Essential Question
Part One: What are the key components of an effective Professional Growth and Appraisal System?

• The design standards
• Ways to minimize teacher anxiety and focus on growth and support
• Reflection tools for using multiple measures of student achievement
• Descriptive focused feedback for growth
• Practical implementation of a teacher leader infrastructure, faculty buy-in, and how to facilitate a reflective cultural shift are also incorporated.

Transforming Teacher Capacity Through Professional Growth And Evaluation Systems

FROM
• A focus on teaching
• An emphasis on what was taught
• Coverage of content

TO
• A focus on learning
• A focus on what students learned
• Demonstration of proficiency

Adapted from DuFour, DuFour, Eaker, Professional Learning Communities at Work, 2006, Solution Tree, Bloomington, IN

Transforming Teacher Capacity Through Professional Growth And Evaluation Systems

FROM
• Administrators playing “gotcha”
• Debrief by happenstance

TO
• “No Secrets” evaluation and appraisal
• Consistent common language and pedagogical concept system
Transforming Teacher Capacity
Through Professional Growth And
Evaluation Systems

FROM

• Isolation
• Fear and anxiety

TO

• Collaboration
• Reflection and wisdom

Criteria for a Professional Growth System

• Frequent, ongoing, embedded feedback which captures the teaching-learning process

• Identifies effective instruction, and names the gap and how to close it

• Includes multiple measures of teacher and student performance

• Those who evaluate are skilled in instructional observation and instructional coaching

• Those who evaluate receive reflection and feedback on their evaluations

“No Secrets” School

“No Secrets” Classroom
From Fear to Growth

- Belief that you are supporting me to be my best self
- Coaching for reflective decision making
- Building teacher voice

Our conversations invent us. Through our speech and our silence, we become smaller or larger selves. Through our speech and our silence, we diminish or enhance the other person, and we narrow or expand the possibilities between us. How we use our voice determines the quality of our relationships, who we are in the world, and what the world can be and might become. Clearly, a lot is at stake here.

Harriet Lerner, *The Dance of Connection*

Reflection Tools for Multiple Measures
Multiple Measures

If someone came into your classroom, what would you offer as evidence of the quality of your professional practice and why?

Multiple Measures

- Multiple Measures

Multiple Measures

- Standardized Tests
- Surveys
- Student Products and Performances
- Looking at Student Work (LASW)
- Visible Thinking Strategies
- Portfolios
Triangulation

Observation of Process

What is the student able to do?
What does the student know?

Collection of Products

Conversations

Reliability
Validity

Triangulation of Evidence
Grade 9 English

Observations
• Reading skills
• Skills of written expression (including writing process components)
• Listening and speaking skills

Products
• Reader response journal
• List of books read
• Test scores (vocabulary)
• Writing portfolio
• Project assessments
• Writing sources books
• Notebooks

Conversations
• Student conferences
• Self-assessments
Research Project

Criteria | Details
---|---
Organized so Audience Can Follow | Has a beginning, middle, and end
Has Interesting Information | Not boring (exciting)
| Lots of information
| Different sources, like the internet
| Uses at least three sources
Keeps Audience Interested and Attending | Pictures, sign language
| On topic
| Keeps people paying attention
| Could be power point presentation
Edited so Audience Can Understand Easily | Good describing words
| Punctuation (.,!?
| Indented paragraphs
| Correct spelling
| Interesting sentences
| The form selected helps to communicate the information clearly

Criteria for Science Lab Report

| Met | Not Yet Met | Please Notice...
---|---|---
Scientific method is complete and easy to follow | ✓ | I rewrote this twice
Data are accurately presented and interpreted | ✓ | Notice the details in my diagram and I also included a chart this time
Conclusion(s) is valid | ✓ |

Conference Requested ☐

Question(s):

Date(s) received: Oct. 16

Assessed by ☐ teacher
☐ self
☐ partner

Assignment: Science Lab #4
Student: Aaron D. Block C

Dated sample of student work.

A second sample of the same type of work done at a later date.

I used to ________________
_____________________
_____________________

but now I have learned __
_____________________
_____________________


Different ways to show what we know...

- Draw a diagram
- Make a timeline
- Make a poster
- Write a story
- Do an oral presentation
- Write a poem
- Build a model
- Design a Web page
- Create a puzzle
- Make a video

- Make a tape
- Design a T-shirt
- Do a report
- Write a song
- Create a collage
- Build a diorama
- Write a play
- Do a journal entry

- Resolve...to change results
- Establish...goal clarity
- Seek...integrity
- Unveil...multiple pathways
- Leverage...options
- Take...action
- Seize...success

Descriptive Focused Feedback

Effective feedback has three elements:

1. Recognition of the desired goal/standard of performance
2. Evidence about present position in relation to the goal/standard
3. Some understanding of a way to close the gap between the two—a system of corrective procedures

Black & William, 1998
Impact of Effective Feedback

Academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where it is not.

21 to 41 percentile points

Marzano, 2003, p. 37

“Academic feedback is more strongly and consistently related to achievement than any other teaching behavior.

“This relationship is consistent regardless of grade, socioeconomic status, race, or school setting.

“When feedback and corrective procedures are used, most students can attain the same level of achievement as the top 20% of students.”

Bellon, Bellon, & Blank, 1992, pp. 277-278

Feedback Data Stream

...is a flow of feedback that is concurrent (occurs during, not after, performance), frequent, and ongoing so that the learner can adjust and improve performance.

Jeff Howard, The Efficacy Institute
Teacher Leader Infrastructure and Buy-In

“If people don’t want to come out to the park, nobody’s going to stop them.”
Yogi Berra

Analyzing the Human Chessboard
“Change is like putting lipstick on a bulldog. The bulldog’s appearance hasn’t improved, but now it’s really angry.”

Rosabeth Moss Kanter
Harvard University

SUMMARY

• What is clearer to me

• How it relates to my school and role

• My next steps
Peer Observation Components

- How do my beliefs about my role as a teacher and my students' role as learner guide the decisions that I make in my classroom?
- What instructional strategies am I consciously choosing to expand rigor, higher level thinking, visible thinking and student reflection?
- How do I build a proactive management system based on?
- How do I motivate students through relationship and team building, classroom climate structures and high expectations?
- In what ways do I foster a culturally proficient classroom?
- How do I use the backward design process of curriculum planning, assessment and learning experiences to intentionally address all of the above?
- This institute is grounded philosophically by an even bigger essential question: "How do I ensure that my classroom instruction is consciously skillful on a daily basis?"