

TEACHER LEADER EFFECTIVENESS RECOMMENDATION

SAU 39 Teacher Leader Effectiveness Program Review Committee

OVERVIEW OF WORK

SAU 39 Teacher Leader Effectiveness Program Review Committee

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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PROGRAM REVIEW PROCESS FOR TEACHER LEADER EFFECTIVENESS

- Build background and deepen understanding
- Specify evaluation system goals
 - The primary purpose of our evaluation system is to maximize student learning by increasing educator effectiveness
- Develop a theory of action
- Establish standards
- Research, evaluate, and select components
- Select and train evaluators & staff involved in pilot(s)
- Field test components
- Plan & implement

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NOVEMBER 2013 SCREENING MEETING

- The full committee screened:
 - Charlotte Danielson's Framework for Teaching
 - Robert Marzano's Teacher Evaluation Model
 - Kim Marshall's model
 - 5D
 - Thoughtful Classroom

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NOVEMBER 2013 SCREENING PROCESS

- Presentation
- Small groups examined each tool
- Individual committee members completed an anonymous survey
- Survey results were aggregated to inform a decision about our pilot

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NOVEMBER 2013 SURVEY RESULTS

The Thoughtful Classroom

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		

PILOT PROCESS

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PILOT OVERVIEW & PROCESS

- A pilot study began in February and continued through May
- Piloting the Thoughtful Classroom allowed us to test-drive the tool in a no-stakes environment
- The pilot informed our committee's recommendations on the implementation of a fair and reliable educator effectiveness system
- This pilot included two processes:
 - Educator Observation Pilot
 - Book/Tool Study Group

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PURPOSE OF OUR PILOT

- To obtain information from education professionals on how the tool and approach actually works
- To determine the degree of alignment between the Thoughtful Classroom observational tool and our local goals and standards for our teacher effectiveness framework
- To generate educator support by allowing teachers and principals to learn about the system, provide on-the-ground feedback, and contribute to the data that will inform decision-making
- To surface and try to resolve specific technical and logistical challenges that may arise
- To identify and resolve problems in advance, before putting a system in place

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PILOT TEACHER PARTICIPANTS

- Anne Burke, SHS
- Anne Rocchio-Dodge, AMS
- Barbara Bellipanni, CW
- Brenda Makahusz, AMS
- Colleen McCarthy, CW
- Donna Niland, CW
- Fay Deysher, MVVS
- Jenny Deenik, SHS
- Ken Boisselle, SHS
- Ken Pfitzenmayer, SHS
- Kim Ballantyne, CW
- Larry Ballard, AMS
- Lisa Petrie, SHS
- Marilyn St. George, CW
- Peter Denio, MVVS
- Sue Nedelman, AMS
- Terry Almy, SHS
- Vicki Robinson, CW
- Vince Tom, SHS

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BOOK/TOOL STUDY PARTICIPANTS

- Becky Ladeau, CW
- Crista Burrel, MVVS
- David Jasinski, SHS
- Elizabeth Manolis, AMS
- Jennifer Eccleston, CW
- Jeanne Sturges, SHS
- Joanna Bacon, CW
- Karen Hujsak, AMS
- Kimberly Smith, CW
- Kelly Kalenik, AMS
- Melanie Jones, MVVS
- Pat Gould, CW
- Rebecca Flynn, CW
- Tina Bevilacqua, CW
- Vicky Leknes, AMS

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DATA & ANALYSIS

Multiple Data Sets Collected

- Needs Assessment (*Involves all faculty*)
- Observer Survey
- Observed Survey
- Book Study Survey
- Crosswalk Between Thoughtful Classroom & SAU 39's Standards for Professional Practice

Data subcommittee examined all data for trends & outliers

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NEEDS ASSESSMENT

Survey Data

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NEEDS ASSESSMENT- PERCEPTION SURVEY TRENDS

- Currently, feedback details educator strengths , little is offered in areas for growth
- “Beginning Educators” in certification process and entry to SAU 39 are not experiencing frequent observations and therefore infrequent feedback
- The nature of feedback is inconsistent and impact on teaching practice is not significant
- Lack of alignment between areas for growth via observation and educator’s IPDP

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OBSERVED AND OBSERVER

Survey Data

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OBSERVED AND OBSERVER PILOT SURVEY TRENDS

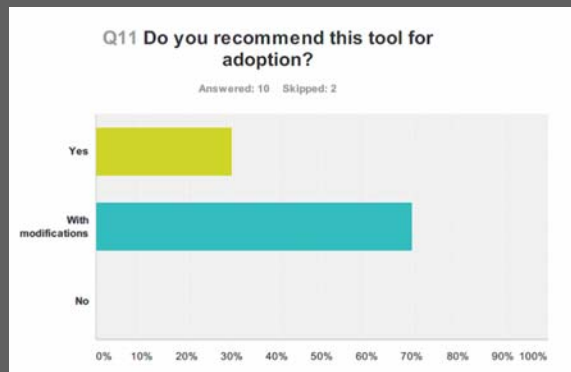
- 90%-100% of observed and observers agreed or strongly agreed the TC focuses on the important aspects of teaching
- 94%-100% of observed and observers agreed or strongly agreed the TC focuses on student learning
- Overall strengths reported: collaborative in nature, teacher-centered, focused on students, content of the tool is meaningful, comprehensive
- Overall weakness reported: a bit cumbersome, takes time, not tailored to specialized positions

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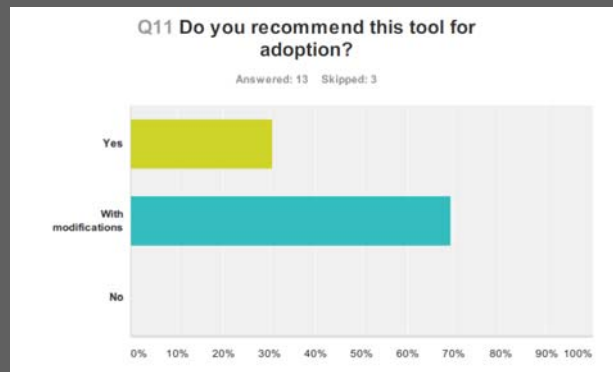
DO YOU RECOMMEND THIS TOOL FOR ADOPTION?

OBSERVED AND OBSERVER SURVEYS

Observed



Observer



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BOOK/TOOL STUDY

The Thoughtful Classroom

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BOOK/TOOL STUDY

STRATEGIC TEACHER AND TOOLS FOR THOUGHTFUL ASSESSMENT

Strategic Teacher

Valuable Introduction

Great resource for mentoring, instructional coaching and peer assistance models, such as CFG's

Most significant questions deal with the text's alignment to the CCSS and flexibility and adaptability across PreK-12 classrooms

Tools for Thoughtful Assessment

Great resource for ongoing PD for all staff

Summer course

Book study groups

Supplemental resource

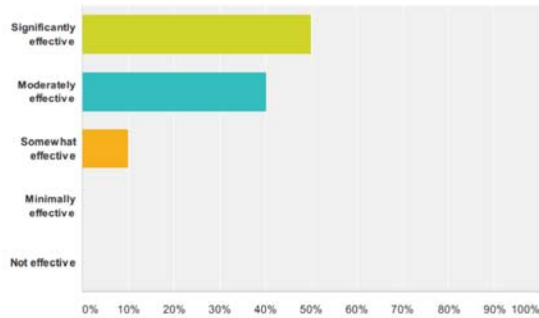
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BOOK/TOOL STUDY

STRATEGIC TEACHER AND TOOLS FOR THOUGHTFUL ASSESSMENT

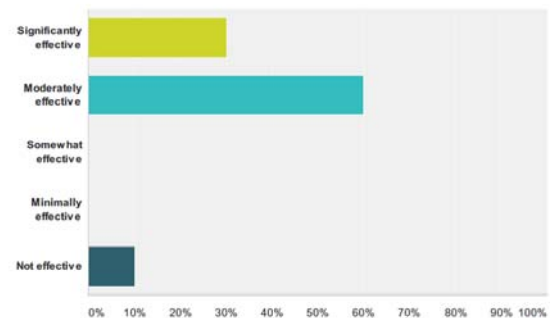
Q6 In considering Tools for Thoughtful Assessment, please rate the effectiveness of this resource in providing teachers with strategies or tools to support the five episodes of effective instruction.

Answered: 10 Skipped: 0



Q7 In considering Strategic Teacher, please rate the effectiveness of this resource in providing teachers with strategies or tools to support the five episodes of effective instruction.

Answered: 10 Skipped: 0



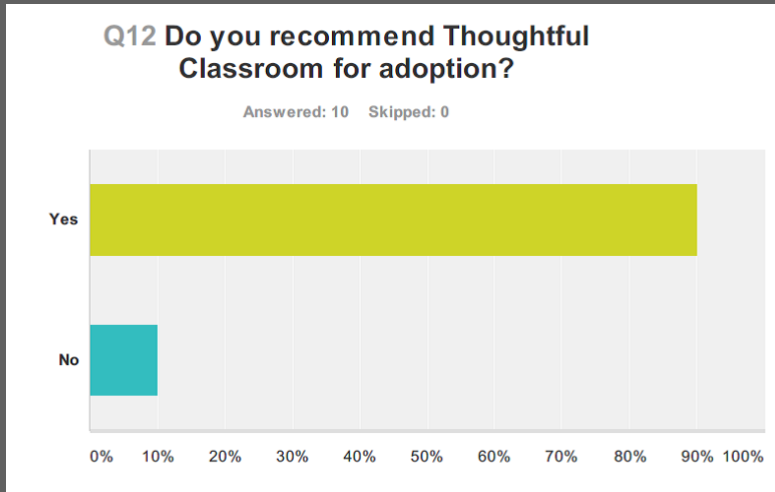
BOOK/TOOL STUDY

THOUGHTFUL CLASSROOM

- 100% agreed or strongly agreed Thoughtful Classroom
 - focuses on the important aspects of teaching
 - focuses on student learning
 - supports actionable feedback
 - is effective in supporting teacher growth and development
- Overall strengths reported: all aspects of good teaching addressed, gives the teacher a focus for their lesson, detailed and comprehensive, supports reflective practitioners
- Overall weaknesses reported: time-consuming, very detailed, a bit overwhelming

DO YOU RECOMMEND THIS TOOL FOR ADOPTION?

BOOK/TOOL STUDY SURVEY



The respondent who indicated that (s)he would not recommend Thoughtful Classroom later emailed us to share the following, "It was clear that we felt there were still details to iron out in order to ensure that the observation tool was effectively used. Given this, I answered 'no' to the recommendation because I wasn't exactly sure how it would play out in practice....I feel I will regret this comment "

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WRITING SUBCOMMITTEE

Crosswalk

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CROSSWALK

- Overall, there is strong alignment between our SAU 39 Teaching Standards and Thoughtful Classroom
- In completing an in-depth analysis it was determined that the SAU 39 Teaching Standards:
 - are not as strong in classroom management (4 Cornerstones) as Thoughtful Classroom
 - are missing inspire, delight, passion
 - are not as strong in writing and vocabulary as Thoughtful Classroom
 - have a stronger focus on diversity and technology but these elements are still evident in Thoughtful Classroom

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RECOMMENDATION FOR ADOPTION

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RECOMMENDATION : ADOPT WITH MODIFICATIONS

PILOT OBSERVERS, PILOT OBSERVED, BOOK/TOOL STUDY GROUP AND DATA SUB-COMMITTEE ALL RECOMMEND ADOPTION

What is your leaning?

Adopt with Modifications

Not Adopt

Cite no more than 3 reasons explaining your decision

- 1.
- 2.
- 3.

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**TEACHER LEADER EFFECTIVENESS PROGRAM
REVIEW COMMITTEE RECOMMENDATION**

100% of our Teacher Leader Effectiveness Program Review Committee members recommend Thoughtful Classroom for implementation with formal observations

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TEACHER LEADER EFFECTIVENESS PROGRAM REVIEW COMMITTEE RECOMMENDATION

100% of committee members support the exploration and test driving of the "Learning Walk" element of Thoughtful Classroom to determine local modification for implementation in the 2014-2015 school year

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TEACHER LEADER EFFECTIVENESS PROGRAM REVIEW COMMITTEE RECOMMENDATION

An Implementation Subcommittee will work over the summer to determine implementation of both the formal observation process and the exploration of the "Learning Walk" component.

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THE FUTURE: NEXT STEPS & PROJECT TIMELINE

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NEXT STEPS WITH NEEDS ASSESSMENT

- Reopened survey to deepen response pool
 - Increased response rate from approximately 30% to 50%
 - Analyzed trends and all trends remained consistent with deeper response
- Run reports by individual schools
- Use survey data to prioritize areas of focus for implementation

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2014 – 2015 TEACHER EFFECTIVENESS PROJECT PLAN

- June-July 2014: Writing sub-committee revising SAU 39 teaching standards
- July- August 2014: Educator Observation Tool Implementation Plan Developed & Rolled-Out (Implementation sub-committee)
- August 27th & 28th: Teacher Training
- September 2014: Implementation
 - Formal Observations
 - Explore and test drive “Learning Walk” element to determine local modifications for implementation during 2014-2015
- 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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2014 - 2015 LEADER EFFECTIVENESS PROJECT PLAN

July Leader Effectiveness Framework (continued)

- July: Standards completed
- July-August: Tool exploration & pilot recommendation
- September 2014 – April 2015: Pilot & data collection
- May 2015: Program Review Committee board recommendation

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APPENDIX

Pilot Timelines

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EDUCATOR OBSERVATION PILOT TIMELINE

- **February** - Participation in training
 - Observers participated in 2 days of training
 - Pilot teachers participated in a half day of training
- **February** – Pilot teachers completed the Thoughtful Classroom’s self-assessment tool to inform an informal IPDP conversation with their building administrator
- **March–April** – Pilot teachers participate in 2 formal classroom observations
 - 1 completed by an administrator in his/her own school
 - 1 completed by an administrator from outside his/her own school
- **March–April** – Pilot teachers and observers engage in pre and post observation conferences for both classroom observations
- **March–April** – Observers will participate in a mid-point meeting to receive clarification on any items or obtain answers to any questions
- **May** – Pilot teachers and observers complete a survey providing feedback to the Program Review Committee on the observation pilot process. These data will support the committee in making a recommendation for adoption

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BOOK STUDY PILOT TIMELINE

- **March** – Participation in Training
 - Participants will receive a half day training on Thoughtful Classroom Teacher Effectiveness Framework (including the observation tool and support materials)
- **March–April** – *Strategic Teacher*
 - Book study participants read introduction and one chapter
 - Participants will try the strategy read about in their classroom
- **April** – Video-based observations
 - Book study participants engage in video based observations using Thoughtful Classroom Teacher Effectiveness Framework
- **April** – Self-assessment
 - Participants complete Thoughtful Classroom Self-assessment and determine a dimension as an area of focus
 - Participants choose a tool from *Tools for Thoughtful Assessment* aligned to their goal dimension to try in their classroom
- **May** – Complete survey reflecting on Thoughtful Classroom tool and support materials

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