

MISSION: EVALUATION

Albuquerque Public School

2013-14

Fall Professional Development

Your mission:

- This new system is not optional, and is the new evaluation system for *all* NM teachers.
- This system is about making you the best teacher possible.
- Being a better teacher benefits not only the student, but the teacher as well.
- What do you already know? Learn how Competencies align to Domains:
 - How does this tie to CCSS instruction?
 - Understanding the three-part evaluation system.
 - What is the new teacher observation cycle?
 - Dig deeply into the Domains 1-4.
- This new system is not optional, and is the new evaluation system for *all* NM teachers.

Bridging Teacher Competencies and Domains

**Please note: Competencies can fit into more than one Domain.

Domain 1 Planning and Preparation

Competency (1)
*Demonstrating
knowledge of
content.*

Competency (5)
*Effectively utilizes
student assessment*

Competency (4)
*Comprehends the
principles of student
growth.*

Domain 2 Creating an Environment for learning

Competency (3)
*Communicates with
and obtains feedback
from students.*

Competency (6)
*Promotes positive
student behavior and
a safe environment.*

Competency (7)
*Recognizes student
diversity.*

Domain 3 Teaching for Learning

Competency (2)
*Uses a variety of
teaching methods.*

Competency (3)
*Communicates with
and obtains feedback
from students.*

Competency (4)
*Comprehends the
principles of student
growth.*

Competency (5)
*Effectively utilizes
students
assessments.*

Domain 4 Professionalism

Competency (8)
*Demonstrates a
willingness to
examine and
implement change.*

Competency (9)
*Works productively
with stakeholders.*

SAMPLE PDP Aligned to NMTEACH/Danielson Domains

Level 2 or 3 Licensed – PDP Form 1

Professional Development Plan for: Peyton Manning
Employee #: 181818 **School Year:** 2013-2014
Supervisor: Number One Bronco Fan
Location Name: Denver Broncos **Location #:** 001
Assignment/Position: Quarterback

Indicate Competency(ies) – Must be based on PED’s approved competencies

Strand A : Teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

Domain 3: Teaching for Learning (3A-3E) **(Select one or two areas - NOT all)**

- 3A – Communicating with Students
- 3B – Using Questioning and Discussion Techniques
- 3C – Establishing a Culture for Learning
- 3D – Assessment in Instruction
- 3E – Demonstrating Flexibility and Responsiveness

Action Plan: (Describe action to meet goal of PDP)

- Attend Professional Development opportunities focused on Differentiated Instruction and AVID strategies
- Utilize AVID strategies in instruction and in lesson plan activities to develop student critical thinking and problem solving skills (Socratic seminars, Philosophical chairs, Costa’s questioning)
- Participate in PLC conversations focused on Common Core Instructional Shifts & Units of Study
- Study Enhancing Professional Practice (Danielson Frameworks)

Assistance Plan: (Describe assistance to be provided)

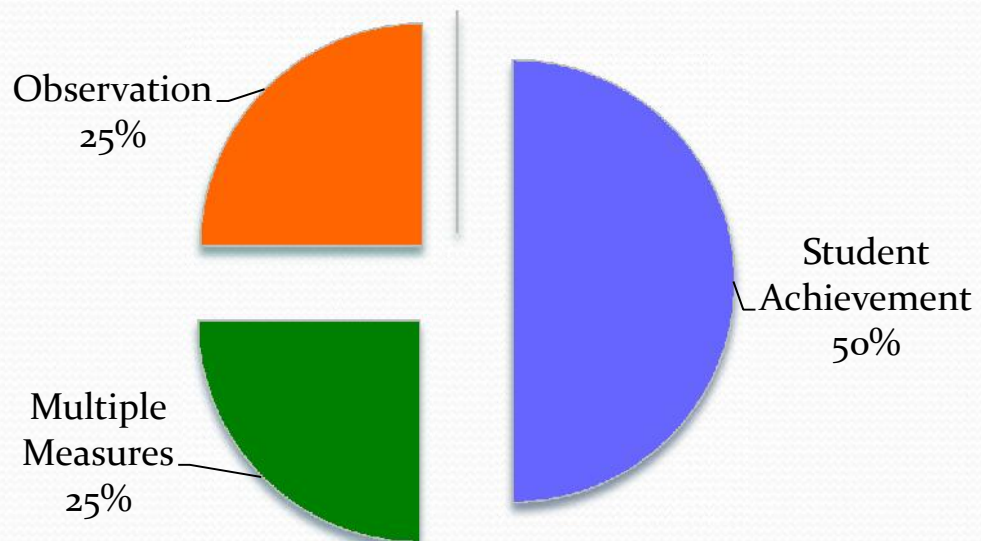
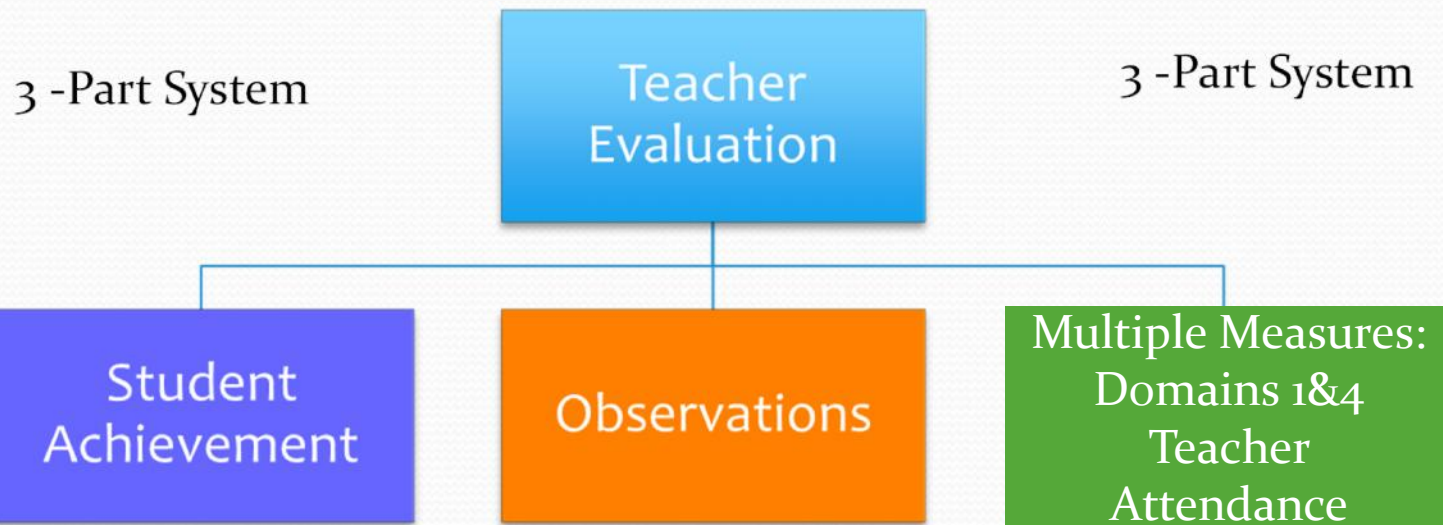
- Allow time within the duty day to participate in PLC conversations
- Provide with substitute coverage to attend Professional Development Opportunities
- Provide with direct feedback regarding classroom instruction
- Allow time for collegial coaching/peer mentoring
- Purchase materials relevant to school/district/personal goals
- Provide with copy of Enhancing Professional Practice by Danielson

This plan has been developed and reviewed with the supervisor and the employee:

Evaluator’s Signature _____ **Date** _____

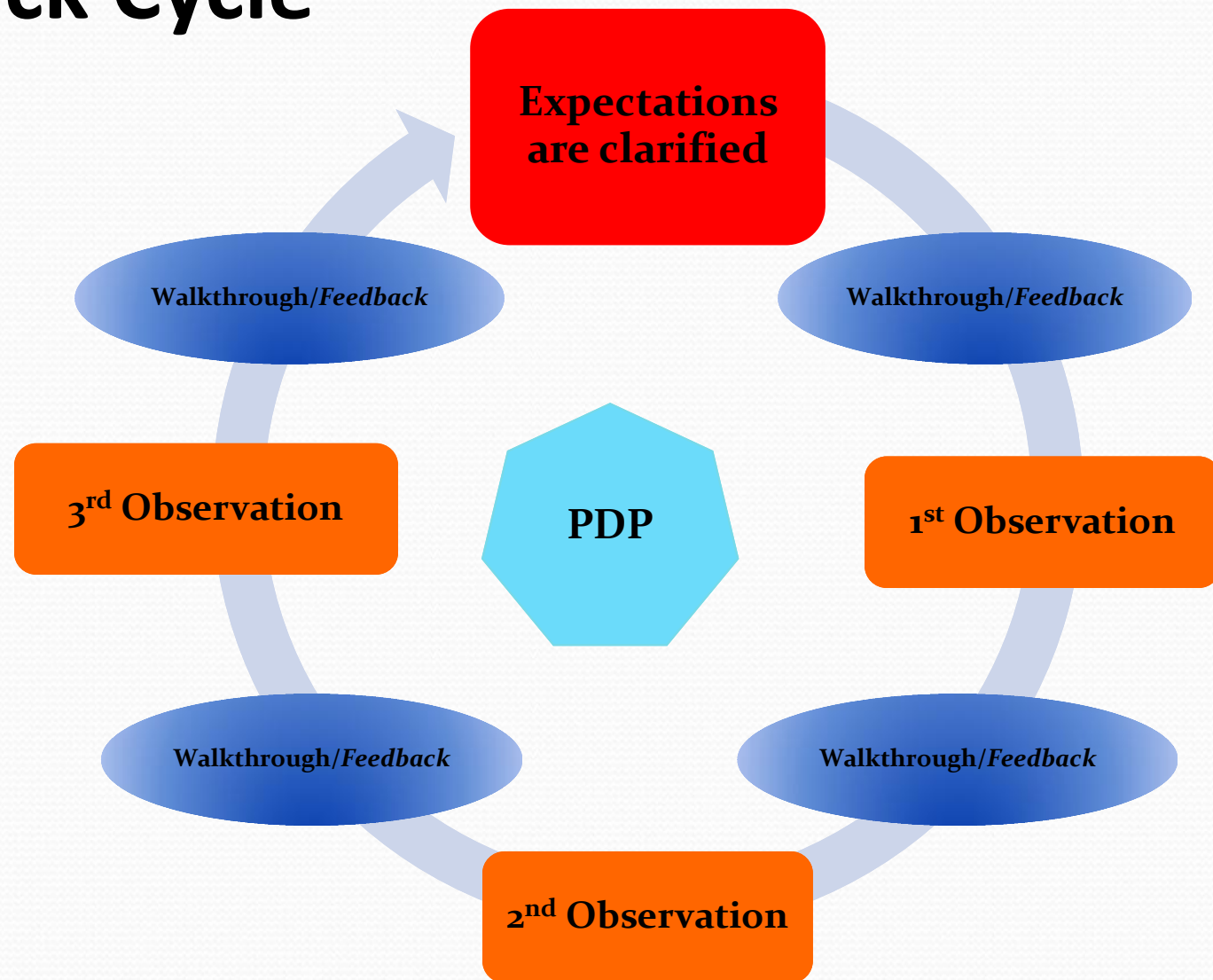
Employee’s Signature _____ **Date** _____



Copies: Personnel File, Supervisor, Employee



Teacher System Component	APS Alternative Teacher Evaluation System Approved by BOE 6/26/13	PED Default System
Student Achievement Group A: 3-5, 6-8 ELA/Math, 10-11 ELA/Math, 7 Science, 11 Science, SpEd Group B: 6-8 science and social studies, 9 ELA/Math, 12 ELA/Math Group C: K-2 Group D: Ancillary Staff	30%	50%
	Tested Subject Areas (group A) 15% VAM on SBA 15% Percentile Growth on CCIA (currently under PED approval)	Tested Subject Areas (group A) 35% growth on SBA 15% EoC or interim assessment
	Non-Tested Subject Areas (Group B) 25% on school grade until district can develop own short cycle assessments	Non-Tested Subject Areas (Group B) 50% EoC once developed...school grade prior to development
	Non-Tested Subject Areas (Group C: K-2) 25% on KDPR for kinder 25% on DRA and DBA for grade 1 & 2	Non-Tested Teachers (Group C: K-2) 50% EoC once developed...school grade prior to development
	Same forms as last year.	Same forms as last year until NMTEACH develops business rules
Observations	40%	25%
	Observations completed on recent Edition Danielson (aligned to common core) Domans 1 - 4 and 4 performance levels Observations would be graduated based on performance: Pilot year all teachers receive 2 observations to establish performance level	Observations only completed on NMTEACH Rubric Domains 2 & 3 (10/1, 12/20, 4/15) 3 observations completed by same administrator - or- 2 observations completed by two different certified administrators
	All Level One: 2x Distinguished : 1x Proficient: 2x minimum	Basic: 3x minimum Unsatisfactory: 4x minimum as part of improvement plan
Multiple Measures	30%	25%
	Comprehensive student surveys (Tripod preferred but may have to use PED due to cost constraints) 15%	NMTEACH Domains 1 & 4 (12/20, 4/15) 15%
	PDP that are tailored toward the WebEPSS (aka strategic plan of the school) 15%	Teacher Attendance (10 days absent or less = effective) 10%
	BONUS POINTS Granted if a teacher is below national average of teacher absences	
Additional Components APS would add for improvement plan:		Ped Default improvement plan:
1. Integrate the Peer Assistance Review program into the improvement plan for an ineffective teacher - 60 days		90 day improvement plan for any observation where a teacher is ranked minimally effective or ineffective. 4 more observations occur within the improvement plan.
2. Create a formalized "assistance plan" process.		
3. Create a formal process to capture data when a principal "counsels a teacher to another career choice"		

Classroom Feedback Cycle





Domain 2 & 3	• Score 3 <i>times</i> <i>per year</i>
Domain 1 & 4	• Score 1 <i>time per</i> <i>semester</i>

Domain
2 & 3

- **Score 3**
times
per year

Domain
1 & 4

- **Score 1**
time per
semester

Everyone needs some support from time to time....

DOMAINS 1—4

- PLANNING AND PREPARATION
- CREATING AN ENVIRONMENT FOR LEARNING
- TEACHING FOR LEARNING
- PROFESSIONALISM



<http://ped.state.nm.us/ped/NMTeachIndex.html>

Unwrap the Domains...

4 Domains 8 Ways.....

Assignment to teachers to pre-read the Domains.
(Below are ideas that we suggest you use):

- Appointment Clock Strategy
- Teacher Reflection Tip Sheet
- Key Words Strategy
- Close Reading
- AVID Critical Reading Strategies
- Artifact → Domain Matching
- Table Talks with Jigsaw report out
- Table Talks with Gallery Walk report out

APPOINTMENT CLOCK

Create an appointment for each of the four times provided. Make sure you have a different name on each line.





APPOINTMENT CLOCK QUESTIONS/TASKS.....

For ACE:

- With your 12:00 appointment, briefly reflect and discuss the information just discussed. What are your “wows” and “wonders” so far? (5 minutes)

Examples for your site:

- With your 3:00 appointment, share one strategy you will use to ‘up’ your performance on Domain 1a.
- With your 6:00 appointment, share one question you have about Domain 2d that you will take to your PLC for discussion.
- With your 9:00 appointment, share one way you will fulfill Domain 4f, regarding record-keeping.

OPTIONAL TOOL FOR TEACHER REFLECTION

Domain 4: Teacher Reflection and Planning Sheet

What is the evaluator looking for?	What do I have in place that demonstrates this indicator?	What evidence or artifacts are still needed to meet the needs of all students?	Support/Questions for my PLC/Grade Level/IC/Mentor...
4A Communicating with Families			
4B Participating in a Professional Community			
4C Reflecting on Teaching			

Teaching is a **performance**. Performances are measured using **rubrics**.

Domain 2: Creating an Environment for Learning	
Element:	<p>NMTEACH 2A: Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> • To what level are interactions in the classroom positive and productive? • To what level are all student groups respected and valued in the classroom?
Level of Performance	<p>Ineffective</p> <p>Classroom interaction both between the teacher and students, and among students, are inappropriate or insensitive to students' cultural backgrounds, and may include the following:</p> <ul style="list-style-type: none"> • Sarcasm. • Put-downs. • Conflict.
	<p>Minimally Effective</p> <p>Classroom interactions, both between the teacher and students, and among students, are generally positive, but may include these:</p> <ul style="list-style-type: none"> • Some conflict. • Occasional displays of insensitivity. • Occasional lack of responsiveness to cultural or developmental differences among students.
	<p>Effective</p> <p>Classroom interactions, between teacher and students, and among students, are as follows:</p> <ul style="list-style-type: none"> • Are polite and respectful. • Demonstrate knowledge of cultural and developmental differences among groups of students. • Disagreements are handled respectfully.
	<p>Highly Effective</p> <p>Classroom interactions among the teacher and individual students are as follows:</p> <ul style="list-style-type: none"> • Are highly respectful. • Reflect warmth and caring. • Practice reflects sensitivity to students' cultures and levels of development. • Respectful discourse.
	<p>Exemplary</p> <p>In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following:</p> <ul style="list-style-type: none"> • Helps create a school-wide environment of respect for the campus, the stakeholders, and the rules. • Works with colleagues on developing support for students in need. • Helps to create school-wide interventions, and support programs.

Performance Levels: Key Words

1. Scan the language used in Domain 2 to describe each level of performance.
2. What “**key words**” would you use to characterize or describe each level?
3. Synthesize your thinking as a discussion pair and choose **two key words** that represent each level.

PERFORMANCE LEVELS: KEY WORDS

The purpose of this activity is for teachers to become familiar with the continuum of academic language and the needed engagement to continue to progress toward Highly Effective Performance.

Directions:

1. Scan the language used in Domain #___ to describe each level of performance.
2. What “key words” would you use to characterize or describe each level? Write them in the appropriate column.
3. Synthesize your thinking as a discussion pair and choose two key words that represent each level.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>

Performance Levels: Key Words

Ineffective	Minimally Effective	Effective	Highly Effective
Unsafe Negative Inappropriate Insensitive Unclear Poor Low Unsuitable None			

Performance Levels: Key Words

Ineffective	Minimally Effective	Effective	Highly Effective
Unsafe Negative Inappropriate Insensitive Unclear Poor Low Unsuitable None	Partial Generally Attempts Awareness Effort Inconsistent Some		

Levels of cognition and constructivist learning increase 

Performance Levels: Key Words

Ineffective	Minimally Effective	Effective	Highly Effective
Unsafe Negative Inappropriate Insensitive Unclear Poor Low Unsuitable None	Partial Generally Attempts Awareness Effort Inconsistent Some	Safe Consistent Respectful Effective Clear High Expectations Most	

Levels of cognition and constructivist learning increase 

Performance Levels: Key Words

Teacher-directed success!

Student-directed success!

Ineffective	Minimally Effective	Effective	Highly Effective
Unsafe Negative Inappropriate Insensitive Unclear Poor Low Unsuitable None	Partial Generally Attempts Awareness Effort Inconsistent Some	Safe Consistent Respectful Effective Clear High Expectations Most	Respectful High Standards Seamless Student Lead Teacher Monitoring STUDENTS Always

Levels of cognition and constructivist learning increase

WHAT IS CLOSE READING?

- **Close Reading:**
 - Read closely to determine what the text says explicitly and to make logical inferences
 - Cite specific textual evidence when writing or speaking to support conclusions drawn from the text
 - Disciplined re-reading of inherently complex and worthy texts
 - We **MUST** assume that a rich text simply cannot be understood and appreciated by a single read, no matter how skilled and motivated the reader.
- **The goal:**
 - Closely analyze the material and explain why details are significant.
 - Does not try to summarize the author's main points, rather, it focuses on "picking apart" and closely looking at the what the author is saying.
 - Is not to respond personally to what the author is doing; however, we should not ignore or try to bypass the reader's responses, prior knowledge, or interests.
 - Reading cannot help but involve an inter-mingling of our experience and what the author says, but it does not follow from this fact that instruction should give equal weight to personal reactions to a text when the goal is close reading.
 - We must constantly be alert to how and where our own prejudices (literally, pre-judging) may be interfering with meaning-making of the text.

CLOSE READING

Materials needed:

- Danielson's 2013 Teacher Evaluation Information (can be downloaded from site— copy description, *do not copy the Danielson rubrics*)
- NM Teach rubrics
- Close Reading description
- Close Reading Tool

Activity:

1. Read Domain 3 – Communicating with Students thoroughly.
2. Distribute the “tool” and review what Close Reading is and how it is important to the ELA CCSS.
3. Use the tool. (One suggestion – use all groupings to finish up – individual, small groups and whole group.)
 - a. Have teachers individually go through the entire tool. (Important for each teacher to read all areas in detail.)
 - b. Using at minimum 5 groups (or 10 or 15) and assign each group one of the components/elements.
 - i. Have each group review the responses to thoroughly answer the question. Have each group prepare a detailed response to the question.
 - ii. Jigsaw or report out to the whole group.

Close Reading Activity/Questions:

- **Read Domain 3 – Teaching for Learning:** Read the Danielson description and paraphrase each of the components (3a, 3b, 3c, 3d, and 3e) on the back of this page.
-
-
- **Reread 3A: Communicating with Students.** Explain the teacher’s responsibility in detail to effectively communicate from the beginning of a lesson through the conclusion of the lesson. Cite specific evidence.
-
- **Reread 3B: Using Questioning and Discussion Techniques.** Complete the table.
-
- **Questioning**
-
- Effective Teacher:
-
- What students are doing:
-
- **Discussion**
-
- Effective Teacher
- What students are doing
-
- **Reread 3C: Engaging Students in Learning:** According to the text, what do the following phrases mean in detail?
-
- *Student Engagement:*
-
- *Students that are compliant and busy:*
-



Topic/
Objective:

Teacher
Evaluation
Domain 2

Name:

Date:

Period:

Essential Question: **What does effective teaching look like?**

4 Domains	Elements to support/determine effectiveness.
Domain 2 (Create an Environment to Support Learning)	To what level...
a. Respect and Rapport	a. Am I promoting positive and productive interactions in my classroom? Are all student groups valued and respected in my classroom?
	Treat others the way you want to be treated. Respectful language (oral & body). Be warm & caring. Have respectful discourse. Be sensitive to students' cultural and developmental differences. Model the way (Classroom & school-wide influence)
b. Physical Space	b. Am I providing equal access to learning resources and materials to all students? Does my classroom environment support learning (day's lesson)?
	All students are able to participate (effective & skillful use of materials/resources/technology). Arrangement supports learning. Sense of belonging (positive rules, student work etc.) Model the way.
c. Establish Culture of Learning	c. Are my students engaged during the lesson? Am I encouraging students to communicate with others re: learning goals?
	Have high expectations for all students (Students should have high expectations of themselves). Sets norms and structures to support learning and communication (grouping, collaborative activities – peer editing/tutoring). Convey relevance (Why is this important?) Student ownership & pride in learning (individual learning goals – self-initiated) Help promote & organize school-wide learning program(s) & learning culture among all stakeholders.
d. Classroom Management (Procedures)	d. Am I maximizing instructional time? (Does classroom culture & routines support?) Am I using developmentally appropriate procedures to maximize instructional time?
	Seamless operation of the classroom. Have evidence of effective routines & procedures. Students are independent & self-directed in transitions. Effective use of supplies. Help to create a culture of student ownership of school-wide operations.
e. Classroom Management	e. Am I monitoring and reinforcing student behavior expectations?



Artifact → Domain Matching

- **Purpose**: To begin to develop familiarity with artifacts and behaviors that will demonstrate competencies in each domain.
- **Preparation**: Print an observation rubric summary for each table group. Print out observables and cut into strips and put strips in an envelope for each group.

Domains	Strands	Elements	Level of Performance				
			Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Domain 1: Planning and Preparation	Knowledge of Content and Pedagogy	1A: Demonstrating knowledge of content					
		1B: Designing Coherent Instruction					
		1C: Setting Instructional Outcomes					
		1D: Demonstrating knowledge of resources					
	Knowledge of Students	1E: Demonstrating knowledge of students					
		1F: Designing student assessment					
Domain 2: Creating an Environment for Learning	Creating an Environment of Respect & Rapport	2A: Creating an environment of respect and rapport					
		2B: Organizing Physical Space					
	Establishing a Culture of Learning	2C: Establishing a culture for learning					
	Managing Classroom Procedures	2D: Managing Classroom Procedures					
	Managing Student Behavior	2E: Managing Student Behavior					
Domain 3: Teaching for Learning	Communicates Clearly and Accurately	3A: Communicating with Students					
	Uses Questioning and Discussion Techniques	3B: Using questioning and discussion techniques					
	Engaging Student Learning	3C: Engaging students in learning					
		3D: Assessment in Instruction					
		3E: Demonstrating flexibility and responsiveness					
Domain 4: Professionalism	Provides Feedback to Parents	4A: Communicating with Families					
	Professional Collaboration	4B: Participating in a Professional Community					
	Professional Growth	4C: Reflecting on Teaching					
		4D: Demonstrating Professionalism					
		4E: Growing and Developing Professionally					
		4F: Maintaining Accurate Records					



Artifact → Domain Matching

- **Activity**: Divide teachers into groups. Give each group a copy of the observation rubric summary and the envelope you have prepared. Ask the groups to match each observable with the correct domain.
- **Extension**: Ask each table group to develop one additional observable for each domain.

Jigsaw

- **How do I do it?**
- *In its simplest form, the Jigsaw instructional strategy is when:*
- 1. Each participant receives a portion of the materials to be introduced;
- 2. Participants leave their "home" groups and meet in "expert" groups;
- 3. Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group;
- 4. The experts return to their "home" groups to teach their portion of the materials and to learn from the other members of their "home" group



Gallery Walk

- *--a discussion technique for active engagement*
1. The Gallery Walk gets participants out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking.
 2. In Gallery Walk teams rotate around the room, composing answers to pre-determined questions as well as reflecting upon the answers given by other groups.
 3. Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or "station" has its own question that relates to an important discussion concept.
 4. The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question. Be sure to give the group time to independently look at all of the charts/questions and their responses.

APS CCSS
Walk-Through Form
Indicators

What will my site administrator
look for in my classroom?

APS Classroom CCSS Walk Through

July 24, 2013 8:40AM

School/Location: *School Name Here* (nnn)*

Teacher: *Teacher Name Here (nnnnnn)*

Reviewer: *Review Name Here (nnnnnn)*

1. Student Behavior

1:

2: Wow/Wonder

2. Teacher Behavior

3:

4: Wow/Wonder

3. Artifacts

5:

6: Wow/Wonder

4. E-Mail Notifications and Save

7: E-Mail Walk Thru results to teacher

8: E-Mail Walk Thru results to reviewer

[9] Save Walk Through

Tying it all together in 2013-14

Here's What....

- Common Core Instruction
- Effective Teaching
- New Evaluation

So What?

- Tie the new system to CCSS Instruction
- PLC/Grade Level discussion on Effective Teaching
- Long-term goal-setting
- Reflection on progress
- On-going collaboration
- What does the data say?
- Continues review of system, expectations and outcomes.

Now What?

- Staff Meetings
- IC Meetings
- PLC Time
- Principal Forums
- Grade Level Meetings
- Personal planning time
- Conferencing Time
- Inst. Coach visits
- PTA/PTO Meetings



CCSS/Observation Resources:

<http://www.symbaloo.com/mix/ccssresources2>

find handouts at:

APS Intranet: Professional Development 2013 ACE

NMTEACH Tab of the NMPED Website

and many, more – see APS AIMS

Thank-you!!

Colleagues that worked this summer to put this presentation together...just for you!

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