

SOUTH DAKOTA'S **TEACHER EFFECTIVENESS MODEL**

Using Multiple Measures to Determine and Differentiate Teacher Performance
Recommendations of the South Dakota Commission on Teaching and Learning

Brian Aust, Project Manager
East Dakota Educational Cooperative
brian.aust@edec.org
605.367.7680

SOUTH DAKOTA
TEACHER
EFFECTIVENESS
PILOT

CONTENT OVERVIEW

ABOUT

Background, purpose and overview

PRACTICE

Evaluating professional practice

GROWTH

Evaluating student growth

SUMMATIVE

Combining multiple measures

PILOTS

Putting recommendations to the test

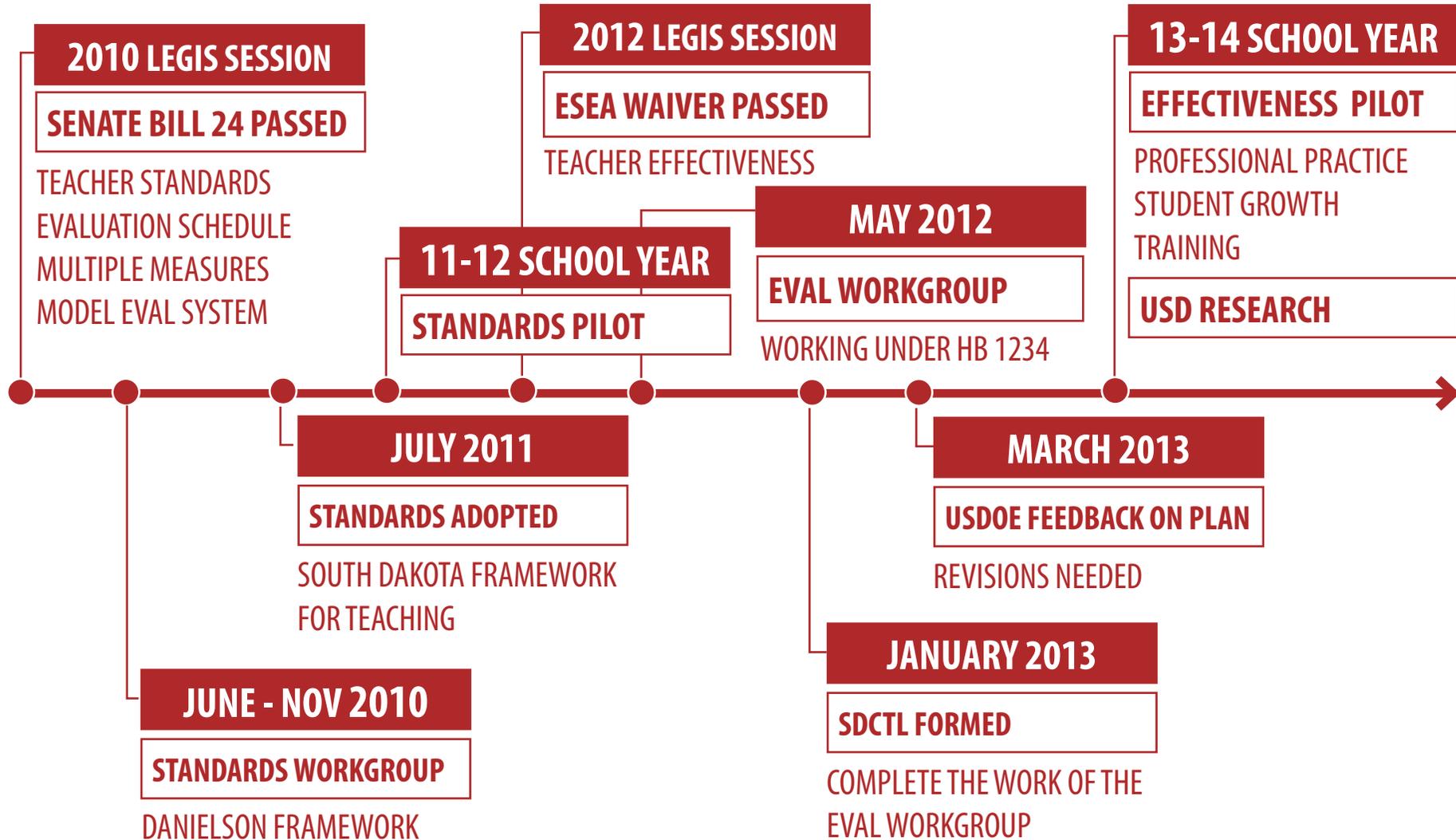
THE STAKEHOLDERS: INVESTED IN TEACHING AND LEARNING

Acknowledgements

The 2013-14 Teacher Effectiveness Pilot Project builds upon contributions made by state entities, education organizations, school districts, and educators.

- South Dakota Department of Education
- 2010 Teacher Standards Workgroup
- 2011-12 Teacher Standards Pilot Districts
- 2012 Teacher Evaluation Work Group
- South Dakota Commission on Teaching and Learning
- 2013-14 Teacher Effectiveness Pilot Schools
- University of South Dakota

THE PATH: EVALUATION REFORM TIME LINE



THE ASPIRATION: **IMPROVE INSTRUCTION AND STUDENT LEARNING**

PURPOSE: Evaluation and professional growth systems

Encourage meaningful, in-depth dialogue focused on improving instruction

Provide regular, timely, useful feedback that guides professional growth

Support a culture in which data drives instructional decisions

Establish clear expectations for teacher performance

Use multiple measures to meaningfully determine and differentiate teacher performance

Provide a fair, flexible, research-based model that informs personnel decisions

THE FLEXIBILITY: REQUIREMENTS VS. RECOMMENDATIONS

“South Dakota school districts have the option to implement evaluation and professional growth systems that differ from these recommendations, provided the district complies with state and federal requirements.”

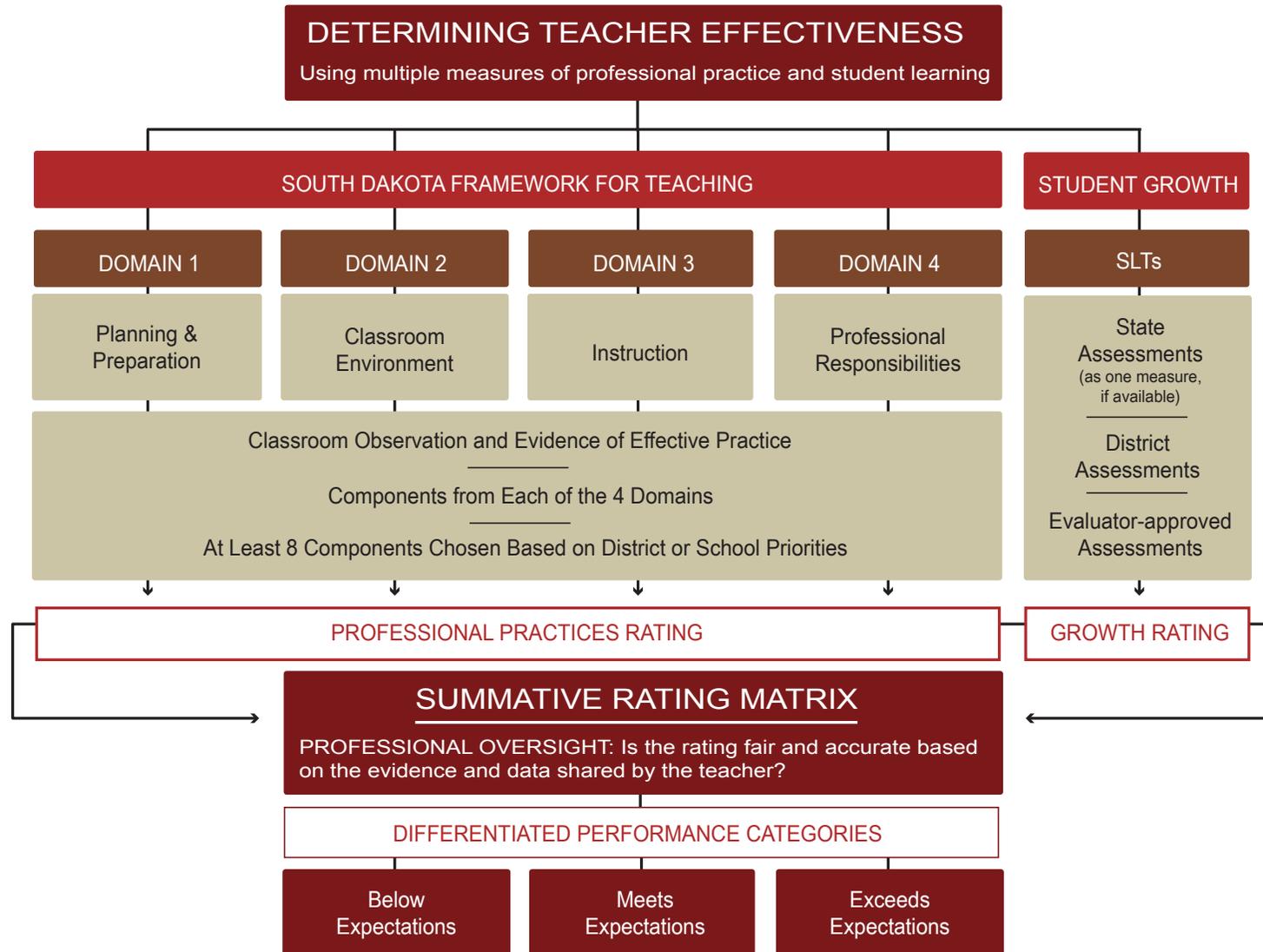
- South Dakota Teacher Effectiveness Handbook, Pilot Project Draft

THE BOTTOM LINE: STATE AND FEDERAL REQUIREMENTS

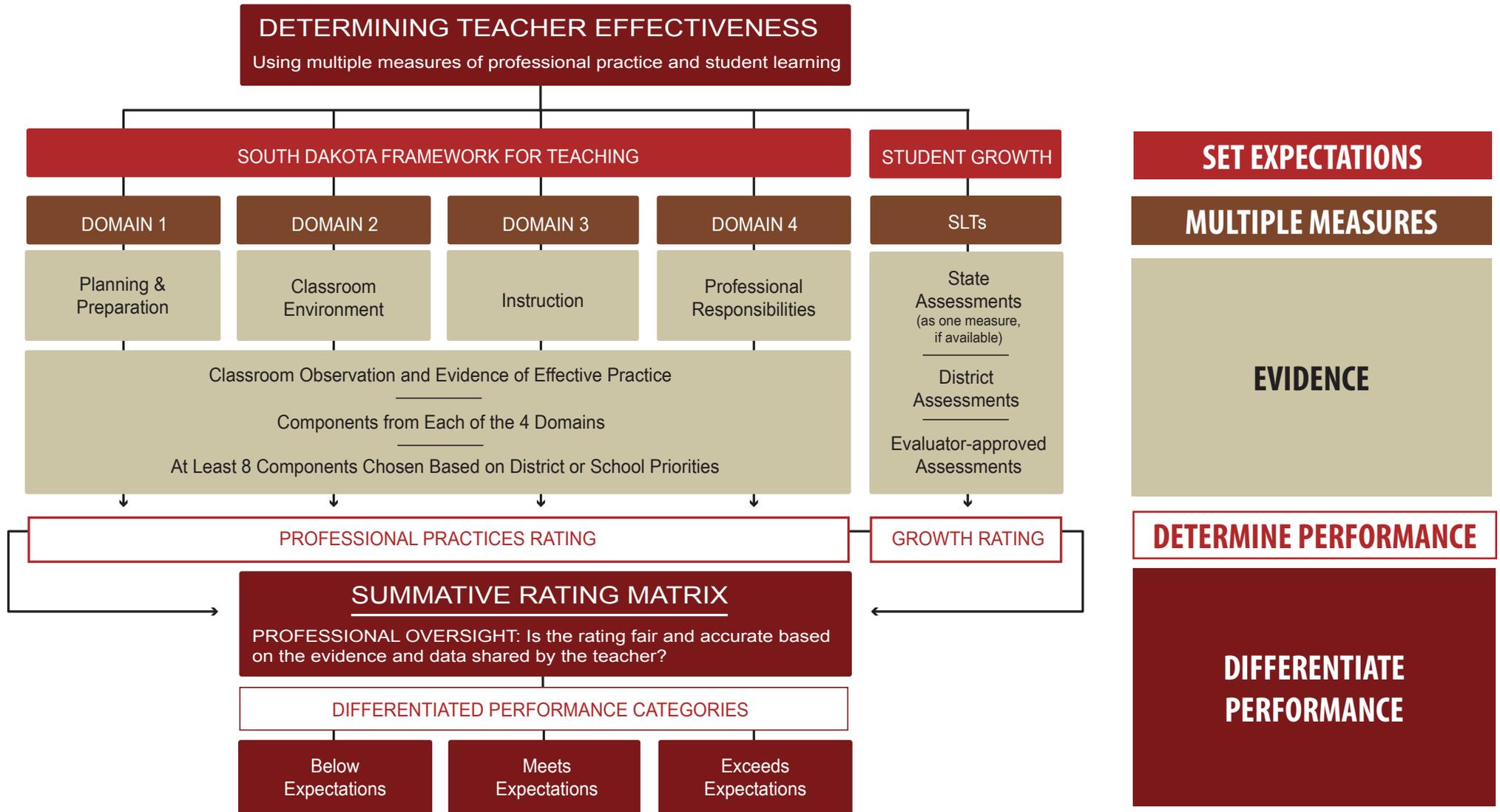
District Evaluation Systems Must:

- 1** **REGULARLY EVALUATE TEACHERS**
Probationary teachers every year; non-probationary teachers every other year
- 2** **BE BASED ON MULTIPLE MEASURES, INCLUDING STUDENT GROWTH**
Professional practice relative to state teaching standards; student growth one “significant factor”
- 3** **DETERMINE AND DIFFERENTIATE TEACHER PERFORMANCE**
Three performance categories: Below Expectations, Meets Expectations, Exceeds Expectations
- 4** **SERVE AS THE BASIS FOR PROFESSIONAL GROWTH OR IMPROVEMENT PLANS**
Growth plans for all teachers, improvement plans for those not meeting expectations

THE MODEL: RECOMMENDED TEACHER EFFECTIVENESS MODEL



THE MODEL: RECOMMENDED TEACHER EFFECTIVENESS MODEL



Evaluating Professional Practice

THE FOUNDATION OF SOUTH DAKOTA'S TEACHER EFFECTIVENESS MODEL

The South Dakota Framework for Teaching

A proven, comprehensive definition of effective teaching (Danielson Model).

Recommendation: 8 components, including 1 from each domain.

Domain 1

PLANNING AND PREPARATION

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

Domain 2

THE CLASSROOM ENVIRONMENT

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

Domain 4

PROFESSIONAL RESPONSIBILITIES

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

Domain 3

INSTRUCTION

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

FfT Evaluation Instrument: 2013 Edition

Recognizing the instructional implications of Common Core

Modifications made to: 1c, 1e, 1f, 2b, 3a, 3b, 3c, 3d

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Standards-based Evaluation Requirements

School districts have the freedom to examine and select components most critical to advancing district and school goals.

1

A MINIMUM OF FOUR COMPONENTS, AT LEAST ONE FROM EACH DOMAIN

District policy will determine practice and procedures

Framework for Specialists

Instructional specialists, library specialists, nurses, counselors, psychologists, therapists

Domain 1
PLANNING AND PREPARATION

Domain 4
PROFESSIONAL RESPONSIBILITIES

Domain 2
THE ENVIRONMENT

Domain 3
DELIVERY OF SERVICE



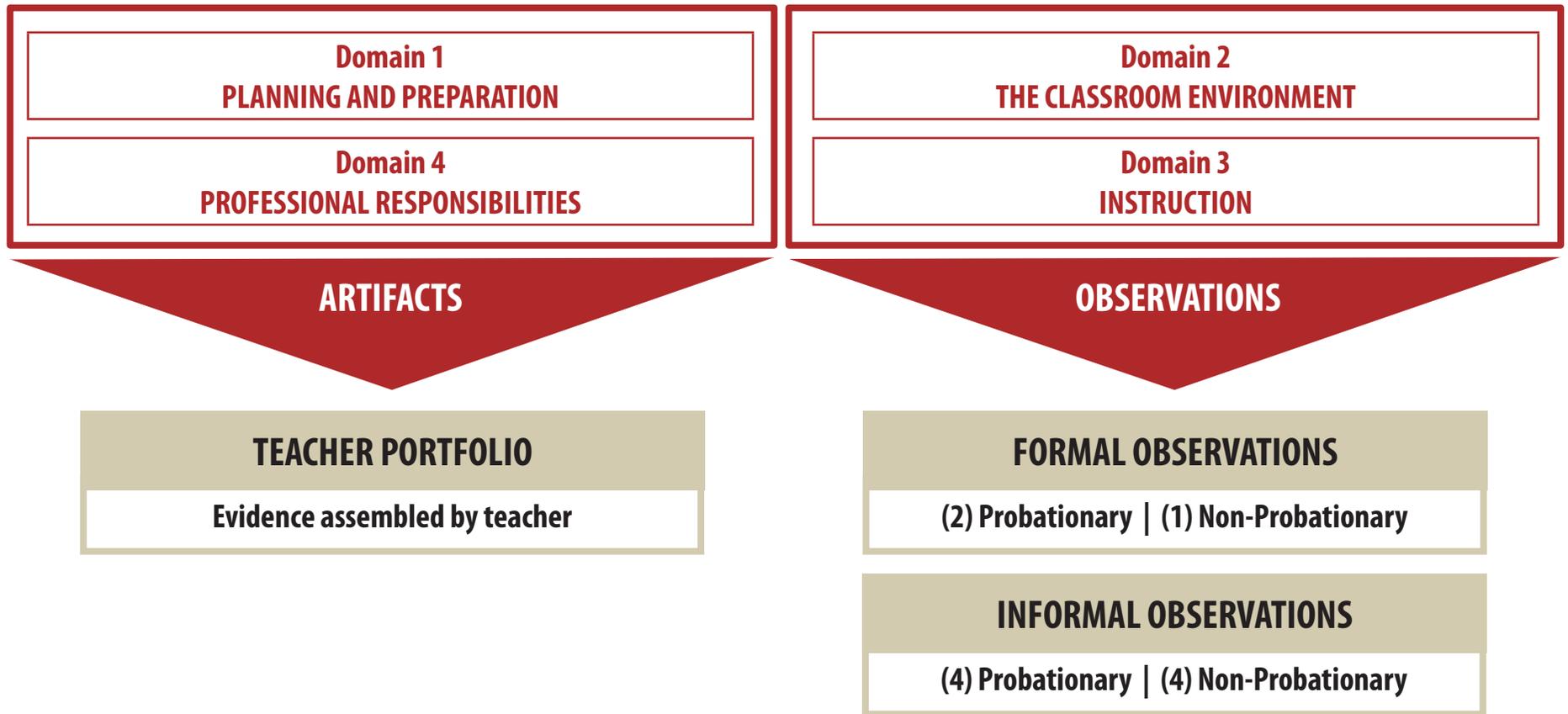
Who will be evaluated?

Districts will be required to report effectiveness ratings for “teachers.”

TEACHER: For reporting purposes, a teacher is an individual who provides instruction to Pre-Kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records.

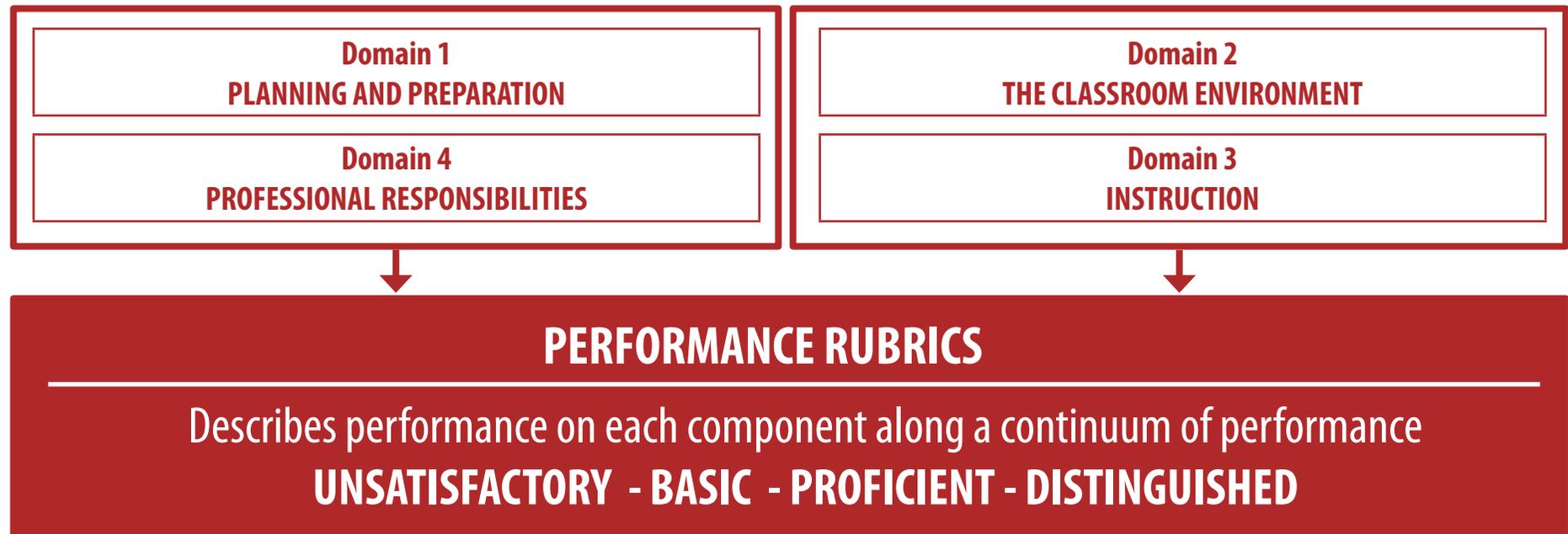
Evidence Sources: Observations & Artifacts

Collecting evidence of performance relative to teaching standards.



Rubric-based Evaluation

All supporting evidence is evaluated against clear, common rubrics.



The Professional Practice Rating

Determined by calculating average component-level performance

1

ASSIGN POINT VALUES TO COMPONENT-LEVEL PERFORMANCE

Distinguished = 4; Proficient = 3; Basic = 2; Unsatisfactory = 1

2

CALCULATE AN AVERAGE SCORE FOR ALL COMPONENTS EVALUATED

Total points divided by number of components evaluated; all components equally weighted

3

ASSIGN THE OVERALL PROFESSIONAL PRACTICE RATING

The average component-level score translates into one of four Professional Practice Ratings.

1.00 to 1.49

Unsatisfactory

1.50 to 2.49

Basic

2.50 to 3.49

Proficient

3.50 to 4.00

Distinguished

Teachscape: Training and Support

Web-based software to train teachers and administrators and manage workflow

Teachscape Focus

Teacher Training (20 hrs)

Evaluator Certification (30 hrs)

Video-rich

Teachscape Reflect

Evaluation Workflow Management

Framework for Teaching Rubrics

Artifact Storage

Professional Practice Rating Calculation



Where does training and certification take place?

How do you configure your work flow?

Evaluating Student Growth

INCORPORATING QUANTITATIVE MEASURES OF STUDENT LEARNING

Student growth as one measure

Student growth is a positive change in student achievement between two points in time, not a measure based on a single test given once a year.

1

STUDENT GROWTH MUST BE A “SIGNIFICANT FACTOR”

Our application for ESEA Flexibility requires all teacher evaluations to include student growth.

2

STATE ASSESSMENTS MUST BE USED AS ONE MEASURE IN CERTAIN CASES

In grades and subjects in which it is available, the state summative assessment must be used.

3

IF NO STATEWIDE ASSESSMENT IS AVAILABLE, OTHER QUANTITATIVE MEASURES ARE USED

Assessment should be relevant to teacher’s instructional practice.

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What are Student Learning Targets?

A teacher-driven goal or set of goals that establish expectations for student academic growth over a period of time.

A TEACHER-LED, COLLABORATIVE GOAL-SETTING PROCESS

Teachers take ownership in establishing student growth goals that are relevant to classroom instruction.

A FLEXIBLE FRAMEWORK TO INCORPORATE STUDENT GROWTH FOR ALL TEACHERS

All teachers participate in the goal-setting process, assessments and targets are variable. .

LINKED TO TEACHING BEST-PRACTICES

Many teachers already use similar processes to adjust instructional practice.

FOCUSED ON THE MOST IMPORTANT LEARNING THAT NEEDS TO OCCUR

SLTs are aligned to the most important learning standards [class, school or district priorities]

SLTs: Answering four big questions

Using Student Learning Targets to evaluate student growth.

-  **What do I want my students to be able to know and do?**
Setting priorities for learning; aligned to standards, goals and initiatives.
-  **Where are my students starting?**
Data-driven establishment of student starting points by which growth is measured.
-  **How will growth be measured?**
Select an available, credible, relevant assessment; or develop one.
-  **What are the implications of having to use a state assessment?**
Assessments are evolving, how will that impact evaluations of student growth?
-  **What can I expect my students to achieve?**
Setting rigorous, achievable growth targets that are backed by rationale.

What does an SLT look like?

An SLT is a written document that contains the following information:

1**THE STUDENT POPULATION**

Defines the number of students addressed, includes all students (less agreed upon accommodations).

2**LEARNING CONTENT**

The specific standard(s) being addressed, aligned to district and school priorities

3**EVIDENCE**

What specific assessment will be used? State assessment (if available), district or teacher assessment.

4**INTERVAL OF TIME**

The instructional period - a school year, semester, quarter - in which the content will be taught.

What does an SLT look like?

An SLT is a written document that contains the following information:

5

BASELINE

Students understanding of the learning content at the beginning of the instructional period.

6

TARGET(S)

Identifies the expected student growth during the instructional period

7

RATIONALE

Ties all elements together in a statement supporting student progress and future growth.

The Student Growth Rating

One of three ratings determined by the percentage of goal attainment.

LOW

Less than 65% attained

EXPECTED

65% to 85% attained

HIGH

86% to 100% attained

Training and Support

Additional guidance and training is planned to support the pilot of SLTs.

Guidance

SLT Guidebook

Training

Training for School/District Teams

SLT Development

Integrated with Principal Evaluation

Integrated with Common Core Training

Integrated with Data Systems Training

Summative Teacher Effectiveness Ratings

COMBINING PROFESSIONAL PRACTICE AND STUDENT GROWTH INTO ONE RATING

Teacher Effectiveness Rating Requirements

The ESEA Waiver requires South Dakota to report data on teacher effectiveness beginning in the 2014-15 school year.

1**MUST DIFFERENTIATE PERFORMANCE IN 3 CATEGORIES**

Below Expectations, Meets Expectations, Exceeds Expectations

2**MUST BE REPORTED TO THE STATE**

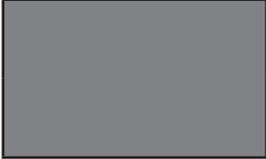
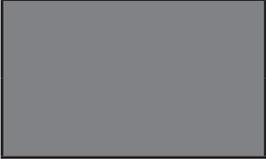
Likely using the Personnel Record Form database.

Summative Rating Matrix

Used as a guide, with opportunities to exercise professional judgement

SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH				
	EXPECTED				
	LOW				

SUMMATIVE TEACHER EFFECTIVENESS RATING CATEGORIES

BELOW EXPECTATIONS MEETS EXPECTATIONS EXCEEDS EXPECTATIONS

JUDGMENT

 RATING SUBJECT TO REVIEW

Teacher Effectiveness Pilot Project

A research-backed effort to assess the Teacher Effectiveness Model

Research effort led by USD

A thorough assessment of the model, what works and what doesn't.

1

ASSESS: RECOMMENDED PROCEDURES AND TRAINING PROGRAMS

Surveys and focus groups answer: "Does this work, was the training helpful, what can be improved?"

2

IDENTIFY: EVALUATION BEST PRACTICES, WITH AN EMPHASIS ON STUDENT GROWTH

Surveys and focus groups answer: "Are SLTs practical, how did we implement it, what can be improved?"

3

INFORM: CHANGES PRIOR TO STATEWIDE IMPLEMENTATION

Results used to make changes and identify additional support needed prior to statewide implementation

Pilot Schools

20 schools (not districts) will be part of the research effort.

DIFFERENT SCHOOL SIZES

Elementary, Middle and High Schools that are part of small, mid-size and large districts

GEOGRAPHIC LOCATION

At least five will be located West river.

SCHOOL ADMINISTRATION STRUCTURES

At least one will have a combined superintendent-principal

VARYING LEVELS OF EXPERIENCE WITH THE FRAMEWORK FOR TEACHING

Some schools are heavily invested, some are just starting, some haven't started at all.

Scale-Up Schools

An additional 55 schools that are building district-level capacity

WILL NOT PARTICIPATE IN THE RESEARCH EFFORT

Greater freedom to experiment with alternative practices and procedures.

WILL RECEIVE TRAINING, SUPPORT AND COACHING

At the district-level, not at the school level.

State Support for Pilots

School districts receive guidance, tools, training and coaching

STIPENDS TO ATTEND TRAINING EVENTS

Two training events, 3 total training days, \$125 per-day stipend; up to 3 people per school

TEACHSCAPE FOCUS

In-depth training on the Framework for Teaching for teachers and evaluators

TEACHSCAPE REFLECT

Workflow management tool.

ONGOING COACHING, TRAINING AND SUPPORT

2 days for each Pilot School, up to 2 district-level days for each district with a Scale-Up school.

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