

TEACHER LEADER EFFECTIVENESS IMPLEMENTATION PLAN

SAU 39 Teacher Leader Effectiveness Program Review Committee

Presentation to SAU Board, September 2014

1

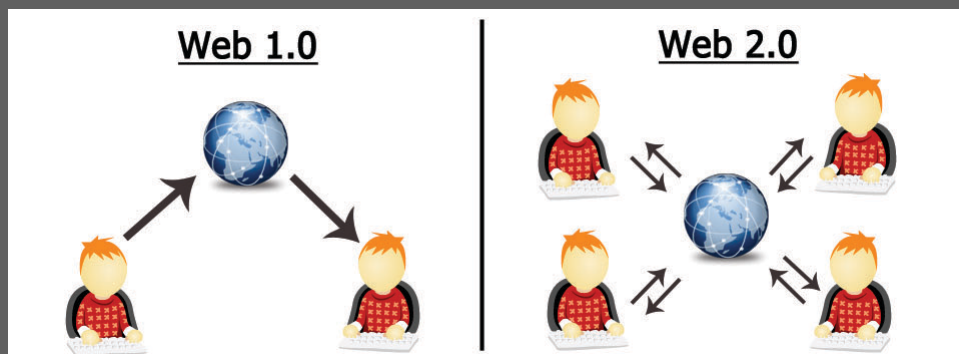
MEMBERS OF TEACHER LEADER EFFECTIVENESS PROGRAM REVIEW

- Amy Facey, Board Member
- Barb Belak, MVVS
- Barbara McCormick, AMS
- Becky Ladeau, CW
- Carrie James, SAU
- Danielle Service, AMS
- David Locke, Community Member
- Gigi Klipa, SHS
- Janet Davis, CW
- Jeanne Sturges, SHS
- Jenny Deenik, SHS
- Katy Kennedy, CW
- K.L. Kimner, AMS
- Larry Ballard, AMS
- Nancy Gerzon, Community Member
- Nance Kelly, SHS
- Neal Vaupel, CW
- Pat Gould, CW
- Peter Warburton, SAU
- Porter Dodge, AMS
- Richard Wallace, SHS
- Sarah Sullivan, SHS
- Steve Coughlan, Board Member
- Sue Blair, MVVS
- Christine Redd, Community Member

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2

AN ANALOGY



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3

TEACHER EFFECTIVENESS

Teacher Effectiveness 1.0

Single Measure
Formal Only
Done to Teachers
Compliance Oriented
Absent of Teacher Voice
Non-Collaborative

Teacher Effectiveness 2.0

Multiple Measures
Formal, Informal, Instructional Rounds...
Done Along with Teachers
Growth Mindset
Teacher Voice
Collaborative

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4

EFFECTIVENESS 2.0

Multiple Measures

Classroom Practice	Formal Observations
	Informal Observations
	Instructional Artifacts
Peer Review/360 Surveys	
Portfolio (Teacher Work, Growth Oriented)	
Professional Practice	
Student Work & Growth Measures	
Surveys (Student & Parent)	

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5

OUR HISTORY

- District identified supervision and evaluation as an area needing growth
- Came from a strong commitment to teachers, supporting high quality instruction
- Need for “just in time learning”
- Need for a consistently applied system providing meaningful feedback
- Need for observer training
- Need for a system that is valued, trusted and believed in by all members of our organization

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6

PRIMARY PURPOSE

The primary purpose of our evaluation system is to maximize student learning by increasing educator effectiveness.

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7

HOW WILL WE KNOW IT HAS BEEN SUCCESSFUL AT THE END OF YEAR 1?

Teachers reported:

- targeted actionable feedback
- feedback on **BOTH** areas of strength and growth in practice
- engagement in 4 informal observations annually

Teachers in their recertification cycle received a formal observation

EOY data trends pulled to examine system-wide areas of strength and growth in practice as measured by the TC

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8

IMPLEMENTATION PLAN OVERVIEW

The Thoughtful Classroom

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9

HOW IS THIS DIFFERENT FROM WHAT HAS BEEN IN PLACE?

- Specific language on "Improvement Plans"
- Increase in the number of formal observations for non-tenured staff
- Common language and structures supporting observations (informal and formal) across SAU 39 focused on teaching and learning
- Frequent informal observations for all faculty, supporting "real-time practice"
- Training
- Management system which tracks, sorts, and provides metrics on system-wide observational practices

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10

IMPLEMENTATION SUB-COMMITTEE MEMBERS

Larry Ballard, AMS

Sarah Sullivan, SHS

Neal Vaupel, Clark-Wilkins

Gigi Klipa, SHS

Carrie James, SAU

Peter Warburton, SAU

Christine Landwehrle, SAU

Gerry St. Amand, Clark-Wilkins

Porter Dodge, AMS

Amy Facey, ASD School Board

David Locke, Community Member

Janet Davis, Clark-Wilkins

Nicole Heimarck, SAU

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11

THREE SUMMER WORK-GROUPS

1. Formal Observation
2. Informal Observations & Learning Walks
3. Communication and Training

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12

THE THOUGHTFUL CLASSROOM

Teacher Effectiveness Framework	Organization, Rules and Procedures	Preparing Students for New Learning <i>(Knowledge Anticipation)</i>	Positive Relationships
	Deepening Learning <i>(Practicing and Processing New Knowledge)</i>	Presenting New Learning <i>(Knowledge Acquisition)</i>	Helping Students Reflect on and Celebrate Learning <i>(Reflecting on New Knowledge)</i>
	A Culture of Thinking and Learning	Applying Learning <i>(Knowledge Application)</i>	Engagement and Enjoyment
	Professional Practice and Development		

13

IMPLEMENTATION

1. FORMAL OBSERVATIONS

- Pre Observation Conference
- Full Class Observation
- Post Observation Conversation

14

WHAT DOES FEEDBACK LOOK LIKE?

Which instructional indicators are evident? <i>REMEMBER: Quality instruction <u>does not</u> mean addressing all indicators.</i>	FEEDBACK NOTES
<ul style="list-style-type: none"><input type="checkbox"/> 3.1: Engaging students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values)<input type="checkbox"/> 3.2: Using key "motivational levers" like controversy, choice, competition, challenge, and creativity to increase students' commitment to learning<input type="checkbox"/> 3.3: Maintaining a high level of student excitement and on-task behavior using a wide variety of tools and strategies<input type="checkbox"/> 3.4: Communicating and maintaining a passion for teaching, learning, and quality work throughout lessons and units<input type="checkbox"/> 3.5: Tapping into the power of "selfhood": encouraging students to pursue their own interests, make their own choices, develop their own perspectives, and express their values and dreams<input type="checkbox"/> 3.6: Creating a classroom environment that has the capacity to inspire and delight (e.g., through enthusiasm, humor, novelty, color, movement)	<p>Provide Evidence (Collect evidence that supports what you observed.)</p> <p>Praise (Recognize positive teaching behaviors that enhance learning.)</p> <p>Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)</p> <p>Propose (Decide—collaboratively, if possible—on how to improve practice.)</p>

IMPACT ON STUDENT LEARNING

15

IMPLEMENTATION

1. FORMAL OBSERVATIONS

For tenured staff members:

- Minimum of one formal observation every three years contingent upon informals (minimum of 4 informals annually) and an end of year summary on an annual basis

For non-tenured professional staff (new to SAU 39) members:

- In years 1-3 a minimum of two formal observations per year
- In years 4 and 5 a minimum of one formal observation per year

For professional staff members on an improvement plan:

- Minimum of one formal observation per year with the specific number of formal observations, specific number of informals, and professional development supports and activities outlined in the improvement plan

16

IMPLEMENTATION

2. INFORMAL OBSERVATIONS

Unannounced

10-15 minutes in length

Frequent

Written feedback provided

On occasion a face to face follow-up conversation

5X10X1

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17

IMPLEMENTATION

2. INFORMAL OBSERVATIONS

YEAR 1, 2014-2015

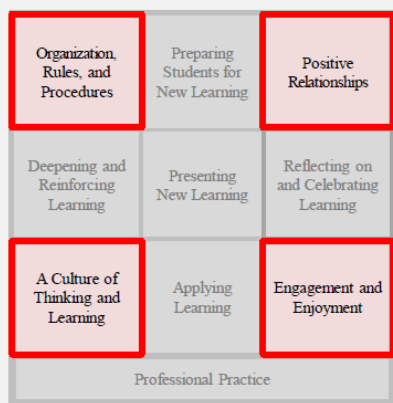
Goal – To help the school community understand and value informal observations. Focus on the four “Cornerstones.”

Means/Method - 4 informal observations per teacher a year with the goal of **5X10X1**

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18

4 CORNERSTONES



3 Components

1. The Four Cornerstones of Effective Teaching
2. The Five Episodes of Effective Instruction
3. Effective Professional Practice

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19

IMPLEMENTATION

2. INFORMAL OBSERVATIONS

YEAR 2, 2015-2016

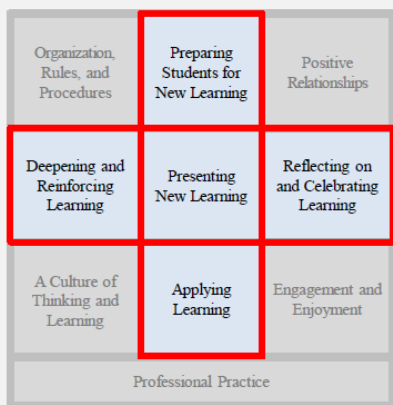
Goal – Build upon year one focusing on consistency and adding feedback on the **5 instructional episodes**.

Means/Method - minimum of 4 informal observations per teacher a year with goal of 5x10x1.

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20

5 EPISODES OF EFFECTIVE INSTRUCTION



3 Components

1. The Four Cornerstones of Effective Teaching
2. The Five Episodes of Effective Instruction
3. Effective Professional Practice

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21

IMPLEMENTATION

2. INFORMAL OBSERVATIONS

YEAR 3, 2016-2017

Goal – Build a culture of collegial conversations among staff by engaging in “Learning Walks.”

Means/Method – While “Learning Walks” will not contribute to the summative evaluation ratings, peers will support faculty in growing in their practice by offering peer to peer feedback.

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22

LEARNING WALKS

Inspired by “Medical Rounds” in place at teaching hospitals

Collaborative & Reflective

Deconstructs and reconstructs quality instruction

Shifts culture from “private practitioners” to shared practitioners

Focuses conversations on quality instruction

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23

IMPLEMENTATION 3. COMMUNICATION & TRAINING

Year 1, 2014-2015

- Build Observers capacity – complete fair and reliable observations (formal and informal)
- Ensure inter-rater reliability with blended learning model
- Examine existing resources to more appropriately assign/delegate caseloads

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24

IMPLEMENTATION

3. COMMUNICATION & TRAINING

Year 2 Goals – 2015-2016

- Job embedded professional development for teachers focused on the TC
- Modify tool for use with support staff and unique positions (summer)
- Implement tool with support staff
- Assess and re-calibrate inter-rater reliability from local data
- Develop a video collection of exemplar lessons

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25

IMPLEMENTATION

3. COMMUNICATION & TRAINING

Year 3, 2016-2017

- Consider initiating peer review process
- Consider initiating National Board Certification process
- Recertify observers at the end of 3 years
- Summative evaluation of implementation after 3 full years of TC

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26

2014 – 2015 TEACHER EFFECTIVENESS PROJECT PLAN

- August 27th & 28th: Teacher Training
- Fall 2014: Implementation of the TC Observational Framework
- September – June 2015: Additional measures studied, piloted, and recommended
 - September 26, 2014 – First full committee meeting – determine additional measures, subcommittees determine facilitator and schedule for year
 - May 2015 – Board recommendation and adoption of additional measures

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27

OUR EVOLVING 2.0 SYSTEM

Multiple Measures	
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28