EVERY CHILD

PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

CKEC ISLN
Instructional Support
Leadership Network
November 2013

ckec
central kentucky
educational cooperative

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CKEC ISLN November 21st, 2013 Agenda

How prepared is your district for writing and using student growth goals?

Relating NGSS science standards to the Framework for Teaching

       Concurrent Sessions:

       Moving NGSS to Instruction – Terry Rhodes

       Self-Reflection and Professional Growth – Becky Woosley & Kelly Philbeck

       Mid-year Reviews and PPGES timelines – Debbie Waggoner & Mike Cassady

Immersion Reflection Questions

Planning for Full-Scale Implementation

Today's materials can be accessed at:
http://www.debbiewaggoner.com/nov-2013-isln.html

Join our backchannel today at: www.todaysmeet.com/CKECISLN

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How Prepared Is the District to Support Student Growth?

School/District _____

What processes and structures are in place to facilitate teachers identifying enduring skills?	What structures are in place to allow teachers to analyze existing assessments or create items that assess enduring skills?	What assessments (sources of evidence) are teachers using now? (per grade level / per content area)	Which sources of evidence (classroom/common assessments) provide pre-, mid-course, and post- data during the school year/course?	What district guidance will establish comparable ways to determine the baseline data?

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Before the Goal:

Building the Foundation for a **Meaningful** Student Growth Goal-Setting Process & **Quality** Student Growth Goals

Step 1 of the Student Growth Goal-Setting Process : Identifying Need

An Enduring Skill/concept:
An **Enduring Skill/concept** beyond a single
ENDURES
- test date, in other is of value in other disciplines, for the next
- is necessary for the next level of instruction.
- level of instruction.

START HERE ⬆

Know the expectation of MY content area standards.

⬆

Identify the **ENDURING** skills/concepts within the grade-level standards.

⬆

Identify what proficiency looks like for these enduring skills/concepts.

➡

Identify the common/classroom assessments that are in place or need to be created that allow students to demonstrate where they are in demonstrating proficiency around these enduring skills.

Teachers would typically spend the first 6-8 weeks of school getting to know students' abilities, formatively assessing students' level of proficiency and targeting a priority area of need for the goal.

⬇

Target MY students' **PRIORITY NEED(s)** in order to focus my student growth goal. Base need(s) on the formative assessment data.

The priority need should be an **ENDURING** skill.

⬇

Pull together data from multiple sources of evidence into a single score to establish **BASELINE** for the student growth goal.

Step 2 : Write the Student Growth Goal

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Mrs. Williams' Class

Students in Mrs. Williams' class studied atmospheric pressure. She taught the essential concepts through a combination of lecture, streaming video, textbook lessons and classroom discussions. Quiz results from the day prior to the lesson showed most students have retained the concepts and are ready to apply them to a hands-on activity.

At the beginning of the lesson the class reviewed the learning target: "Students will show how the force of atmospheric pressure can defeat gravity." To meet the learning target, students were placed in groups, with necessary materials at their tables, and assigned the following task:

1. *Fill cup ¾ full of water*
2. *Place DRY card over the top of the cup*
3. *Use your hand (make sure it's dry) to hold the card tightly in position and invert the cup over your larger container (or sink)*
4. *Slowly remove the hand holding the card*
Each Group will work together to chart the following:
5. *Draw a 'force-diagram' showing the forces at work in this demonstration when the cup is upside-down. (Hint: air pressure v. gravity) Are the forces balanced or unbalanced?*
6. *Why doesn't this 'trick' work if the 'seal' between the card and the cup is broken, thinking about what happens to the surrounding air pressure when outside air gets into the cup?*

As the students worked, Mrs. Williams redirected minor off-task behavior, showed enthusiasm for the activity, and asked questions to encourage students to refine their explanations. She directed groups to make corrections, if needed.

Once students were finished, their posters were displayed for a gallery walk. During the walk, students were asked to note differences and similarities in the work, in preparation for a whole group discussion. Finally, Mrs. Williams synthesized the statements of the group to describe how atmospheric pressure defeated gravity in the given situation.

At the conclusion of the lesson, Mrs. Williams asked students to complete the following statement independently: The force of atmospheric pressure can defeat gravity because....

Based on their responses, she will decide how to proceed.

Mr. DeLong's Class

With evidence of students' understanding of properties of matter, specifically air (gas), Mr. DeLong's class is ready to explore how atmospheric pressure interacts with objects on earth.

Two days before the following lesson, Mr. DeLong administered an assessment probe, assessing students' current understanding of atmospheric pressure. The probe asks students the inquiry question, "Why does the card stay on the inverted cup and the water not come out?" The probe offered 5 choices--3 are common misconceptions students have when answering the inquiry question, and the other 2 choices are the best answers. Based on student results, the following experience was planned for students:

Mr. DeLong points students to a counter of materials. Using a pre-determined protocol for collecting materials, students are asked to retrieve materials from the table and spend time exploring.

After students have had time to investigate independently, the teacher brings everyone together and asks students to share out what they tried during their independent time. After students share, Mr. DeLong asks, holding up a picture of a cup full of water inverted with an index card stuck on the bottom, "Did anyone try this?" Mr. DeLong lets students react to the picture and ask questions, ultimately focusing on the question, "Why does the card stay on the inverted cup and the water not come out?"

Mr. DeLong instructs students to spend more time with the materials and answer the inquiry question. The teacher circulates around the students, asking clarifying questions and lets students ask questions of one another and of the teacher. The teacher is encouraging students to just "try it"—see what happens with different materials from the counter, instructing students to document everything they try and observe in their digital science journals.

Once students have spent time working, students share their observations with others in the room using the "Give one-Get one" strategy. Back at their seats, they construct a visual model of at least one observation they made or one gathered from another student.

Mr. DeLong asks students to write a preliminary claim, answering the inquiry question, "Why does the card stay on the inverted cup and the water not come out?" Students scan the evidence and observations gathered during the inquiry exercise and choose the evidence to support the claim.

After students complete the inquiry exercise, the teacher asks students to decide if their claim is supported by other credible sources. Within cooperative groups, students divide out the research options—web-based articles (2 sites are pre-selected by teacher & at least 2 more may be chosen by student), 2 leveled scientific texts provided by teacher, and 1 Youtube video. Using a shared Google doc, students upload the main idea and supporting details of the information they researched. This file is accessible via the classroom's website. Once research is gathered, students debrief their "findings" using the "Get the Gist" method, ensuring each group member is clear on the content from the research. Students reflect back on their claims, adjust the preliminary claim/evidence if needed (re-do the exercise, ask more questions, etc.), and attach appropriate evidence. Once

students have written a scientifically sound claim and evidence, they use the rubric for writing an effective claim with evidence to ensure the thoroughness of their writing.

As an exit slip, Mr. DeLong distributes students' original responses from the first assessment probe, and ask students to make adjustments to their early thinking.

An option--Students formulate their own investigable question and are provided time to explore... This is where math can be integrated (making graphs, etc.).

3B - Questioning and Discussion Techniques	
• Quality of Questions • Discussion Techniques • Student Participation	Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage student to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves. Not all questions must be at high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student's questions and discussion in their small groups may be considered part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

Ineffective	Developing	Accomplished	Exemplary
• Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	• **Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.** • **Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.** • **Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.**	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.

	Unsatisfactory	Basic	Accomplished	Distinguished
Critical Attributes	• Questions are rapid-fire, and convergent with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few Students dominate the discussion.	• Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a few actually participate in the discussion.	• Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • The teacher effectively builds on student responses to questions. • Discussions enable students to talk to one another without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion.	In addition to the characteristics of "accomplished": • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
Possible Examples	• All questions are of the "recitation" type such as "What is 3 x 4?" • The teacher asks a questions for which the answer is on the board; students respond by reading it. • The teacher calls only upon students who have their hands up.	• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but only the usual three students offer comments. • The teacher asks: "Michael can you comment on Mary's idea?" but Michael does not respond or makes a comment directly to the teacher.	• The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as "What are some things you might contribute to . . .?" • The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.	• A student asks, "How many ways are there to get this answer?" • A student says to a classmate: "I don't think I agree with you on this, because . . ." • A student asks of other students: "Does anyone have another idea how we might figure this out?" • A student asks, "What if . . .?"

3C - Engaging Students in Learning

- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they "on task." The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don't typically consume the entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson it is essential no only to watch the teacher but also pay close attention to the students and what they are saying and doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

	Ineffective	Developing	Accomplished	Exemplary
	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• **The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.** • **The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.**	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks require only	• Some students are intellectually engaged in the lesson.	• Most students are intellectually engaged in the lesson. • Learning tasks have multiple	In addition to the characteristics of "accomplished": • Virtually all students are highly

Domain 3: Instruction

Critical Attributes (cont.)	• recall or have a single correct response or method. • The materials used ask students to perform only rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or students. • The lesson drags or is rushed.	• Learning tasks are a mix of those requiring thinking and recall. • Students are in large part passively engaged with the content, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. • The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others.	• correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.	• engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to materials being used. • Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.
Possible Examples	• Students are able to fill out the worksheet without fully understanding what it's asking them to do. • The lesson drags or feels rushed. • Students complete "busy work" activities.	• Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle and end to the lesson. • Parts of the lesson have a suitable pace: other parts drag or feel rushed.	• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, and then to report out from each table. • There is a clear beginning, middle and end to the lesson. • The lesson neither rushes or drags.	• Students are asked to write an essay "in the spirit of Hemmingway." • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

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The distinction between Performance Expectations and daily student learning targets:

Performance Expectations in the KCAS for science are written as statements describing student performances that can be assessed. The KCAS Performance Expectations are extremely broad goals and represent true standards to be achieved. This contrasts with the smaller more focused nature of student learning targets. Learning targets are statements of intended student learning and they are divided into small manageable segments for the purpose of planning instruction. Learning targets describe what students need to know or be able to do, and many individual learning targets might contribute to the attainment of a single performance expectation.

For example consider this performance expectation from the Kindergarten standards: *"Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull."*

Clearly this very broad statement requires students to learn several different skills and concepts to successfully demonstrate the performance expectation. A kindergarten student cannot simply add the words "I CAN" to this statement and turn it into a student friendly, understandable daily learning target.

Kindergarten students attempting to meet this standard would need to know certain things, be able to reason/think critically, and exhibit a number of important skills including:
- draw conclusions from data/results that are gathered (i.e., analyze data)
- know what 'data' is
- <operationally> define what speed is and how to measure it
- <operationally> define what direction is and how to describe it
- describe how pushes are different from pulls
- be able to 'design a solution'

Learning Targets are any achievement expectation we have for students on the path toward mastery of a standard. They clearly state what we want the students to learn and should be understood by teachers and students. It is only when the students internalize the learning target that it begins to have meaning for them. This requires, then, the language of the statement to be clear to students—which is why 'student friendly' targets need to be developed classroom by classroom. When a statement is clear to particular, individual students, the learning target becomes a true statement of what a student thinks "I CAN" do.

Teachers working with their students to create student friendly learning targets ("I CAN") begin with discreet, manageable statements of learning, then assist the students in revising it, when necessary, so that it is very clear to students—thus, the 'student friendly' aspect of learning targets. For example one such target that might reasonably be written initially *by the teacher* to help students meet the standard above would be:

"I CAN measure the speed of an object." A teacher sharing this target with kindergarten students might realize that some are unclear about the words 'measure' or 'object' initially, so the target may be further translated to something like "I can count how many claps/seconds/beats (if using non-standard units of measure) it takes for a marble to roll to a certain mark". Hopefully, this makes it clear to the students exactly what they have to do to achieve this target—while maintaining the intent of the initial target. Ideally, the students would then be allowed to track their own progress toward successfully performing this skill. As scientific vocabulary is acquired and science skills such as measurement are developed, the target at the end of the unit, year, etc. might become that original statement: I can measure the speed of an object.

An example of learning targets derived from a single high school Performance Expectation from the Science KCAS

-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. [Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).]

Based on the above Performance Expectation, the following would be some fundamental learning targets that students would be required to meet in order to then successfully meet this high level performance expectation:

Targets relating to Science and Engineering Practices within the PE (blue foundation box)-

- Locate sources of scientific information related to plate tectonics.

- Determine if a source of scientific information is credible and valid

- Evaluate suitability of evidence for supporting my assertion

- Communicate my explanation of the ages of crustal rocks in a format appropriate for science

Targets relating to the Disciplinary Core Ideas with the PE (orange foundation box) –

- Describe (map) the age of rocks as compared to their distance from plate boundaries

- Classify plate boundaries according to the processes occurring at them

Target relating to the Cross Cutting Concepts within the PE (green foundation box)-

- Compare the ages of rocks, distance from plate boundaries and boundary types to determine a pattern which explains the age of crustal rocks (note: this target also integrates the content ideas of the DCI)

Performance Expectations - vs. – Student Learning Targets

	Science KCAS Performance Expectation	Student Learning Target "I CAN"
Purpose	Establish a broad assessable student performance goal.	Share a statement of intended learning with students.
Complexity	Incorporates multiple, sophisticated conceptual ideas, blending the three dimensions of the *Framework*.	Relatively simple, focused statement of a specific and discrete learning intension.
Duration	Often combined with other performance expectations to design multi week instructional units.	Often addressed individually, usually of shorter duration (perhaps even single day.)
Intended Audience	Primarily curriculum designers and teachers, and also summative assessment writers (especially large scale assessments)	Primarily students and their parents, and also teachers (to design instruction and classroom assessments)
Relationship	Establishes a culminating performance. Curriculum is designed to provide the necessary learning experiences to achieve this performance goal.	Direct the classroom practices students experience to help them obtain the knowledge and skills needed to meet the performance expectation. Learning targets are derived from the Performance Expectations.
Classroom Implication	Curriculum is derived from them.	Serve as the basis for designing instructional tasks and classroom assessments.

CASL Point #2: All Learning Targets are NOT Created Equal

Kentucky has opted to use the _Classroom Assessment for Student Learning: Using it Right, Doing it Well_ framework for deconstructing Kentucky's Core Academic Standards **IN ORDER TO** design high quality formative and summative assessments and to plan/select rigorous and congruent learning experiences. This approach first requires an in-depth analysis and discussion of the standard as a whole—reaching consensus on the true intent of the standard with respect to what students must know or be able to do to demonstrate mastery or proficiency. Once this occurs, the **STANDARD** is classified in one of 4 ways:

Knowledge/Understanding –some knowledge/facts/concepts TO BE LEARNED OUTRIGHT; some TO BE RETRIEVED using reference materials; includes PROCEDURAL KNOWLEDGE—know how to do something (e.g., uses scientific notation to represent very large numbers)

Reasoning – THINKING PROFICIENCIES-using knowledge to SOLVE A PROBLEM, MAKE A DECISION, PLAN, etc.

Performance Skill –behavioral demonstrations; where the DOING is what is important; USING KNOWLEDGE AND REASONING to PERFORM SKILLFULLY (_if a 'skill' doesn't really require using both some knowledge and some reasoning, it is probably PROCEDURAL KNOWLEDGE and would be classified as Knowledge/Understanding_)

Product –where the characteristics of the final PRODUCT are important; using knowledge, reasoning, and skills to PRODUCE A FINAL PRODUCT

The important thing is to consider the overall standard as a whole, first and foremost. Once that determination is made, then the 'deconstruction' begins. **4 questions drive the process**:

1. What **knowledge** will students need to demonstrate the intended learning?
2. What **patterns of reasoning** will they need to master, if any?
3. What **skills** are required, if any?
4. What **product development capabilities** must they acquire, if any?

The resulting TYPES of TARGETS are DEPENDENT on the overall TYPE of STANDARD.

STANDARD TYPE	UNDERPINNING LEARNING TARGETS
Knowledge	Knowledge
Reasoning	Knowledge + Reasoning
Skill	Knowledge + Reasoning + Skill
Product	Knowledge + Reasoning + Skill* + Product

*This type of underpinning target may or may not be present, depending on the product itself.

This careful analysis and classification ensures that we maintain the intention and cognitive demand of the standard in scaffolding the learning. It keeps us from segmenting or reducing every standard down to just a series of 'knows' without ever connecting the pieces back together to honor the integrity of the standard. It also allows us to select/design the most efficient, effective, valid, and reliable FORMS of assessment to measure students' progress toward mastering the standard.

Reference: _Classroom Assessment For Student Learning: Doing it Well, Using it Right_, Stiggins, Chappuis, et al, 2004

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CASL Point #3: Quality Learning Targets

A learning target (also known as an objective, learning intention, learner outcome, expectation, etc.) is simply *a clear description of what is to be learned*. It should provide a clear vision of the 'destination' for student learning. It should focus on describing what is to be LEARNED vs what is to be 'DONE' (activity). A learning target can take from "five seconds to five weeks" depending on the complexity of the knowledge/reasoning/skill/product called for and its overall importance in the curriculum–as well as the age/abilities (prior experience and cognitive development) of your students.

In order to make targets clear to students, they must first be clear to teachers. The best way to reach clarity and consensus on what students must learn (i.e., standards) is by having a conversation with a group of other teachers or 'experts' who are well-versed in the content/concepts/standards that must be addressed in a particular content area. Standards are typically high-level expectations that need to be "broken down" into scaffolded segments of learning (i.e., targets) that allow a focus on one key concept or element (knowledge, reasoning, skill) at a time.

If students know what is expected of them, they are much more likely to achieve success. The learner should be able to "see the target" as well as define what success with the target looks like. Consider the following primary science **standard** (which overall is a PERFORMANCE SKILL standard):
- Students will use senses and scientific tools (e.g., hand lens/magnifier, metric ruler, balance, etc.) to observe, describe and classify earth materials (solid rocks, soils, water and air) using their physical properties.

One **performance skill learning target** may be:
- use senses to observe different earth materials

In **student-friendly terms**, a teacher may post or share a target like:
- *I can make observations of rocks, soil, and water with my senses. This means I can tell more about them by using my eyes to look, my hands to touch, my ears to listen to, my nose to smell, and sometimes my mouth to taste.*

This makes clear to the students not only what they are **learning** to do (make observations), but also how they will know if they have done it successfully or well. This target may remain for a week or more as the teacher engages students in multiple learning experiences, using formative assessments of their competence to plan each subsequent experience.

When deconstructing a standard into a set of targets, there are some criteria that should be met to ensure quality.
- Each target should clearly align to and support attainment of the standard.
- Each target should be clear to the teacher (and to the students) and focused on what is to be LEARNED – not just an activity.
- In looking at the 'set' of deconstructed targets for the standard collectively, others with expertise in the same content area should generally agree that the overall intent of the standard is met and that the targets would, in fact, scaffold the learner toward mastery/attainment of the overall standard.

So, when is a deconstruction considered wrong or weak?
- It is wrong if there is a misunderstanding of the intent of the standard -which is why many "experts" are needed to ensure consistency in interpretation.
- The deconstruction would be considered weak if it
  - lacks developmental continuity (ability to scaffold learning based on the developmental needs of the learners) **or**
  - fails to adequately address the content/concept(s) in the standard.

(Excerpted and adapted from *Classroom Assessment for Student Learning: Doing it Right, Using it Well*, Rick Stiggins, et al; *Seven Strategies of Assessment for Learning*, Jan Chappius; *Active Learning Through Formative Assessment*, Shirley Clarke)

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# Moving NGSS to Instruction

- Key words/concepts
- Know/do
- Intent of learning standards

PE: **Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.**

Knowledge	Reasoning _AND_ Skill/Performance*	Products
	.	

*Does not refer to Performance Expectation

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STANDARDS/TARGETS/PURPOSES/METHODS

Performance Expectation

Product
Reasoning/Performance
Knowledge
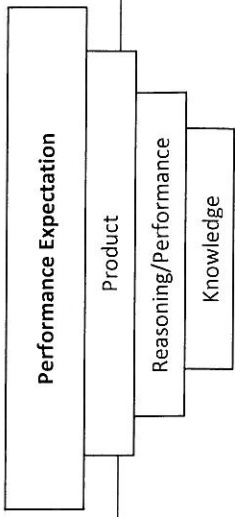
NGSS Performance Expectation:

What are the **key** words and/or **key** concepts for learning? What will students need to **know** or **do** to show mastery?

What is the **intent** of the performance expectation/learning?

Learning Targets

What are the knowledge, reasoning, performance/skill or product targets underpinning the performance expectation?

Knowledge Targets	Reasoning and Performance/Skill Targets	Product Targets

Assessments

How will I assess to promote the learning and audit the achievement of the targets and performance expectation/standard?

Assessment(s)
☐ FOR/Formative ☐ OF/Summative

Are UNDERPINNING knowledge targets required to master the Reasoning/Performance targets listed FOR THIS PE?. (*refrain as much as possible from including EVERYTHING that should have been pre-requisite to this particular PE)*

☐☐ Selected response

☐☐ Ext. written response

☐☐ Personal Communication

Assessment(s)
☐ FOR/Formative ☐ OF/Summative

Do the targets REQUIRE actually seeing the students DO or CARRY out something (Performance/Skill) - or could they process internally and then do on paper (Reasoning)?

☐☐ Selected response

☐☐ Ext. written response

☐☐ Performance

☐☐ Personal Communication

Assessment(s)
☐ FOR/Formative ☐ OF/Summative

Do the targets require students to actually create a product that teachers would score with a rubric?

☐☐ Performance

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PROFESSIONAL GROWTH GOAL GUIDING QUESTIONS:

- What do I want to change about my practices that will effectively impact student learning? (*The decision should be grounded in evidence.*)

- How can I develop a plan of action to address my professional learning? (*The plan should include new learning and how the teacher will apply it.*)

- How will I know if I accomplished my objective? (*The teacher must be able to show evidence of growth to prove a change in practice has occurred.*)

TABLE TALK with Sample Goals:

Analyze the sample goals.

- ✓ Answer the 3 Goal Setting Guiding Questions for each goal

- ✓ Develop questions for a strategic conversation

Two Goals to Analyze for Feedback:

READING GOAL

During the school year, I will learn to integrate some literacy strategies in my instruction. I will attend a literacy workshop. Measures of success will include results how well my students do on the K-Prep reading assessment and a common assessment designed by our PLC.

FORMATIVE ASSESSMENT GOAL

During this school year, I will read some books on formative assessment. I will create and use some formative assessments more frequently in my classes. Indicators of success will include my student assessment data and observable student engagement.

Sample Professional Growth Goals

Each goal and action plan together should answer the following questions. The goal samples that follow include reference to the actions to be taken in order to meet the goal.

1. What do I want to change about my practice that will effectively impact student learning?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Any content area – student engagement	**Any Content area – learning styles**
For the 2012 – 13 school year, I will improve my ability to engage students in their learning by attending and implementing Rigor and Relevance training, researching and implementing strategies for engaging students in rigorous learning, and refining my use of student involved formative assessment practices. These will be measured through pre and post assessments, student work samples, interim assessments, peer and principal observations and conferences, and self-reflection.	During the 2012-2013 school year, I will increase student engagement by using a learning styles inventory with every student and designing lessons that address the different styles within my class. I will research teaching strategies to engage the different learning styles and study *So Each May Learn* by Silver. Measures of success will include student work products, observation, and student and teacher self-reflection.
Science	**Any content area – formative assessment**
For the 2012 – 2013 school year, I will improve writing instruction in my science classroom by implementing and reflecting on strategies learned during a summer writing workshop for teachers. I'll incorporate writing strategies for describing observations, explaining scientific phenomena, explain cause & effect occurrences, and drawing conclusions from experiments. Indicators of success will be student work samples, analysis of student's writing products, and self-reflection.	During this school year, I will study Classroom Assessment for Student Learning, by Rick Stiggins, and embed formative assessment practices in my daily instruction. Indicators of success will include classroom observation, self-reflection, analysis of student assessment data, and observable student engagement.
Reading in any content area	**Any content area - questioning**
During the school year, I will learn to integrate literacy strategies in my instruction. I will implement learning from a literacy workshop and from reading professional literature. Measures of success will include results from analysis of student work samples, self-reflection, student surveys, and observation.	During the school year, I will improve my questioning techniques to engage students in higher level critical thinking and problem solving. I will implement learning from study of Thinking Strategies. Growth will be evidenced through lesson plans, observation, self-reflection, and student work samples.

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Special Education	Teacher Leadership
During the 2012-2013 school year, I will increase my knowledge of supporting students with autism. I will research on-line resources, consult with district/state/cooperative special education coordinators, observe a mentor teacher, and participate in an on-line short course on autism. This will be evidenced by notes and self-reflection, anecdotal notes on my interactions with autistic students, and the short course certificate.	This school year, I will learn best practices for mentoring new teachers in my building. I will participate in the district study group and Cognitive Coaching PD and attend a KYVL on-line course for mentoring teachers. Evidence of success will include district PD certificate, course completion certificate, mentee teacher surveys, self-reflection on mentoring opportunities.
Literacy Design Collaborative (LDC) teachers	**Math Design Collaborative (MDC) teachers**
This school year, I will implement what I am learning through LDC to support students in meeting the Common Core standards. I will design action research around implementing LDC modules as intended, analyze student work, and reflect on impact on students. Success criteria includes self-reflection, student surveys, analysis of student before & after work samples, and completed modules.	During the 2011-2012 school year, I will improve my ability to think more deeply about mathematical concepts using what I am learning through MDC about math formative assessment lessons. I will engage my students in more critical thinking and problem solving about mathematics and help students persevere when struggling to learn new concepts. This will be evidenced by formative assessment lessons student work samples, observation, and self-reflection.
Any content area - technology	**Writing in any content area**
During the school year, I will increase student use of technology for learning in my classroom. I will collaborate with a district technology cadre to learn ways to integrate learning with technology in instruction. We will also study Kajder's book *Adolescents and Digital Literacies* and other resources. Evidence of success includes lesson plans, student work samples, and self-reflection.	During the 2011-2012 school year, I will learn to incorporate online writing tools in my writing workshop. After collaborating with the technology resource teacher to investigate Google Docs and other on-line tools, my students will have opportunities to write independently, collaboratively and give/receive feedback using the tools. This will be evidenced by student writing samples, lesson plans, and reflection.

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Chapter 4

Principals and Teachers Talk About Instruction

One goal for adopting the Danielson Framework was to establish a shared language around instructional improvement. While the rubric provides a tool for rating teaching, the conferences were intended to be the lever for translating the ratings into changes in instructional practice. Based on the rating and evidence generated during the observation, a principal and a teacher could use the conference to discuss specific ways, for example, to improve student engagement or to develop strategies for managing student behavior. As such, the pre- and post-observation conferences were a central component of the pilot evaluation system in Chicago. In this chapter, we explore the conversations principals and teachers had about instruction.

KEY FINDINGS ON CONVERSATIONS ABOUT INSTRUCTION

- Principals and teachers thought the conferences they had about instruction using Charlotte Danielson's Framework for Teaching were:
  - More reflective than those they had using the CPS checklist
  - Based on a shared language about instructional practice and improvement
  - Evidence-based, which reduced subjectivity

- Positive attitudes about conferences were dependent on principals' skills and buy-in.

- Our observations of the conferences revealed that the quality of the conversations could be improved and that principals need more support in engaging in deep coaching conversations. Conversations were:
  - Dominated by principal talk
  - Driven by low-level questions, although this varied across principals and teachers

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District Expectations for Conferences

Principals were expected to hold conferences with the teacher both before and after the observation. The pre-observation component was not required under the traditional district evaluation system, though a few principals said they had always used pre-conferences. District staff also provided forms for the teacher to fill out to guide the conferences.

The district's theory was that when conferences were supported by the use of a rigorous evaluation rubric, the conversation would be more intentionally focused on instruction, elevate the professional dialogue in schools, and allow teachers and principals to be honest and reflective. At a training session, Charlotte Danielson told CPS principals that what matters most in the evaluation process is that principals and teachers are talking to each other about instruction. One principal said the tenor of the conferences should move from "how did I do?" to "how do I get better?" In the end, these conversations were intended to promote meaningful improvements in teaching practice.

The District Wanted Teachers and Principals to Talk About...

- How the lesson relates to the curriculum and the sequence of learning for the class

- Characteristics of students in the class and how their individual needs varied

- The goals for student learning

- How the teacher will engage students

- How the teacher will differentiate instruction

- How the teacher will assess learning

- If and how the teacher departed from the lesson plan

- What changes the teacher would make if he/she could re-teach the lesson

Principal and Teacher Perceptions: Using Evaluation to Focus on Instruction

Principals and teachers were generally positive about the conversations they had about instruction using Charlotte Danielson's Framework for Teaching.

Principals and teachers reported that conferences were more structured and focused on instruction than in past evaluations and that the Framework provided a common language to talk about instruction. Principals and teachers moved from using an observation checklist to one that defined instructional practice developmentally based on what principals observed in the classroom. The Danielson observation tool required principals to document what they saw in the classroom as the basis for their ratings and for their conferences. It makes sense, then, that teachers and principals reported that conferences were more structured and focused on instruction when using this evidence-based tool.

Principals reflected on conferences they had conducted in the past and suggested that using Charlotte Danielson's Framework for Teaching changed the "content and tone" of the discussion. "The conversation is entirely different. My conversation before was 'you were tardy,' 'you didn't turn in your lesson plans,' all those kinds of things. Now I think this conversation is about good instruction," one principal explained. Many teachers said the Framework gave their conversations focus and direction. The ratings rubric helped them be "on the same page" as their principals regarding the definitions of the ratings and components. One teacher said, "The domains [of the Framework] give you something to reflect on and talk about with the principal, and…we have something concrete that you value."

Both principals and teachers noted increased reflection on instructional practice. One goal of instructional coaching is that teachers will become more reflective practitioners.[16] Most principals stated that the pre- and post-conferences using Charlotte Danielson's Framework for Teaching led to more reflective discussion. "Conversations were deepened because the Framework has explicit goals for improving instruction," one principal stated. Teachers also felt like the conferencing process made them more reflective on their own teaching practice. One teacher said, "I enjoyed the

- 89% agreed: the quality of conversations with teachers has improved

- 86% agreed: the Framework provides a common definition of high-quality teaching in their school

feedback from the principal, and I definitely got some ideas about some things that I was lacking.…It gets me thinking about how I'm approaching the class, and how my lesson fits into the structure of the entire year, and the purpose of it."

Many of the principals specifically mentioned that the new system facilitated reflective discussions in a way that conferences using the old checklist system had not. For example, one principal said about one of his teachers, "She didn't see the value of it last year, but this year…I don't know if we ever would have had that conversation before."

One specific benefit of pre-conferences is the additional reflection and time allocated to planning a lesson. Roughly half of the principals suggested that the use of the pre-conference led to better preparation on the part of the teachers. "It made them plan. It made them think," one principal stated. "We talked together about the lesson and she revised it on the spot, making the planning process deeper and more reflective," another principal stated.

Evidence played a significant role in the conferences and decreased subjectivity during conversations about teaching practice, according to principals and teachers. A major emphasis in the implementation of the evaluation system and in principal training was to collect evidence and then to place teachers on the rubric using that evidence. The goal was to promote fairness and remove subjectivity from the rating process. Evidence might consist of statements such as: "Ms. Smith told Adam to be quiet five times." To compare, a more subjective version of that statement might read: "Ms. Smith wasn't able to keep Adam on task."

In general, administrators felt that using the Framework to evaluate teacher practice structured their conversations with teachers, allowing them to identify specific areas for instructional improvement. One administrator explained that having evidence made "it easier to talk about the good and the bad." Evidence-based observations also helped to remove some of the emotion from the evaluation process. When talking to teachers who were unhappy with their ratings, or who had received Unsatisfactory ratings, one administrator said, "You will have enough evidence to support what you're saying." Evidence-based feedback during post-conferences gave teachers "the opportunity to look at themselves and what their performance truly looked like."

Positive attitudes about conferences were dependent on principal skills and buy-in. While most principals and teachers were positive about conferences, a small proportion of those we interviewed had mixed or negative perceptions. In particular, some principals thought that using the Framework resulted in conferences that took too much time. "I have to talk through all these components. Does the district think I have nothing else to do but observe and talk to teachers?" one principal asked. Teachers who were mixed or negative in their assessment of conferences were also often skeptical of their principal's ability to use the tool accurately or fairly. "The conference has potential. But my principal just read me the form while I sat there, and that was the end of it." This is described in more detail in the case study about Walton School in the previous chapter. Similarly, a small portion of teachers reported that the new tool and conversations using it didn't reduce subjectivity. This was described as a difficulty that was not inherent in the Framework for Teaching but was in the way it was used by principals in the conferences. "There were ratings that he [the principal] didn't even have evidence for…or it was evidence from another teacher's classroom that he must have cut and pasted in the wrong place."

Assessing the Quality of Conversations Between Principals and Teachers

In this chapter, we explore the findings of our analysis of the observations of conversations about instruction between principals and teachers. We considered these data in two ways. First, we analyzed the types of questions principals asked teachers during conferences. **23**

We use this to gauge the depth of the conversations. Second, we analyzed the proportion of time that principals talk versus the proportion of time teachers talk to gain an understanding of the give-and-take between principal and teacher, which we use as another measure of the quality of conversations.

We do not know the exact proportion of questions that should be high, medium, or low level in order to say that a principal was successfully engaging teachers in meaningful conversations about instruction. It is reasonable to expect that some low-level questions are appropriate, especially when framing or initiating a discussion. However, asking good questions is vital for fostering reflection and learning—this is true of both student and adult learners. While questioning is an important instructional strategy for teachers, it is also an important skill for principals who are trying to engage teachers in coaching conversations.

Very few (10 percent) of the questions principals asked teachers were at a high level. We categorized 300 principal questions from pre- and post-observation conferences with 21 teachers. We sorted principal questions into three categories: high-level, medium-level, and low-level. The criteria for these categories were based on the Danielson Framework's definition for teachers of what constitutes high-level and low-level questions.

The vast majority of principals' questions were of low or medium depth and failed to promote discussions about instruction as shown in Table 5.

The quality of questions depended on the principal, but also on the teacher. The level of questioning varied in two ways across the principals. First, there was variation in principal capacity to ask deep questions about instruction. Roughly half of the principals asked primarily low- and mid-level questions, while roughly the other half of the principals asked mostly mid- and high-level questions. Second, some principals changed the way they conducted conferences based on the teacher. Some principals noted that their teachers had varying abilities to engage in reflective conversation, so they adjusted the depth of their critique and questioning intentionally. For instance, one principal stated, "I only give each teacher what she can handle. With Ms. Sampson, I can just be honest. 'That was terrible. You need to differentiate.' With Ms. Ember, I have to stick to the basics: 'Did you cover the lesson you said you would cover?' Check."

Training for the new system was primarily focused on how to use the Framework and on how to give teachers fair ratings. While the coaching conversation with teachers around the observation was a topic in the training, many principals believed it was covered

TABLE 5

Principals generally asked questions that did not promote discussion about instruction

Level of Questioning	Rubric	Example From a Conference	Percent of Questions (N=300)
Low	Principal's question requires limited teacher response rather than discussion. The questions are generally focused on simple affirmation of principal perception, such as agreement with principal rating. The teacher response is often a single word and doesn't push principal interpretations.	I think this was a Basic because of the evidence I collected. Do you agree? Did you finish the lesson?	65%
Medium	Principal's question requires short teacher response. The questions are generally focused on completion of tasks and requirements. The teacher provides a brief response in explanation.	How did you fulfill the goals you set for this lesson? Which goals did you not meet?	25%
High	Principal's question requires extensive teacher response. The question and response reflect high expectations and require deep reflection about instructional practice. The principal and teacher push one another's interpretations.	What is the relationship between student engagement and classroom management in your teaching? What are some concrete steps you can take to improve each?	10%

inadequately. Some principals were uncertain about their role in the coaching process, struggling with how to frame and lead the conversations with teachers. Other principals found it challenging to engage in constructive conversations with teachers who had rarely reflected on their teaching. One principal described her uncertainty: "I'm not sure if I'm asking the right questions to bring teachers to that reflective state that we want them to be in." Another principal suggested that teachers did not necessarily know how to have the reflective conversation. He said, "Since I have a lot of new teachers, they're not sure how to do it. I'm not having that reflective conversation—I'm more leading, teaching, and directing." About half of the principals explicitly discussed their desire for training in this area.

Principals tended to dominate the conversations. One goal of coaching conversations is to have the teacher participate actively in the conversation. To assess whether teachers took an active role in these evaluation conferences, we analyzed who was doing the talking and who was doing the questioning—the principal, the teacher, or both. We found that principals drove the discussion the majority of the time: Their questions and comments took up roughly 75 percent of the conference, while teacher input accounted for just 25 percent.

Some conversations between principals and teachers were much more proportionate. These conversations were more dynamic, allowing the teacher to explain her/his viewpoint, discuss improvement strategies, and, in some cases, to challenge the principal's interpretation of the instructional practice. Conversations that were dominated by the principal tended to leave less room for the teacher to engage. Table 6 shows an example of a principal-dominated conversation, as well as one with more balanced/teacher-driven exchanges.

TABLE 6

Examples of principal-dominated and teacher-driven conversations

Conversation Snapshot: Principal Dominated	Conversation Snapshot: Balanced/Teacher Driven
Principal: So did you finish the lesson? **Teacher:** Yes. **Principal:** And tomorrow…onto the next one? **Teacher:** Right. **Principal:** Let me tell you my perceptions on this unit. The strengths were, many of the students were on task and focused. You followed your plan. You moved from one thing, one activity, to the next. The weakness seemed to be the students didn't know the purpose, the goal or reason, for what they were doing. Next time I will come in and look just at that…ask students what they are doing and why. **Teacher:** Okay. **Principal:** Because you see that part is important. Teachers think it is a small thing, but it isn't. It is critical. You can have all the best stuff in the world you are teaching, but students who don't know why won't get it. So would you agree, that is a Basic? **Teacher:** Yes, I will work on it. **Principal:** Great, because you are starting to get there. We have to keep moving forward and striving to improve. **Teacher:** Okay.	**Principal:** To begin with, can you tell me, in your own words, what was the goal of this lesson? What did you hope the students would get out of this? **Teacher:** I guess I hoped they would leave with a better understanding of inference. What is it, how can you recognize it in the text, what role does it play in storytelling? And I wanted them to be able to identify clues from the text to explain it to their partners. The piece you saw was just one aspect of a whole cluster of lessons focused on understanding text and textual analysis. I had a secondary goal of working on my pacing, both across the set of lessons and in a single class period. **Principal:** And in your opinion, how did it go? What did they get or not get? Strengths and weaknesses of this lesson? Why don't you start with the pacing goal and then talk about the inference goal? **Teacher:** I think my pacing was good on the set of lessons around these concepts. We moved through the pieces of information and the pace of the class period as well. Students were engaged. On the goal of learning inference as a part of this larger textual analysis lesson, I felt my effectiveness was mixed. I felt like maybe two-thirds of the students understood it. But one-third were lost. What did you think? **Principal:** I agree both with your assessment of the management piece and with your assessment of the inference part. That is why I gave you a Basic here and a Proficient here. Let's talk through each one separately, and I can show you the part of the observation where I found support for those ratings.

Contrasts in Instructional Coaching: The Cases of McKinley and Stoller Elementary Schools

Here we present contrasting case studies in the way principals approached conferences with teachers. Both principals were committed to the new teacher evaluation system and highly engaged. However, while Principal Andrews at Stoller was able to translate the use of the new evaluation system to have deep conversations with her teachers about instruction, Principal Ramirez at McKinley struggled to do so. The case illustrates the need for more support in the area of instructional coaching and using ratings of teaching practice to promote instructional improvement.

The principal at McKinley was highly engaged in the pilot but acknowledged her limitations in conducting conferences with teachers. Ms. Ramirez was enthusiastic about implementing the Danielson Framework. "This was exactly what I needed," she explained. "The new system and the Framework provide the guide for improving practice and the conversations about practice." She thought that it "took some time to learn to use evidence" but that, when she mastered the practice, "there was much power in the evaluation as a result." The amount of time that the process took was a concern for Ms. Ramirez, but she thought the value of the approach "far outweighed the negatives."

In her conferences, however, Ms. Ramirez relied heavily on the pre- and post-conference observation forms that the district provided to guide conference conversations. Teachers were asked to fill out the forms before meeting. In every conference, Ms. Ramirez read questions directly from the form, and she also read off the evidence from her evidence sheet and gave her ratings. As a result, the conferences consisted primarily of reading text aloud and were heavily principal-driven. Despite the scripted nature of the interactions, the principal had positive comments about the conferences, seeing them as an improvement on conversations they had using the checklist system. She recognized, however, that reading directly from her notes

was not ideal. "I imagine I will get better at this," Ms. Ramirez stated. "For now, reading makes the most sense."

The teachers at McKinley felt the principal was a good leader, but they thought the scripted nature of the conversations was stifling. When asked about Ms. Ramirez's leadership, one teacher said she could "just rave for hours" and that McKinley was "blessed to have her." Teachers were positive about the pre-conference, stating that it opened up the dialogue and allowed them the opportunity to share concerns. They saw immense potential in the new evaluation process and the use of the Danielson tool. However, McKinley teachers voiced concerns about the principal's scripted approach to the pre- and post-conference conversations. While teachers noted that this approach was systematic and fair, they felt it did not allow for deep coaching that could penetrate instructional practice.

In contrast, at Stoller, conversations between the principal and teachers were dynamic and productive—pushing teachers to ask questions, to dissect evidence of teaching practice and, at times, even to question principal ratings.

The principal at Stoller embraced the evaluation pilot and used the trust she had garnered among staff to make the Framework a cornerstone of instructional improvement at the school. Principal Andrews described her focus as "improving instruction and putting teachers on a path of reflective development." Teachers at Stoller trust the principal, and all teachers interviewed reported that Ms. Andrews was the strongest principal they had ever had (at this school or elsewhere). "She is strong on all fronts. Strong. Kind. Intuitive. Knows instruction and can articulate that," one teacher explained.

Principal Andrews was highly engaged in the implementation of the teacher evaluation initiative. She took the lead in promoting the program and garnering teacher buy-in. "If you're saying to me that you're a lifelong learner, you're reflective,

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you want to grow in this profession…we're going to try this tool because this is designed to help us do that." The principal continued, "It has become a part of what we do here." The teachers agreed that the Framework had taken hold at this school. Teachers attributed this to the principal's commitment. It's "part of our daily conversation," and it's something that is used throughout the year. "Regardless of whether or not CPS adopts it, she's made it hers; she'll stick with it."

The teachers at Stoller engaged in deep discussions with the principal about practice that led to improved instruction. Stoller teachers noted that the conversations were marked by "healthy debate over ratings" and "a focus on instructional improvement." In all of the pre-conferences, the principal asked the teachers to identify some components on which they would like feedback. The principal conducted her post-conferences in two parts. In the first part, the teacher and principal reviewed the principal's evidence from the classroom observation. She provided teachers with a copy of her evidence as well as specific questions, and together they reviewed evidence that supported each component. Before the second part, the principal asked her teachers to review the evidence and rate themselves using the Danielson rubric. The principal and teacher then discussed their respective ratings for each of the components until they agreed on the final rating. Most teachers appreciated the honest look at their teaching practice.

Nearly all teachers felt that their practice had improved due to use of the Framework and most identified the conferencing process as a critical aspect of that change. Teachers reported improvement in planning, classroom management, using assessment during instruction, differentiated instruction, and student-focused learning.
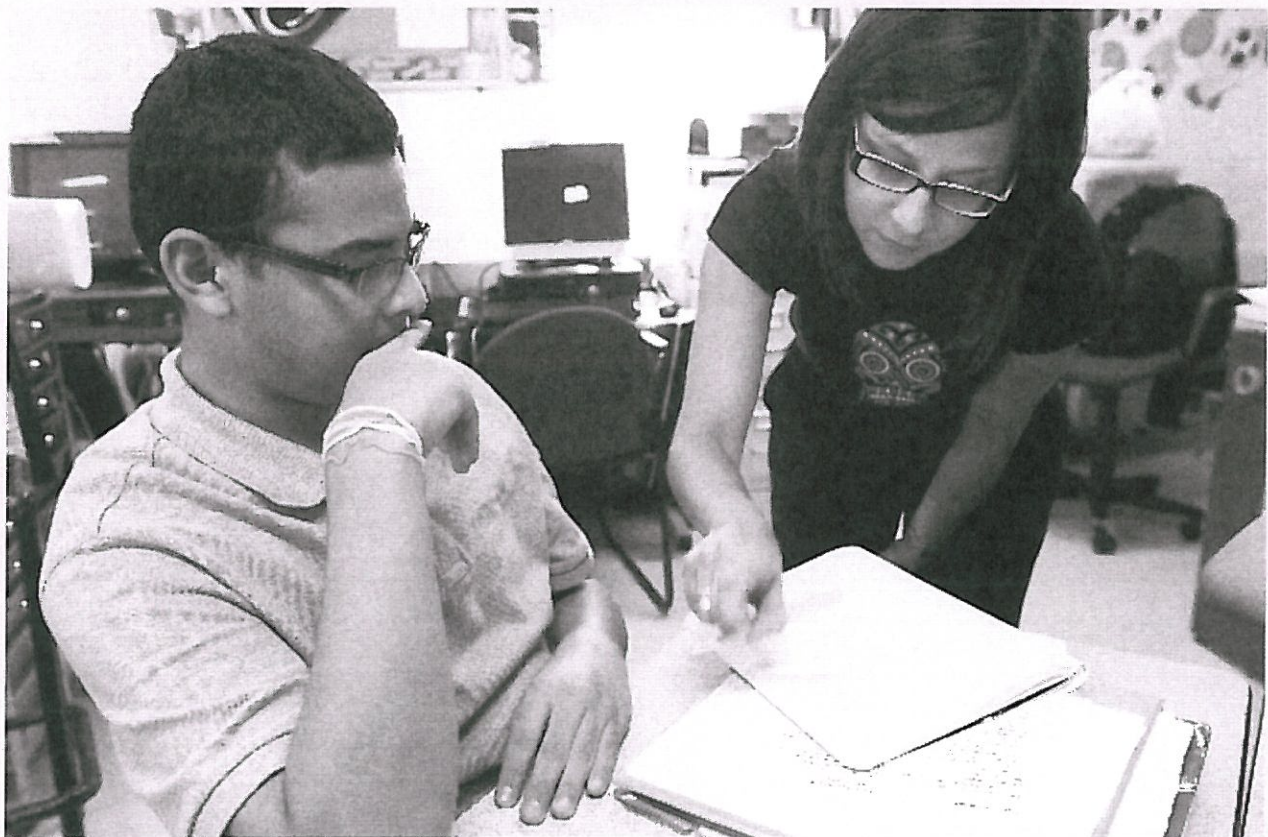
Professional Learning for Peer Observers

This self-paced course includes a pre-assessment and three modules.

http://ket.pbslearningmedia.org

Pre-Assessment

Before beginning the course, you are required to pass a pre-assessment to demonstrate your knowledge of the purpose of the TPGES and the multiple measures it includes. You also need to be familiar with the structure of the Kentucky Adapted Framework for Teaching. The videos and activities within the modules require you to have a working knowledge of the Framework and its domains.

Module 1: Overview and Expectations

The first module focuses on the purpose and importance of peer observation and what is expected of peer observers. The module also describes the peer observation process and how it differs from supervisor observations.

Module 2: Identifying Effective Teaching Through Observation

The second module focuses on the observation process, including examples of scripting evidence and identifying bias. You will have multiple opportunities to practice determining and scripting evidence, so you will want to have a copy of the Kentucky Framework for Teaching on hand to refer to. You will only need Domains 2 and 3 of the Framework.

Module 3: Feedback

In Module 1 you learned about the roles and responsibilities of a peer observer. Module 2 allowed you to develop the skills needed to complete an observation and script evidence free from bias and interpretation. Module 3 focuses on the characteristics of effective feedback and how to determine the next steps after feedback is given.

https://powersource.pearsonschoolsystems.com/portal/ciits/training-teachers/

Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

Principal	XXXXXX Actual Principal Sample
EPSB ID#	
School	XXXXX
Level	6-8

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*	I	(D)	A	E	Although my TELL Survey reveals high scores in this area I personally feel I need to be a better instructional leader. I particularly need to focus on Standard 1.3 and learn to become accomplished at analyzing student achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
2. School Climate *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*	I	(D)	A	E	As I review data I think school climate needs work. The survey results and teacher and student feedback have lead me to this conclusion. I need to work on parent and community support. Our parent involvement in school activities has been poorly attended.
3. Human Resource Management *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*	I	D	(A)	E	This is an area of strength based on principal evaluation by superintendent and my own self-reflection on the standards.
4. Organizational Management *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*	I	D	(A)	E	This is an area of strength. My school runs smoothly with few disruptions or discipline problems.
5. Communication and Community Relationship *The principal fosters the success of all students by*	I	(D)	A	E	I definitely need to work here. My TELL Survey

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communicating and collaborating effectively with stakeholders.					reveals weakness in several indicators when I did the crosswalk with TELL questions.
6. Professionalism *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*	I	D	**Ⓐ**	E	A reflection on standards and principal evaluation feedback from my superintendent has led me to the conclusion that this a strong area for me.
7. Student Progress *The principal's leadership results in acceptable, measurable student academic growth based on established standards.*	I	**Ⓓ**	A	E	My data reveals a need to raise the combined reading and math KPREP scores and to close the achievement gap with the non-duplicated group (includes lower socio economic and disabilities)

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the
above self-reflection to focus your professional growth goals.

Part B: Student Growth

Local Student Growth Goal Statement (*Based on one of the State goals within your CSIP.*)	*By September 2014 the combined reading and math scores on KPREP will increase from 41.8% proficiency to 47.9% proficiency.*

Principal's Student Growth Plan *This plan will outline what the **principal** will do to impact the student growth goal.* *(Should be different than the school CSIP plan strategies/actions)*		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?
I will work collaboratively with staff and parents to determine ways to support student achievement in reading and math. Strategies: (See PGP for personal growth) Analyze formative and summative student math and reading data sources. Establish a school wide focus on quality PLCs that support a school wide emphasis on student achievement in reading and math. Increase time observing classroom instruction in math/reading. Provide teachers with meaningful Feedback.	Identification Reading and Math Resources and supports for both parents and teachers. Utilize KVEC PETLL Model to provide additional eyes for formative date through team walk-throughs (focus reading/Math)*Will Kayatin KVEC Lead. Book Study Resource (Opening the Common Core-How To Bring All Students to College and Career Ready)	November 2013 Oct. Dec. Feb. Mar. and April 2013. December 2013 May 2014 On-going

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Part C: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

Q4.1 a. Parents/guardians are influential decision makers in this school. 52.2% Agreement
Q4.1 f. Parents/guardians support teachers, contributing to their success with students. 68.8% Agreement
Q4.1 g. Community member support teachers contributing to their success with students. 76.7% Agreement
Q4. 1h. The community we serve is supportive of this school. 77.4% Agreement

Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

Performance Standard 5.7 Provides a variety of opportunities for parent and family involvement in school activity.   (My focus will be academic involvement).

Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

By May 2015 I will provide a variety of opportunities for parent/guardians to participate in activities that contribute to the academic success of their child. A focus will be placed on how the parent can help their child improve in reading and math. My success will be measured by an increase in agreement rate on TELL Survey Question 4.lf from the current 68.8% to 80%.

Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An "Accomplished" result is the expected outcome from the goal. To achieve "Exemplary" the goal must be exceeded.

Ineffective	Developing	Accomplished	Exemplary
68.8% and below	69.9%- 78.0%	79.0%-80.0%	80% and above

Working Conditions Goal Action Plan			
Working Conditions What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	**Strategies/Actions** What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?
I want to become accomplished at working collaboratively with staff and parents to determine ways to	Develop a monthly newsletter that features an article on how parents become involved in student math and reading achievement success. (example)	Dedicated time to work on school to home communication. Support of PTA	October 2013 November

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| support student achievement in reading and math.

Strategies:(SEE PGP) | Provide training at PTA and Open House on how parents can become actively involved in their child's success in reading and math.

Send weekly e-mails to parents that remind them of our focus on reading and math. Include parent involvement tips.

Make personal contact with parents to recruit parent volunteer for tutoring of all student in reading and math. | Teacher involvement

District Technology Support. | 2013

November 2013

Ongoing

January-March 2013 |

Part D: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal? How can I be instrumental in supporting my teachers as we work to assure the academic growth of our students particularly in reading and math.

What do I need to learn to meet my Working Conditions Goal? How can I leverage parent /guardian support to get them involved in activities that impact their child's success (SGG math and reading)

Other Information on which to Reflect

Survey Results ☐ VAL-ED 360   ☐ Other: <u>TELL</u>

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned
26	21	81%

Questions to Consider:

What did teachers/staff perceive as major strengths? Facilities and Resources, Teacher and school Leadership, Professional Development, Instructional Practices and Support.

What did teachers/staff perceive as major weaknesses? Time and Community Support and Involvement.

List factors that might have influenced the results. Lack of an intentional focus on parent participation in school sponsored academic events

Other Data   ☐ Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback
☐ Other

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Data Selected	Results
TELL Survey	I will focus on improving parent support for student learning
School Report Card CSIP	I will focus on increasing the combined reading and math scores.
Superintendent Eval. Feedback	Supports both areas above.

Questions to Consider:

How does the additional data inform your decision about your learning needs?

I have learned to let the data guide my decision. I started looking for common threads that could tie my goals together so that I am not addressing three different areas. I found that with careful planning my SGG and my WCC can be tied together and provide focus and direction for my PGP. I will write my PGP to support the learning that I need in order to be successful with both my SGG and my WCG. As additional data becomes available I will reflect on how this supports the areas of identified need. I will frequently reflect on my progress toward all goals. I will continually examine my professional learning needs.

Part E: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.*

Professional Growth Goal: • What do I want to change about my practices that will effectively impact student learning? • How can I develop a plan of action to address my professional learning? • How will I know if I accomplished my objective?	During the 2013-14 school year I will increase parental involvement in school sponsored academic focused event in an effort to communicate and obtain greater parent support for supporting their child's reading and math achievement. Measures of my success with be determined by parent event agenda's and sign in, school to home communication documentation, and teacher mid-point survey on TELL survey Q4.1 F.

Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively	**Strategies/Actions** What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each

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impact student learning? What is my personal learning necessary to make that change?			identified strategy/ action?
I need to learn how to more effectively communicate with parents about their role in their child's academic success.	**Synonymous with WCG Strategies PGP Strategies support the SGG and the WCG.	Same	Same

Administrator's Signature:		**Date:**
Superintendent's Signature:		**Date:**

2) <u>On-going Reflection:</u> Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	
	Mid-year review conducted on_____ Initials _____ _____ Principal's Superintendent

Date	Status of Growth Goal(s) – SGG, WC, PGP	Revisions/Modifications of Strategies or Action Plans

Administrator's Signature:		**Date:**
Superintendent's Signature:		**Date:**

3) Summative Reflection: *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*
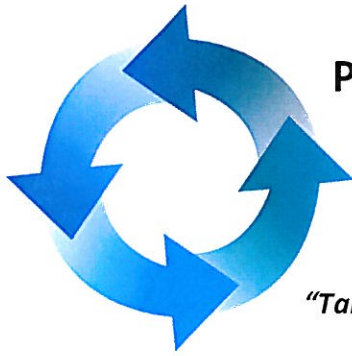
Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	
	☐ Data attached
Date:	**End of Year TELL KY Working Conditions Growth Reflection:**

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Date:	**End of Year Professional Growth Reflection:**

Next Steps:

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

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PPGES Pilot Cycle

"Talking Points"

Phase One-August-October

"It's the principal of the thing!"

- The PPGES cycle begins with the principal reflection on the standards in the Kentucky Professional Growth and Effectiveness system.
- The principal reflections on other relevant data sources including Teacher SGG, survey results (Kentucky Tell and VAL-Ed Alternating Years), prior feedback, student achievement data, nonacademic data, etc.
- The principal and superintendent engage in a beginning of the year conference where;
    a) The principal in collaboration, with the superintendent/designee develops three goals
        1. The Student Growth Goal (SGG) -September to September
        2. The TELL Kentucky Working Conditions Goal (WCG) Two Year Goal
        3. The Professional Growth Plan Goal (PGP)
    b) The principal in collaboration with superintendent develop the Student Growth, Working Conditions Goal, and Professional Growth Plans.
- The Principal begins implementation of plans.
- Principal, Teachers, and Superintendent /Designee participate in the initial VAL-ED Survey.

Phase Two-October-December

"Everything rises and falls with leadership"

- The Superintendent/Designee schedules and conducts the first PPGES Observation/Site Visit. Site visits ranges from watching how principals interact with others, to observing programs and shadowing and should include an interview/discussion of how the principal is progress toward meeting the standards.

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- Superintendent/Designee conducts a mid-year conference (review) to review progress on SGG, WC, and PGP plans. The goal is for the superintendent to provide systemic feedback. Using the PPGES multiple data sources, the superintendent will complete the Principal Mid-year Performance Review. The Superintendent Schedules the next observation/site visit.

Phase Three-January-March

"Some people make things happen, some watch things happen, while others wonder what happened"

- Principal implements plans and engages in on going self-refection about progress toward meeting goal and the strategies that support those goals. Strategies may be modified or changed but the goal must not be altered.
- Principal, Teachers, and Superintendent/Designee participate in the second VAL-Ed Survey.
- Superintendent conducts a second Site-Visit.

Phase Four-March-May

"Don't lower your expectations to meet your performance. Raise your level of performance to meet your expectations. Expect the best of yourself, and then do what is necessary to make it a reality. Ralph Marson quotes
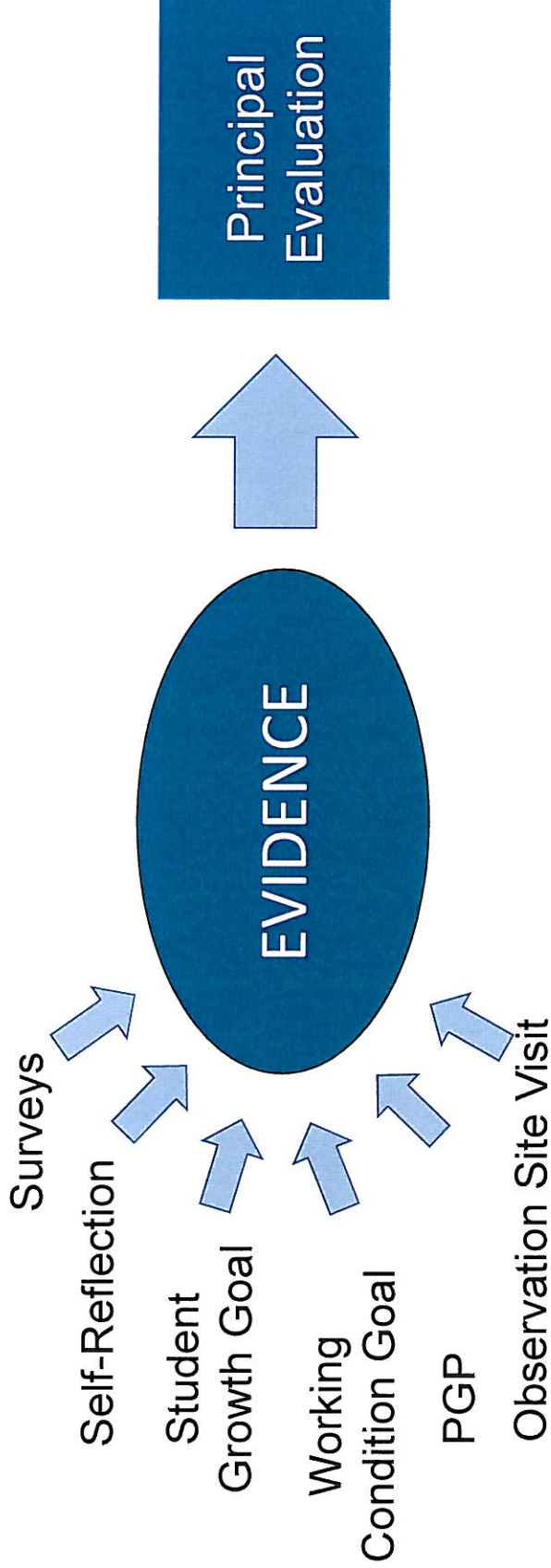
- The Superintendent/Designee Conducts the End-of –Year Review. This mirrors the Mid-Year Review.

Note:

The principal may submit documentation to the superintendent to the superintendent/designee particularly during the End-of Year review to document progress made toward reaching the identified goals.

Final decisions about summative rating have not yet been made.

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Multiple Data Sources

Principal Evaluation

EVIDENCE

- Surveys
- Self-Reflection
- Student Growth Goal
- Working Condition Goal
- PGP
- Observation Site Visit

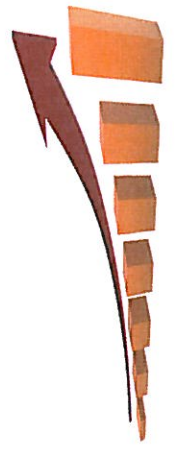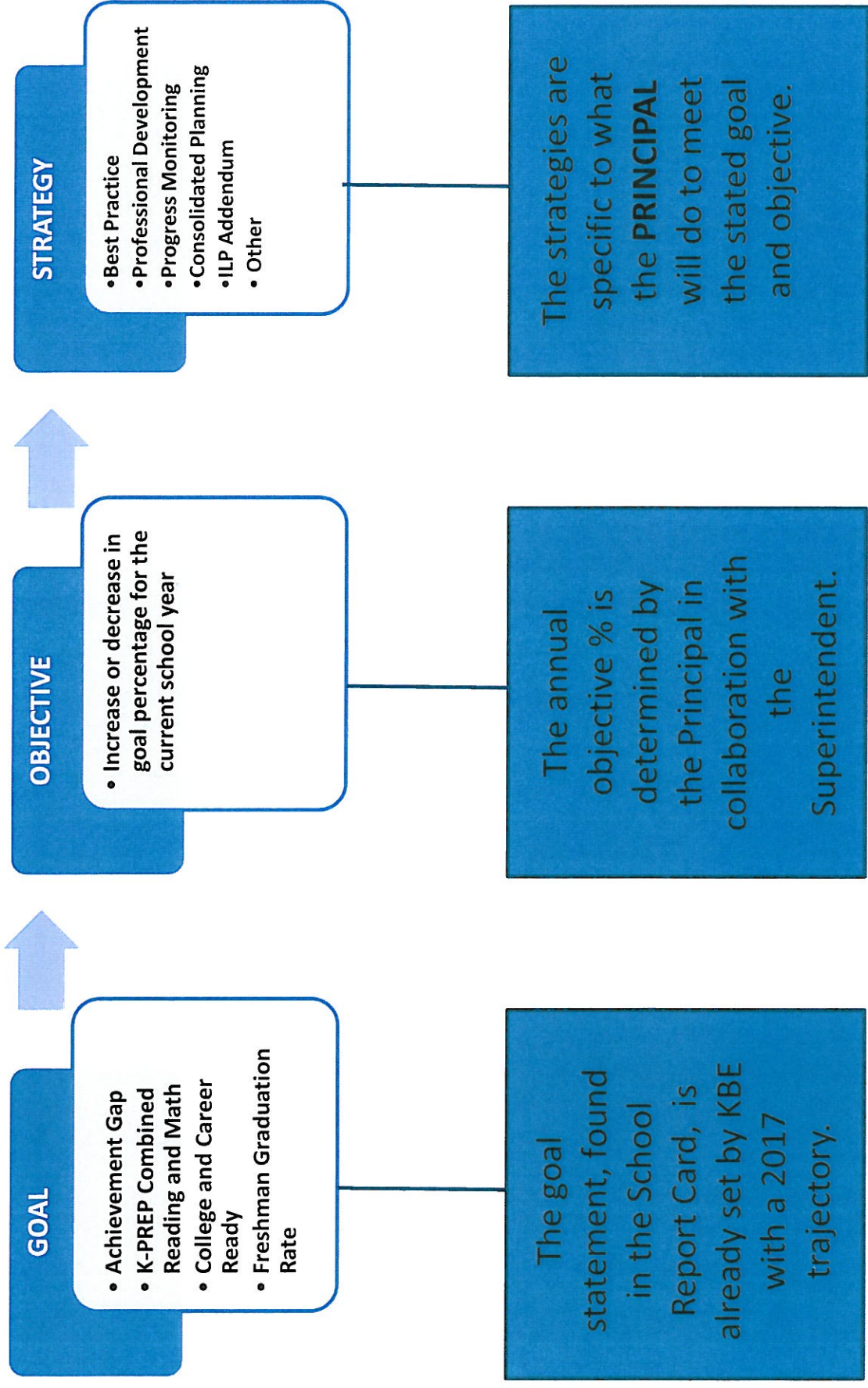# Required Kentucky Board of Education Goals for CSIP

Decreasing achievement gaps (E-M-H)

Increase average combined reading and math K-PREP scores (E-M-H)

Increasing percentage of College and Career Ready students (M-H)

Increase average freshman graduation rate (M-H)

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GOAL

- Achievement Gap
- K-PREP Combined Reading and Math
- College and Career Ready
- Freshman Graduation Rate

The goal statement, found in the School Report Card, is already set by KBE with a 2017 trajectory.

OBJECTIVE

- Increase or decrease in goal percentage for the current school year

The annual objective % is determined by the Principal in collaboration with the Superintendent.

STRATEGY

- Best Practice
- Professional Development
- Progress Monitoring
- Consolidated Planning
- ILP Addendum
- Other

The strategies are specific to what the **PRINCIPAL** will do to meet the stated goal and objective.

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Plan for Full Scale Implementation by September 2014

_____ (District)

Month	Principals	TPGES		
		All Teachers	Peer Observers	
Jan. 2014	• Scale-up work with entire staff for 2014-15 full Implementation			
Feb. 2014	• Scale-up work with entire staff for 2014-15 full Implementation			
March 2014	• Scale-up work with entire staff for 2014-15 full Implementation			

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April 2014	• Scale-up work with entire staff for 2014-15 full Implementation			
May 2014	• Scale-up work with entire staff for 2014-15 full Implementation			
June 2014	• Scale-up work with entire staff for 2014-15 full Implementation			
July 2014	• Scale-up work with entire staff for 2014-15 full Implementation			

August 2014	
• Scale-up work with entire staff for 2014-15 full Implementation	
Sept. 2014	**All teachers and principals will implement all aspects of the PGES and PPGES.**

As your district creates your scaling plan so your teachers and leaders will be ready for full implementation next September, think about what needs to happen or be in place now to support all teachers and leaders (not just those participating in the pilot this year), in preparation for full implementation when school begins next fall. The lists below are not all-inclusive, but they are meant to inform your conversations and help you think about what needs to be a part of the scaling plan you will create to support full implementation of the PGES next September.

For the PGES – Have you included how and when you will:

➤ develop teachers' working knowledge of the *Kentucky Framework for Teaching?*

➤ build teachers' understanding of the observation process?

➤ build teachers' capacity for developing and implementing relevant Professional Growth Goals?

➤ build teachers' understanding and their capacity for developing and implementing quality Student Growth Goals?

➤ make decisions about who will be the peer observers – and how to build their capacity?

➤ build teachers' understanding of how to use the data from Student Voice surveys to impact their own professional growth and improve their practice?

➤ develop teachers' capacity to independently access and use EDS effectively?

➤ Develop teachers' capacity to independently access and use the PD 360 resources to support their professional growth?

For the PPGES – In addition to all the competencies listed for the PGES, consider principals' goal setting process and all the capacities principals will need to have to provide effective feedback and support for teachers they lead.

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