour	Administrators/Evaluators meet to discuss areas of existing discrepancy from previous reviews of practice. Specific behaviors from discrepancy areas will be identified and will provide the focus for the classroom visits.
Hour Two-Three	2 – 4 Classroom Observations
Hour Four	LUNCH
Hour Five	Administrators/Evaluators organize and connect evidence to the framework/rubric language. Groups discuss and collaboratively score indicators/domains.
Hour Six	Analyze data to identify strengths and opportunities for teacher growth

ReVision Learning staff reviews the qualitative evidence collected using the *ReVision Learning Supervisory Continuum™*. Feedback will be provided to each participant to help support his or her individualized development needs.

Debrief and Analysis

Debrief and compare your evidence with the others in the group.

- **Did others record evidence that you did not observe? If so,...**
 - ▣ what particular areas/categories of practice were missing from your record?
 - ▣ what were the reasons you did not record those evidences i.e. did not see it, was concentrating on a particular teacher behavior at the time, etc.
- **Where you did have matching evidence collected, how did you compare in scoring that indicator of practice?**
- **Was there any matching evidence that you scored differently? If so,...**
 - ▣ what teacher or student behaviors did you see that caused you to score the practice the way you did?

Scoring and Evaluative Feedback

Date: 1/29/14

Teacher:

Edited to protect the innocent

Grade: K

School:

Edited to protect the innocent

Evidence Collection Form

Domain/Indicator		Rating
Indicator C1: Communicates objectives and lesson content clearly		
<p>Areas of Strength</p> <ul style="list-style-type: none"> Reading and Writing objectives were visible on the right side wall of the classroom. <p>Action Steps</p> <p>I recognize that this is a block of time for students to practice their skills. All lesson objectives must be clearly posted and communicated accurately. Good suggestion. I generally try to connect why—how will it help them master the content if they know the objective?</p>	<p>Areas of Development</p> <ul style="list-style-type: none"> Phonics objective(s) was not visible. Did we ever hear her clearly state (or restate throughout the lesson?) an objective for the phonics part? 9 students were observed having difficulty explaining the purpose of the lesson. Awesome use of quantitative evidence. Here, I sometimes try to provide quotes. We also have good evidence for how many were confused by the worksheet and the steps, which supports an overall lack of clarity. Writing objective content did not align with activity. I might use this evidence for C2. We could also speak to the idea that she closed the phonics lesson when 15 were still working, with no info on their progress toward mastery. She would have recognized additional learning was needed. (though this borders C4) 	
Indicator C2: Employs activities aligned with student knowledge and skills, differentiating as appropriate		
<p>Areas of Strength</p> <ul style="list-style-type: none"> Three students used the book, <i>Curious George and the Firefighters</i>, to spell some of the characters' names. Students at the yellow table used their alphabet chart to help them spell sight words like "what", "when". <p>Action Steps</p> <ul style="list-style-type: none"> I recognize that this is a block of time for students to practice their skills. The phonics block could have been more effective in helping those struggling students by differentiating the worksheet. Here, I try to give an example of HOW to do that. Maybe a 	<p>Areas of Development</p> <ul style="list-style-type: none"> Phonics and writing activity must be scaffold. Here is a good place first to think about the purpose of the phonics sheet. Then we can make suggestions as to how to build support in—first by making sure the directions are clear! We also might speak to the review on the carpet not fully activating the knowledge for phonics they needed to complete all tasks. You could even address the use of a sentence frame with "favorite" or confusion about dish/bowl as hurdles for students to easily complete tasks. Writing objective, "I can use punctuation at the end of 	

Scoring and Evaluation v2

Review of Evidence-Based Observation – Exercise 1										
Evaluator's Name		Edited to protect the innocent								
Date of Exercise		Edited to protect the innocent								
Round 1-ENGLISH										
	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E
Normed Score	2	1	2	2	2	2	1	2	1	NC
Your Score	3	3	3	3		2	3	2	2	
RVL Continuum Score (Self-Assessment)										
I.A Evidence provided is directly tied to the expected indicators				2	Specific connection is generally made to the indicators. Be sure to unpack larger indicators and locate evidence for the multiple elements whenever possible. The more evidence we provide, the clearer and more objective the evaluation will be.					
I.B Evidence cited includes a balance of qualitative and quantitative data				2	Look for the ways to quantify elements. Continue to try to capture quotes from teacher and students.					
I.C Evidence cited includes feedback associated with student interaction and learning and has been directly tied back to the implementation of chosen teaching strategies during lessons				2	Try to include strategies and suggestions tied to the lesson objectives beyond your statement of evidence.					
I.D Evidence cited includes areas of strengths as well as areas of growth				2	Becoming familiar with the key levers and the various elements of larger indicators will allow you to be more discerning in your ratings. This will provide you with a further idea of areas of development that will be needed.					
I.E Evidence cited is objectively stated and without opinion				3	Evidence cited is generally without opinion. Be sure to avoid statements like "seemed" and "some"					
I.F Evidence provided is effectively communicated through the demonstration of strong written communication skills				4						
Supervisor Next Steps										
Committed Action Steps		Description							Timeline	

Evaluator Experience

- What specific skills did you gain?
- What strategies did you learn?
- What did you learn about your school when the activity was at your school?
- What was the overall impact of that learning?

Evaluators' Perspective

- Eileen Mezzo, Associate Principal, Naugatuck High School
- Brian Hendrickson, Principal, City Hill Middle School
- Johnna Hunt, Principal, Hillside Intermediate School

Key Ingredients



Mechanics



Alignment



Bias



Evidence



Feedback



Surprise Benefits



Questions and Discussion



Voices of ReVision
Weekly Newsletter @
www.revisionlearning.com

Join the conversation:

- Check out hashtags: #ctedchat #evaluation #teacher
-  @ReVision_Learng 