



BUILDING CAPACITY – SETTING GOALS – TAKING ACTION

September 2, 2015
8:00 a.m.

The Effect of Individual Teachers

All researchers agree that the impact of decisions made by individual teachers is far greater than the impact of decisions made at the school level.

(Marzano, 2003).

“The results of this study will document that the most important factor affecting student learning is the teacher... the immediate and clear implication of this finding is that seemingly **more can be done to improve education by improving the effectiveness of teachers than by any other single factor.** *Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classrooms.* (Wright, Horn, Sanders, 1997).

The Effect of Individual Teachers

Student Achievement Differences Affected by Teachers	
Teacher	Student Achievement Gains in One Year
Least Effective	14 percentage points
Most Effective	53 percentage points
<i>Reference:</i> Sanders, W.L. & Horn, S.P. (1994) Wright, S. P. , Horn, S.P., & Sanders, W.L. (1997)	
Cumulative Effects Over Three Years Between Students with Least Effective Versus Most Effective Teachers	
Most Effective Teacher	83 percentile point gain
Least Effective Teacher	29 percentile point gain
Effects on Student Achievement of School and Teacher Effectiveness with Student Entering School at the 50 th Percentile	
School and Teacher Scenario	Achievement Percentile After Two Years
Average School and Average Teacher	50 th
Least Effective School and Least Effective Teacher	3 rd
Most Effective School and Least Effective Teacher	37 th
Least Effective School and Most Effective Teacher	63 rd
Most Effective School and Most Effective Teacher	96 th
Most Effective School and Average Teacher	78 th
<i>Reference:</i> Marzano, R.J. (2000a)	

To Put This in Perspective...

Researchers estimate that:

- Students typically gain 34 percentile points in achievement during one academic year.
- Students gain about 6 percentage points simply from growing one year older and gleaning new knowledge and information through everyday life.

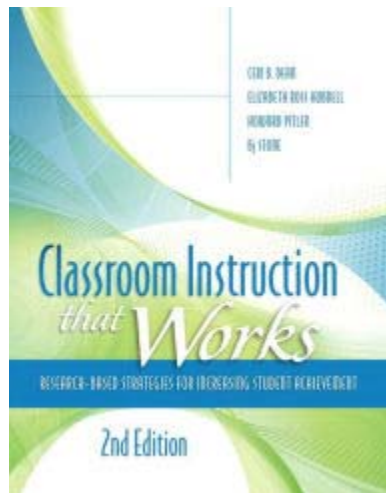
Reference:

- Hattie (1992)
- Cahen & Davis (1997)

INSTRUCTIONAL DESIGN QUESTIONS

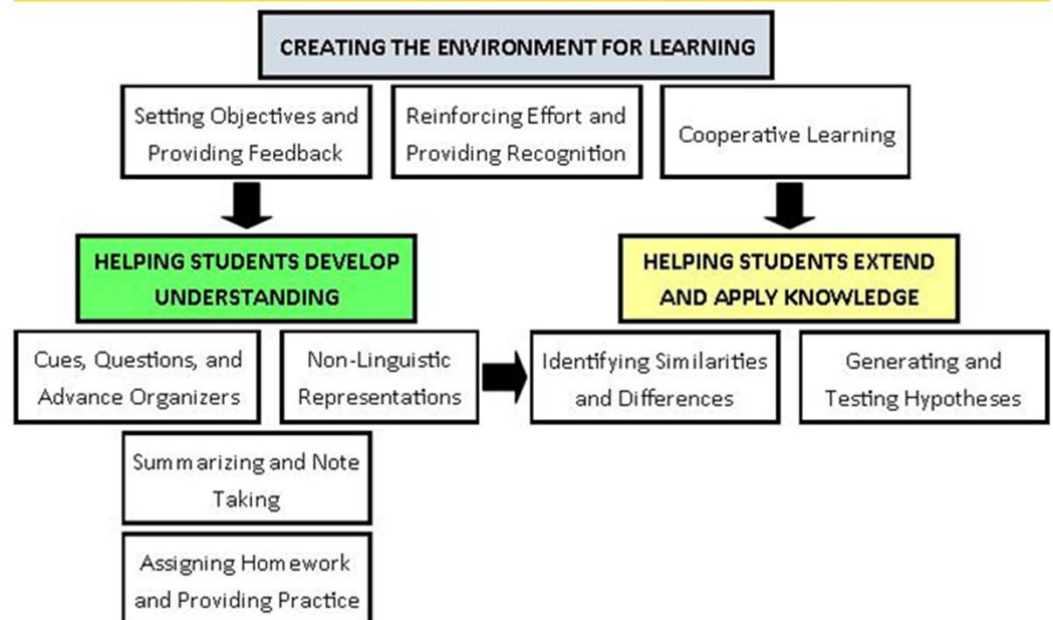
1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lesson organized into a cohesive unit?

High-Yield Instructional Strategies

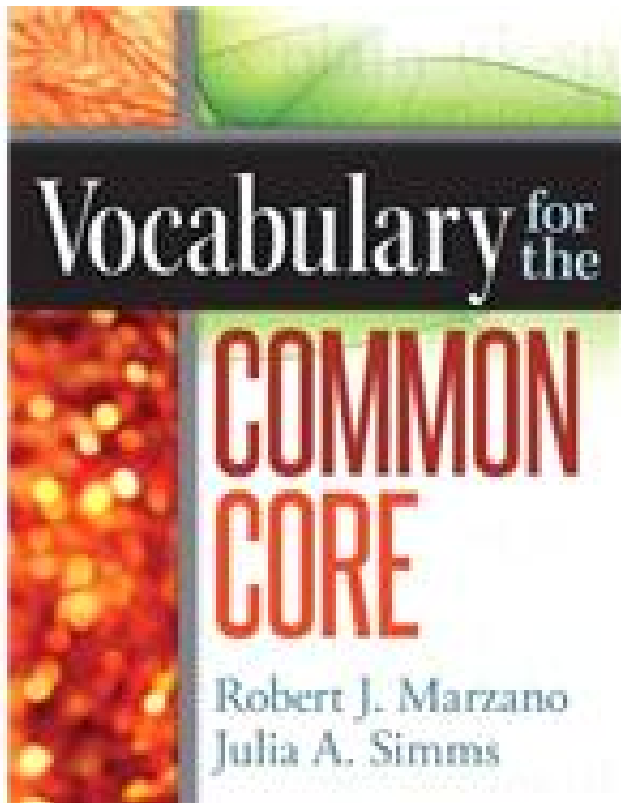


Creating a Common Language of Instruction

A FRAMEWORK FOR INSTRUCTIONAL PLANNING



Learned Intelligence and Background Knowledge



- Direct instructional strategies to effectively teach vocabulary
- Identification of tier 2 and tier 3 vocabulary words
- Continuation of this work is vital
- Develop class-level tools to measure student mastery of essential vocabulary

Providing PD by Design

DATE	TOPIC – LINK TO EVALUATION DOMAINS	TIME	HOURS
August 31, 2015	<ul style="list-style-type: none"> District Welcome Back (a.m.) Building Level Topics (p.m.) 	8:00 a.m.-3:00 p.m.	6.50
September 1, 2015	<ul style="list-style-type: none"> Designing Teaching and Learning Goals and Objectives – DOMAINS 1A,1C, 1E, 1F, 4A, 4D, 4E, & 4F 	8:00 a.m.-3:00 p.m.	6.50
September 2, 2015	<ul style="list-style-type: none"> Building Capacity – Setting Goals – Taking Action DOMAINS 1A,1C, 1E, 1F,3C, 3D, 4A, 4D, 4E, & 4F Classroom Prep (p.m.) 	8:00 a.m.-3:00 p.m.	6.50
September 8, 2015	<ul style="list-style-type: none"> PLC - DOMAINS 1A, 1C, 4A, 4D, 4E, & 4F 	1:00-3:00 p.m.	2.00
October 21, 2015	<ul style="list-style-type: none"> Curriculum Planning - DOMAINS 1C, 1D, 1E, 1F, 4A, 4D, 4E, & 4F 	1:00-3:00 p.m.	6.50
December 9, 2015	<ul style="list-style-type: none"> PLC - DOMAINS 1A, 1C, 4A, 4D, 4E, & 4F 	1:00-3:00 p.m.	2.00
January 18, 2016	<ul style="list-style-type: none"> Formative Assessment and Standards-Based Grading – DOMAINS 1E, 1F,3B, 3D, & 4E 	8:00 a.m.-3:00 p.m.	6.50
February 10, 2016	<ul style="list-style-type: none"> PLC - DOMAINS 1A, 1C, 4A, 4D, 4E, & 4F 	1:00-3:00 p.m.	2.00
March 16, 2016	<ul style="list-style-type: none"> PLC - DOMAINS 1A, 1C, 4A, 4D, 4E, & 4F 	1:00-3:00 p.m.	2.00
May 18, 2016	<ul style="list-style-type: none"> PLC/School Improvement Colloquium – DOMAINS 1A, 1C, 4A, 4D, 4E, & 4F 	1:00-3:00 p.m.	2.00
TOTAL HOURS			42.50
TOTAL DAYS (6.5 HOURS EQUALS ONE DAY)			6.53

A FRAMEWORK OF TEACHING - Danielson, C. (1996,2007)		
	Component	Description
Planning and Preparation	1A	Demonstrating Knowledge of Content and Pedagogy
	1B	Demonstrating Knowledge of Students
	1C	Selecting Instructional Outcomes
	1D	Demonstrating Knowledge of Resources
	1E	Designing Coherent Instruction
	1F	Designing Student Assessments
Classroom Environment	2A	Creating an Environment of Respect and Rapport
	2B	Establishing a Culture for Learning
	2C	Managing Classroom Procedures
	2D	Managing Student Behavior
	2E	Organizing Physical Space
Instruction	3A	Communicating with Students
	3B	Using Questioning and Discussion Techniques
	3C	Engaging Students in Learning
	3D	Using Assessment in Instruction
	3E	Demonstrating Flexibility and Responsiveness
Professional Responsibilities	4A	Reflecting on Teaching
	4B	Maintaining Accurate Records
	4C	Communicating with Families
	4D	Participating in the Professional Community
	4E	Growing and Developing Professionally
	4F	Showing Professionalism

MONTROSE COMMUNITY SCHOOLS



TEACHER EVALUATION – INDIVIDUAL SUMMARY REPORT 2014-2015 SCHOOL YEAR

TEACHER NAME

The following summary of your educator evaluation for the 2014-2015 school is provided for your review and as information to help shape the focus of your professional practice and growth in the coming school year. Data are presented in terms of the evaluation scores you received during the past school year and in comparison to the descriptive statistics (mean and standard deviation) of scores received by all teachers in the district.

Standard deviation (SD) is useful for understanding the spread of scores. A larger standard deviation indicates that the spread or dispersion of scores was wider. In addition, within a normal distribution of scores (bell curve), 68.2% of the population should fall within one SD above or below the mean, 95.5% within 2 SD above or below the mean, and 99.8% within 3 SD above or below the mean. By way of comparison, the actual distribution of scores for Montrose was 68.06%, 95.84%, and 100%.

A FRAMEWORK OF TEACHING – Danielson, C. (1996, 2007)				
Scores for each component range from 1 to 4				
Component	Description	Your Score	Mean Score (District)	Standard Deviation (District)
1A	Demonstrating Knowledge of Content	3	3.22	0.54
1B	Demonstrating knowledge of Students	4	3.36	0.54
1C	Selecting Instructional Outcomes	3	3.00	0.41
1D	Demonstrating Knowledge of Resources	4	3.28	0.45
1E	Designing Coherent Instruction	3	3.08	0.40
1F	Designing Student Assessments	NA	NA	NA
2A	Creating an Environment of Respect and Rapport	3	3.28	0.54
2B	Establishing a Culture for Learning	3	3.06	0.33
2C	Managing Classroom Procedures	3	3.22	0.51
2D	Managing Student Behavior	4	3.10	0.45
2E	Organizing Physical Space	4	3.26	0.44
3A	Communicating with Students	2	3.06	0.50
3B	Using Questioning and Discussion Techniques	3	2.93	0.39
3C	Engaging Students in Learning	4	3.08	0.47
3D	Using Assessment in Instruction	3	3.01	0.49
3E	Demonstrating Flexibility and Responsiveness	4	3.22	0.48
4A	Reflecting on Teaching	4	3.24	0.46
4B	Maintaining Accurate Records	3	3.19	0.49
4C	Communicating with Families	4	3.15	0.57
4D	Participating in the Professional Community	3	3.33	0.61
4E	Growing and Developing Professionally	4	3.21	0.56
4F	Showing Professionalism	3	3.22	0.42

Your Overall Score (84 points possible)	Mean Overall Score (District-Wide)	Standard Deviation (SD) (District)	SD of Your Score Above/Below the District Mean
71	66.47	5.17	.88

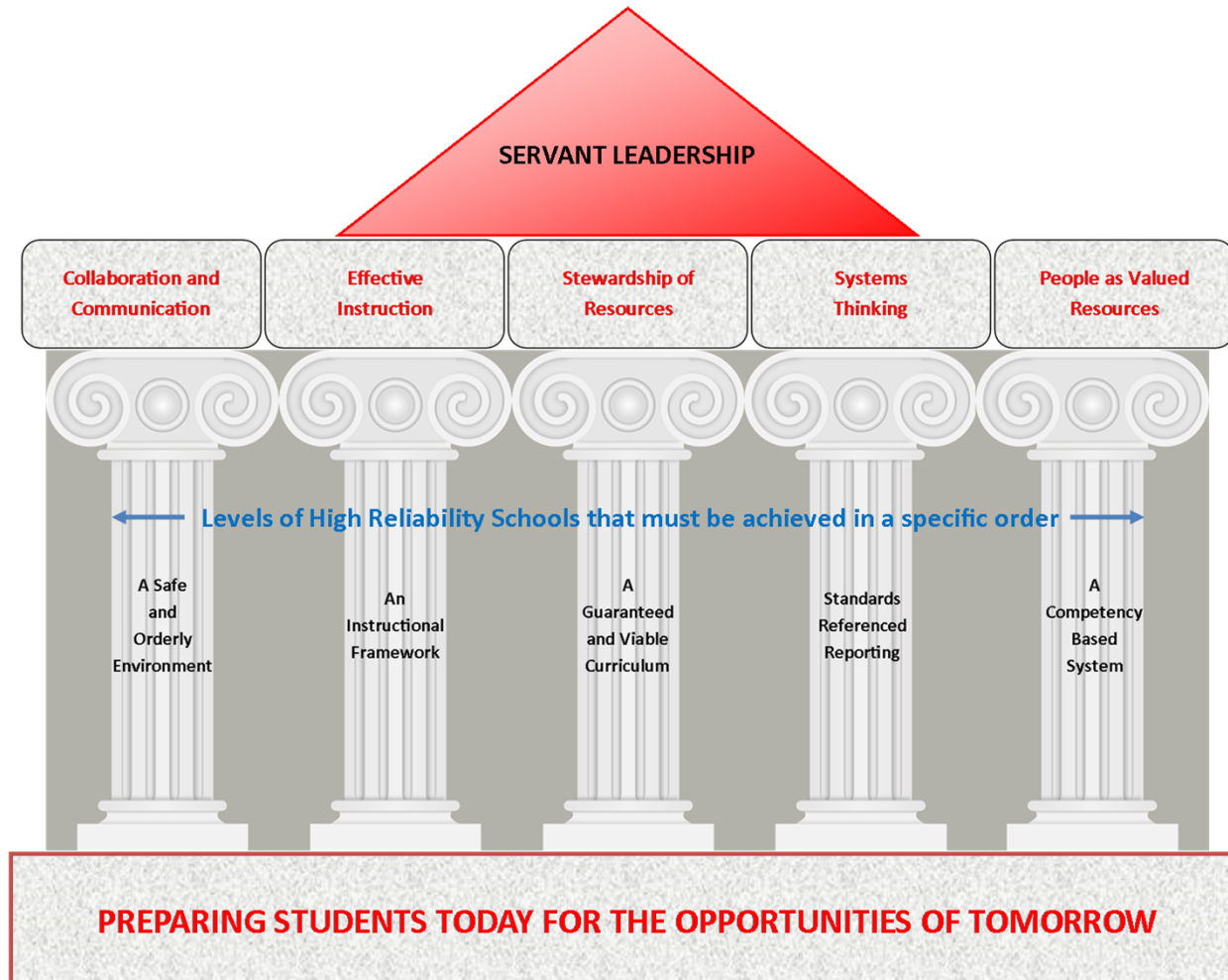
- Individual teacher's score in each component of the evaluation tool (range 1-4)
- Mean score for all teachers in the district
- Standard deviation of mean score to help understand the spread or variance of scores from the mean

- Overall score for the individual teacher (84 points possible)
- Overall mean score for all teachers in the district, as well as the standard deviation of that mean
- Standard deviation of individual teacher's overall score above/below the district mean

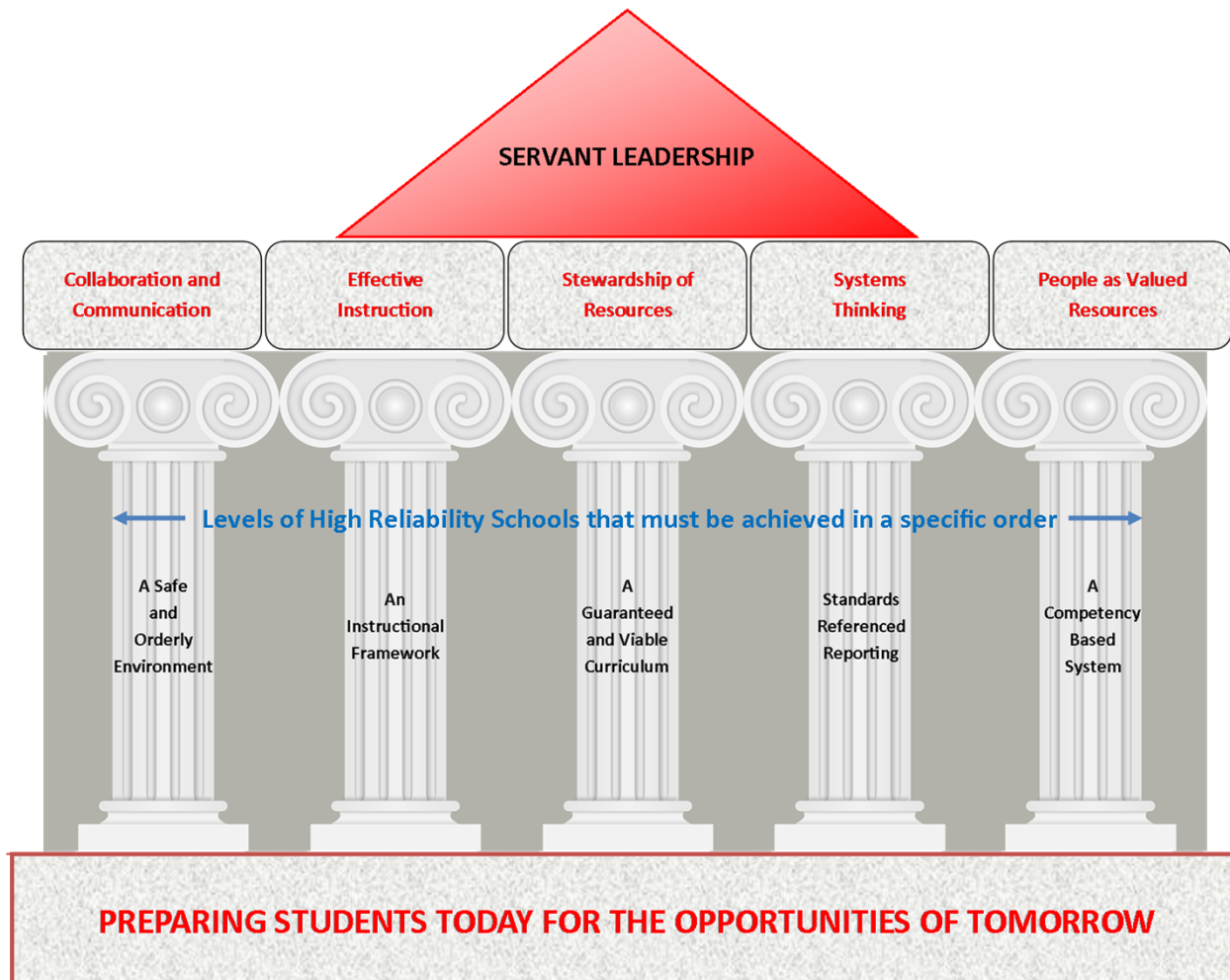
Technology Driven by Pedagogy

- Expanding Knowledge and Expertise in the Effective Integration of Technology Resources
- Utilizing Our Resources
- Cultivating and Supporting a Growth Mindset
- Discovering How Technology Supports Instruction
- Casey Schaub

Building a School of Excellence by Design



Components of High Reliability Schools



Becoming a High-Reliability Organization: The Next Step in School Reform

- The concept of High-Reliability Organizations (HRO) describes how organizations operate when their accidents or failures are simply too significant to be tolerated and where failures make headlines.
- HRO take extraordinary steps in pursuit of error-free performance.

***HRO are not error free organizations.
What distinguishes HRO is not the
absence of errors, but the ability to
contain their effects in a manner so that
they do not escalate into significant
failures.***

Lagging Indicators – HRS Journey

Becoming a High Reliability School: Level 1 – A Safe and Orderly Environment that is Supports Cooperation and Collaboration	
Lagging Indicator 1.1	Few, if any, incidents occur in which students' safety is compromised.
Lagging Indicator 1.2	Few, if any, incidents occur in which rules and procedures are not followed.
Lagging Indicator 1.3	Surveys of faculty and staff indicate high agreement that the school is safe and orderly.
Lagging Indicator 1.4	Surveys of students, parents, and the community indicate high agreement that the school is safe and orderly.
Lagging Indicator 1.5	Surveys of faculty and staff indicate high agreement that they have input regarding the optimal functioning of the school.
Lagging Indicator 1.6	Surveys of students, parents, and the community indicate high agreement that they have input regarding the optimal functioning of the school.
Lagging Indicator 1.7	Evidence is available regarding specific decisions that were made with input from faculty and staff.
Lagging Indicator 1.8	Evidence is available regarding specific decisions that were made with input from students, parents, and the community.
Lagging Indicator 1.9	Evidence is available for specific projects that were developed through collaborative efforts of teacher teams.
Lagging Indicator 1.10	Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses.
Lagging Indicator 1.11	Time available for specific classes and courses meets the state or district specifications for those classes and courses.
Lagging Indicator 1.12	Evidence is available that adequate proportions of the school budget are focused on issues that directly support teaching and learning.
Lagging Indicator 1.13	Evidence is available that specific accomplishments of the school and/or individuals within the school have been formally acknowledged.
Lagging Indicator 1.14	Incidents indicating teacher dissatisfaction with the school (for example, teacher requests for transfers to other schools) are very low or nonexistent.

Lagging Indicators – HRS Journey

Becoming a High Reliability School: Level 2 – An Instructional Framework That Develops and Maintains Effective Instruction in Every Classroom	
Lagging Indicator 2.1	A document describing the school's instructional model is available.
Lagging Indicator 2.2	Survey data indicate that teachers are well aware of the school's instructional model and their status within that model.
Lagging Indicator 2.3	Evidence exists that the school leader has a demonstrated record of hiring and retaining effective teachers.
Lagging Indicator 2.4	Evidence is available that teacher growth in pedagogical skill is consistent and meets or exceeds acceptable levels.
Lagging Indicator 2.5	Evidence is available that teacher growth in pedagogical skill is related to the professional development opportunities provided by the school.
Lagging Indicator 2.6	Evidence is available that the average level of teacher pedagogical skill meets or exceeds acceptable levels.
Lagging Indicator 2.7	Evidence is available that any teacher who is below acceptable levels of pedagogical skill and/or growth is adhering to a detailed growth plan.
Lagging Indicator 2.8	The distribution of teachers' pedagogical statuses is consistent with measures of student growth within the school.
Lagging Indicator 2.9	Survey data indicate high levels of agreement that the school in general and the evaluation system in particular are designed to help teachers improve their pedagogical skills.
Lagging Indicator 2.10	Evidence exists that teachers who have demonstrated little or no desire to develop or maintain high levels of pedagogical skill are counseled out of the profession or terminated in extreme cases.

Lagging Indicators – HRS Journey

Becoming a High Reliability School: Level 3 – A Guaranteed and Viable Curriculum that is Focused on Enhancing Student Learning	
Lagging Indicator 3.1	Curriculum documents are in place that correlate the written curriculum to state and district standards (for example, the CCSS, if applicable).
Lagging Indicator 3.2	Curriculum documents are in place correlating the written curriculum to the skills important to 21st century learning (for example, college and career readiness [CCR] skills and mathematical practice skills from the CCSS).
Lagging Indicator 3.3	Information is available correlating what is taught in classrooms (that is, the taught curriculum) and the written curriculum.
Lagging Indicator 3.4	Information is available examining the extent to which assessments accurately measure the written and taught curricula.
Lagging Indicator 3.5	A written list of essential elements is in place.
Lagging Indicator 3.6	A written list of essential vocabulary is in place for all levels (that is, tiers 1, 2, and 3).
Lagging Indicator 3.7	A curriculum audit document is in place delineating how much time it would take to adequately address the essential elements.
Lagging Indicator 3.8	All students have a prescribed program of study that documents access to courses.
Lagging Indicator 3.9	Written goals are available specifying the percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments.
Lagging Indicator 3.10	Written goals are available specifying the elimination of differences in achievement for students at different socioeconomic levels.
Lagging Indicator 3.11	Written goals are available specifying the elimination of differences in achievement for students of differing ethnicities.
Lagging Indicator 3.12	Written goals are available specifying the elimination of the achievement gap for all students.
Lagging Indicator 3.13	Written goals are available specifying the elimination of differences in achievement for English language learners.
Lagging Indicator 3.14	Written goals are available specifying the elimination of differences in achievement for students with disabilities.
Lagging Indicator 3.15	Written timelines are available containing specific benchmarks for each goal, including the individual(s) responsible for the goal.
Lagging Indicator 3.16	Reports, graphs, and charts are available for overall student achievement.
Lagging Indicator 3.17	Evidence is available showing that reports, graphs, and charts are regularly updated to track growth in student achievement.
Lagging Indicator 3.18	Evidence is available that students who need instructional support outside of the regular classroom have had access to and taken advantage of such support.

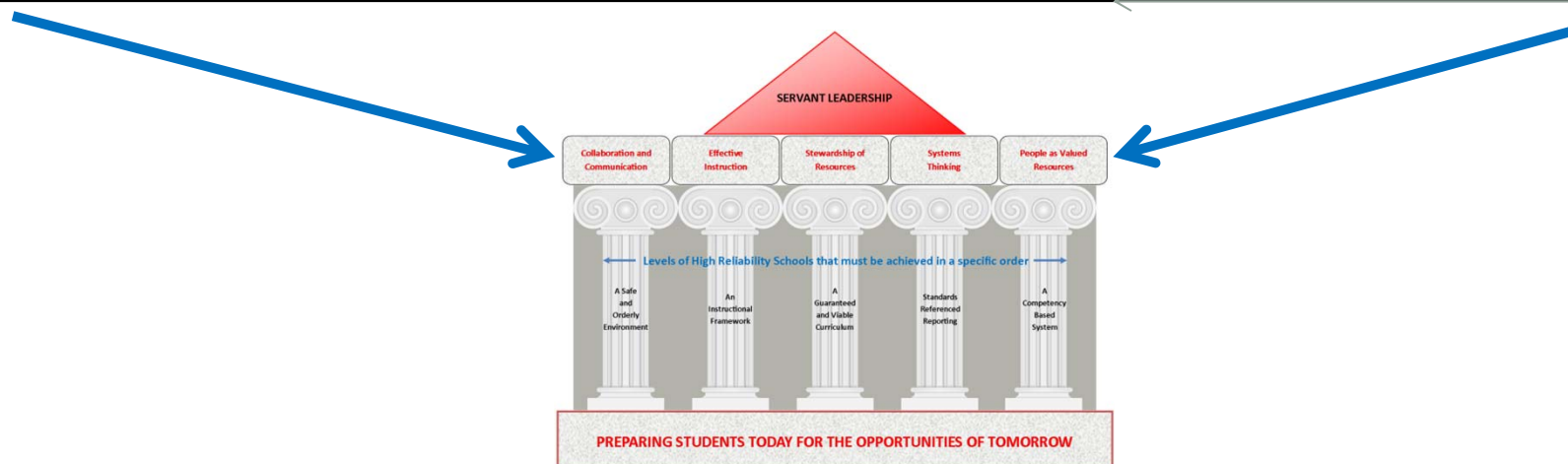
Lagging Indicators – HRS Journey

Becoming a High Reliability School: Level 4 – Standards-Referenced Reporting of Student Progress	
Lagging Indicator 4.1	Written goals are available for each student in terms of their performance on state assessments, benchmark assessments, common assessments.
Lagging Indicator 4.2	Documents articulating the learning progression for each essential element are available for each subject area.
Lagging Indicator 4.3	Written goals are available for each student in terms of their knowledge gain regarding essential elements.
Lagging Indicator 4.4	Reports, charts, and graphs are available for individual students depicting their status and growth on their learning goals.
Lagging Indicator 4.5	Report cards display student status and growth on essential elements and individual learning goals.

Becoming a High Reliability School: Level 5 – A competency-Based System that Ensures Students' Mastery of Content	
Lagging Indicator 5.1	A written master plan is available articulating the criterion scores necessary to demonstrate competence for each essential element at each level for each subject area.
Lagging Indicator 5.2	Reports are available that indicate each student's current status for each essential element at each level for each subject area.
Lagging Indicator 5.3	A written master plan is available articulating the alternate pathways a student might take to learn and demonstrate competence in each essential element at each level for each subject area.
Lagging Indicator 5.4	A written master plan is available articulating how students can pursue advanced content, work on college credit, and pursue careers of interest.
Lagging Indicator 5.5	Reports are available depicting how long students are taking to move through the curriculum for each subject area at each level.

Overarching Constructs of the Organization

Collaboration and Communication	Effective Instruction	Stewardship of Resources	Systems Thinking	People as Valued Resources
<ul style="list-style-type: none"> District, School and Teacher Webpages Stakeholder Surveys Community Education Programs School Study/Task Force Groups Continued Commitment to Professional Learning Communities Effective Use of Social Media 	<ul style="list-style-type: none"> Develop Common Language of Instruction Focus on High-Yield Instructional Strategies Building Background Knowledge through Vocabulary Instruction Effective Assessment Design and Development Effective Use of Instructional Technology 	<ul style="list-style-type: none"> Revised School Calendar Modified Start/End Times of School Day Develop Energy Savings Policies/Programs Grant Writing Development of Facilities Maintenance Plan Development of Montrose Educational Foundation 	<ul style="list-style-type: none"> Identification of Learner Outcomes Clearly Articulated Integration of Curriculum, Instruction, and Assessment Development of Multi-Tiered Support System at All Building Levels Consistent Analysis of Organizational Data and Program Evaluation 	<ul style="list-style-type: none"> Increased Professional Development Opportunities Release Time to Observe Other Teachers Release Time to Observe Other Districts/Programs Provide Merit / Performance Incentives for All Employee Groups



Defining the Work of PLCs

- Prioritize Learning Goals
 - Reclaiming time and reclaiming our craft
- Building Proficiency Scales
- Development of Quality and Aligned Assessments

End Goal for this School Year:

- Prioritize Learning Goals
- Build Proficiency Scales for at Least One Unit of Instruction
- Design Summative Assessment for at Least One Unit of Instruction

Key Points:

- This process is a journey
- We go slow in order to go fast
- Slow and steady is always better than fast and sloppy