Art and Science of Teaching Evaluation Model

PEGGY SCHOOLING, ED.D.
IMMACULATA UNIVERSITY
Introductions - Just Like Me
Name Tags

Peggy
Agenda

- Norms
- Learning Goals for this Session
- Activating Prior Knowledge
- Art and Science of Teaching Framework Overview
- Levels of Performance
- Art and Science of Observation
- Focus on DQ 6 and DQ 1
- Minilesson DQ 6 and DQ 1
Norms: PEMDAS

- Participate Fully
- Exchange Ideas
- Make an Effort to Listen
- Dialogue equally and do your best
- Ask questions
- Share your insight and support each other, self monitor, self reflect
Finally……

- It's ok to have fun, suffering is optional!
Organizing Groups for Learning: Clock Partners
Why Change our Evaluation System?
Why Change?

Our students are changing
Our understanding of learning has changed
Our workplaces are changing
Session Learning Goals

Participants will:
Use the Art and Science of Teaching Protocol to distinguish between various levels of the performance scale

Defend ratings using the evaluation instrument by stating a claim and supporting it with evidence for DQ 1 and 6
<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 4.0</td>
<td><strong>In addition to the score of 3, participants will be able to:</strong> Provide actionable, defensible and constructive feedback to teachers based on the data they have collected.</td>
</tr>
</tbody>
</table>
| Score 3.0 | **Participants will be able to:**  
  • Use the Art and Science of Teaching Protocol to distinguish between various levels of the performance scale by identifying dominant elements during classroom observations  
  • Defend ratings using the evaluation instrument by stating a claim and supporting it with evidence. |
| Score 2.0 | **Participants will be able to identify key concepts within the Framework**  
  DQ  
  Element  
  Look For  
  Teacher Evidence/Student Evidence  
  Performance Scale Descriptors |
| Score 1.0 | **Participants will be able to:**  
  • Demonstrate partial success at a 2.0 score. |
Collaboration Goals

- Build Trust
- Engage in self-assessment and self-directed inquiry
- Reflect on practice
- Collaborate through conversation
- Create a community of learners
Personal Learning Goals

I expect to learn:

What I value most for my personal learning is:
Activating Prior Knowledge

- Carousel Brainstorming
Top Three Ideas from each group.
Art and Science of Teaching
Teacher Evaluation Model

STUDENT ACHIEVEMENT

Domain 1: Classroom Strategies and Behaviors (41 Elements)
- Routine Segments (5 Elements)
- Content Segments (18 Elements)
- On the Spot Segments (18 Elements)

Domain 2: Planning and Preparing (8 Elements)
- Lesson and Units (3 Elements)
- Use of Materials and Technology (2 Elements)
- Special Needs of Students (3 Elements)

Domain 3: Reflecting on Teaching (5 Elements)
- Evaluating Personal Performance (3 Elements)
- Professional Growth Plan (2 Elements)

Domain 4: Collegiality and Professionalism (6 Elements)
- Promoting a Positive Environment (2 Elements)
- Promoting Exchange of Ideas (2 Elements)
- Promoting District and School Development (2 Elements)
Ten Design Questions

**Lesson Segments Involving Routine Events**

*Design Question 1:* What will I do to establish and communicate learning goals, track student progress, and celebrate success?

*Design Question 6:* What will I do to establish or maintain classroom rules and procedures?

**Lesson Segments Addressing Content**

*Design Question 2:* What will I do to help students effectively interact with the new knowledge?

*Design Question 3:* What will I do to help students practice and deepen their understanding of new knowledge?

*Design Question 4:* What will I do to help students generate and test hypotheses about new knowledge?

**Lesson Segments Enacted on the Spot**

*Design Question 5:* What will I do to engage students?

*Design Question 7:* What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

*Design Question 8:* What will I do to establish and maintain effective relationships with students?

*Design Question 9:* What will I do to communicate high expectations for all students?
Domain 1 identifies the 41 key strategies revealed by research for effective teaching, presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching.

All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.
Domain 2

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling
Domain 3

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan
Domain 4

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rule and Procedures
60. Participating in District and School Initiatives
Check Your Understanding

3:00
Lesson Segments involving Routine Events includes the following Design Questions

a) Design Question 4 and 5
b) Design Questions, 2, 3, 4
c) Design Questions 1 and 2
d) Design Question 1 and 6
How many elements are there in Domain 1

a) 60
b) 41
c) 10
d) 35
Lesson Segments Enacted on the spot involve elements which reflect what teachers do “on the fly”

a) True
b) False
Where are we headed?

Increase expertise from year to year to produce gains in student achievement year to year.
Five Conditions to Support Teacher Expertise

- Common Language of Instruction
- Focused Feedback and Deliberate Practice
- Opportunity to Observe and Discuss Teaching and Learning
- Clear Criteria for Success and Plan for Success
- Recognition of Progress
The AST Protocol

- DQ
- Element
- Element Description
- Teacher Evidence
- Student Evidence
- Scale
- Student Interview Questions
Unpacking the Protocol

Desired Effect

Teacher and Student Evidence

Scale
Focused Feedback

involves seeing thin slices of behavior
Lesson Segments Involving Routine Events

- June 2015\MP Lesson Segments Involving Routine Events.pdf
For each of the 41 elements, there is a specific desired effect on student learning if the teacher uses and monitors the strategy appropriately.
Teacher Evidence

- Teaching Moves
- Thin Slices of Behavior
- Do not need a certain number of evidences
- Unchecked evidence can be used to provide feedback
Student Evidence

- Examples not all inclusive
- Describes what students are doing
- Checking For Understanding - The “When asked” statement
- “Student Interviews” sample questions for the administrator
I want to remember...........
I need to clarify..................
### Scales: Levels of Performance

<table>
<thead>
<tr>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Not Using (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher adapts and creates new strategies for unique student needs and situations <strong>ALL</strong></td>
<td>In addition to using the strategy correctly, the teacher monitors the impact that the strategy has on student learning <strong>MOST</strong></td>
<td>The teacher uses the strategy correctly</td>
<td>The teacher uses the strategy incorrectly or with parts missing</td>
<td>The strategy was called for but not exhibited</td>
</tr>
</tbody>
</table>
Scale Review

Not Using - Lack of Awareness or Awareness but failure to Execute

Beginning: Making Mistakes Not

Developing - Monitoring some students

Applying - Monitoring 50% of the students

100% are being monitored for the desired effect
Not Using

- Teachers are unaware that the strategy is called for.
- It is recommended to have a conference with the teacher before assigning a scale rating of “Not Using”
• Teacher uses the strategy incorrectly or with parts missing
Developing

• All constructs in the element description are evident.
• Strategy may be used mechanistically until the teacher develops fluency with the strategy.
• Teacher evidences *may* be more likely checked than student evidences.
• Teacher focus is more on teaching than on monitoring students.
• Observers rate teachers “Developing” until they see monitoring of at least 50% of students for the desired effect of the strategy.
Applying

- All constructs in the element description are evident.
- Teacher is monitoring the desired effect of the strategy for more than 50% of students.
- Teacher and student evidence should be evident.
- As a result of solid strategy knowledge and fluent use of strategy, teacher can focus on monitoring students for the desired effect of the strategy.
Innovating

• The strategy is having the desired effect on all of the students. To accomplish this:
  – The teacher has made adaptations for special needs of groups of students or individual students and/or
  – The teacher has consciously created a macro-strategy that ensures desired effect is evident with all students

• If you don’t see an overt adaptation to a strategy, the teacher MIGHT be making these adaptations on a one-to-one basis as he/she moves around the classroom
After the teacher monitors the majority of students to capture evidence of the strategy’s effectiveness, the teacher makes adaptations or adjustments to the strategy in order to achieve the desired effect with ALL students.
Questions to Ask at the Innovating Level

- Is the desired effect evident for all students?
- Are there obvious adaptations being made for special groups of students (or individuals)?
- Is a combination of sub-strategies being used to ensure the desired effect on all students?
- Is the teacher making adaptations on a one-to-one basis as he/she moves around the classroom?
Quick Review

I have a question about…..

I am still wondering…..

6:00
The Art and Science Of Observation
Learning How to See
Inter-Rater Reliability is a Process, Not an Event

- Establish Common Language
- Observers are Trained on Instruments
- Inter-Rater Reliability
- District Monitoring
- Peer to Peer within Buildings
Observation Process

Before
- Review the protocol

During
- Record what the teacher is doing
- Record what the students are doing

After
- Review the evidence
- Rate the element
Metacognitive Process

STEP 1
Identify Primary Segment
- Lesson Segment Involving Routine Events
- Lesson Segment Addressing Content
- Lesson Segment Enacted on the Spot

What am I looking at right now
OR
What am I focusing on now

STEP 2
Identify Design Question
- Design Question #1
- Design Question #6

STEP 3
Identify Element
- Establishing Classroom Routines

Lesson Segment Addressing Content
Lesson Segment Involving Routine Events
Lesson Segment Enacted on the Spot
Metacognitive Process

Step 1: Identify Primary Segment
- What am I looking at right now or What am I focusing on now
- Lesson Segment Addressing Routine Events
- Lesson Segment Addressing Content
- Lesson Segment Enacted on the Sport

Step 2: Identify Design Question
- Design Question #1

Step 3: Identify Element
- Design Question #6
  - Providing Clear Learning Goals and Scales to Measure Those Goals

Lesson Segment Addressing Content
Lesson Segment Enacted on the Sport
One Way To Observe: T-Chart

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student(s)</th>
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<tr>
<td>Teacher said “Today we are going to learn how to solve for x”</td>
<td>All students took out notebooks, and copied what the teacher put on the board</td>
</tr>
<tr>
<td>Wrote the learning goal on the board</td>
<td></td>
</tr>
<tr>
<td>Teacher asked students “What do you expect to learn? Or What are you having difficulty with?” Students instructed to write it in their notebooks.</td>
<td>Students recorded their own learning goals in their notebooks</td>
</tr>
<tr>
<td>Teacher asked J, T, L to share their goals and recorded them on the board, then asked for a class thumbs up for agreement</td>
<td>Students responded by indicating agreement</td>
</tr>
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Evidence without Bias
Types of Observation Evidence

- **Verbatim scripting**
  - “Could one person from each table collect materials?”

- **Non-evaluative statements**
  - The teacher stands by the door, greeting students as they enter

- **Numeric information about time, student participation, resource use, etc.:**
  - Three students of the eighteen offer nearly all of the comments during discussion.

- **An observed aspect of the environment:**
  - The assignment is on the board for students to do while roll is taken.
Element Protocol Review

- Review the major components of the **ELEMENT**
- Review the **SCALE**
- Review **TEACHER EVIDENCE** and **STUDENT EVIDENCE**
Lesson Segments Involving Routine Events

- June 2015\MP Lesson Segments Involving Routine Events.pdf
Video-
Videos: Classroom Rules and Routines

Class Management 9th Grade English
https://www.youtube.com/watch?v=pgk-719mTxM

Classroom Routines: 3rd grade Music Class
https://www.youtube.com/watch?v=o-ynBBTSZZQ

Kindergarten Cop
https://www.youtube.com/watch?v=mce3yiMF4iQ

High School Compare and Contrast
https://www.youtube.com/watch?v=kkLamPTLsFs
Some Vetted Video Resources

- Stages on the Scale- Spanish
  - http://www.youtube.com/watch?v=3_mFjzSZbUc
- Confidentially in Tracking Student Progress
  - http://www.youtube.com/watch?v=pDZ3nHwj3lc
- Examples in Art and PE
  - http://www.youtube.com/watch?v=hHy1EMUSVmg
- Explanation of DQ 1
  - http://www.youtube.com/watch?v=lUWO_Wm1Vc8
More Videos

Innovating

http://www.youtube.com/watch?v=4ZkwBK0zq2s

Tracking Student Progress-Football Theme

http://www.youtube.com/watch?v=uzx7zRXviWg

Tracking Student Progress Celebrating Success- Math 4th Grade

http://www.youtube.com/watch?v=g63scvNJRzE

Tracking Student Progress on the Scale

http://www.youtube.com/watch?v=CKD4SKKJs8A
Teacher Made Learning Goals and Scales

- https://www.youtube.com/watch?v=ydMDAGKHW7Q
Classroom Rules and Procedures

- General classroom behavior
- Beginning the day or period
- Transitions and interruptions
- Materials and equipment
- Group work
- Seat work
Classroom Layout Consideration

- Safety
- Accessibility
- Supportive of Learning
- Traffic Flow
- Arrangement of Desks
  - Fixed/ Mobile
- Technology
- Management Issues
- Classroom Artifacts
Visible teaching and learning occurs when learning is the explicit goal, when it is appropriately challenging, when the teacher and the student seek to ascertain whether and to what degree the challenging goal is attained, when there is deliberate practice aimed at attaining mastery of the goal, where there is feedback given and sought, and when there are active passionate and engaging people participating in the act of learning.
Learning Goals, Activities and Assignments

**Learning Goal**

**Activity**
- Guided learning experiences that take place in a classroom setting.

**Assignment**
- Learning experiences designed to be completed independently in a class or as a homework opportunity to extend classroom learning.
Writing Goals

- The student will understand… (Declarative)
- The student will be able to… (Procedural)
- The student will understand and be able to… (Both)

The sentence starter used is dependent on the category of knowledge into which the content falls.
Learning Goal, Lesson Objective, Lesson Purpose

- **Learning Goals within and across Units**
- **District/School Level**

- **Lesson Objectives**
  - **Classroom Level**

- **Lesson Purpose**
  - **Kid Friendly Goals and Objectives**
  - **Student**
Standards Based Not Standardized

Focuses on the Desired Outcome

Incorporates teacher developed routines leading to the Desired Outcome.

Guaranteed and Viable Curriculum does not mean that strategies must look the same.
Clock Partners: 9:00 Summarize

- I want to remember:
- I need to clarify:
Photo Gallery Walk

I notice.....
I wonder....... Similarities...... Differences.....
Learning Goals and Scales

- What is the routine that might be established?
- How is the learning goal made visible to the students?
- Is there a scale?
- If so, is the scale representative of a continuum of difficulty?
- Is it aligned to the standards?
- Is it Kid Friendly?
- How are students making meaning or sense of the goals?
3-2-1 Connect

3 New Things You Learned

2 Things That Were Affirmed

Reflection

1 Question You Still Have