



Connecting Student Performance to Teacher Evaluation

Presented by - Ashland-Greenwood Public Schools

MISSION: Our School, with family and community cooperation, promotes life-long learning to awaken, develop, and enhance the individual potential.

Brad Jacobsen, 6-12 Principal

brad.jacobsen@agps.org

402.944.2114 (ext. 2001)

Cell: 402.616.0831

Twitter: @BCJacobsen



Educator Effectiveness

Educator Effectiveness Belief Statement

The State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders who establish a culture of success.



Educator Effectiveness

Janine Theiler, NDE

NDE Specialist for Educator Effectiveness

https://www.youtube.com/watch?time_continue=502&v=4LJrh7Y3Bu8



The Research

The purpose of supervision should be the enhancement of teachers' pedagogical skills, with the ultimate goal of enhancing student achievement.

(p. 2) Robert Marzano, Effective Supervision

If student achievement is not linked to teacher evaluation, teachers have little incentive to develop into EXPERTS

(p. 27). Robert Marzano, Effective Supervision



The Research on Feedback

In the absence of feedback, efficient learning is impossible and improvement only minimal even for highly motivated subjects. (Ericsson, 1993).

The average effect size gain for providing feedback was .79, which they note is approximately twice the average effect size (.40) associated with most educational innovations. (Hattie and Timperly, 2007)



The conclusion...

With clear criteria in place for the classroom strategies and behaviors and student value added achievement, teachers can construct professional growth and development plans. These plans operationalize deliberate practice in that they describe how teachers will meet their goals and allow them to monitor progress toward those goals.

(p. 8) Robert Marzano, Effective Supervision



TARGET FOR TODAY....

I will demonstrate and share how Ashland-Greenwood Public Schools, as a part of the NDE Evaluation system, uses student performance data to inform teacher evaluation.





Activities for the day....

1. I plan to meet my target (student performance data to inform teacher evaluation)
2. I plan to share examples from HS English and Middle School Vocal music.
3. If time, I plan to share examples from Elem. Title 1 Reading teacher (TDA writing).
4. I will try to answer all of your questions (If I can).



The Model (3 parts that are rated, 1 overall rating)

- Effective Practice individual and overall rating
- Student Achievement Rating (tied to student data/SLO)**
- Professional Development Rating (Self improvement/PD)
- All together for an overall rating (not a mathematical formula)**



THE SLO PROCESS

- We rate/evaluate the PLAN up front in a face to face meeting.
- We do a mid-year progress monitoring review and adjust as necessary.
- We rate the IMPLEMENTATION (we need artifacts and we collect case study samples from high/low/middle students)
- **Aligned to Principal's Action Plan**
- We do a year end “Accomplishment of the Goal” rating where teachers present their data and artifacts (I usually collect it for review in advance to inform the meeting).



INFORMATION GATHERING

- Classroom Observations/Conversations with teachers about instruction and providing feedback...by the end of December, 2017, if I stay 'on pace' I will have completed:
 - 9 formal observations
 - 56 informal or walk-through visits (10-15 minutes)
 - 43 face to face meetings with my staff (30-45 minutes)



EXAMPLES

Middle School Vocal Music

High School English

Elementary Title I Reading



Nebraska Teacher/Principal Pilot - AGPS Implementation Reflections

Strengths

- Increase in classroom visits
- Richer conversations between teacher/evaluator -
focused on improving teaching and learning
- Student Learning Objectives
- Teacher Buy-In
- Focused Effort



Connecting Student Performance to Teacher Evaluation

Presented by - Ashland-Greenwood Public Schools

MISSION: Our School, with family and community cooperation, promotes life-long learning to awaken, develop, and enhance the individual potential.

Brad Jacobsen, 6-12 Principal

brad.jacobsen@agps.org

402.944.2114 (ext. 2001)

Cell: 402.616.0831

Twitter: @BCJacobsen