



Ottawa Area ISDSM
Learn. Serve. Lead.



Student Growth and Teacher Evaluation Process

Dr. Doug Greer- Director of School Improvement (OAISD)
JoAnne Thorsen- Director of the Ottawa Area Center



Development or Measurement



What SHOULD be the focus of your teacher evaluation system?

1. Purely to develop teachers
2. Emphasize development but also measure
3. Equal emphasis on measurement and development
4. Emphasize measurement but also develop
5. Purely to measure teachers





About the Ottawa Area Center

The Ottawa Area Center is a public school serving the unique needs of students with cognitive impairments who reside in the 11 local school districts that comprise the Ottawa Area Intermediate School District.

We serve approximately 185 students in the following programs: MOCI, SCI, SCI/AI, ECSE/ASD and SXI. We have a versatile staff of approximately 110 dedicated staff.



Learn

Who are we as learners?

We are collaborators who learn from students, parents, experiences, each other, and feedback.

We believe in continuous growth and the ability to be better than we were yesterday.

We believe in the de-privatization of our practices to encourage growth and collaboration.

We are able to learn by seeking to understand others, providing data, and presuming positive intentions.

As learners, we listen to all stakeholders and blend all ideas to meet the higher purpose.

In a learning environment, staff members work together in a safe and controlled space.

The culture of the building shifts from a self growth model to a school growth model.

Serve

Who do we need to be in order to serve?

We exist to serve students, parents, and the community as well as serving each other within the organization

We believe in the service of others to promote their ideas, improve their quality of life, and to incorporate them into the group.

We take pride in helping others to grow and achieve their full potential, while acknowledging the higher purpose and mission.

We model service by placing others needs before our own and being able to see the needs of the group.

When working with others, we strive to be assertive (meeting some of other's needs while also meeting some of our own needs). We dismiss passive, aggressive, and passive aggressive patterns of behavior.

The culture of the building shifts from "What about me?", "How can this benefit me?" to "How is the group going to benefit?" and "What is my role in all of this?"

Lead

Who do we need to be in order to lead?

We are adaptive leaders in all situations. We are advocates for students and parents, we are spokespeople for our organization, and we exhibit positive behavior within the building.

We believe in being an adaptive leader both at work and outside of work.

We value the ability to think differently in each situation and to act accordingly.

We believe that all staff members are leaders.

Adaptive leaders are able to grow from every situation and model their new learning for others to see.

Adaptive leadership provides an environment that is safe but may become uncomfortable. Being adaptive is to resist complacency.

The culture of the building shifts from staff members looking to be lead to leading themselves in order to become self-directed learners.



Ottawa Area ISDSM
Learn. Serve. Lead.

Observations, Feedback & Reflection



Testimonials





Which Observation System?

1. Danielson (Frontline, 70+ elements)
2. 5 Dimensions plus (Pivot, 30+ elements)
3. Marzano (iObserve, 60 elements)
4. Thoughtful Classroom (75 indicators)
5. Another System (home grown or hybrid)



Marzano's Framework Map: 12 Major Components (9 Design Qs in Teaching Domain + the other 3 Domains)



Lesson Segment Involving Routine Events

Design Question 1

What will I do to establish and communicate learning goals, track student progress, and celebrate success? (elements 1 and 2)

Design Question 6

What will I do to establish classroom rules and procedures, including physical layout of space? (element 4)

Lesson Segment Addressing Content

Design Question 2

What will I do to help students effectively interact with new knowledge? (element 6)

Design Question 3

What will I do to help students practice and deepen their understanding of new knowledge? (element 14)

Design Question 4

What will I do to help students generate and test hypotheses about new knowledge? (cognitively complex tasks) (element 22)*

Lesson Segment Enacted on the Spot

Design Question 5

What will I do to engage students? (beyond passive engagement) (element 24)

Design Question 7

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules in procedures? (element 33)

Design Question 8

What will I do to establish and maintain effective relationships with students? (element 37)*

Design Question 9

What will I do to communicate high expectations for ALL students? (element 39)

Domain 2: Planning

DQ10 What will I do to develop effective lessons organized into a cohesive unit? (Element 44)*

* Elements selected were not always at the top of the DQ grouping.

Domain 3: Reflecting on Teaching

How might I evaluate the effectiveness of specific pedagogical strategies and behaviors? (Element 52)*

How might I monitor my progress relative to my professional growth? (Element 54)*

Domain 4: Professionalism

Positive interactions and adherence to rules and procedures. (55, 56, 59*)*

NOTE: Framework includes all aspects of section 1248 and makes up 75% of the summative evaluation.



Your Observation System?

Share with your table some ways you have prioritized your observation systems or some ways you see possible to prioritize towards development of teachers rather than measurement.





Our Philosophy and Feedback

- Modifying the Observation System for OAC
 - Reduced the framework down to 9 Design Questions, plus planning, reflection, and professionalism.
 - Used TBAISD teacher and student evidence for center-based programs
 - Reduced pre-observation to four questions
 - Converted post-observation to reflection and feedback on 2-3 points.
 - Used multiple evaluators to balance: formal, informal, and walkthroughs





Questions?

Before we move into Student Growth, what questions might you have about observations specifically or other forms of providing feedback and reflection on teaching?





Ottawa Area ISDSM
Learn. Serve. Lead.



Student Growth for Ed Evals



- Use the image as a hyperlink
 - Or visit siTimeline.com
 - Then search for "Believe"
- Complete 2 ?s

Practical School Improvement Timeline for Michigan

Search this specific site



Search



What do you believe?

* Indicates required field

Which one SHOULD be the primary purpose of Ed Evals? * ?

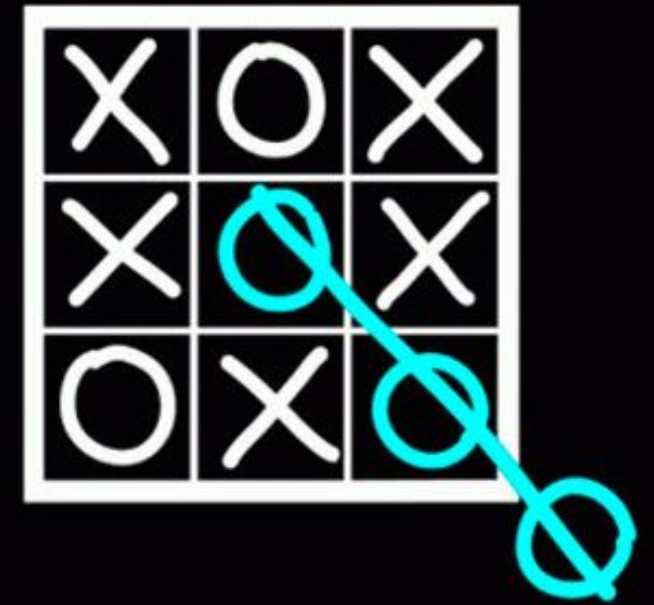
- Compliance to State Law (PA 173)
- Compliance to Federal Law (ESSA)
- Rank order teachers for placement, recall and layoff
- Create a sense of urgency to motivate teachers
- Provide feedback and growth opportunities

If Other please specify:

Which one of the following statements about Student Growth for Ed Evals are TRUE? * ?

- Student Growth Percentiles are flawless
- Multiple years of data must account for different class sizes
- Student Learning Objectives are required
- Growth must use pre-/post-tests
- If 80% of students do not meet the target, a teacher cannot be effective

THINK OUTSIDE THE BOX



Original artwork above by Art Jonak, Oct. 16, 2011

Video below based on Daniel Pink's book "Drive."





Piloting SLOs

- Two teachers with students with multiple impairments, one chose ELA and the other chose Math.
- Both plan to add a behavioral target next year.
- Fall dialogue regarding setting growth targets that are both **rigorous** and **attainable**.
- Mid-year check-in on both professional growth and student growth.





Testimonials





[Home Page](#)

[What's New Blog](#)

[Getting Started](#)

[Whole Child](#)

[Continuous Improv.](#)

[Reading Now](#)

[Staffing SFRC](#)

[DATA & Ed Eval](#)

[State/Fed Funds](#)

[English Learners](#)

[Resources](#)

[Feedback & Contact](#)

S.M.A.R.T. Growth Plans (combining PGP's and SLO's)

A collaborative initiative by superintendents across West Michigan to create a meaningful, simple and compliant process and documentation that will meet state law §1248 and §1249 on teacher performance goals and student growth for educator evaluations. The end result was a S.M.A.R.T. Growth Plan that has two sections: **Teacher Action Goal(s)** and **Student Impact Goals**.

Also, a list of definitions was created to support the concept of Growth Plans. This page contains a general overview of the two sections (Teacher Action and Student Impact), click the orange button for additional guidance under either section.

DEFINITIONS

Section 1: Teacher Action (PGP)

According to state law (§1249(2)(a)(iii)), "for each teacher, there must be specific performance goals and any recommended training that would assist the teacher in meeting these goals." These can be teacher generated goals based on research based instructional strategies, likely to align with the district adopted evaluation framework. For probationary teachers and any teachers rated less than "Effective," districts will assign an Individualized Development Plan (IDP). The primary difference between an IDP and PGP is that "the school administrator shall develop the IDP in consultation with the teacher and in conjunction with the year-end evaluation." Several districts across the state simply call all growth plans IDP's, since the term PGP is not found in the law. We will simply refer to both as "Growth Plans" and will be the section referred to as the Teacher Action Goal(s).

TEACHER ACTION CONT.

Growth Plan: Teacher Action (PGP) and Student Impact (SLO) Goals	
Teacher: Will Power	Administrator: Noah Fence
Grade Level/Content Area: Algebra 1	Date/Time of Initial Meeting: Sept. 22
Teacher Action Goal (or PGP)	
Professional growth goal	I believe I am currently at a level 1 on AI (ID-) and intend to reach a level 3 (proficiency) described as: "Students frequently assessing their own learning in relation to the success criteria for the learning targets."
Specific Support Need, if applicable	I will need the support of the math department to determine the best ways for students to track their own progress.
NOTE: Specific Action Steps are articulated after the goals. Teachers may duplicate fields to have up to three teacher actions or up to a combination of five goals between Teacher Action and Student Impact Goals.	

Click on images to enlarge. NOTE: Sample Action Steps may involve both Teacher Action Goal and Student Impact Goals

Action Steps to Support the Goals	
Steps	Timeline
The math department and I will look into the best ways for our students to track their own progress on the essential standards	Oct. 1
I will provide formative assessment opportunities for students to monitor their progress on the essential standards.	Ongoing
Student will monitor their progress on the essential standards	Ongoing
Note: It is the responsibility of the teacher to keep a record of work completed for these goals and to provide evidence of the same.	
Mutually agreed resources/support: Attendance at the OAISD for PLC Dates and the opportunity to meet as a math department to look at student data throughout the year.	
Review Dates: December 22 and May 22	



Professional Growth Portion

Teacher Action Goal (or PGP/IDP)	
Professional growth goal	DQ1.1: <i>Provide rigorous learning goals and performance scales or rubrics and monitor for evidence of the extent to which the majority of students understand the learning goal and/or targets and levels of performance.</i>
Specific Support Need, if applicable	I would like feedback throughout the year on the attempts I am making to track student progress in math, related to the Student Impact Goal below. I am hoping to have feedback three to five times throughout the year.



Student Growth Portion: Essential Skills or Knowledge

Student Impact Goal #1 (or SLO): ELA Core Skills

Priority Content: What are the most important knowledge/skills student must attain and where are they currently?

Essential standards or competencies

There are five core skills in ELA to focus: Personal Information; Print Concepts; KeyIdeas/Details; Fluency; and Conventions of Standard English. Each core skill has three levels of rigor and each of the three levels is divided up by the support given. For example:

- 1.0 Refuses/resists
- 2.0 Incorrect response
- 3.0 Step-by-step directions and/or hand-over-hand assistance
- 4.0 Responds correctly after modeling without hand-over-hand assistance
- 5.0 Responds correctly with verbal/physical cues only
- 6.0 Responds correctly with no assessment administrator assistance

The same scale would be used for Level 2 (e.g. 7-12) and Level 3 (13-18).



Student Growth Portion: Baseline then Growth Target



Advanced Criteria	Benchmark Criteria	Strategic Criteria	Intensive Criteria
Responds at a level 10 or higher on 4 out of 5 Core Skills	Responds at a level 7 or higher on 4 out of 5 Core Skills	Responds at a level 3 or higher on 4 out of 5 Core Skills	Responds below a level 2 on two or more Core Skills
	AD. AF. ML.	DY.	DM. AC.
0 student	3 students	1 student	2 student

Teacher: Cortney Hearit

Grade Level/Content Area: Early Elem/ELA

Advanced Criteria	Benchmark Criteria	Strategic Criteria	Intensive Criteria
Responds at a level 11 or higher on 4 out of 5 Core Skills and responds in one area at a 16 or more.	Responds at a level 10 or higher on 4 out of 5 Core Skills	Responds at a level 5 or higher on 4 out of 5 Core Skills	Responds below a level 5 on two or more Core Skills
AF. ML. AD.	DY.	DM. AC.	
3 students	1 student	2 students	0 students

Student Growth Portion: Baseline then Growth Target



Advanced	Benchmark	Strategic	Intensive
Responds at a level 6 or higher on four Core Skills and 10 or higher on two Core Skills	Responds at a level 4 or higher on four out of five Core Skills	Responds at a level 4 or higher on at least one out of five Core Skills	Responds below a level 4 on all five Core Skills
BK JD	BP NG	OH ZP	NC RR

Teacher: Jennifer Kavaluskis

Grade Level/Content Area: Upper Elem/Math

Advanced Criteria	Benchmark Criteria	Strategic Criteria	Intensive Criteria
Responds at a level 6 or higher on all Core Skills and a level 16 on two Core Skills	Response at a level 6 or higher on all five Core Skills and a 10 on two Core Skills	Responds at a level 4 or higher on four out of five Core Skills	Responds below a level 4 on two or more Core Skills
BK JD	BP NG	OH ZP	NC RR
2 students	2 students	4 students	0 students



Student Growth Portion: Rationale - Rigorous & Attainable

Rationale for rigor	The above table represents the most rigorous goal for this group of students with significant gains in the core skills for each student. At a minimum, students will make some progress on at least four of the five core skills or foundational skills, specifically, the two most intensive students will begin to communicate more effectively on some of the core skills.
Describe evidence to be collected	Evidence will be collected over the year to track the number of core skills that students made some progress and how much progress was made.



Student Growth Portion: Action Steps

Action Steps to Support the Goals	
Steps	Timeline
This will involve looking at key core skills that need to be emphasized and looking to progress each student in on their levels. I intend to create individual improvement steps relative to teacher actions and develop a data collection tracking system for both baseline and progress data.	December 2019
It requires me being intentional in the lessons being taught as well as planned ahead of time and coming up with a way to track that progress that is meaningful.	Ongoing
Pilot a Student Learning Objective, provide feedback, and set rigorous goals.	Ongoing

Practical School Improvement Timeline for Michigan

Search this specific site 

Search



[Home Page](#)

[What's New Blog](#)

[Getting Started](#)

[Whole Child](#)

[Continuous Improv.](#)

[Reading Now](#)

[Staffing SFRC](#)

[DATA & Ed Eval](#)

S.M.A.R.T. Growth Plans (combining PGPs and SLOs)

A collaborative initiative by superintendents across West Michigan to create a meaningful, simple and compliant process and documentation that will meet state law §1248 and §1249 on teacher performance goals and student growth for educator evaluations. The end result was a S.M.A.R.T. Growth Plan that has two sections: Teacher Action Goal(s) and Student Impact Goals.

Also, a list of definitions was created to support the concept of Growth Plans. This page contains a general overview of the two sections (Teacher Action and Student Impact), click the orange button for additional guidance under either section.

[DEFINITIONS](#)

Section 1: Teacher Action (PGP)

According to state law (§1249(2)(a)(iii)), "for each teacher, there must be specific performance goals and recommended

these goals." research based district adopted and any assign an primary difference administrator shall and in eral districts s, since the term r to both as o as the Teacher

Teacher Action Goal (or PGP)	
Professional growth goal	I believe I am currently at a level 1 on AI (1D-) and intend to reach a level 3 (proficiency) described as: "Students frequently assessing their own learning in relation to the success criteria for the learning targets."
Specific Support Need, if applicable	I will need the support of the math department to determine the best ways for students to track their own progress.

NOTE: Specific Action Steps are articulated after the goals. Teachers may duplicate fields to have up to three teacher actions or up to a combination of five goals between Teacher Action and Student Impact Goals.

Click on images to enlarge. NOTE: Sample Action Steps may involve both Teacher Action Goal and Student Impact Goals

Action Steps to Support the Goals	
Steps	Timeline
The math department and I will look into the best ways for our students to track their own progress on the essential standards	Oct 1
I will provide formative assessment opportunities for students to monitor their progress on the essential standards.	Ongoing
Student will monitor their progress on the essential standards	Ongoing

Note: It is the responsibility of the teacher to keep a record of work completed for these goals and to provide evidence of the same.

Mutually agreed resources/support: Attendance at the OAISD for PLC Dates and the opportunity to meet as a math department to look at student data throughout the year.

Review Dates: December 22 and May 22





Former/Current Student Growth Model



PROS



CONS

Teacher Name: Example				
Student Name	IEPs	Essentials for Living	Communication	Individual Student Growth
A	1	0	0	33%
B	1	0	1	67%
C	1	1	1	100%
D	1	1	1	100%
E	1	1	0	67%
F	1	1	1	100%
G	1	0	1	67%
H	1	1	1	100%
I	1	1	1	100%
Growth in Subject Areas				81%



Questions?

What questions might you have about student growth or the overall approach to educator evaluations?

