The Relationship Between High Quality Professional Development and Educator Evaluation

Educator Evaluation Spring Convening, 2014

Join the conversation on Twitter #MassHQPD!
Improving educator practice and student outcomes is a heavy lift that requires a commitment to quality. *Anything less is unthinkable.*

If we are going to evaluate educators and expect continuous improvement, then we must not only provide relevant PD, but PD of the highest quality.
Effective Curriculum, Instruction, Assessments & Supports

e.g. Curriculum Frameworks RETELL, PARCC, Bullying Prevention

Desired Student outcomes

Massachusetts Professional Development Standards
- Define quality
- Inform planning

High-Quality PD
- Job-embedded
- Professional learning communities and networks
- Coaching and mentoring
- Workshops, seminars, and others within a coordinated system
- Higher Ed. courses

Improved Educator practice and enhanced organizational capacity

Improved student outcomes

PD Quality Assurance
Strategic use of resources to support high-quality PD
<table>
<thead>
<tr>
<th>Standards For PD</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1. HQPD has clear goals and objectives relevant to desired student outcomes.   | 1.1 Professional development goals specify intended student outcomes.  
1.2 Educator learning objectives specify changes in knowledge, skills, and practices necessary to achieve the intended student outcomes.  
1.3 Learning objectives are written in **SMART** format.                                                                                      |
| 2. HQPD aligns with state, district, school, and/or educator goals or priorities.| 2.1 Professional development goals align with educator performance standards, individual professional growth goals, and/or state, district, or school improvement priorities.  
2.2 Professional development prepares educators to address state, district, school, and individual goals or priorities.                      |
| 3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives, and audience. | 3.1 Student data from multiple sources inform decisions about professional development goals and learning objectives for the intended audience.  
3.2 Educator data from multiple sources inform decisions about professional development goals and learning objectives for the intended audience. |
| 4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives. | 4.1 Formative assessment using multiple sources of data measures progress toward professional development goals and learning objectives.  
4.2 Summative evaluation measures the attainment of professional development goals and learning objectives.  
4.3 Data from formative assessment and summative evaluations inform efforts to improve the quality and results of professional development. |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.</td>
</tr>
<tr>
<td>5.1</td>
<td>Professional development includes collaboration among educators to generate relevant, role-specific applications of their learning.</td>
</tr>
<tr>
<td>5.2</td>
<td>Skillful, prepared facilitators use protocols, processes, and strategies to facilitate collaboration during and after professional development to support implementation of learning.</td>
</tr>
<tr>
<td>6.</td>
<td>HQPD advances an educator’s ability to apply learnings from the professional development to his or her particular content and/or context.</td>
</tr>
<tr>
<td>6.1</td>
<td>Professional development includes multiple opportunities for educators to practice their learning and receive feedback.</td>
</tr>
<tr>
<td>6.2</td>
<td>Professional development supports educators to identify multiple applications of their learning within their everyday workplace.</td>
</tr>
<tr>
<td>9.</td>
<td>HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.</td>
</tr>
<tr>
<td>9.1</td>
<td>Skillful, prepared facilitators with content expertise lead professional development.</td>
</tr>
<tr>
<td>9.2</td>
<td>Facilitators of professional development seek and use feedback, coaching, and other supports to improve their knowledge, skills, and</td>
</tr>
<tr>
<td>10.</td>
<td>HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.</td>
</tr>
<tr>
<td>10.1</td>
<td>Professional development incorporates strategies to connect new learning with learners’ past learning and experiences.</td>
</tr>
<tr>
<td>10.2</td>
<td>Individual professional development sessions or meetings link together in a logical and sequential manner to promote attainment of the goals and learning objectives.</td>
</tr>
</tbody>
</table>
A District Perspective

Presenters:

Dr. Kristan Rodriguez,
Chelmsford Public Schools
@Dr_Rodriguez21

Heidi Driscoll,
Southeastern Regional
Vocational Technical School District
hdriscoll@sersd.org
Take-Aways

• Connect HQPD and Educator Evaluation

• Use the MA Standards for High Quality Professional Development (HQPD) in your district

• Assess the HQPD Standards and their Applicability to Educator Evaluation
Standard #1: HQPD has clear goals and objectives relevant to desired student outcomes.

Standard #2: HQPD aligns with state, district, school, and/or educator goals or priorities.
Connecting HQPD and Educator Evaluation

**HQPD Standard #1**
HQPD has clear goals and objectives relevant to desired student outcomes.

**HQPD Standard #2**
HQPD aligns with state, district, school, and/or educator goals or priorities.

**Educator Evaluation Priority #2**
Place student learning at the center, using multiple measures of student learning, growth, and achievement.

**Educator Evaluation Priority #1**
Promote growth and development amongst leaders and teachers.
Standard #1: HQPD has clear goals and objectives relevant to desired student outcomes.

- Sample PLC Flyer with Stated Goal and Purpose Related to Student Outcomes

**Goal:** To improve student achievement in one identified area of literacy by aligning UDL and research-based literacy instructional practices across content areas (ELA, Science, Social Studies).

**Overview:** During the fall of 2012, the Chelmsford Public Schools will be forming a Professional Learning Community (PLC) of 4-5 middle school teachers to address the implementation of Universal Design for Learning (UDL).

**Purpose:** PLC members believe the fundamental purpose of their school or district is to ensure all students learn at high levels and they are committed to becoming a lifelong learner themselves to make this a reality. The purpose of this group is to use the UDL framework to develop exemplars and analyze instructional practices focused on one area of literacy (e.g. persuasive writing, vocabulary or comprehension strategy instruction).

**Goal:** To improve student achievement in one identified area of literacy by aligning UDL and research-based literacy instructional practices across content areas (ELA, Science, Social Studies).

**Schedule:** The group will meet on a weekly basis beginning the week of September 10th.

**Activities:** Working with a facilitator from CAST (Feggy Coyne), this group will be involved in a series of professional enrichment activities that align the UDL framework with research-based literacy instructional practices and resources. Activities include:

- Weekly meetings from the week of September 10 to November 26 (a total of 11 meetings):
  - Identify area of literacy focus
  - Apply the UDL framework to lesson planning and instruction
  - Develop strategies and technologies for students with disabilities
  - Develop supporting resources for other teachers in UDL Exchange (a web site that provides supports for gathering and categorizing resources and lesson plans)

**Stipends:** A stipend in the amount of $200.00 will be provided to each member.

If you are interested please contact:
Kristen Rodriguez
Phone: 1-578-251-5100
rodriquez@chelmsford.k12.ma.us
Standard #2: HQPD aligns with state, district, school, and/or educator goals or priorities.

“Write the related district, school, and/or professional goals.”
Utilizing the data and the evaluation rubric, the team develops a grade level subject-specific student learning goal. The goal itself will include a defined results indicator (how will you know the student made progress—what assessment measure are you using—embed that in to the goal).

Define Implications on Practice and Action Steps for Potential Plan (25 minutes)

- The facilitator asks:
  - What are the implications of this work for teaching and assessment?
  - What supports are needed to achieve the goal (professional development, materials, tools etc.)?
A minimum of one student learning goal and one professional practice goal are required. Team goals must be considered per 603 CMR 35.06(3)(b).

- SMART Goal DESE Help
- Sample Supt. SMART Goals
- Student Learning
- Professional Practice

Cancel
SMART GOAL ASSISTANT

Start by choosing a goal from your Professional Standards using the button below or create one manually

View Rubric

**Step 1:** USE STUDENT LEARNING AND OTHER DATA TO IDENTIFY GOAL AREAS

**Goal:**

**Step 2:** (Optional) IDENTIFY ELEMENTS FROM THE RUBRIC THAT ARE CRITICAL FOR YOUR GOAL

**Sample**

*Safe Learning Environment: Uses rituals, routines and appropriate responses to create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors*

*Insert Rubric Here:*

**Step 3:** (Optional) Draft Statement from Rubric

*Use rituals, routines, and responses to prevent behaviors that interfere with student learning*

*Insert Goal Here:*

**Step 4:** Revise Statement to a SMART Goal that is (S)Specific and Strategic, (M) Measurable, (A) Action Oriented, (R) Rigorous,

*During this academic year, I will learn and appropriately use at least 5 new rituals, routines, and responses to prevent most*
Problem: How to Provide So Many Options so They Relate Meaningfully to Myriad SMART goals in the District?

“The survey asks you ...provide potential topics for next year's multi-part series. We ask staff to review their recertification needs, their school improvement/department goals, and/or their educator plan SMART goals to identify areas where you would like to see PD. In the spirit of collaboration, having a discussion with your department or grade level teams prior to completing the survey is encouraged. “

-Excerpt from PD Survey 2014

Solution: Multi-Part Series

- Bundles 10 Hour Options to Support Recertification
- Flexed Into and Outside of PD Calendar
- Choice Offerings in Content and Pedagogy
- Utilize In-District Expertise
- Relevant Offerings for Every Staff Member
- Related to SMART Goal Areas, DIP and SIP Goals
- Grant Funded
Assessing Our Effectiveness

Chelmsford PD has clear goals and objectives relevant to desired student outcomes.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>17.2%</td>
<td>42</td>
</tr>
<tr>
<td>Agree</td>
<td>72.5%</td>
<td>177</td>
</tr>
<tr>
<td>Disagree</td>
<td>9.8%</td>
<td>24</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0.4%</td>
<td>1</td>
</tr>
</tbody>
</table>

answered question 244

Electronic survey administered in April of 2014
Levels: PK-12
### Assessing Our Effectiveness

Chelmsford PD aligns with state, district, school, department, and/or educator goals or priorities.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>24.9%</td>
<td>61</td>
</tr>
<tr>
<td>Agree</td>
<td>68.6%</td>
<td>168</td>
</tr>
<tr>
<td>Disagree</td>
<td>6.5%</td>
<td>16</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

*answered question* 245

Electronic survey administered in April of 2014
Levels: PK-12
Assessing Our Progress Against the Standards: 2014 TELLMASS Results

• Curriculum, Planning, & Assessment
  • The curriculum taught in this school is aligned with Common Core Standards. 98%
  • The school leadership facilitates using data to improve student learning. 92%

• Teaching All Students
  • Teachers are held to high professional standards for delivering instruction. 97%
  • Teachers are encouraged to try new things to improve instruction. 91%

• Family & Community Engagement
  • This school does a good job of encouraging parent/guardian involvement. 95%

• Professional Culture
  • Professional development opportunities are aligned with the school's improvement plan. 94%
HQ PD & Teacher Evaluation

- HQPD engages EACH educator in a series of cohesive, relevant, and meaningful professional growth activities directly related to SMART goals.
- During HQPD, teachers understand what the anticipated outcomes of the day/event will be, how it will impact their students, and how those outcomes connect to their SMART goals.
- HQPD affords teachers the opportunity to demonstrate that they can model the elements of the teacher rubric as evidence of “exemplary” practice.