Kansas Evaluation Project Agenda: Teacher, School Leader, School Administrator Joint Meeting

February 10-11, 2011

Wichita, Kansas

Purpose of the Meeting: To finalize what Kansas educators believe most needs to be measured in a teacher evaluation system; to prioritize those measures; to pull in detail from three KS models any measures that could be utilized in a KS instrument; to begin examination of models from outside Kansas that are currently available to pull any appropriate measures; to reexamine the issue of value-added measures. Meeting Goals: 1) Use work from last session to fine-tune our measurement outline and to prioritize measures. 2) Reexamine issues around value-added modeling. 3) Review existing evaluation models to determine if appropriate match to the suggested evidence collection.	
9:30 Coffee and networking	All
10:00 Greetings and Introductions	Pamela Coleman
10:05 Overview of two-day meeting	Katherine Bassett
10:10 Value-added modeling discussion continued	Henry Braun

11:45 Review of principal and superintendent decisions on what is most important to measure	Cindy Tocci
12:15 Lunch	
1:00 Review of MTA model	Cathy Skinner
2:15 Break	
2:30 Revisiting the 'slices' and standards chart	Katherine Bassett
3:00 Revisiting ways of collecting evidence	Katherine Bassett
3:15 Small group work: classroom observation, student growth data, professional contributions	Peg Dunlap
4:30 Whole group share out	All
5:00 Adjourn	

8:30 Coffee and networking	All
Goals for the day • Examination of Kansas models through the lens of evidence to be collected • Examination of two models from other states: GA and NC • Determination of where, within each model, are components that we might use to evaluate teachers in KS • Overall review of KS and out-of-state models thus far	Katherine Bassett
9:00 Review of work yesterday and overview of process we will use to review models today	All
9:30 Targeted review of KS models	All
Break as needed	All
10:15 Discussion of recommendations from KS models	All
11:15 Begin review of GA and NC models	
12:00 Lunch	All
12:45 Continue review process	All
1:15 Discussion of recommendations from GA and NC models	All
2:00 Next steps and adjourn	Katherine Bassett

Data conversation

1. What is student data – broader universe of data or specific test results?
2. Many state tests only MC,
3. Do other professions use value added data with consequential results?
4. If end all is student achievement, should test results not be part of decision making process?
5. Value-added – what does it mean?
6. All KS sds have evaluation plans filed with KSDE; do these address student achievement?
7. How are we getting the VAM data – on test taking skills and discrete tested areas opposed to broad, rich, deep curriculum?
8. We can post VAM resources to Web site
9. Wisdom of having to modify tests for all students and then use a single standardized measure
10. Student growth formula – applicable to all teachers; so many different kinds of populations
11. How do we know that we are measuring what really matters?
12. Multiple measures, variety of measures
13. Use of single point of data in measuring student progress, so why would we use a single piece of student data to define teachers
14. Pilot to try some things; wait for ESEA reauthorization for guidance from USED. Try some things in the interim.
15. Too much testing, particularly at 3rd grade level; counterproductive because cannot teach some things that are needed in order to prepare for tests; grade 5 worse. Content is being dropped to get to the tests (social studies, art, etc.)
16. Untested subject area issue
17. Focus on students reading short, targeted texts to detriment of their ability to read longer pieces
18. Reality is that teachers will have to do something with test data; how do we make it meaningful?
19. Individual teachers don't exist in a vacuum, they are part of a system. Balance individual accountability with things that are beyond their control; systemic in nature; true for teacher, principal, superintendent evaluation. Policymakers don't always get this.
20. Homework for next time – go through current evaluation instruments and see if they can be simply modified by adding another plank to address 'student data'

Learner and Learning
• Learner Development
• Learning Differences
• Learning Environments
Content Knowledge
• Content Knowledge
• Innovative Applications of Content
Instructional Practice
• Assessment
• Planning for Instruction
• Instructional Strategies
Professional Responsibility
• Reflection and Continuous Growth
• Collaboration

Kansas Evaluation Project
Standards Table for Teachers

Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate earning experiences.			
cal Feature	**Evidence**	**Where/how collected**	**Rati in**
owledge of how learn in order to lement and struction for l students and f students.	1. Teacher accounts for learning needs, developmental levels, needed resources when planning instruction 2. Teacher supports students moving from concrete to pictorial to abstract 3. Teacher uses a range of teaching approaches to support students learning 4. Teacher uses a range of assessments to obtain information about students	• Lesson plan includes differentiated instruction • Interview with teacher • Written reflection by teacher • Student artifacts to illustrate work at different levels of reasoning/understanding) • Teacher observation • Documentation of accommodations for student with special needs	
relationships and tive ication strategies ents and their and communities r student learning	1. Parent/Teacher conferences/meetings 2. Newsletter/Website/Notes home/phone calls (home-school communication) 3. Use of variety of communication devices strategies.	• Observation of notes, sign-in sheets, logs, samples of webpage, photos, etc… • Media • Email, newsletter, text messages, phone logs, record of what done Examples: • Guest speakers • After school clubs/parent involvement • Field trips • Home visits • Business partnerships • Student logs, participation sheets	

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and com environments that allow each learner to reach his/her full potential.		
Critical Feature	**Evidence**	**Where/how co**
1) Appreciating student diversity and using knowledge of diversity to design and implement instruction for each student including accessing services for students.	1. Calling on a variety of Students 2. Adequate Wait Time/Prompting 3. Diverse Groupings for Cooperative Learning 4. Culturally Responsive Teaching 5. Cultural Awareness within Content Vocabulary 6. Collaboration of Special Education Teachers (+gifted) or English Language Learner Teachers with CR teacher 7. Appropriate Referral within Student Intervention/MTSS Models	• Observation of Class • Lesson PlansTest/Assig • IEP/504s • SIT Team/MTSS Docum need to work on a bett SIT) • Referral records
2) Creating learning environments in which family, cultural, linguistic, and individual student differences are respected and valued and in which students are encouraged to learn from one another.	1. Students/teachers treat each other with respect 2. Use of a variety of multicultural resources 3. Awareness of Multiple Intelligences 4. Use of a variety of strategies to encourage respect for all cultures	• Student Surveys • Classroom Observatior to-S interactions • Lesson plans • Parent surveys

Standard #3: Learning Environments: The teacher works with learners to create environments that support individual and positive social interaction, active engagement in learning, and self motivation.		
Critical Feature	**Evidence**	**Where/how co**
1) Using a variety of methods and processes to establish physical and cultural classroom environments conducive to collaborative learning in which all learners feel safe to engage.	1. Notes from class, Counselor, parents, teachers, administrators 2. Physical arrangements and make up of class room 3. Students can be grouped in flexible learning groups in classroom. 4.	• Use of learning style inv • Conservation with peer • Data from central office visual info, reports subr • Grouping by ability, cul of students • Follow model the proce • Learning style survey fr
2) Using instructional strategies that encourage students to take responsibility for own learning and that motivate and engage students in the learning process.	1. Lesson plans including modeling, 2. Project learning activities 3. Student performances are at a reasonable, acceptable level	• Student artifacts/work • Classroom observation • Students take value in t meet deadlines

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the dis learning experiences that make these aspects of the discipline accessible and meaningful for learners.		
Critical Feature	**Evidence**	**Where/how co**
1) Maintaining an appropriate and current knowledge of the content taught	1. T effectively uses multiple representations and explanations of concepts. 2. T evaluates and modifies instructional resources and curriculum materials while keeping content comprehensive, accurate, as well as being accessible and relevant for students 3. Continued PD in the content area	• Observations • Lesson plans • Student assignments, • Interviews • Portfolios • Videos • Student feedback/ref
	1. Teacher stimulates student reflection on prior knowledge 2. Teacher makes connections to student experiences 3. Teacher creates experiences to build conceptual understanding	• Observations • Lesson plans • Student assignments • Student assessments • Interviews • Portfolios • Videos • Student feedback/ref
2)	1. Teacher encourage students to analyze ideas from different experiences 2. Teacher encourage student use of standards and processes unique to the discipline	• Observations • Lesson plans • Student assignments • Student assessments • Interviews • Portfolios • Videos • Student feedback/ref
3)	1. Teacher help students understand and use academic language meaningfully	• Observations • Lesson plans • Student assignments • Student assessments • Interviews • Portfolios • Videos • Student feedback/ref

Standard #5: Innovative Applications of Content: The teacher understands how to connect concepts and use differing persp critical/creative thinking and collaborative problem solving related to authentic local and global issues.		
Critical Feature	**Evidence**	**Where/how co**

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Critical Feature	**Evidence**	**Where/how co**
1) Using a variety of communication vehicles, including virtual environments, to facilitate collaborative learning experiences. (look to see where else we are collecting evidence of communication)	1. Student-centered activities using a variety of technology that brings the outside world into the classroom.	• Classroom observation • Portfolio • Communication artifac
2) Using questioning and inquiry techniques to further student explorations in group problem-solving.	1. Teacher incorporates essential questions 2. Student goal-setting, group or individual 3. Using a variety of instructional strategies to incorporate critical thinking and questioning techniques	• Observation/recording • Logging, journaling • Student goal setting w • Student projects
3) Facilitating cross curricular learning experiences that encourage critical thinking and use of real-world, authentic learning experiences in instruction.	1. Students identify a problem and solution for solving/addressing problem 2. Students and teachers collaborating to create learning goals/experiences relevant to real world application 3. Cross curricular units that support a variety of literacies	• Classroom observation • Student created work • Lesson plans

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their ov progress, and to guide the teacher's ongoing planning and instruction.		
Critical Feature	**Evidence**	**Where/how co**
1) Designing formative assessments for all students based on their (language and learning needs using those results to develop and adjust differentiated instruction.	1. Teachers implement multiple ways for demonstrating student learning 2. Teacher differentiates due to being aware of students needs and identify avenues to accesses modifications	• Differentiated set of as • teacher submits sample types/kinds of assessm unit • Classroom observation • Teacher lesson plans • Lesson plans, modified assessments products i accommodations for ph students

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Critical Feature	**Evidence**	**Where/how co**
2) Collaborating with colleagues to examine and interpret assessment data and plan instruction based on data.	1. Participation in collaborative learning communities at the grade level, subject level, department level	• Participations in format • Electronic, face to face, it is happening • Use of multiple assessn notebooks, lesson plan made taken over perioc • Logs, Minutes from con meetings • SIT team (come up with for SIT)
3) Providing meaningful feedback to students grounded in assessment data.	1. Teacher interaction, writing, face-to-face, group, printed, and other. 2. Classroom discussion, questions and answers 3. Teacher work sample of feedback provided to students	• Peer feedback, rubrics, like, questions answer s • Grade report • Power school checking, feedback, meaningful in • Feedback is not necessa must be frequent and r • Teachers establishes St protocol

Standard #7: Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners instruction that supports every student in meeting rigorous learning goals.		
Critical Feature	**Evidence**	**Where/how collected**
1) Planning instruction that focuses on relevant content, differentiates for student needs, and incorporates short- and long-term goals for learning, and includes appropriate pedagogy	1. Objectives are aligned to District, State, and National standards 2. Instructional planning is regularly adapted for student needs including cultural needs and differentiating for all learners 3. Appropriate pedagogical and instructional strategies are evident in lesson plans 4. Developing instruction that is evidence-based, based on rigorous goals, incorporates instructional technology, and meets diverse student needs. 5. Recognizing that instruction is fluid and open to adjustment based on student understanding, misconceptions, and learning needs. 6. Student-developed goals for learning 7. Valuing of individual student differences in planning meaningful instruction.	• Lesson/Unit Plans • Teacher Reflection

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage le of content areas and their connections, and to build skills to access and appropriately apply information.		
Critical Feature	**Evidence**	**Where/how co**
1) Adapting a variety of instructional techniques to meet individual student learning needs using a variety of resources, technology, and communication modes.	1. T monitors student feedback and makes instructional adaptations 2. T uses a variety of data sources, including assessment data, IEP or other forms of data for students with special needs, language arrays to inform instruction 3. T uses a variety of instructional strategies and communication strategies in response to student needs 4. T varies approach in relation to content and purpose of instruction 5. T draws upon students' family and community resources 6. T changes roles in teaching-learning process to capitalize on individual needs of students 1. T engages students in using a range of learning skills and techno tools to access, interpret, and use information 7. T uses effective listening skills to understand student needs	• Lesson plans • Observations • Reflective journals • Student work sample • Newsletters • Pre-post • Q & A • IEP data • Formative and summ assessment data
2) Understanding and application of varied cognitive approaches to instruction.	1. T engages students in assessing own progress 2. T gives students different opportunities to demonstrate their knowledge 3. T guide students in developing their meta-cognitive processes or thinking analysis	• Lesson plans • Observation with pre • Q & A • Reflective journals • Student work sample • IEP data
3) Questioning to enhance student learning and to elicit student thinking.	1. T asks questions to stimulate discussion for a variety of purposes 2. T uses effective questioning skills to engage students in higher order thinking processes	Classroom observation
4) Utilizing appropriate and varied technology to enhance student learning. (if technology is a theme we need to go back through have we covered it in appropriate places?)	1. Model appropriate use of technology in the classroom 2. Demonstrate the ability to use the technology that is available within the school 3. Encourages students to actively and appropriately utilize technology to enhance their own learning	• Lesson plans with ref went and what needs subsequent lessons • Journal or log • Video tape(s) with re instructional decision needed • Feedback from a stu and reflection • Student product

Standard #9: Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other prof and adapts practice to meet the needs of each learner.		
Critical Feature	**Evidence**	**Where/how co**
1)Use of a variety of data, including self-assessment and reflection, to analyze own practice and create relevant and responsive learning experiences for students.	1. Teacher collected data, analyzed it, and adapt instruction in some way in light of analysis 2. Student work – daily work, formative assessment, common assessments	• Pre and post tests + . • Lesson plans with ref went and what needs subsequent lessons • Journal or log • Video tape(s) with re instructional decision needed • Feedback from a stud reflection
2)Acknowledges personal biases and advocates for all students.	1. Demonstrates sensitivity to all students' learning styles/abilities and/or cultures 2. Includes and uses diverse resources	• Lesson plans with ref went and what needs subsequent lessons • Video tape(s) with re instructional decision needed • Feedback from a stud and reflection
3)Understanding of the legal and ethical issues of teaching	1. Adheres to federal and state laws and board and building policies regarding treatment of students and use of district resources, follows district/ building student behavior plans	• lesson plans • Evidence of reflectio • Feedback from a stud

10: Collaboration: The teacher collaborates with students, families, colleagues, other professionals, and community members to share re growth and development, learning, and well-being.			
ical Feature	**Evidence**	**Where/how collected**	**Rationale for ir**
in collaborative n and professional ctivities with other	1. PD Activities 2. Collaborations meetings 3. Community conversations (see earlier standard) … on issues of concern – 21st C thinking skills, drugs, violence etc (not a complete list) 4. Implementing appropriate data about individual student needs into collaborative instruction 5. Participation in leadership teams, school committees, professional associations	• PD Logs • Meeting minutes • Evidence of collaborative planning • Reflective logs • Letters of support from professional associations, leadership teams, committee members	