

Central and Eastern European Schools Association

Transforming Teacher Capacity Through Professional Growth And Evaluation Systems

Part One

Presented by: Dr. Fran Prolman
CEESA Conference
March 14, 2013

Name

The Educator

Bio	What I know about teacher evaluation systems: Big Ideas
Fran Prolman	
The current components of our system	What I want to learn from today's session(s)

The Educator

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	TO
▪ Isolation	▪ Collaboration
▪ Fear and anxiety	▪ 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

The Educator

“No Secrets” School

“No Secrets” Classroom

The Educator

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?



13

Multiple Measures

- Multiple Measures



14

Standardized Tests

Looking at Student Work (LASW)

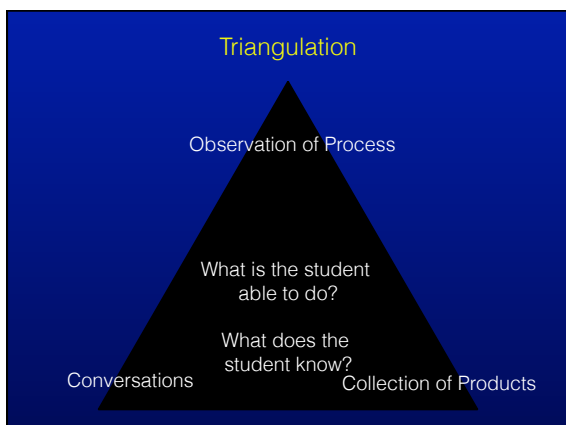
Surveys

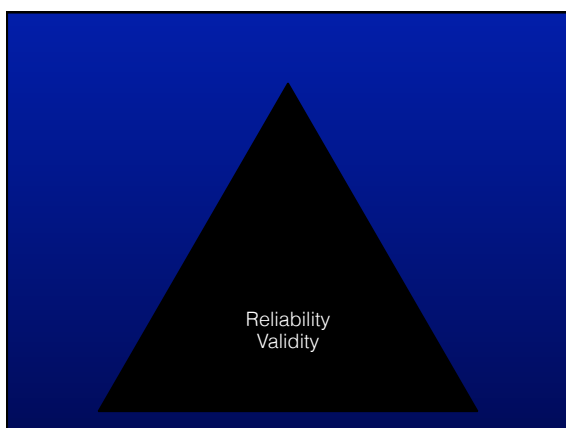
Multiple Measures

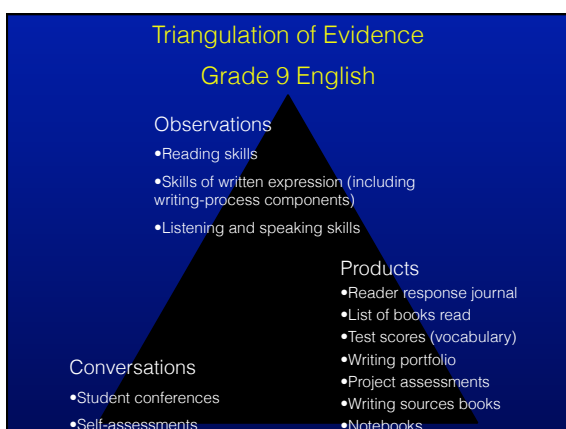
Visible Thinking Strategies

Student Products and Performances

Portfolios

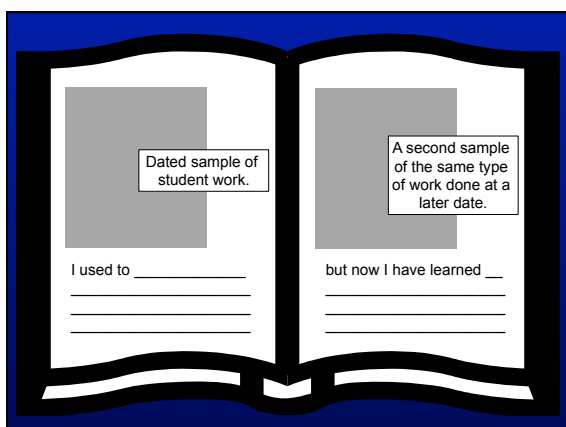






Criteria	Research Project	Details
Organized So Audience Can Follow		<ul style="list-style-type: none"> •Has beginning, middle, and end •Keep in a safe place •Tells what is important •Has a bibliography
Has Interesting Information		<ul style="list-style-type: none"> •Not boring (exciting) •Lots of information •Brainstorm/web •Different sources, like the internet •Sign language, skits, props •Uses at least three sources
Keeps Audience Interested and Attending		<ul style="list-style-type: none"> •Pictures, sign language •On topic •Keeps people paying attention •Could be power point presentation
Edited so Audience Can Understand Easily		<ul style="list-style-type: none"> •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 <input type="checkbox"/>	Question(s):		
Date(s) received: Oct. 16			
Assessed by <input type="checkbox"/> teacher <input checked="" type="checkbox"/> self <input type="checkbox"/> partner	Assignment: Science Lab #4 Student: Aaron D. Block C		



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, 2003, 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

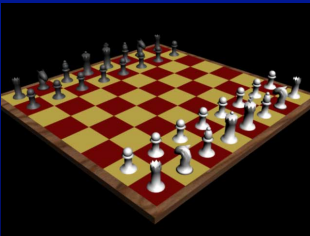
The Educator  28




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

The Educator  29

Analyzing the Human Chessboard



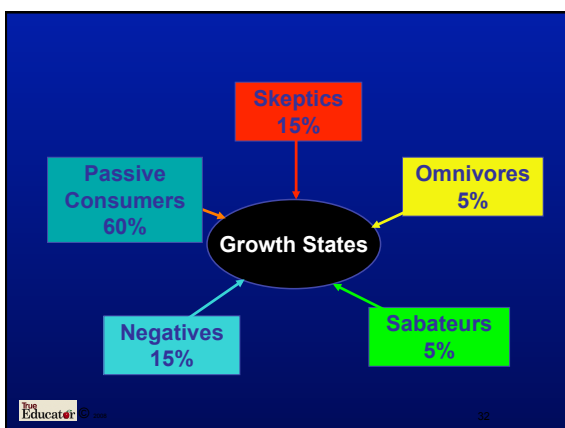
The Educator  30

“Change is like putting lip-
stick on a bulldog. The
bulldog’s appearance
hasn’t improved, but now
it’s really angry.”



Rosabeth Moss Kanter
Harvard University

The Educator 31



SUMMARY

- What is clearer to me
- How it relates to my school and role
- My next steps

The Educator 33

Fran Prolman, Ed.D
President
Senior Consultant

Phone: 703.759.1059
 FAX: 703.759.1060
 9807 Thunderhill Court
 Great Falls, VA 22066
 fran@trueeducator.com

Peer Observation Components

- This institute answers the following essential understandings:
- 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 pro-active 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?"

Fran Prolman, Ed.D
President
Senior Consultant

Phone: 703.759.1059
 FAX: 703.759.1060
 9807 Thunderhill Court
 Great Falls, VA 22066
 fran@trueeducator.com
