

**Integrating
Evaluation and
Curriculum,
GLTS**

Welcome

Presenters:

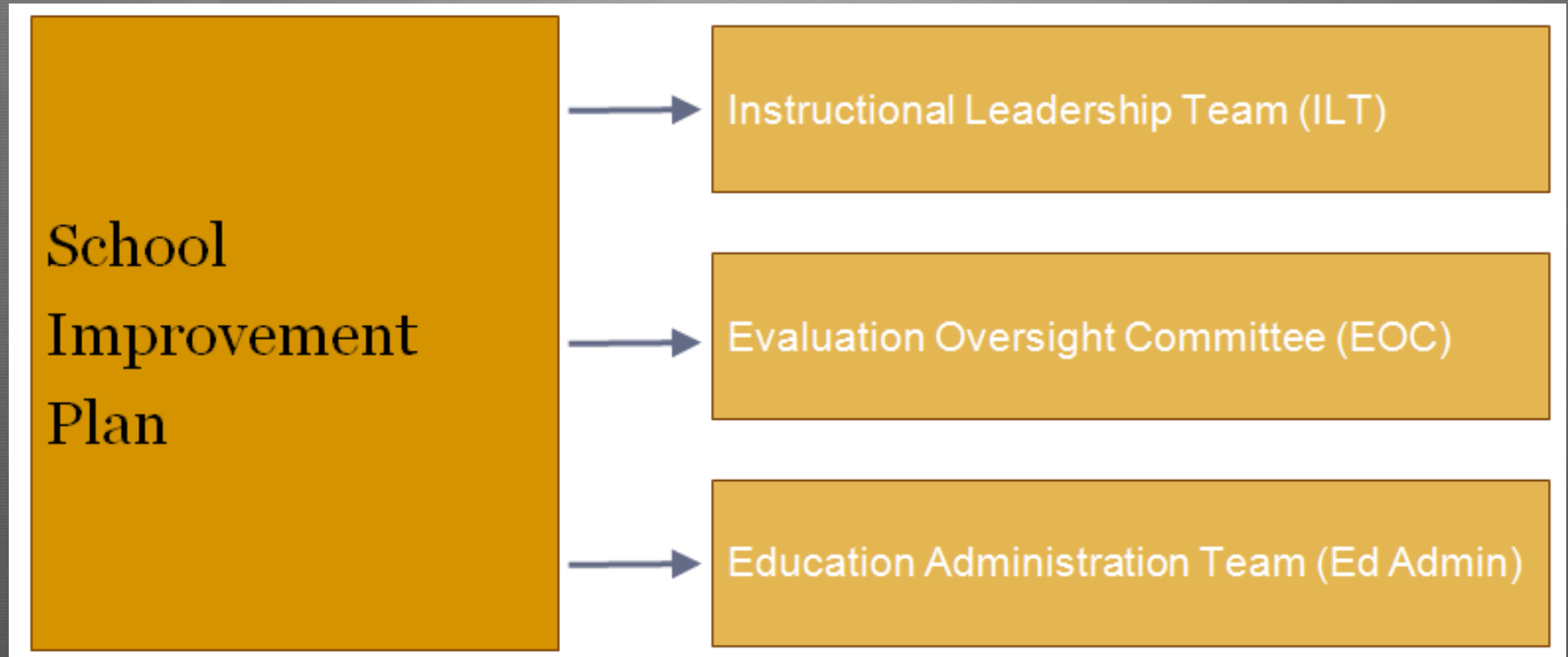
- **Lauren Jones - Lead Teacher - Carpentry/ Architectural Drafting , ILT member**
- **Paul Mears - Coordinator - Math/Science, ILT member**

Question and Comments Welcome any time

Professional Practice Innovation Grant

- **DESE**
 - Recognized connection between great curriculum and State Model for Evaluation needed strengthening
- **GLTS**
 - Recipient among six schools being supported to make connections
 - Recognized for innovative practices in:
 - Implementing a collaborative (PLC) approach.
 - Integrating curriculum and evaluation

Our Management Structure *for implementing a collaborative (PLC) approach to integrate curriculum and evaluation*



Instructional Leadership Team (ILT)

Implementing a collaborative (PLC) approach

The ILT

- A monthly collaborative effort between colleagues to ensure student achievement is increased throughout the school
- Comprised largely of non-management employees
- Charge:
 - Implement selected School Improvement Plan (SIP) initiatives
 - Build the capacity of the current Professional Learning Communities (PLCs)
 - Communication and PD

2013/14: ILT Charter

SIP / PPI Grant

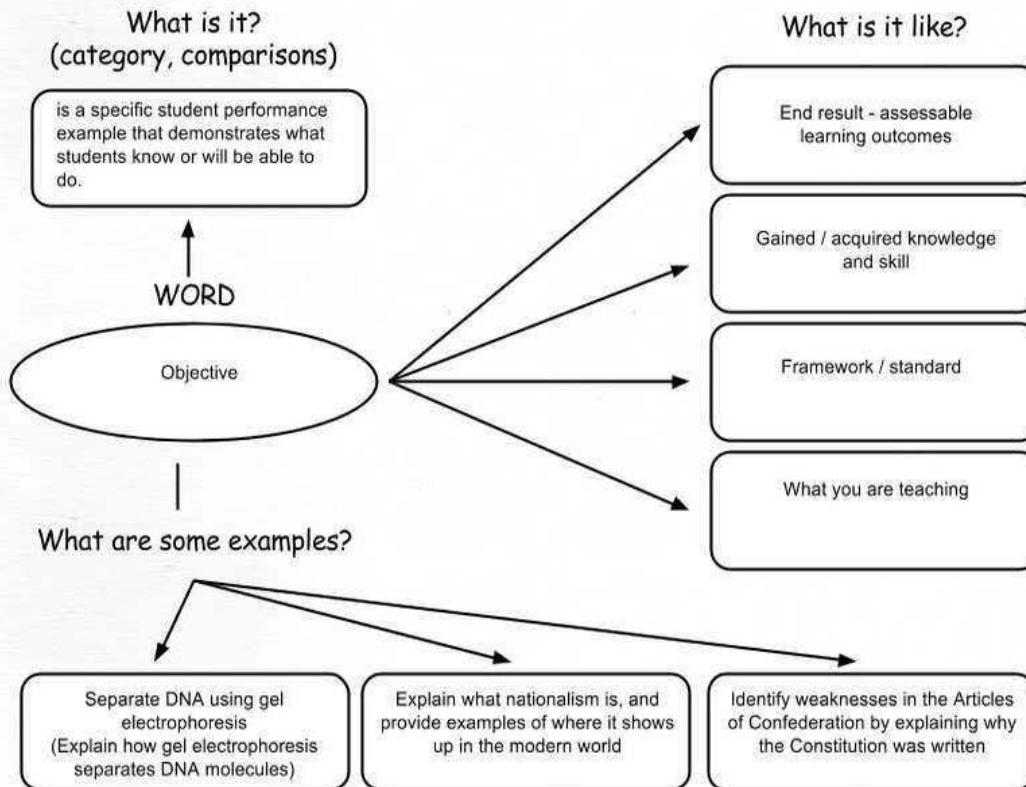
- Development of Curriculum Structure and Curriculum Software Management System.
 - School-wide pacing guides and sample unit plans
- Make recommendations regarding assessments and grading practices which better support competency/standards - based education

ILT Products - Curriculum Philosophy

“Curriculum at Greater Lawrence Technical School begins with the end in mind and is designed to reach all learners through rigorous, inquiry based, student centered instruction.”

ILT Products - Establishing Common Understandings through Professional Learning Communities

Objective



Summer of 2013

- Developed Common language
- Hyperlink Resource Examples

ILT Products - Establishing Curriculum Structure through Professional Learning Communities

For Google Doc template of this form [click here](#)

Today is:

(Date)

What should I know and be able to do by the end of class?

Objective:

How am I learning it?

Activator:

Activity:

Closure / Ticket out:

Homework:

I will know I've got it when:

Formative / Summative Assessment:

Daily "Student" Agenda

- Developed common daily student agenda.
- Embedded on staff intranet.
- Live Links to ensure common understandings.

ILT Products - Establishing Professional Development and Curriculum Structure Support

Elements of a Mastery Objective



Students will be able to compare and contrast two characters in the novel of *Mice and Men* in terms of physical appearance, personality, attributes and actions, in an essay.

* when applicable

Designed PD that focused on:

- Mastery Objectives
- Aligned lessons

ILT Products - Establishing continuous communication and effective feedback

Peer Observation Results

102 responses

[View all responses](#) [Publish analytics](#)

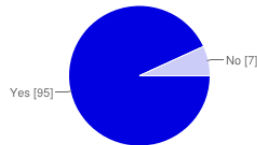
estewart-miranda@gls.net

[Edit this form](#)

Summary

Look for...THE MASTERY OBJECTIVE

Audience



Yes 95 93%
No 7 7%

Measurable Performance Verb

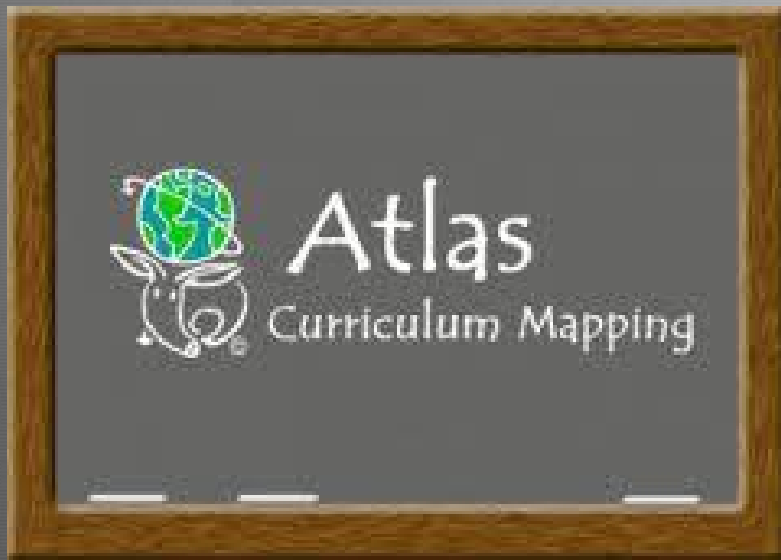
Interpret identify and describe Conclude Obtain to strike, to make, to read Test Install clarify Analyze Install and Explain research and create identify Recognize create differentiate between What is 0 discuss Accurately Interpret Symbols & dimensions explain Analyze Demonstrate the pros and cons Identify and describe Explain Demonstrate analyzing, completing comprehension questions, putting the speech in your own words Construct inspect Identify special triangles recognize Demonstrate Create define Perform explain; identify Write in your own words successfully demonstrate Explain Identify construct Read & Extract There were 2 "show an understanding" and "demonstrate how to cipher" Comprehend produce identify and differentiate Solve equations illustrate Demonstrate Perform and apply will obtain differentiate between analyze and describe Build none Create Understand and score work Utilize Sequence Solve demonstrate Learn how to create explain, judge, justify Identify and explain generate Comprehend understanding Predict / Discuss Understand-not measurable complete creating and cutting able List Check yes/Apply Recognise explain Determine Manipulate

Subject/Content

Book TWMM needle nose pliers and soldering process Photo shop British taxes Math Themes of love, rejection, and acceptance retouching 2" regrowth Damage vehicles intro to web design and development article on scientist studying DNA a 4 part section and apply cholesterol "Cask" vocabulary Geometry teacher's jobs and program of studies Marketing/sales Math 1 Triangles-MATH Impressions, gypsum, and whitening materials Hair color application engine components physical and chemical changes and substances and types of mixtures What does an organism need to survive Read 180 British taxes and policies 0 Government safety requirements Epipen/ allergic reaction Themes of Life Color...hair app measures of interior angles of a triangle Three strand braid There were 2 "OS Basics" and "Letters for Bytes" automotive test Vocabulary practice An extended school day Automotive systems math fractions Triangles Boston Massacre a business card sample fractions How the machine works, fits together and how to restore it

ILT - Next Product

Recommend curriculum management software system



VS



Collaborative Work Support Structure

- **Weekly Common Planning Time (CPT) meetings:
Academic v. Vocational**
- **Embedded Professional Development - ILT driven,
team delivered, no incremental cost**
- **Monthly Early Release - curriculum focused**
- **Monthly school-wide Faculty Meetings**

Evaluation Oversight Committee (EOC)

Design team for the new evaluation system

The EOC Structure

-
- **Composition: 8 administrative seats, 9 faculty and support staff seats, 1 seat for Massachusetts Federation of Teachers Representative.**
- **Early Adopter School - second year of full implementation, meets monthly**

EOC Product - Structure for Evaluation

Narrowed Focus of Feedback, Simplified Forms, Paperless System

- Rubrics - Indicators v. Standards
- Measures - five:
 - Daily planning (agenda)
 - Quality of Work and Effort (student-led, differentiated.)
 - Feedback on self-assessment weakness and strength
 - Family communication
 - Goals: individual and collaborative
- TeachPoint

Education Administration Team (Ed Admin)

Integrating curriculum and evaluation

The Ed Admin Team Structure and Charter

-
- **Responsible for full implementation of evaluation and curriculum system**
- **Comprised entirely of evaluators - 12 for staff of 240**
- **Meets weekly to fine tune system and increase evaluation skills (calibration)**

Ed Admin Product - Evaluation Schedule

- Last year: 6 observations for everyone
- Current year:
 - 5 observations for new teachers and others on a one year plan
 - 4 observations for teachers on a two year plan

Connecting Evaluation System to Teaching and Learning

- The new DESE evaluation system is built on more frequent observation resulting in timely and specific feedback
- Answer the following questions (turn and talk):
 - How many observations are you doing?
 - What are the essential steps in your observation procedure?
 - How much time is required to complete an observation?

Observation Time Study -GLTS

- Short Observation: 30 minutes minimum
- Notes Completion: 15-20 minutes
- Follow-up meeting: 30-45 minutes - reading literal notes, gathering curriculum, sharing ideas for improvement
- Write up: 60-90 minute - Examination of curriculum documents, review of full notes, crafting of C.E.I.J statements, recommendations

Total time to connect evaluation and curriculum - 2.5 - 4.0

The Benefits and risks of increasing feedback

- Time is required to plan improvement
- Be timely and specific
- An opportunity to either build or erode trust



**Thank you
Everyone!**