

aysville Educator

Assessment Tool

Committee members:

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Thank you!

**K.S.D.E. submitted a waiver request from portions of N.C.L.B. to U.S.D.E.
U.S.D.E. required Kansas' evaluations meet six criteria.**

- 1. Used for continual improvement of instruction**
- 2. At least three differentiated performance levels**
- 3. Multiple valid measures in determining performance levels, including as a significant factor, data related to student growth for all students and a process ensuring inter-rater reliability**
- 4. Evaluation of all educators on a regular basis**
- 5. Provide clear, timely, useful feedback that identifies needs and guides professional learning opportunities to meet specific needs.**
- 6. Process and data will be used to inform personnel decisions**

K.S.D.E. created K.E.E.P. and some districts used it.

Some districts bought or created their own instrument.

“KEEP”

State
evaluation
protocol



Locally

developed
or approved
“vendor”
protocols

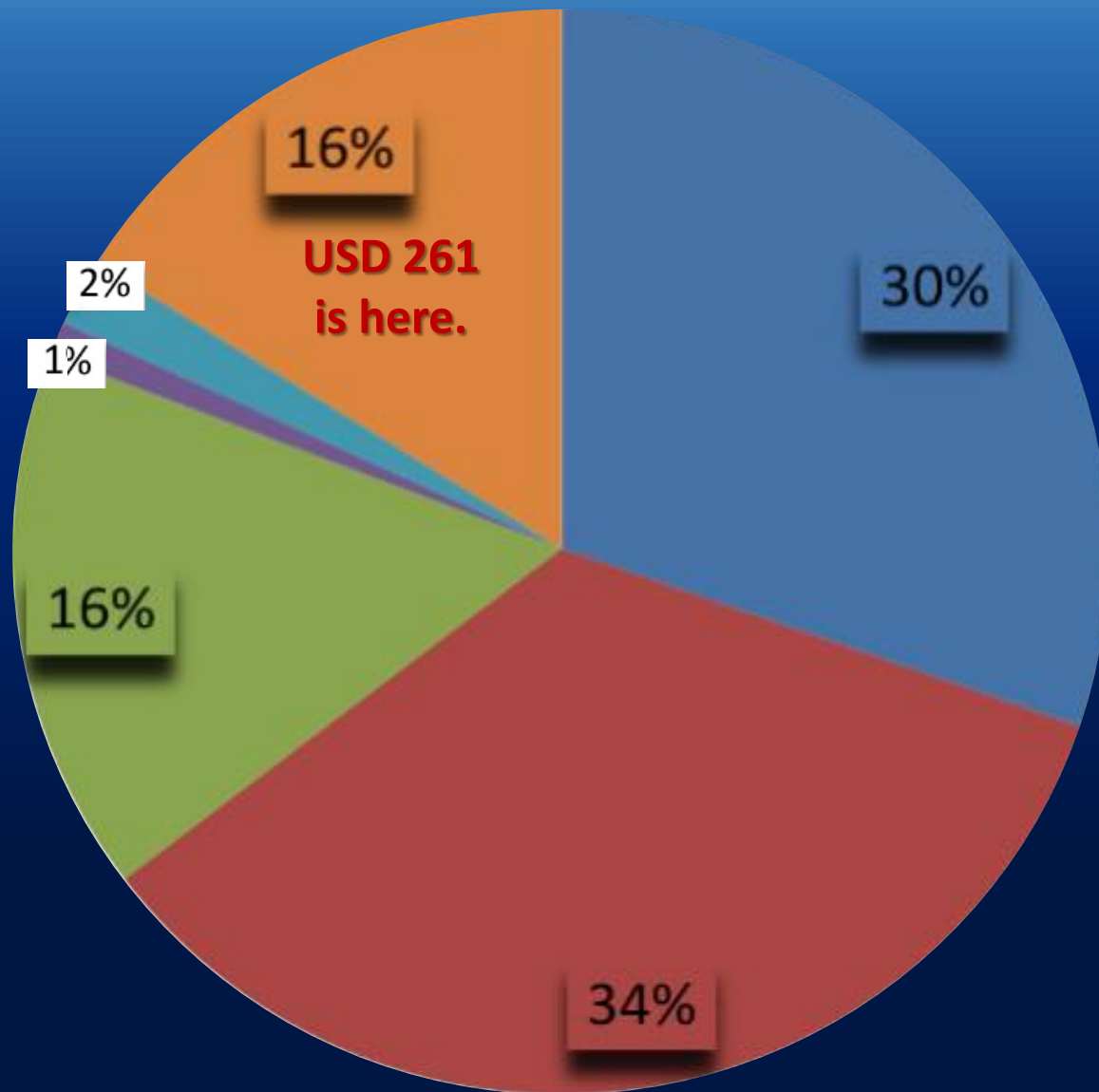


2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015 We are here!	2015 - 2016
KSDE began preparing districts for <u>KEEP</u> (USD 261 was represented)	First pilot of <u>KEEP</u> with 12 districts	Second pilot of <u>KEEP</u> with 24 districts	Third pilot of <u>KEEP</u> with 90 districts	All districts using waiver compliant evaluation protocols	KSDE district visits based upon reporting data
		<u>Local school districts</u> choose from approved “vendor” protocols or develop their own	First pilot of <u>local school districts</u> “vendor” instruments or locally developed protocol	All districts use a waiver compliant evaluation protocol (“vendor” or locally developed)	KSDE district visits based upon reporting data

What did Haysville do?

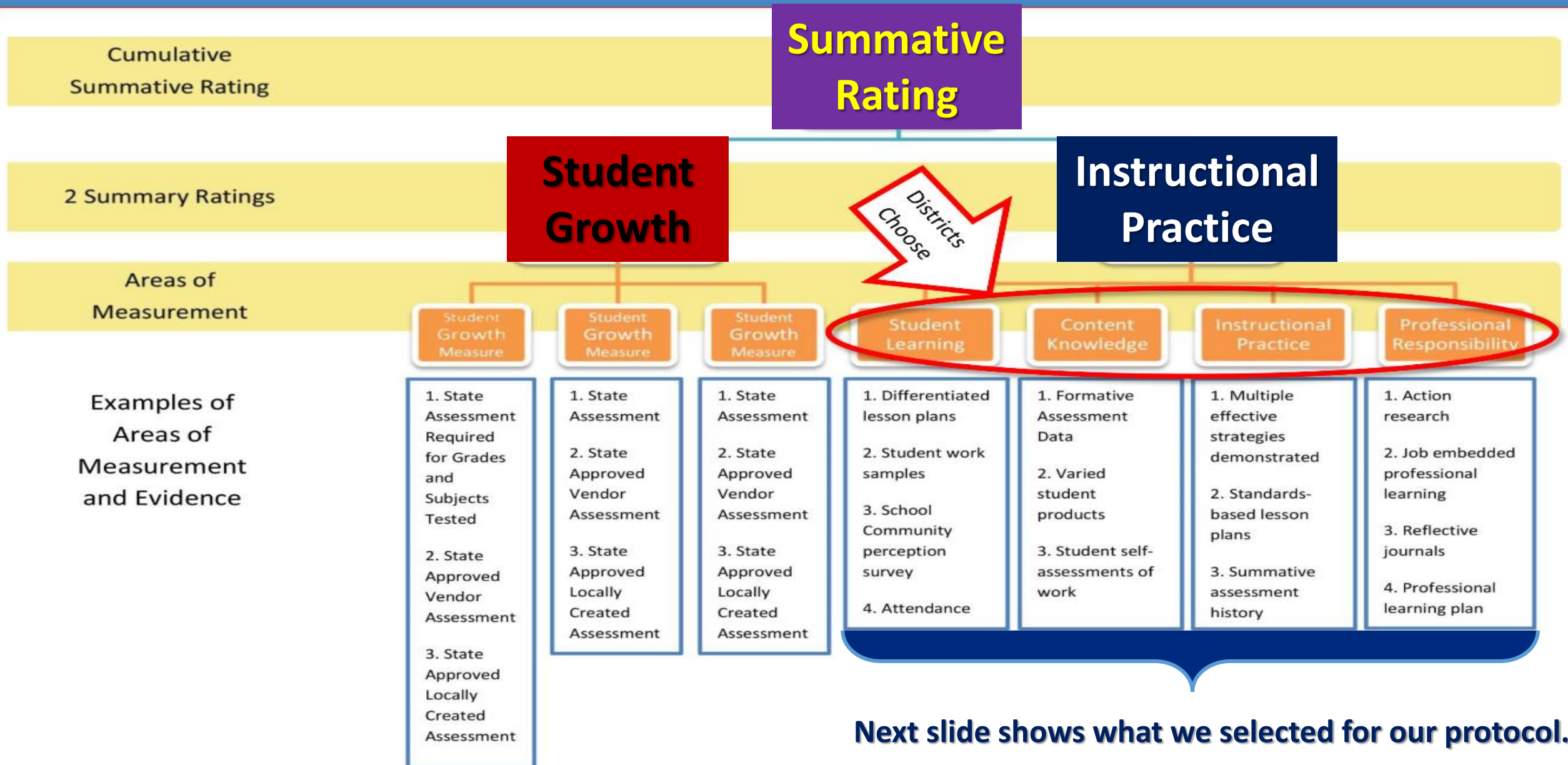
1. USD 261 teachers and administrators participated in the planning of KEEP pilot in 2009 and 2010.
2. On November 26, 2012, USD 261 teachers and administrators attended a meeting hosted by KSDE at Newman University.
3. Consensus of our folks who attended that meeting was that KEEP data stored in a repository might not be secure, vendor instruments were costly and we could collaboratively design our own protocol.
4. The 2013-2014 Negotiations Team charged Jennifer Alexander and Michael Clagg with selecting a committee of teachers and administrators to develop a protocol to recommend to the 2014-2015 Negotiations Team.
5. The recommended protocol was tentatively approved by the Negotiations Team and formally ratified by the Association and the Board of Education for use in the 2014-2015 school year.

What did other districts do?



- KEEP - 85 Districts, 4 Performance Levels
- McREL - 98 Districts, 5 Performance Levels
- SWP - 45 Districts, 4 Performance Levels
- Danielson - 4 District, 4 Performance Levels
- Greenbush - 5 Districts, 4 Performance Levels
- Locals - 47 Districts, 3 or more Performance Levels
- Marzano - 1 District, 4 Performance Levels

K.S.D.E. required a rating for “**Student Growth**” and a rating for “**Instructional Practice**” be combined to form the “**Summative Rating**”.



We have the same four categories as the state but different indicators.

#1 Instructional Practice	#2 Professional Responsibility	#3 Student Learning	#4 Content Knowledge
1A) Demonstrates effective methods and techniques that meet students' needs	2A) Engages in reflection for professional growth	3A) Plans based on recognized differences in learning and developmental levels of all students	4A) Demonstrates a thorough knowledge of content material and pedagogy
1B) Uses varied assessments to measure learner progress	2B) Participates in a variety of targeted professional growth activities	3B) The environment is purposefully arranged to facilitate learning	4B) Provides a variety of innovative applications of knowledge
1C) Effectively utilizes questioning and discussion to promote learning	2C) Exercises collaborative and leadership roles	3C) Builds and maintains a positive social environment	4C) Applies a deep understanding of students
1D) Provides multiple methods for student engagement with learning	2D) Maintains accurate records while maintaining confidentiality	3D) Successfully applies student behavior guidelines to maintain discipline in the learning environment	4D) Utilizes a variety of resources to appropriately meet student needs
1E) Demonstrates adaptability and responsiveness in meeting student needs	2E) Communicates effectively (written and oral) with students and their families	3E) Recognizes and rewards student achievement	4E) Designs effective methods for assessing outcomes
1F) Uses a variety of technologies to effectively facilitate learning	2F) Works cooperatively with classified and certified personnel to provide for student needs	3F) Fully engages all students in purposeful learning activities	4F) Actively seeks and shares continuous improvement through professional growth activities
1G) Provides evidence of planning that supports district and state expectations	2G) Models professional decorum (judgment) in appearance, hygiene and action	The indicators are similar to what we have been using. Differences are: 1) Inter-rater reliability, 2) Educator participation in their own evaluation, and 3) Student growth	

Educator's Duties & Steps to Complete Evaluation

1. Read the evaluation paperwork

It is essential to understand this new process is meant to help work towards ensuring staff is highly effective.

This is one of the primary changes in the evaluation process - Creating not just qualified but effective educators.

Educator's Expectations Continued...

2. Complete SMART GOALS documentation
3. Meet with evaluator to discuss the evaluation. Include questions regarding terminology and expectations.
 - A. Review SMART Goals with the evaluator to make sure the plan of action meets expectations.
 - B. Educators within their first three years of employment, should discuss a timeline for completing the “Progress Monitoring Reflection” chart.

Educator's Expectations Continued...

4. Begin implementation of SMART Goals — this could include
 - * taking classes
 - * trying something new within your lesson plans
 - * targeting a special group of students.

Discuss and devise options with the evaluator if ideas are needed.

Don't forget to maintain a portfolio documenting the Student Growth Measures.

Invite your administrator to observe on days you implement specific parts of your goals to help provide feedback.

Educator's Expectations Continued...

6. When your administrator observes, be sure to review feedback provided to help improve the next step for accomplishing your goals.
7. Once all observations are complete and your SMART Goals time line concluded, bring the following items for the final discussion with the evaluator:
 - A. The “End of Year Review” chart - this is the assessment of outcomes
 - B. The Student Growth Measures Documentation portfolio

Educator's Expectations Continued...

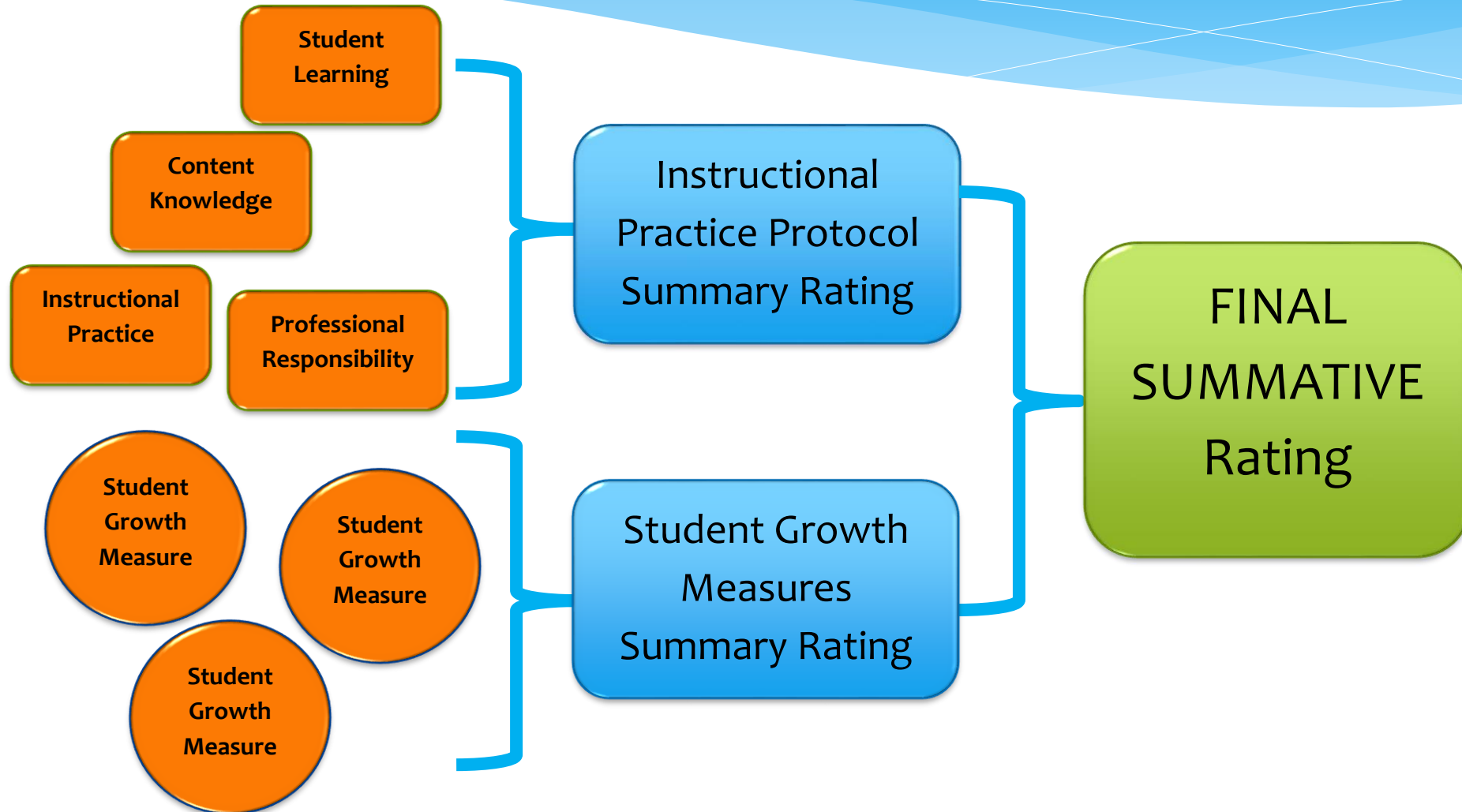
8. **Finally, ALL staff should maintain a “Student Growth Measures Documentation Portfolio” - whether one is up for evaluation or not. This information will be part of the evaluatee's evidence for student growth.**

**This portfolio should be built on
yearly to be used
during ones' evaluation year.**

Student Growth Measures It Adds Up...

$$**5 W's + 1 H = SGM**$$

A Deeper Look at Student Growth Measures as a Part of the Evaluation System



Who?

**All licensed educators must have
SGMs included within their
evaluations.**

What?

Three Types

1. **State Assessments (required)**
2. **Commercial Assessments**
3. **Locally Created Assessments**

SDE SGMs Default Lists:

[Elementary](#)

[Middle](#)

[High](#)

What?

USD 261 Student Growth Measures Initial List

Submitted to KSDE on
June 30, 2014

	Measure 1	Measure 2	Measure 3
Campus and Haysville High School (9-12)			
English Language Arts	ELA State Assessment	Scantron	Local Performance Assessment
Math	Math State Assessment	Scantron	Local Performance Assessment
Science	Science State Assessment	Scantron	Local Performance Assessment
Social Studies	Social Studies State Assessment	Scantron	Local Performance Assessment
Fine Arts	Share in ELA State Assessments	NCES Framework	Local Performance Assessment
Career Technical Education	CPASS	Career and Technical Course Testing	Career and Technical Portfolios based on Career and Technical Annual Reporting
Foreign Language	IB Foreign Language Assessment	ACTFL	Local Performance Assessment
Haysville Middle School and Haysville West Middle School (6-8)			
English Language Arts	ELA State Assessment	AIMSWeb	Scantron
Math	Math State Assessment	AIMSWeb	Scantron
Science	Science State Assessment	Scantron	Local Performance Assessment
Social Studies	Social Studies State Assessment	Scantron	Local Performance Assessment
Fine Arts	Share in ELA State Assessments	NCES Framework	Local Performance Assessment
Career Technical Education	Career and Technical Pathways Assessments	Career and Technical Course Testing	Career and Technical Portfolios based on Career and Technical Annual Reporting
Freeman, Nelson, Oatville, Prairie, Rex, and Ruth Clark (PreK-5)			
Kindergarten	STAR	Literacy First	AIMSWeb
First Grade	STAR	Literacy First	AIMSWeb
Second Grade	STAR	Literacy First	AIMSWeb
Third Grade	ELA State Assessment	Literacy First	AIMSWeb
Fourth Grade	ELA State Assessment	Literacy First	AIMSWeb
Fifth Grade	ELA State Assessment	Literacy First	AIMSWeb

When?

Then

6-30-14

Now

2014-2015



The screenshot shows the 'Kansas Educator Evaluations' website. The header features a banner with the text 'Kansas Educator Evaluations' and a background image of a classroom. Below the banner is a navigation bar with four tabs: 'KS Evaluations', 'KEEP Districts', 'Non KEEP Districts', and 'Student Growth Measures'. The 'Student Growth Measures' tab is selected, and a dropdown menu is open, showing options: 'SGMs Default List - Elementary', 'SGMs Default List - Middle School', 'SGMs Default List - High School', 'SGMs Trainings', 'Submit SGMs Online Form DUE 6-30-2014', and 'Adding In SGMs'. A yellow arrow points to the 'Submit SGMs Online Form DUE 6-30-2014' option. Below the navigation bar, the breadcrumb trail reads 'Student Growth Measures > Submit SGMs Online Form DUE 6-30-2014'. The main heading is 'Student Growth Measures Online Forms - Principals will Complete'. The text below states: 'Principals - Please complete one of the following online forms per your school. The 2014-2015 forms are due June 30th, 2014. This is an annual process that will have a deadline of June 30th every year. The online forms will be open all year until the close of the school year. The 2014-2015 forms below will be available for completion starting June 1st, 2014.' Three links are provided: 'Student Growth Measures for High School - <https://www.surveymonkey.com/s/SGMsHighSchool>', 'Student Growth Measures for Middle School - <https://www.surveymonkey.com/s/SGMsMiddleSchool>', and 'Student Growth Measures for Elementary School - <https://www.surveymonkey.com/s/SGMs-Elementary>'. A red bracket groups these three links, with a yellow arrow pointing to it. At the bottom, there is an 'EXAMPLE Form - [Example - Middle School SGMs Submissions Form 2014.pdf](#)'.

Criteria for selecting/creating a LOCAL student growth measure:

1. Common assessments must be **created in consultation** with a school administrator with expertise in assessments, special education, ELL specialist and content expert.
2. Assessments cover **all** key subject/grade level content **standards**.
3. Number of test items should **correlate to distribution of % of time** spent teaching the content.

Criteria for selecting/creating a LOCAL student growth measure:

4. Assessments should require **higher order thinking** as appropriate.
5. Assessments should allow **high and low achieving students to demonstrate** their knowledge.
6. Assessments should **measure accurately** what it is designed to measure and produce **similar results** for students with similar levels of ability.

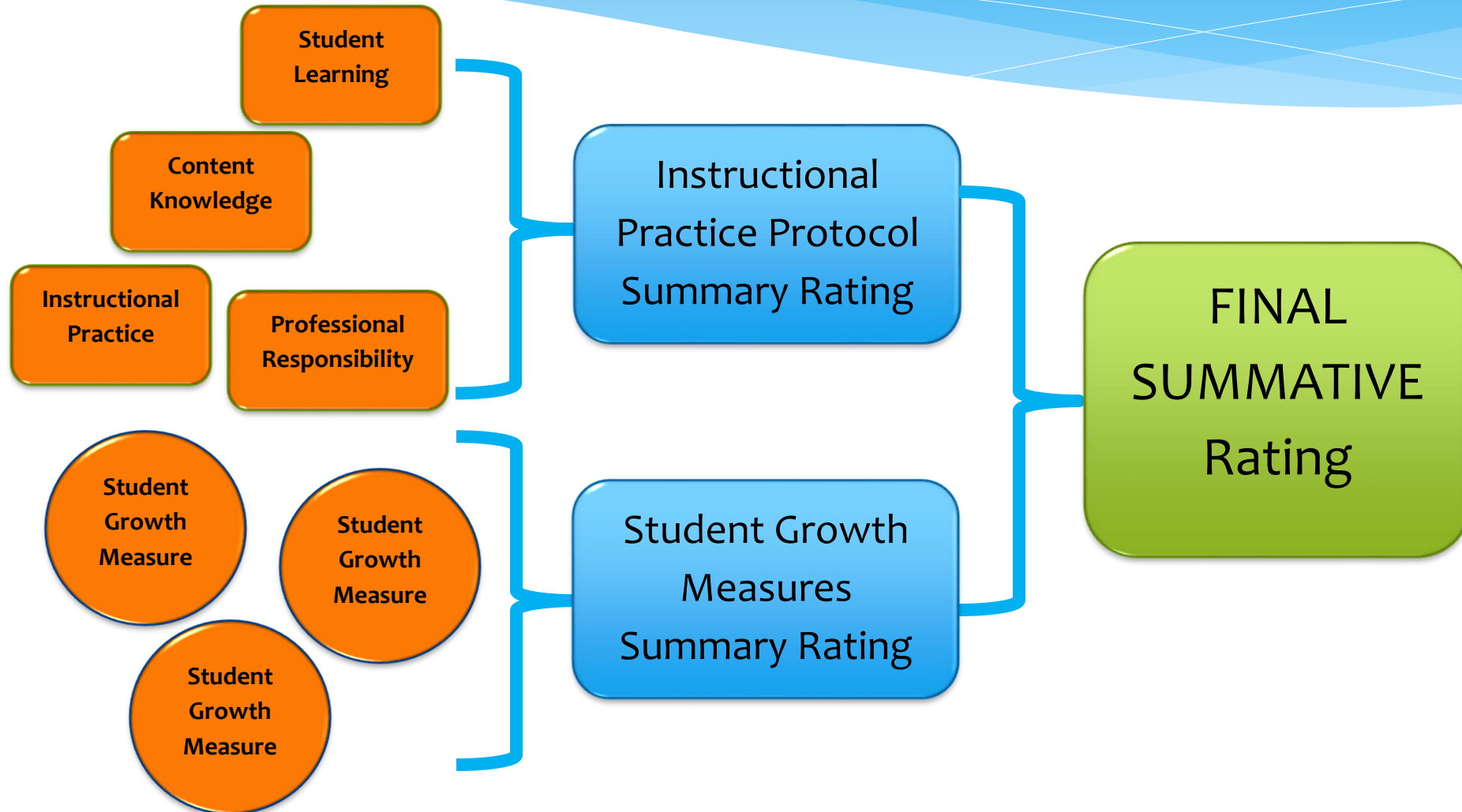
In a nutshell...

All locally created assessments must be submitted to KSDE.

So, assessments will go first to Guiding Coalition and then Learning Services who will submit them to KSDE.

And yes, we have a form for that. 😊

A Deeper Look at Student Growth Measures as a Part of the Evaluation System



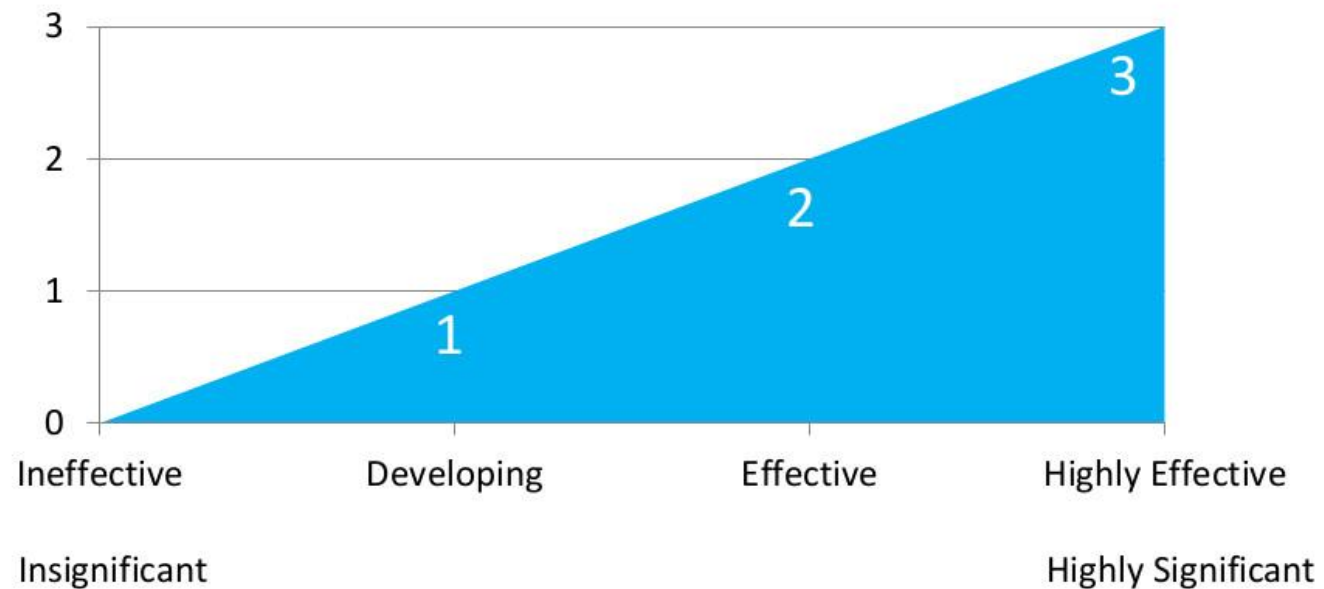
Where?
In that portfolio!
SGMs are used over
2 or more points in
time, up to 4 years.
Maintain data for
multiple years.

	Name of Measure	Results
<i>Example</i>	<i>ELA State Assessment</i>	<i>96.2% of my students were proficient</i>
Measure One		
Measure Two		
Measure Three		
Additional Measure(s)		

Why?

And defining what “MET” means.

Multiple Measures



“Multiple Measures” is an educational term used to look at various measures of student growth, in addition to the state assessments.

“MET” could include

- **% hitting a benchmark**
- **% proficiency level**
- **% growth between fall and winter**
- **Progress monitoring data for groups**
- **Etc. – We have to define this over the course of this year.**

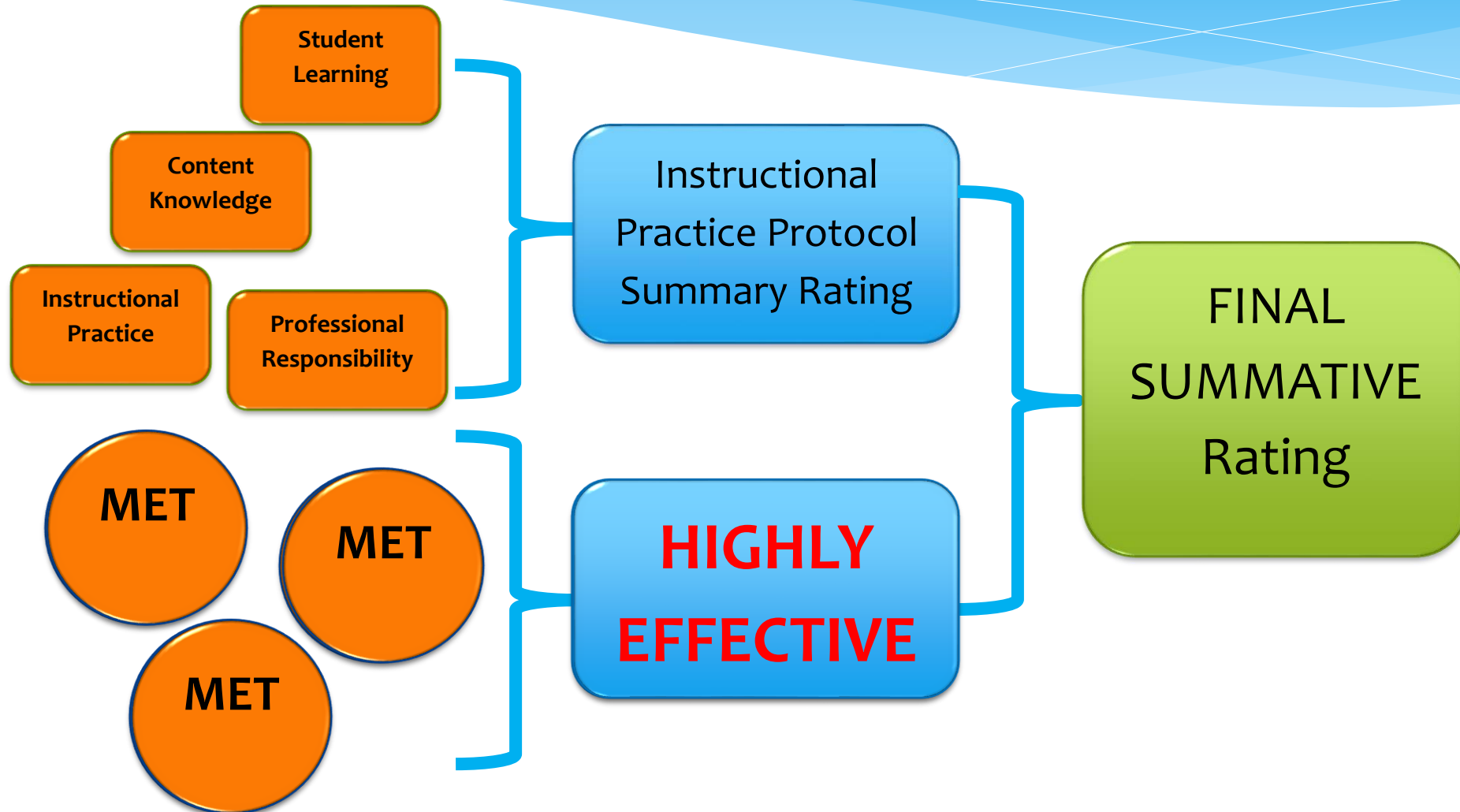
The key word is “OR.”

**Another
Whack-a-Doodle Idea from Tosh**

What if “MET” meant YES this year?

So I called...

A Deeper Look at Student Growth Measures as a Part of the Evaluation System



How?

- **Meeting with Department Chairs**
- **PLC Meeting (ex. Counselor/Psychs)**
- **Curriculum Academies**

Just to name a few.

Curriculum Academy Dates Social Studies - Science - Math 8:30-3:30 TLC		
	1st Sem	2nd Sem
PreK	10/29/2014	1/22/2015
Kinder	11/4/2014	3/4/2015
1st	11/20/2014	1/21/2015
2nd	10/30/2014	2/17/2015
3rd	10/7/2014	2/4/2015
4th	9/30/2014	1/29/2015
5th	9/24/2014	1/27/2015
SPED SS/Sci (Inter AM/Prim PM)	11/5/2014	3/24/2015
SPED Math (Prim AM/Inter PM)	12/2/2014	4/7/2015

Curriculum Academy Dates Social Studies - Science 8:00-3:00 TLC		
	Social Studies	Science
6th-8th	9/15/2014 & 9/16/2014	9/3/2014 & 4/28/2015
9th-12th	11/17/2014 & 11/18/2014	2/24/2015 & 2/25/2015
Curriculum Academy Dates Math 8:00-3:00 TLC		
	1st Sem	2nd Sem
6th-8th	9/9/2014	12/9/2014

Curriculum Academy Dates 8:00-3:00 TLC		
	1st Sem	2nd Sem
6th-8th ELA Adoption	8/28/2014	2/26/2015
9th-12th ELA Adoption	10/28/2014	
K-12 Music	9/18/2014	
K-12 PE	10/6/2014	
K-12 Media, Art & Inst Tech	9/29/2014	
ADK Mtg (Kinder Tchrs AM/Specials PM)	10/1/2014	4/30/2015

Questions & Answers



