Introduction to Kentucky's Professional Growth and Effectiveness System and Framework for Teaching
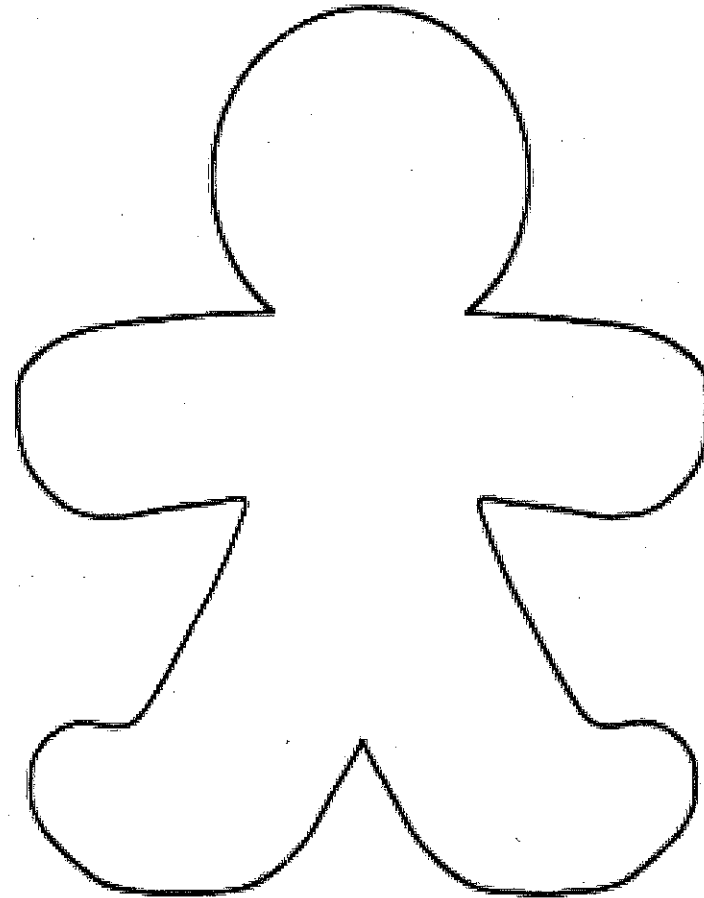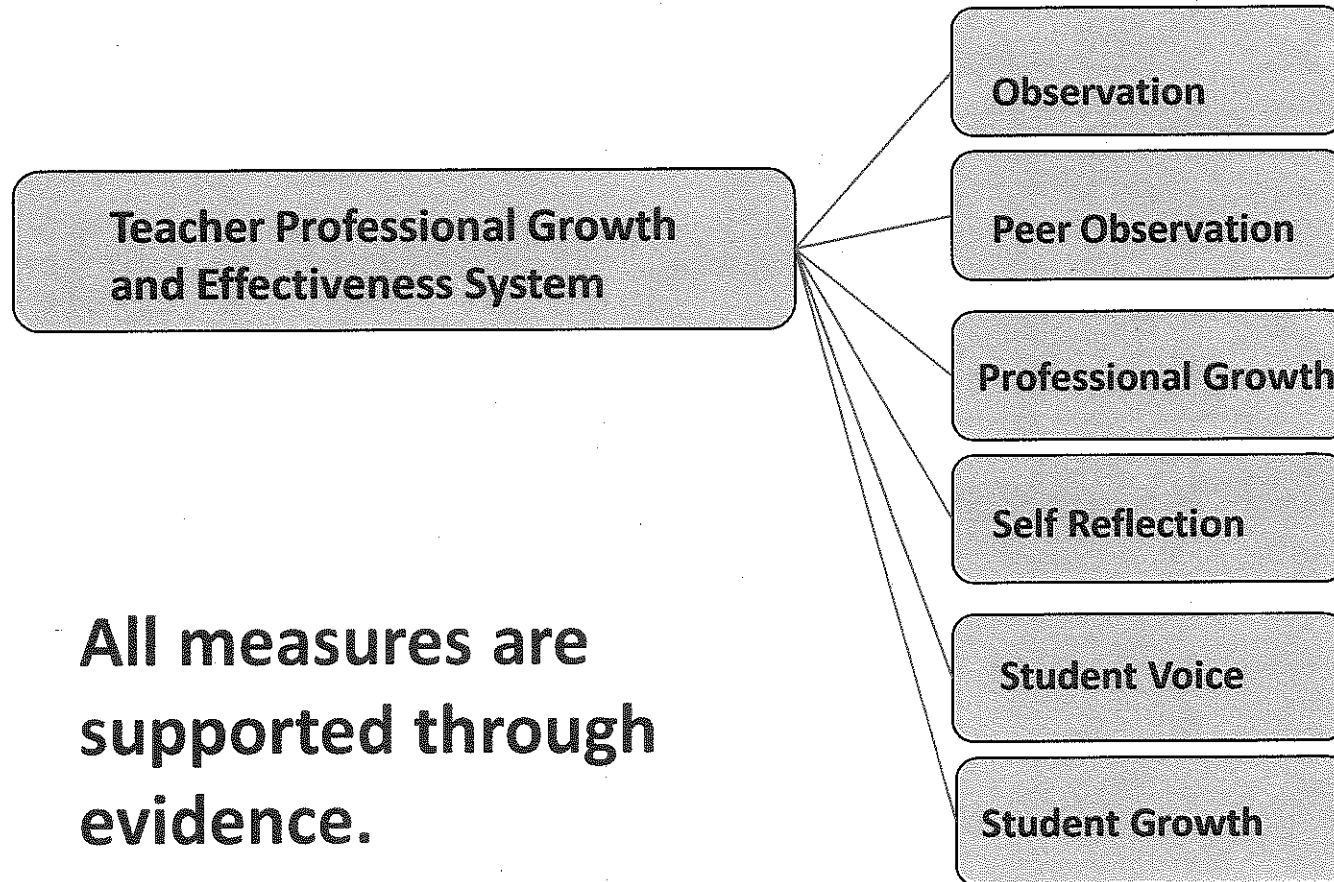
Training Outline

- Overview of the PGES System
- Understanding the Framework for Teaching
- Explore Multiple Measures
- Responsibilities of a Priority School

Creating the Perfect Teacher

Proposed Multiple Measures

Teacher Professional Growth and Effectiveness System

- Observation
- Peer Observation
- Professional Growth
- Self Reflection
- Student Voice
- Student Growth

All measures are supported through evidence.

Explanation of Multiple Measures

Student Growth	Quantitative measure of the impact a teacher or principal has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.
Student Voice	Student feedback around teacher performance based on survey data
Professional Growth	Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics
Self Reflection	Critical self-examination of practice on a regular basis to deepen knowledge, expand repertoire of skills and incorporate findings to improve practice
Peer Observation	Process of a peer observing another's professional practice and observable behaviors, providing supportive and constructive feedback for formative purposes
Observation	Evaluator's observation, documentation and feedback on a teacher's professional practices and observable behaviors

SUPPORTED BY

Evidence	Documents or demonstrations that indicates proof of a particular descriptor. Should be a natural by-product created through the process of teaching

KENTUCKY'S FRAMEWORK FOR TEACHING

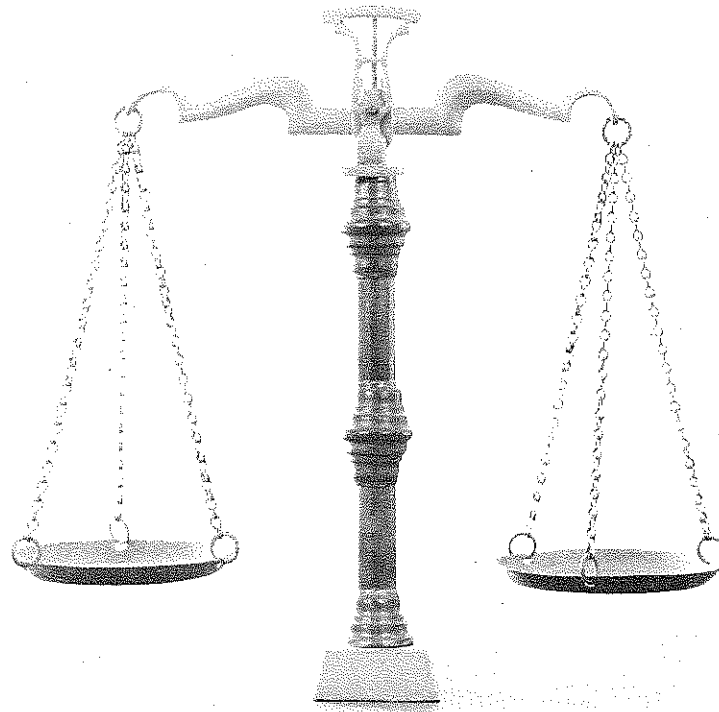(adapted for Kentucky Department of Education)

5.24.2012

Background and Recent Enhancement

- Originally published in 1996
- Revised in 2007 and 2011
- As a result of the Measures of Effective Teaching (MET) Study, changes for 2011 include:
  - Less detail in component level to make observations easier
  - Critical Attributes provide guidance to determine performance levels
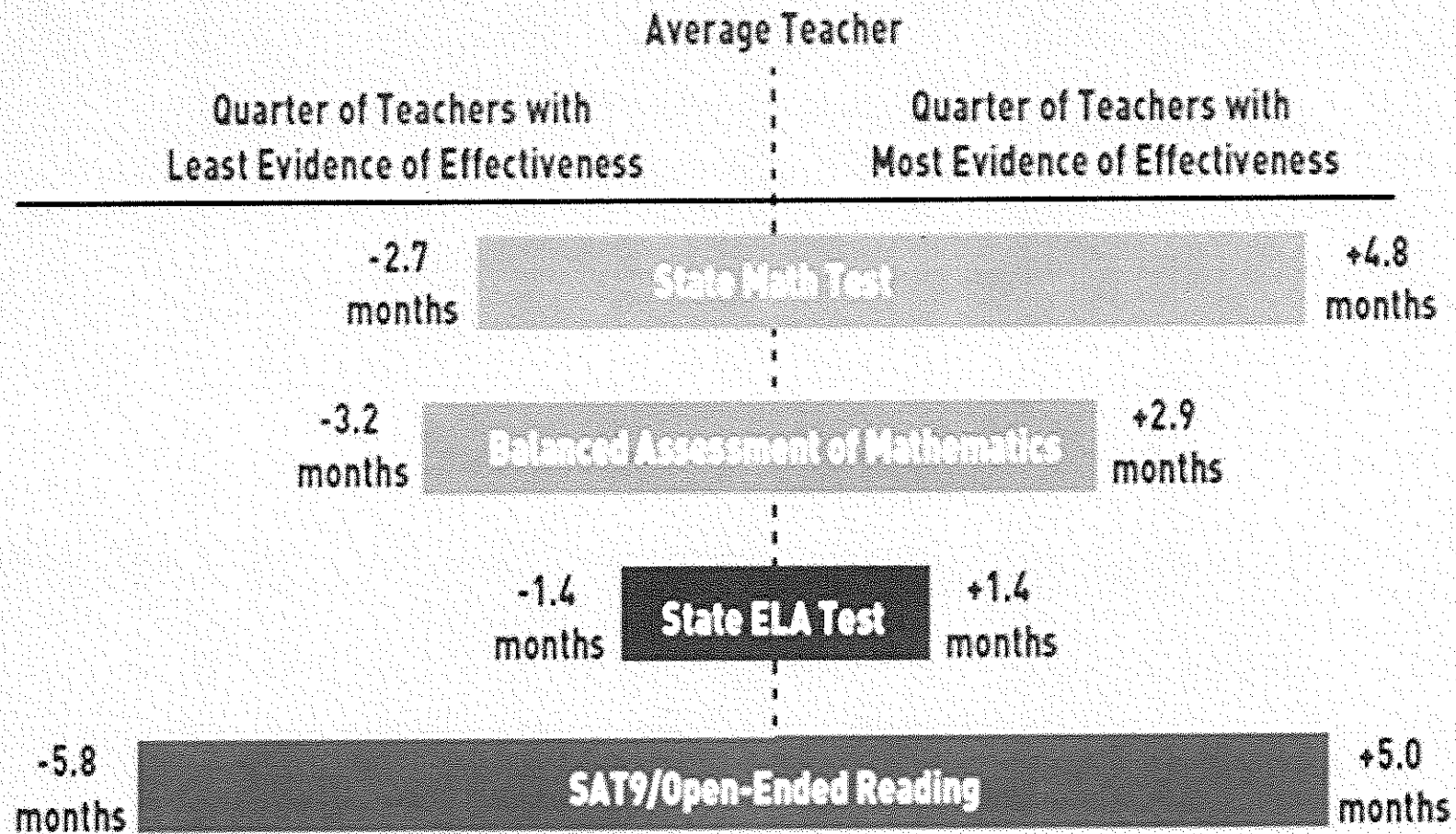 - Examples illustrate rubric language

Why do we assess teacher performance?

Professional Learning

Quality Assurance

Average Teacher

Quarter of Teachers with Least Evidence of Effectiveness	Quarter of Teachers with Most Evidence of Effectiveness

-2.7 months **State Math Test** +4.8 months

-3.2 months **Balanced Assessment of Mathematics** +2.9 months

-1.4 months **State ELA Test** +1.4 months

-5.8 months **SAT9/Open-Ended Reading** +5.0 months

Months of learning gain are calculated based on the difference in value-added gains between the top and bottom quartile of teachers compared to the average teacher. The number of months of schooling applies to a nine-month school year using a .25 standard deviation per year conversion factor.

Teaching is complex...

"Teaching is a profession more complex than medicine."

Lee Shulman, "The Wisdom of Practice"

Video of Charlotte Danielson
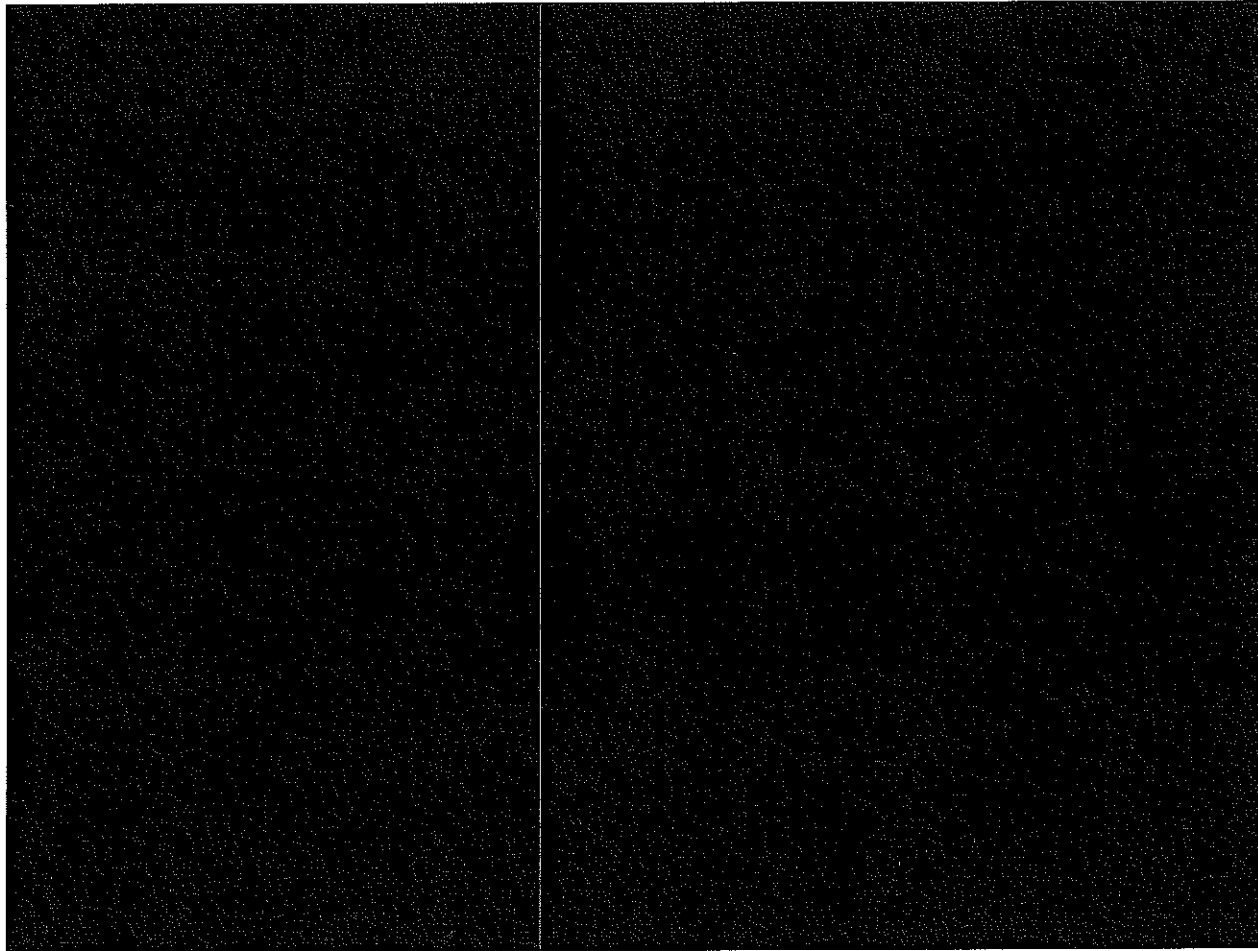
The Wisdom of Practice

- If you were to walk into a classroom, what might you see or hear (from the students as well as the teacher) that would cause you to think that you were in the presence of an expert?

The Domains

1: Planning and Preparation

2: The Classroom Environment

3: Instruction

4: Professional Responsibilities

5. Student Growth*

1. Planning and Preparation	2. Classroom Environment
Student Growth → Student Growth	Student Growth
Student Growth	Student Growth 3. Instruction
4. Professional Responsibilities	Student Growth
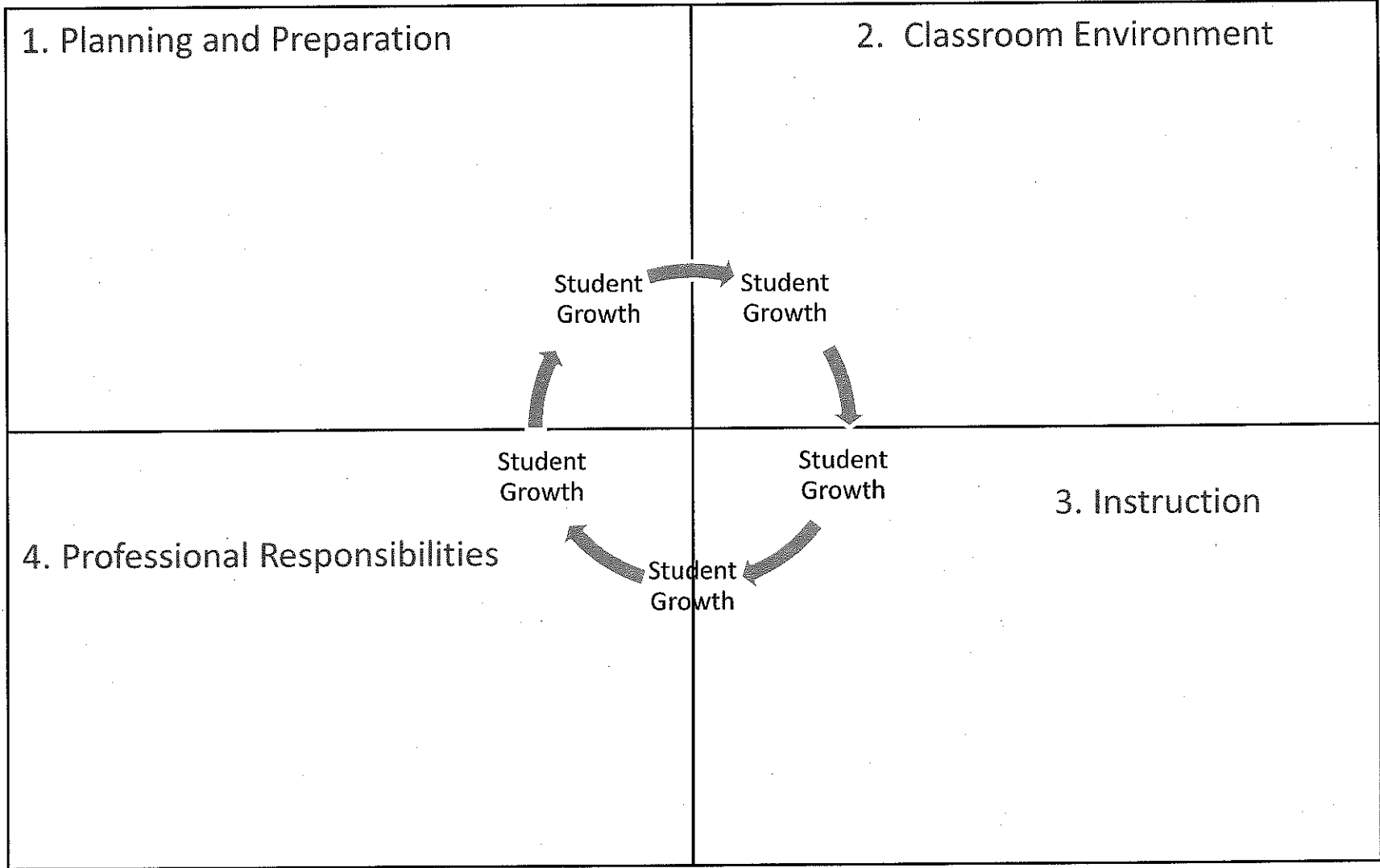
Framework for Teaching

Domain 1: Planning and Preparation
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: The Classroom Environment
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 4: Professional Responsibilities
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Domain 3: Instruction
- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
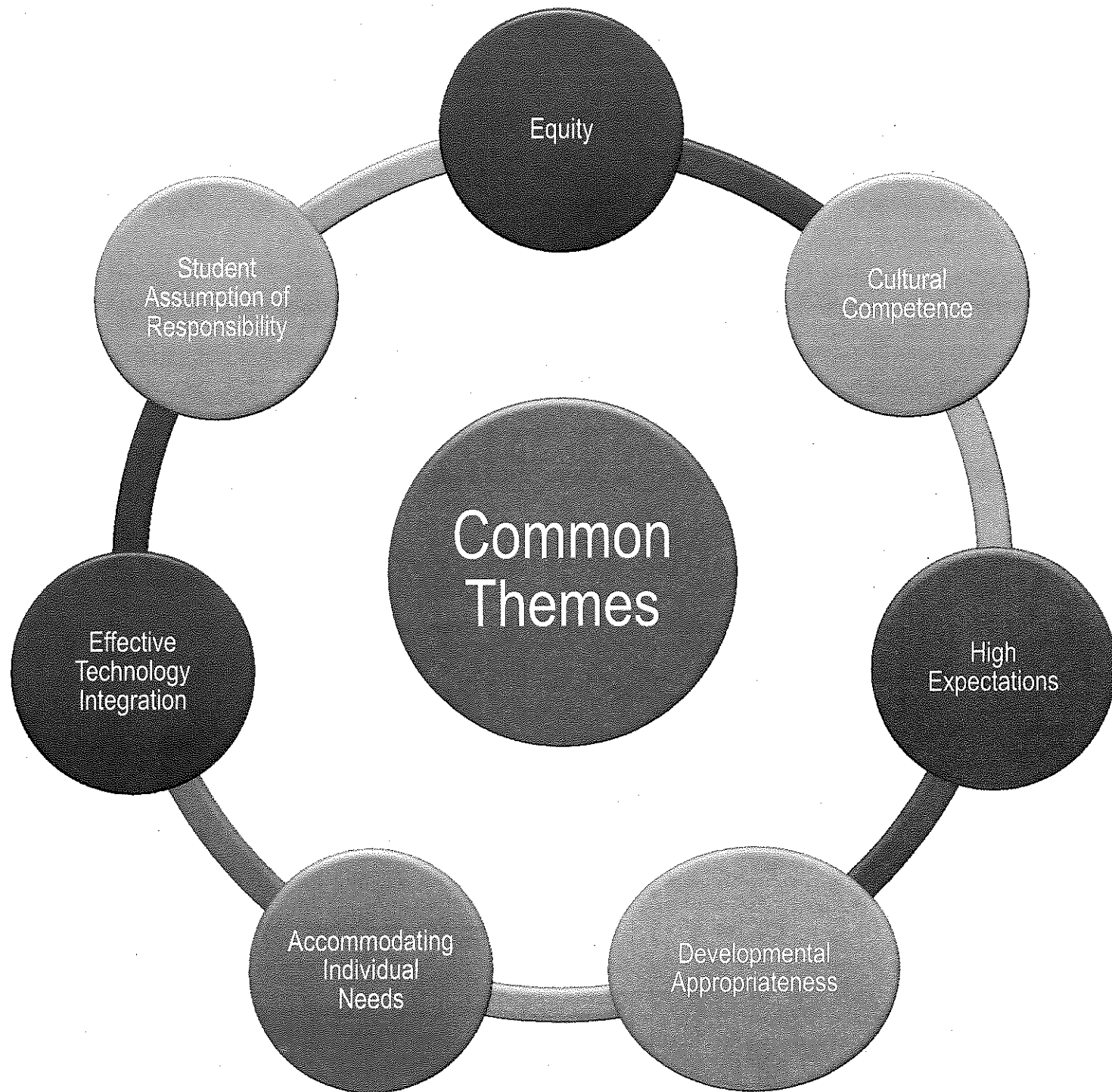- Demonstrating Flexibility and Responsiveness

Common Language

Charlotte Danielson's Framework for Teaching   **Component**   Domain: 1 Planning & Preparation   Adapted for Kentucky Department of Education

Domain

1A - Knowledge of Content and Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline ... incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.			
• Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*

Element(s)

Performance Level

Indicators

Essential guidance for observers

Illustrates the meaning of framework language

(Table body rows: Critical Attributes, Possible Examples — with performance level descriptions across Ineffective, Developing, Accomplished, and Exemplary columns)

Common Themes

- Equity
- Cultural Competence
- High Expectations
- Developmental Appropriateness
- Accommodating Individual Needs
- Effective Technology Integration
- Student Assumption of Responsibility

JIGSAW OF THE DOMAINS

Four Domains - Jig Saw Activity
(expert group)

- Why is this domain important?

- How is evidence for this domain documented?

- Which component/s in this domain might beginning teachers find particularly difficult?

Domain 1 – Planning and Preparation

- 1a Demonstrating Knowledge of Content/Pedagogy

- 1b Demonstrating Knowledge of Students

- 1c Setting Instructional Outcomes

- 1d Demonstrating Knowledge of Resources

- 1e Designing Coherent Instruction

- 1f Designing Student Assessment

Domain 1: Planning and Preparation

Knowing Components

- 1a: Demonstrating Knowledge of Content and Pedagogy

- 1b: Demonstrating Knowledge of Students

- 1d: Demonstrating Knowledge of Resources

Doing Components

- 1c: Setting Instructional Outcomes

- 1f: Designing Student Assessments

- 1e: Designing Coherent Instruction

Domain 2 – The Classroom Environment

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

2b: A Culture for Learning

Indicators include:

- Belief in the **value** of the work

- **Expectations** are high and supported through both verbal and nonverbal behaviors

- **Quality** is expected and recognized

- **Effort and persistence** are expected and recognized

- **Confidence** in ability is evidenced by teacher and students language and behaviors

- Expectation for all students to **participate**

A Quote from Maya Angelou

"People will forget what you said. People will forget what you did. But they will never forget how you made them feel"

Domain 3 – Instruction

3a: Communicating with Students

3b: Questioning and Discussion

3c: **Engaging Students in Learning**

3d: Using Assessment in Instruction

3e: Flexibility and Responsiveness

3c – Engaging Students in Learning

Intellectual Involvement
Active Construction of
Understanding

"Minds on"
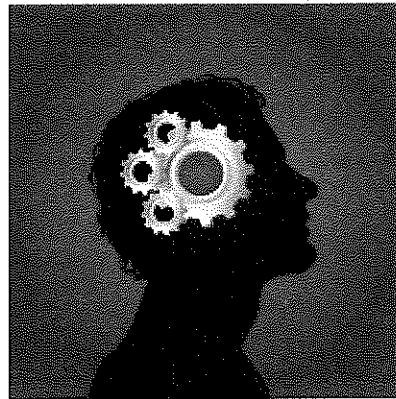
3c – Engaging Students in Learning

Activities and Assignments

Grouping of Students

Instructional Materials and Resources

Structure and Pacing

Relevant to Students

Require Student Thinking

Domain 4 – Professional Responsibility

4a **Reflecting on Teaching**

4b Maintaining Accurate Records

4c Communicating with Families

4d Participation in a Professional Community

4e Growing and Developing Professionally

4f Showing Professionalism

4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

Performance Levels: Key Words

Ineffective	Developing	Accomplished	Exemplary
Unsafe Lack of Unaware Harmful Unclear Poor Unsuitable **None**			

Performance Levels: Key Words

Ineffective	Developing	Accomplished	Exemplary
Unsafe	Partial		
Lack of	Generally		
Unaware	Inconsistently		
Harmful	Attempts		
Unclear	Awareness		
Poor	Moderate		
Unsuitable	Minimal		
None	**Some**		

Levels of cognition and constructivist learning increase

Performance Levels: Key Words

Ineffective	Developing	Accomplished	Exemplary
Unsafe	Partial	Consistent	
Lack of	Generally	Frequent	
Unaware	Inconsistently	Successful	
Harmful	Attempts	Appropriate	
Unclear	Awareness	Clear	
Poor	Moderate	Positive	
Unsuitable	Minimal	Smooth	
None	**Some**	**Most**	

Levels of cognition and constructivist learning increase

Performance Levels: Key Words

Teacher-directed success!

Student-directed success!

Ineffective	Developing	Accomplished	Exemplary
Unsafe	Partial	Consistent	Seamless
Lack of	Generally	Frequent	Solid
Unaware	Inconsistently	Successful	Subtle
Harmful	Attempts	Appropriate	Skillful
Unclear	Awareness	Clear	Preventative
Poor	Moderate	Positive	Leadership
Unsuitable	Minimal	Smooth	STUDENTS
None	**Some**	**Most**	**Always**

Levels of cognition and constructivist learning increase

Align Teacher Practice with the Framework

Align Teacher Practice with the Framework

On a Post-It note, write the:
- Domain
- Component
- Element
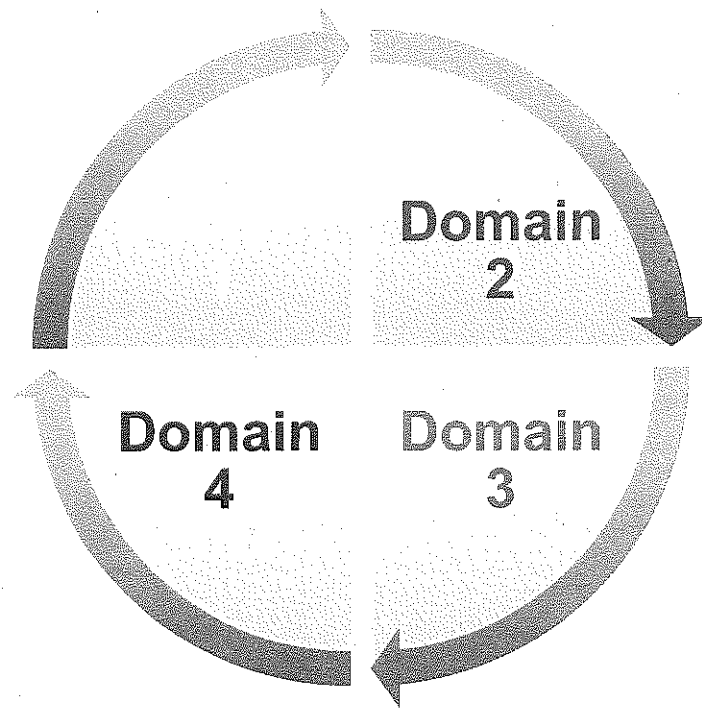
Example:
2a Teacher interaction with students

Observation
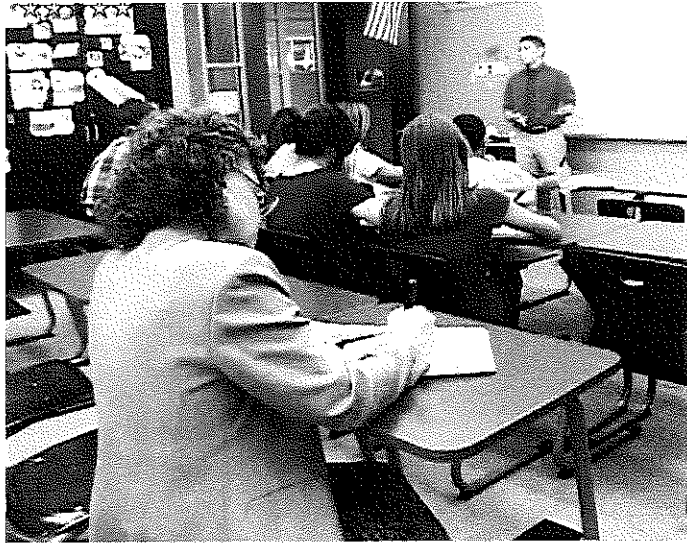
Teacher Professional Growth And Effectiveness System

- Observation
- Peer Observation
- Professional Growth
- Self Reflection
- Student Voice
- Student Growth

Supervisor Observation
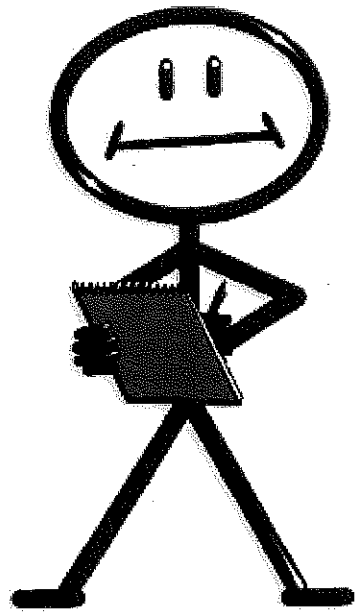
supervisor   teacher
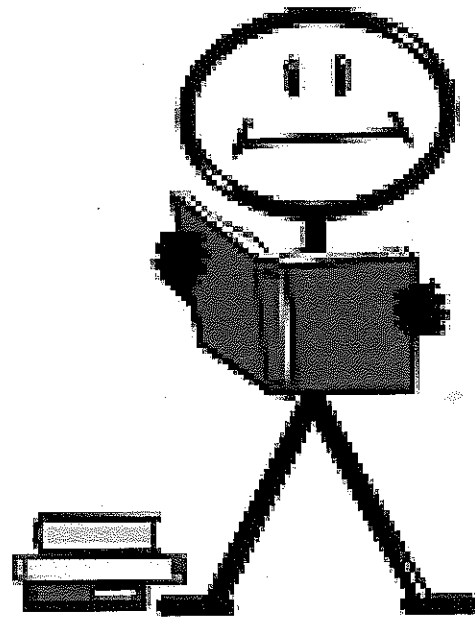
PURPOSE

To provide documentation and feedback to measure the effectiveness of a teacher's professional practices within the classroom.

To improve teaching and learning.

GOAL

Supervisor Observation Cycle
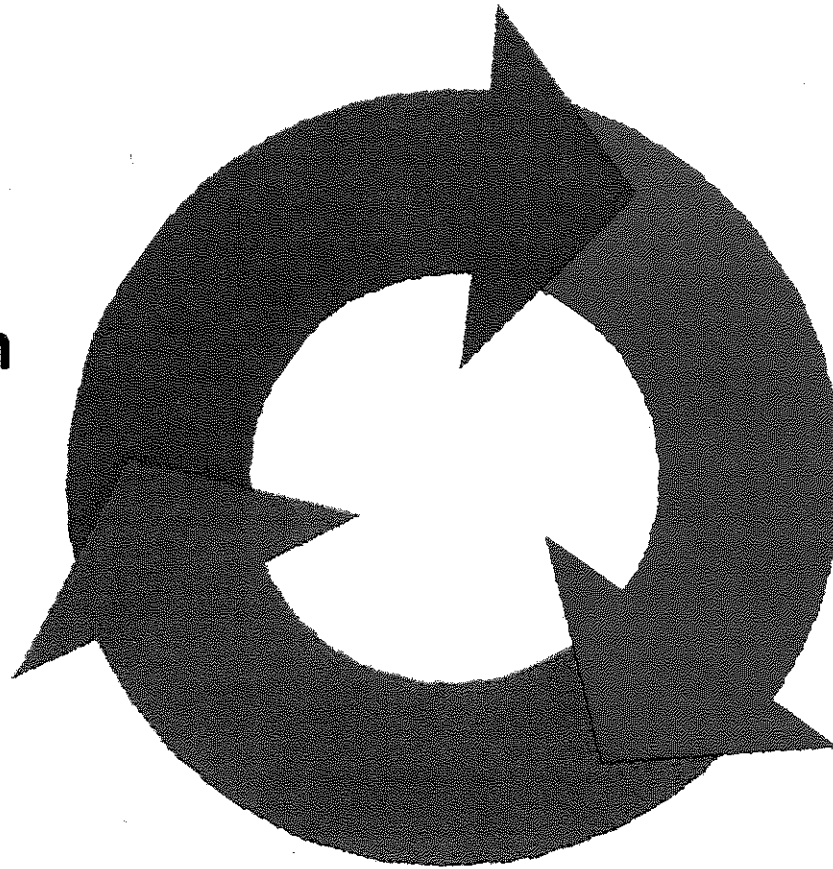
1.
Pre-Observation Protocol

2.
Classroom Observation

3.
Post-Observation Conferencing:
Providing feedback that informs professional practices

Formal Observation	Mini Observation

• Follows Observation Sequence
  -Preconference
  -Observation
  -Post Conference
	• Follows Observation Sequence
	  -Preconference
	  -Observation
	  -Post conference

• <u>Full class period or a complete lesson</u>	• <u>Shorter in duration: approximately 15-20 minutes</u>
• Evaluating Domains 2 and 3	• Evaluating Domains 2 and 3
• Collecting evidence towards Domains 1 and 4	• Collecting evidence for Domains 1 and 4

SO what about
Walkthroughs?

Peer Observation
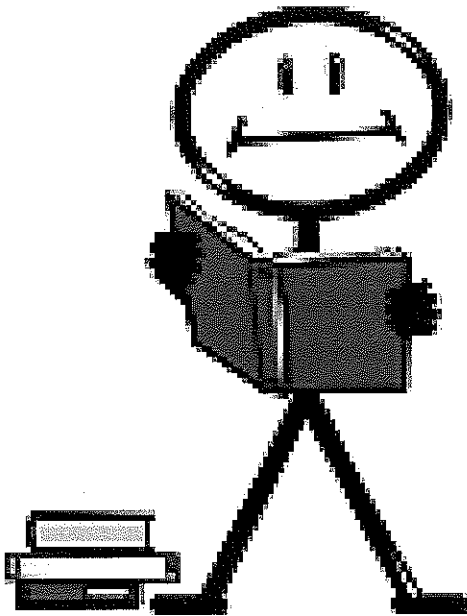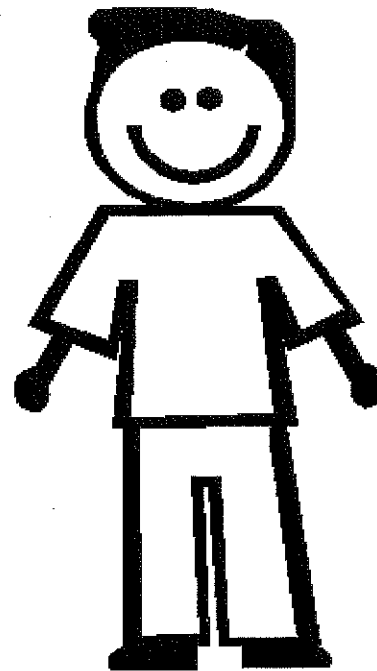
teacher   PEER
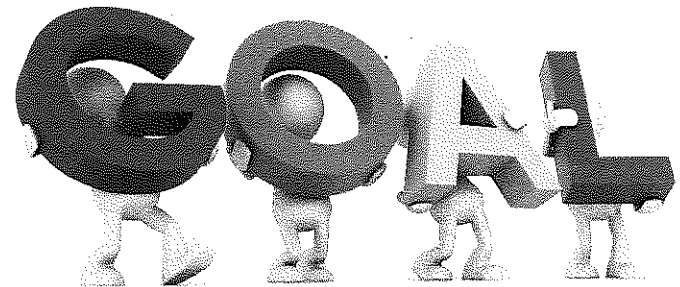
Supervisor's Observation:

To provide documentation and feedback to measure the effectiveness of a teacher's professional practices within the classroom

PURPOSE
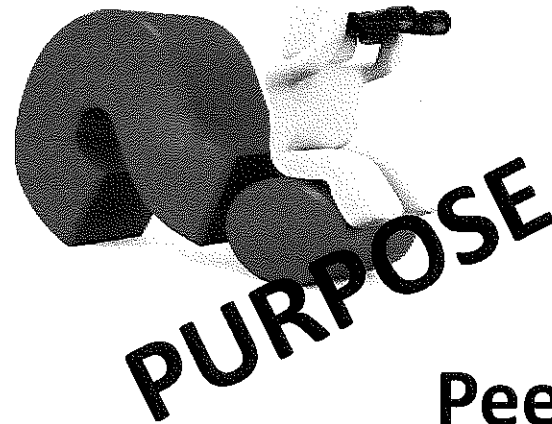
Peer Observation

To provide feedback to teachers about teaching and learning
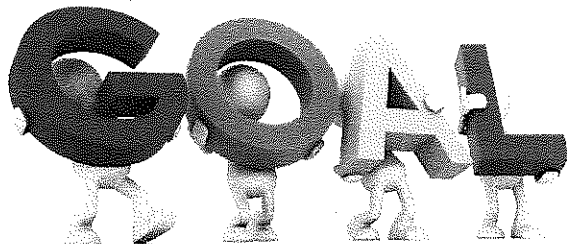
GOAL

ONE GOAL

To Improve Teaching and Learning

"Peer observations allow teachers to learn more about themselves: thus they become better teachers, bringing more knowledge to the classroom. **When teachers learn from one another, they develop varied instructional techniques and new ideas.** *This results in more interesting teaching and more opportunities for students to grow.*"

Eric Moats

"Opening Doors: Teacher Guided Observations"

Educational Leadership
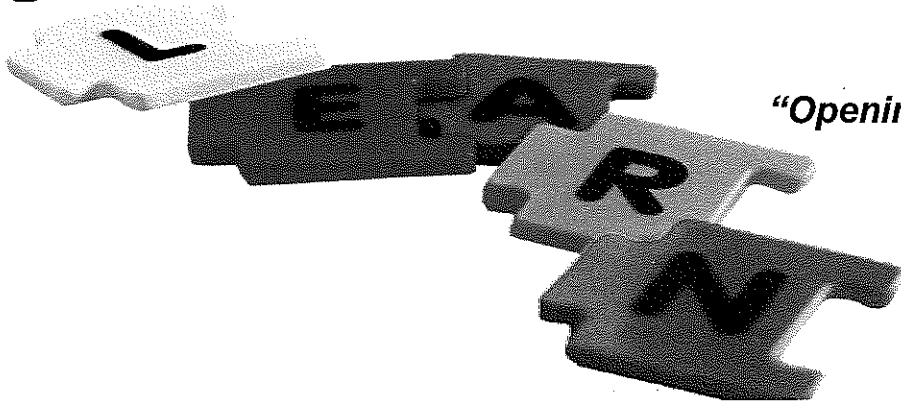
Benefits of Peer Observation

Effective peer observation allows both the observer and the teacher to:

➢ Develop reflective practice
➢ Share best teaching practices
➢ Gain new ideas and fresh perspectives about teaching
➢ Enhance skills
➢ Improve the quality of the learning experiences made available to students

SUCCESS
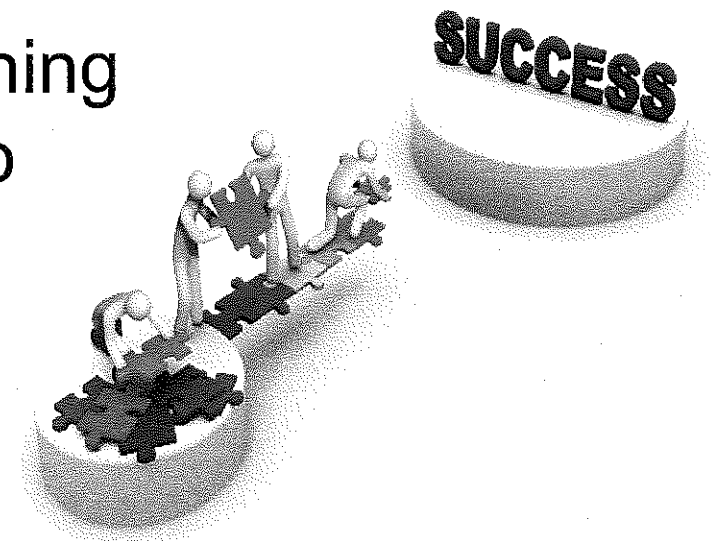
Peer Observation Cycle
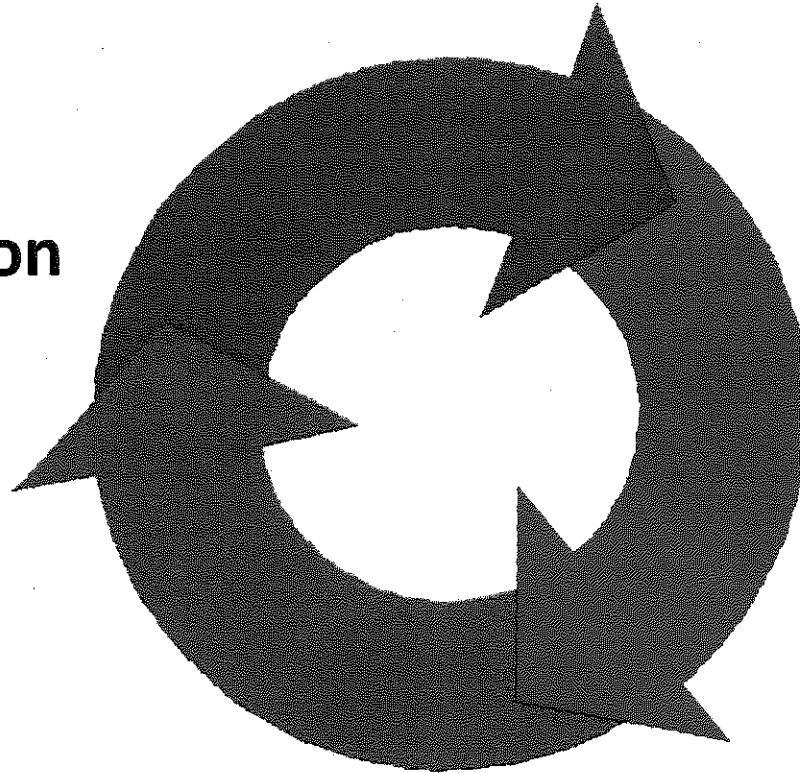
1.
Pre-Observation Protocol

2.
Classroom Observation

3.
Post-Observation Conferencing:
Providing feedback that informs professional practices

Major Difference

SUPERVISOR

PEER

RATING

NO RATING
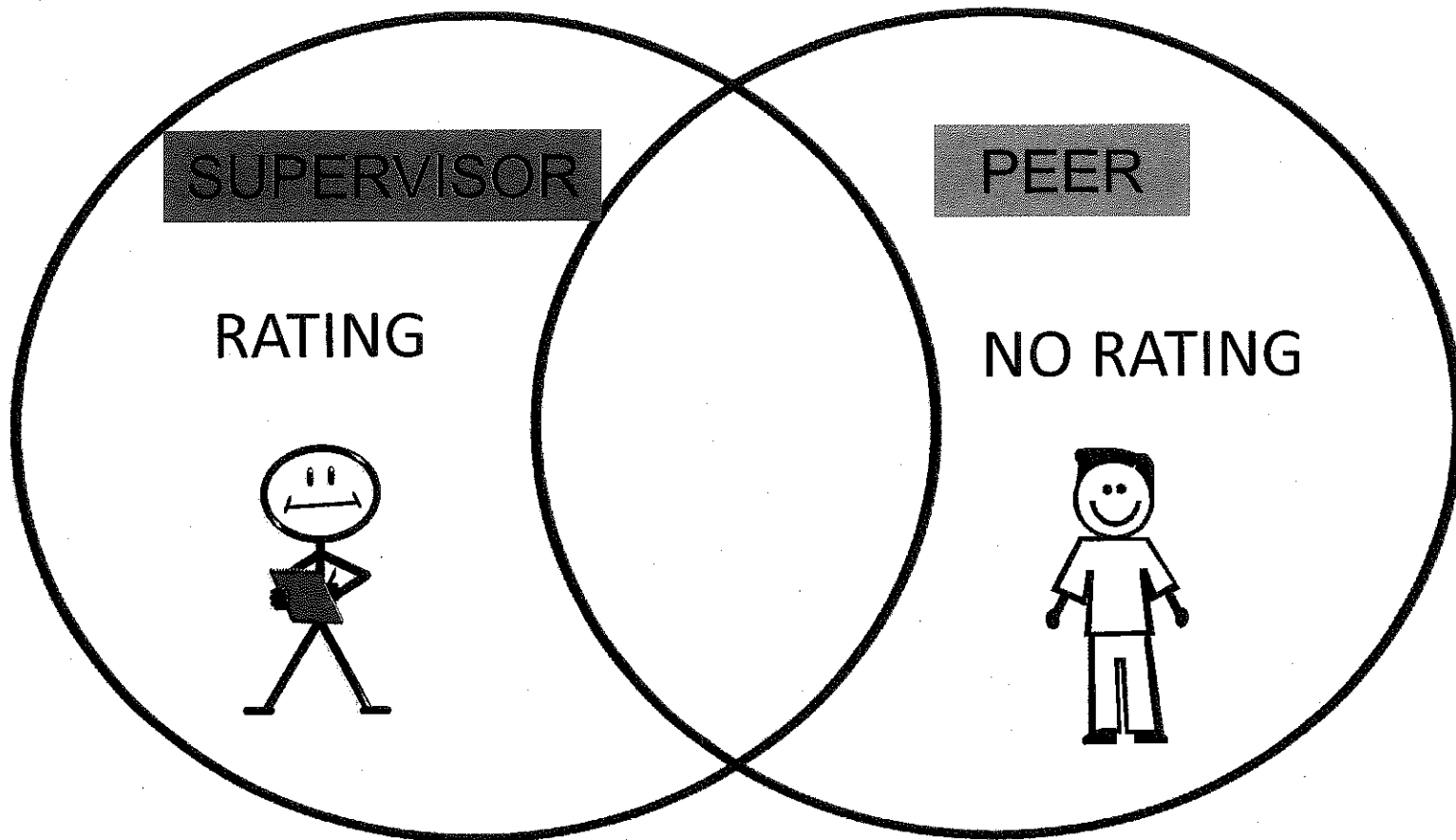
PROPOSED MULTIPLE MEASURES FOR TEACHER EFFECTIVENESS
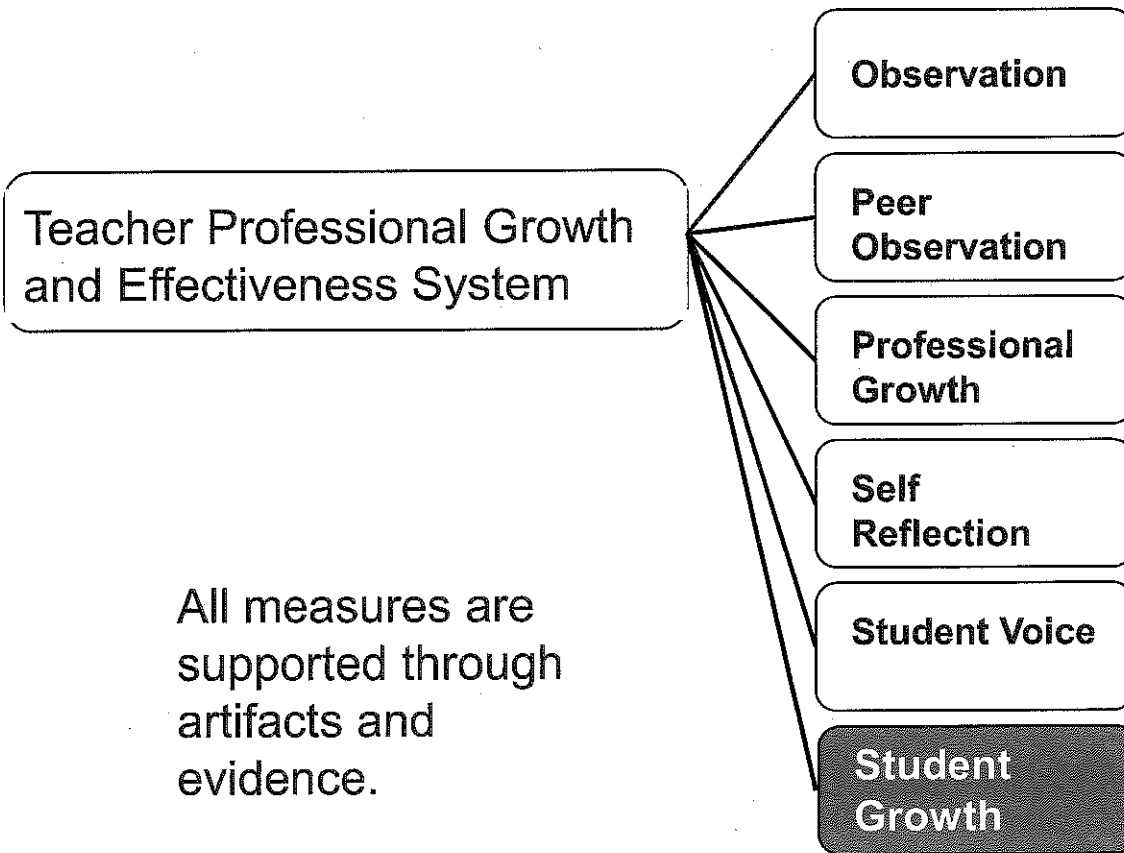
Teacher Professional Growth and Effectiveness System

- Observation
- Peer Observation
- Professional Growth
- Self Reflection
- Student Voice
- Student Growth

All measures are supported through artifacts and evidence.

Student growth measures in Kentucky's field test

Goal Setting for Student Growth – applies to all teachers

Student Growth Percentiles – applies to grades 4 – 8 reading & math

Goal Setting for Student Growth:

Honoring *Progress* and Getting *Results*
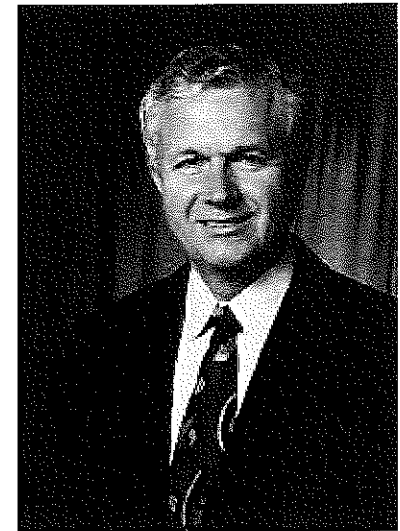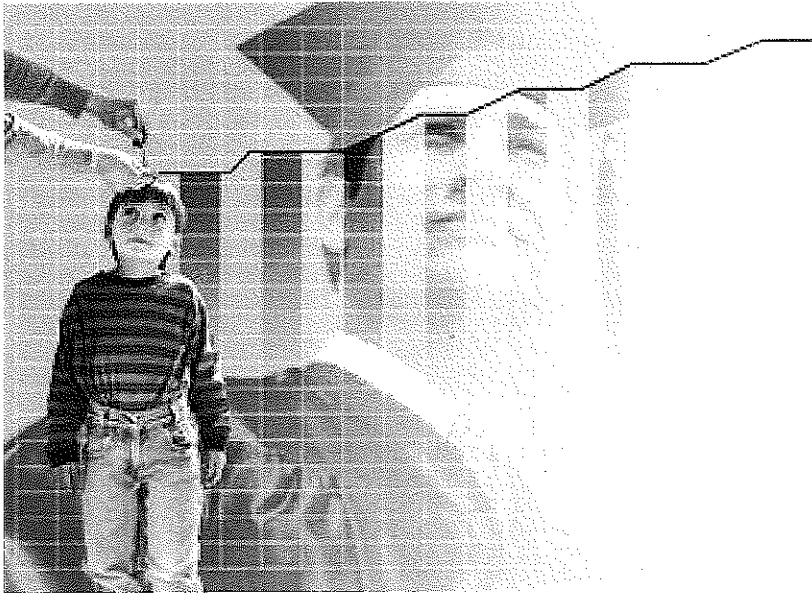
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What are the purposes of Goal Setting?

- ☑ Focus on **student results**

- ☑ Explicitly **connect teaching and learning**

- ☑ **Improve instructional practices** and teacher performance

- ☑ Tool for **school improvement**

Student Growth Process

Step 1: Determine needs

Step 2: Create specific learning goals based on pre-assessment

Step 3: Create and implement teaching and learning strategies

Step 4: Monitor student progress through ongoing formative assessment

Step 5: Determine whether students achieved the goals
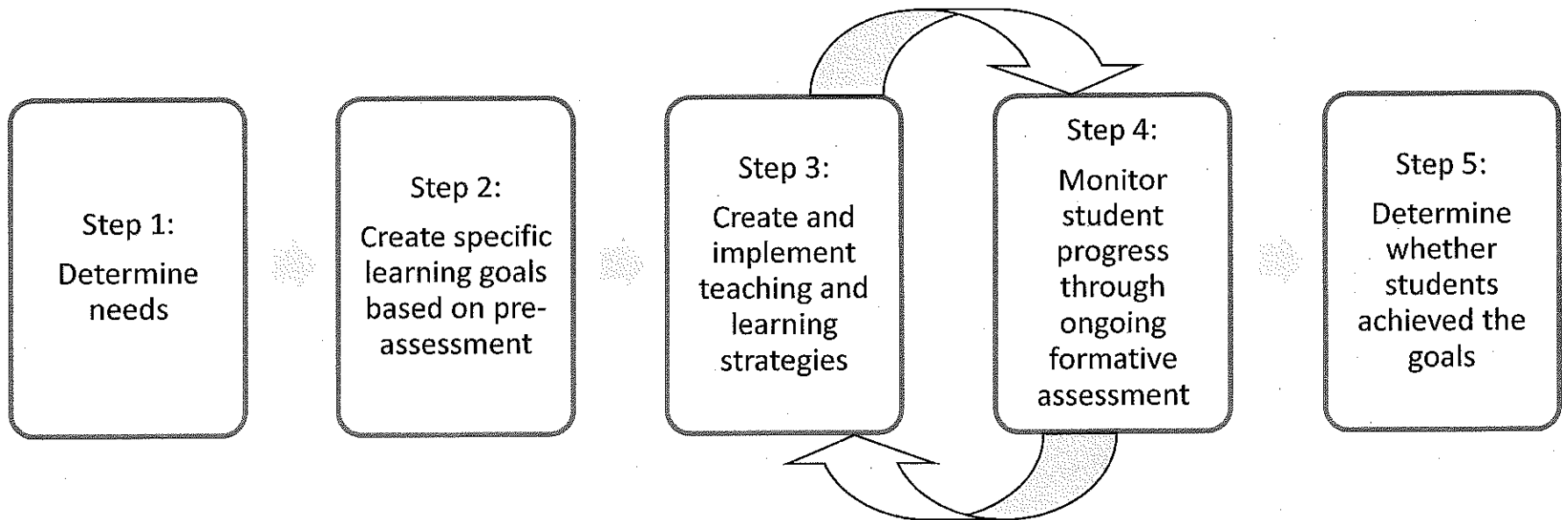
SMART Goal Process

S	M	A	R	T
Specific- The goal addresses student needs within the content.	Measurable- An appropriate instrument or measure is selected to assess the goal.	Appropriate- The goal is clearly related to the role and responsibilities of the teacher.	Realistic- The goal is attainable.	Time-bound- The goal is contained to a single school year/course.
The goal is focused on a specific area of need.	The goal is measurable and uses an appropriate instrument.	The goal is standards-based and directly related to the subject and students that the teacher teaches.	The goal is doable, but rigorous and stretches the outer bounds of what is attainable.	The goal is bound by a timeline that is definitive and allows for determining goal attainment.

Monitoring Student Progress

- Monitor both student progress toward goal attainment AND strategy effectiveness through formative assessment processes.

- Make adjustments to strategies as needed.

- Goals <u>are not</u> adjusted.

Anna Tate
8th Grade Language Arts Teacher

Goal Statement:

For the 2011 – 12 school year, 100% of my students will make measurable progress in writing. Each student will improve by one performance level in audience & purpose, idea development, and organization & structure. Furthermore, 80% of the students will score a "3" or better overall.

Baseline, Mid-Year, End of Year Data

Bar chart with y-axis from 0% to 80%. X-axis categories: Baseline Data, Mid-Year, End of Year. Legend: Avg Score 1, Avg Score 2, Avg Score 3, Avg Score 4. Labels "30%", "50%", and "78%" appear on the chart.
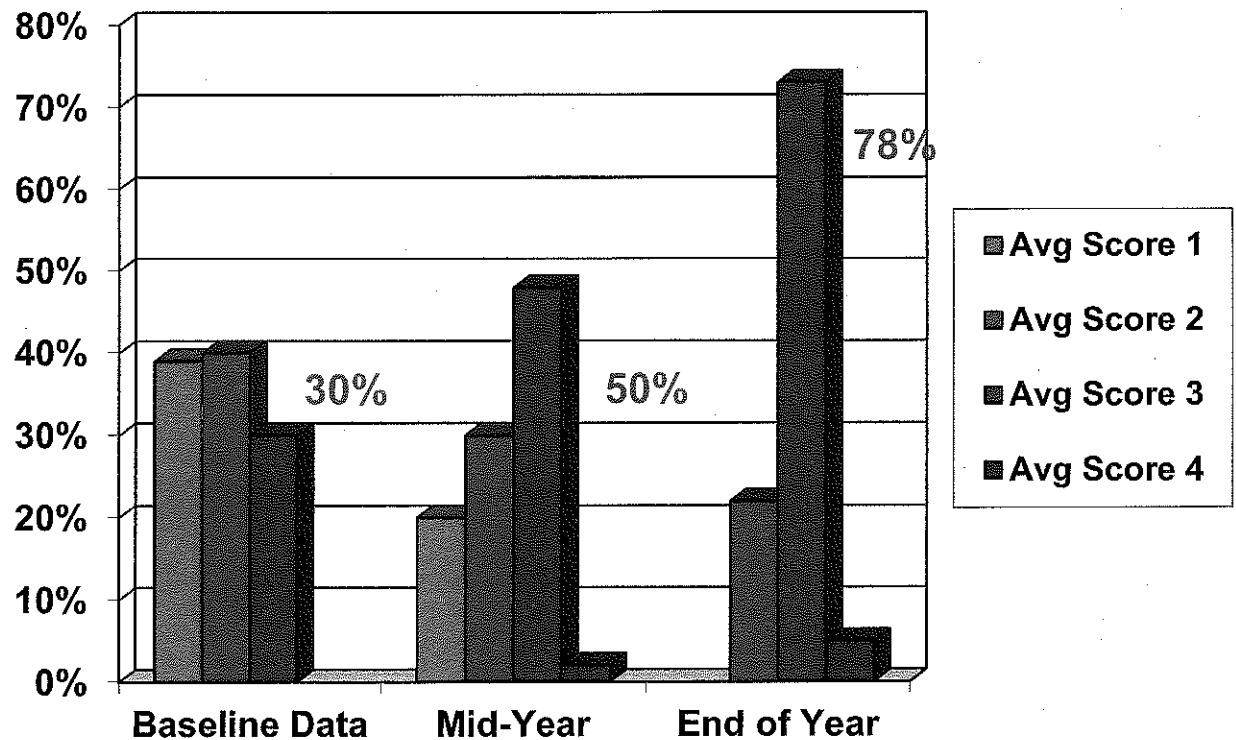
Data Source Possibilities

Interim Assessments

Common Assessments

District Assessments

Projects

Products

Student Performances

Student Portfolios

Classroom Assessments

Assessments must . . .

- **Be rigorous** –
  - High expectations for progress toward college and career readiness
  - Provide data toward mastery of standard(s)

Assessments must . . .

- **Provide data between two points in time.**
  - Provide baseline data.
  - Provide post data by end of goal-setting period.
- **Be comparable across classrooms within the district.**

Student growth measures in Kentucky's field test

Goal Setting for Student Growth – applies to all teachers

Student Growth Percentiles – applies to grades 4-8 reading & math

Student Growth Percentiles

SGPs focus on the relative standing of a student from year to year compared to the student's academic peers.

- Academic peers are students who perform very similarly on the test to the student. The student is only compared to students who start at the same place.

- In year two, the question is:　　　　　Did the student outpace his peer group?

MEASURES FOR TEACHER EFFECTIVENESS

Teacher Professional Growth and Effectiveness System

- **Observation**
- **Peer Observation**
- **Professional Growth**
- **Self Reflection**
- **Student Voice**
- **Student Growth**
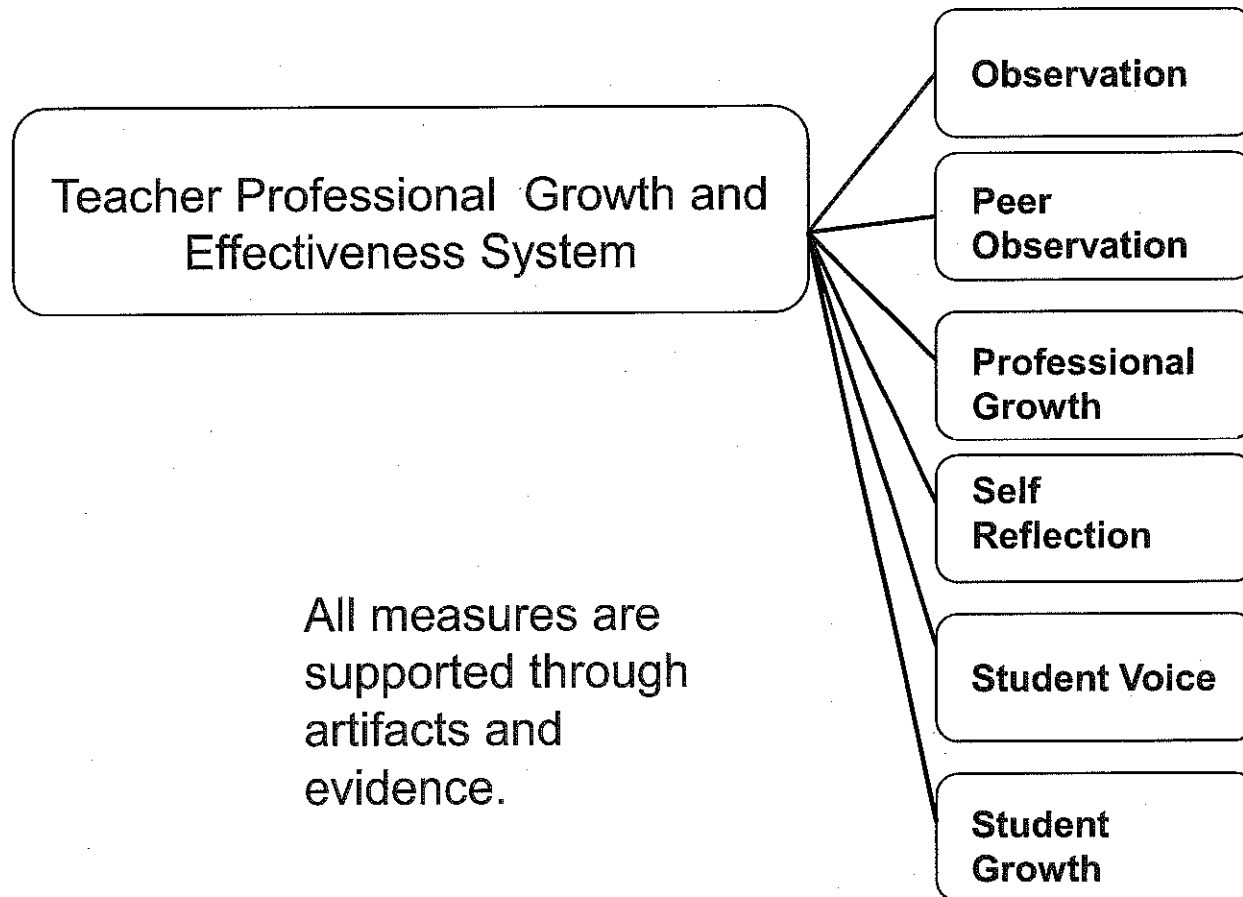
All measures are supported through artifacts and evidence.

Part D: Summative Reflection- level of attainment for Professional Growth Goal(s)
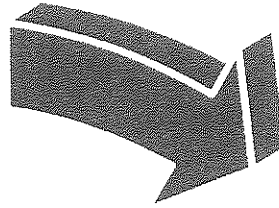
Part A. Initial Reflection – Establishing Priority Growth Needs
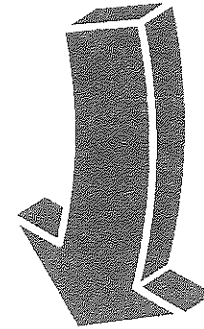
Part C: On-going Reflection – Progress Towards Professional Growth Goal(s)

Part B: Connecting Priority Growth Needs to Professional Growth Planning
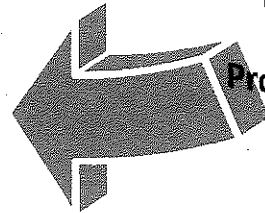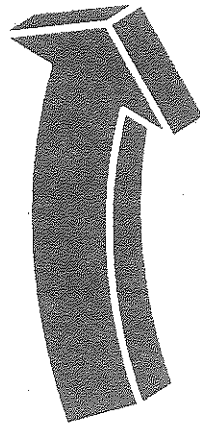
Part A: Reflect and identify growth needs

Using the lens of the Framework for Teaching, in which domains and components do you have greatest need for professional growth?

Part D: Summative Reflection- level of attainment for Professional Growth Goal(s)

Part A. Initial Reflection – Establishing Priority Growth Needs

Part C: On-going Reflection – Progress Towards Professional Growth Goal(s)

Part B: Connecting Priority Growth Needs to Professional Growth Planning
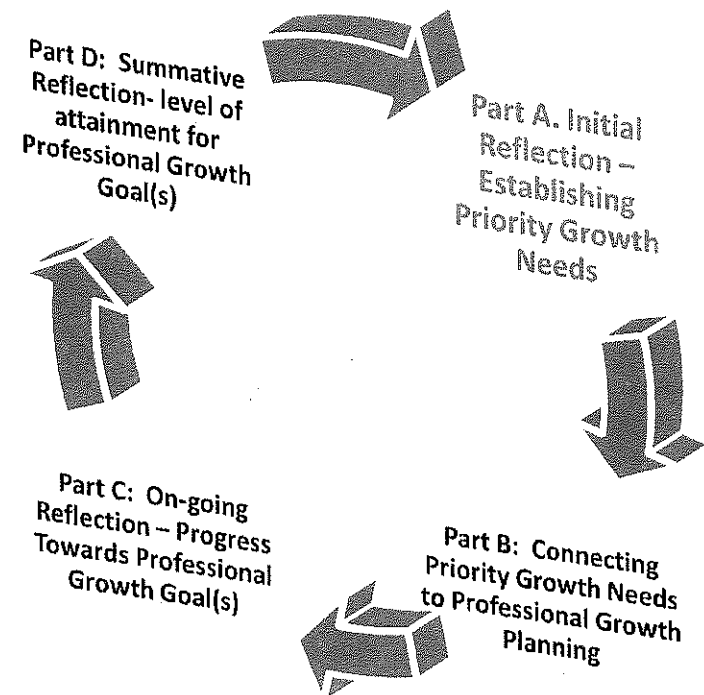
Part B:1. Collaborate with Principal to develop Professional Growth Plan

Based on your self-assessment and principal's input, what professional growth goal(s), activities, resources and success measures will help you address your growth need(s)?

Part D: Summative Reflection- level of attainment for Professional Growth Goal(s)

Part A. Initial Reflection – Establishing Priority Growth Needs

Part C: On-going Reflection – Progress Towards Professional Growth Goal(s)

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Part B: 2. Implement PGP and Action Plan

Are you consistently implementing the Action Plan as agreed to in collaboration with your principal?

Part D: Summative Reflection- level of attainment for Professional Growth Goal(s)

Part A. Initial Reflection – Establishing Priority Growth Needs

Part C: On-going Reflection – Progress Towards Professional Growth Goal(s)

Part B: Connecting Priority Growth Needs to Professional Growth Planning
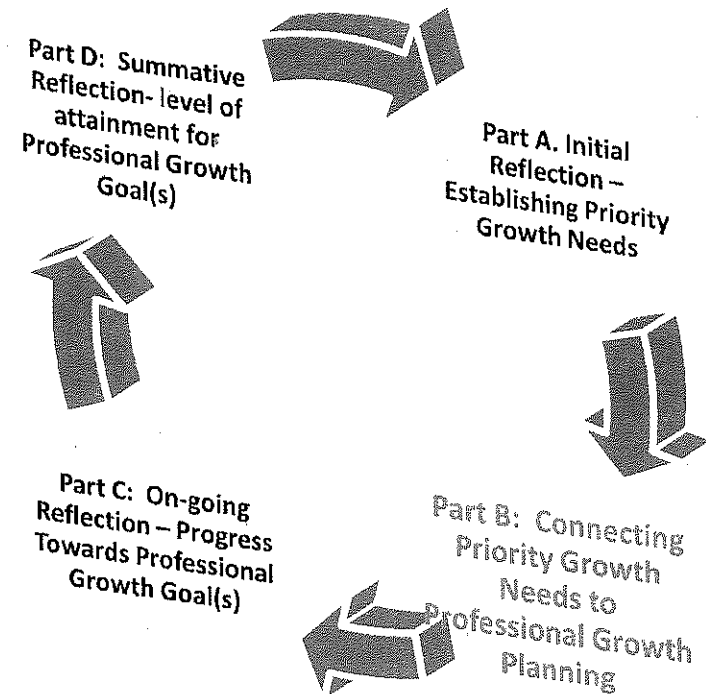
Part C: 1. Regularly Reflect on PGP Progress

Are you consistently using multiple data sources to reflect on your professional growth goal(s) status?

Part D: Summative Reflection- level of attainment for Professional Growth Goal(s)

Part A. Initial Reflection – Establishing Priority Growth Needs

Part C: On-going Reflection – Progress Towards Professional Growth Goal(s)

Part B: Connecting Priority Growth Needs to Professional Growth Planning
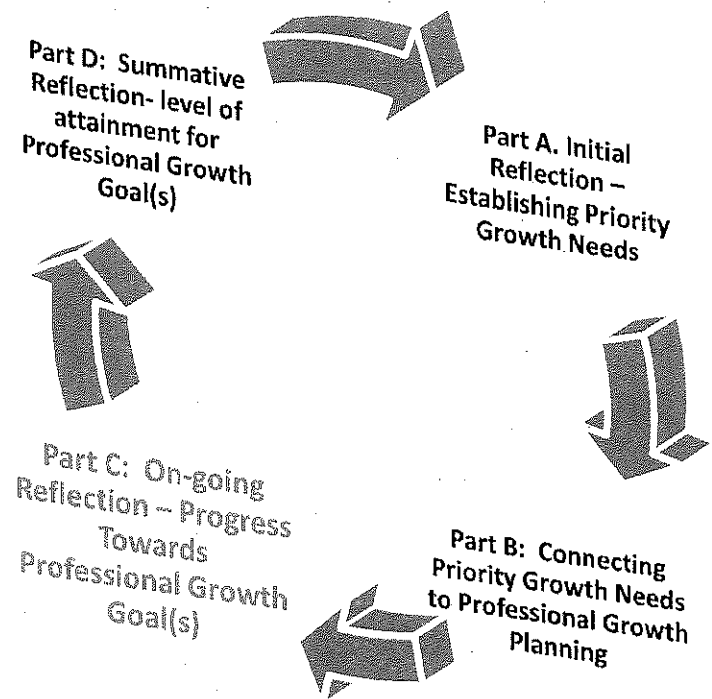
Part C: 2. Modify the PGP as appropriate

Are you communicating with your principal modifications to your professional growth goal(s) and/or Action Plan as indicated by multiple sources of data?

Part D: Summative Reflection- level of attainment for Professional Growth Goal(s)

Part A. Initial Reflection – Establishing Priority Growth Needs

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Part C: On-going Reflection – Progress Towards Professional Growth Goal(s)

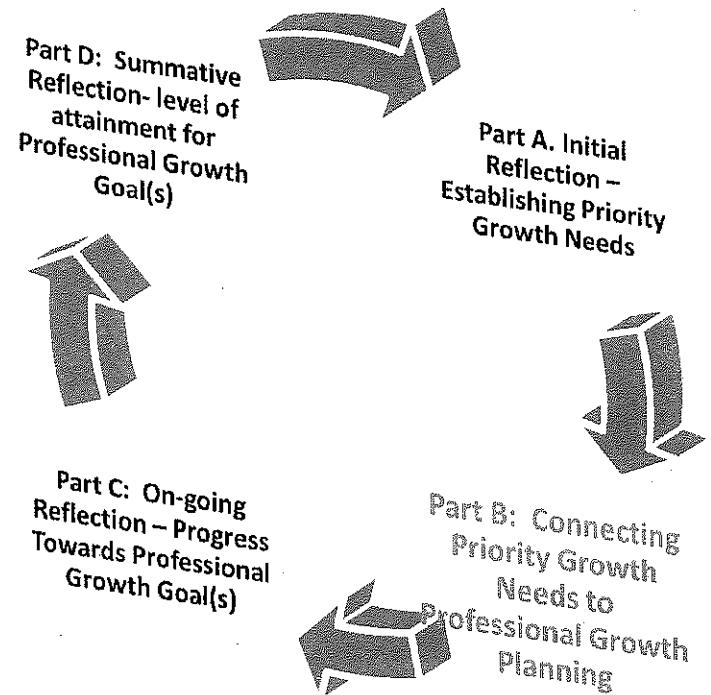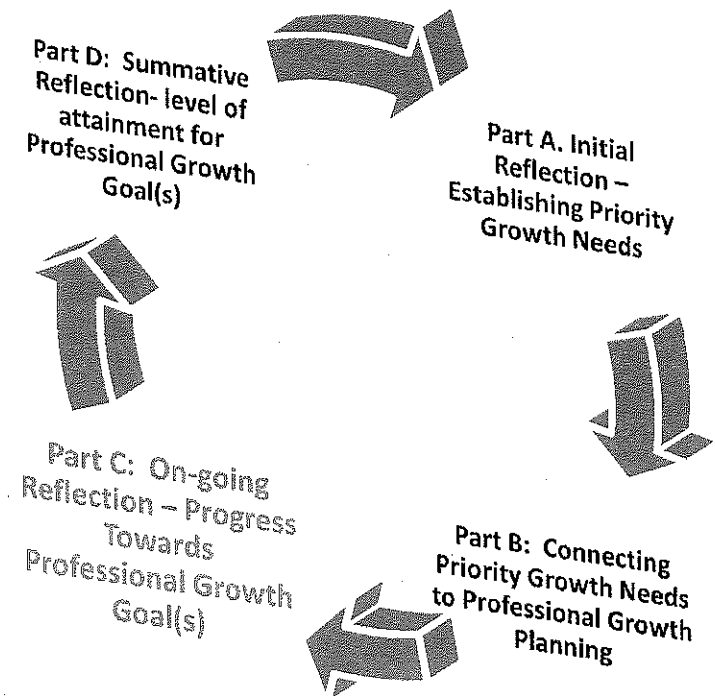# Part C: 3. Continue to Implement and Reflect on PGP

Are you consistently reflecting, modifying and implementing your professional growth goal(s) and Action Plan?

Part D: Summative Reflection- level of attainment for Professional Growth Goal(s)

Part A. Initial Reflection – Establishing Priority Growth Needs

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Part C: On-going Reflection – Progress Towards Professional Growth Goal(s)
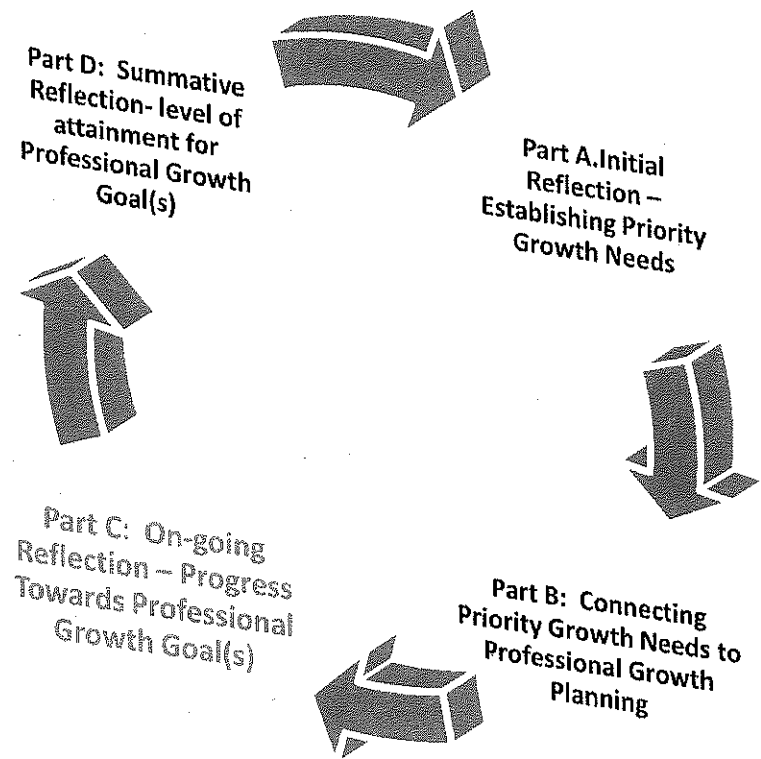
Part D: Summative Reflection on goal(s) status and next steps

Based on the results of your original identified measures of goal attainment, to what extent did you achieve your goal(s)?
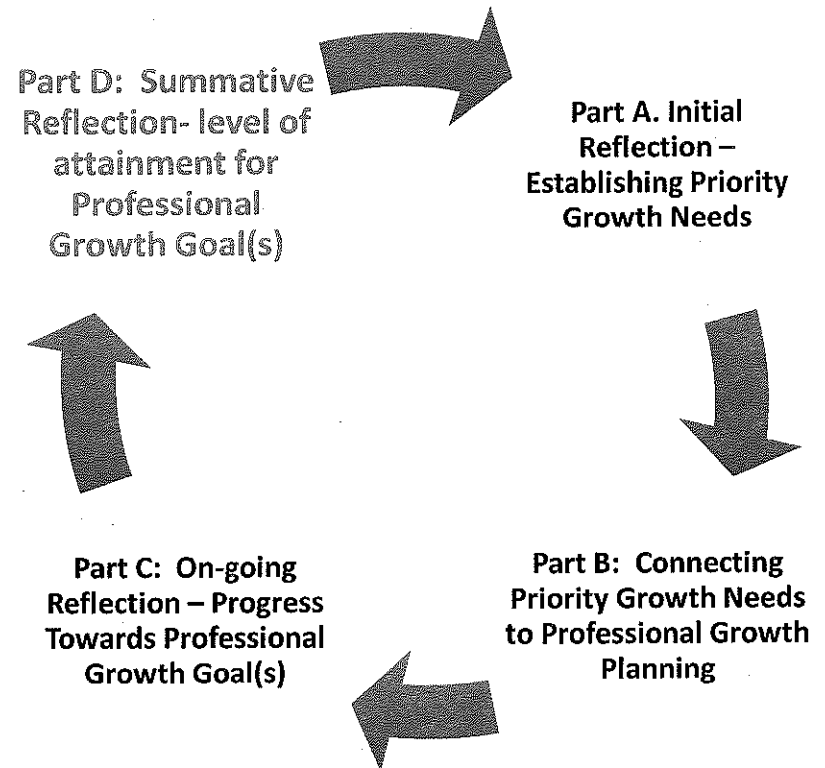
Part D: Summative Reflection- level of attainment for Professional Growth Goal(s)

Part A. Initial Reflection – Establishing Priority Growth Needs

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Part C: On-going Reflection – Progress Towards Professional Growth Goal(s)

MEASURES FOR TEACHER EFFECTIVENESS

Teacher Professional Growth and Effectiveness System

All measures are supported through artifacts and evidence.

- **Observation**
- **Peer Observation**
- **Professional Growth**
- **Self Reflection**
- **Student Voice**
- **Student Growth**
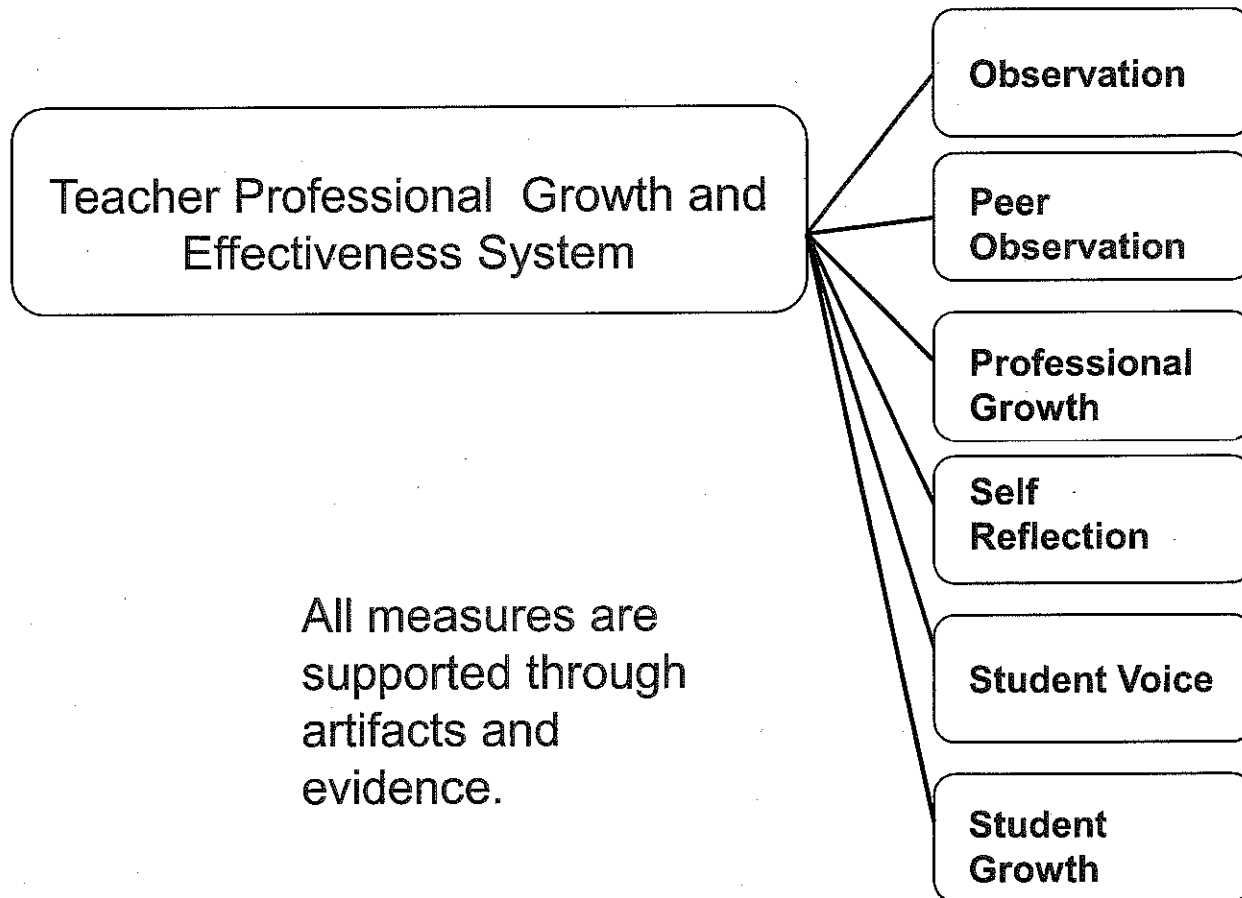
WHY IS IT VALUABLE?

- ## RESEARCH TELLS US THAT STUDENTS ARE THE BEST PREDICTORS OF TEACHER EFFECTIVENESS.

"Student ratings are the single most valid source of data on teaching effectiveness."

--McKeachie, W. J. (1997). Student ratings: The validity of use. *American Psychologist, 52,*1218–1225.

Background

- Twelve Kentucky School Districts (Gates Integration Grant) administered the Tripod Student Perception Survey in March for the abbreviated field test.

- Kentucky is in the process of developing their own student perception survey.

Sample Items:

Effort to Learn *I have pushed myself hard to completely understand my lessons in this class.*

Mastery Goals *In this class, it is important to me to thoroughly understand my class work.*

Seeks Help When Needed *[Disagree with] I don't like asking the teacher in this class for help, even if I need it.*

Trust (Fit In) *[Disagree with] I feel out of place in this class, like I don't really fit in.*

Student Perception and Student Results

Top 5 Correlations

Rank	Survey Statement	Category
1	• Students in this class treat the teacher with respect	Control
2	• My classmates behave the way my teacher wants them to	Control
3	• Our class stays busy and doesn't waste time	Control
4	• In this class, we learn a lot every day	Challenge
5	• In this class, we learn to correct our mistakes	Challenge
33	• I have learned a lot this year about [the state test]	Test Prep
34	• Getting ready for [the state test] takes a lot of time in our class	Test Prep

The Kentucky Survey Overview

- Student surveys will be used to collect data and to generate reports focused on classroom learning conditions, student engagement, and school climate.

- Student responses are anonymous.

- Individual teacher results will not be shared publicly.

Kentucky Surveys

- Multiple versions: K-2, 3-5 and 6-12 (Language is grade appropriate and questions have been through an extensive validation process).

- The K-2 version is administered by a facilitator that records responses in small groups.

- The 3-5 and the 6-12 surveys will be administered online.

- Student surveys administered at the classroom level.
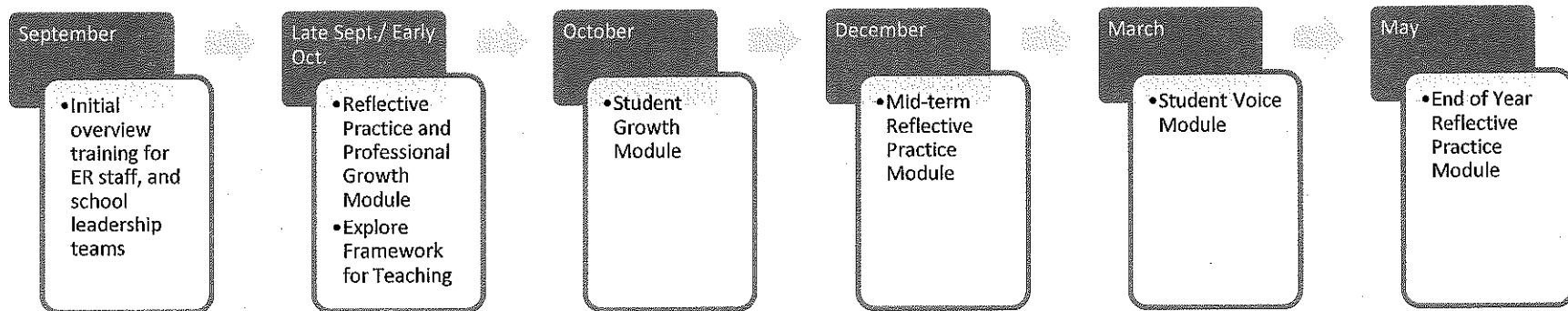
- Take 20-30 minutes to complete

Next Steps

Next Steps for Priority Schools

- As a PGES leadership team, you will be responsible for the delivery of a "soft roll-out" of the PGES system.
- Each priority school will receive modules that address specific measures of the PGES system throughout the year.
- Your responsibility to determine the best method for delivering that module (PD day, faculty meeting, PLCs, etc.)
- You will be receiving your first module (Reflective Practice and Professional Growth Planning) the week of September 17th.

Timeline of Modules

September
- Initial overview training for ER staff, and school leadership teams

Late Sept./ Early Oct.
- Reflective Practice and Professional Growth Module
- Explore Framework for Teaching

October
- Student Growth Module

December
- Mid-term Reflective Practice Module

March
- Student Voice Module

May
- End of Year Reflective Practice Module

Documentation

- Framework for Teaching
- Self-Reflection and Professional Growth Planning Template
- Student Growth Goal Setting Template
- Observation Tools (not used)

Certification of Administrators

- Principals and assistant principals will begin the process of becoming certified to observe teachers using the Framework for Teaching Proficiency System.
- This certification is delivered on-line and we are giving Priority School administrators the entire school year to complete the tutorials, practice videos and assessment.
- It takes approximately 30-40 hours to complete.
- We are not using this framework or system to observe teachers this year, but this will prepare you for next year's observation system.
- You will receive EILA credit (up to 12 hours) for successfully completing the proficiency system and will not have to complete the system next summer.

Questions?
Comments?