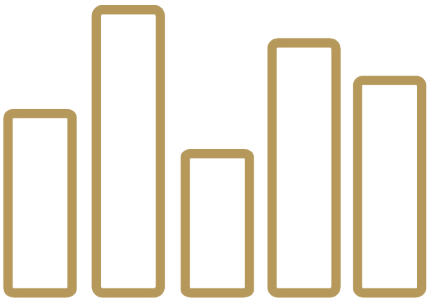


STRATEGIC DATA PROJECT

FEATURED CAPSTONE REPORT FROM

STRATEGIC DATA PROJECT FELLOWSHIP, COHORT 3

Bart Liguori

Data Fellow

Kentucky Department of Education

An evaluation of the professional growth and effectiveness field test in Kentucky

BY BART LIGUORI ‖ COHORT 3 DATA FELLOW, STRATEGIC DATA PROJECT

Abstract

In 2014-2015 the Commonwealth of Kentucky will implement a new Professional Growth and Effectiveness System (PGES) for educators statewide. The PGES is designed to measure teacher and leader effectiveness in accordance with Kentucky's ESEA waiver. Prior to statewide implementation, the Kentucky Department of Education in conjunction with statewide partners set out to field test the measures of the PGES. The PGES was field tested in 44 districts statewide in the 2012-2013 school year. The PGES consists of 4 measures: Classroom Observation (Danielson 2011), Student Growth (state and local components), Professional Growth Planning and Self-Reflection, and Student Voice. Educator perceptions of the PGES were gathered using survey data and focus group discussions. The surveys and the focus group discussions examined educator perceptions around the PGES training, measures, implementation and weighting. The results of the research in the 2012-2013 will help guide the decisions made for statewide implementation.

Introduction

The Kentucky Department of Education (KDE) is the State Education Agency (SEA) for the Commonwealth of Kentucky. KDE is located in Frankfort, Kentucky and has approximately 400 employees. There are approximately 650,000 students and 45,000 teachers in the state of Kentucky across 1,400 schools in 173 districts within the state. KDE has centered its work on 5 strategic priorities. The strategic priorities for the department are as follows:

- *College and career readiness for all high school graduates*
- *Proficiency for all students*
- *Closing the achievement gap for all students*
- *All students taught by an effective teacher and all schools led by an effective principal*
- *All schools and districts to be rated proficient*

In my role as a data strategist in KDE, my work has had the greatest impact on strategic priority 4: having all students taught by an effective teacher.

Currently, Kentucky requires local school districts to determine their own measures of teacher effectiveness. This has led to many different teacher effectiveness systems being used by districts across the state, each utilizing different measures; however, in practice classroom observation is the only measure that is used in almost every district. Every school district was required to report information about their teacher and principal evaluation plan to conform to federal and state mandates in 2011. While all districts submitted their plans, only 67 of Kentucky's 173 districts reported how many of their teachers were rated effective in their district's evaluation system. Among those districts that reported effectiveness data, almost all teachers earn a satisfactory rating.

For example, in Fayette County Public Schools, the state's second largest school district, only 8 of 2,431 teachers were deemed not to meet effective teaching standards in a dichotomous evaluation paradigm; in Breathitt County Schools, a school district that was taken over by the state, all 176 teachers were rated "Satisfactory" in their dichotomous teacher evaluation paradigm. This supports national trends that were reported in TNTP's report "The Widget Effect,"

where it is estimated that less than 1% of teachers nationwide receive an unsatisfactory rating.

In order to comply with its ESEA waiver, KDE needed to design an effectiveness system that included multiple measures of teacher effectiveness with multiple effectiveness ratings. Student growth also needed to be a significant factor in determining the effectiveness rating. In response, KDE developed the Professional Growth and Effectiveness System (PGES).

Roles & Responsibilities

TEACHER EFFECTIVENESS STEERING COMMITTEE (TESC) MEMBERS:

Council on Postsecondary Education

Jefferson County Teachers' Association

Kentucky Association of School Administrators

Kentucky Department of Education

Kentucky Education Association

Kentucky Education Professional Standards Board

Kentucky School Board Association

Parent Association Members

Prichard Committee for Academic Excellence

Before the PGES is fully implemented, the Teacher Effectiveness Steering Committee (TESC) will recommend regulations surrounding teacher effectiveness to the Kentucky Board of Education (KBE). The TESC is comprised of various members from different stakeholder groups across Kentucky.

At KDE, the Division of Next Generation Professionals is the division in charge of implementing the PGES. The Division of Next Generation Professionals is in charge of developing the measures for the field test, training participants in the proper use of the measures and communicating with the field test participants. The Division of Next Generation Professionals is also charged with ensuring that there an electronic infrastructure is in place to support the PGES.

Data Strategist Role

In developing the PGES, the TESC and KBE felt very strongly that educator feedback on the acceptance and use of the PGES is crucial. Without input from the field, many of the measures may become compliance driven rather than helping to move the data culture forward. This is especially important as most of the measures have not been used in Kentucky before to measure teacher effectiveness and there is no pre-existing statewide system to measure teacher effectiveness. Educator perceptions of the PGES were gathered using survey data and focus group discussions. Because the field test was supposed to be non-evaluative in nature, no weightings were given to the measures in the field test; therefore, moving forward, the weighting of the measures need to be determined. The TESC and KBE also felt very strongly that their recommendations should be research based and that the PGES should demonstrate an impact on student growth.

As a data strategist, my role is to give research support to KDE's Division of Next Generation Professionals. My duties include developing and implementing a research agenda for the PGES. The agenda included research questions that measured the quality of the training the teachers received, the implementation of the PGES measures and the validity of the measures themselves. In implementing the research agenda I use many data sources. The data sources include assessment data, data from the measures used in the field test (e.g., observation results, student survey results, etc.), and perception data from surveys and focus group discussions. As the data strategist, I am in charge of aggregating and analyzing data from these sources to ensure that the project is having the desired impact. Also, my goal is to give the Division of Next Generation Professionals "just-in-time" results in order for them to make any course correction in the implementation of the PGES.

PGES Timeline

The PGES will be phased in slowly and will be used for full accountability in the 2015-16 school year. Prior to the statewide implementation with full accountability in the 2015-2016 school year, districts must continue to use their locally developed effectiveness systems to evaluate their staff. Table 1 below gives a timetable for the implementation of the PGES.

Table 1

PGSE Implementation Timetable, 2012-2016.

School Year	Phase	Number of Districts	Number of Participants	Consequences
2012-2013	Field Test	44	577	None
2013-2014	State Pilot	173	5,000	None
2014-2015	Full Implementation	173	45,000	None
2015-2016	Full Implementation	173	45,000	Full Accountability

Appendix A displays a map showing the 44 field test districts. The districts all volunteered to be part of the field test. Each participating district had at least one school participating in the field test with at least 4 teachers in that school. The districts are geographically diverse and represent many different types of communities. In the 2013-2014 statewide pilot, all 173 districts have chosen to participate. Districts in the statewide pilot are required to have 10% of their schools participate. Schools participating in the statewide pilot are also required to have at least 5-9 teachers participate. There were no such requirements for the field test.

The Measures

FOUR MEASURES OF THE PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PGES)

- Classroom Observation
- Student Growth
- Professional Growth Planning and Self-Reflection
- Student Voice

The PGES is intended to be a statewide system that will replace the various district measures of effective teaching.

The measures were designed by the PGES Integrated Design Team (IDT), convened as a state-level panel of experts entrusted with designing the PGES. The measures were greatly informed by the Gates Foundation report, "Measures of Effective Teaching" . The 2012 PGES Field Test Guide is included as Appendix C. The following is a description of the multiple measures.

Classroom Observation

Classroom Observation is measured using the Danielson 2011 Framework for Teaching. While there are four domains in the Framework for Teaching, only Domain 2 (Classroom Environment) and Domain 3 (Instruction) measure what can be observed in the classroom. Those domains are each broken into 5 sub-domains, which principals are using to rate the effectiveness of teachers. Principals were trained over the summer on how to implement the Framework for Teaching and had to pass a rigorous exam that ensured inter-rater reliability. Principals conducted 4 observations throughout the year on each teacher. Each observation required principals and teachers to have a pre-observation and a post-observation conference. At least one of the observations had to be for a full class period. The rubrics that were used for the Classroom Observation Measure are included in Appendix C.

Student Growth

There are 2 components of student growth that are used in the PGES: state-level contribution to student growth and local student growth goals.

State-Level Contribution to Student Growth:

The state-level contribution to student growth refers to student growth on state assessments in reading and mathematics. Kentucky uses Student Growth Percentiles (SGP). For teachers, the median student SGP is used as the measure of teacher effectiveness. Students who are at the 40th growth percentile or higher are said to have grown at an adequate pace. If a teacher's median SGP is at 40 or higher they are said to be effective on the state-level student growth measure. Because the exams that the state uses for proficiency are administered in grades 3-8, SGPs are available for students in grades 4-8 only; because of this, it is estimated that only 20% of teachers receive a state-level contribution for student growth.

Local Student Growth Goals:

All teachers are required to develop Specific, Measurable, Appropriate, Realistic, and Time-bound (SMART) goals for their students' growth. These goals are developed by teachers using locally determined assessments and approved by their principals. Local Student Growth Goals (SGGs) are analogous to Student Learning Objectives (SLOs) in other states. Teachers are evaluated on their students' progress on their student growth goals at the end of the year. Teachers are rated on a 4 point scale, where principals and teachers locally determine at the beginning of the year what would demonstrate ineffective, developing, accomplished or exemplary growth.

Professional Growth Planning and Self-Reflection (PGP/SR)

Teachers are required by state statute to develop PGP. In years past, the PGP has not been differentiated to fit individual teachers' needs. In the new tool, teachers first must reflect upon their own practice and then develop an individualized PGP. The PGP is then approved by their principals. The teachers then work toward their PGP for the school year. At the end of the year they are evaluated using the rubrics for Danielson sub-domains 4a and 4e, which deal with professional practice and self-reflection.

Student Voice

A student voice tool was developed to measure students' learning environments. It was based upon the Tripod survey that was used in the MET study conducted by the Bill and Melinda Gates Foundation. Due to the Tripod survey's length –nearly 90 items, the Kentucky Student Voice Survey used the three or four items in each of Tripod's seven constructs, which correlated most with student growth according to the MET study. The survey was administered to via Infinite Campus, Kentucky's Student Information System, to students in grades 3-12. In the 2012-2013 school year, the survey was administered to approximately 18,000 students in 800 classrooms. The surveys were administered in March 2013 and the results were delivered electronically to teachers in April. There were separate surveys used for grades 3-5 and 6-12. The surveys can be found in Appendix B.

Participants generally feel that the measures are appropriate to support the PGES; however, they are much more skeptical about the use of the Student Voice survey as one of the multiple measures. However, one issue potentially contributing to these results was how participants were asked about their perceptions of the student voice survey. They were asked if "student feedback around teacher performance was an appropriate measure to support the PGES." The student voice survey was not designed to measure teacher performance; it was designed to measure learning environment.

Using this information, the TESC can use perception data to influence their own internal decisions. KDE can also use these data to modify their training and messaging around the measures.

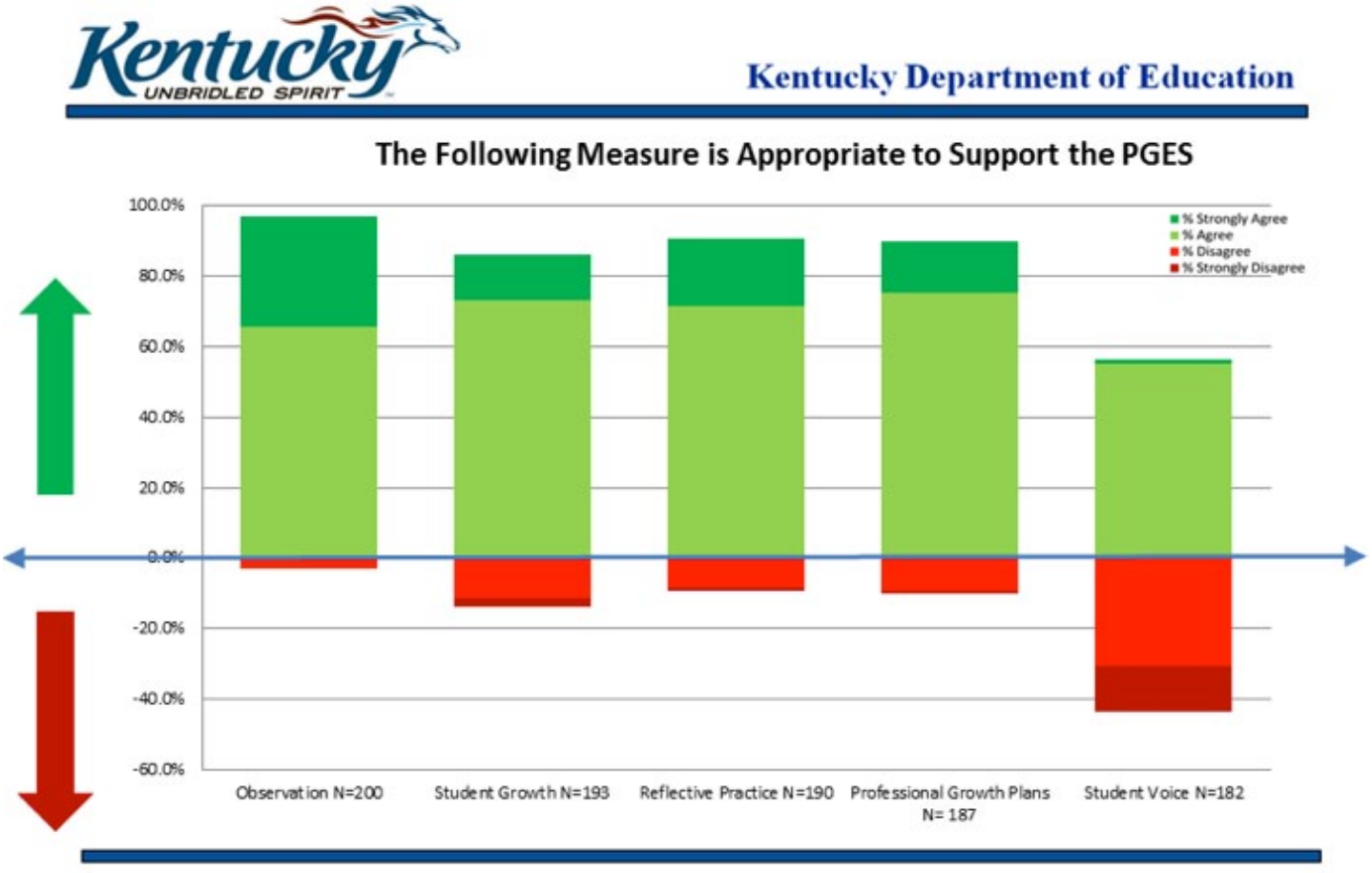


Figure 1: Teacher responses to Student Voice survey

Participants also felt that they had adequate training and felt comfortable being assessed using the PGES; however, participants were less likely believe that their districts had the infrastructure to train all of its teachers in the proper use of the PGES (Figure 2).

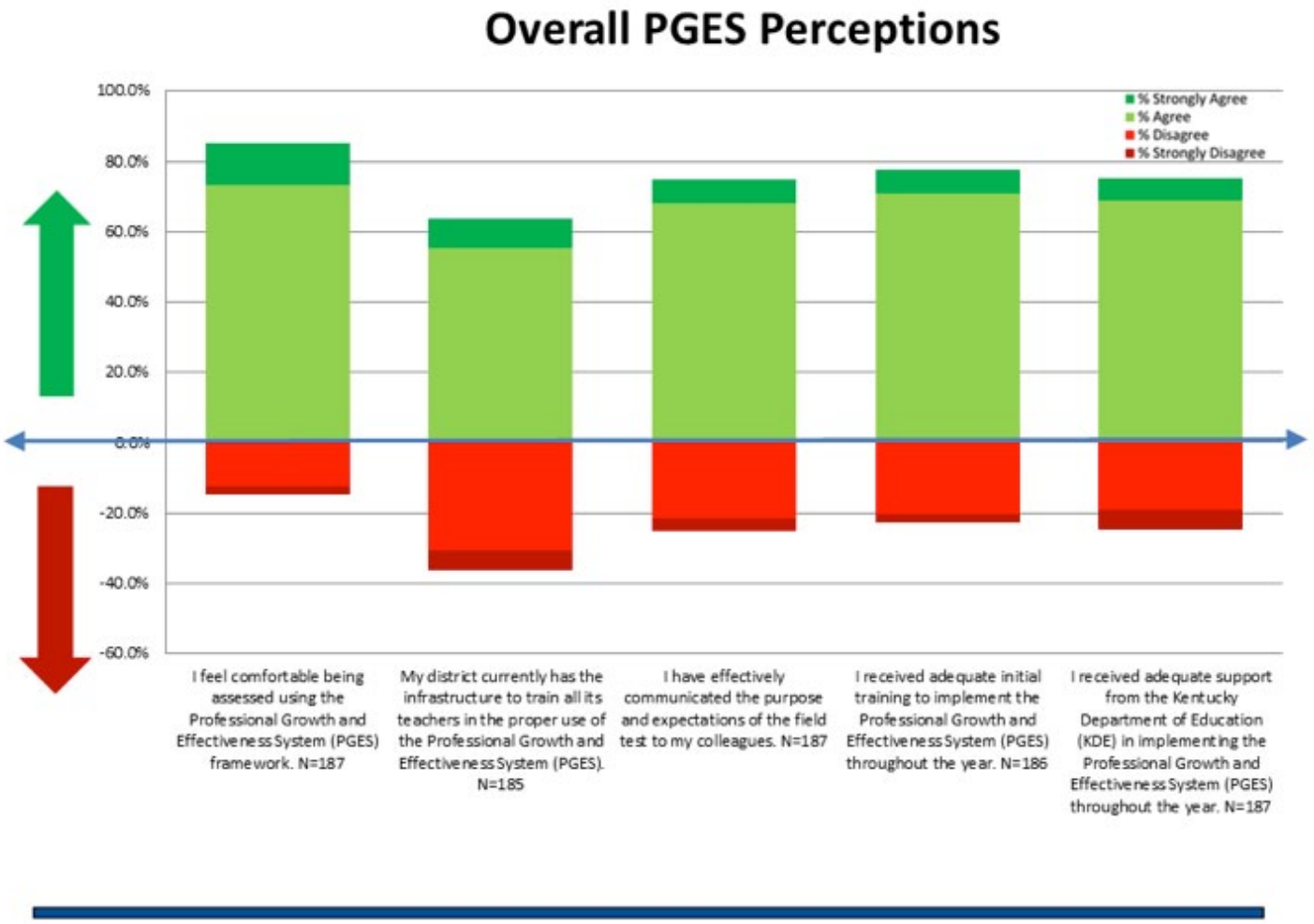


Figure 2: Participants' perceptions of the PGES

Participants were also asked about how they would weigh the measures. It was found that teachers and principals in the field test had very similar views as to how the measures should be weighted. Table 2 and Figure 3 below indicate the proposed weightings participants suggested.

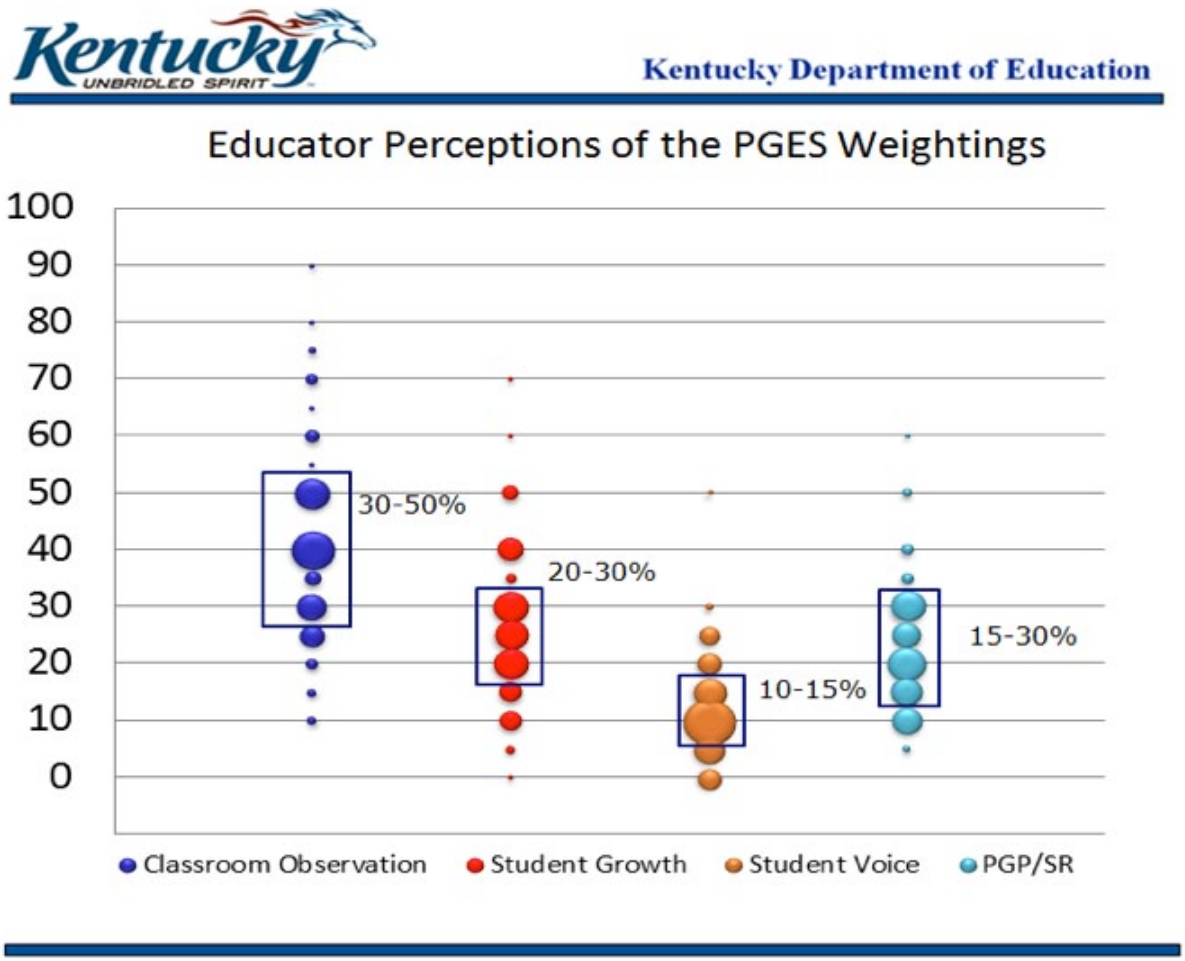


Figure 3: Proposed PGES weightings, by measure
Note: Boxed areas indicate the inter-quartile range of responses for all participants.

Table 2

Proposed PGES Weightings, by Measure

Group	Observation	Student Growth	PGP/SR	Student Voice
All participants, N=188	39.94 (13.3)	26.09 (11.0)	21.78 (9.1)	12.18 (7.1)
Teachers, N=134	39.96 (14.6)	25.56 (11.1)	22.46 (9.3)	12.01 (7.4)
Principals, N=54	39.91 (9.3)	27.41 (10.7)	20.09 (8.3)	12.59 (6.4)
Focus group participants, N=32	41.94 (11.4)	27.49 (8.5)	21.91 (7.1)	8.66 (5.3)

Note: The values indicate the mean weighting; standard deviations in parentheses

Results

Importance of the Research to the PGES Project

From the beginning, the Commissioner of Education has made it clear that external and internal research will play an integral part in the creation and implementation of the PGES. Before the plan was launched, there was a review of the current research literature on teacher effectiveness. It was also made clear that the analysis of the field test data would be presented to the TESC to inform their decisions. Moving forward, the research plan will continue to inform the decisions made by the TESC. KDE is also using the findings from the field test and pilot in order to impact the training on the multiple measures and messaging around the PGES; for example, the field test has shown that there is weak support for the student voice survey. This has led KDE to improve the communications around the need and rationale for a student voice survey in the PGES. Also, perception data about the PGES implementation has been gleaned from the surveys and focus groups. It was found that not all teachers and principals were discussing how to rate the SGGs prior to implementation. The training has been revised to ensure that SGGs are implemented properly.

Barriers to Success

There were several barriers to success. In developing the multiple measures, through previous surveys and focus groups I conducted, it was found that the Tripod survey was too long and it took too long for teachers to get their results. As a new student voice survey needed to be developed and implemented, I contacted other data strategists in other agencies to see how they modified the Tripod survey. Also, new ways to administer the survey were discussed in order to get teachers their results as quickly as possible. KDE determined that it would be more cost effective to use the available infrastructure to deploy the tool as opposed to building a new tool or having a 3rd party build a new tool.

Data collection was not done electronically in the first part of the field test. This prevented data from being analyzed in a timely manner, if at all. This was mitigated by an insistence on using electronic collection methods for the 2012-2013 school year. Also, because the system is still in the developmental stage, it cannot be used to determine a teacher's summative rating as it will not hold up to legal scrutiny. Principals in the field test have to use two effectiveness systems (their district created system and the PGES) simultaneously. This adds a tremendous burden to already overworked professionals.

The most important lesson is to make sure that both the data strategist and the agency should be clear as to what the expectations are before the project is started. It is necessary to sit down with the person in charge of the programmatic piece, in my case the division director in charge of the PGES implementation, and ask them what goals they are trying to accomplish through the project. This will allow the data strategist to give the best support possible. This should be a partnership between the data strategist and the individuals in charge of implementing the project.

The most important strategy would be to develop a list of research questions the strategist is trying to answer. Developing the research questions together will assure that everyone understands ahead of time what can be answered by the research and not have any excess demands on the data strategist. A timeline should be developed at the onset; however, that timeline should be flexible enough to meet the needs of new demands or parts of the project that may be abandoned.

AS A DATA STRATEGIST, I WOULD RECOMMEND...:

To pay close attention to the data collection in the field.

> *"Try to have the data collection centralized without too many people modifying the data. This is particularly important for participant lists. In a project such as this, agencies need to keep better track of who is participating in such a large and important initiative."*

Not to rely on any paper-pencil data collection.

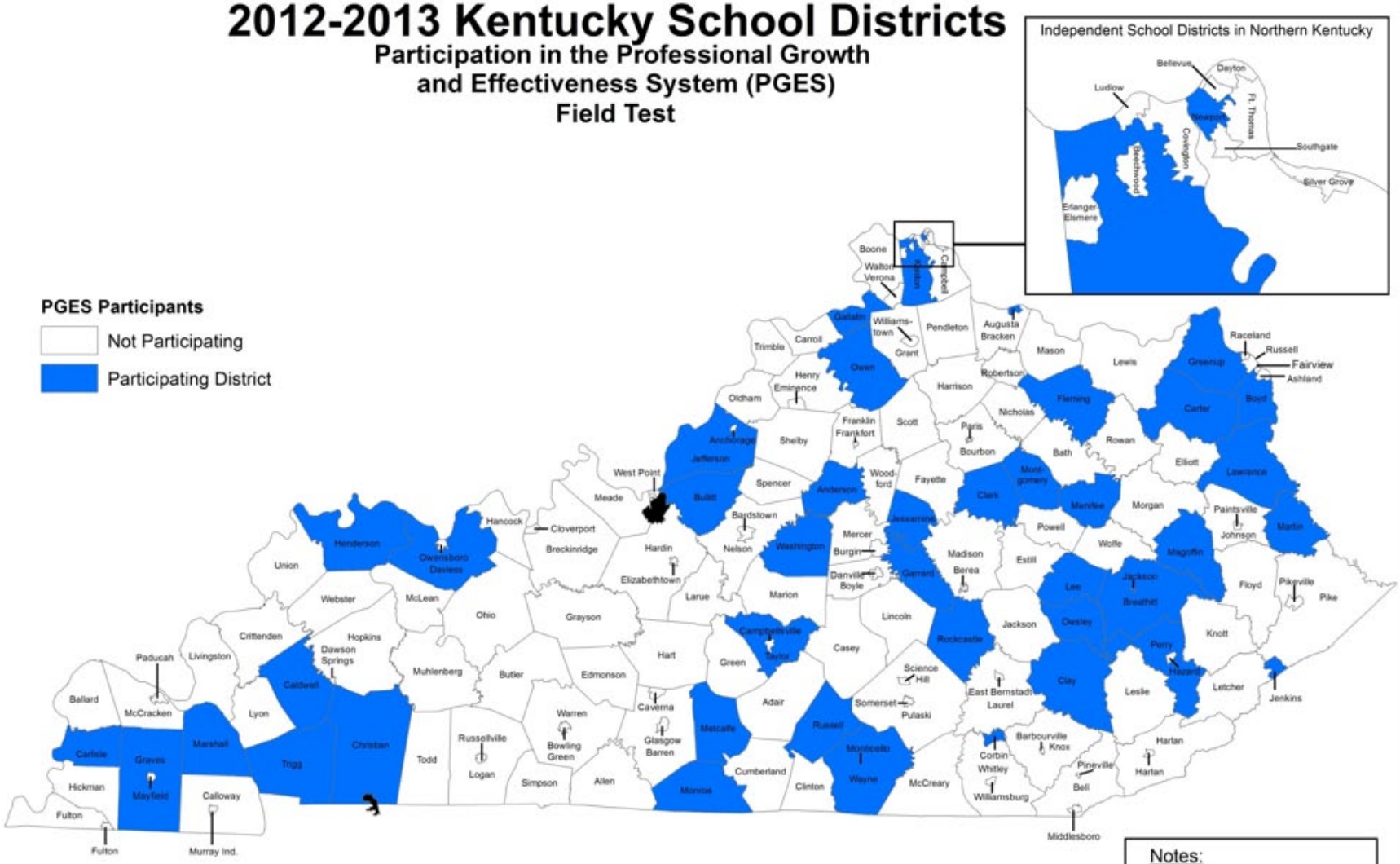
> *"This prevents easy access to the data and impedes analysis. The department should use the data that comes out of the field test and seriously assess how the program is being implemented."*

Next Steps

While this report only focuses on the 2012-2013 PGES field test, the work on the PGES is ongoing. Moving forward, I am charged with overseeing the research that impacts the implementation of the PGES. To date, much of the research has involved collecting educator perceptions of the PGES; when more data become available, the data from the measures will be compared to student growth and other accountability measures to inform the weighting and scoring of the PGES. This will not only serve to validate the measures of the PGES, but also be used to give educators proof that the measures are indeed working to improve student outcomes.

In addition to educator perceptions and validation of the measures, KDE will use the PGES research to gauge its fidelity of implementation, how the PGES training can be improved, and what information teachers need in order to better implement the PGES. Once the results from the PGES measures become available for all teachers, districts will require guidance on how to use the results to impact their professional development and human capital decisions in a meaningful way. Currently, I am developing research plans to determine best practices in human capital management and professional learning and support in order to meet those needs. This will allow KDE to realize its strategic priority of having all students taught by effective teachers and all schools led by an effective principal.

Appendix A:
2012-2013 Kentucky School Districts
Participation in the Professional Growth and Effectiveness System (PGES) Field Test



Source: Kentucky Department of Education

Prepared by: Office of the Commissioner

Notes:

* Independent districts are identified within county.
* Military bases are shown in black.
* Data as of 3/29/2013.

Appendix B:
2012-2013 Kentucky Student Voice Survey

Student Voice Survey Questions for Grades 3-5

1. **My teacher in this class makes me feel that s/he really cares about me.**
2. If I am sad or angry, my teacher helps me feel better. *
3. **My teacher seems to know if something is bothering me. ****
4. My teacher gives us time to explain our ideas
5. **My classmates behave the way my teacher wants them to. ***
6. **Our class stays busy and does not waste time. ***
7. Students behave so badly in this class that it slows down our learning. *
8. In class we learn to correct our mistakes.
9. This class is neat-everything has a place and things are easy to find. **
10. My teacher explains things in very orderly ways.
11. **My teacher knows when the class understands, and when we do not.****
12. My teacher pushes us to think hard about things we read.
13. My teacher pushes everybody to work hard.
14. In this class we have to think hard about the writing we do.
15. School work is interesting. **
16. We have interesting homework.
17. Homework helps me learn.
18. **My teacher wants us to share our thoughts. ****
19. **Students speak up and share their ideas about class work. ****
20. My teacher wants me to explain my answers-why I think what I think.
21. My teacher takes the time to summarize what we learn each day.
22. When my teacher marks my work, s/he writes on my papers to help me understand

* Exact same question was asked in Colorado's student voice tool.

** Similar question was asked in Colorado's student voice tool.

Boldfaced type indicates that the same question was asked of secondary students.

Student Voice Survey Questions for Grades 6-12

1. **My teacher in this class makes me feel that s/he really cares about me.**
2. My teacher really tries to understand how students feel about things.**
3. My teacher seems to know if something is bothering me. **
4. Students in this class treat the teacher with respect.*
5. **My classmates behave the way my teacher wants them to.****
6. Our class stays busy and does not waste time.**
7. Student behavior in this class is under control.
8. My teacher explains difficult things clearly.*
9. My teacher has several good ways to explain each topic that we cover in this class.
10. If you don't understand something, my teacher explains it another way. **
11. **My teacher knows when the class understands, and when we do not.****
12. In class, we learn a lot almost every day.*
13. In class, we learn to correct our mistakes.
14. My teacher doesn't let people give up when the work gets hard. **
15. In this class, my teacher accepts nothing less than our full effort. *
16. I like the way we learn in this class.
17. My teacher makes lessons interesting.
18. My teacher makes learning enjoyable. *
19. My teacher respects my ideas and suggestions. *
20. **My teacher wants us to share our thoughts.**
21. **Students speak up and share their ideas about class work.**
22. My teacher gives us time to explain our ideas
23. My teacher checks to make sure we understand what s/he is teaching us.
24. The comments that I get on my work in this class help me understand how to improve. **
25. We get helpful comments to let us know what we did wrong on assignments. **

* Exact same question was asked in Colorado's student voice tool.

** Similar question was asked in Colorado's student voice tool.

Boldface type indicates that the same question was asked of primary students.

2012-2013

KENTUCKY TEACHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

FIELD TEST GUIDE

Updated August, 2012

KENTUCKY DEPARTMENT OF EDUCATION
OFFICE OF NEXT GENERATION LEARNERS
500 MERO STREET, CAPITAL PLAZA TOWER
FRANKFORT, KY 40601

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Dr. Terry Holliday
Commissioner
Kentucky Department of Education

"…teacher quality matters – and… it matters a great deal. If we are committed to this premise, then we must be committed to populating our schools with the highest quality teachers possible."

- Stronge, Gareis, & Little (2006)

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- **Introduction from the Commissioner of Education, Dr. Terry Holliday**
- **Field Test Purpose**
- **Field Test Expectations**

INTRODUCTION FROM THE COMMISSIONER

The power of an effective teacher transforms a classroom into an exciting and fascinating place for students. Teachers who are passionate about their work and demonstrate an attitude of caring for their students help create a positive culture in their schools and facilitate meaningful student learning. The Teacher Professional Growth and Effectiveness System field test described in these pages recognizes the extraordinary contributions teachers make every day in our schools.

As the national dialogue shifts from ensuring highly qualified teachers in all classrooms to highly effective teachers for all students, states and districts across the country face the challenge of revising their current educator evaluation systems. In Kentucky, this task was undertaken by the Teacher Effectiveness Steering Committee made up of members representing a broad range of stakeholders who worked tirelessly to make recommendations for the state Board of Education to consider.

Education is both a demanding and rewarding profession that involves a serious commitment to public service. Educators deserve the support, guidance, and feedback necessary to improve their professional practice. The evaluation field test provides guidance for evidence-based decision making and encourages personal growth and development through reflective practice.

As Kentucky's commissioner, I am committed to ensuring that we have great educators who are honored, supported, and recognized. I respect and applaud the professional commitment you have made to participate in the Teacher Professional Growth and Effectiveness System field test process. Thank you for your desire to make a difference in the lives of our students. Together we can change the future!

Dr. Terry Holliday, Ph.D.
Commissioner

FIELD TEST PURPOSE

The purpose of the field testing process is to determine in authentic settings the usability, feasibility, and appropriateness of the various measures and instruments designed to implement the Teacher Professional Growth and Effectiveness System. The purpose of the field test is NOT to determine individual teacher effectiveness. The Teacher Professional Growth and Effectiveness System draws upon multiple measures of teacher effectiveness, each having unique instrumentation that tracks to the various standards in the Framework for Teaching.

Field Test Expectations Quick Reference Guide
Multiple Measures Implementation

Month	Multiple Measure & Task	Outcome
September	Begin first observation window 30 days after school begins (ends Nov 1).	
	Teacher verifies 2012-2013 class roster.	Feedback on accuracy of rosters submitted to IC contact.
	Teacher administers pre-assessment for student growth.	Baseline student data
	Teacher and principal collaborate to develop student growth SMART goal.*	Student growth SMART goal & strategies recorded on template
	Teacher and principal collaborate to develop professional growth goal.	Professional growth goal & strategies recorded on template
October	Grades 4-8 reading and math teachers review student growth percentile data and provide feedback on if they are able to access the students they served.	Feedback on accuracy of rosters submitted to IC contact.
November	Principal enters first window observation data in EDS. Peer observer enters observation feedback in EDS if completed during this window.	Observation data/feedback in EDS
	Second observation window begins Nov 1 (ends Dec 15).	
	Collaborative mid-course review: Teacher and principal meet to discuss mid-course student assessment data and progress toward student growth and professional growth goals. Teacher revises student growth or professional growth plan strategies if needed. Goals are NOT revised.	Mid-course student assessment reflection in template; data attached; revised strategies if needed.
December	Third observation window begins Dec 15 (ends Feb 15).	
	Principal enters second window observation data in EDS. Peer observer enters observation feedback in EDS if completed during this window.	Observation data/feedback in EDS
February	Final observation window begins Feb 15 (ends Apr 1).	
	Principal enters third window observation data in EDS. Peer observer enters observation feedback in EDS if completed during this window.	Observation data/feedback in EDS
March	Teacher administers Student Perception Survey as directed.	Student Perception Survey
April	Principal enters fourth window observation data in EDS. Peer observer enters observation feedback in EDS if completed during this window.	Observation data/feedback in EDS
	Year-end collaborative review: Teacher and principal meet to review student year-end assessment data. Decide if goals were met. Principal completes connection to Framework.	Year-end reflection in template. Completed student growth & PGP templates.
	Teacher/principal uploads completed student growth and professional growth planning templates into EDS.	Completed student growth & PGP templates uploaded in EDS.

*Note that the student growth timeline may need to be revised if course if not a year-long course.

CHAPTER TWO: OBSERVATION

- **Observation Rationale**
- **Difference Between Supervisor and Peer Observation**
- **Observation Template**

OBSERVATION RATIONALE

The observation process is one measure of teacher effectiveness that includes supervisor and peer observation for each participating teacher during the field test process. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice whereas the peer observation will focus on the *collaborative process* in order to provide *supportive and constructive feedback.* The underlying rationale of each type of observation is to encourage (continued) professional development in teaching and learning through critical reflection.

For the purposes of field testing, teachers being observed have had a building-level or district-level peer observer paired with them by the principal or central office. Each supervisor and peer observer will participate in the initial state training session. This training will familiarize the observer with the Teacher Professional Growth and Effectiveness Framework and will address how to document performance, complete the Observation Instrument, and provide constructive feedback.

The Observation Process

Supervisor

- Supervisor initiates observation. Teacher completes planning form.
- Pre-observation conference held. **Teacher** takes the lead.
- Formal or mini observation conducted. **Administrator** collects evidence.
- Post-observation form (rubric) completed by **Administrator** and **Teacher.**
- Post-observation conference held. **Teacher** takes the lead. Supervisor provides formative descriptive feedback.

Peer (Peer completes 1 Mini Observation)

- Conduct pre-observation conference.
- Conducts mini observation.
- Provides formative descriptive feedback during the post-conference.

The Observation Models

During the 2012-2013 school year, field test districts will be assigned one of two observation methods. The purpose of using two models is to determine the most efficient way to conduct observations. Based on the MET study, shorter observation durations and greater frequency have been attributed to higher quality data collection and accuracy. However, there are still research schools of thought that suggest traditional observation of a full class period or lesson provide a comprehensive picture of the teaching and learning environment. Relying on both fields of research, Kentucky will field test each model to determine the most efficient and effective way to conduct classroom observations. Additionally, we will be able to collect data to support the capacity of principals and the impact of each method on their caseload. The two approaches we will test include a progressive model that has **three mini observations and one formal observation** and a more traditional model that includes **two formal observations and two mini observations**. For the purposes of our field test, a formal observation is defined as an observation that takes place over a full class or lesson period. A mini observation is shorter in duration lasting only 20-30 minutes.

The Progressive Model (3&1 model)
The idea of the three mini observations is to spend targeted time approximately 20-30 minutes in a classroom observing using domains 2 & 3 of the framework. Because these are shorter sessions, an observer will likely make note of the components observed in order to identify "look fors" in the next mini observation session. The final observation of the progressive model is a formal observation, typically a full class or lesson observation. The goal of placing this one at the end is to serve as the final observation before the summative post-conference. At each observation interval, principals and peers should provide meaningful, just in time, feedback.

The Traditional Model (2&2 model)
This model starts with a formal observation during the first observation window followed by two mini observations, and ending with a formal observation during the last observation window. Principals will conduct a preconference meeting with teachers followed by a full class or lesson with teachers. The two mini observations follow the first formal

observations. Again these are shorter in duration and can be targeted to focus on various components you need to see (one by a peer observer). The final is a formal observation that includes the summative before the post-conference.

Observation Windows

Observation windows may overlap

1st Observation Window: Begins 30 days after start of school
2nd Observation Window: Begins November 1
3rd Observation Window: Begins December 15
4th Observation Window: Begins February 15 (All observations should be concluded by April 1.)

DIFFERENCE BETWEEN SUPERVISOR AND PEER OBSERVATION

Peer observation will only be used for formative feedback. NO summative ratings will be given by the peer observer. The purpose of peer observation is to provide formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. The observation tool will be the same instrument used as the principal for observations.

PRE-OBSERVATION DOCUMENT

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	**Notes:**
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

OBSERVATION NOTES

Teacher Name:		**Physical Classroom Layout:**
Date:		
Beginning Time:		
Ending Time:		
Number of Students:		
Other General Information:		

Time	Actions and Statements/Questions by Teacher and Students	Domain/ Component

Page: _____ / _____

Teacher Name:	
Date:	

Time	Actions and Statements/Questions by Teacher and Students (cont.)	Domain/ Component

OBSERVATION EVIDENCE

Component	Ineffective	Developing	Accomplished	Exemplary
2a **Creating an Environment of Respect and Rapport**	• Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. • Teacher does not deal with disrespectful behavior.	• Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate disrespect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	• Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. • Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. • Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	• Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2b **Establishing a Culture for Learning**	• The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. • Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students	• The classroom culture is characterized by little commitment to learning by teacher or students. • The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. • The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	• The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. • The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. • Classroom interactions support learning and hard work.	• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work. • Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2c Managing Classroom Procedures	• Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines.	• Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines.	• There is little loss of instructional time because of effective classroom routines and procedures. • The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. • With minimal guidance and prompting students follow established classroom routines.	• Instructional time is maximized because of efficient routine and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2d **Managing Student Behavior**	• There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity	• Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct.	• Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	• Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventative. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2e **Organizing Physical Space**	• The physical environment is unsafe, or many students don't have access to learning resources. • There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	• The classroom is safe, and essential learning is accessible to most students. • The teacher's use of physical resources, including computer technology, is moderately effective. • Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	• The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. • Teacher makes effective use of physical resources, including computer technology.	• The classroom is safe, and learning is accessible to all students, including those with special needs. • Teacher makes effective use of physical resources, including computer technology. • The teacher ensures that the physical arrangement is appropriate to the learning activities.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3a **Communicating with Students**	• The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. • The teacher's explanation of the content contains major errors. • The teacher's spoken or written language contains errors. • The teacher's spoken or written language contains errors of grammar or syntax • The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	• The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	• The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. • Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. • During the explanation of content, the teacher invites student intellectual engagement. • Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	• The teacher links the instructional purpose of the lesson to the students interests; the directions and procedures are clear and anticipate possible student misunderstanding. • The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest. • Students contribute to extending the content and help explain concepts to their classmates. • The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3b **Using Questioning and Discussion Techniques**	• Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	• Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3c **Engaging Students in Learning**	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3d **Using Assessment in Instruction**	• There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	• Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.	• Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment • Questions, prompts, assessments are used to diagnose evidence of learning.	• Assessment is fully integrated into instruction through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3e Demonstrating Flexibility and Responsiveness	• Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	• Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	• Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	• Teacher seizes an opportunity to enhance learning, building on a spontaneous even or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Evidence				

Strengths of the Lesson

Areas for Growth

POST-OBSERVATION DOCUMENT

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Domain 2: The Classroom Environment	**Rating:**				**Domain 3: Instruction**	**Rating:**			
A: Creating an Environment of Respect and Rapport	**I**	**D**	**A**	**E**	A: Communicating with Students	**I**	**D**	**A**	**E**
B: Establishing a Culture for Learning	**I**	**D**	**A**	**E**	B: Using Questioning and Discussion Techniques	**I**	**D**	**A**	**E**
C: Managing Classroom Procedures	**I**	**D**	**A**	**E**	C: Engaging Students in Learning	**I**	**D**	**A**	**E**
D: Managing Student Behavior	**I**	**D**	**A**	**E**	D: Using Assessment in Instruction	**I**	**D**	**A**	**E**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	E: Demonstrating Flexibility	**I**	**D**	**A**	**E**

Teacher's Signature* _____ Date _____ Evalutor's Signature _____ Date _____

*Denotes sharing of results, not necessarily agreement with the formative rating

CHAPTER THREE: STUDENT GROWTH GOAL SETTING PROCESS

- Rationale for Goal Setting Process
- Teacher Goal Setting For Student Growth Process
- Step-By-Step SMART Goal Process
- Student Growth Goal Setting Template
- Sample Smart Goals for Student Growth
- Student Growth Percentiles
- Individual Student Growth Information
- Resources

RATIONALE FOR GOAL SETTING PROCESS

During school hours, the greatest impact on a student's achievement is his or her teacher's day-to-day instructional practice (Hanushek, Kain, & Rivkin, 1998; Haycock, 1998; Carey, 2004). When designing a process for connecting student growth to a teacher, it is essential that the process closely reflect the teaching and learning that occurs at the classroom level. The choice of assessments to demonstrate that growth has occurred must link closely to the learning happening in the classroom. Additionally, both the learning and the assessment must be congruent with required, rigorous standards. The goal setting process for assessing student growth, designed and shared here, allows teachers to choose a goal based on the needs of their students and select assessments that will reflect the results of the goal set.

Through this process of goal setting for student achievement, combined with persistent analysis and reflection, teachers will demonstrate their professional growth in practice and knowledge while meeting the needs of their students.

The following statements outline the rationale for the design of the student growth and goal setting process and how that process supports teaching and learning.

- The student growth goal setting process reflects feedback from districts that Kentucky's student growth model should be flexible for schools and for teachers, allowing a variety of data to demonstrate growth. Teachers and leaders alike want a timely process that will impact current instruction and student progress.
- The assessments used to demonstrate a teacher's effectiveness in classroom practice must be "instructionally sensitive" as defined by James Popham (2010): "A test's instructional sensitivity represents the degree to which students' performances on that test accurately reflect the quality of instruction specifically provided to promote students' mastery of whatever is being assessed." Assessments must be chosen carefully to demonstrate a connection between the instructional practices of the teacher in the classroom and student learning.
- Teachers choose from assessments that closely align with the standards they are expected to teach and their goals for student growth. Assessments must be used to obtain both data for baseline establishment and determination of goal attainment. Teachers may select from such assessments as interim assessments, common assessments, classroom assessments, and student performance assessments, e.g. projects, products, portfolios.
- The student growth goal setting process aligns with other Kentucky initiatives including college and career readiness, 21st century skills, highly effective teaching and learning, assessment for learning, and implementation of a rigorous set of standards. The expectation is that a teacher's goals are evaluated (through collaborative conversation with an administrator) prior to implementation for a level of rigor that helps students meet mastery of standards. Therefore, a required component of the goal setting process is relevant authentic assessments, such as performance events that solicit students' critical thinking and problem-solving skills and require a high level of rigor.

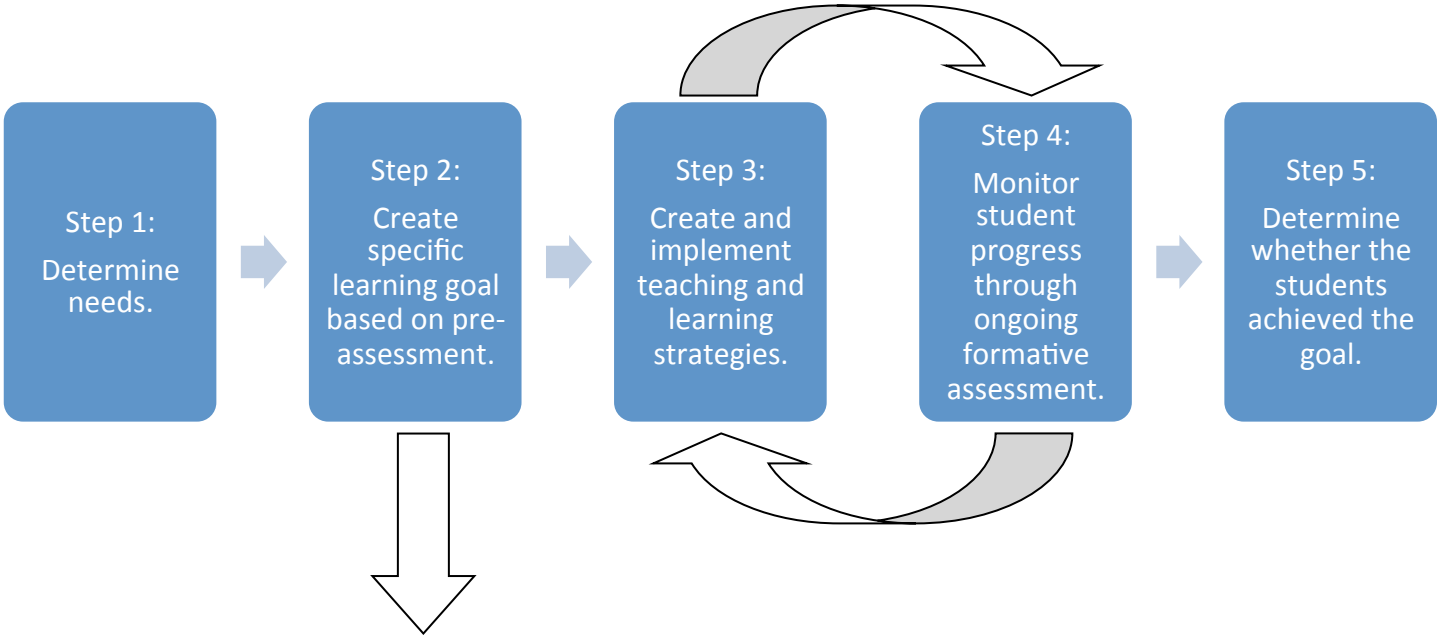
- The student growth goal setting process enhances the use of teacher of record identification. Schools can gain a better picture of how practice at the classroom level impacts overall student achievement. For goal setting purposes, school rosters can easily identify the students in teachers' classrooms. Reflection on the results of goal setting can then connect to student achievement on other assessments, including interim and state assessment data as that data arrives at the school.
- The student growth goal setting process addresses the problem of timeliness with the return of state assessment data. Teacher goal setting and monitoring of results within the confines of a school year is more effective for promoting ongoing professional growth and reflection on practice. Such timeliness can result in a greater impact on teacher effectiveness throughout a school year and in planning for the next instructional period.
- The student growth goal setting process resolves the issue of connecting student data to teachers in non-assessed areas. All teachers have local, state, and/or national standards or benchmarks for which their students should strive to master. In implementing the student goal setting process, teachers may use authentic assessments that demonstrate connection to those standards at a high level. Teachers may need to search out assessments or performance events developed by professional organizations (e.g., National Music Teacher Association) or to collaborate with other teachers to develop common assessments aligned with standards.
- The student growth goal setting process emphasizes embedded professional learning, requiring ongoing analysis; collaboration; and reflection on goal setting. Additionally, it keeps a teacher's Professional Growth Plan fluid and at the forefront of the teacher's professional learning.

TEACHER GOAL SETTING FOR STUDENT GROWTH PROCESS

Goal setting for student learning is an important process for every Kentucky educator. Rigorous, measurable goals provide a clear path for teachers and students to succeed. The goal setting process helps ensure that lesson design, implementation, and assessment result in learning for all students. See the Student Growth Goal Setting Template.

- Teachers review baseline data to identify student areas of need and create a goal that measures the learning of all students. The goal spans a school year or complete course of study.
- Teachers collaborate with their supervisor/evaluator to establish the student learning goal. In addition, teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.
- Teachers establish a student learning goal that meets all SMART criteria and identify strategies and measures that will be used to determine success. They also specify what evidence will be provided to document progress toward goal attainment.
- Teachers complete the Student Growth Goal Setting Template in collaboration with their supervisor/evaluator. During the collaborative planning process, the teacher and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development, implementation and monitoring of student growth goals.
- Teachers meet with the supervisor/evaluator to discuss progress toward the goal at mid-year and at the end of the year. The goal remains the same throughout the year, but strategies for attaining the goal may be revised.
- Teachers, along with their supervisor/evaluator, reflect on the results and determine implications for future professional growth planning.

STEP-BY-STEP SMART GOAL PROCESS



S	M	A	R	T
Specific- The goal addresses student needs within the content.	Measurable- An appropriate instrument or measure is selected to assess the goal.	Appropriate- The goal is clearly related to the role and responsibilities of the teacher.	Realistic- The goal is attainable.	Time-bound- The goal is contained to a single school year/course.
The goal is focused on a specfic area of need.	The goal is measurable and uses an appropriate instrument.	The goal is **standards -based** and directly related to the subject and students that the teacher teaches .	The goal is doable, but **rigorous** and stretches the outer bounds of what is attainable.	The goal is bound by a timeline that is definitive and allows for determining goal attainment.

*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education, Inc.

STUDENT GROWTH GOAL SETTING TEMPLATE

Teacher	
EPSB ID#	
School	
Administrator	

Initial Conference	**Content** • The goal is being written around which grade/subject/level?	
	Context • What are the characteristics or special learning circumstances of my class(es)?	
	Baseline Data • What are the learning needs of my students? • Attach supporting data.	
	Student Growth Goal Statement • **Does my goal meet the SMART criteria?**	
	Strategies for Improvement • How will I help students attain this goal? • Provide specific actions that will lead to goal attainment.	

Teacher Signature:	Date:	Administrator Signature:	Date:

Mid-Course Review	**Collaborative Mid-Course Data Review** • What progress has been made? • Attach supporting data	
	Strategy Modification • What adjustments need to be made to my strategies?	

Teacher Signature:	Date:	Administrator Signature:	Date:

Post-Conference	**End-of-Year Data** • What does the end of the year data show? • Attach data					
	Reflection on Results • Overall, what worked, or what should be refined?					
	Connection to Framework for Teaching	5A – Student Growth	I	D	A	E
	Professional Growth Plan Implications • How can I use these results to support my professional growth?					

Teacher Signature:	Date:	Administrator Signature:	Date:

Sample SMART Goals for Student Growth

Specific – the goal is focused on a specific area of student need within the content.
Measurable – the goal will be assessed using an appropriate instrument.
Appropriate – the goal is standards-based and directly related to the responsibilities of the teacher.
Realistic – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.
Time-bound – the goal contained to a simple school year/course.

*Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART.

*You also want to make sure the goal meets the needs of all students in your classroom.

Writing in any content area For the 2011 – 12 school year, 100% of students will make measurable progress in writing. Each student will improve by one performance level in two or more areas of the writing rubric (audience/purpose, idea development, organization & structure). Furthermore, 80% of the students will score a "3" or better overall.	**Social Studies** During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one level on the rating rubric. Furthermore, 75% of students will score at "proficient" or above.
Basic Technical Drawing/Design/CAD During this school year, 100% of my students will demonstrate measurable progress in basic technical drawing. Each student will improve his or her own performance by at least 50% as evidenced by a performance assessment rubric. At least 85% of my students will score proficient on the end of the year performance assessment according to line quality, neatness, accuracy, and title block.	**Math** For the school year, all of my students will demonstrate measurable growth in mathematics. All students will meet typical growth identified by the MAP assessment. At least 80% of my students will meet or exceed "proficient" on the end of the year MAP assessment.
Physical Education During the 2012-2013 school year, each of my sixth-grade students will improve on the Presidential Fitness subtests (curl-ups, shuttle run, endurance run/walk, pull-ups, V-sit reach) by an overall average of 20%.	**Literacy Design Collaborative teachers (LDC) (any content area)** For the 2011 – 12 school year, 100% of students will make measurable progress in writing. Each student will improve by one performance level in three or more areas of the LDC argumentation rubric. Furthermore, 80% of the students will score a "3" or better overall.

Reading in any content area For the 2012-2013 school year, 100% of my students will make measurable progress in reading. Each student will improve in fluency, comprehension level, and vocabulary knowledge on the AIMSweb assessment. At least 75% of students will move up one performance level as reported by AIMSweb.	**Science** For the current school year, my students will improve their ability to use scientific inquiry processes. Each student will improve by one or more levels on the district science assessment rubric in the areas of developing hypotheses, investigative design, and data analysis.
Art During the 9-week course, students will improve their understanding of art techniques. Students will improve their performance in the areas of identifying art elements/principles and critical analysis of elements/principles by one or more levels on the district art rubric.	**Reading in any content area** During the 2011-2012 school year, students will improve their ability to analyze text critically and use textual based evidence in their writing. Students will improve their performance by one or more levels in both of these areas as evidenced by a district common assessment and rubric. Furthermore, 80% of students will perform at the proficient level overall on the post-assessment.
FMD – mid functioning For this school year, all my students will improve their ability to independently shop for basic needs: identify items on a list and locate them in a store, ask for and follow directions from a store clerk, and use money to pay for items. Students will improve their baseline number of items successfully identified, located, and paid for by at least double.	**Math Design Collaborative teachers (MDC)** For the course, students will improve ability in two of the common core mathematical practices: 1) make sense of problems and preserving in solving them and 2) construct viable arguments and critique the reasoning of others. All students will increase their own score by 40% as assessed using a common assessment developed by regional MDC teachers.
FMD – low functioning During the school year, all my students will improve their fine motor skills in the areas of dressing, preparing food, and communication, as assessed by a classroom performance assessment of fine motor skills and dexterity. Each student will improve his or her ability by one or more levels on the rubric.	**Primary** For the 2012-2013 school year, 100% of my primary students will meet their benchmark goal on the DIBELS *oral reading fluency* assessment. Furthermore, all students' DIBELS *retell score* will be at least 25% of the oral fluency score.

Kentucky's Student Growth Percentiles and Teacher Effectiveness

*Currently, Student Growth Percentile information is available only for teachers who teach reading and mathematics in grades 4-8. The information in these reports is **CONFIDENTIAL** and may only be discussed by the teacher and his/her participating administrator.*

Research confirms that the greatest school-related impact on a student's achievement is that student's teacher (Hanushek, Kain, & Rivkin, 1998; Haycock, 1998; Carey, 2004). As states across the nation continue to place greater emphasis on what it means to be an effective teacher or administrator, they are also developing tools and data systems that connect teachers to the students they teach.

Student Growth Percentile (SGP) --- Key Points

- Student Growth Percentiles measure change in an individual student's performance over time.
- Each Student's rate of change is compared to other students with a similar test score history ("academic peers").
- SGP focuses on the relative standing of a student from year to year compared to the student's academic peers.

Purpose of use of SGP in field test:

- To uncover advantages, problems and issues with using individual student growth linked to individual teachers and schools.
- To provide initial awareness for teachers and administrators on the individual growth score being linked to teachers and schools.
- To allow for discussion of the Next Generation Professionals work and how it fits within the Unbridled Learning: College/Career-Ready for all Accountability Model.

Non-Purpose:

- The information generated in this field test is NOT to be used for any evaluation purposes; it is intended for research efforts only. The data will not be shared publically for reporting teacher performance.

IMPORTANT NOTES:

A. This spring was the first attempt by Kentucky to match students' individual growth results to specific subject-matter teachers. This process will be repeated in the 2012-13 school year using data from the spring 2012 testing. This field test will help determine problems and create fixes for the future. The reports generated are only as accurate as the data entered into Infinite Campus.

B. The use of student growth as a part of the Unbridled Learning: College/Career-Ready for all Accountability Model will not go into effect until the 2014-15 school year. Your work with Student Growth Percentile reports will inform the creation of the model.

C. The data that will be used during this field test year is from the 2011 and the 2012 state assessments in order to have 2 years of trend data.

D. It is important to have a basic understanding of student growth data. There are two webinars on the KDE site:
    1. A thirty minute video reviewing a presentation on growth.
    mms://video1.education.ky.gov/OnDemand2012/Overview_NGL_part2.wmv
    2. A 75 minute WebEx that includes both an overview and questions on growth.
    http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/KDE+-+Webex+Information+and+Resources.htm
    Click on Teacher Growth March 23, 2012 WebEx.

Individual Student Growth Information and Ties to Kentucky's Teacher Professional Growth and Effectiveness System

Individual student growth information should be used for the following purposes to support the development and implementation of the teacher effectiveness system.

1. To verify classroom/course rosters to inform Kentucky's Teacher of Record definition.

2. To help teachers use data to determine the relative growth of their classes, across grade levels, and courses (middle school & high school).

3. To determine which students have achieved typical growth, above typical growth, or below typical growth when compared to their peer group (students performing similarly).

4. To determine how the growth of individual students compares to the on-going assessments administered throughout the year.

5. To inform use in collaborative settings (such as Professional Learning Communities) for discussion on how other teachers may contribute to a student's growth goals.

6. To assist administrators in identifying patterns of low and high student growth for individual teachers & have collaborative conversations to foster teacher self-reflection & goal-setting.

7. To help validate the practices of teachers whose students show above typical growth or verify problems for teachers whose students show below typical growth, when combined with data from other measures.

Resources

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CHAPTER FOUR: REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING

- **Rationale for the Integration of Reflective Practice and Professional Growth Planning**
- **Reflective Practice and PGP Cycle**
- **Reflective Practice and Professional Growth Planning Template**
- **Sample Professional Growth Goals**

Rationale for the Integration of Reflective Practice and Professional Growth Planning

Self-reflection is a process by which teachers assess the effectiveness of their instructional planning, lesson implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When teachers use data to reflect on what worked, what did not work, and what types of changes they might make to be more successful, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process. (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve teaching and learning through ongoing thinking on how professional practices impact student and teacher learning. The attainment of this goal is facilitated through the development of a professional growth plan that either develops or hones professional practices and leadership skills.

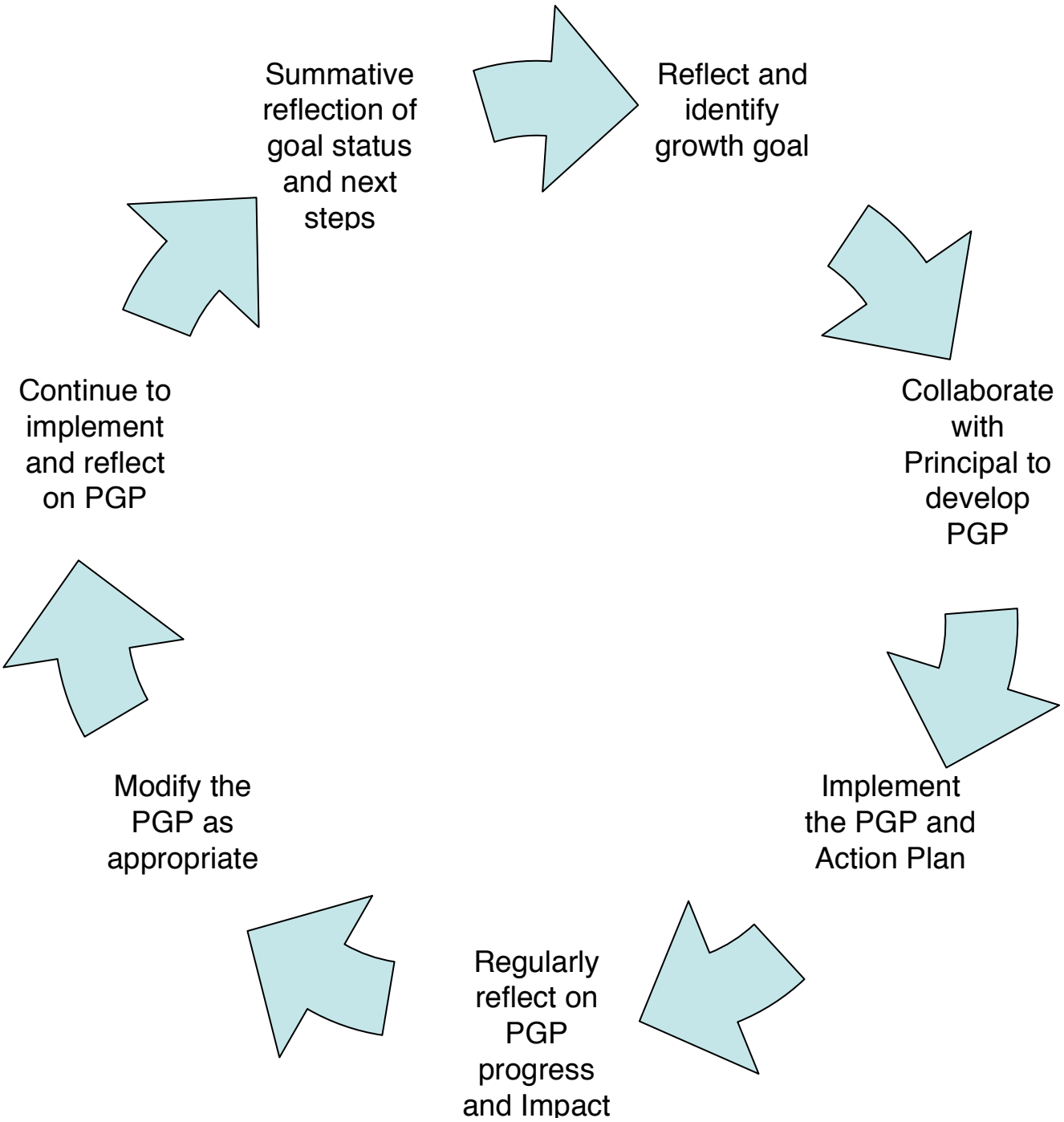
The goal of a professional growth plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to teachers in strengthening their competencies in the identified growth need areas. An action plan developed as part of the professional growth planning process should include activities designed to support collaboration and learning among teachers. Research shows that in order for professional growth to be effective, it should be a deliberate process that occurs within the context of a teacher's daily activities in the classroom/school environment and connects back to student learning (Marzano, 2003).

The Professional Growth Plan should address realistic, focused, and measurable professional goals. The plan should connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. As teachers collaborate with administrators to identify explicit goals, these goals should become the focus of professional growth activities, support, and on-going reflection related to the progress in meeting the goals and the impact that is measurable for both the teacher and students.

Reflective practices and professional growth planning are cyclical in design. The teacher (1) reflects on his current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Self-reflection improves teaching practice through ongoing, careful consideration of the impact of teaching practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining the overall effectiveness of the teacher.

Reflective Practice and PGP Cycle



REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	
5A - Student Growth	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Classroom Environment	2A	2B	2C	2D	2E		
Instruction	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Student Growth	5A						
Current Level of Performance for Selected Component:							I / D / A / E

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: • What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are the measures of success?	

Action Plan		
Professional Learning	**Resources/Support**	**Targeted Completion Date**
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
Demonstrable: ***Identify the documentation intended to demonstrate your professional growth.***		
□ Artifacts	□ Self-Assessment	□ Ongoing Self-Reflection
□ Certificate of Completion	□ Teaming with Colleague	□ Observation Data
□ Other: (please specify)		

Teacher Signature:	**Date:**
Administrator Signature:	**Date:**

Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	**Status of Professional Growth Goal:**	**Revisions/Modifications:**

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	**End of Year Reflection:**

Next Steps:

Connection to Framework for Teaching:					
	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E

Teacher Signature:	**Date:**
Administrator Signature:	**Date:**

Sample Professional Growth Goals

Each goal and action plan together should answer the following questions. The goal samples that follow include reference to the actions to be taken in order to meet the goal.

1. What do I want to change about my instruction or leadership that will effectively impact student learning?
2. What is my personal learning necessary to make the change?
3. What are the measures of success?

Any content area – student engagement For the 2012 – 13 school year, I will improve my ability to engage students in their learning by attending and implementing Rigor and Relevance training, researching and implementing strategies for engaging students in rigorous learning, and refining my use of student involved formative assessment practices. These will be measured through pre and post assessments, student work samples, interim assessments, peer and principal observations and conferences, and self-reflection.	**Any Content area – learning styles** During the 2012-2013 school year, I will increase student engagement by using a learning styles inventory with every student and designing lessons that address the different styles within my class. I will research teaching strategies to engage the different learning styles and study *So Each May Learn* by Silver. Measures of success will include student work products, observation, and student and teacher self-reflection.
Science For the 2012 – 2013 school year, I will improve writing instruction in my science classroom by implementing and reflecting on strategies learned during a summer writing workshop for teachers. I'll incorporate writing strategies for describing observations, explaining scientific phenomena, explain cause & effect occurrences, and drawing conclusions from experiments. Indicators of success will be student work samples, analysis of student's writing products, and self-reflection.	**Any content area – formative assessment** During this school year, I will study Classroom Assessment for Student Learning, by Rick Stiggins, and embed formative assessment practices in my daily instruction. Indicators of success will include classroom observation, self-reflection, analysis of student assessment data, and observable student engagement.
Reading in any content area During the school year, I will learn to integrate literacy strategies in my instruction. I will implement learning from a literacy workshop and from reading professional literature. Measures of success will include results from analysis of student work samples, self-reflection, student surveys, and observation.	**Any content area - questioning** During the school year, I will improve my questioning techniques to engage students in higher level critical thinking and problem solving. I will implement learning from study of Thinking Strategies. Growth will be evidenced through lesson plans, observation, self-reflection, and student work samples.

Special Education	Teacher Leadership
During the 2012-2013 school year, I will increase my knowledge of supporting students with autism. I will research on-line resources, consult with district/state/cooperative special education coordinators, observe a mentor teacher, and participate in a on-line short course on autism. This will be evidenced by notes and self-reflection, anecdotal notes on my interactions with autistic students, and the short course certificate.	This school year, I will learn best practices for mentoring new teachers in my building. I will participate in the district study group and Cognitive Coaching PD and attend a KYVL on-line course for mentoring teachers. Evidence of success will include district PD certificate, course completion certificate, mentee teacher surveys, self-reflection on mentoring opportunities.
Literacy Design Collaborative (LDC) teachers	**Math Design Collaborative (MDC) teachers**
This school year, I will implement what I am learning through LDC to support students in meeting the Common Core standards. I will design action research around implementing LDC modules as intended, analyze student work, and reflect on impact on students. Success criteria includes self-reflection, student surveys, analysis of student before & after work samples, and completed modules.	During the 2011-2012 school year, I will improve my ability to think more deeply about mathematical concepts using what I am learning through MDC about math formative assessment lessons. I will engage my students in more critical thinking and problem solving about mathematics and help students persevere when struggling to learn new concepts. This will be evidenced by formative assessment lessons student work samples, observation, and self-reflection.
Any content area - technology	**Writing in any content area**
During the school year, I will increase student use of technology for learning in my classroom. I will collaborate with a district technology cadre to learn ways to integrate learning with technology in instruction. We will also study Kajder's book *Adolescents and Digital Literacies* and other resources. Evidence of success includes lesson plans, student work samples, and self-reflection.	During the 2011-2012 school year, I will learn to incorporate online writing tools in my writing workshop. After collaborating with the technology resource teacher to investigate Google Docs and other on-line tools, my students will have opportunities to write independently, collaboratively and give/receive feedback using the tools. This will be evidenced by student writing samples, lesson plans, and reflection.

CHAPTER FIVE: STUDENT VOICE

- **Rationale for Student Perception Survey**

RATIONALE FOR STUDENT PERCEPTION SURVEY

The Kentucky Student Perception Survey is a well-designed, classroom-level analysis and reporting system similar to the Tripod Student Survey developed by Dr. Ron Ferguson of Harvard. Student surveys ask students to give feedback on specific aspects of the classroom experience and teaching practice. Research supports using student perception surveys to measure teacher effectiveness.

> "Student ratings are the single most valid source of data on teaching effectiveness."
>
> --McKeachie, W. J. (1997). Student ratings: The validity of use. *American Psychologist, 52,*1218–1225.

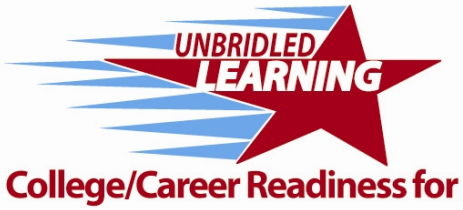
The questions use Likert-scale response options, and focus on specific statements such as "Our class stays busy and doesn't waste time". In addition, the survey asks students to assess their level of engagement around several student engagement targets. These include such targets as trust, cooperation, ambitiousness, and diligence. In addition to the classroom-level survey items, there are also questions related to school climate as well as family and student demographics.

Appendix

- **Multiple Measures/Framework For Teaching Alignment**

MULTIPLE MEASURES/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK	Domain	Planning & Preparation						Classroom Environment					Instruction					Professional Responsibilities						Student Growth
	Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaing Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism	5.a-Student Growth (added by KDE)
MULTIPLE MEASURES (supported by evidence)	Supervisor Observation	Evidence (pre and post conferences)						Observation Instrument										Evidence (pre and post conferences)						
	Student Growth																							Student Growth Template
	Student Voice							Kentucky Student Perception Survey																
	Professional Growth	Professional Growth and Reflective Practice Tool																						
	Reflective Practice																							
	Peer Observation							Observation Instrument																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