AESA 2014
Bringing a World of Best Practices and Research-Based Strategies to Local District Teachers and Administrators

Larry Patrick, Executive Director
Chris Moddelmog, Associate Director
Lisa Maxfield, McREL Representative
Smoky Hill Education Service Center's Mission Statement is: "In partnership with school districts, we promote success for learners by providing superior services."

SHESC Presents at AESA

At the annual AESA conference, Smoky Hill ESC staff members will present information on how McREL systems are being utilized by Kansas school districts. The session titled Bringing a World of Best Practices and Research-Based Strategies to Local District Teachers and Administrators will explain how SHESC supports schools that are using McREL systems. The presentation from the session is available here. Session Description: Educators today face many challenges as they prepare students for an increasingly competitive, global society. To help meet these challenges, Smoky Hill Education Service Center in Kansas provides its 55 member districts with professional development on the research-based, ... read more

2015 CTE Annual February Conference

CTE Learning That Works, For Kansas

read more

E-Rate Services

Smoky Hill Education Service Center provides schools and school districts with a representative to fill the E-Rate forms for a small fee of 6% of received funding for members and 8% of received funding for non-members.
Smoky Hill Education Service Center is in its 25th year serving schools & educators.

SHESC was organized July 1, 1990. It is a consortium of 55 school districts in a 25 county area, formed to cooperatively provide an array of educational services to its participating members in a more cost efficient and beneficial manner.
Smoky Hill ESC

- SHESC merged with the North Central KS ESC in 2000.
- SHESC merged with the Fort Hays Educational Development Center in 2004.
- As a result, SHESC also has regional offices in Concordia and Hays.
- A second Salina facility opened in 2004.
Kansas Unified School Districts

SHESC Members
Blue=Charter Members Red=Associate Members
Smoky Hill ESC

- SHESC is governed by a Board of Directors composed of one board member from each of the SHESC "clusters" made up of Charter Member districts.

- A Superintendents' Advisory Council serves in an advisory capacity to the Board of Directors.
About Smoky Hill ESC

- SHESC provides staff development and services to over 2,700 teachers and administrators.
- Increased knowledge and skills of teachers leads to benefits for over 31,000 students.
SHESC Member Benefits

- Ongoing, quality, staff development in a wide variety of areas.
- Cooperative purchasing programs to save members money.
- Services in the areas of curriculum development, assessment, and school improvement.
- Cooperative, cost efficient services too difficult or expensive to support individually.
SHESC Programs & Services

- Achieve 3000
- McREL Power Walkthroughs
- Background Checks
- Microsoft Software Licensing
- Building Maintenance Support
- MTSS Assistance
- Bullying Prevention
- N.W.E.A.—MAP
- Career & Technical Ed/Carl Perkins
- Parents as Teachers
- Citizenship & E.L.L. Classes
- PowerSchool Support
- Crisis Intervention
- Ropes Course
- Curriculum Services
- Rosetta Stone
- Defensive Driving Training
- Ruby Payne Poverty Training
- Environmental Services
- Rule 10 Coaches Course
- E-Rate Filing
- Strategic Planning
- Fast ForWord
- Technology Planning & Audits
- H. S. Diploma Programs
- Technology Troubleshooting
- Integrated Technology
- Learn360 Digital Resources
- Title III Consortium/ELL
- McREL Classroom Instruction That Works
- Volume Purchasing
"In partnership with school districts, we promote success for learners by providing superior services."
McREL International

- 46 Years
- Denver, CO
- Educational Research Lab and Professional Development Provider
- www.mcrel.org
McREL Mission Statement

Making a difference in the quality of education and learning for all through excellence in applied research, product development, and service.
SHESC & McREL Timeline

- 2011 SHESC began evaluating McREL products & services.
- May, 2012 PWT training from McREL.
- October, 2012 CITW training from McREL.
- November, 2012 SHESC began providing teacher evaluation system comparisons across KS.
- December, 2012 Teacher Evaluation training from McREL.
SHESC & McREL Timeline

- April, 2013—Present  SHESC provides PWT, CITW, & Teacher Evaluation training.
- March, 2014  CUES training from McREL.
- Ongoing  McREL system training & support.
McREL Programs from SHESC & KASB

**McREL Power Walkthrough**
- Training (provided by Smoky Hill ESC) 2 Days – required
- Materials: PWT handouts (includes the color/laminated copies)

**McREL Classroom Instruction That Works**
- Training (provided by Smoky Hill ESC) 3 Days – required (can be done in half day or early release/late start days)
- Materials: CITW book & CITW Participant Handouts (includes handouts for all 3 days)

**McREL Standards Teacher Evaluation**
- Training (provided by Smoky Hill ESC) 2 Days – required

**McREL CUES Teacher Evaluation**
- Training (provided by Smoky Hill ESC) 2 Days – required
McREL Programs from SHESC & KASB

**McREL Balanced Leadership**
Training (provided by KASB) Hosted at SHESC Locations 8 Days
Materials: McREL Balanced Leadership Manuals

**McREL Principal Evaluation**
Training (provided by KASB) Hosted at Smoky Hill ESC Locations 2 Days – required
Materials: McREL Principal Evaluation Training Manual

**McREL Superintendent/District Office Evaluation**
Training (provided by KASB) 1 Day – required
CITW Districts

Kansas Unified School Districts
Factors Related to Student Success
(% variance in achievement)

- Teachers: 13%
- Schools: 7%
- Home environment: 33%
- Prior achievement & knowledge: 33%
- Student interest & motivation: 14%

12/4/2014 © SHESC 2014
Reducing variability = raising student achievement
<table>
<thead>
<tr>
<th>Category</th>
<th>Average Effect Size</th>
<th>Percentile Gain</th>
<th>Number of Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Similarities &amp; Differences</td>
<td>1.61</td>
<td>45</td>
<td>31</td>
</tr>
<tr>
<td>Summarizing &amp; Note Taking</td>
<td>1.00</td>
<td>34</td>
<td>179</td>
</tr>
<tr>
<td>Reinforcing Effort &amp; Providing Recognition</td>
<td>.80</td>
<td>29</td>
<td>21</td>
</tr>
<tr>
<td>Homework &amp; Practice</td>
<td>.77</td>
<td>28</td>
<td>134</td>
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<tr>
<td>Nonlinguistic Representation</td>
<td>.75</td>
<td>27</td>
<td>246</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>.73</td>
<td>27</td>
<td>122</td>
</tr>
<tr>
<td>Setting Objectives &amp; Providing Feedback</td>
<td>.61</td>
<td>23</td>
<td>408</td>
</tr>
<tr>
<td>Generating &amp; Testing Hypotheses</td>
<td>.61</td>
<td>23</td>
<td>63</td>
</tr>
<tr>
<td>Cues, Questions, &amp; Advance Organizers</td>
<td>.59</td>
<td>22</td>
<td>1251</td>
</tr>
</tbody>
</table>
With new information being created and made accessible every day, it’s impossible to “cover” it all. Instead students need to learn skills that allow them to handle new and unfamiliar situations, moving beyond “right-answer learning” toward application of learning. CITW can help teachers provide these opportunities to students.
Extending and Applying Knowledge with CITW

- CITW helps teachers move students beyond “right-answer learning”.
- It gives students the opportunity to “LEARN HOW TO LEARN”.
- In this way, we give students the ultimate gift of education: the ability to educate oneself and use knowledge in productive ways.
<table>
<thead>
<tr>
<th>Level</th>
<th>Question</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td>Can the student create a new product or point of view?</td>
<td>assemble, construct, create, design, develop, formulate, write</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Can the student justify a stand or decision?</td>
<td>appraise, argue, defend, judge, select, support, value, evaluate</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Can the student distinguish between the different parts?</td>
<td>compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, synthesize, test</td>
</tr>
<tr>
<td>Applying</td>
<td>Can the student use the information in a new way?</td>
<td>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write</td>
</tr>
<tr>
<td>Understanding</td>
<td>Can the student explain ideas or concepts?</td>
<td>classify (given categories), describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</td>
</tr>
<tr>
<td>Remembering</td>
<td>Can the student recall or remember the information?</td>
<td>define, duplicate, list, memorize, recall, repeat, reproduce, state</td>
</tr>
</tbody>
</table>
Power Walkthrough
What would you want in a data system for instructional leadership?

Data System
Provide educational leaders data to maximize student achievement through improved instructional practices.
What an Informal Observation is NOT

- Evaluative
- Lengthy
- Hit and miss
- One-sided
- Short-term
A Single PWT is One Tile in a Mosaic.
PWTs are for a “Global” View.
Leadership Considerations

21 leadership responsibilities are linked to higher levels of student performance.

11 of these can be enhanced with the use of a walkthrough system.
21 Leadership Responsibilities

Affirmation
Change agent
Communication
Contingent reward
Culture
Discipline
Flexibility
Focus
Ideals and beliefs
Input
Intellectual stimulation

Involvement with CIA
Knowledge of CIA
Monitor/evaluate
Optimize
Order
Outreach
Relationships
Resources
Situational awareness
Visibility
Classroom Observables of CITW Strategies and Nested Bloom’s Taxonomy
## Analysis of PW Data

<table>
<thead>
<tr>
<th>Item Name</th>
<th>SEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remember</td>
<td>5845</td>
<td>30%</td>
</tr>
<tr>
<td>2. Understand</td>
<td>6547</td>
<td>33%</td>
</tr>
<tr>
<td>3. Apply</td>
<td>4668</td>
<td>24%</td>
</tr>
<tr>
<td>4. Analyze</td>
<td>1385</td>
<td>7%</td>
</tr>
<tr>
<td>5. Evaluate</td>
<td>479</td>
<td>2%</td>
</tr>
<tr>
<td>6. Create</td>
<td>777</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19701</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Blooms Taxonomy

- Remember: 7%
- Understand: 33%
- Apply: 24%
- Analyze:  7%
- Evaluate:  2%
- Create:    4%

- Total: 30%
Teacher Evaluation

McREL
TEACHER EVALUATION SYSTEM
Why Are We Doing This Work on Teacher Evaluation in Kansas?
ESEA (NCLB) Waiver Request
Principle 3—Supporting Effective Instruction and Leadership

KS districts will implement teacher and principal evaluation & support systems that:

- Are used for continual improvement of instruction
- Use at least 3 performance levels
- Use multiple measures including student growth as a significant factor
- Are used to evaluate on a regular basis
- Provide clear, timely, and useful feedback
- Are used to inform personnel decisions
Kansas Evaluation Systems for 2013-2014

Kansas Unified School Districts
2013-2014

[Map of Kansas Unified School Districts]

- **KEEP**, 80 Districts, 4 Performance Levels
- McREL, 103 Districts, 5 Performance Levels
- e4E, 48 Districts, 4 Performance Levels
- Greenbush, 8 Districts, 4 Performance Levels
- Danielson, 10 Districts, 4 Performance Levels
- OASYS, 1 District, 4 Performance Levels
- Marzano, 3 Districts, 4 Performance Levels
- TCAS, 1 District, 4 Performance Levels
- Local, 51 Districts, Various Performance Levels

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# Professional Teacher Standards

<table>
<thead>
<tr>
<th>Standard I</th>
<th>Teachers demonstrate leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard II</td>
<td>Teachers establish a respectful environment for a diverse population</td>
</tr>
<tr>
<td>Standard III</td>
<td>Teacher know the content they teach</td>
</tr>
<tr>
<td>Standard IV</td>
<td>Teachers facilitate learning for their students</td>
</tr>
<tr>
<td>Standard V</td>
<td>Teachers reflect on their practice</td>
</tr>
</tbody>
</table>
McREL’s Teacher Evaluation System

1. Training
2. Orientation
3. Teacher Self-Assessment
4. Pre-Observation Conference
5. Observations
6. Post-Observation Conference
7. Summary Evaluation Conference & Teacher Summary Rating Form
8. Professional Development Plans

Components

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The intended purpose of McREL’s Teacher Evaluation System is to assess the teacher’s performance in relation to the Professional Teaching Standards and to guide the creation of a plan for professional growth.
Teacher Evaluation System Guiding Questions

- What does each descriptor of practice look like for each performance level for your district?
- What evidence/artifacts can be provided to support each performance level for each descriptor?
Every teacher should have the same opportunity to reach the highest performance level for each descriptor regardless of experience, grade level, or content area.

The system is designed to be content neutral and grade level independent.
The Next Challenge for KS School Districts

Cumulative Summative Rating

2 Summary Ratings

Areas of Measurement

Evaluation Summative Rating

Summary Rating for Student Growth Measures

Summary Rating for Instructional Practice

Student Growth Measure #1
- 1. State Assessment Required
- 2. State Approved Vendor Assessment
- 3. State Approved Locally Created Assessment

Student Growth Measure #2
- 1. State Assessment
- 2. State Approved Vendor Assessment

Student Growth Measure #3
- 1. State Assessment
- 2. State Approved Vendor Assessment

Student Learning
- 1. Differentiated lesson plans
- 2. Student work samples
- 3. School Community perception survey
- 4. Attendance

Content Knowledge
- 1. Formative Assessment Data
- 2. Varied student products
- 3. Student self-assessments of work

Instructional Practice
- 1. Multiple effective strategies demonstrated
- 2. Standards-based lesson plans
- 3. Summative assessment history

Professional Responsibility
- 1. Action research
- 2. Job embedded professional learning
- 3. Reflective journals
- 4. Professional learning plan

Examples of Areas of Measurement and Evidence

1. State Assessment Required
2. State Approved Vendor Assessment
3. State Approved Locally Created Assessment
1. State Assessment
2. State Approved Vendor Assessment
3. State Approved Locally Created Assessment
1. Differentiated lesson plans
2. Student work samples
3. School Community perception survey
4. Attendance
1. Formative Assessment Data
2. Varied student products
3. Student self-assessments of work
1. Multiple effective strategies demonstrated
2. Standards-based lesson plans
3. Summative assessment history
1. Action research
2. Job embedded professional learning
3. Reflective journals
4. Professional learning plan
McREL Users Groups

Welcome & Introductions — School, Role(s), McREL Tool(s)/System(s)
Questions, Problems, Suggestions, & Answers
Fall System Adjustments — Staff Updates, Teacher Orientation, Timelines, etc.
Inter-rater Reliability (KSDE Resource)
Video Example (Teacher Evaluation)
Teacher Evaluation Student Growth Measures (KSDE Default List)
Connection Between CITW, PWT, and Teacher Evaluation (Standards & CUES)
CUES Teacher Evaluation Rubric

Data Review — Teacher Evaluation & PWT
- How is information shared? How is information used? How does information influence decision making?
- PWT Report Descriptions
- 2013-2014 Evaluation Report for KSDE

Tips, Tricks, & Best Practices

Other Items for the Good of the Cause
- KSDE Teacher Evaluation Resources
  - Non-KEEP District Resources Resources for Non-KEEP Districts

Topics for the Next Meeting?

NOTES:
What led your district to the McREL system(s) you are using?

- “We felt the McREL program was a program that was proven and reliable.”
- “Confidence in McREL staying around and staying relevant.”
- “…technical support offered by McREL.”
- “Our administrative [team] discussions and all [members] had participated in Balanced Leadership training and liked what we saw.”
How has your district benefited from using the McREL system(s)?

- “It has fostered greater communication throughout the evaluation process and provided much needed focus in individual components with the 5 standards of effective teaching.”

- Our building leaders feel the tool has facilitated excellent conversation between the evaluator and the members of their team.”
How has your district benefited from using the McREL system(s)?

- “Better learning conversations with teachers.”
- “They have given us more focus with our evaluations.”
- “It has encouraged us to have more conversations regarding instruction.”
What is the best change as a result of the McREL system(s)?

- “[It] provides greater focus on what good teaching and leadership looks like.”
- “...requires our staff members to discuss all aspects of the learning process. Frankly, I’m not sure this level of dialogue has occurred in the past. We believe the tool will impact student learning and staff development in a very positive manner.”
What is the best change as a result of the McREL system(s)?

- “Teachers have taken notice and have begun to prepare themselves for more rigorous standards applied [to] the quality of their teaching.”
- “We are focusing on teacher improvement, and teachers are who impact the students.”
- “Meetings are excellent and focused. Our PD plans are focused on student improvement too.”
Wrap-up

- Are there any final questions?
- Comments?
- What are the next steps?
  - Teachers, buildings, district.
Questions?

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Thank You!