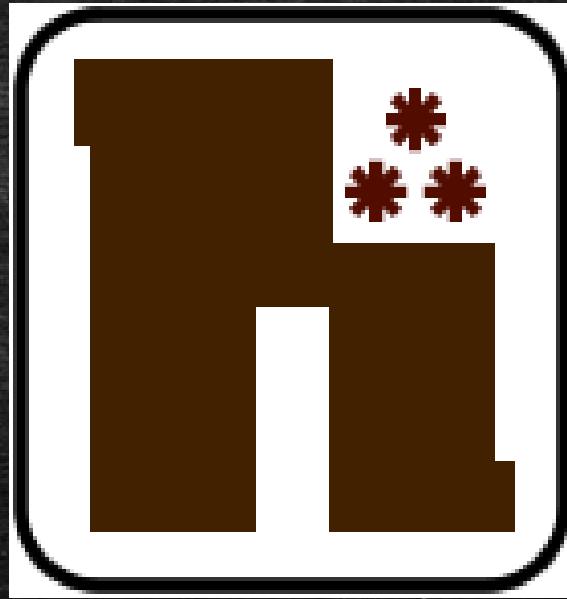




Presented by: Patrick M. Graczyk

This year we have been working on...

- NWEA MAP assessments and Compass Learning
- Educator Effectiveness System ACT 82
- Cultivating Teacher Leaders
- Curriculum: Rigor and the Common Core
- Beginning Stages of the Comprehensive Plan
- Title One

NWEA and the MAP assessment



Let's take a test

- <https://goldenrams-admin.mapnwea.org>
- MAP Assessment for primary age students
- MAP Assessment for grades 3-8

Educator Effectiveness System

Pre-Implementation

- District Wide Committee
- Administrative Professional Development
- Power Components
- Summer Professional Development

Differentiated Supervision

- District Manual
- Focus on Learning

Cycle "A"

- PAETEP
- Buddy Principals
- Emphasis on evidence-based conversations and the teacher action-plan
- Committee to find ways to better improve our process
- PVAAS Roster Verification

Educator Effectiveness Manual

www.goldenrams.com/domain/64

EDUCATOR EFFECTIVENESS SYSTEM
IMPROVEMENT OF INSTRUCTION THROUGH DIFFERENTIATED SUPERVISION



Highlands School District
2013

Developed and Organized by Differentiated Supervision Committee, High School Teacher Reward Recognition Committee
Revised May 2013

ACT 82 TEACHER EFFECTIVENESS MODEL IN PLACE 2016-2017 SY

Observation / Evidence

Effective 2013-2014 SY

Donaldson Framework Domains

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

School Building Data

Effective 2013-2014 SY

Indicators of Academic Achievement

Indicators of Closing the Achievement Gap, All Students

Indicators of Closing the Achievement Gap, Subgroups

Academic Growth PVAAS

Other Achievement Indicators

Credit for Advanced Placement

Teacher Specific Data

Effective 2016-2017 SY

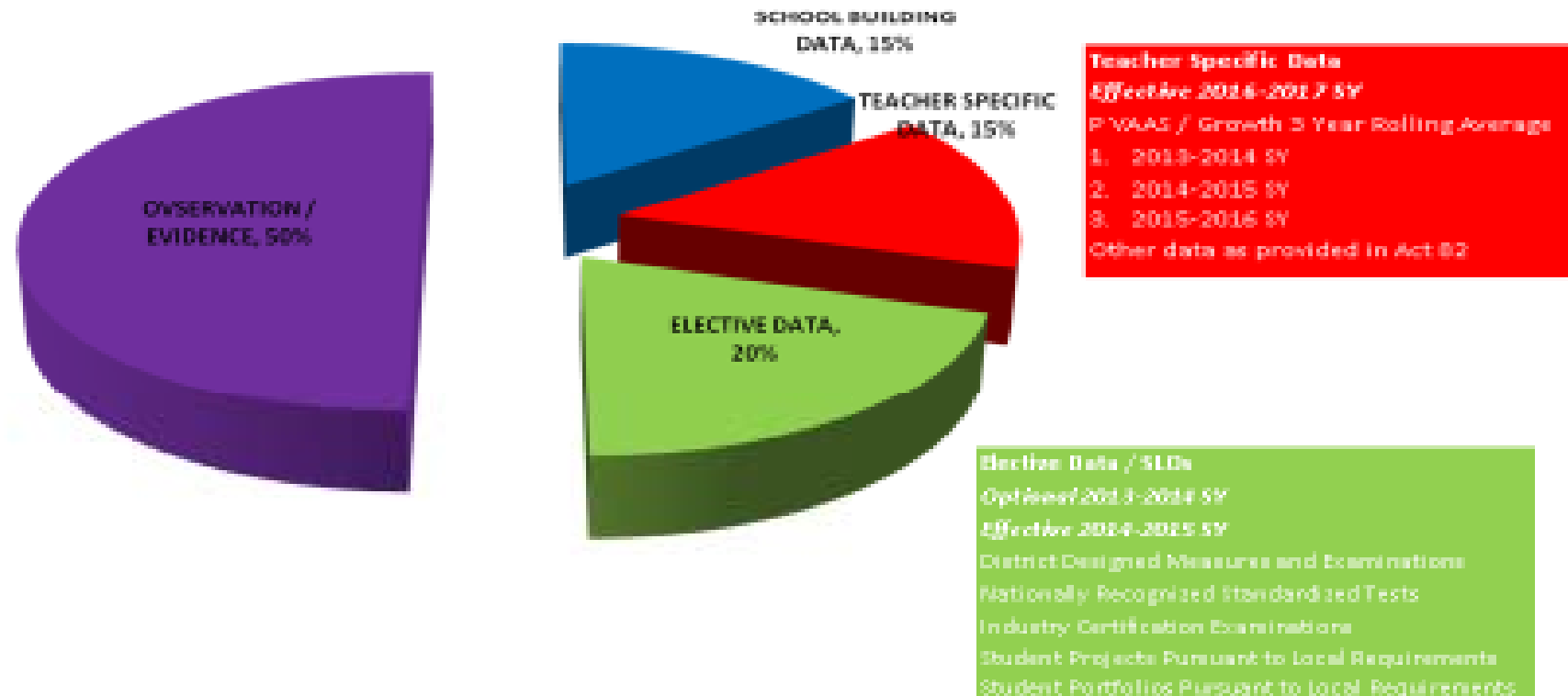
PVAAS / Growth 3 Year Rolling Average

1. 2013-2014 SY

2. 2014-2015 SY

3. 2015-2016 SY

Other data as provided in Act 82



Pre-Observation

Teacher provides evidence using pre-observation form

Teacher and evaluator discuss evidence provided; evaluator collects additional evidence through questioning

During the Observation

Evidence collected during the lesson

Preparing for Post-Observation

Evaluator provides teacher with evidence collected during the observation

Teacher self-assesses using the rubric and gives to evaluator

Evaluator assesses using the rubric

Post-Teaching Collaborative Assessment

Teacher and evaluator discuss agreed upon items

Teacher and evaluator discuss areas of disagreement

Teacher and evaluator develop self-assessment summary and create the action plan

Curriculum *Standards Based vs. Standards Aligned*

Phase I: KUD, Essential Questions

Phase II: How do we know? Assessments

Living Document

Classroom Practice: Webb's Depths of
Knowledge, Rigor and Relevance,
Student Engagement

10 day plan

Summer Curriculum Writing Project

“Two elements are required for
learning to occur.” — Charlotte Daniels

- **Engagement**
 - 2A—Creating a Climate of Respect and Rapport
 - 3C—Student Engagement
- and
- **Understanding**
 - 3D—Using assessment in instruction

Common Core Standards

Highlands School District, January 2014

Standards alone will not improve schools and raise student achievement, nor will they narrow the achievement gap. It will take implementation of the standards with fidelity by school leaders and teachers to significantly raise student achievement.

MetLife Foundation

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

- Text Complexity: Most significant change; more rigorous and greater variety of text
- Vocabulary of Complex Text: Dr. Beck University of Pittsburgh
- Informational Text
- Pre/K- 12 Curriculum Changes
- Reading and writing grounded in evidence and application from text, knowledge building through informational and nonfiction text. Written arguments
- Knowledge Building in the Disciplines

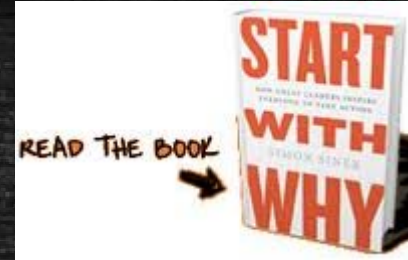
Mathematics

- Focus: deep understanding transference of knowledge across grades and concepts
- Coherence: Spiral of learning
- Fluency: speed and accuracy with simple calculations
- Deep Understanding: Beyond getting the answer
- Applications: ability to use mathematics even when students are not prompted to do so
- Dual Intensity: Balance of practice and understanding

Creating Teacher Leaders

- Job Descriptions
- On-going meetings after school on Leadership

Comprehensive Planning



https://www.youtube.com/watch?v=qpoHIF3Sfl4&feature=player_embedded

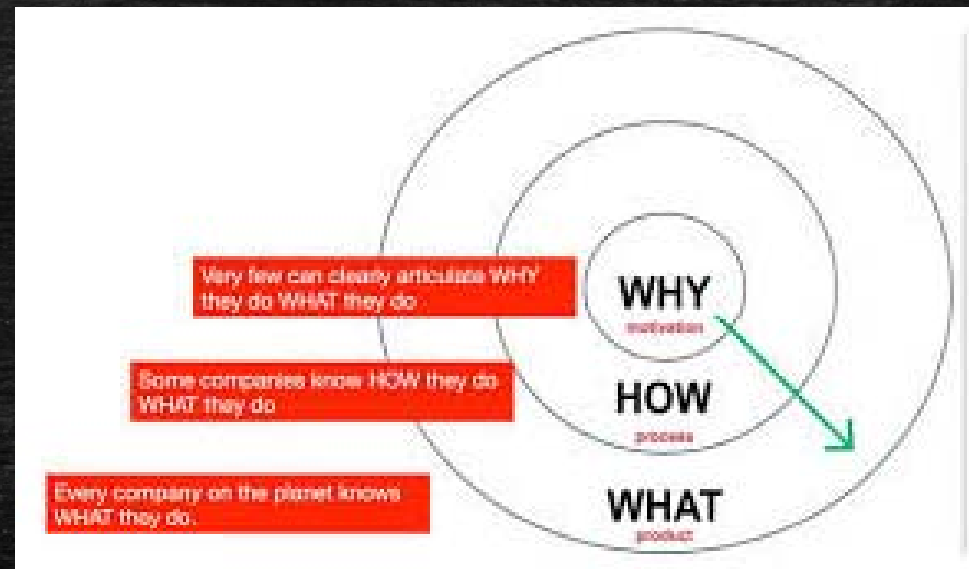
Our Why?

Simon Sinek

William Daggat

Weekly Meetings

PD



Title One

- Consolidated Application is submitted to PDE
- Recognition from the Title One Division Chief, for Maintenance of Fiscal Effort
- Services provide to OLMBS
- Focus and Flex groups operational grades K-5
- PAC meeting 1/27