

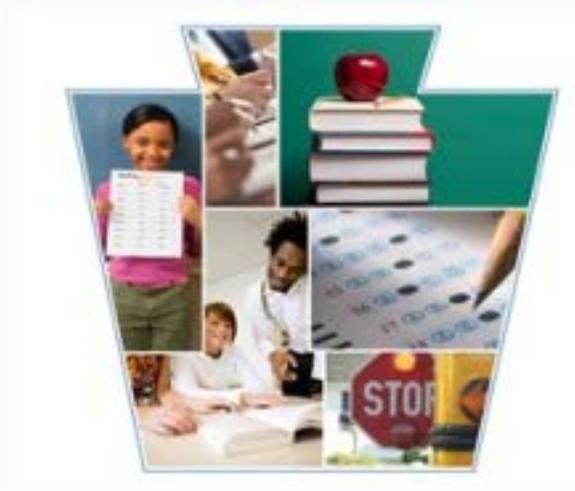
Slide1

Measuring Educator Effectiveness

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Measuring Educator Effectiveness



April 23, 2012 revision

Project Goal

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Project Goal

- *To develop educator effectiveness models that will reform the way we evaluate school professionals as well as the critical components of training and professional growth.*

The term "educator" includes teachers, education specialists, and principals.

2

Educator Effectiveness

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Educator Effectiveness

Background

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Background

- A multi-phase project that began with \$800,000 Gates Foundation grant to facilitate the development of statewide policy, tools and processes to evaluate teachers and principals in which student achievement is a significant factor affecting performance ratings
- PDE is closely following the work of the Pittsburgh Public Schools, recipients of a \$40 million Gates Foundation grant that is more comprehensive in scope but similar in redesigning evaluation policy, tools and processes
- A University of Pittsburgh researcher is conducting a qualitative analysis regarding the effectiveness of principal training and the comprehensiveness, validity, transparency, practicality, and quality of the teacher evaluation system
- A third party researcher is conducting a quantitative analysis evaluating the relationships between professional practices as measured by classroom observation scores and teacher contributions to student achievement

2010-2011 Phase I Sites

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2010-2011 Phase I Sites

- Allentown School District
- Cornell School District
- Mohawk School District
- IU 5 – Northwest Tri-County

2011-2012 Phase II Sites

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2011-2012 Phase II Sites

- 119 Local Education Agencies, including School Districts, CTCs, Charter Schools and IUs
- 363 Buildings
- 658 Supervisors
- 2,348 Teachers in PSSA tested subjects
- 2,586 Teachers in non-PSSA tested subjects

Danielson Framework

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Danielson Framework

Multiple Measures of Teacher Effectiveness ?? Observation/Evidence

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**Multiple Measures of Teacher Effectiveness –
Observation/Evidence**

- *Classroom observations by Principal/supervisor, including evidence that demonstrates behaviors associated with improving student achievement:*
 - *Planning and preparation*, including selecting standards-based lesson goals and designing effective instruction and assessment;
 - *Classroom environment*, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time;
 - *Instruction*, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs; and
 - *Professional responsibilities*, including using systems for managing student data and communicating with student families 8

Danielson Framework, Domain 3: Instruction

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Danielson Framework, Domain 3: Instruction

<i>Component</i>	<i>1. Unsatisfactory</i>	<i>2. Needs Improvement or Progressing</i>	<i>3. Proficient</i>	<i>4. Distinguished</i>
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion ; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development .	Expectations for learning, directions and procedures, and explanations of content are clear to students . Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation , and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession . Teacher's attempts to engage all students in the discussions are only partially successful.	Most of the teacher's questions elicit a thoughtful response , and the teacher allows sufficient time for students to answer. The students are engaged and participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate . Students formulate many of the high-level questions and ensure that all voices are heard .

Danielson Framework, Phase III

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Danielson Framework, Phase III

- [Danielson's Framework for Teaching 2011](#)
- PDE will identify research components that will be required of all participants
- Participants may choose to rate additional components
- Professional development linked to Danielson components is available on SAS

10

Slide11

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Teacher Effectiveness System

Observation/Evidence

Danielson Framework Domains
1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities
See Attached Rubric

Building Level Data

PSSA Achievement
PVAAS Growth
Graduation Rate
Promotion Rate
Attendance
AP Course Participation
SAT/PSAT

Building Level Data, 15%

Teacher Specific Data, 15%

Teacher Specific Data

PVAAS Growth

Observation/Evidence, 50%

Elective Data, 20%

Elective Data/SLOs

District Designed
National Tests
District Rubrics
IEP Growth
Projects
Portfolios
Surveys
PDE Standards for Review and Approval

11

Participation Methods

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Participation Methods

- Teacher Effectiveness Phase III
- SIG districts with schools implementing a Transformation Model
- Race to the Top Recipients

Requirements for Phase III LEAs Implementing Teacher Effectiveness Instrument

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Teacher Effectiveness Instrument**

- Participating buildings and teachers are your choice
- Principals/Evaluators attend IU provided training
- Complete one formal observation cycle using the Danielson Framework for Teaching, 2011: pre-observation conference, observation, post-observation conference
- Complete one walkthrough using the form provided in training

13

Phase III Requirements, continued

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Phase III Requirements, continued

- Rate each observed on the PDE research components
- Rate each observed on any additional district options
- Submit all requested data using the data collection tool(s) provided by PDE

Requirements for SIG Districts with Transformation Model Schools

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- Transformation Model Schools must participate
- 10% of teachers must be evaluated using teacher instrument in SY 12/13
- Principals/Evaluators must attend IU provided training
- Complete one formal observation cycle using the Danielson Framework for Teaching, 2011: pre-observation conference, observation, post-observation conference
- Complete one walkthrough using the form provided in training

15

Requirements for SIG Districts, continued

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Requirements for SIG Districts, continued

- Rate each observed on the PDE research components
- Rate each observed on any additional district options
- Submit all requested data using the data collection tool(s) provided by PDE
- Incorporate student achievement in evaluation
- If your question is specific to requirements related to SIG schools, you may wish to go to the direct link:
- http://www.education.state.pa.us/portal/server.pt/community/federal_programs/7374/school_improvement_grant_%28sig%29/797379

16

Requirements for Race to the Top

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Requirements for Race to the Top

- Race to the Top recipient participation is district-wide
- Achieve performance measures as outlined in grant agreement
- Principals/Evaluators must attend training
- Complete one formal observation cycle
- Complete one walkthrough using the form provided in training
- Submit all requested data using the data collection tool(s) provided by PDE
- Incorporate student achievement in evaluation

17

Requirements for Race to the Top, continued

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Requirements for Race to the Top, continued

- Do NOT sign up for RTTT if you're not implementing an evaluation system
- If you like the Effectiveness project but are uncertain about RTTT commitments
 - You can participate in Phase 3 without committing to RTTT
- For more information on Race to the Top you may wish to go to the following URL:
 - http://www.portal.state.pa.us/portal/server.pt/community/american_recovery_and_reinvestment_act/17696/race_to_the_top/1066062

18

Educational Specialist Effectiveness

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**Educational Specialist
Effectiveness**

Who are Educational Specialists?

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Who are Educational Specialists?

- **Educational Specialists** are defined in Pennsylvania School Code with the scope of their certificates and assignments described in Certification and Staffing Policies and Guidelines (CSPGs).
- Currently CSPG 75 through 81 list the following specialist certifications:
 - Dental Hygienist
 - Elementary School Counselor
 - Home and School Visitor
 - Instructional Technology Specialist
 - Secondary School Counselor
 - School Nurse
 - School Psychologist
- PDE is in the process of working with stakeholder groups from across the Commonwealth to revise the Danielson Framework for Teaching to reflect the specific roles and functions of the identified specialist groups

20

Specialists-What about other licensed staff hired under teacher contracts?

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Specialists-What about other licensed staff hired under teacher contracts?

- Given that many LEAs hire **licensed professionals** under teacher contracts who are not certificated as specialists under Pennsylvania School Code, PDE has made a decision to develop revised Danielson Framework for Teaching rubrics for the following roles:
 - Occupational Therapist
 - Physical Therapist
 - Social Workers
 - Behavior Analysts
 - Educational Interpreters
- PDE is in the process of working with stakeholder groups from across the Commonwealth to revise the Danielson Framework for Teaching to reflect the specific roles and functions of the identified licensed professionals.

21

Principal Effectiveness

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Principal Effectiveness

Principal Effectiveness

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Principal Effectiveness

Domain 1 - Strategic/Cultural Leadership: The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. The leader articulates and models a clear vision of the school's culture that involves students, families, and staff.

Domain 2- Managerial Leadership: The school leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school leader must efficiently, effectively, and safely manage the building to foster staff accountability and student achievement.

Principal Effectiveness

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Principal Effectiveness

Domain 3 – Leadership for Learning: The school leader assures school-wide conversations occur regarding standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensures that the ideas developed are integrated into the school's curriculum and instructional approaches.

Domain 4 – School and Community Leadership: The school leader will promote the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Slide25

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RUBRIC ASSESSMENT

Date: _____

Principal Self-Assessment

Evaluator Assessment

Domain 1: Strategic/Cultural Leadership

The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. The leader articulates and models a clear vision of the school's culture that involves students, families, and staff.

Alignment to Unit One of the Pennsylvania Inspired Leadership (PIL) Program

Ia: Creates an Organizational Vision, Mission, and Strategic Goals: The school leader plans strategically and creates an organizational vision, mission, and goals around personalized student success.

Alignment to PIL Standards: **Core Standard One,**
Corollary Standard One

Unsatisfactory	Needs Improvement	Proficient	Distinguished
<p>Inadequate attempt to satisfy the component as defined.</p> <p>Fails to develop a school wide vision, mission, and strategic goals.</p> <p>Fails to demonstrate the involvement of staff and stakeholders in a strategic process that leads to the development of the school's vision, mission, and goals.</p>	<p>Develops school wide vision, mission, and strategic goals based on his/her own individual beliefs regarding future needs of students. Limited evidence of stakeholder involvement.</p>	<p>Leads and implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p> <p>Ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<p>... and</p> <p>Designs, initiates, and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals.</p> <p>Systematically ensures that the school's vision, mission, values, beliefs and goals drive decisions and inform the culture of the school.</p>

25

Future Plans

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Future Plans

The "Elective" Portion of Teacher Effectiveness

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The "Elective" Portion of Teacher Effectiveness

Measuring Student Performance for Teachers in Tested and Non-Tested Grades and Subjects

27

Slide28

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Teacher Effectiveness System

Observation/Evidence

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3. Instruction
4. Professional Responsibilities
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Evidence,
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Data,
20%

Elective Data/SLOs

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Surveys
PDE Standards for Review and Approval

28

Additional Items

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Additional Items

- Inter-Rater Reliability
- Professional Development
- Alternative Educator Effectiveness System
- Implementation Guidelines
 - Formula
 - Differentiated Supervision
 - Other

29

The deadline to complete and submit your eGrants application for RACE TO THE TOP is noon on Friday, May 11, 2012

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**The deadline to complete and submit
your eGrants application for
RACE TO THE TOP
is noon on Friday, May 11, 2012**

30

The deadline for everyone to commit to PHASE III is May 31, 2012.

<https://www.surveymonkey.com/s/S5K8RYR>

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**The deadline for everyone to commit to
PHASE III
is May 31, 2012.**

<https://www.surveymonkey.com/s/S5K8RYR>

This PowerPoint Presentation can be found at <http://www.portal.state.pa.us/portal/server.pt/community/newsroom/7234/page/1034646> We will post answers to questions posed during this webinar to this webpage that is dedicated to the Teacher Effectiveness Project.

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Slide33

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33