Presentation to the Legislative Education Study Committee

October 16, 2013

Los Angeles Teacher Ratings

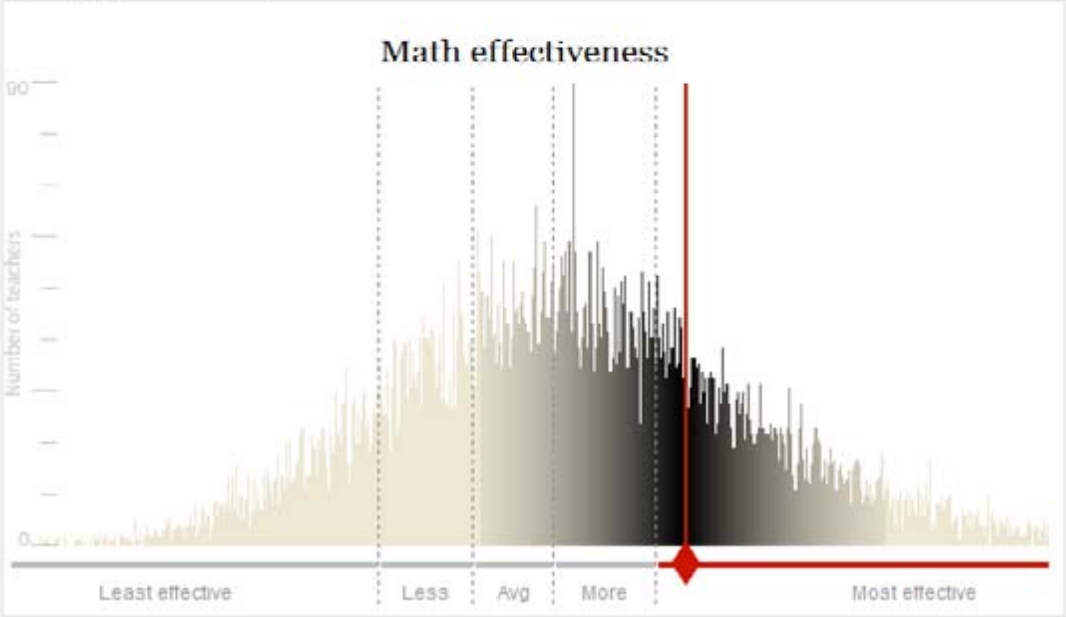
Recommend 0 Tweet

Alia W. Congdon

A 5th grade teacher at Lemay Street Elementary in 2007

These graphs show a teacher's "value-added" rating based on his or her students' progress on the California Standards Tests in math and English. The Times' analysis used all valid student scores available for this teacher from the 2003-04 through 2009-10 academic years. The value-added scores reflect a teacher's effectiveness at raising standardized test scores and, as such, capture only one aspect of a teacher's work.

← Drag graph for more →



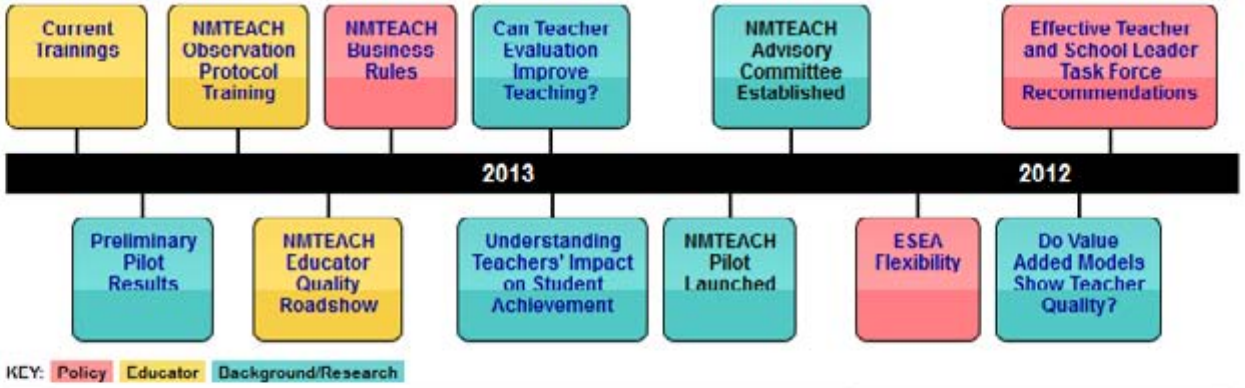
← Drag graph for more →

NM Public Education Department

Good Evening
Friday
October 04, 2013

The NMTEACH Educator Effectiveness system is designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, will promote student success. The NMTEACH system was created to ensure that every student has equitable access to an effective principal and teacher every day they are in school. Implementing a rigorous, uniform observation protocol, providing immediate constructive feedback, using meaningful student data, and other multiple measures will provide valuable information to aid the personal development and growth of each teacher and principal.

NMTEACH Timeline



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NMTEACH 2013-2014

Educator Effectiveness Plan

Championing Excellence – Supporting and Recognizing Teachers!

APPROVED

New Mexico
State Plan

Choose a District or Charter

Group A Teachers

Group A Teachers are teachers that teach grades and/or subjects that can be meaningfully linked to the SBA.

This includes the following teachers:

- Grades 3-5
- Grades 6-8, 10-11 for Language Arts/Math
- Grades 6,7,9,10 and 11 for Science
- Special Education teacher in the grades and subjects above. (Teachers who are severely or profoundly disabled are exempt from this group)

	Elementary		Middle School		High School	
Student Achievement	SBA	35	SBA	35	SBA	35
	EoC	15	EoC	15	EoC	15
Observations	Domain 2 & 3	25	Domain 2 & 3	25	Domain 2 & 3	25
Multiple Measures	Domain 1 & 4	15	Domain 1 & 4	15	Domain 1 & 4	15
	Teach Att	10	Teach Att	10	Teach Att	10

Group B Teachers

Group B Teachers are teachers that teach grades and/or subjects that cannot be meaningfully linked to the SBA.

This includes the following teachers:

- Grades 3-5 for non-tested subject (CTE, Art, Music, etc.)
- Grades 6-8 for Social Studies
- Grades 8,9, and 12 Science
- Grades 9 and 12 for Language Arts/Math

	Elementary		Middle School		High School	
Student Achievement	EoC	50	EoC	50	EoC	50
Observations	Domain 2 & 3	25	Domain 2 & 3	25	Domain 2 & 3	25
Multiple Measures	Domain 1 & 4	15	Domain 1 & 4	15	Domain 1 & 4	15
	Teach Att	10	Teach Att	10	Teach Att	10

Group C Teachers

Group C Teachers are teachers that teach grades K, 1, and 2.

	Elementary	
Student Achievement	DIBELS	50
Observations	Domain 2 & 3	25
Multiple Measures	Domain 1 & 4	15
	Teach Att	10

Abbreviations

SBA	Standards Based Assessments
Teach Att	Teacher Attendance
EoC	End of Course

Domain 3: Teaching for Learning		
Element:		NMTEACH 3A: Communicating with students in a manner that is appropriate to their culture and level of development • To what level are directions clearly delivered and understandable? • To what level is content communicated in a clear, concise manner?
Level of Performance	Ineffective	Does not deliver clear expectations for learning, directions, procedures, and explanations of content to students.
	Minimally Effective	Limited expectation for learning, directions, procedures, and explanation of content.
	Effective	Teacher uses clear communication employing a range of vocabulary to ensure learning expectations are comprehensible to all students. Teacher allows for student clarification and feedback.
	Highly Effective	Expectation for learning, directions, procedures, and explanation of content are evident, consistent, and anticipate possible student misconceptions.
	Exemplary	The teacher promotes ongoing and consistent communication with students. Students are provided multiple opportunities and/or modalities to express concepts being taught in class and are clearly aware of their progress with those concepts.
	Notes:	

Domain 3: Teaching for Learning		
Element:		NMTEACH 3B: Using questioning and discussion techniques to support classroom discourse • To what level do all students have an opportunity to answer questions? • To what level are questions thought provoking and rigorous?
Level of Performance	Ineffective	Teacher questioning techniques are not aligned to content and provide no opportunity for student engagement.
	Minimally Effective	Teacher questioning techniques are low-level with minimal student engagement.
	Effective	The teacher's questioning techniques elicit a deep response and allows for sufficient time for students to answer through active engagement with peers and teacher.
	Highly Effective	The teacher promotes consistent analytical and collaborative approaches to understanding, uses questioning techniques that scaffold instruction for deep understanding of concepts, allowing for discussion and debate of key concepts.
	Exemplary	Questioning techniques are engaging and reflect a high level of thinking in a culturally and developmentally appropriate environment. Students engage in deep meaningful conversations using academic language.
	Notes:	

NM Public Education Department

- NMTEACH Home
- Evaluation Plan
- Toolbox
- FAQs
- Research
- teachscape
- PED Home

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Friday
October 04, 2013

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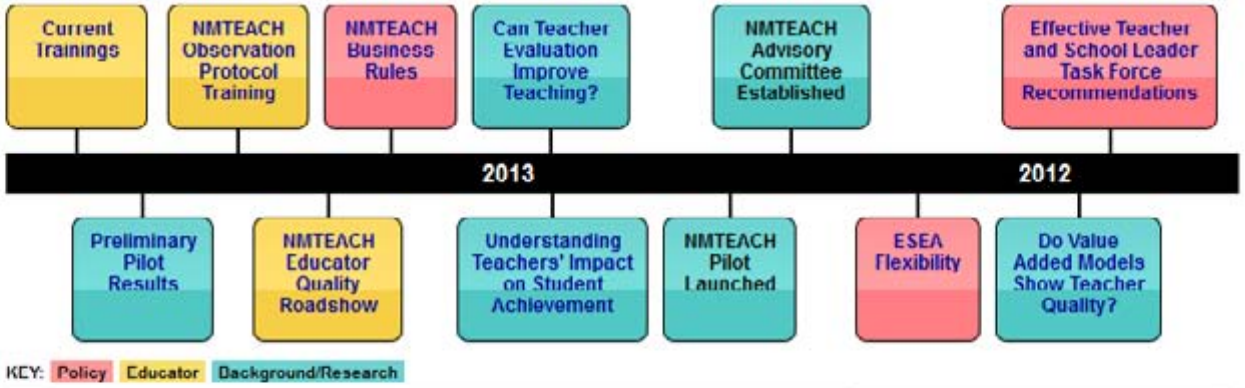
NMTEACH Timeline



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NM Public Education Department

- NMTEACH Home
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Good Evening
Friday
October 04, 2013

- Implementation Checklist
- Teachscape Training Schedule
- Calibration Training Schedule
- District Implementation Calendar

For Teachers

- Teachscape New User Activiation Guide
- WebbsDOK
- Teacher Rubric Domain 1
- Teacher Rubric Domain 2
- Teacher Rubric Domain 3
- Teacher Rubric Domain 4

Parent Brochure

PED Presentations

- Why Do Teacher Evaluation
- NMTEACH Teacher Evaluation Overview
- NMTEACH Observation Protocol Training

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Teachscape - NMTEACH Evaluation Project Training Plan

Training Through 2013

Session Title	Audience	Date	Time	Format / Location	Registration Information	Learning Targets
Introduction to Learn ***Early-bird Training***	District Leadership & Trainer of Trainers Train the trainers introduction in the Learn professional development platform.	Nov. 5 & 7, 2013	One 3 hr. session each day: 9:00am-12:00pm	Live Online *GoToMeeting*	Maximum Capacity 30 Registration Required* November 5 morning Registration: https://www2.gotomeeting.com/register/172210890 November 7 morning Registration: https://www2.gotomeeting.com/register/318495874	Participants will: • Access professio development • Manage and trac online learning • Create learning communities for online collabora around professi learning • Use the My Vide features
Introduction to Learn ***Early-bird Training***	District Leadership & Trainer of Trainers Train the trainers introduction in the Learn professional development platform.	Nov. 5 & 7, 2013	One 3 hr. session each day: 12:00-3:00pm	Live Online *GoToMeeting*	Maximum Capacity 30 Registration Required* November 5 afternoon Registration: https://www2.gotomeeting.com/register/631770850 November 7 afternoon Registration: https://www2.gotomeeting.com/register/352223418	Participants will: • Access professio development • Manage and trac online learning • Create learning communities for online collabora around professi learning • Use the My Vide features

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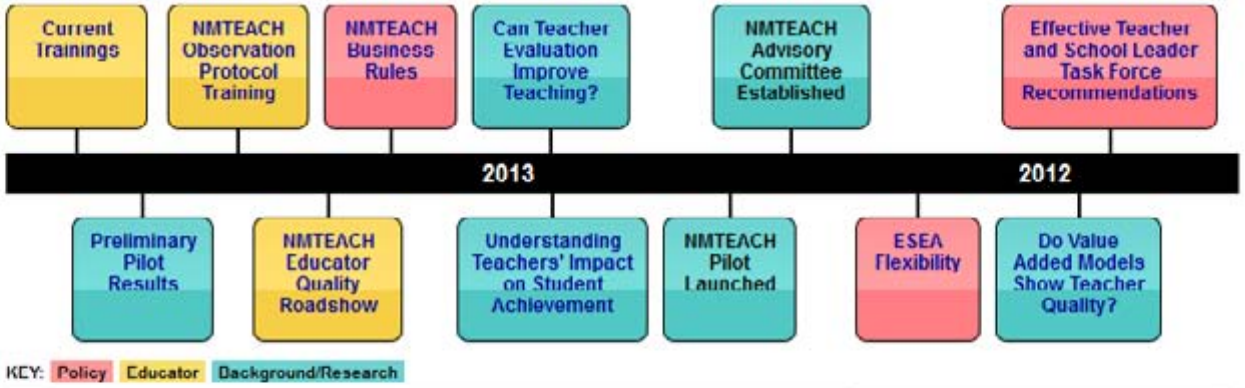

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NM Public Education Department

Good Afternoon
Tuesday
October 15, 2013

FAQs

Collapse All - Expand All

- What if I teach both Group A and Group B subjects?
- What if a student moves classes?
- How will special education students factor in?
- What if teachers team-teach? Who gets credit for that student?
- Why can't teachers choose their own assessments?
- What if there's no EoC for my class?
- I know VAMs are complicated, but what's a basic explanation for how my student achievement measure is calculated?
- How are Parent Survey points calculated?

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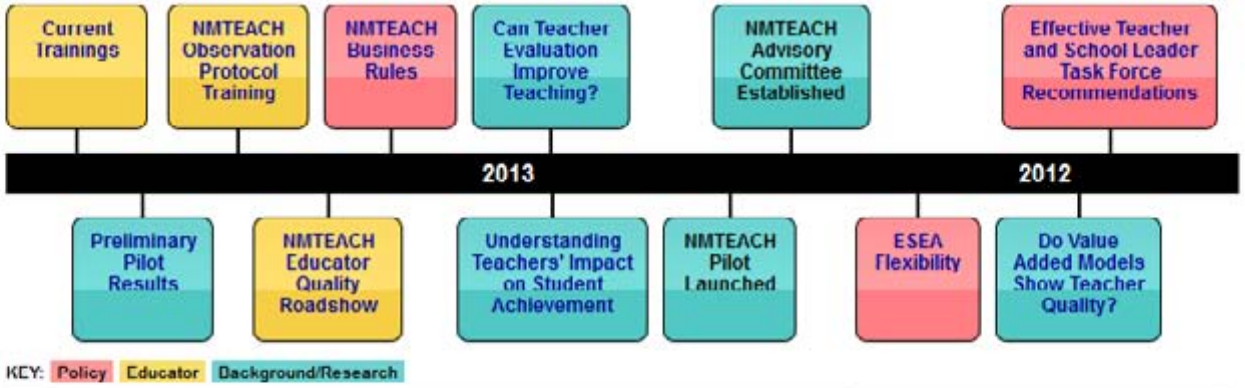

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Educator Effectiveness Research Studies

State and National Research

American Institute for Research. (2006). *An independent comprehensive study of the New Mexico public school funding formula.* Retrieved from http://www.nmschoolfunding.org/

Marvel, J., Lyter, D. M., Peltola, P., Strizek, G. A., & Morton, B. A. (2007). *Teacher attrition and mobility: Results from the 2004–05 teacher follow-up survey.* U.S. Department of Education,

Marvel, J., Lyter, D. M., Peltola, P., Strizek, G. A., & Morton, B. A. (2007). *Teacher attrition and mobility: Results from the 2004–05 teacher follow-up survey.* U.S. Department of Education,

National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved from http://nces.ed.gov/pubs2007/2007307.pdf

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Weisberg, D, Sextion, S, Mulhern, J, & Keeling, D. (2007). *The widget effect: Our national failure to acknowledge and act on differences in student achievement.* New York: The New Teacher Project. Retrieved from http://widgeteffect.org/.

Williams, Rosin, et. al. (2010). *Gaining ground in the middle grades.* Edsource. Retrieved from http://www.edsource.org/middle-grades-study.html.

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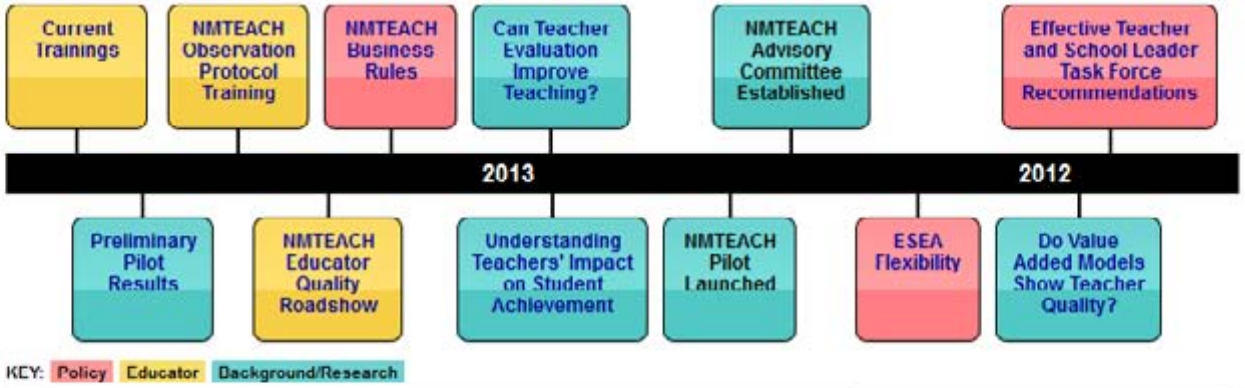

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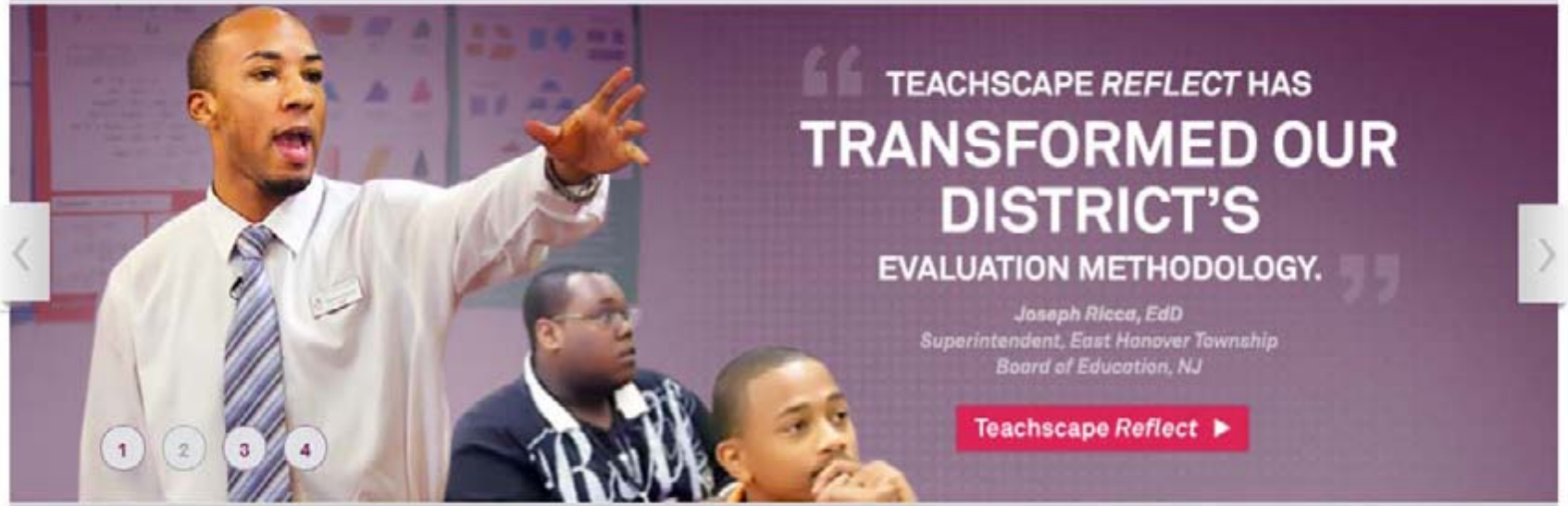

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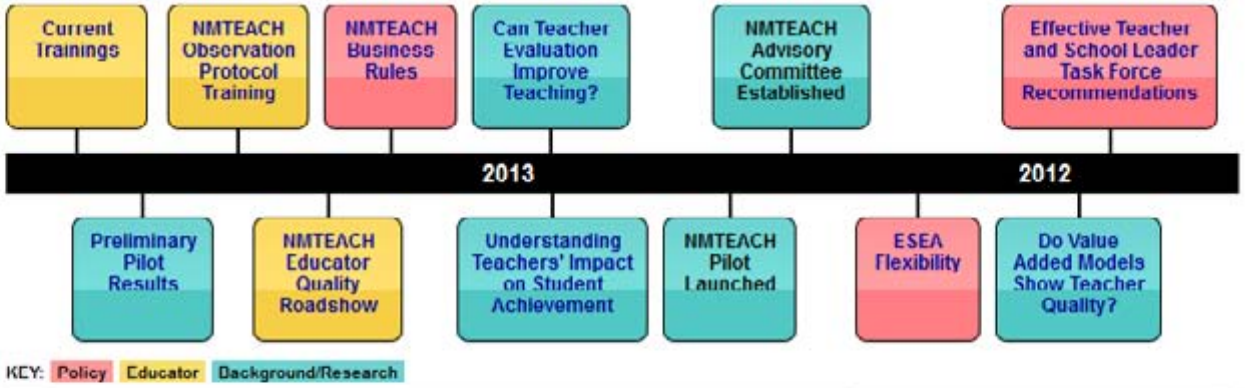

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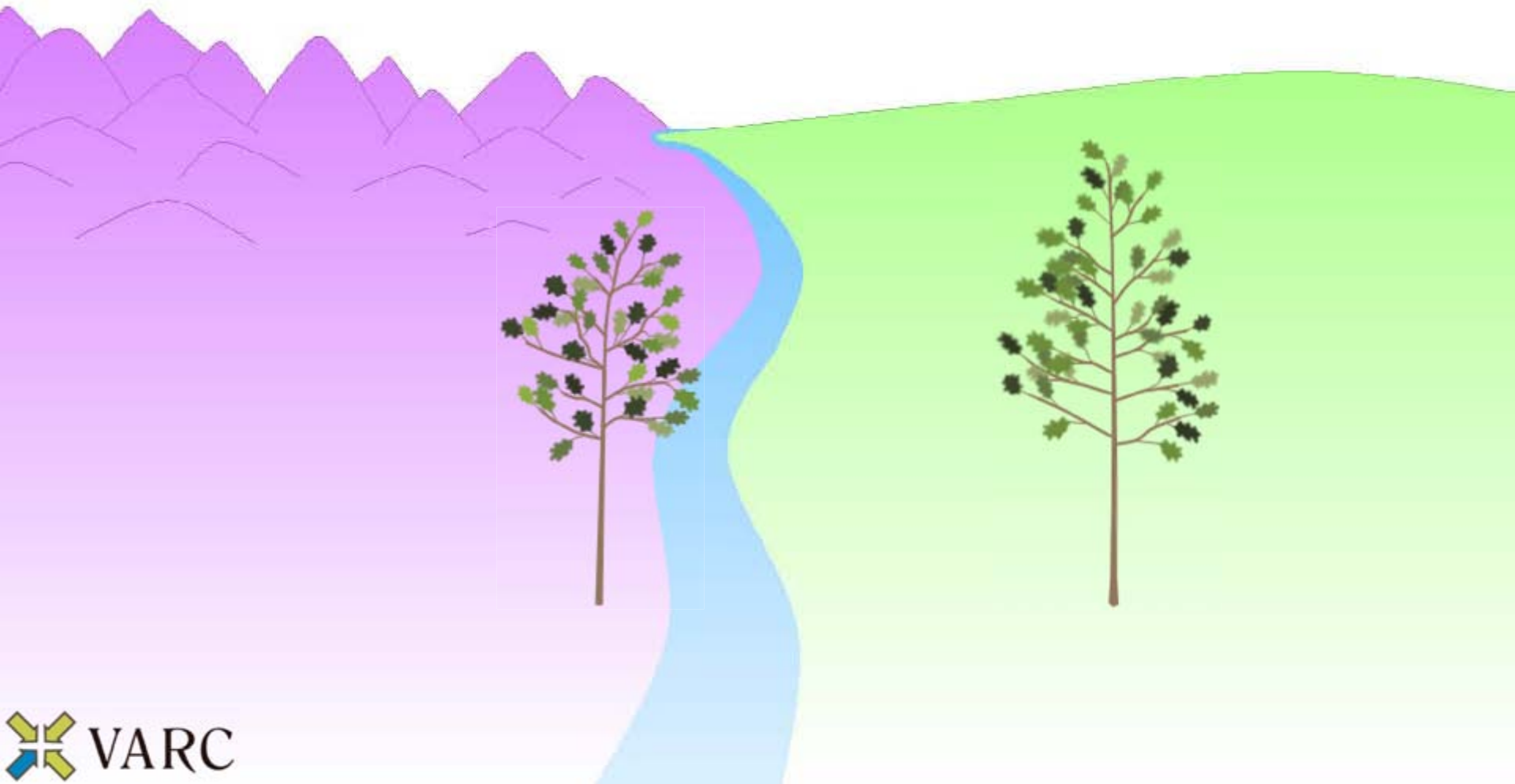
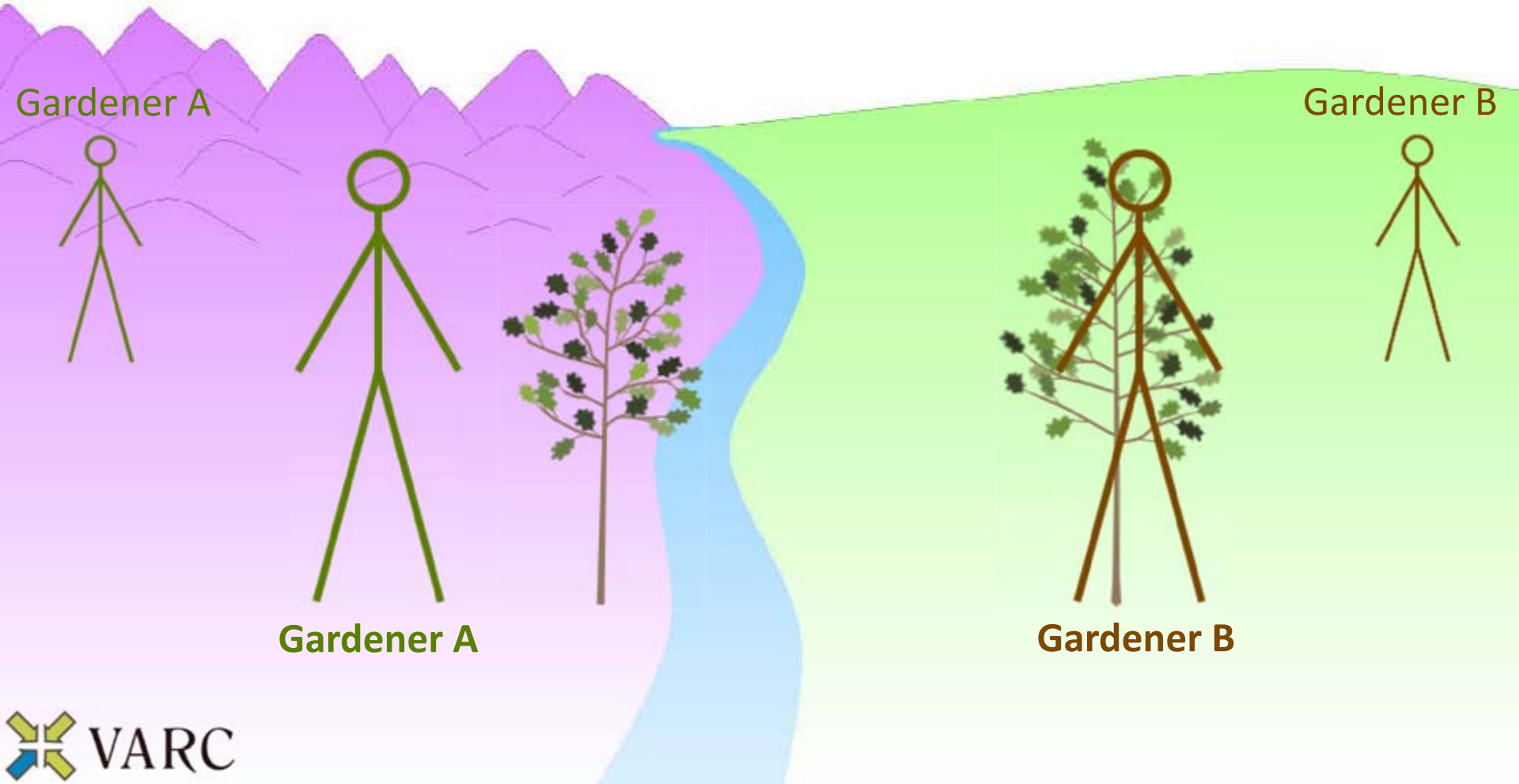
The Oak Tree Analogy



VARC

Explaining the concept of value added by evaluating the performance of two gardeners

- For the past year, these gardeners have been tending to their oak trees trying to maximize the height of the trees.
- Each gardener used a variety of strategies to help their own tree grow… which of these two gardeners was more successful with their strategies?

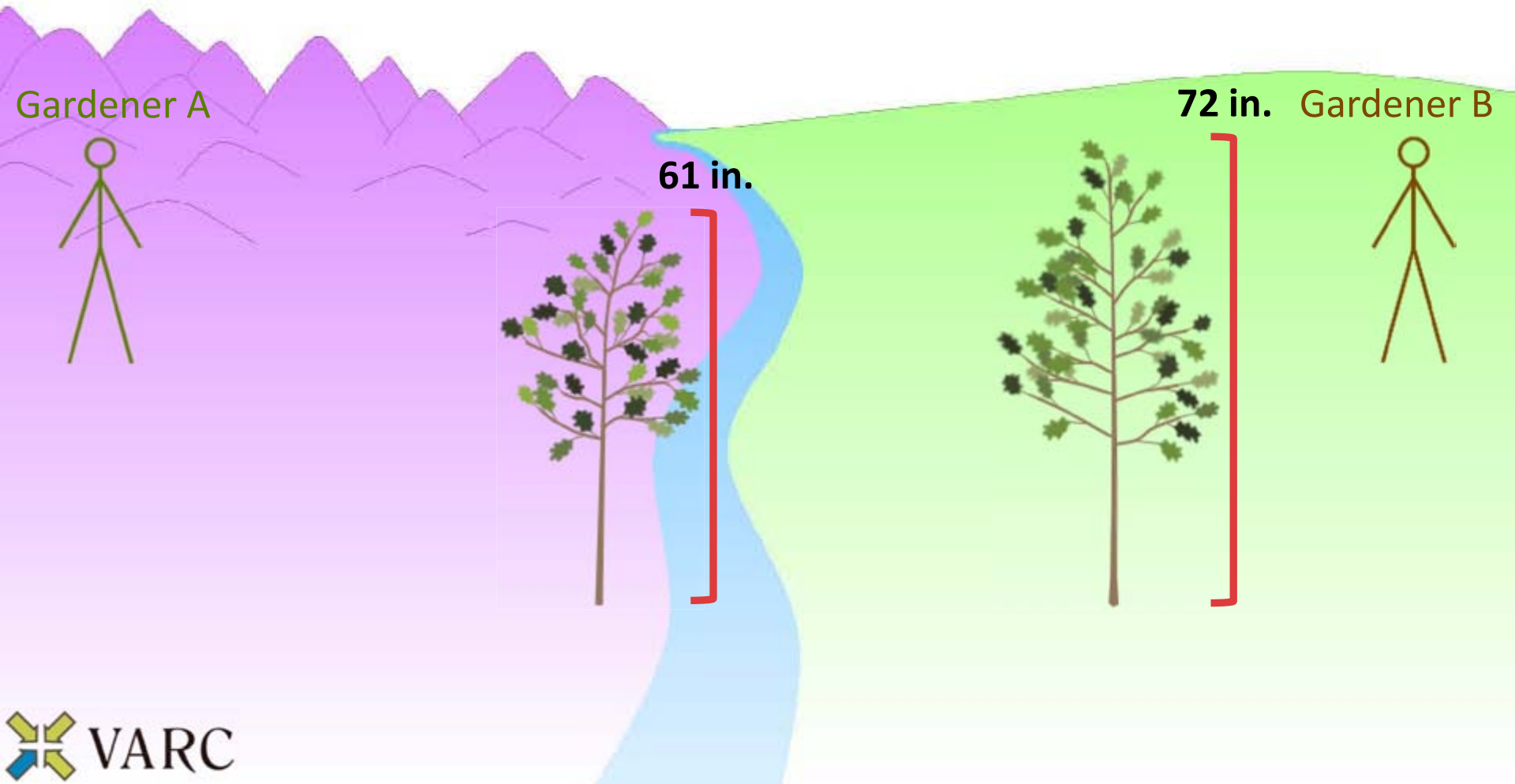


VARC

To measure the performance of the gardeners, we will measure the height of the trees today (1 year after they began tending to the trees).

- Using this method, Gardener B is the better gardener.

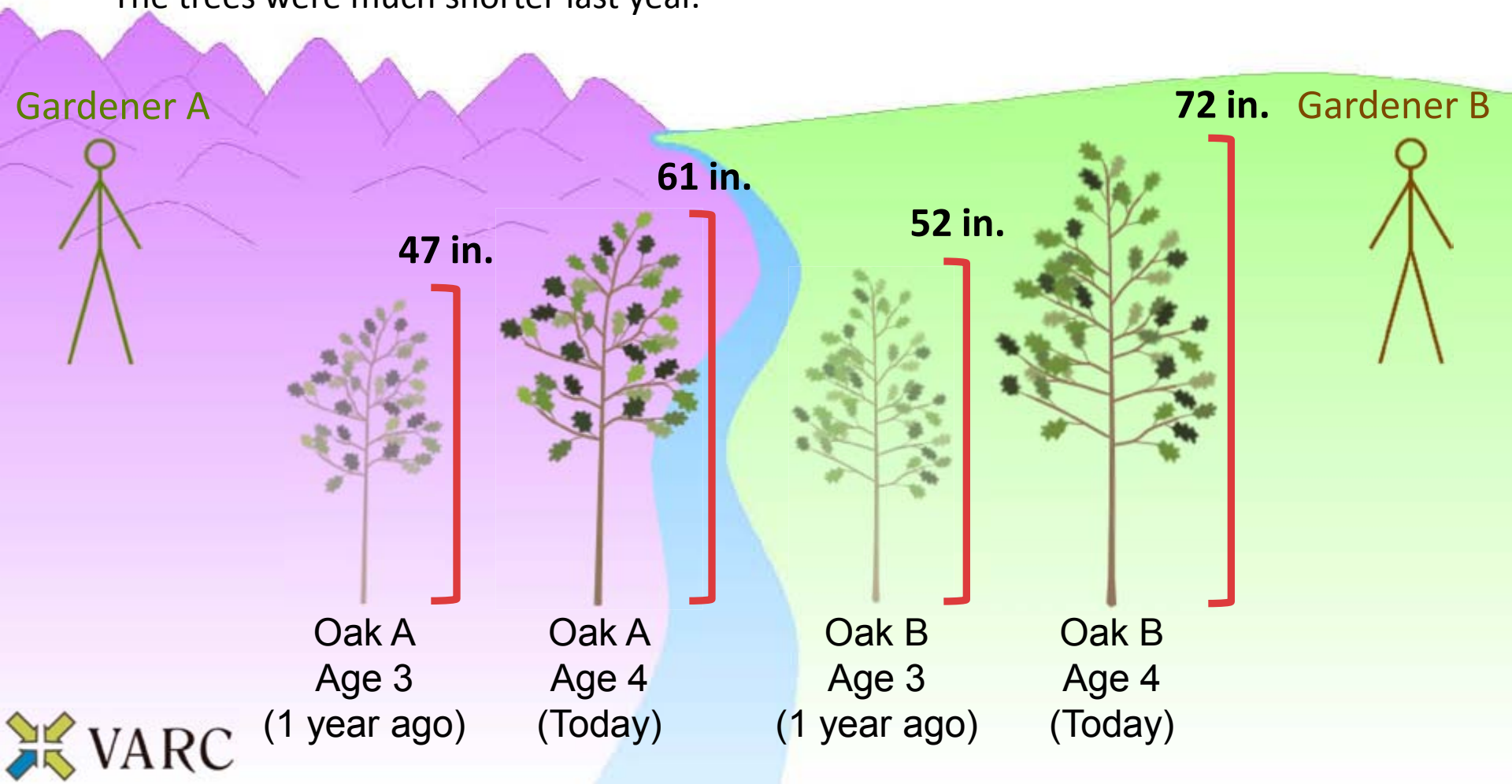
This method is analogous to using an **Achievement Model**.



VARC

… but this achievement result does not tell the whole story.

- These trees are 4 years old.
- We need to find the starting height for each tree in order to more fairly evaluate each gardener's performance during the past year.
- The trees were much shorter last year.



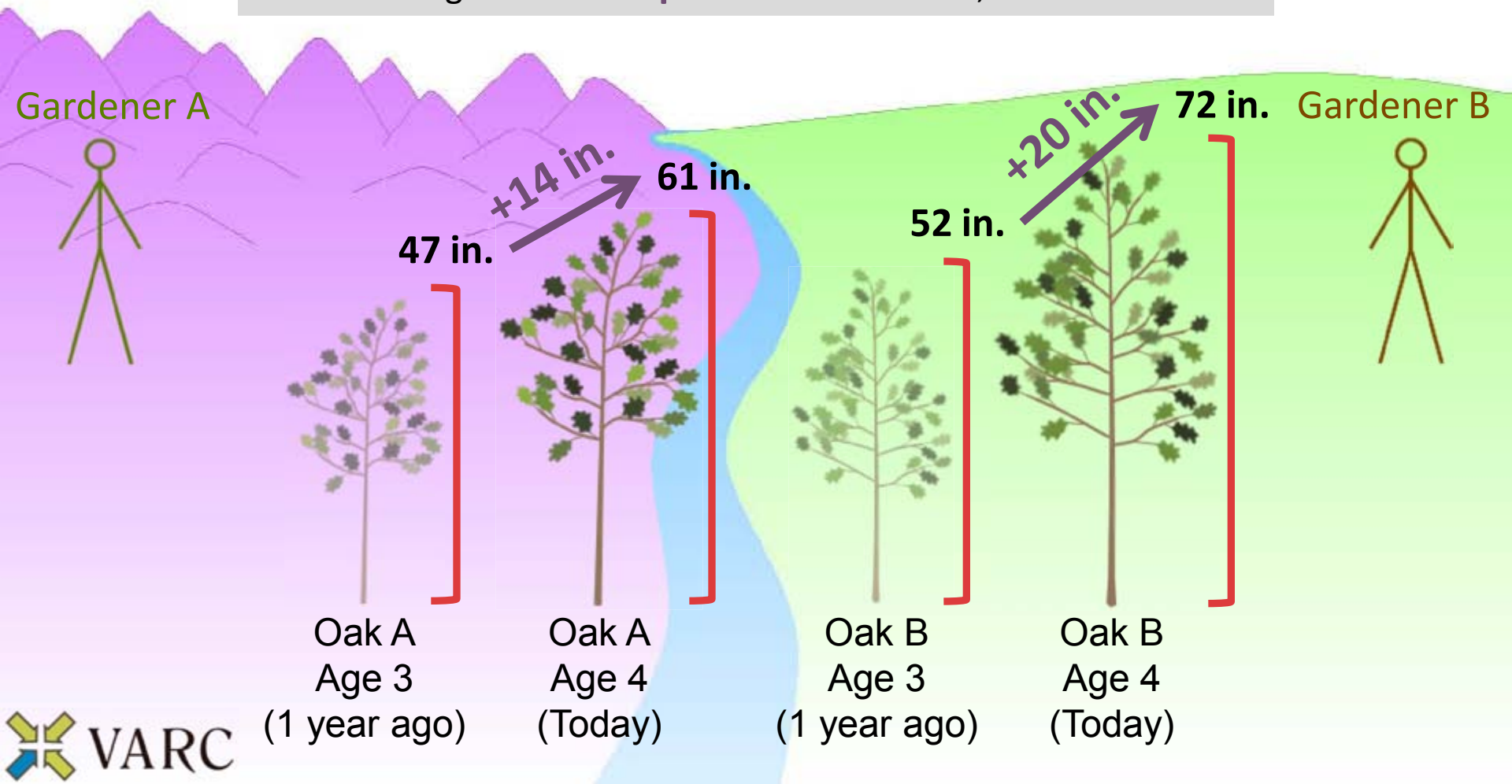
VARC

We can compare the height of the trees one year ago to the height today.

- By finding the difference between these heights, we can determine how many inches the trees grew during the year of gardener's care.

- Oak B had more growth this year, so Gardener B is the better gardener.

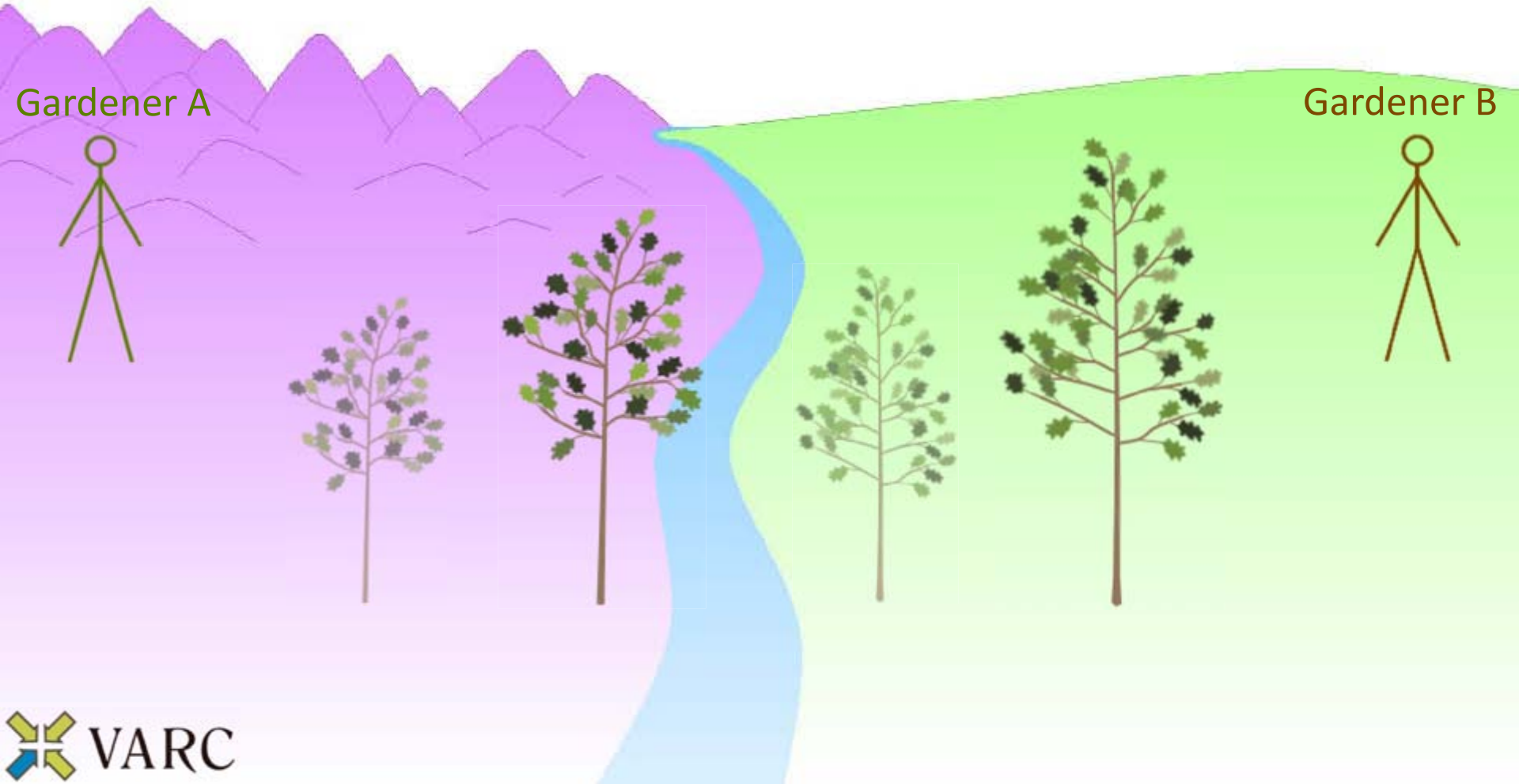
This is analogous to a **Simple Growth Model**, also called **Gain**.



VARC

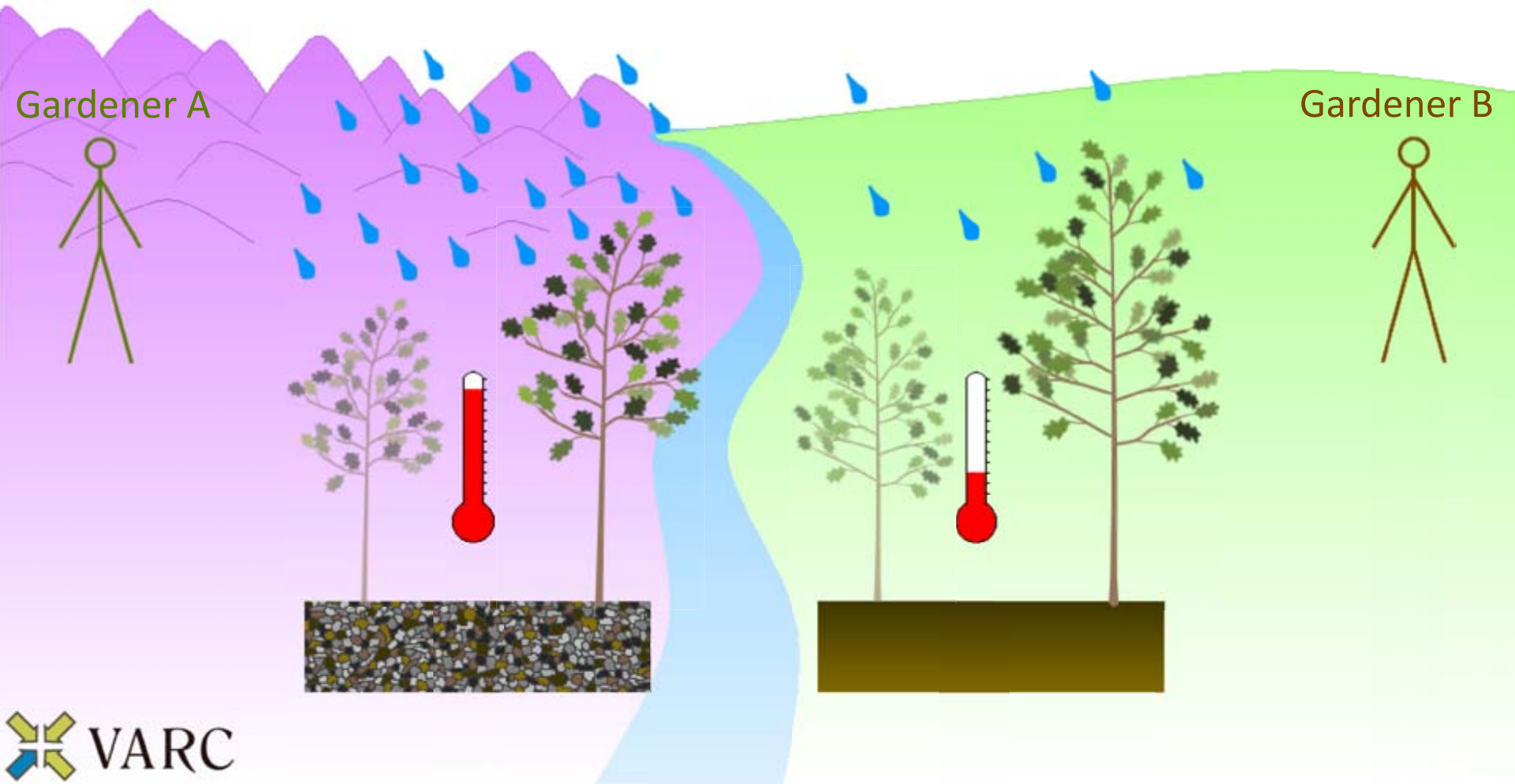
… but this simple growth result does not tell the whole story either.

- We do not yet know how much of this growth was due to the strategies used by the gardeners themselves.
- This is an "apples to oranges" comparison.
- For our oak tree example, three environmental factors we will examine are: **Rainfall**, **Soil Richness**, and **Temperature**.



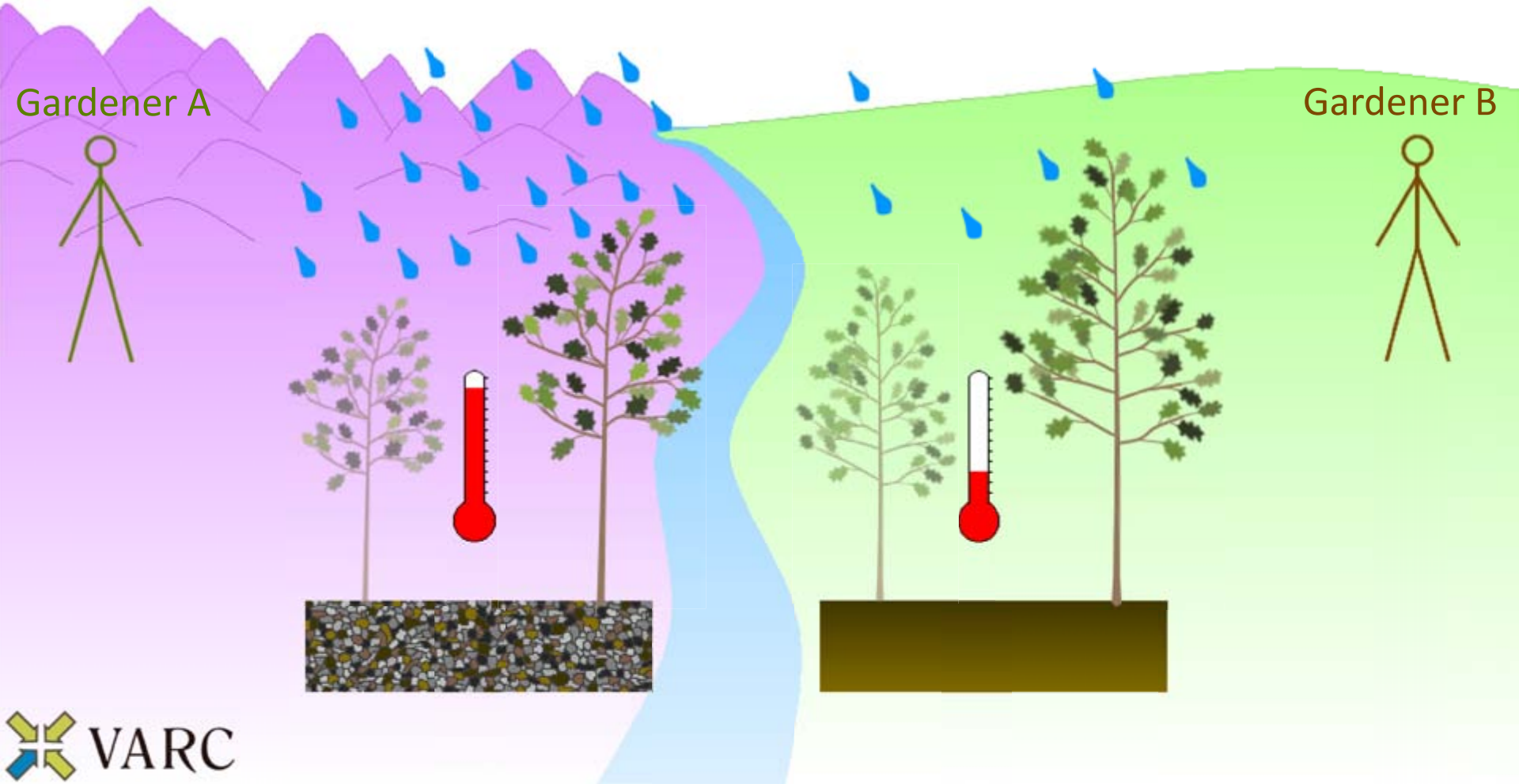
VARC

External condition	Oak Tree A	Oak Tree B
Rainfall amount	High	Low
Soil richness	Low	High
Temperature	High	Low



VARC

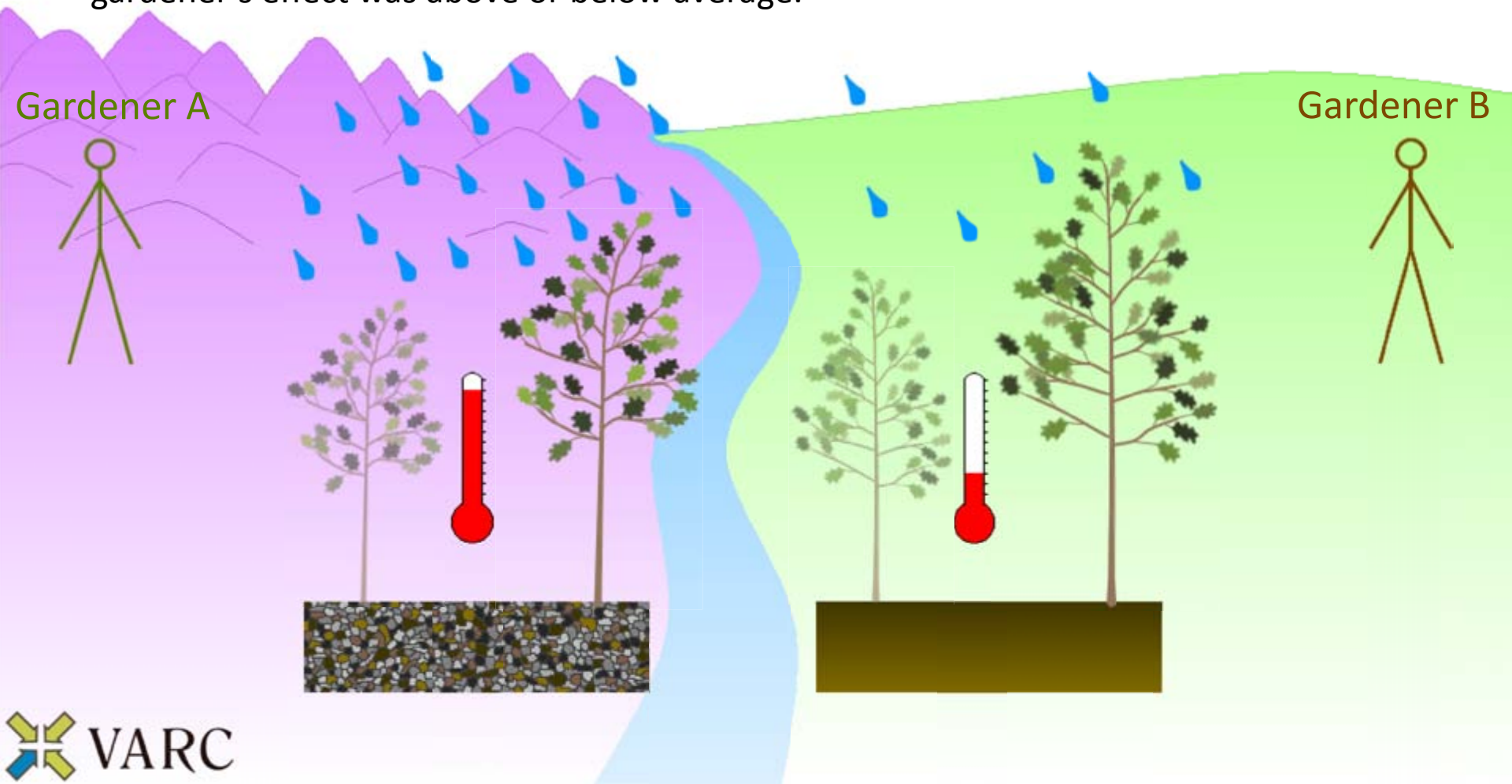
External condition	Student A	Student B
Prior Performance	High	Low
Stability	Low	High
School Size	High	Low
IEP	No	Yes



VARC

We can use this information to calculate a predicted height for each tree today if it was being cared for by an average gardener in the area…

- We examine all oaks in the region to find an average height improvement for trees.
- We adjust this prediction for the effect of each tree's environmental conditions.
- We compare the actual height of the trees to their predicted heights to determine if the gardener's effect was above or below average.



VARC

Now that we have identified growth trends for each of these environmental factors, we need to convert them into a form usable for our predictions.

Rainfall	Low	Medium	High
Growth in inches relative to the average	-5	-2	+3

Soil Richness	Low	Medium	High
Growth in inches relative to the average	-3	-1	+2

Temperature	Low	Medium	High
Growth in inches relative to the average	+5	-3	-8

Now we can go back to **Oak A** and **Oak B** to **adjust for their growing conditions**.

Now that we have identified growth trends for each of these environmental factors, we need to convert them into a form usable for our predictions.

Prior Performance	Low	Medium	High
Growth in score relative relative to the average	-5	-2	+3

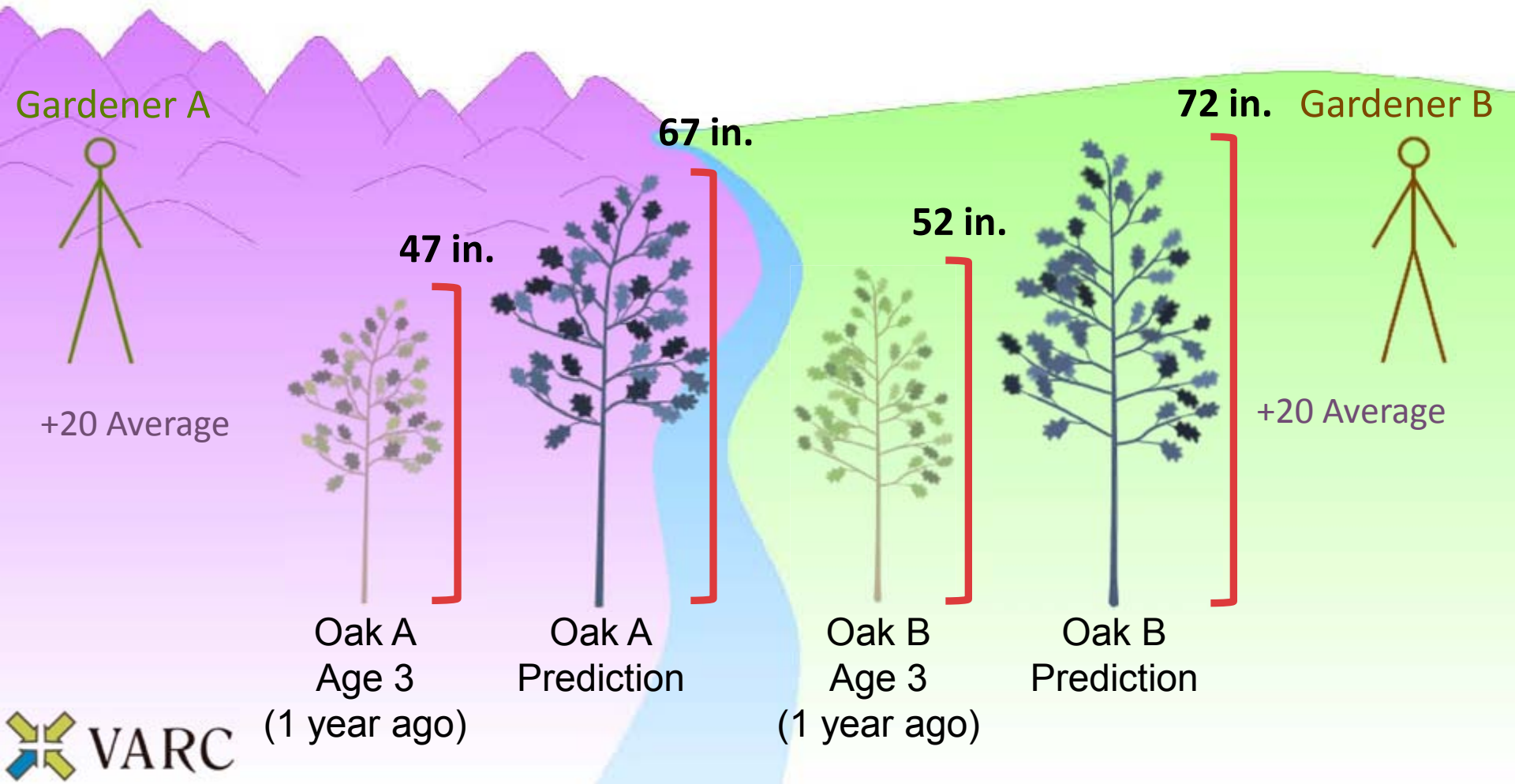
Stability	Low	Medium	High
Growth in score relative to the average	-3	-1	+2

School Size	Low	Medium	High
Growth in score relative to the average	+5	-3	-8

IEP	Low	Medium	High
Growth in score relative to the average	+5	+2	0

To make our initial prediction, we use the average height improvement for all trees

- Based on our data, the average improvement for oak trees in the region was 20 inches during the past year.
- We start with the trees' height at age 3 and add 20 inches for our initial prediction.
- Next, we will refine our prediction based on the growing conditions for each tree. When we are done, we will have an "apples to apples" comparison of the gardeners' effect.

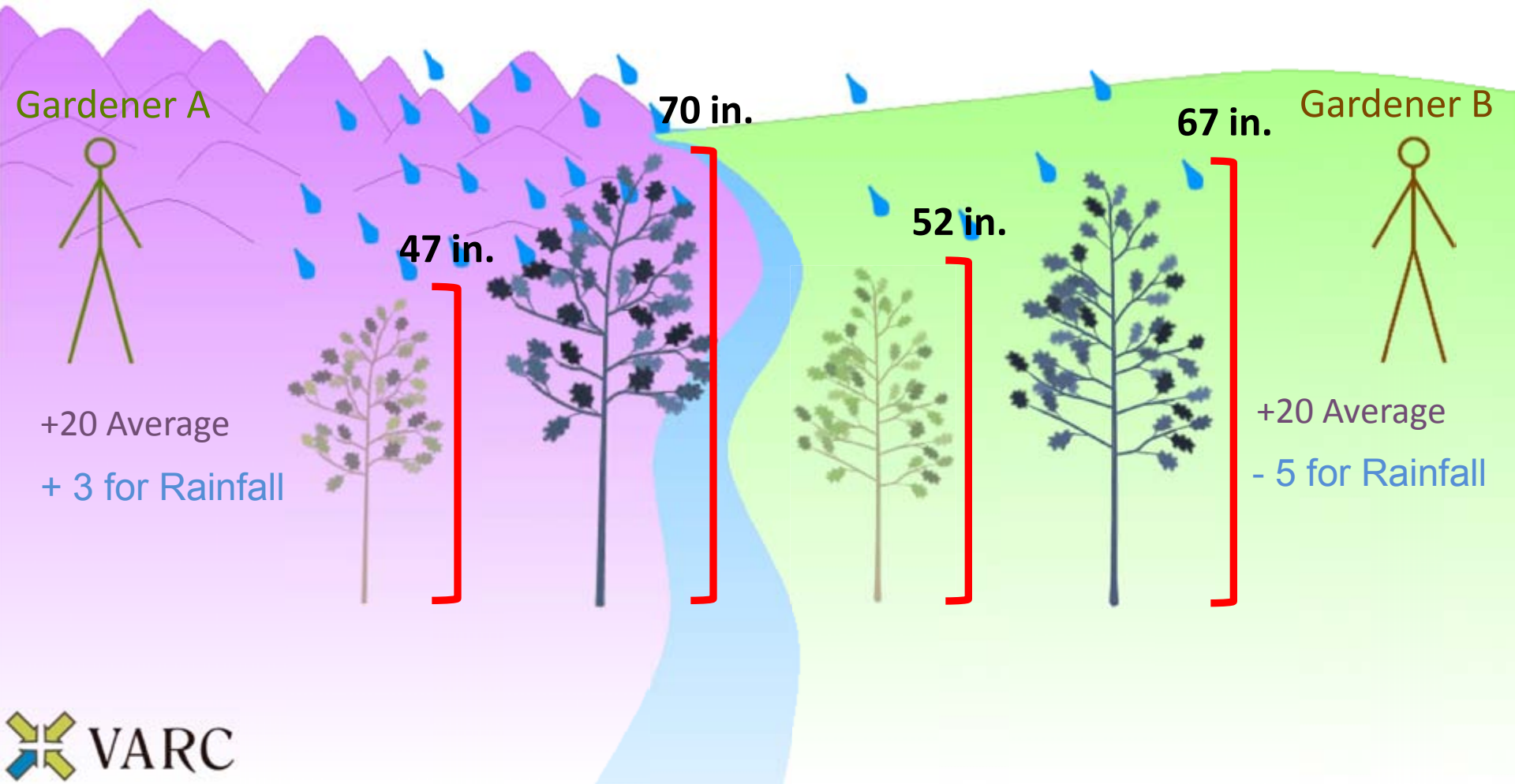


VARC

Based on data for all oak trees in the region, we found that high rainfall resulted in 3 inches of extra growth on average.

For having high rainfall, Oak A's prediction is adjusted by +3 to compensate.

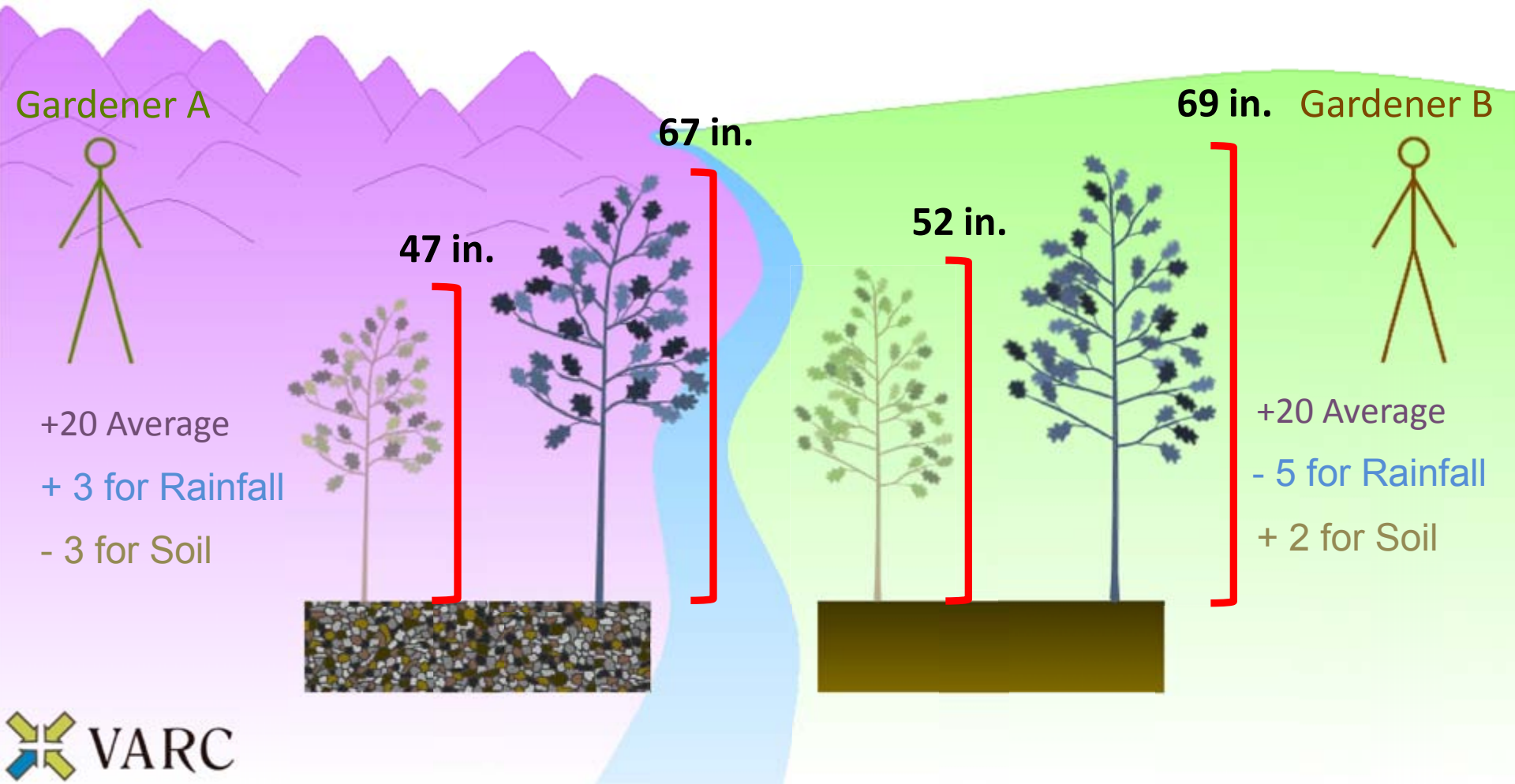
Similarly, for having low rainfall, Oak B's prediction is adjusted by -5 to compensate.



VARC

For having poor soil, Oak A's prediction is adjusted by -3.

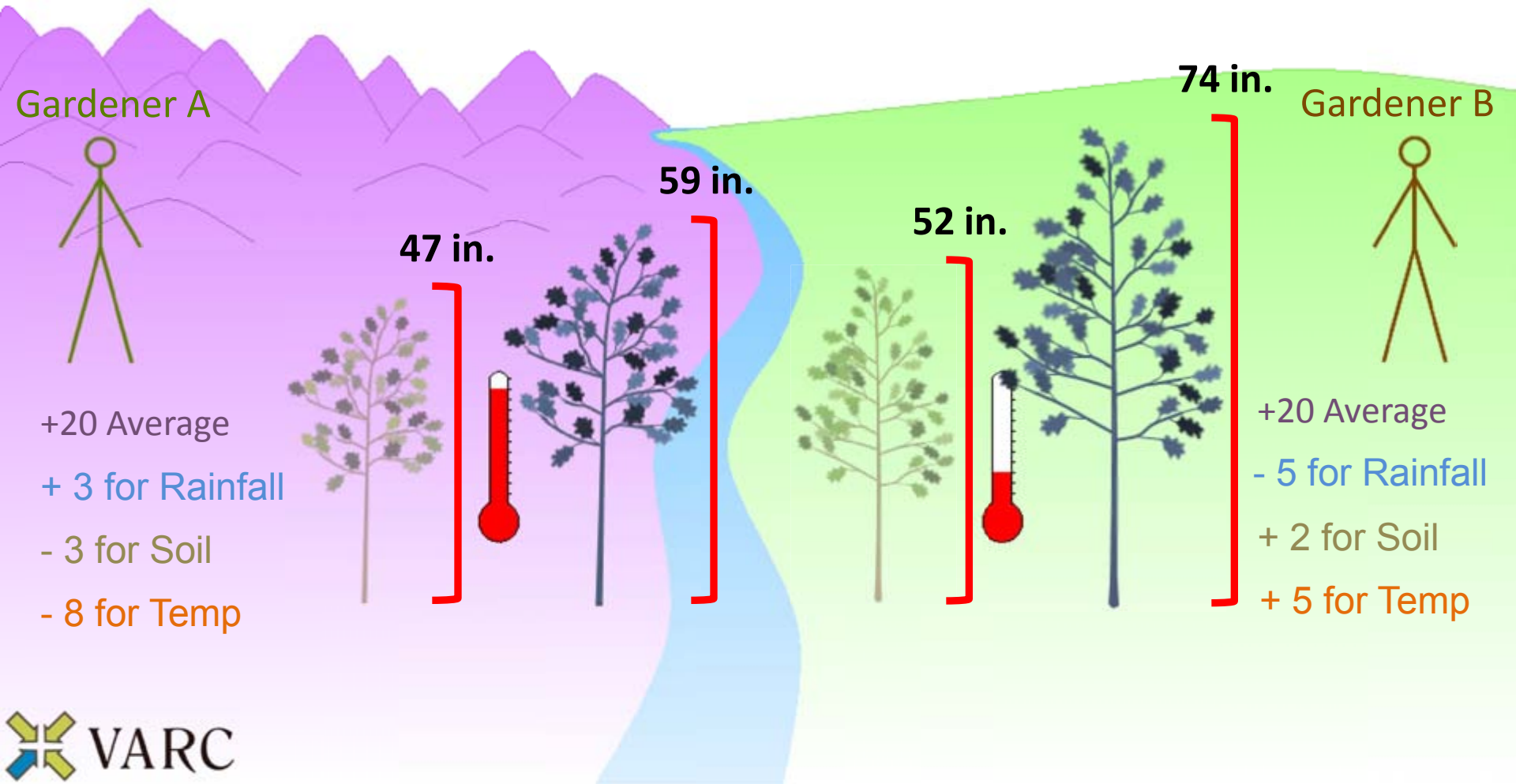
For having rich soil, Oak B's prediction is adjusted by +2.



VARC

For having high temperature, Oak A's prediction is adjusted by -8.

For having low temperature, Oak B's prediction is adjusted by +5.

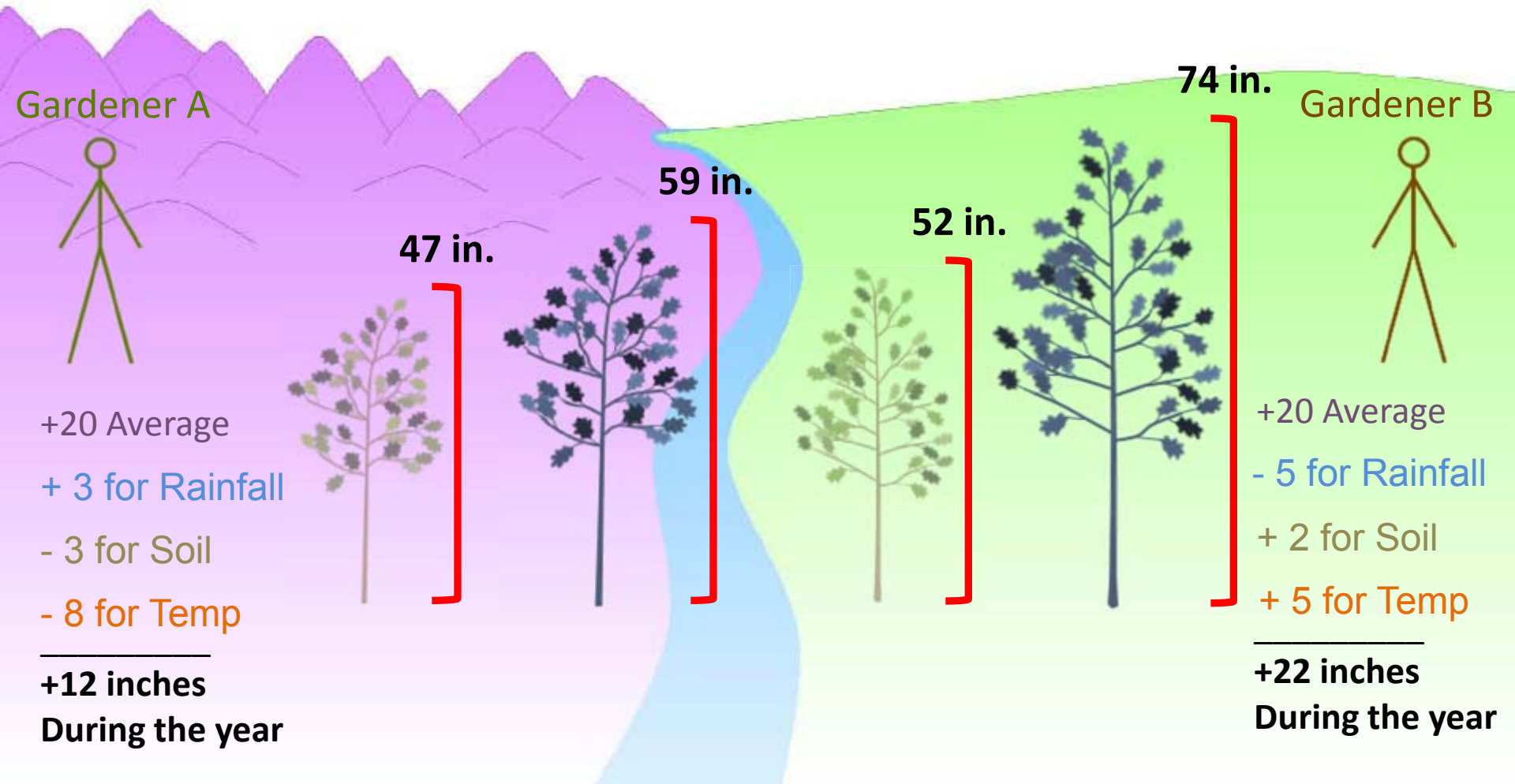


VARC

Now that we have refined our predictions based on the effect of environmental conditions, our gardeners are on a level playing field.

The predicted height for trees in Oak A's conditions is 59 inches.

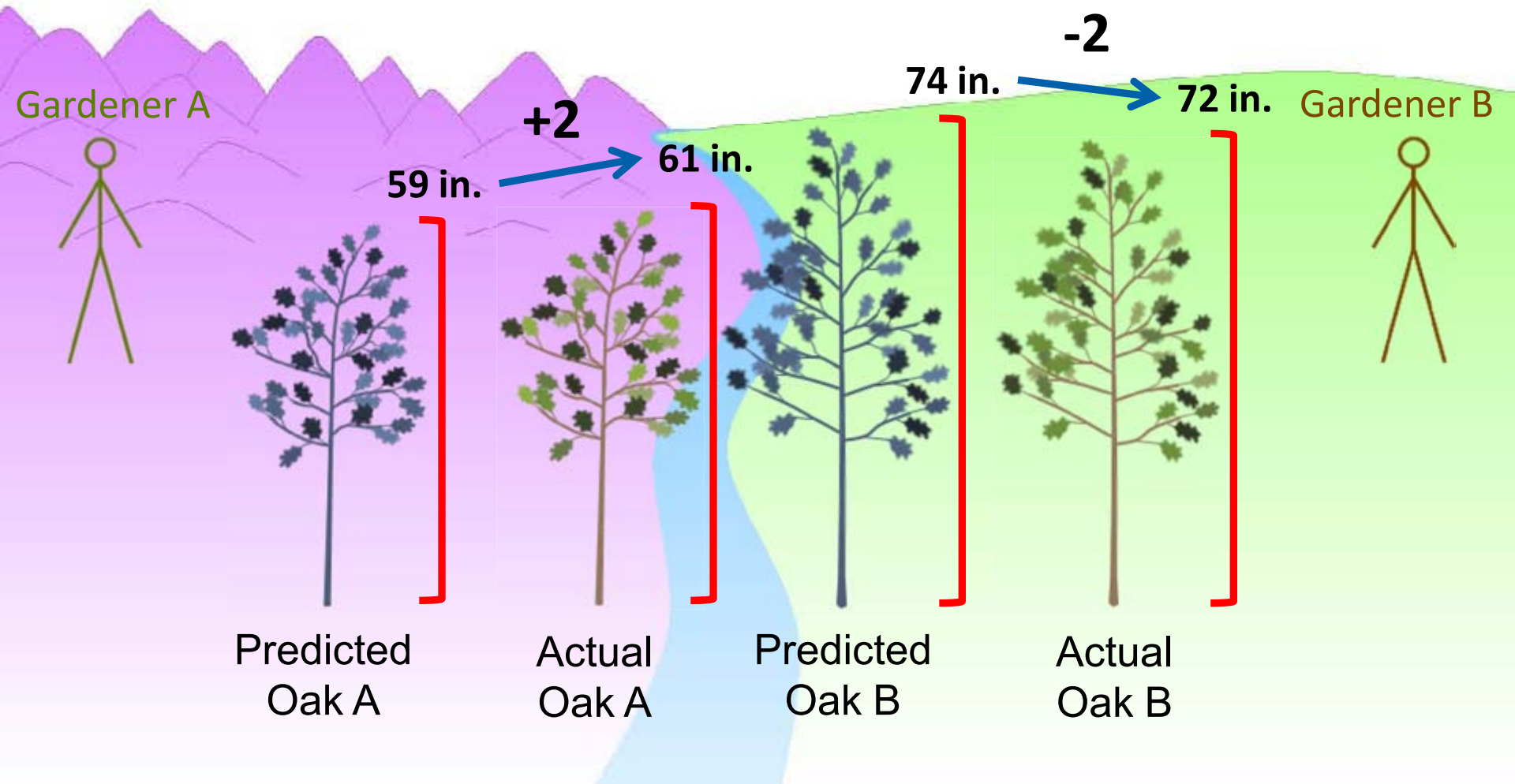
The predicted height for trees in Oak B's conditions is 74 inches.



Finally, we compare the actual height of the trees to our predictions.

Oak A's actual height of 61 inches is 2 inches **more** than we predicted.
We attribute this above-average result to the effect of Gardener A.

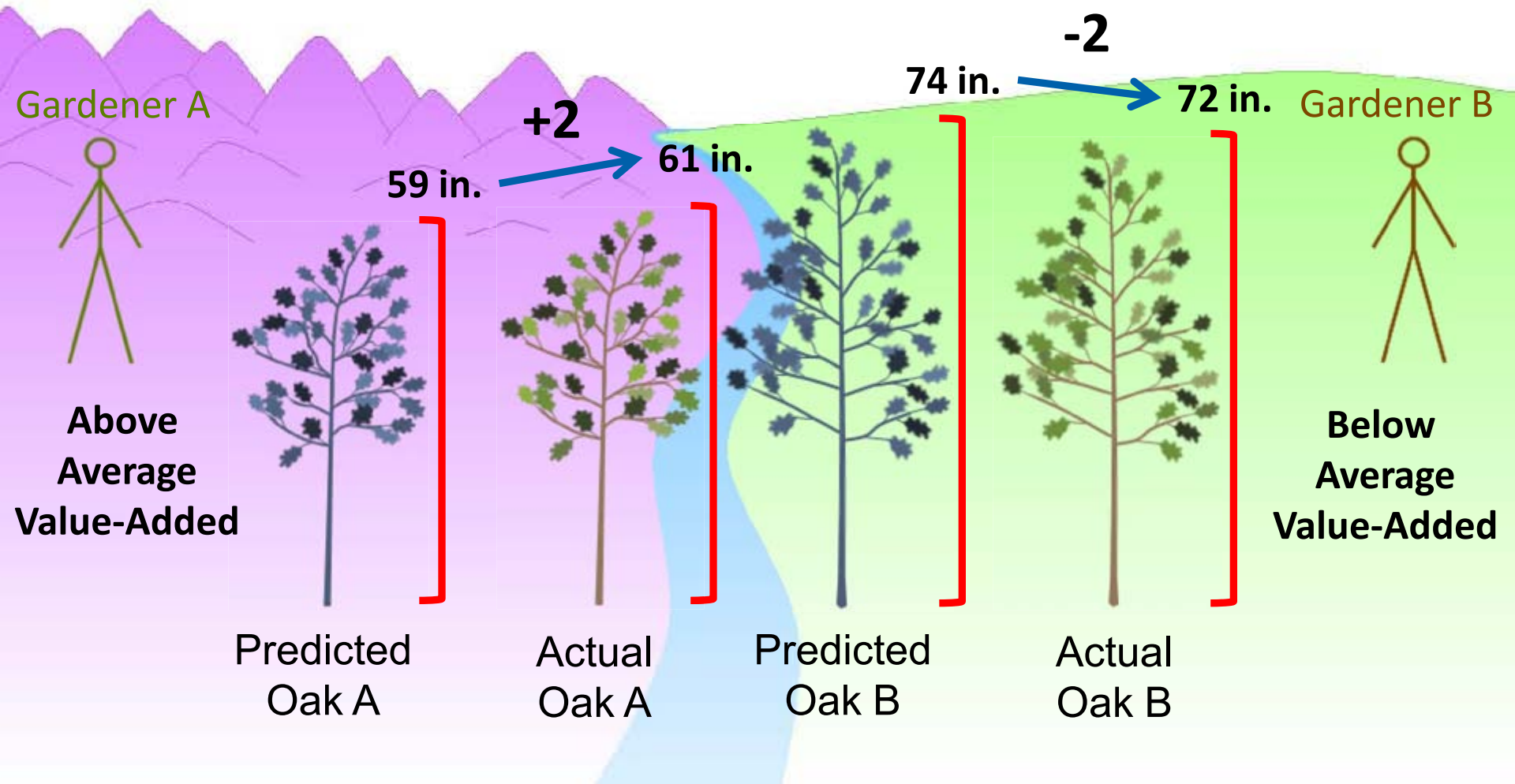
Oak B's actual height of 72 inches is 2 inches **less** than we predicted.
We attribute this below-average result to the effect of Gardener B.



Using this method, **Gardener A is the superior gardener.**

By accounting for last year's height and environmental conditions of the trees during this year, we found the "value" each gardener "added" to the growth of the tree.

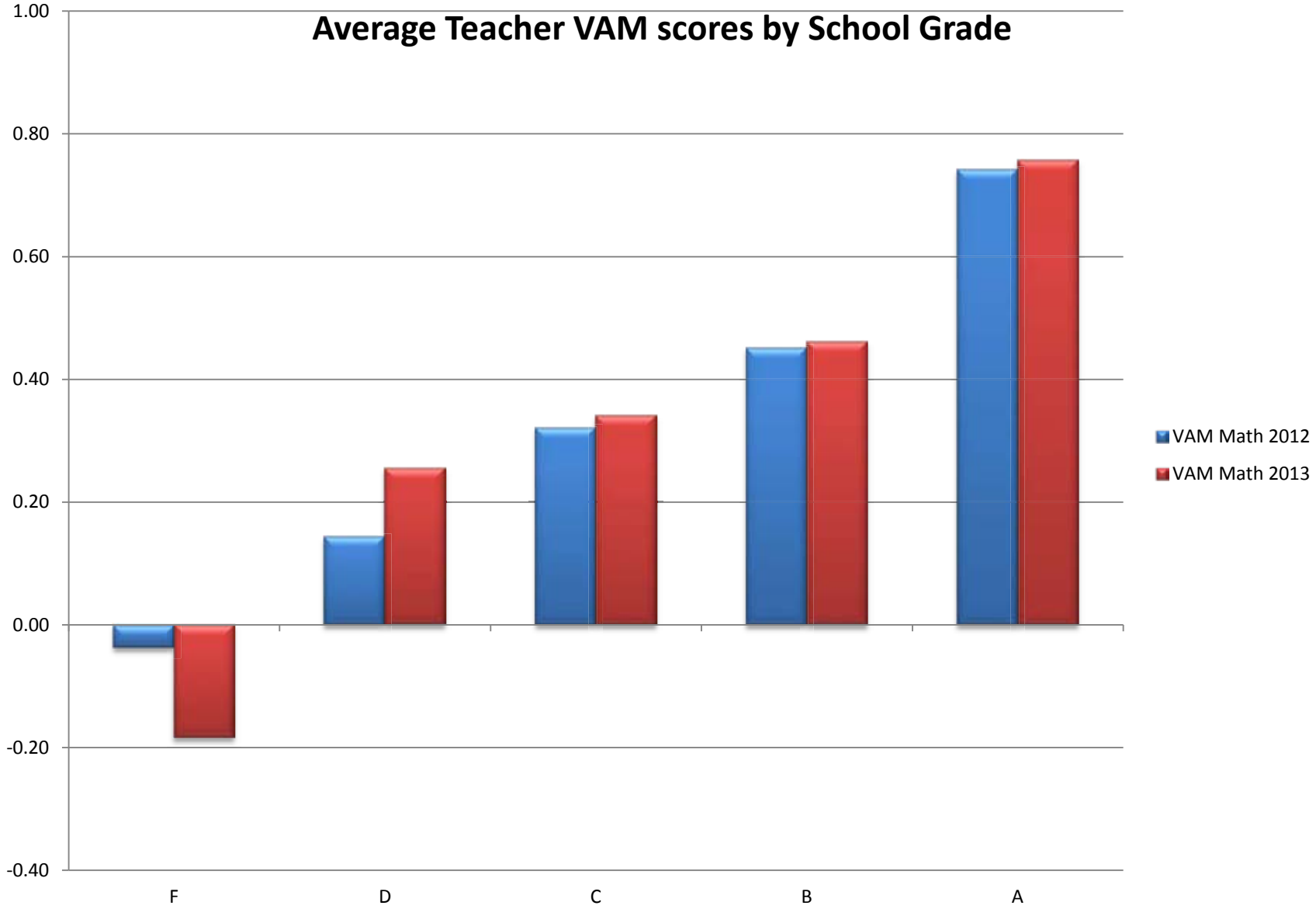
This is analogous to **a Value-Added measure**



Preliminary Valued Added Results
(math)

- Student Level correlation between predicted student performance (based on VAM) and observed performance = .86.
- Teacher level correlation between predicted mean performance (based on VAM) of students and observed performance = .97.

New Mexico Public Education Department



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Combined Results

Domains 2 & 3
VAM

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary	Total
Ineffective	0	0	1	1	0	2
Minimally Effective	0	1	0	0	0	1
Effective	0	6	20	6	0	32
Highly Effective	0	0	0	0	0	0
Exemplary	0	2	0	0	0	2
Total	0	9	21	7	0	37

Exact Match	21	56.8%
Exact + 1	33	89.2%
Review	3	8.1%

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EoCs

Correlation of EoC with:	
Current Math	0.32
Current Reading	0.31
Prior Math	0.35
Prior Reading	0.34

Based on sample of 4,200 students and includes only ADC EoCs.

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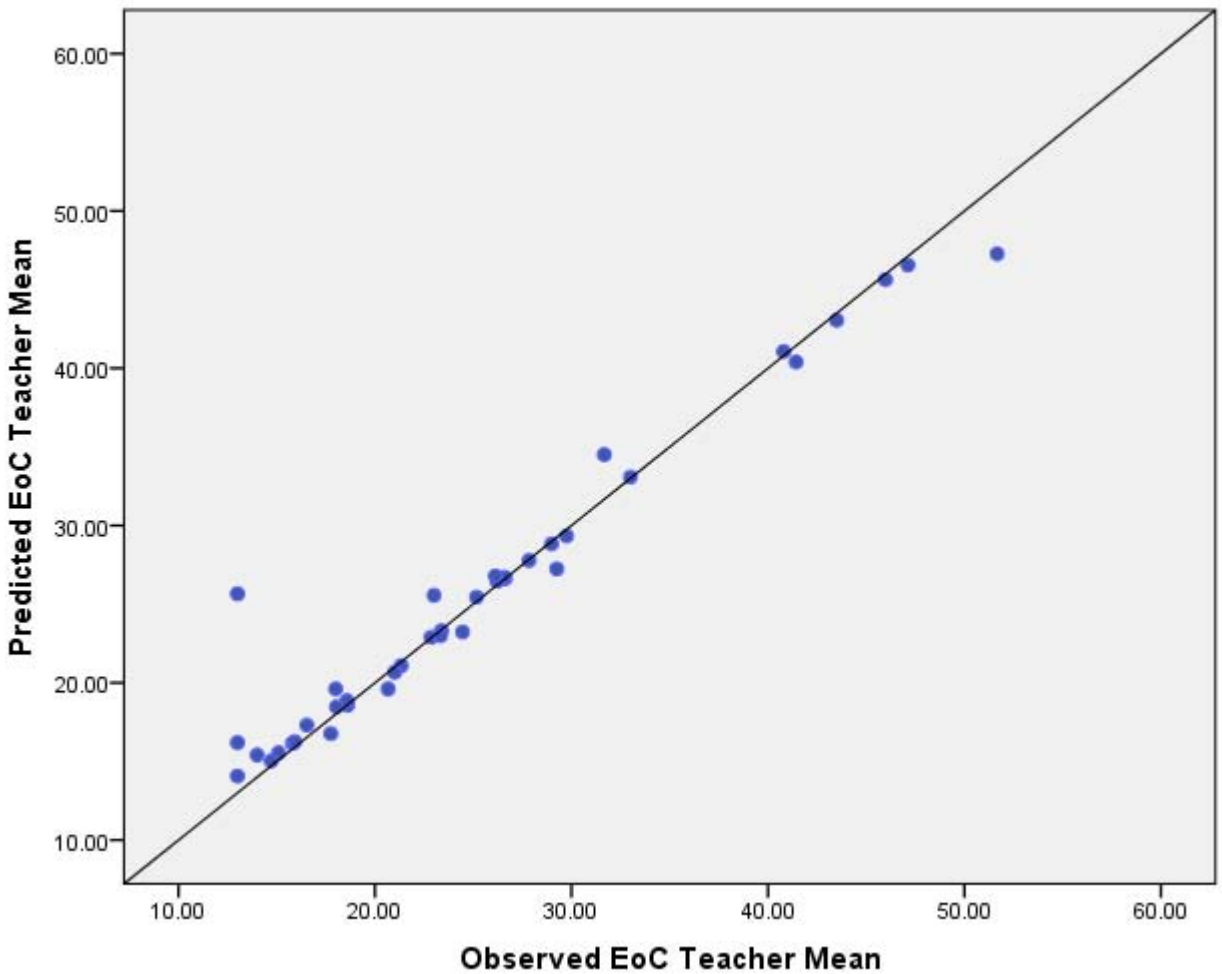
EoCs



Correlation between predicted and actual EoC at the student level = .86

At the teacher level = .94

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Overall Results of Observations

Overall Observation[1] Results

	Domains 2 & 3		Domains 1 & 4	
	N	%	N	%
Ineffective	20	4.1%	4	1.3%
Minimally Effective	101	20.8%	41	12.9%
Effective	287	59.2%	220	69.2%
Highly Effective	66	13.6%	49	15.4%
Exemplary	11	2.3%	4	1.3%
Total	485		318	

[1] Based on Teacher's average score over multiple ratings.

-About 75% of Teachers were rated Effective or higher on Domains 2 & 3.

- About 86% of Teachers were rated Effective or higher on Domains 1 & 4.

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Use of the Rubric

- Raters can use individual items of the rubric equally well.
- There was virtually no difference in scores by occasion.
- Raters were very consistent in scoring across occasions.
- Raters differ somewhat in stringency.
  - The standard deviation of a single score due to raters is about 4.6 – which is why multiple observations or multiple raters are necessary.

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Use of the Rubric

- Overall, the reliability of observations range from .34 to .91 for Domains 2 &3 and from .44 to .95 for Domains 1 & 4.

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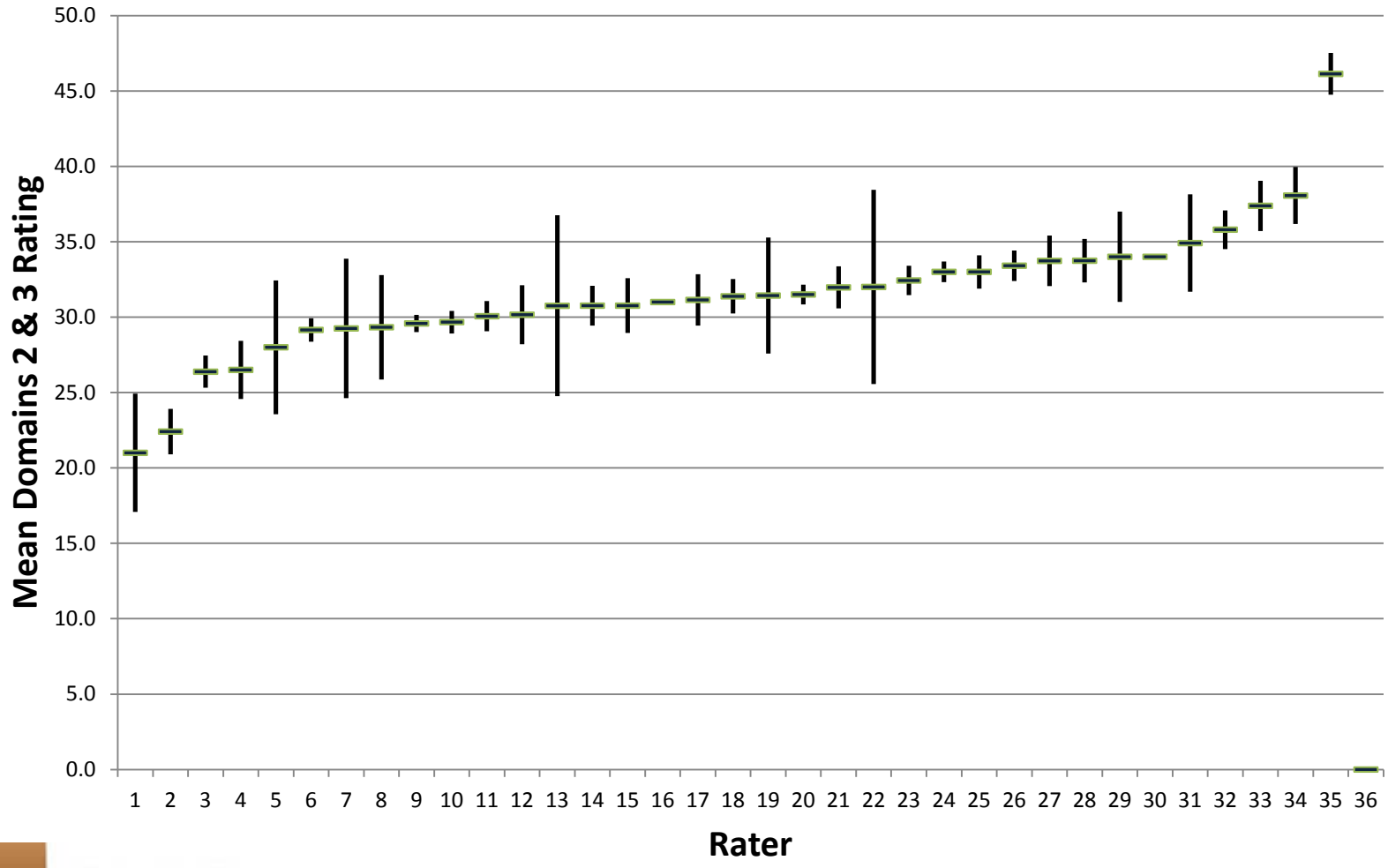
Rater Performance



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Summary

- Observation Rubric (since revised) can be used consistently.
- Observation Rubric amenable for summarizing teacher performance.
- Raters are internally consistent, but vary in stringency.
- Value Added Results differentiate teachers and are more related to external criteria than observation rubric.
- Value Added and Observation results are consistent. In less than 10% of cases are results divergent.
- EoCs are amenable to VAM and results are generally as precise as results based on SBAs.

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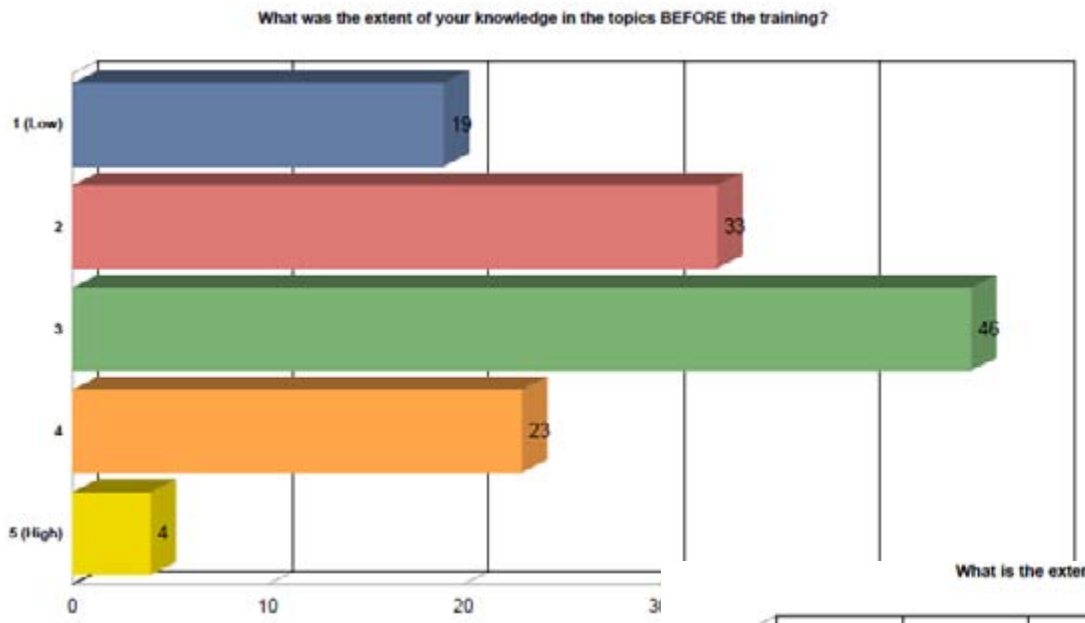
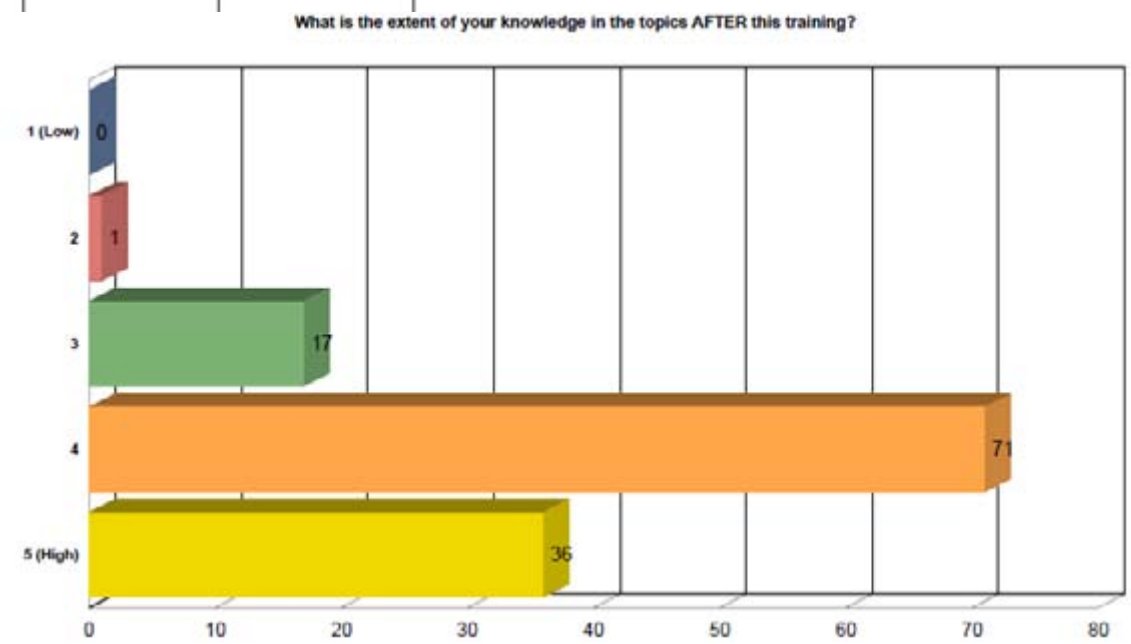
Pre/Post Knowledge – ABQ Training





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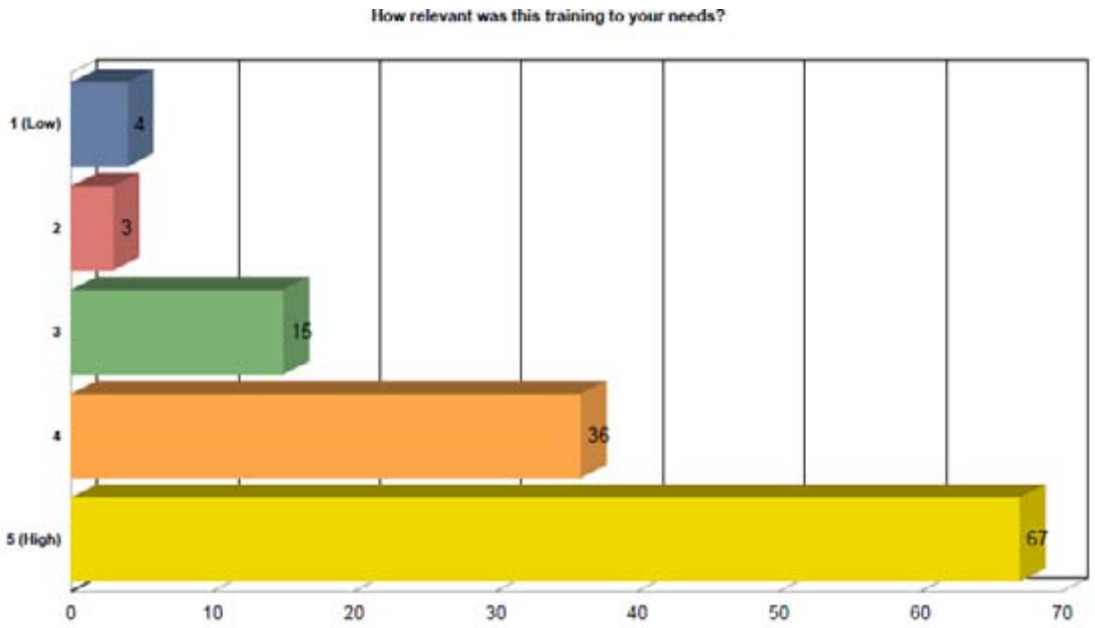
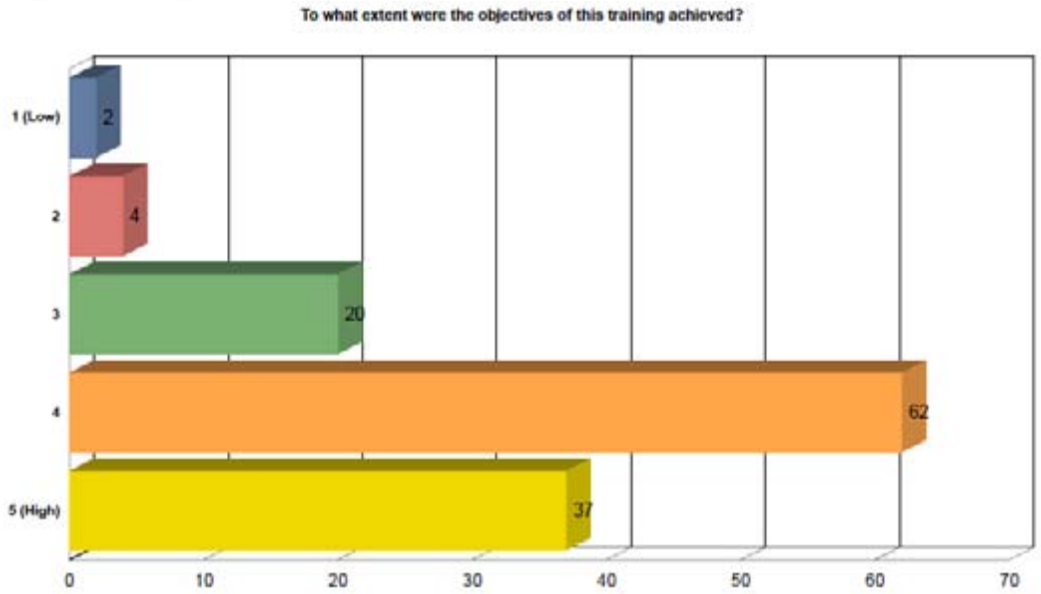
Relevance/Goals – ABQ Training





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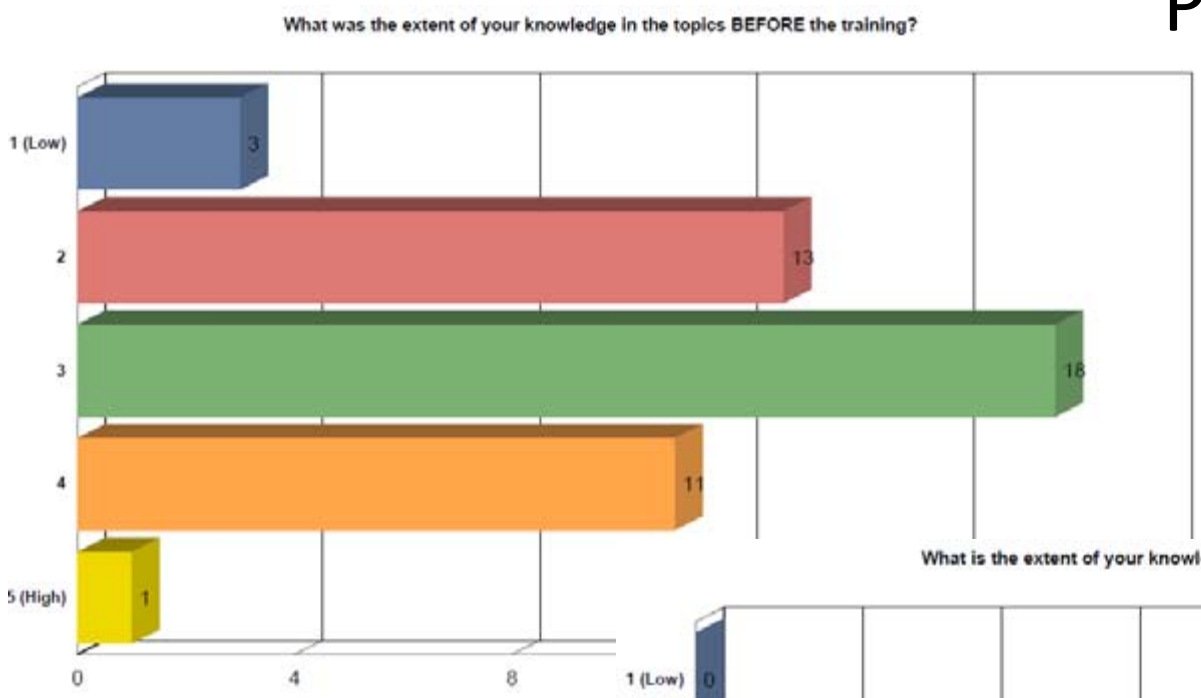
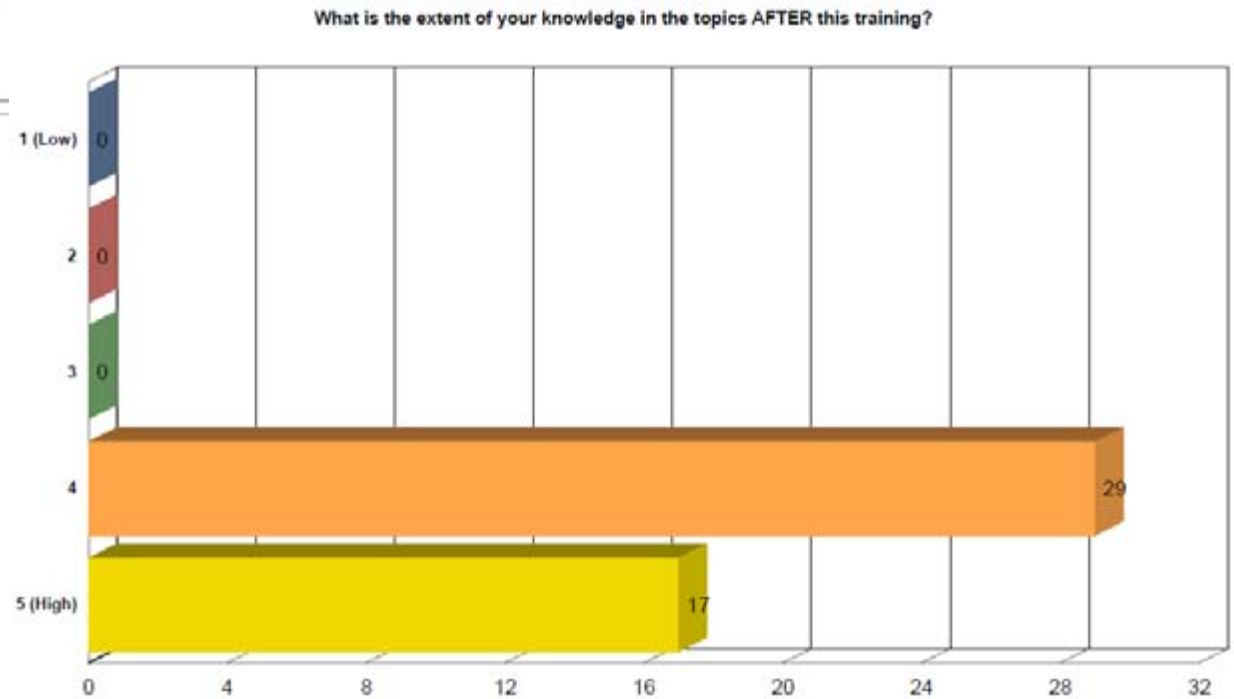
Pre/Post Knowledge – Farmington Training





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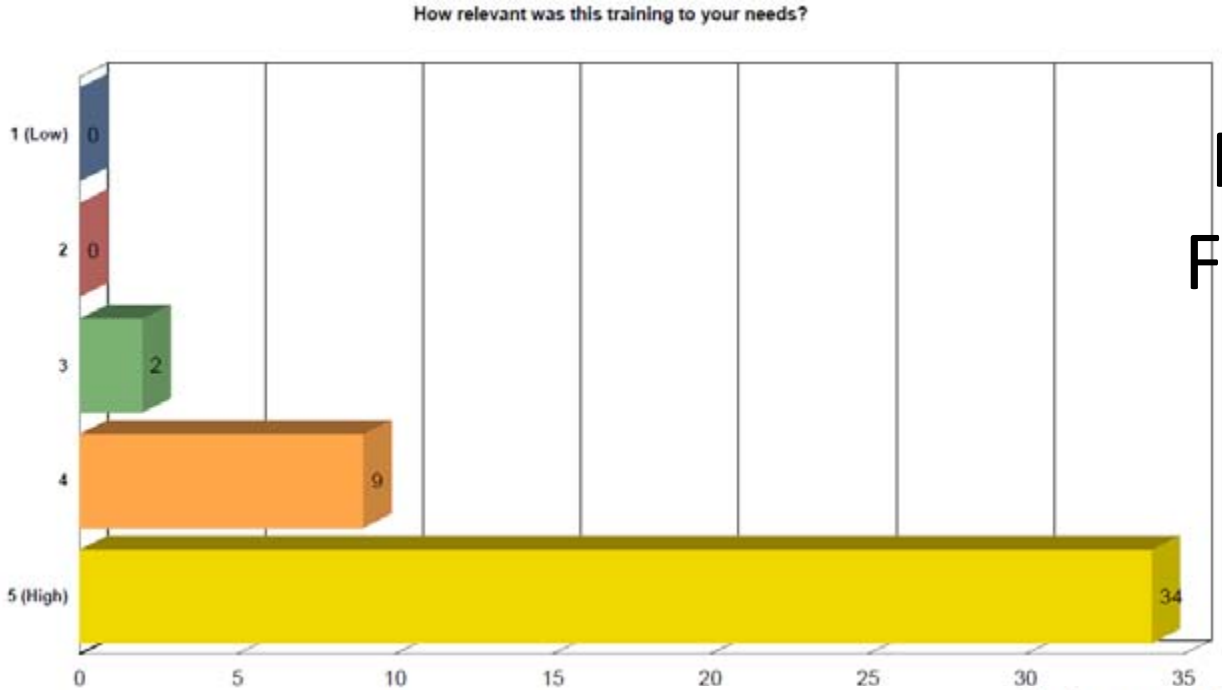
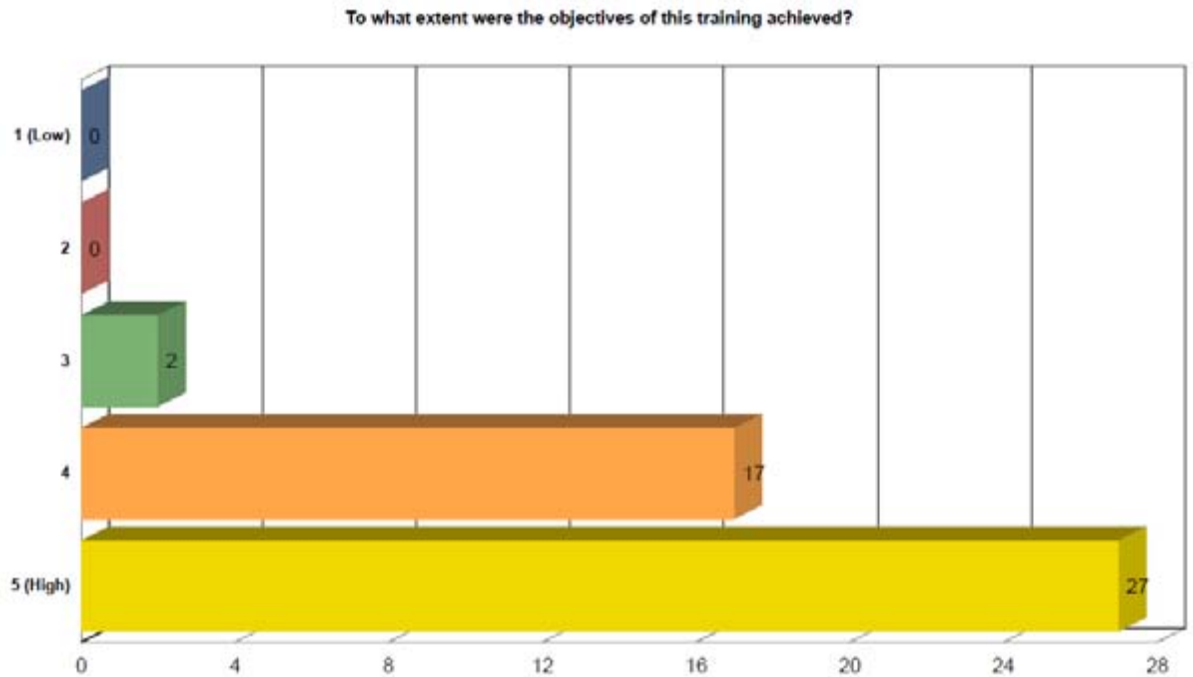
Relevance/Goals – Farmington Training





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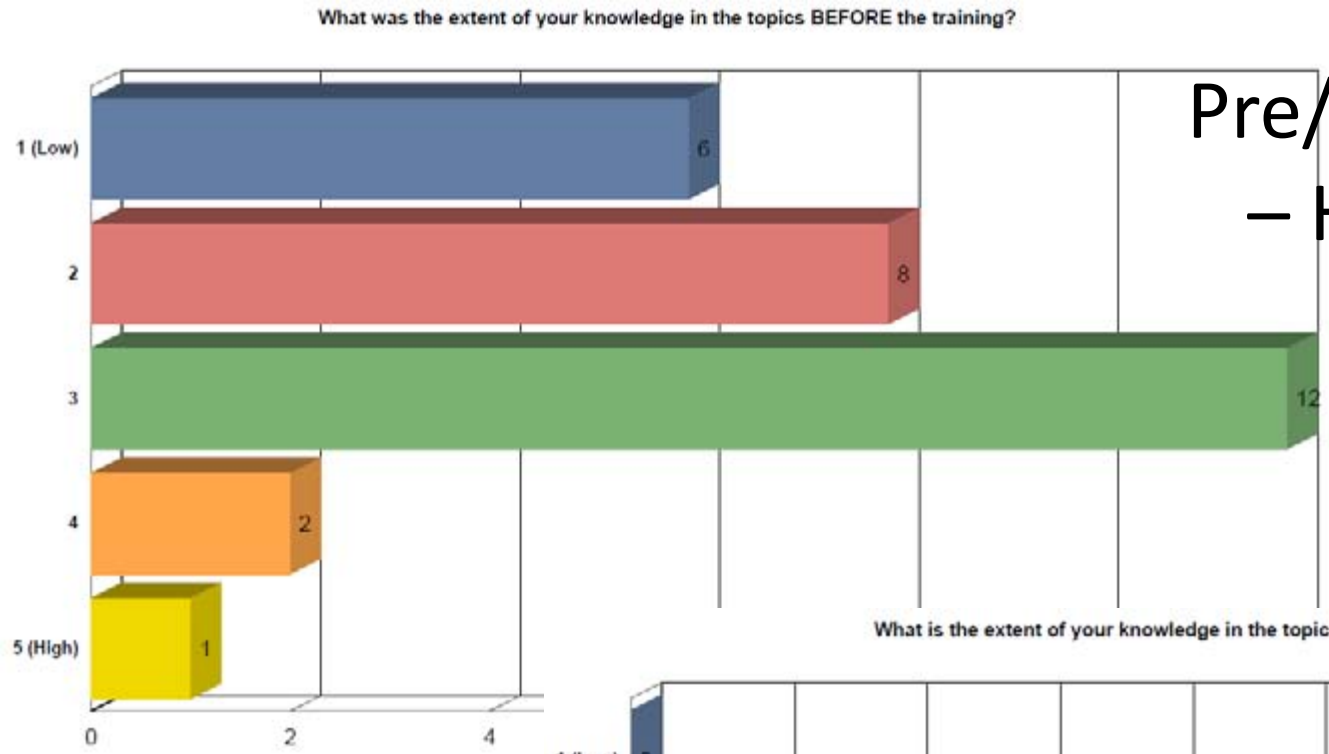
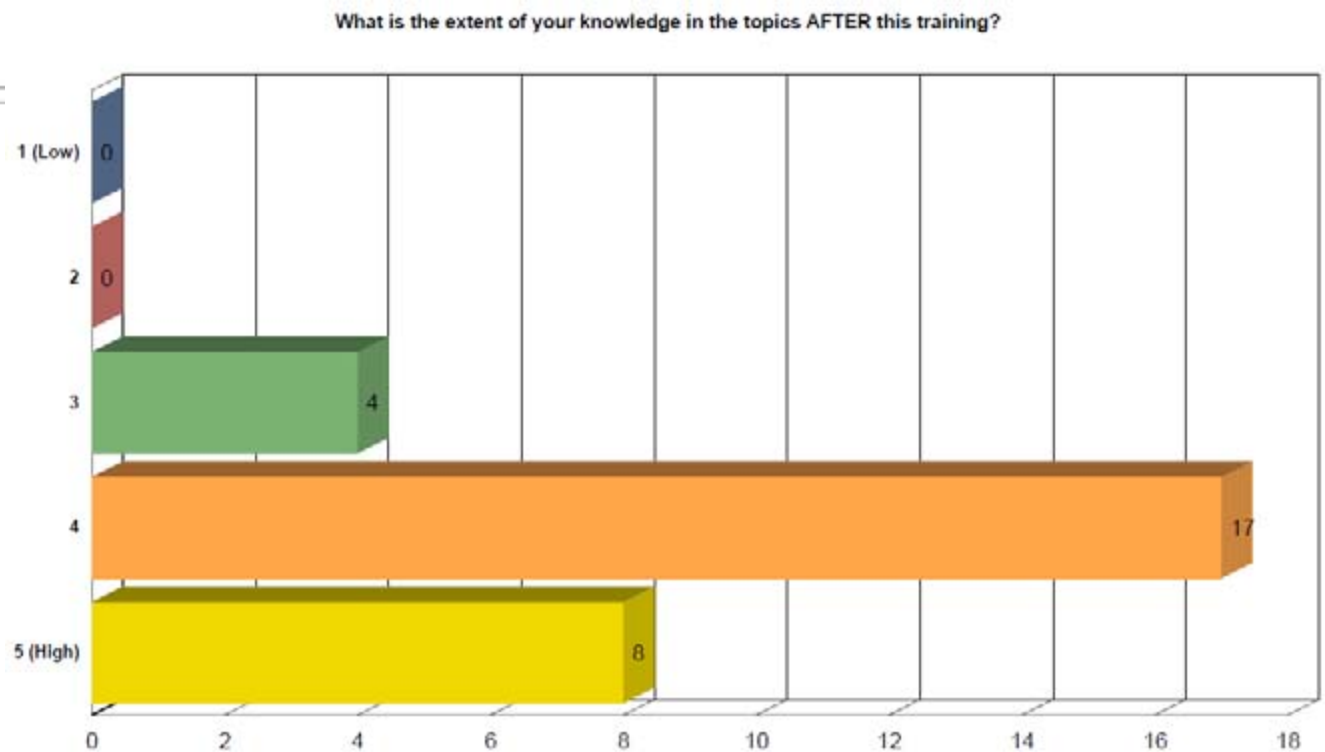
Pre/Post Knowledge – Hobbs Training





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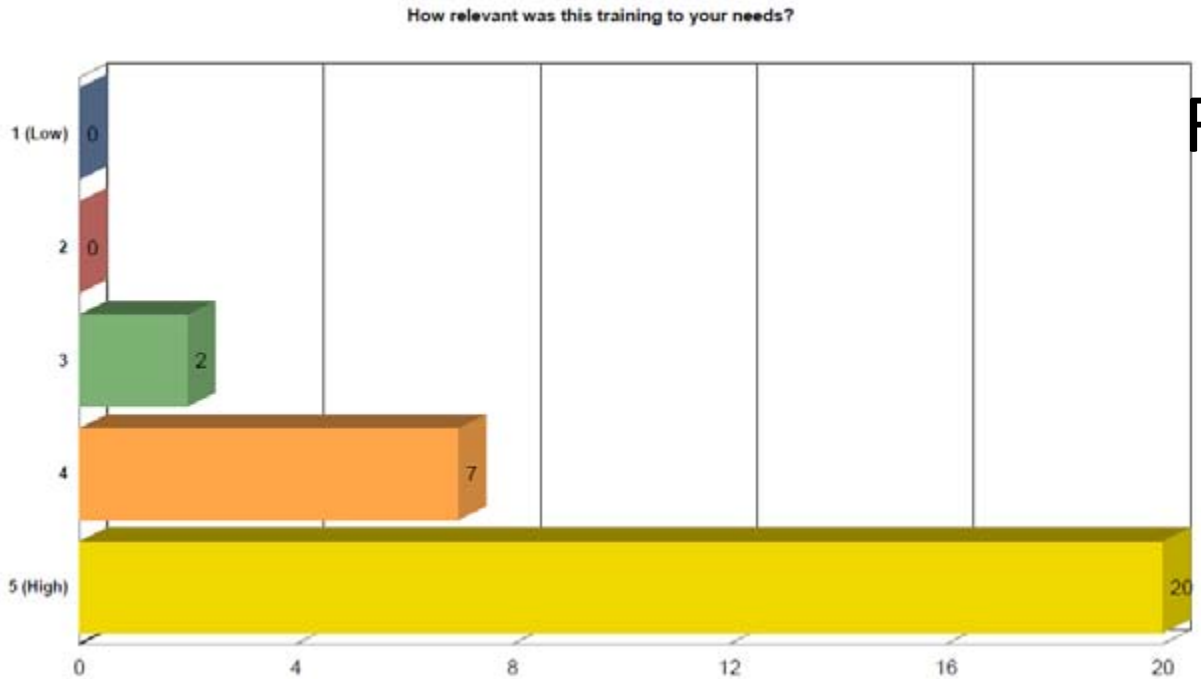
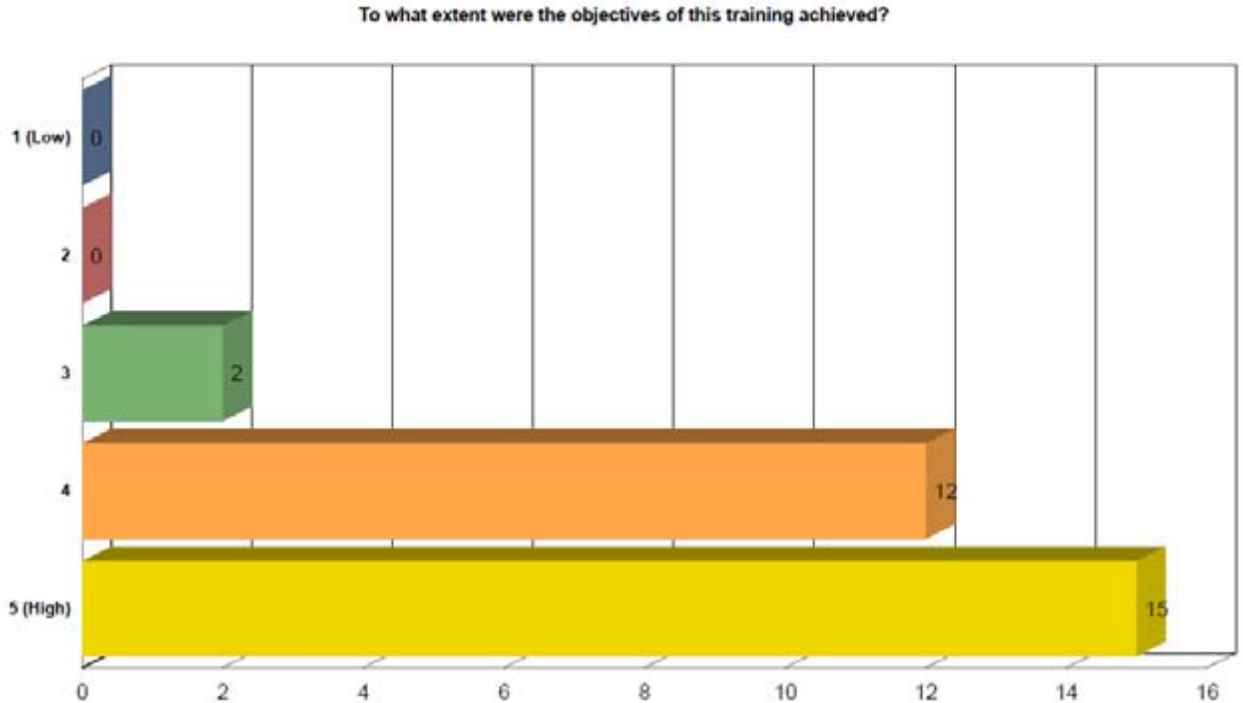
Relevance/Goals – Hobbs Training





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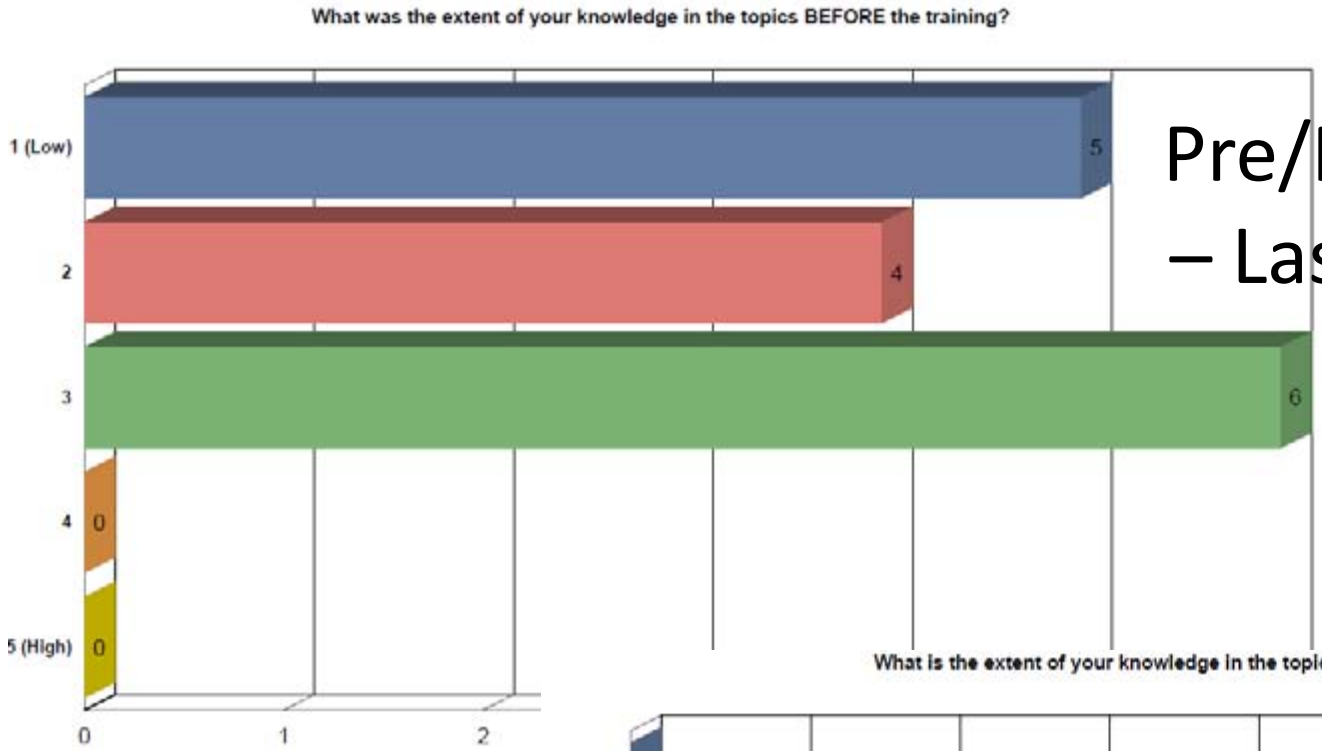
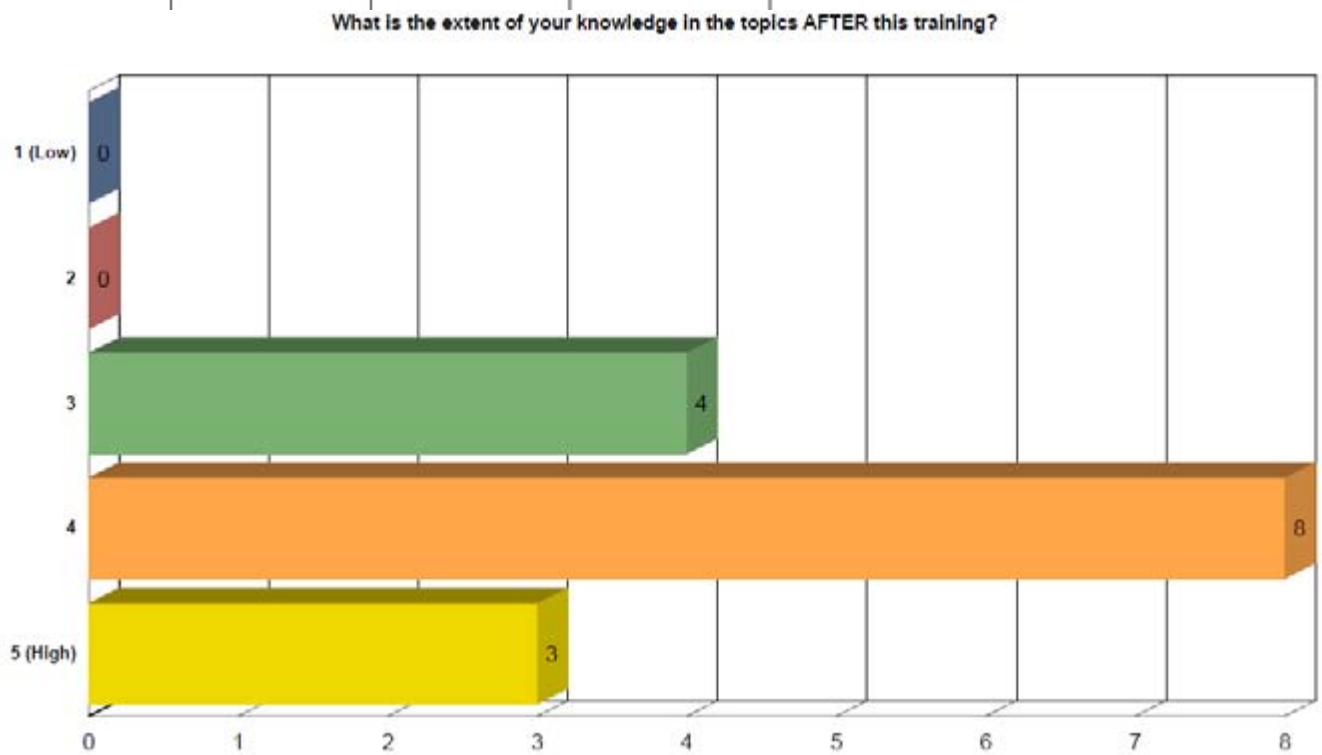
Pre/Post Knowledge – Las Vegas Training





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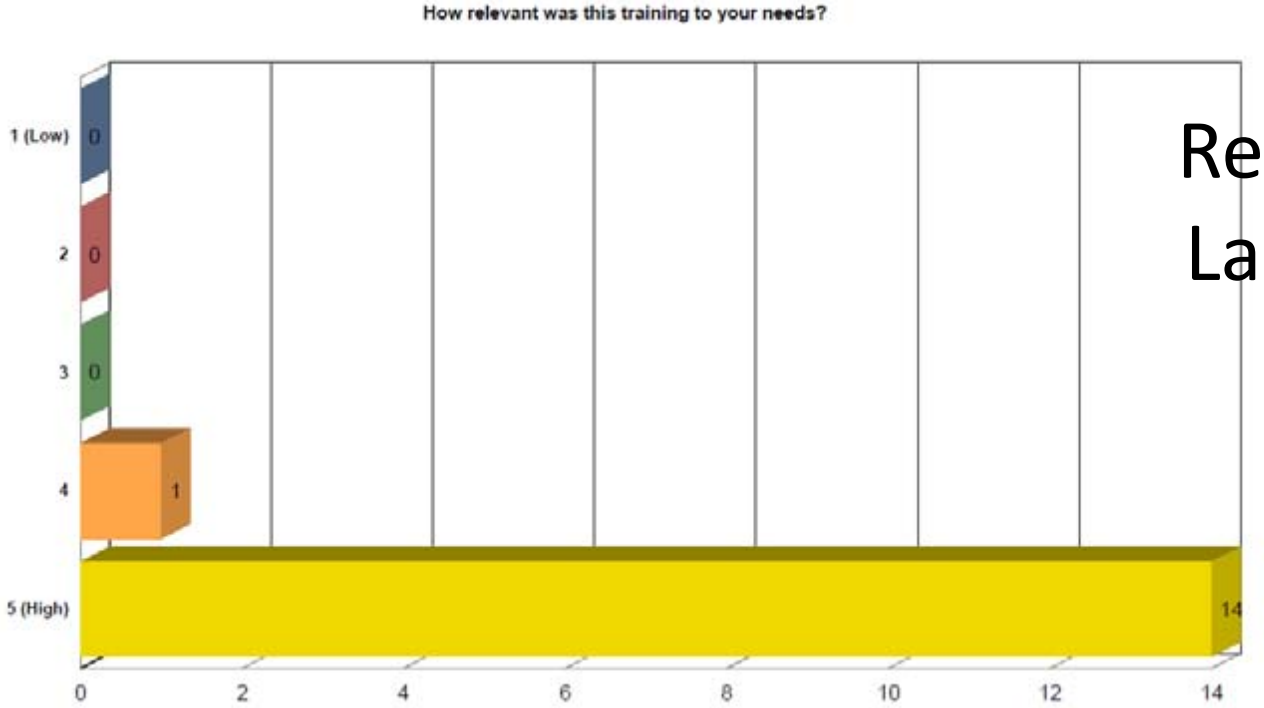
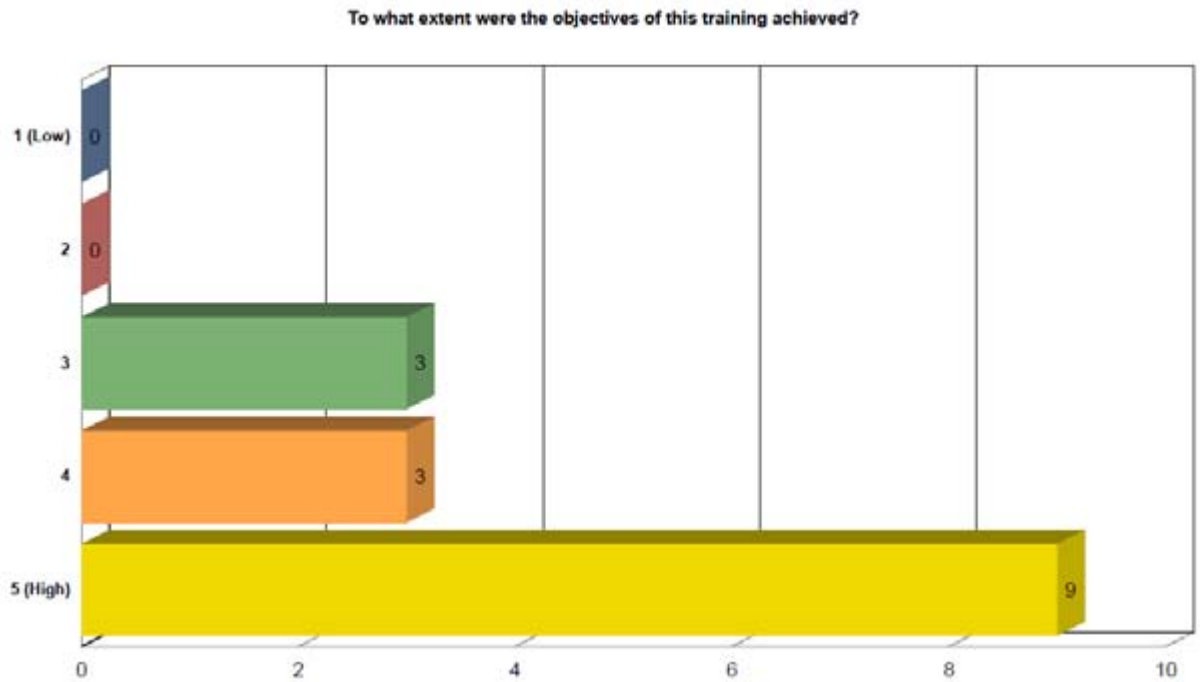
Relevance/Goals – Las Vegas Training





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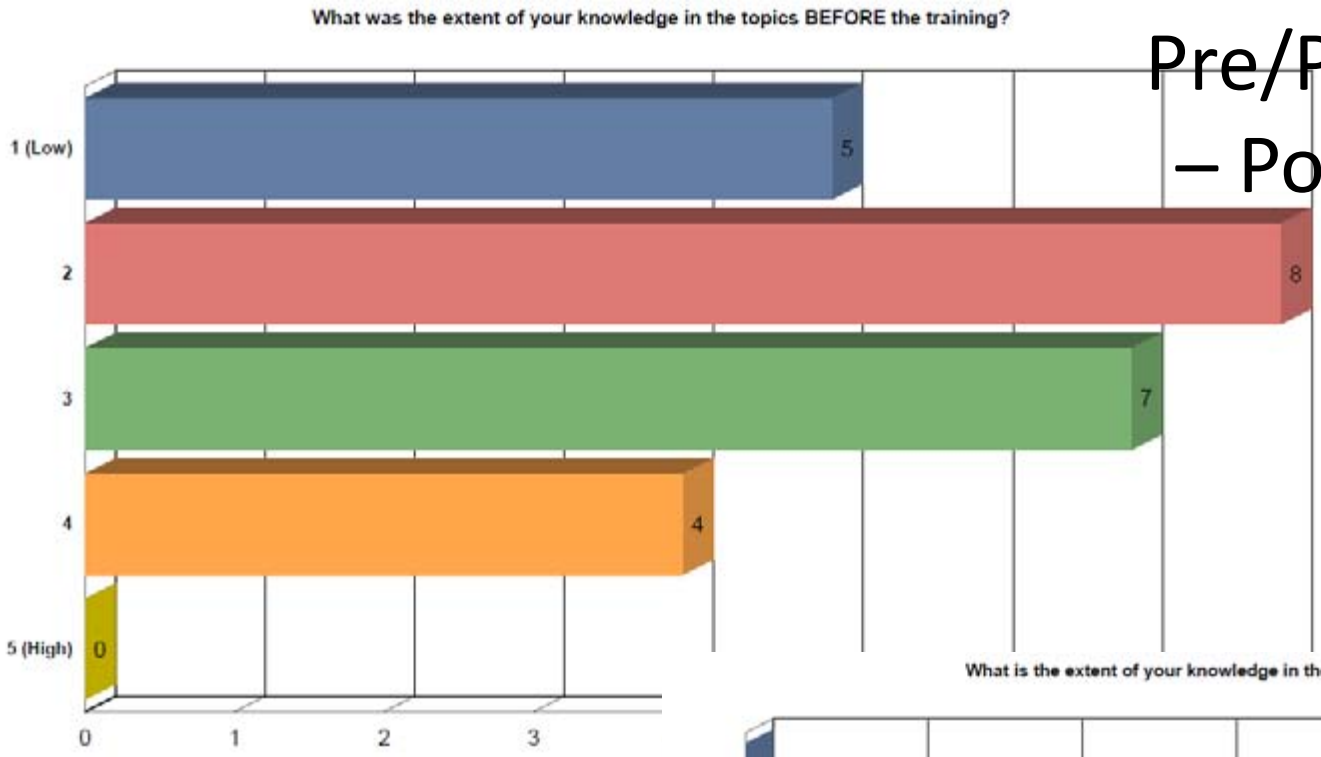
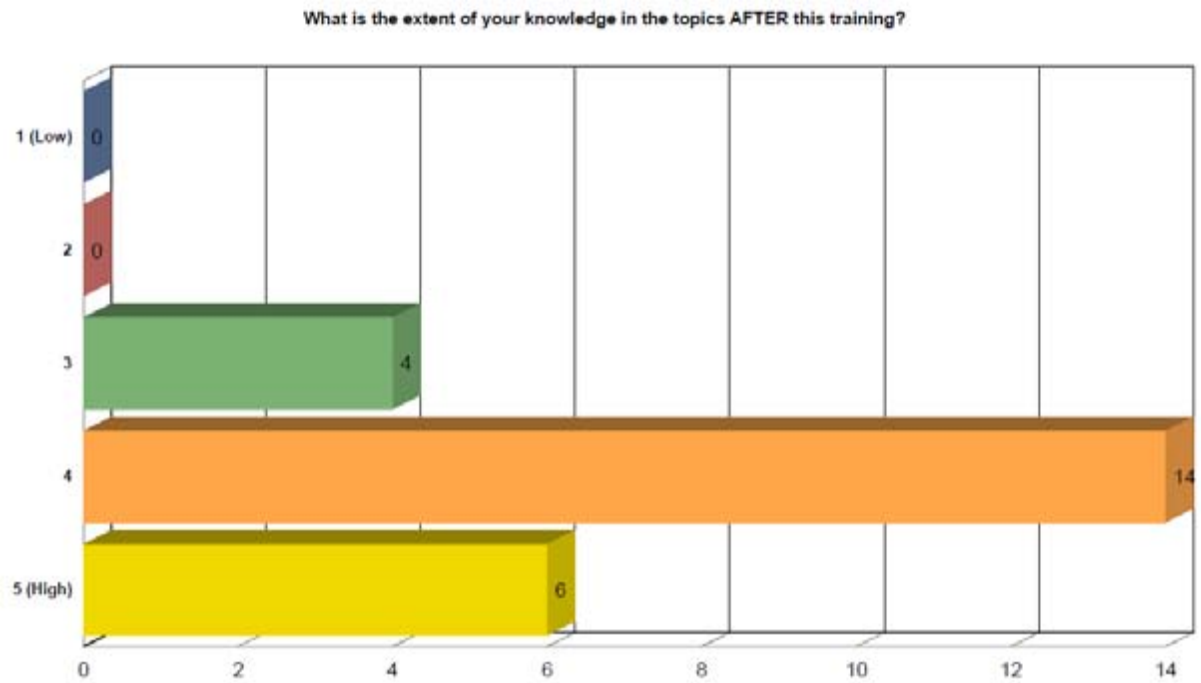
Pre/Post Knowledge – Portales Training





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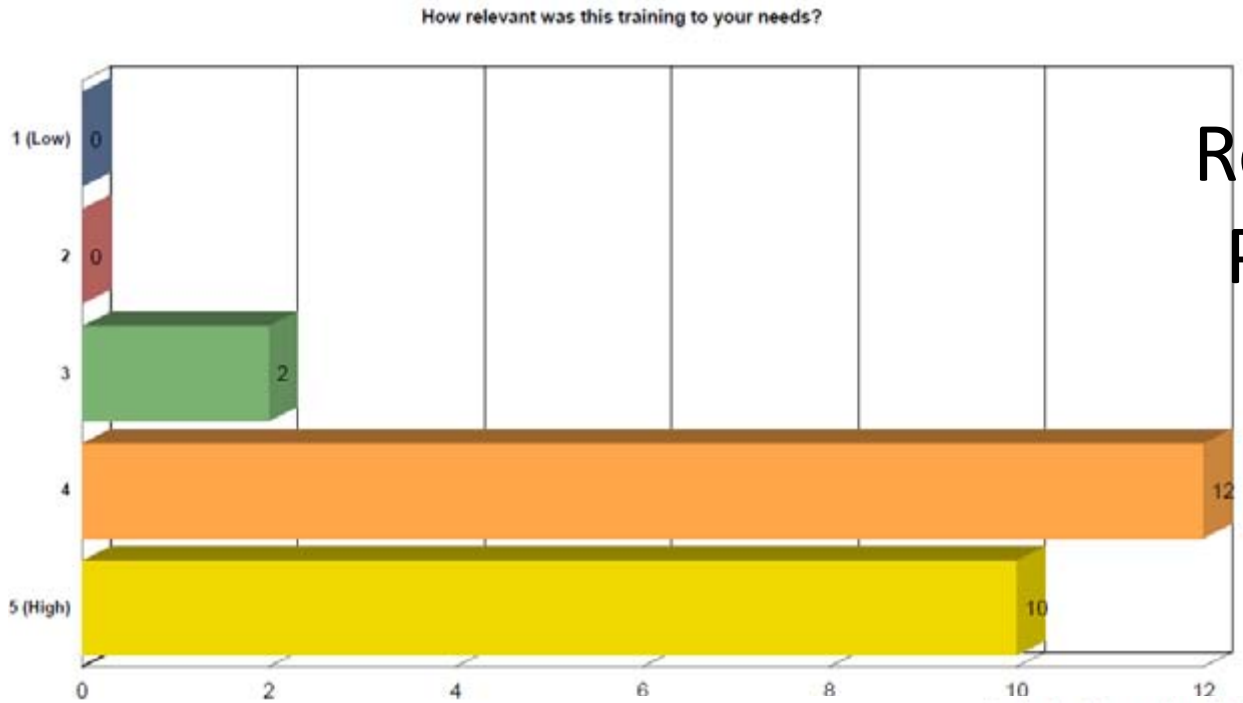
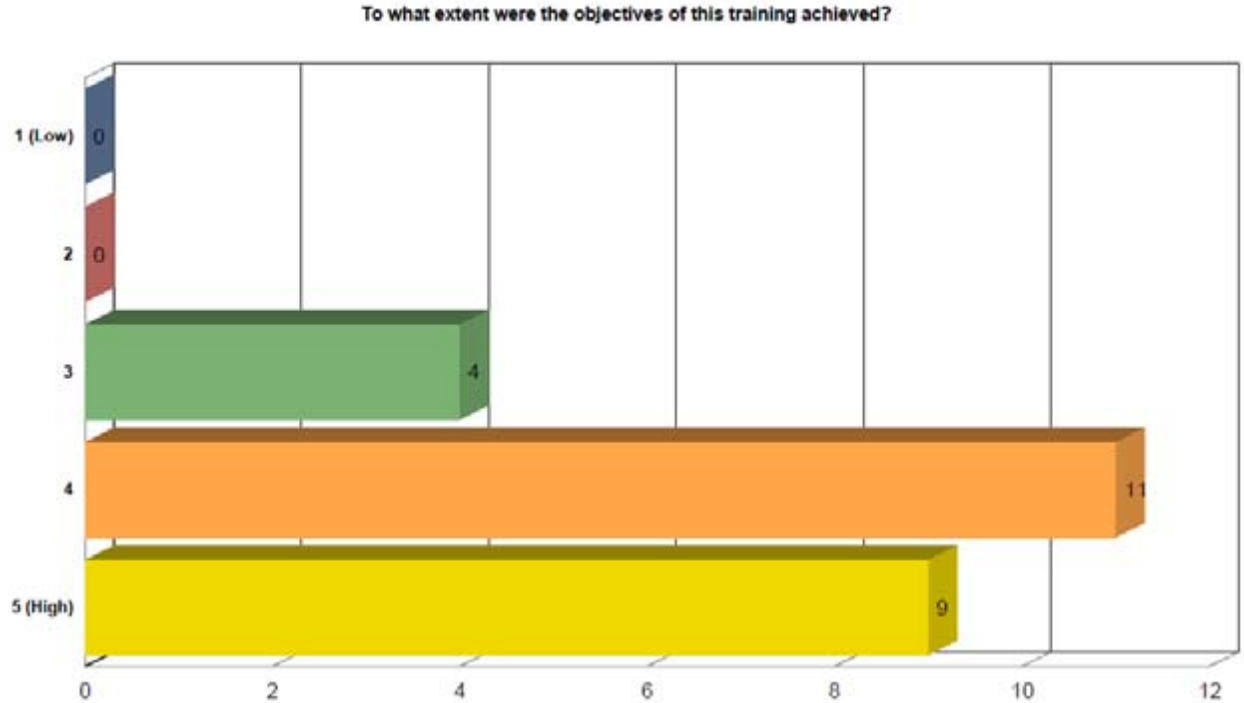
Relevance/Goals – Portales Training





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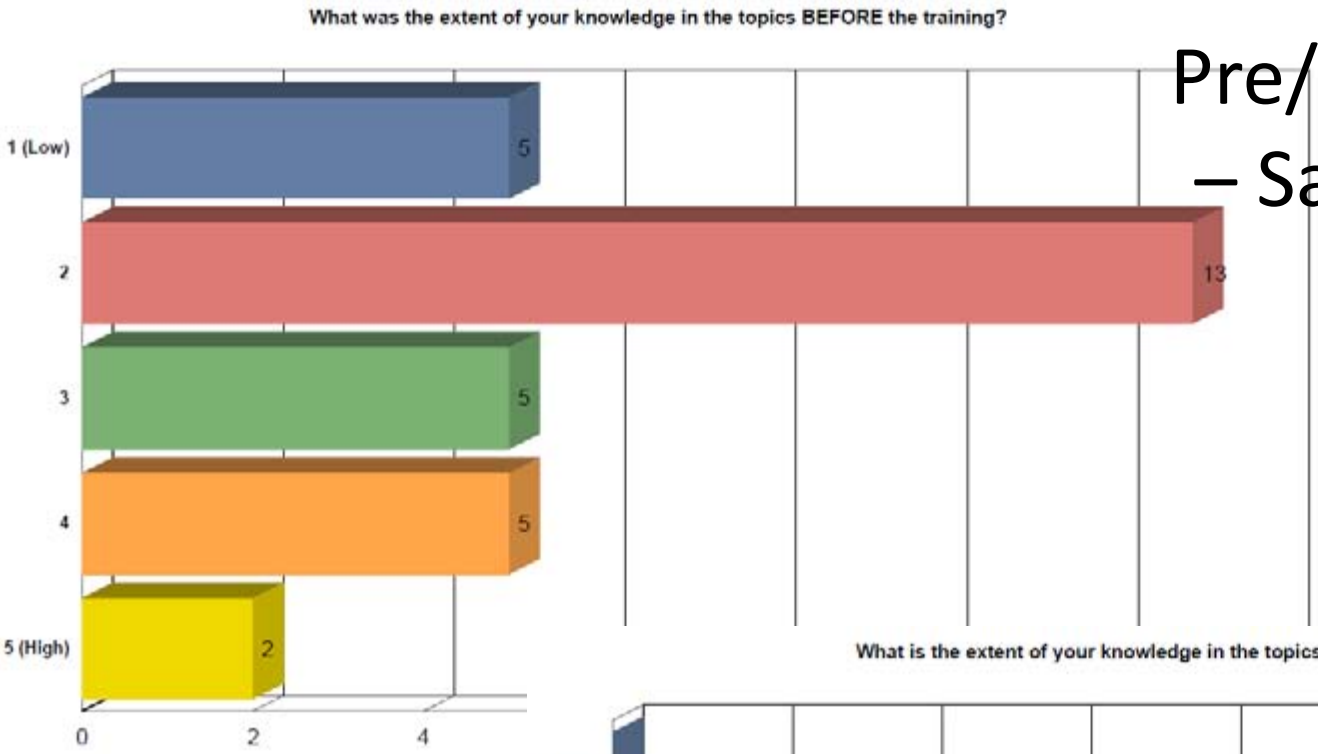
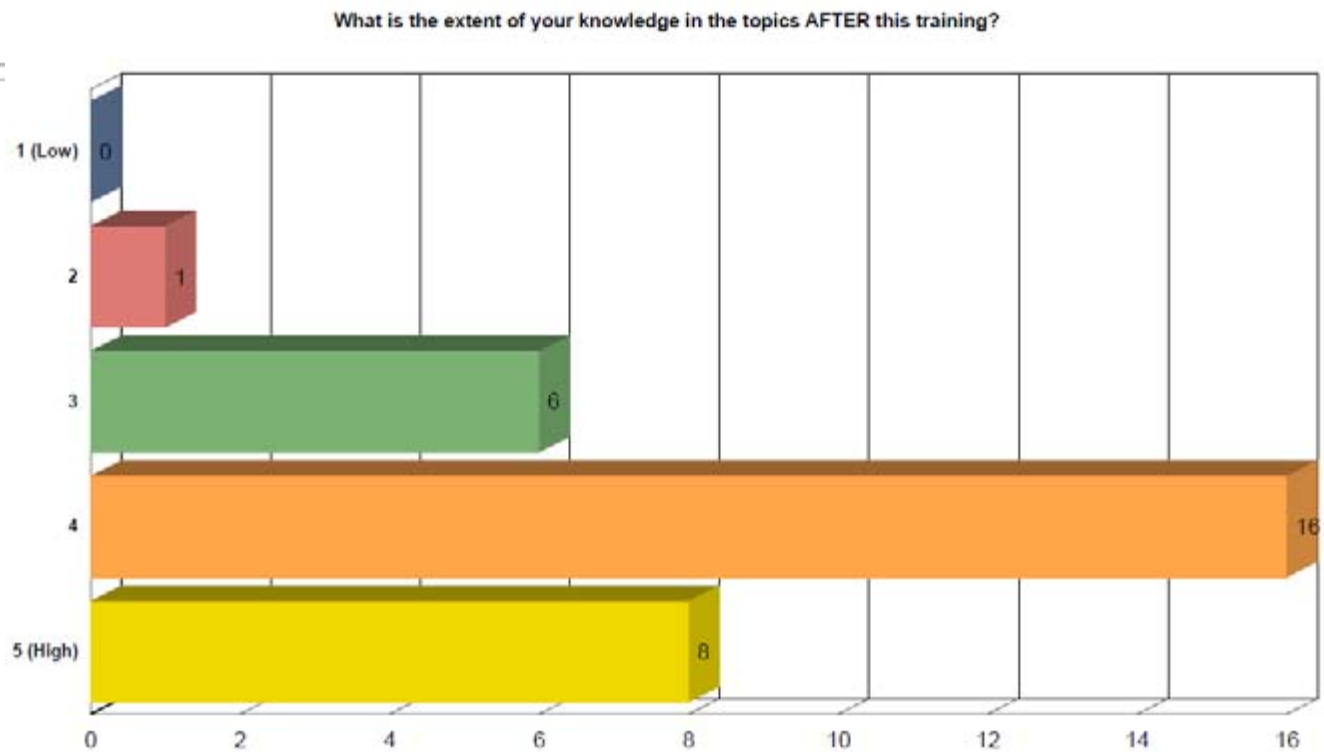
Pre/Post Knowledge – Santa Fe Training





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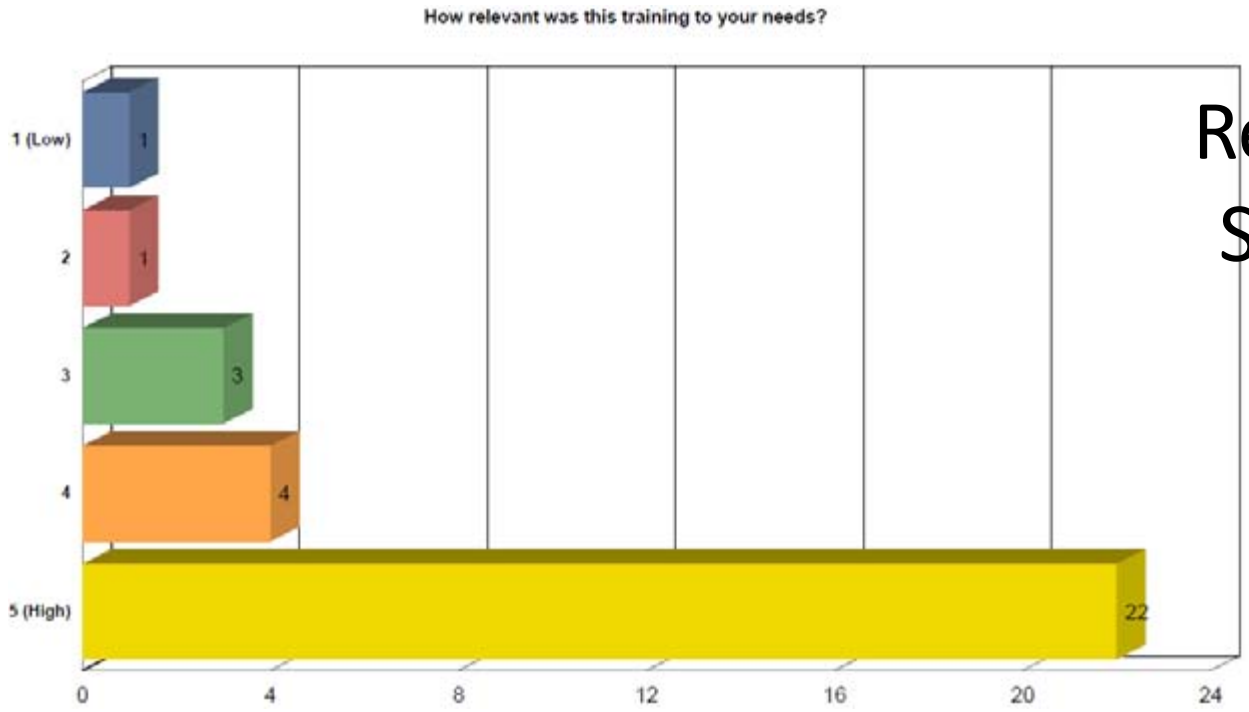
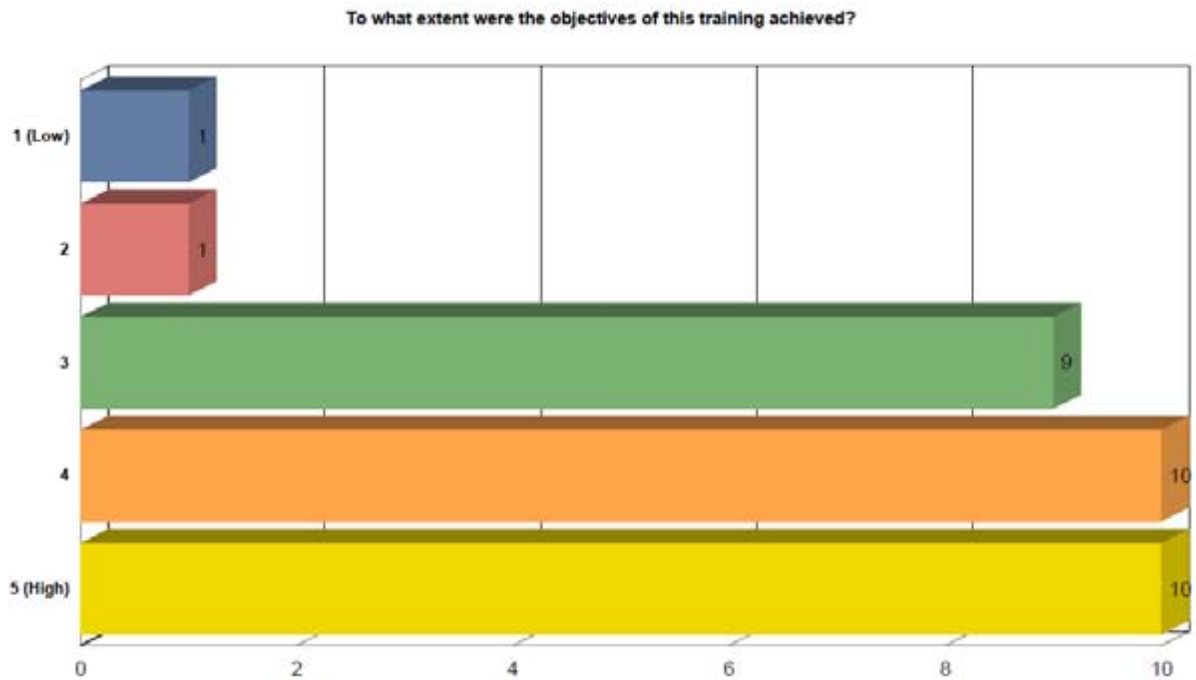
Relevance/Goals – Santa Fe Training





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Using Classroom Observations to Improve Teaching and Learning

New Mexico Regional Summer Administrator's Session

Summer 2013

New Mexico Public Education Department

Session Objectives

Participants will:

- **Gain a better understanding of strategies and structures to enhance instructional leadership.**
- **Determine how to prioritize and organize daily schedules to address instructional expectations.**
- **Identify and incorporate high yield administrative actions that focus school improvement efforts and enhance learning opportunities for students.**
- **Review three essential components for classroom observations.**

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What Effective Instructional Leaders Do: Supporting School Improvement and Instructional Quality

The Main Thing

The main thing is to keep the main thing the main thing.

Zig Ziglar

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Teaching and Learning

What principal behaviors support improving teaching and learning?

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Current Status

With an elbow partner, answer each of the following questions:

1. How frequently do you complete teacher observations (15-20 minutes as a minimum)?
2. What type of feedback is provided to teachers and/or departments?
3. How do these observations support improvement efforts on your campus?

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What does this word mean?

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Semantics—Definitions to Focus the Discussion

- **Observation**—formal classroom visit that lasts 15-20 minutes or more and provides written feedback to teachers
- **Walkthrough**—informal classroom visit that lasts no more than 15 minutes (usually 3-5 minutes); feedback should be provided to teachers but can also be compiled into site or departmental statistics

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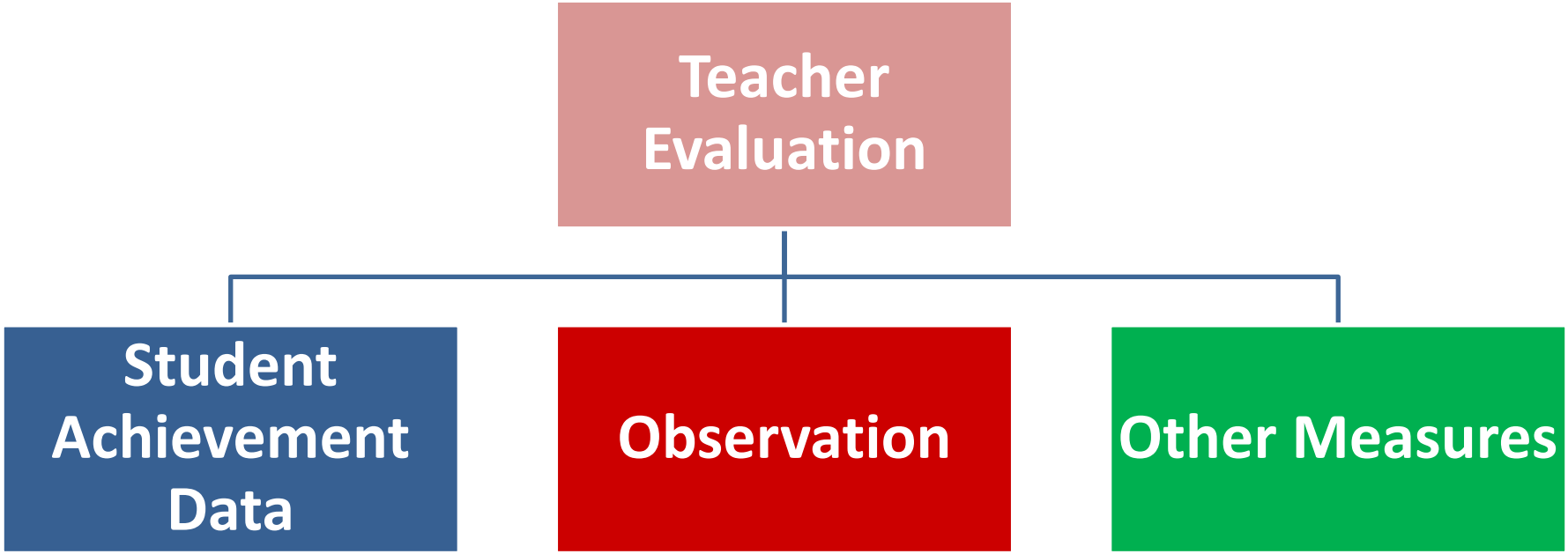
Semantics—Definitions to Focus the Discussion



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Our Focus

Using Observations and Walkthroughs to Change the Face of Instruction

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The Need for Leadership

There are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. While other factors contribute to such turnarounds, leadership is the catalyst.

Kenneth Leithwood

How Leadership Influences Student Learning

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The How: Top Down

Distributed Leadership is a must, however…

- **Leaders must message:**
  - **Vision: where we are going?**
  - **Urgency balanced with persistence. "We just can't go on like this anymore."**
  - **This is what we do well; these are our challenges; and this is what we are doing to address our challenges.**
  - **Mission: this is why we are here. (STUDENT FOCUS! and TEACHING AND LEARNING FOCUS!).**
  - **Data with all stakeholders, small victories**

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Developing a Language About Teaching and Learning

- Expectations must be identified by and within the community itself.
- One challenge is the lack of organizing structures or language to talk about major teaching and learning ideas.
- As we work through the next two days, you will be asked what common definitions are needed at your site.

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Structures → Culture

- Leaders influence culture through the design and operation of structures (routines, procedures, processes) that are aligned with core beliefs. These structures are
  - concrete.
  - observable (can be documented and described).
  - supported by artifacts (tangible evidence of the operation of structures).

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More than a check-list—

Using observations to improve quality instruction and promote student success

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The Process

Common Definitions are Established

Administrators/Leaders	All Faculty

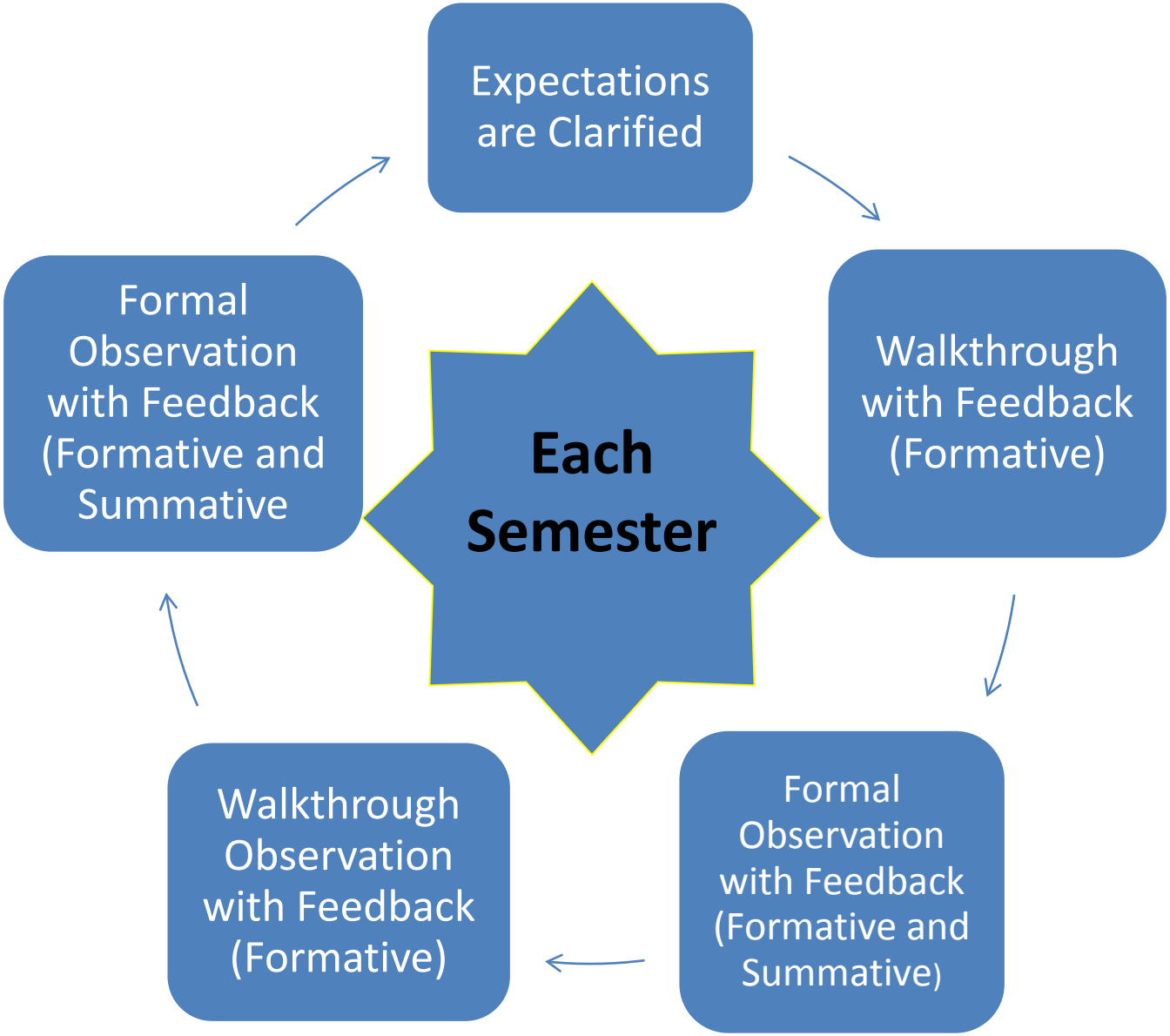
Priorities for Teaching Are Communicated

Via PD	Within Observation Forms

Observation Feedback is Provided

Individually	Collectively Via Statistics

The Observation Cycle



Supervision of Instruction and Planning

- Supervision must be part of your normal routine.
- Supervision cannot be something you get to when the opportunity presents itself.

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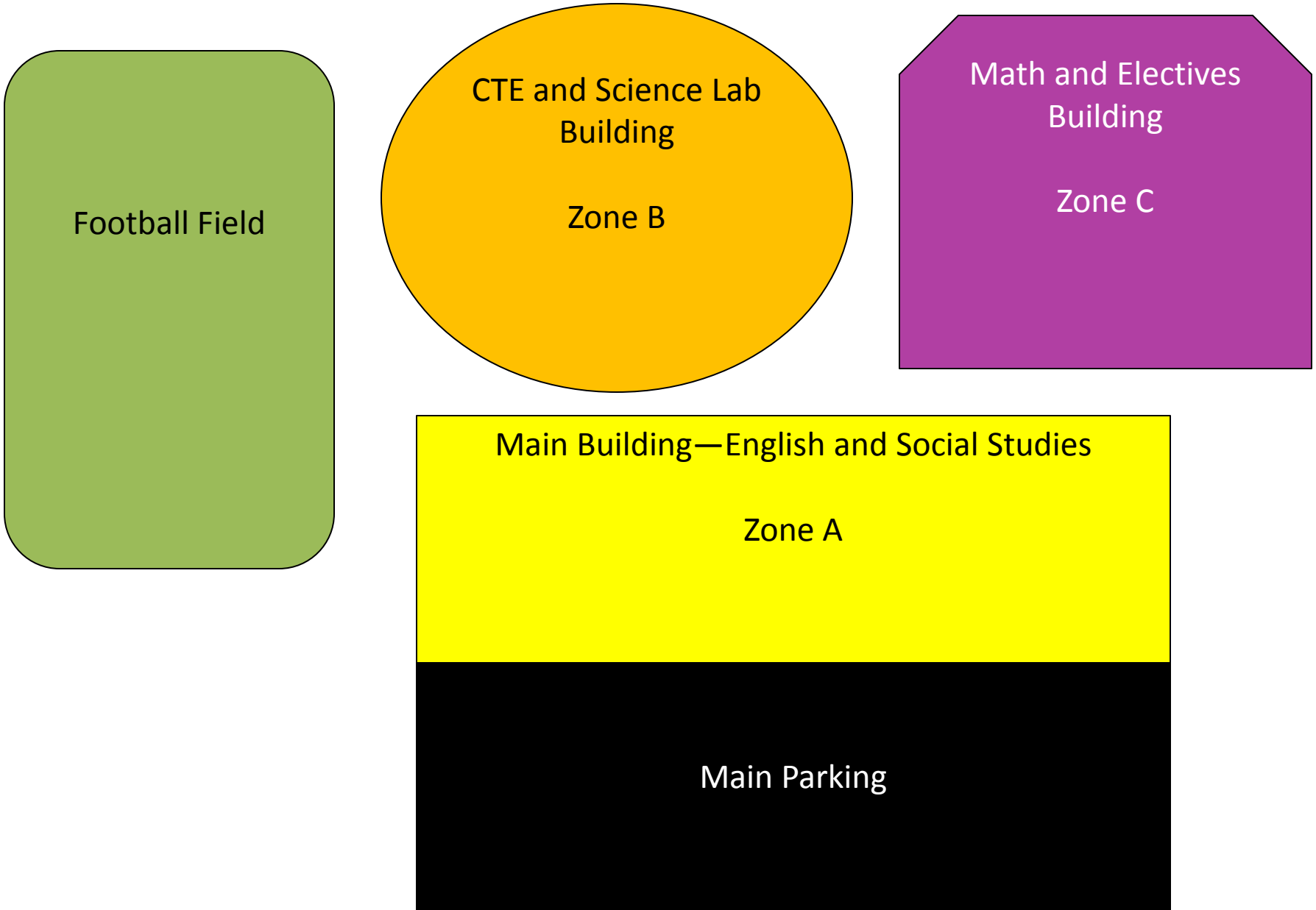
Organizing Time for Observations

Time	Mon	Tues	Wed	Thurs	Fri
1	Admin A	Admin B	Admin C	Admin A	Admin B
2	Admin C	Admin A	Admin B	Admin A	Admin C
3	Admin A	Admin C	Admin C	Admin B	Admin B
4	Admin C	Admin B	Admin A	Admin C	Admin C
5	Admin B	Admin A	Admin B	Admin C	Admin A
6	Admin B	Admin C	Admin A	Admin B	Admin A

Campus Zones



Three Broad Observation Inspection Areas

- Artifacts
- Student Behavior
- Teacher Behavior

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Scripting Basics for Walkthrough or Formal Observations

Teacher: **Date/Time:**
Primary Classroom Artifacts:
Student Behavior:
Teacher Behavior:

First Artifact: Lesson Plans

Elbow partner discussion:

- How do you currently review lesson plans?

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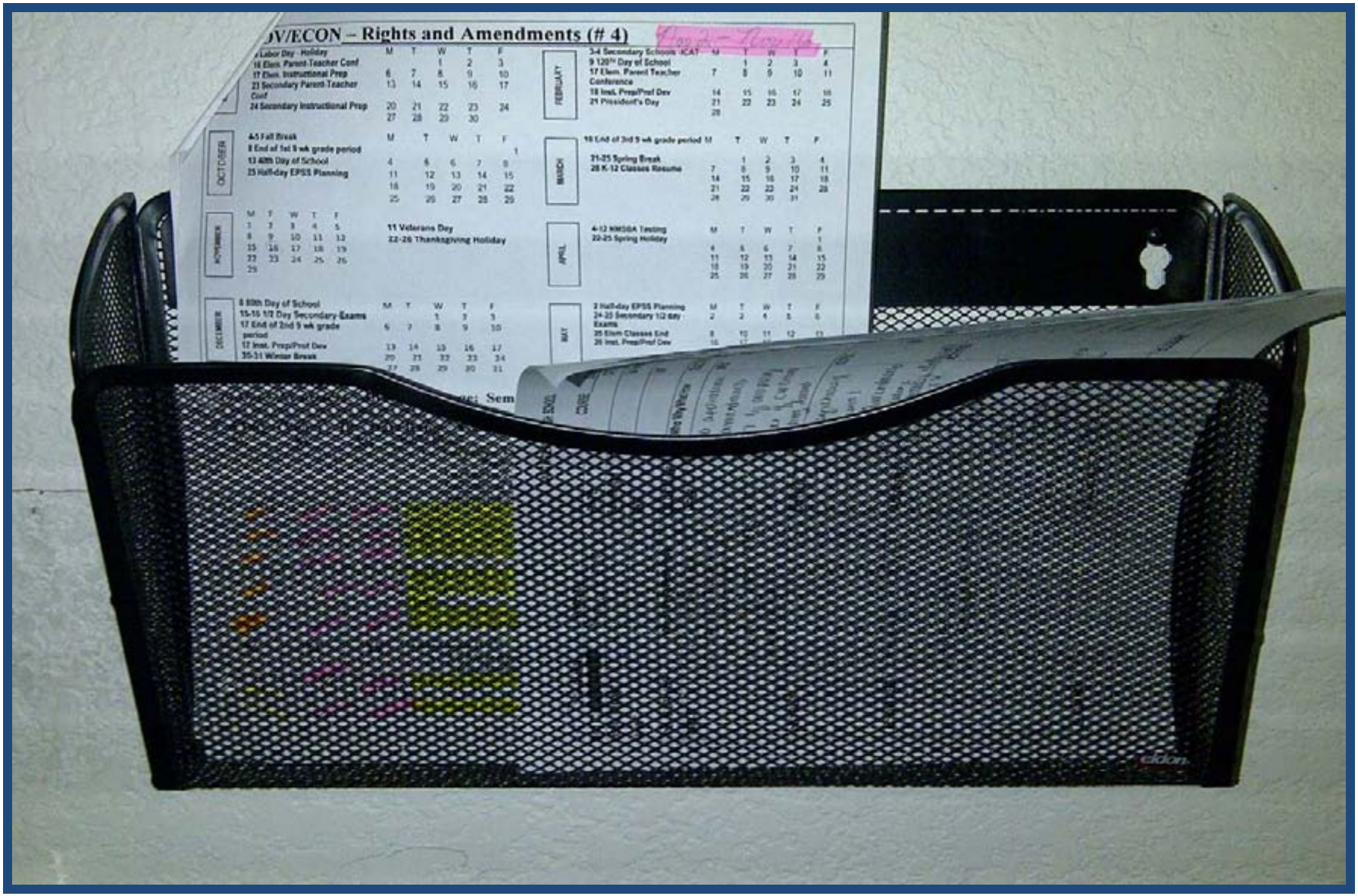
JV/ECON – Rights and Amendments (# 4)
OCTOBER
NOVEMBER
DECEMBER
FEBRUARY
MARCH
APRIL
MAY

BY THE DOOR

Review Lesson Plans in the Classroom

- Folder inside the classroom door should include:
  - Daily Lesson Cycle (One day of instructional planning that you can observe being delivered)
  - Standards-Based Units (Series of lessons linked into a Unit of Study)
  - Curriculum Pacing (Calendar on outside of folder)

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Lesson Planning

- Units of study are developed.
- How is as important as what.
- A variety of instructional delivery modes are incorporated into teaching and learning.
  - modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc.
- Assessment for learning.
- Instructional time is maximized, and there is a block of time for uninterrupted reading/writing.

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What Artifacts Should you See?

- Board at the front of the room should display:
  - Standard or Essential Question (not just an agenda)
  - Agenda
  - Do Now Activity (Literacy)
- Displayed Around Classroom:
  - Rubrics
  - Student Work (**with teacher commentary**)

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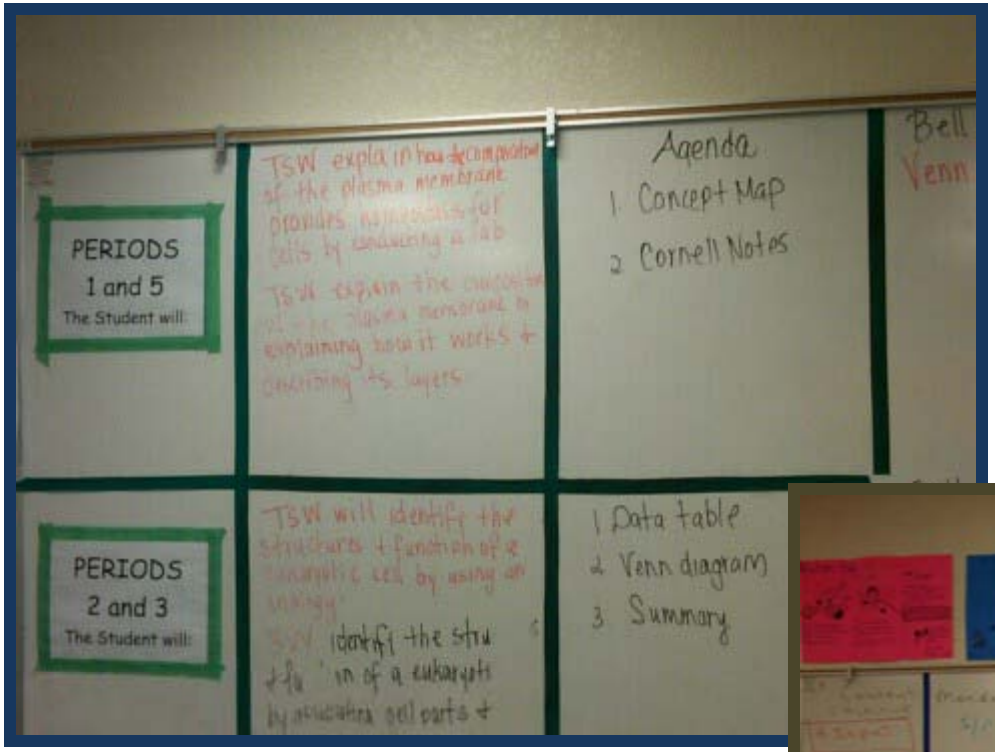
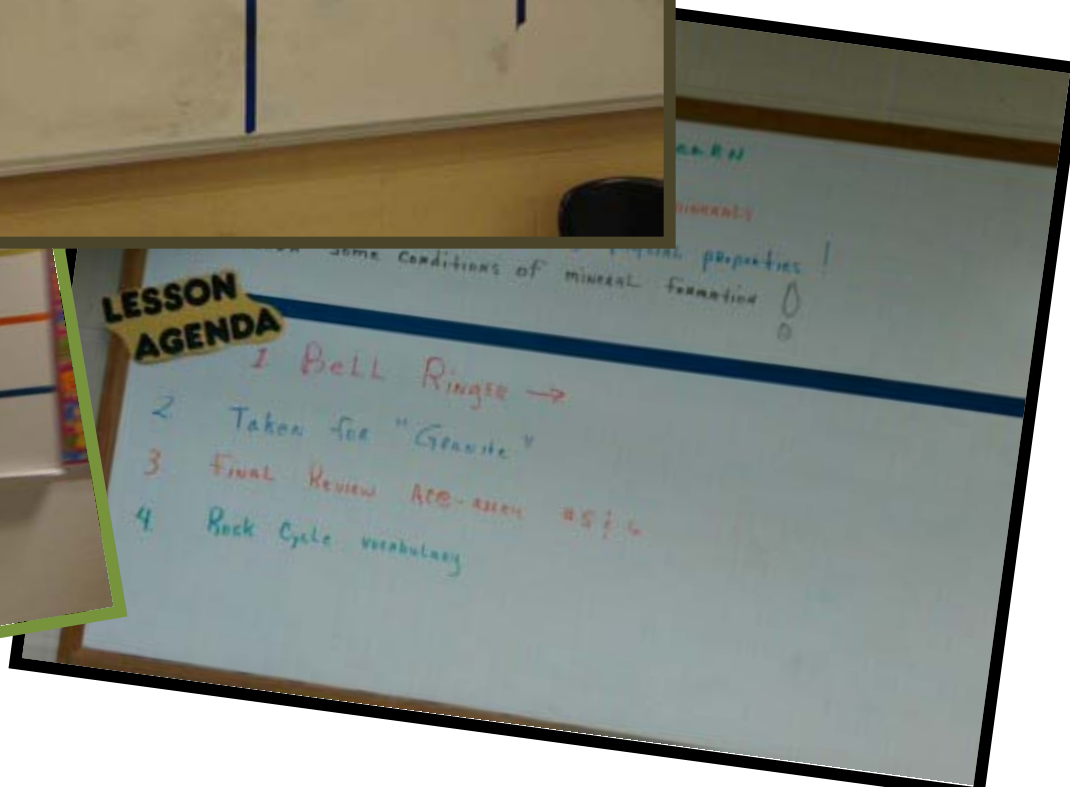


OUTPUT

INPUT

Monday
Tuesday
Wednesday
Working with Polynomials
ACE Systems
Review
Review


LESSON AGENDA
1 Bell Ringer →
2 Taken for "Granite"
3 Final Review ACE-assess #5 & 6
4 Rock Cycle vocabulary

Bell Ringer

- Reduce Non-productive Student Time
- Establish Routine
- Department Address of Numeracy and Literacy

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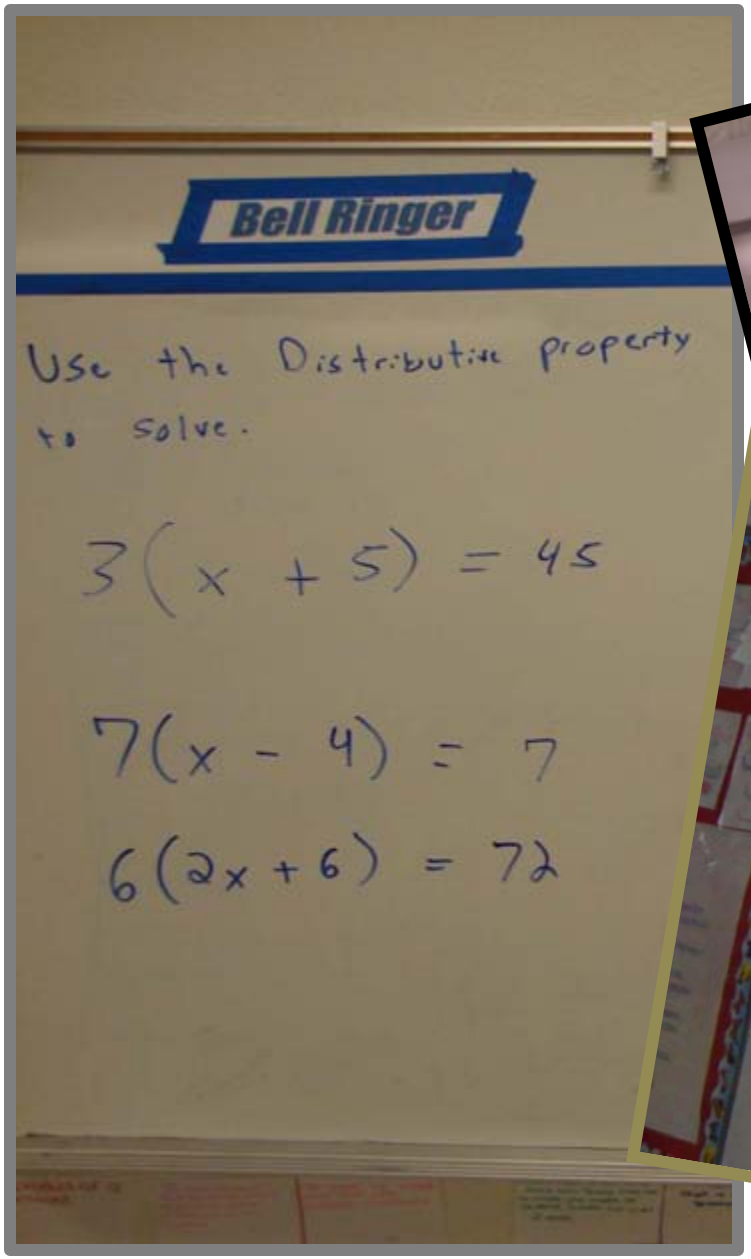
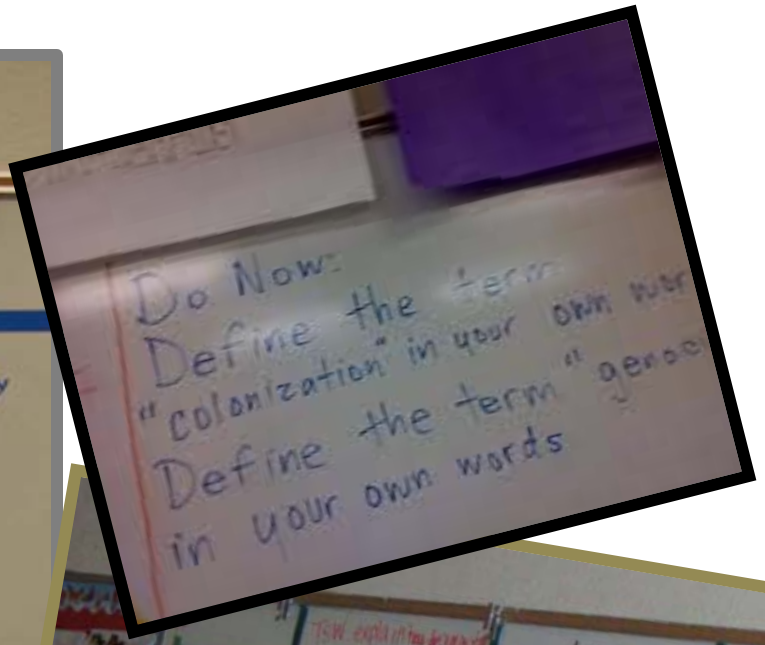
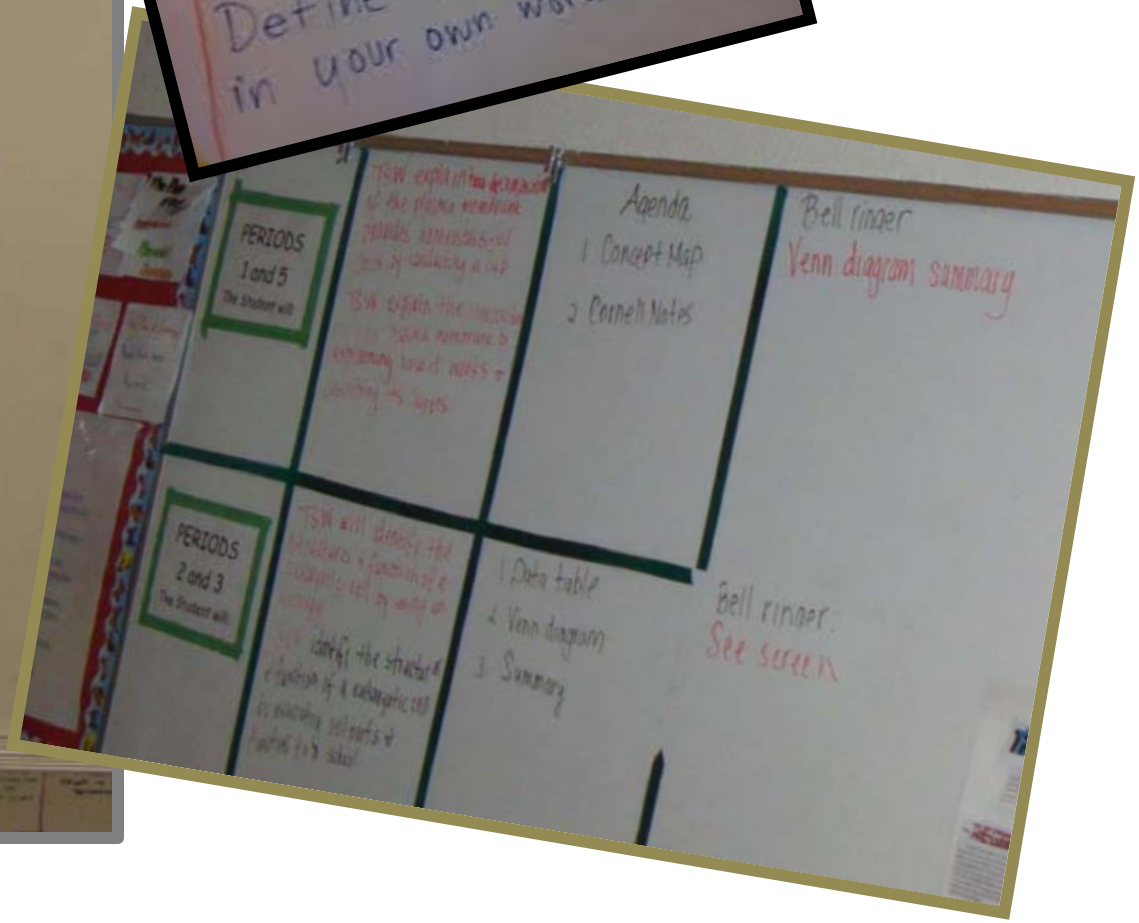
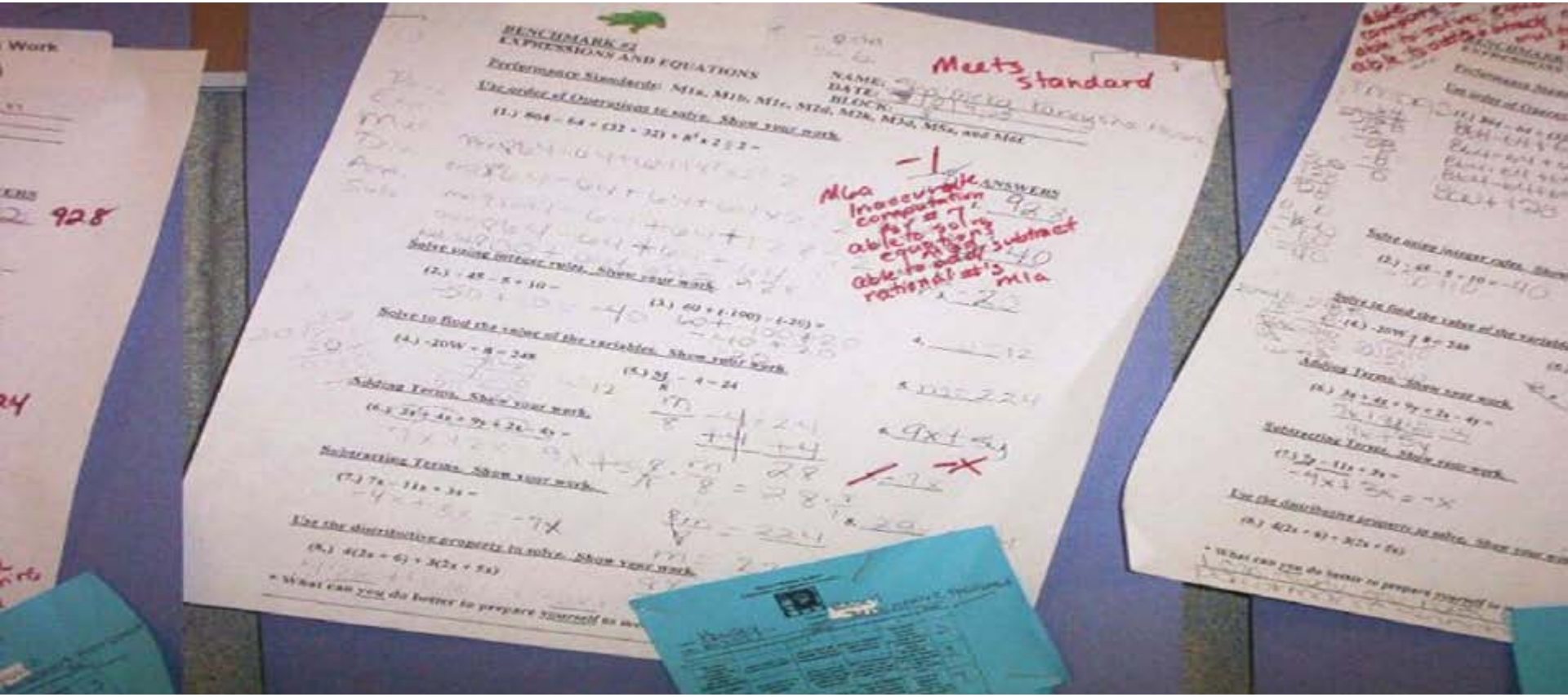

Bell Ringer
Use the Distributive property to solve.
3(x + 5) = 45
7(x - 4) = 7
6(2x + 6) = 72

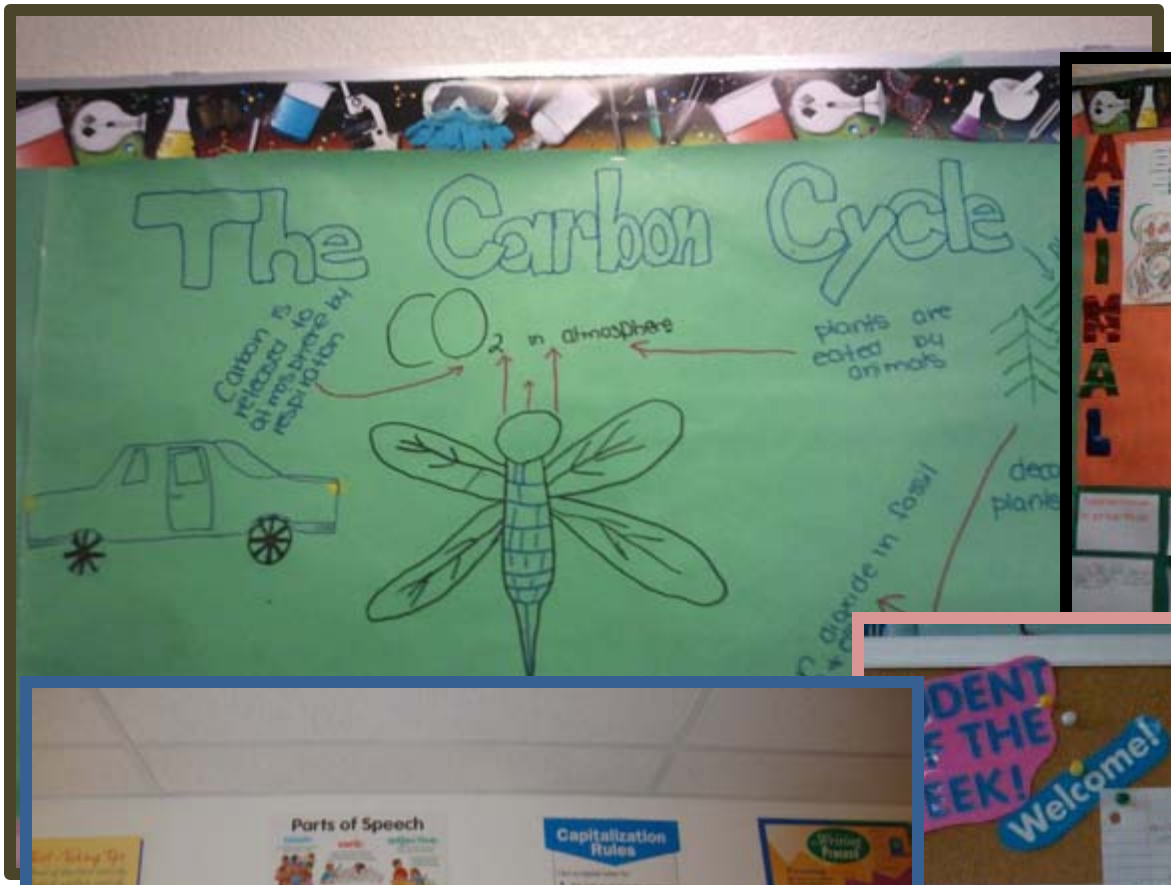

Do Now:
Define the term
"colonization" in your own word
Define the term "genoc
in your own words


PERIODS 1 and 5
The Student will
Agenda
1. Concept Map
2. Cornell Notes
Bell ringer
Venn diagram summary
PERIODS 2 and 3
The Student will
1. Data table
2. Venn diagram
3. Summary
Bell ringer:
See screen

You Should See Artifacts

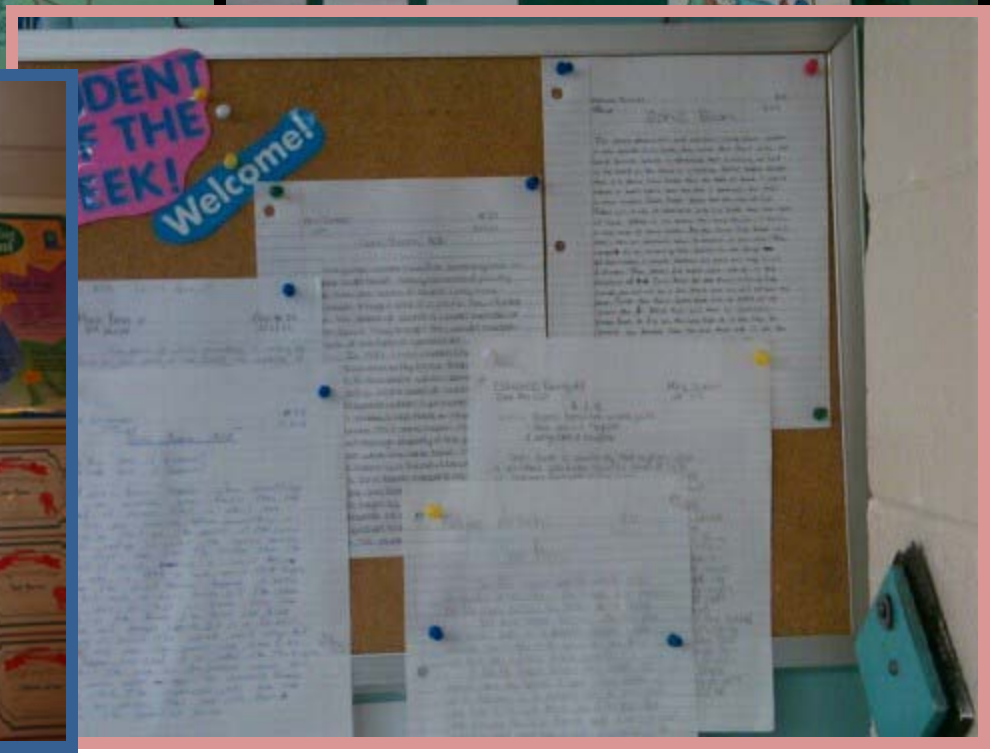
Helping Students Understand Expectations.




The Carbon Cycle
CO_2 in atmosphere
Carbon is released by respiration
plants are eaten by animals

ANIMAL

Parts of Speech
Capitalization Rules


Welcome!

Text Rich Environment

- Walls that Teach
  - ACE
  - Cornell Notes
  - Word Walls
  - Student Artifacts
  - Rubrics

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Student Behavior: What Should you See Students Doing?

- Students may be grouped by interest, needs, learning styles heterogeneously, etc.
- Students are working in a variety of settings (pairs, groups, and independently).
- Students have a clear understanding of the standards.
- The classroom is arranged to support a variety of delivery modes.

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What Should You See Students Doing?

- Collaborating with other students
- Regularly asking questions and acting as decision makers
- Making connections to other learning
- Understanding their personal responsibility to meet the standards
  - the rewards of meeting standards
  - the extra work necessary should they need it
- Accurately self-assessing their work
- Maintaining portfolios of their work
- Receiving additional expert instruction when they don't meet a standard

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What Should You See Teachers Doing?

Warm Up/ Review

Mini-Lesson, Opening, Setting the Stage

Opening with the Standards/Identifying the Lesson's Purpose with Rigorous Essential Questions

Work Period, Activity Period

Closing, Summary Period

Answering the essential question to scaffold students' knowledge base to the "Big Idea" or unit focus.

Marzano's Effective Strategies

Instructional Strategies that Affect Student Achievement

Strategy	Effect Size	Achievement Gain
Identifying similarities and differences	**1.61**	**45**
Summarizing and note taking	**1.00**	**34**
Reinforcing effort and providing recognition	**.80**	**29**
Homework and practice	**.77**	**28**
Nonlinguistic representations	**.75**	**27**
Cooperative learning	**.73**	**27**
Setting objectives and providing feedback	**.61**	**23**
Generating & testing hypotheses	**.61**	**23**
Questions, cues, and advance organizers	**.59**	**22**

Marzano, Pickering, Pollack, 2001. Classroom Instruction That Works, Pg. 7

What Should You See Teachers Doing?

- Basic daily cycle and behavioral student engagement practices
  - Have we established rituals and routines?
  - Do we post daily and unit essential questions?
  - Do we incorporate acceleration strategies?
  - Do we make use of learning organizers?
  - Do we utilize introduction strategies?
  - Do we include summarizing activities as part of our daily lessons?

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What Should You See Teachers Doing?

- Finally, this is the **most important action** teachers can take.

- Relentless *academic press* for all students
  - What is the ***purpose*** of a grade?
  - What is the ***purpose*** for assessment?

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Teacher Action: *Create a Culture Where 'Failure is Not an Option.'*

- Formative assessment
- Measuring mastery
- Re-teaching
- Extra help
- Extra time
- Differentiated instruction
- Response to intervention

Are all just a new language to restate the most fundamental aspects of teaching.

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Where we are going…

THE NM TEACH OBSERVATION RUBRIC DOMAINS

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Quick Overview

NM Observation Domains

- Planning and Preparation
- Creating an Environment for Learning
- Teaching for Learning
- Professionalism

Frequency of Scoring

Domain 1

- Scored once per semester
- Scored in the context of the classroom

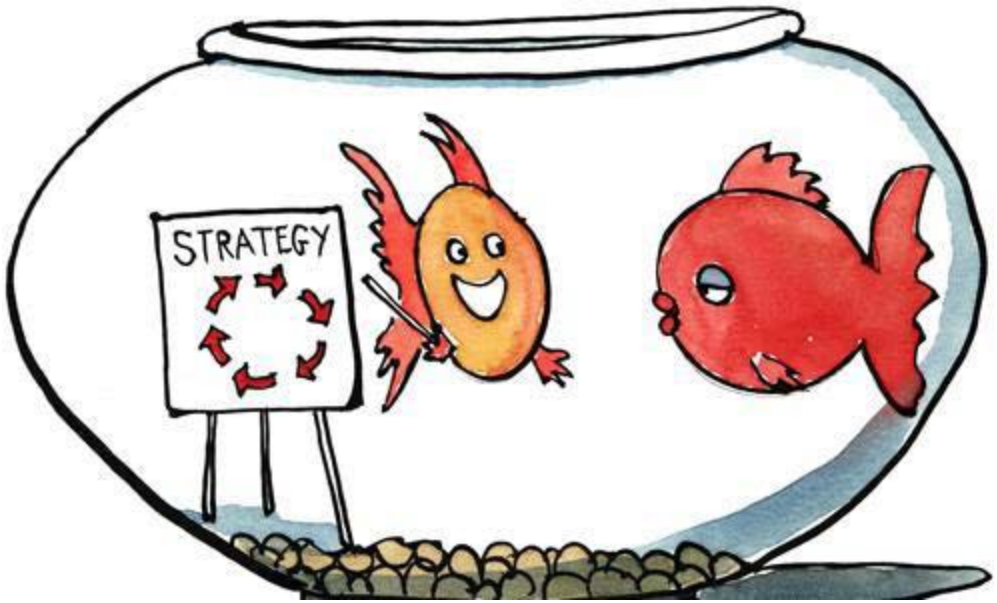
Domains 2 + 3

- Scored three times per year
- Reported together

Domain 4

- Scored once per semester
- Timelines are established by the district
- Intended to enhance the PDP Process

The Next Two Days



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Agenda At-a-Glance

Day 1—AM
Background Information
Review of Domain 2

Day 2—AM
Video Scoring-Domain 3
Review of Domain 1

Day 1—PM
Video Scoring –Domain 2
Review of Domain 3
Establish Homework

Day 2—PM
Action Steps for Domain 1
Review of Domain 4
Final Dissemination Plan

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