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ALLIANCE MEETING

10.15.14

EDUCATOR EFFECTIVENESS AND PERFORMANCE EVALUATION

Helping educators to find new *Vision* in their work

Defining Quality Systems to Improve Evaluator Capacity

Today's Agenda

- Overview of ReVision Learning's Guiding Principles **(15 min)**

- Collegial Calibrations**™** & ReFLECT**™** **(15 min)**

- Sharing from Participating Districts **(15 min)**

- Statewide Service Delivery Model **(15 min)**

- Question & Answer **(15 min)**

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Pre-Requisites

- An understanding of **teacher efficacy** research that demonstrates the power of **feedback** to improve **instruction and learning**

- A belief that **professional growth** is the primary goal of instructional observations
  - A desire to shift from an **Inspection Model** to a **Feedback for Learning Model**

- A commitment to using **collegially calibrated** data to enhance **instructional leadership and capacity**

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ReVision Learning Educator Evaluation Guiding Principles

1. **Multi-Faceted Feedback**

2. **Formative Feedback for Summative Assessment**

3. **Cycles of Continuous Improvement**

4. **Autonomy and Ownership through Individual and Group Reflection**

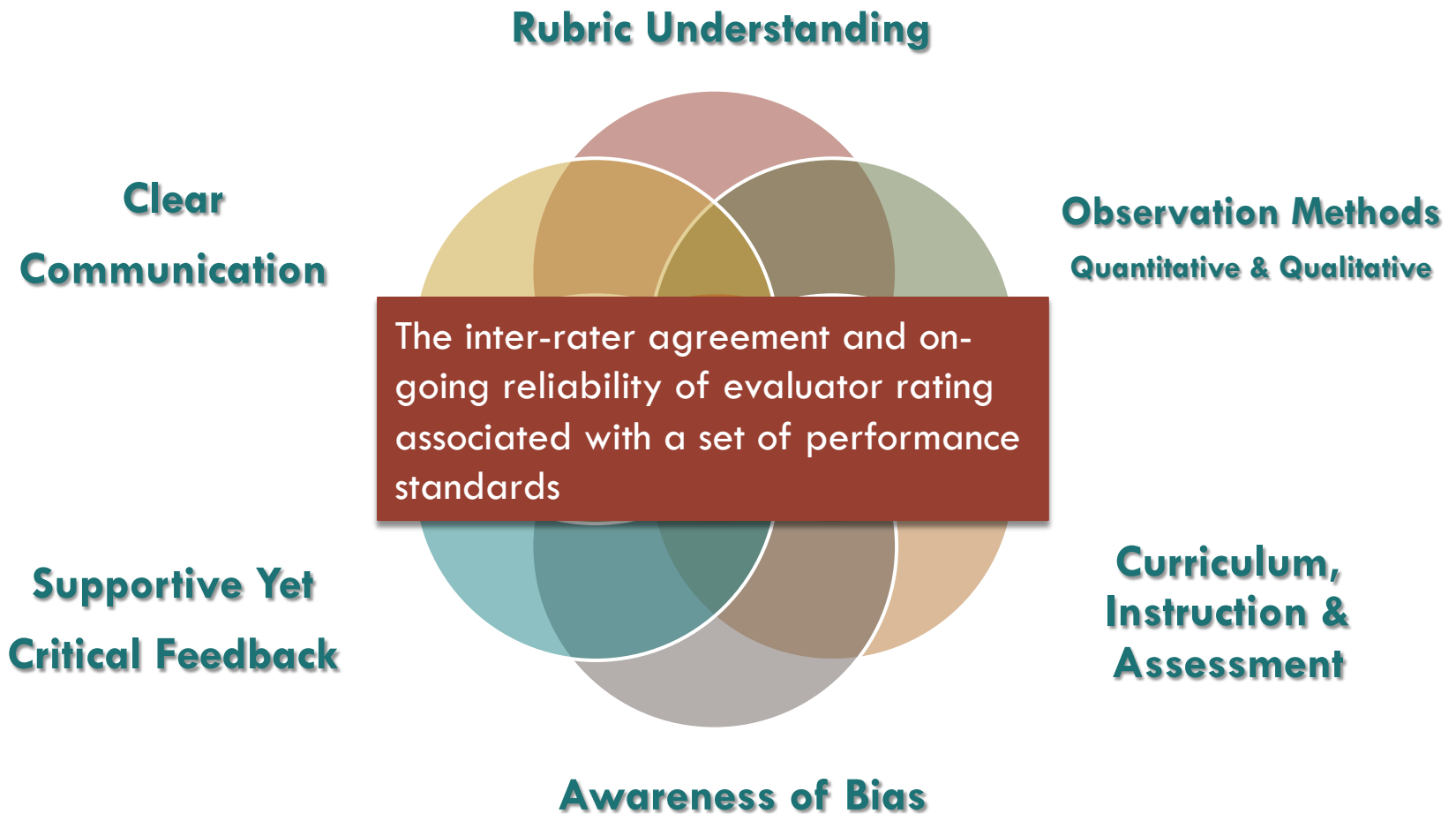5. **Evaluator Capacity**

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ReVision Learning Educator Evaluation Guiding Principles

1. **Multi-Faceted Feedback**

   a. Evaluation systems must be focused on improving educator capacity through consistent, multi-faceted feedback for educators including observation of practice, reviews of artifactual evidence (both teacher and student produced), collegial dialogue & interaction, and consistent reviews of student outcomes.

2. **Formative Feedback for Summative Assessment**

   a. Systems of feedback must be designed to support routine, formative input on performance and practice that facilitates an annual summative assessment aligned to explicit performance standards. Evaluators must implement systems of review that not only encourage specific areas of growth but also connect on-going data collection to standards of performance annually.

3. **Cycles of Continuous Improvement**

   a. Evaluation systems must include the direct alignment of performance management and professional learning, ultimately linking practice to improved student outcomes. Coherence must be established over time with clear through-lines between district, school, department/subject/grade, and individual goals.

   b. Evaluation systems must ensure alignment to educator role expectations while being consistent with the central mission, vision and purpose of the organization.

4. **Autonomy and Ownership Through Individual and Group Reflection**

   a. Engaging a strong combination of human and social capital strategies is necessary to ensure impact of the evaluation systems.

   b. Implementation of evaluation systems must ensure ownership through on-going self-reflective practice that perpetuates a sense of continuous improvement towards organizational objectives. Evaluation systems should be reviewed annually to ensure high levels of fairness, validity, and reliability.

5. **Evaluator Capacity**

   a. Just as teacher capacity is the number one influence on the success of students, evaluator capacity is the number one influence on educator success. Designing systemic processes to review evaluator practice and provide formative feedback is paramount to the successful implementation of educator evaluation systems.

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Promising Practices of Evaluators for Teacher Development

① Embody transformative-orientation v. compliance-orientation to evaluative practice

② View oneself as a teacher of teachers

③ Plan your teacher assessment design and make LEARNING the focus

④ Go beyond the policy – don't just do it right, do the right thing

⑤ Plan for formative feedback – especially difficult conversations

⑥ Define the coherence that exists – if you do not see it, start looking harder

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Evaluator Capacity

Rubric Understanding

Clear
Communication

Observation Methods
Quantitative & Qualitative

The inter-rater agreement and on-going reliability of evaluator rating associated with a set of performance standards

Supportive Yet
Critical Feedback

Curriculum,
Instruction &
Assessment

Awareness of Bias

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Evaluator Supervisory Continuum

Domain 1: Evidence-Based Observation	Beginning	Developing	Proficient	Exceptional
A. Evidence cited is directly tied to the appropriate indicators of practice and accurately represents the levels of performance.	Evidence of teaching practice is often misaligned with the appropriate performance indicators. Evidence of teaching practice is not associated with levels of performance. Little to no connections have been made between teaching practice and performance indicators.	There is some evidence of teaching practice that is aligned with the appropriate performance indicators and levels, there are numerous instances where it is not. Some evidence of teaching practice is associated with levels of performance. There are some/ a few connections that are made between teaching practice and performance indicators.	Most evidence of teaching practice is aligned with the appropriate performance indicators and levels. Most evidence of teaching practice is associated with levels of performance. Most connections are made between teaching practice and performance indicators, some of which are clear and explicit.	All evidence of teaching practice is aligned with the appropriate performance indicators and levels. All evidence of teaching practice is associated with levels of performance. There are clear and explicit connections made between all teaching practice and performance indicators.
B. Qualitative and quantitative evidence cited in feedback is aligned, appropriate and facilitates targeted growth and improvement.	Evidence cited about teaching practice includes only one type of data. Evidence is not specific enough to support teacher growth and improvement.	While the evidence cited is a mix of qualitative and quantitative data, it lacks the specificity needed to support teacher growth and improvement.	The evidence cited is a mix of qualitative and quantitative data. It includes enough specificity needed to support some teacher growth and improvement.	The evidence cited is balanced between qualitative and quantitative data and specific facts that provide supportive suggestions and potential benchmarks for teacher growth and improvement.

Collegial Calibrations™ Outcomes

- Sharpen observation skills and instructional eye in alignment with the CCT

- 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

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How CC Works?
CC Full Day Agenda

District General Full Day Agenda	
Topic/Activity	**Description**
Pre-Brief (1 Hour)	During the first visit, the team will meet to review the process and the tools and resources to be used at each CC round. Subsequent rounds will focus on discrepancies in practice being identified by evaluators.
Observations and Debriefs (3-4 Hours w/lunch)	Participants complete multiple observations of classroom practice including interspersed debriefs of each observation with group. Debriefs include a critical analysis of teacher and student behavior against the CCT Rubric. This timeframe is customized to meet the district design and need.
Final Observation Report (1 Hour)	Time is provided for completing a formal report on the final observation that will be entered into the ReFLECT™ system and assessed against the *ReVision Learning Supervisory Continuum™*
Post CC Round	
ReVision Learning staff reviews the qualitative evidence collected using the *ReVision Learning Supervisory Continuum™* using the ReFLECT™ system to provide qualitative and quantitative feedback to each evaluator in support of his/her individualized development needs.	

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How CC Works?
CC Half-Day Agenda

General Half Day Agenda	
Topic/Activity	**Description**
Pre-Brief (1 Hour)	During the first visit, the team will meet to review the process and the tools and resources to be used at each CC round. Subsequent rounds will focus on discrepancies in practice being identified by evaluators
Observations (1 Hour)	2 – 25 minute observations (with 5 min passing time)
Debrief and Report (1 Hour)	Debrief the first classroom visit including a critical analysis of teacher and student behavior against the Instructional Rubric. Time is then provided for completing a formal report on the second observation that will be entered into the ReFLECT™ system and assessed against the *ReVision Learning Supervisory Continuum*™
Post CC Round	
ReVision Learning staff reviews the qualitative evidence collected using the *ReVision Learning Supervisory Continuum*™ using the ReFLECT™ system to provide qualitative and quantitative feedback to each evaluator in support of his/her individualized development needs.	

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CCT
Instructional Practice Rubric

- Fewer Domains/ Indicators

- Prioritized High Yield Strategies

- Focus for Observations

Connecticut State Department of Education

The Connecticut
Common Core of Teaching (CCT)
Rubric for Effective Teaching 2014

A Rubric for the Observation of Teacher Performance and Practice
to Help Identify the Foundational Skills and Competency Standards
that will Prepare Connecticut Students to Succeed
in College, Career and Life.

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CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain 1 — Classroom Environment, Student Engagement and Commitment to Learning[2]

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing instructional time by effectively managing routines and transitions.

Domain 3 — Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 — Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

2b. Planning instruction to cognitively engage students in the content.

2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 4 — Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

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Statewide Service Delivery

Structure to Service

- Three service delivery components
  - Based on collective work with over 24 CT districts and Newark Public Schools, Newark NJ
- Designed to build capacity at a local level
- Focused on evaluator capacity to improve instructional leadership skills
- On-line system to generate detailed reports on progress to calibrate CCT at an individual, district and statewide level

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Service Delivery 1:
Training of District Facilitators

- **Three-Day Train the Trainer Institute**
  - Classroom observation and recording techniques
  - Engaging difficult conversations
  - Formative and summative teacher feedback
  - Facilitative processes versus presentation models
  - Scoring using *RVL Supervisory Continuum* in on-line system

- **Three District Facilitator Support Sessions**
  - Sharing of best practice and outcome data from on-line system

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Service Delivery 2:
Collegial Calibrations™ & Communities of Practice

- **Collegial Calibrations™**
  - One RVL/CAS Facilitator for every three Alliance/ Participating Districts
  - Co-delivery of two Collegial Calibrations™ sessions with RVL/CAS Trainer
- **Communities of Practice**
  - Three Communities of Practice to support coaching for feedback
  - Supportive as an intervention model or extension model

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Service Delivery 3:
District Data Review

□ **District Data Review Workshop**

  ▪ One training session to support district level HR/Talent Development (or related) personnel

  ▪ Establish clear links between educator evaluation outcomes and professional learning needs

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Questions and Discussion

Voices of Vision
Weekly Newsletter
http://goo.gl/qGViK

Join the conversation:

- Check out hashtags: #teacher #teacherevaluation #CT #education
- @ReVision_Learng
- www.revisionlearning.com

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