Can’t See the Forest for the Trees?

GROWTH-ORIENTED TEACHER SUPERVISION

Dr. Lisa Andrejko
April 11, 2017
Eleven years as a public school superintendent, now retired; Former assistant superintendent, middle school principal, K-12 Director of Technology, teacher

Lehigh University Dissertation of the Year on Growth Oriented Teacher Supervision; Adjunct Professor Teacher Supervision at Lehigh

2013 eSchool News Tech Savvy Superintendent Award; Top 40 Innovators in Education, Center for Digital Leadership

EdD Ed Leadership, MS Communications & Technology, Secondary Ed, Instructional Technology Certificate, BS Music
Today we’ll talk about

- Teacher Supervision Models and Current Practice
- Growth-Oriented Frameworks
- Teacher Evaluation & Support: What are multiple measures?
- Collecting Data Electronically and Using It!
- Collaborative, Reflective Supervision Informs PD
Every Student Succeeds Act 2015 - ESSA

States no longer are required to follow the Race to the Top waiver rules for teacher evaluation.

If you could make recommendations to the state department of education to simplify the current teacher evaluation system...

- What should the system encompass?
- What would you retain from Race to the Top?
- What would you dismiss?
IN MEMORY OF
Dr. Stephen R. Covey
1932–2012

"We lost a dear friend today. Stephen was one of the world’s great human beings. His impact is incalculable and his influence will continue to inspire generations to come."

Bob Whitman,
Chairman & CEO, FranklinCovey Co.

Begin with the end in mind.
What is YOUR end?

- Compliance?
- Management?
- Transactional or Transformational Leadership?
- Improved Teaching & Learning?
- Changing Behavior?
Supervision Models, Current Practice
Teacher Supervision Continuum

No Supervision

Differentiated Supervision

“Common Law”

Clinical Observation

Peer Observation

Self-Assessment

Portfolios

Reflection

Effectiveness Rubrics/Frameworks

Differentiated Supervision
Terms

- Supervision vs. Evaluation
- Clinical Process (“old school” pre, post)
- Observation, Scripting: Mirror or Red Pencil?
- Walkthroughs, other data points
- Self Evaluation from robust data
- Link to Professional Development
Teacher Effectiveness Models

Support teacher performance with evaluations based on research and focused on growth.
“The top performing school systems recognize that the only way to improve outcomes is to improve instruction...”

How the World’s Best-Performing School Systems Come Out on Top
McKinsey & Company, September, 2009
How do you improve Instructional Quality?
Make talent development a priority

Define
Adopt and emphasize research-based models of professional practice

Align
Align practices to formative performance rubrics

Support
Support practice with a meaningful and manageable process
“There are only two ways to improve any school: hire better teachers or improve the ones who are already there.”

Dr. Todd Whitaker
Professor of Education Leadership
Indiana State University
Adopt Models of Professional Practice

Leadership Planning Framework

- Day to day operation of the school
- Focus on the right work – the core business of school and schooling
- Effectively lead and manage change associated with right work
- Improve school outcomes, improve instructional quality and increase student achievement through strong communities of practice
Meaningful and manageable

It is often argued that “Greater precision with teacher evaluations often begets greater *complexity*—the MET report’s calls for multiple measures, multiple observations, multiple raters, and extensive training on evaluation frameworks containing dozens of elements.”

Mike Schmoker notes, there’s no solid evidence that “*complex, bloated*” (para. 1) evaluation systems make schools perform better, especially if they become so “confusing and time-consuming” that they fail to deliver clear feedback or support professional growth conversations.

Teacher Evaluation & Support:

What are “Multiple Measures?”
Teacher Effectiveness Systems

Observation/Evidence, 50%

- Planning and preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Building Level Data, 15%
- State Testing
- Student Achievement
- Graduation Rate
- Promotion Rate
- Attendance Rate
- AP Course Preparation
- SAT/PSAT

Teacher Specific Data, 15%
- Student Achievement
- Growth
- IEP Growth
- Locally Developed District Rubrics

Elective Data, 20%
- District Designed Measures and Examinations
- Nationally Recognized Standardized tests
- Industry Certification Examinations
- Student Projects Pursuant to Local Requirements

Elective Data/SLOs
- District Designed Measures and Examinations
- Nationally Recognized Standardized tests
- Industry Certification Examinations
- Student Projects Pursuant to Local Requirements
Student success

Exemplary or accomplished teaching

Supervision
Multiple sources of evidence
Observation
Student growth
Student voice
Self-evaluation

Professional growth
Professional growth plan
New learning
Change in practice
Guiding questions

Evaluation
Domain rating
State achievement data
Local achievement data
Summative rating
Overall calculation

Exemplary or accomplished teaching
Model Supervision Plan

Highlights

- Driven by reflection/self-assessment
- Use of Technology for portfolio curation and collaborative discussion
- Rubric with CORE Standards as guide
- Utilizes multiple sources of data, including walk-throughs, audits, student data
- Incorporates personal learning
- Incorporates goal setting
- Student Learning Objectives (SLOs)
- Discussion of effectiveness
Multiple Measures

Student Outcomes

Teacher Outcomes

Proficient or Distinguished Performance

Administrative Response
- Observations, Walk Throughs
- Student Achievement Data
- Professional Learning Community
- Student Interview

Multiple Sources of Data
- Self Evaluation Response
- Audits, Artifacts, Portfolios
Do the pieces of your current system add value?

- Tagging evidence to components
- Observing the “rubric”
- Student data reporting
- “Collecting” teacher performance data
If 95% or more of teachers are effective, is the current system designed for growth or compliance? What is the difference?

How can you use rubrics and frameworks in a more effective manner to facilitate changes in teaching and learning?

How can self-evaluation be integrated?

How can rubrics and frameworks be used in peer collaboration?

Where do growth plans fit?
Collecting Data Electronically and Using It!
## Supporting Documentation

### Teacher Provided Evidence:

- [ ] Standards, Learning Targets posted or discussed
- [ ] Lesson Planning Documents, Unit Plans
- [ ] Student Assessments
- [ ] Student Assessment Data
- [ ] Communications to Student and Parent
- [ ] Student/Parent Feedback
- [ ] MyLearningPlan link
- [ ] Conferences
- [ ] Use of Technology
- [ ] Behavior Plans, Class Rules
- [ ] Professional Learning Community Discussions
- [ ] Other

Teachers MAY CHOOSE to upload lesson or unit plans, examples of student work, student achievement data reports, etc. to verify their self-assessment of their proficiency level. Upload is NOT REQUIRED for every piece of evidence. This checklist is a reminder of the data sources available. Please limit uploads.
1. **CORE COMPONENT REFLECTION**

In assessing your proficiency level, what actions or qualities in your practice of this component differentiate between Needs Improvement, Proficient and Distinguished?

OPTIONAL: Evidence to support your self-assessment can be uploaded at the end of this section.

---

1a. **CORE COMPONENT SUPERVISOR RESPONSE**

- Teacher provided evidence supports teacher self-assessment
- Supervisor evidence supports teacher self-assessment
- Supervisor agrees with teacher self-assessment
- Supervisor disagrees with teacher self-assessment (comment needed below)
- Teacher provided evidence does not support teacher self-assessment
- Supervisor evidence does not support teacher self-assessment

---

1a. Supervisor Comment:
Self-Assessment

Supervisor Provided Evidence:

- Student Assessment Data
- Student/Parent Feedback
- Professional Learning Community Discussions
- Classroom Walk-throughs, Observations
- Instruction Audit Feedback
- Student Achievement Goal
- Professional Learning Goal
- Grade Distribution Reports
- Other

Upload Evidence:

Provide a description of the evidence you have uploaded, which CORE Component(s), and why it represents basic, proficient, or distinguished performance.
Data Gathering

- Anecdotal Information
- Formal Observation
- HR Anecdotal Information
- PDE Formal Observation
- PDE Formal Observation Rubric Feedback
- PDE Post-Teaching Reflection and Summary
- Peer Observation
- Planning & Instruction Audit
- Secondary Curriculum/Instruction Audit
- Upload
Data Gathering

Elementary Walk-Through Observation Form

It is not the expectation that every aspect of the checklist will be observable during each lesson.

Date: 

SUBJECT: 

Domain 1: PLANNING AND PREPARATION

- Lesson objectives match standards (4)
- Extensive knowledge of content and pedagogy is evident (4)
- Pacing is appropriate to developmental needs of students (3)
- Activities and content appear relevant (3)
- Activities and content appear rigorous (3)
- Opportunities for students to use higher order thinking skills (3)
- Technology enhances learning (3)
- Lesson is properly aligned with the QCSS/Standards curriculum (3)
- Engagement strategies listed (3)
- Student data was used to drive instruction (3)
- Takes into account diversity (3)

Domain 2: IMPLEMENTATION

- Student engagement (4)
- Student participation (4)
- Instructional strategies used (4)
- Classroom climate and behavior (4)

Domain 3: ASSESSMENT

- Evidence of formative assessment (4)
- Evidence of formative assessment during instructional decisions (4)

Instructional Decision Points: What instructional practices is the teacher using to ensure the learning of the objectives?

- The lesson objective/learning target evident (what the students should know and be able to do by the end of the lesson, unit)
- Instructional best practices evident (3)
- Collaborative adult practices evident (3)
- Differentiation practices evident, student needs met (3)
- Activities and content appropriate rigor (3)
- Activities and content evidence relevance (3)
- Students were engaged (3)
- Technology used to enhance student learning (3)
- Models of academic work, norms, standards, and other tools used to shape student work evident (3)
- Student assessment is designed and co-constructed with students (3)

Classroom Climate Decision: Are there any noticeable safety or health issues that need to be addressed? Is there a culture of respect and rapport?

- A positive, respectful relationship between teacher and students is evident (3)
- Maintains a safe learning environment that validates all student learning needs evident (3)
- Evidence of high expectations held by students and teacher (3)
- Evidence of a positive environment that welcomed and celebrated diverse backgrounds and perspectives (3)
Data Gathering

Teachers collect classroom instructional artifacts for one week. These artifacts may include: worksheets, handouts, formative assessments, exams, rubrics, homework assignments, class notes, letters to students or parents, other communications, examples of student work, copies of lesson plans, etc. It will assist with reflection of teaching practice, professional development needs, as well as provide direction for collaboration.

The principal reviews the artifacts checking for the following:

- Is the appropriate curriculum being taught?
- Are curriculum standards being taught? Are standards indicated in lesson plans, Student handouts, worksheets, rubrics, etc.?
- Are the students at an appropriate pace? Is an appropriate amount of work required for one week?
- Is there evidence of differentiated methods of instruction such as cooperative activities, graphic organizers, and student-directed activities?
- Is there evidence of differentiated assessment activities such as the use of rubrics, performance based assessments, adaptations, enrichment activities, authentic assessments, multiple assessment methods, and portfolios?
- Is student work or requirements at higher levels of thinking? Are there open-ended assignments?
- Are appropriate literacy strategies (KWL, mapping, graphic organizers, journals, written responses, domain scoring, etc.) being used in all content areas?
- Do students have multiple and varied opportunities to demonstrate what they know?
- Do students have extended time to complete assignments as opposed to failure?
- Are there student-directed, experiential learning activities?
- Is there evidence of curriculum integration?
- Is there coordination between departments for consistent expectations?
- Are there appropriate communications to and from parents?
Data Gathering

Anecdotal Information

This form is to be used to add information to an employee’s portfolio for multiple purposes such as commendations, recommendations, or other information that contributes to overall data for the employee.

Date

Supervisor Comments

Conference requested by the Supervisor

Conference requested by the Teacher

Teacher Comments:

Task Attachment

Attach a File to This Form

Choose file Delete

If the attachment will not upload properly, click here to try the alternate version.

☐ I am Attaching this file in lieu of completing the required fields above.
Self-Assessment

https://www.kaltura.com/index.php/extwidget/preview/partner_id/1702361/uiconf_id/29215882/entry_id/0_0lz8ofm8/embed/legacy?
Section 2 - Building Level Data

Enter a building level SPP score.

If a building level SPP score is not available, enter the Teacher Observation & Practice Rating as calculated above.

If you wish to enter scores for multiple buildings, LEAVE BLANK and move to the fields below.

If the employee is in multiple buildings and you have multiple SPP scores, use the fields below!

For teachers with multiple SPP Scores from multiple buildings.

Enter the building name, percentage assigned to each building (Must add to 100%) and the SPP Score for that building.

Building One Name:

Building One % Assigned:

Do not type a % sign - enter value as a whole number.

Building One SPP Score:

Building Two Name:

Building Two % Assigned:
Evidence, Artifacts...What Data?

Stop and think...begin with the end in mind!

- What data support evaluation?
- Do the “formative data” inform the summative rating or final evaluation?
- Is evaluation a process or a product?
Collaborative, Reflective Supervision Informs Professional Development
Your Supervision Plan

Supervision

Student Outcome

Professional Development

Evaluation
Data Informed Plan

Domain 1 - Planning & Preparation - Component 1a: Demonstrating Knowledge of Content and Pedagogy

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 Assessment

Data Informed Professional Learning
Lemons to Lemonade

States continue to have student testing as a federal requirement. However, just merely reporting student data by teacher or building is compliance, not leadership.

- How would you like to see student data used as part of teacher evaluation?
- Which data are important?
- How can leaders use student data effectively with teachers?
- How is student data best used for teacher reflection?
- Can student data change adult behavior and improve teaching and learning?
The right side of the pie...results...are for reflection.

**Building Level Data**
- State Testing
- Student Achievement
- Growth
- Graduation Rate
- Promotion Rate
- Attendance Rate
- AP Course Preparation
- SAT/PSAT

**Teacher Specific Data**
- Student Achievement
- Growth
- IEP Growth
- Locally Developed District Rubrics

**Elective Data/SLOs**
- District Designed Measures and Examinations
- Nationally Recognized Standardized Tests
- Industry Certification Examinations
- Student Projects Pursuant to Local Requirements

Lemons to Lemonade

The left side of the pie changes behavior.

**Observation/Evidence**
- Framework Domains
  1. Planning and preparation
  2. Classroom Environment
  3. Instruction
  4. Professional Responsibilities
Is supervision done “to” employees or “with” them?

- Can the technology enlist the employee as an active participant?
- Can technology allow for interactive participation between supervisor and employee with success in performance and attainment of goals as the final product?
Change the Conversation

Encourage schools to grow collaboratively.
Making a difference requires doing what matters most!
Can’t See the Forest for the Trees?

GROWTH-ORIENTED TEACHER SUPERVISION

Dr. Lisa Andrejko
Lisa.Andrejko@PeopleAdmin.com