Evidence-Based Observations
Training for Observers of Teachers

APPR Training Module 1

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Getting To Know You

• Tell us your name
• Your position/district
• Burning Questions
  – To answer
  – And for the parking lot
The context for our work...
Common Core State Standards
Common Core State Standards
Math & ELA

Data Driven Instruction
Common Core State Standards

Annual Professional Performance Review (APPR)

School Change

Data Driven Instruction

Student Learning
Our Schedule

8:20-8:30  Registration
8:30-9:00  Welcome and Introductions
9:00-10:00 Building a Context for Training
10:00-10:15 Break
10:15-12:00 Evidence Based Observation
12:00-1:00 Lunch on your own
1:00-2:30  Building a Common Language
2:30-2:45  Break
2:45-3:30  Next Steps Planning and Debrief
Workshop Objectives
Days 1 & 2

Purpose: To develop the knowledge, skills, and attitudes necessary for conducting evidence-based observations of teachers. As a result of this training, participants will

- Understand the background of this training in the context of the Regents Reform Agenda.
- Understand the nature of learning for students and educators.
- Understand how a common language creates and supports professionalism and a culture for learning.
- Understand the relationship between research and the rubric criteria.
- Understand the relationship between the NYSED Teaching Standards and the rubrics by which the teaching standards are assessed.
- Build a foundation for conducting observations
- Hone observation skills by collecting evidence
- Use a rubric to align evidence with standards
- Collaborate with colleagues.
Our Working Agreement

• Be present: minds and hands all day
• Respect time boundaries
• Recognize the need for quiet while working
• Use electronics respectfully and appropriately when prompted
• Return to large group attention when signaled
Handouts

• Online at http://instruction.monroe.edu/node/88
The Most Significant Learning

- To a deeper understanding of teaching and learning
- To more objective, less subjective observations
- To a new and more rigorous language
- To evidence versus opinion
- To a deeper conversation about the causality of teaching and learning
- To data regarding performance
- To a possible decrease in proficient
Key Focus Questions

• What is highly effective instruction and how do we know?

• How can evidence based observations help to improve teaching and learning?
This Training was Designed by Dr. Duffy Miller

Duffy has served as a consultant assisting numerous districts around the US in using *The Framework for Teaching* as a component of evaluation systems, mentoring programs, and professional development. He uses *The Framework for Teaching* as a tool to improve instruction.

He has presented at national conferences with Charlotte Danielson and has been a consultant with Educational Testing Service in Princeton, New Jersey on the *Pathwise* program and the *Keeping Learning on Track* (KLT) program of formative assessment.
Our Key Take-Aways from the August Network Team Training

• Commissioner John King: The goal of today and tomorrow is to focus on teaching and learning. He knows there are a lot of questions. There is guidance on the APPR in the webinars and in the long documents that are already out. Try to put your anxieties aside.
• Associate Commissioner Ken Slentz: “Just Start. This is very hard work.”
• This was not about rules, regulations, politics, or big picture.
• The training was at the personal level; it was about skill development.
Unpacking the Objectives

• What questions, concerns, or ideas do the objectives bring to mind?

• How will the objectives help you in your work?
On a scale of 1 to 10...
New York State Teaching Standards

1 – Knowledge of Students and Student Learning
2 – Knowledge of Content and Instructional Planning
3 – Instructional Practice
4 – Learning Environment
5 – Assessment for Student Learning
6 – Professional Responsibilities
7 – Professional Growth

Professional Responsibilities
Assessment for Student Learning
Instructional Practice
Learning Environment
Content and Instructional Planning
Knowledge of Students and Student Learning
Professional Growth
The New York State Teaching Standards and Elements

• We will be using these seven standards as the foundation for our observations.
• In the absence of a chosen rubric, these are the basis of our common language.
• These standards have an accompanying rubric.
• How familiar are you with these standards? What about your teachers?
Wisdom of Practice

• Imagine you are in the classroom of a highly effective teacher.
• What would you see?
• What would you hear?
• What would the students be doing or saying?

Write one comment on each of 5-8 sticky notes.
New York State Teaching Standards

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Professional Responsibilities
Assessment for Student Learning
Instructional Practice
Learning Environment
Knowledge of Content and Instructional Planning
Knowledge of Students and Student Learning
Professional Growth
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Professional Responsibilities
Assessment for Student Learning
Learning Environment
Instructional Practice
Knowledge of Content and Instructional Planning
Knowledge of Students and Student Learning
Professional Growth
Themes and Categories

• Make a chart for the wall that has four quadrants labeled with the following standards:
  – Knowledge of Content and Planning
  – The Learning Environment
  – Instructional Practice
  – Professional Responsibilities

• Place your sticky notes in the appropriate domains.
Focus Standards

Knowledge of Content and Planning

The Learning Environment

Professional Responsibilities

Instructional Practice
NYS Teaching Standards Vocabulary

Standards
Summary statements

Elements

Indicators
With rubrics

Knowledge of Students & Student Learning

Element 1.1 Demonstrate knowledge of child and adolescent development including cognitive, language, social, emotional, and physical developmental levels.

A) Describes developmental characteristics of students
Where do I get the evidence?
New York State Teaching Standards

1 – Knowledge of Students and Student Learning
2 – Knowledge of Content and Instructional Planning
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Professional Responsibilities
Assessment for Student Learning
Instructional Practice
Learning Environment
Knowledge of Content and Instructional Planning
Knowledge of Students and Student Learning
Professional Growth
Planning and Preparation  
(Pre-observation)

• **Standard 1: Knowledge of Students & Student Learning**  
  – Knowledge of child development  
  – Knowledge of research...  
  – Knowledge of diverse learning needs  
  – Knowledge of individual students  
  – Knowledge of economic, social  
  – Knowledge of technological literacy...

• **Standard 2: Knowledge of Content & Instructional Planning**  
  – Knowledge of content...  
  – Connect concepts across disciplines...  
  – Uses a broad range of instructional strategies  
  – Establishes goals & expectations  
  – Designs instruction  
  – Evaluate / utilize resources
Instruction
(Observation)

• Standard 3: Instructional Practice
  – Research-based practices
  – Communicates clearly...
  – High expectations...
  – Variety of instructional... to engage student
  – Engage students in multi-disciplinary skills
  – Monitor and assess progress
Classroom Environment
(Observation)

• **Standard 4: The Learning Environment**
  – Creates a respectful, safe and supportive environment
  – Creates an intellectually stimulating environment
  – Manages the learning environment
  – Organize and utilize available resources (e.g. physical space, time, technology...)

• **Standard 5: Assessment for Student Learning**
  – Range of assessment tools
  – Understand, analyze, use data for differentiation*
  – Communicates assessment system*
  – Reflect upon assessment system and adjust*
  – Prepare students for assessments
  * - *assessed through “multiple measures”*
Professional Responsibilities
(Post-observation)

• **Standard 6: Professional Responsibilities**
  – Upholds standards and policies
  – Collaborate with colleagues
  – Communicate & collaborate with families
  – Perform non-instructional duties
  – Complies with laws and polices
Exploring the Priorities of the Rubrics Observing with a Focus on the Priorities

What is the theoretical and research base for the teaching standards and rubrics?
Priorities of Rubrics Based on the Framework for Teaching (New York State Teaching Standards)

• Cognitive Engagement
• Constructivist Learning
• 21st Century Skills

The **LEARNING** is done by the **LEARNER**!
Building Understanding of the Priorities – text jigsaw

• Identify who is reading which article.
• Read the article and take notes.
• Discuss the reading with your colleagues.
• Discussion question: How do these texts inform your understanding of the priorities?
• Whole group debrief...
Priorities of the Frameworks

• Cognitive Engagement
  • “Effective” = students must be cognitively engaged
  • “Highly Effective” = cognition, meta-cognition, and student ownership of their learning

• Constructivist Learning
  • Effective and Highly Effective practice must have evidence of learning experiences designed to facilitate students’ construction of knowledge.

• 21st Century Skills
  • Effective and Highly Effective practice must plan for and have evidence of application of college career-readiness skills and dispositions
Cognitive Engagement, Constructivist Learning, and 21st Century Skills

• Discuss what these concepts look like in the classroom and how you would know if students are cognitively engaged.

• In table groups
  – Develop a group description and list of evidence
  – Be prepared to share your work with the whole group
Engagement in Action

Video observation (High School Hydrology):

• Observe what students are doing that shows evidence of cognitive engagement, constructing meaning, or college-readiness.

• Collect evidence from the video, be prepared to share your evidence later.
Share evidence
How the priorities fit in...
From the rubric...

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students.</td>
<td>Teacher uses only some instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge.</td>
<td>Teacher uses instructional strategies that are appropriate to all students and to the instructional outcomes, and strategies motivate and represent significant cognitive challenge and promote an awareness of 21st Century Skills.</td>
<td>Teacher uses instructional strategies that motivate and engage all students in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are differentiated, as appropriate, for individual and diverse learners.</td>
</tr>
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<td>Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.</td>
<td>Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.</td>
<td>Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning.</td>
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**21st Century Skills**

**Cognitive Engagement**

**Constructivism**
In addition to the priorities common themes are embedded in the approved rubrics...

- Equity
- Cultural competence
- High expectations
- Developmental appropriateness
- A focus on individuals, including those with special needs
- Appropriate use of technology
- Student assumption of responsibility
A Trip Down Memory Lane

• Do you remember the definition of Clinical Supervision from our old Madeline Hunter Days?

• Do you remember how we first learn instructional strategies like anticipatory set, closure, motivation, retention, etc.

• We internalized these terms and then we could see them in the classroom.

• There is a new and more rigorous common language that we need to internalize along with skill development to help us make this SHIFT.
Then and Now...

• Watching the teaching
• Collecting evidence
• Holding it up against the criteria
Levels of Performance

• **Unsatisfactory / Ineffective** – Teaching shows evidence of not understanding the concepts underlying the component - may represent practice that is harmful - requires intervention

• **Basic / Developing** – Teaching shows evidence of knowledge and skills related to teaching - but inconsistent performance
Levels of Performance

• **Proficient / Effective**- Teaching shows evidence of thorough knowledge of all aspects of the profession. Students are engaged in learning. This is successful, accomplished, professional, and effective teaching.

• **Distinguished / Highly Effective**— Classroom functions as a community of learners with student assumption of responsibility for learning.
Levels of Performance and Student Achievement – Research

Research Findings from Cincinnati (National Bureau of Economic Research, 2010)

• Teachers have substantial effect on student achievement

• Correlation between FFT based evaluation and student achievement

• Evaluation using the FFT found:
  – Unsatisfactory and Basic: students had lower gains than expected
  – Proficient: students made expected gains
  – Distinguished: students made positive, and greater than expected gains
Reviewing the Levels of Performance

• Read the descriptors for Standard III, Element 5 of the rubric
• Highlight the verbs / phrases that distinguish the differences among the levels of performance
Exploring Instruction

• Communicating with Students
• Engaging Students in Learning
• Using Questioning and Discussion Techniques
• Using Assessment in Instruction
• Demonstrating Flexibility and Responsiveness
Instruction- Activity

• Read the Component that has been assigned to your group.
• Summarize the concepts within your rubric and how it supports cognitive engagement and constructivist learning.
• Determine what students would be doing that demonstrates evidence of cognitive engagement and constructivist learning and how teachers would be supporting them.
• Regroup and share your response with the new group.
Best Practices in Observing

Basis for observation—Knowledge of the criteria
- Observers must understand the Criteria
- Observers must have a focus on constructing meaning through cognitive engagement
- Observers must be able to identify appropriate data (evidence) to paint an accurate picture of educators’ work

Plan for gathering data – Fidelity to process and procedures
- Observer must understand the process including it’s intent or purpose.
- Observer must follow process with fidelity, engaging the educator in discussion along the way.
- Observer must maintain consistency and fairness from educator to educator

End result – Quality of the product
- Observer must align evidence to appropriate component
- Observer must level evidence accurately
- Observer must have sufficient evidence to support rating
- Observer must have skill in engaging educator in conversation around level and direction for future
Best Practices in Evaluation

Basis for evaluation
- Quality of work – FfT based criteria
- Student progress
  - State Assessment
  - Benchmark assessments
  - Common assessments
  - Teacher-made assessments

Plan for gathering data
- Processes and procedures for gathering information about quality of work
  - Procedures for gathering information about student progress

End result
- Student learning
- Teacher rating
- Direction for professional growth
- Determination of employment
- Compensation
- Career ladder

Developed by Teaching Learning Solutions, Inc. FFT Rubrics-ASCD
Closure

• Questions?

• Post-it Note Reflection
  – Something I learned today...
  – I wonder...
Evidence-Based Observations
Training for Observers of Teachers

APPR Training Module 2

Dr. Marla Iverson
Dr. Marijo Pearson
Dr. Mike Doughty
Mr. Greg Macaluso
Day 2 Agenda

- Revisit our Working Agreement
- Objectives and Agenda Review
- Observation Skills
- Observing Practice – Baseline
- Debrief the Day
Our Working Agreement

• Be present: minds and hands all day
• Respect time boundaries
• Recognize the need for quiet while working
• Use electronics respectfully and appropriately when prompted
• Return to large group attention when signaled
Web of colors

What did you learn yesterday?

Evidence
Based
Observation
Clearing things up...

Addressing questions/issues from Day 1.
Parking Lot
Continuing where we left off...
Workshop Objectives
Days 1 & 2

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• Understand the nature of learning for students and educators.
• Understand how a common language creates and supports professionalism and a culture for learning.
• Understand the relationship between research and the rubric criteria.
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• Build a foundation for conducting observations
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• Collaborate with colleagues.
Reviewing the Levels of Performance

• Read the descriptors for Standard III, Element 5 of the rubric (page 17)
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Observing and Evaluating Practice

The dos and don’ts...
Teacher Evaluation – Purposes

• Quality Assurance
• Professional Learning – Improving teacher quality
Teacher Evaluation

• What’s wrong with teacher evaluation?
• Why hasn’t it traditionally resulted in professional growth?
• What conditions support professional growth?
Three “Gates” for Effective Teacher Evaluation

• Fairness
• Reliability
• Validity
Effective Teacher Evaluation - Research

Six Best Practices
1) Annual Processes
2) Clear, rigorous expectations
3) Multiple measures
4) Multiple ratings
5) Regular feedback
6) Significance

Video Observation
Middle School Math

• Watch the video and collect evidence
Evidence

• Evidence is a factual reporting of events.
  – It may include teacher and student actions and/or behaviors.
  – It may also include artifacts prepared by the teacher, students, or others.
  – It is not clouded with personal opinion or biases.
  – It is selected using professional judgment by the observer and / or the teacher.
Types of Observation Evidence

- **Verbatim scripting of teacher or student comments:**
  "Bring your white boards, markers and erasers to the carpet and sit on your square."

- **Non-evaluative statements of observed teacher or student behavior:**
  Teacher presented the content from the front of room.

- **Numeric information about time, student participation, resource use, etc.:**
  \[9:14 – 9:29\] Warm-up. 8 of 22 Ss finished at 9:20, sat still until 9:29

- **An observed aspect of the environment:**
  Desks were arranged in groups of four with room to walk between each group.
Evidence vs. Opinion...

Activity

- Read each statement. Decide – is it evidence or opinion?
- Discuss your answer with your elbow partner.
- If you agree that the statement is an opinion, reword the statement so that it is an evidence statement.
- When finished, determine the domain and standard for each statement.
- Be prepared to discuss some of the statements, or statements about which you have questions.
Revisit your notes from the Math video

• Based on the definition of “evidence,” how did you do?
• Discuss your notes with a partner.
What is Evidence? - Review

- Actions, by teacher or students
- Statements or questions, by teacher or students
- Observable features of the classroom
- Review the evidence collected previously – is it evidence? Or opinion?
Bias

Definition:
Attaching positive or negative meaning to elements in our environment based on personal or societal influences that shape our thinking.

A biased judgment is based on outside influences and is not necessarily related to a teacher’s effectiveness.

• Example: “Mrs. T does so much for the school, she is an excellent teacher.”

• The actual classroom evidence may not support the rating of the teacher as “excellent.”
Other Threats to Observer Accuracy

- Assessor bias
- Leniency
- Central Tendency
- “Halo” or “Horns” Effect
Understanding Your Own Bias
The Evidence Cycle

COLLECT DATA (Evidence)

SORT TO ALIGN WITH YOUR FRAMEWORK

Interpret: Clarify

Conclusions

Impact on learning... Support needed...

NO!
Observation Practice
Instruction

• Priorities of the rubrics
  – Cognitive Engagement
  – Constructivist Learning
  – 21st Century Skills

• Review:
  – What type of evidence must you collect to assess the priorities of the rubrics?
Video Observation
Middle School ELA

• Observe the video
• Record what you hear and see in the classroom to collect evidence of Instructional Practice.
• With a partner, sort your evidence so that it aligns with the appropriate criteria in your rubric for instruction
• Be prepared to share your evidence
Checking Evidence

• Use the self-check questions to review your evidence collection
  ✓ Have I recorded only facts?
  ✓ Is my evidence relevant to the criteria being examined?
  ✓ Whenever possible, have I quantified words such as few, some, and most?
  ✓ Have I used quotation marks when quoting a teacher or student?
  ✓ Does my selection or documentation of evidence indicate any personal or professional preferences?
  ✓ Have I included any opinion (in the guise of fact)?
Observing Practice

• With your partner, develop questions you have about the lesson you observed based on the evidence that you collected.
• Be prepared to share your questions.
A conversation about teaching...
Talk About Teaching

• Please count off 1-4 at your table.
• 1’s – “Promoting Professional Learning Through Conversation”
• 2’s – “Assumptions Underlying Professional Conversation and The Demands of Teaching”
• 3’s – “The Contextual Nature of Teaching”
• 4’s – “The Role of Feedback”
• All – “Summary”

In Your Group...

• Individually
  – Read the assigned text
  – Be prepared to share and overview of the text you read with the whole group

• Group discussion
  – Discuss the important concepts and ideas
  – How do the concepts and ideas in the text related to teacher observation, evaluation, and professional growth?
Team Time

• In your teams
  – Plan how you will take this information back to your site
  – How will you keep it fresh in your mind until we meet again?
  – What questions do you have?
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Evaluation