Adult Training & Development Network

TEACHER EVALUATION PART I:

ADULT EDUCATION EDUCATOR EVALUATION PLAN

Framework for collecting evidence and providing high-quality feedback

Presented by Jody Lambert

Learning Target/Success Criteria

By the end of this training, I will be able to…

As an educational leader, I can:

- Collaborate with colleagues to deepen common understanding and consistency of evaluator practice to support growth.

- Align evaluation with the expectations of CCR Standards.

Goals For This Session

- Understand the relationship of the plan to the Connecticut System for Educator Evaluation and Development (SEED)
- Look for how [CCR Standards for Adult Education](#) are translated into lesson content that productively engaged adult learners
- Review the rationale and design principles for the evaluation plan
- Review the options for the data collection on teacher performance
- Analyze the performance rubrics
- Explore how rubrics can be used to give feedback
- Review forms that can be used for observations and goal setting

The Need For an Adult Education Plan

Adult education programs are required to evaluate staff **annually** by July

Programs are required to use either

- The CSDE plan for annual evaluation OR
- The plan including adult education that is required and designed by their **district** that is being submitted to CSDE for approval
  - o In programs where teachers are under contract and full-time employees are subject to the district's plan

Create consistency of expectations and accountability across programs

Aspects Preserved from the State SEED Model

Draws from the Connecticut Guidelines for Educator Evaluation

Uses the CCT rubrics for Learning Environment, Student Engagement & Commitment to Learning, Instruction for Active Learning, and for Service Delivery

Recommends a similar menu of data collection options (formal observations, informal observations, reviews of practice)

Uses the same performance levels (Exemplary, Proficient, Developing, Below Standard)

Differentiated performance rubrics for teachers with a classroom assignment and Student Educator Support Specialists (e.g., guidance counselors for AHSCDP, NEDP Advisors/Assessors, program facilitators, and social workers)

Differences from SEED

Focuses solely on the Teacher Performance & Practice Component in SEED

- Does not include Student Growth & Development, Whole School Learning, or Parent Feedback

Observations focus on Learning Environment and Instruction Domains from the Common Core of Teaching (CCT) Rubric

Uses a holistic approach to rating rather than SEED's four weighted components

Much greater flexibility in the type and number of observations and reviews of practice

Discussion

What do you know?

What important questions are you looking to have answered?

Sections of the Plan

- Rationale, Guiding Principles, and Design Principles
- System Overview
- Observation and Data Collection Process
- Performance levels
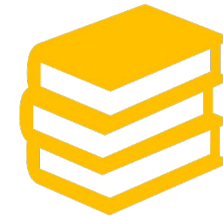- Rubrics (both teacher and service delivery)
- Forms
- Resources

Prioritized Domains

Learning Environment

Instructional Practice/Service Delivery

Discussion: Why do these two areas rise to the top when it comes to effective learning for all students in all programs?

A Dive into the Rubric

When examining the rubric, you are going to look at three components, the:

- Introduction or stem

- Indicators:
  - What is the teacher doing/saying?
  - What are the students doing or saying?
  - How is the environment characterized?

- Qualifiers or quantifiers by level - these are descriptors that describe the extent to which something is occurring.

The Use of Rubrics

Activity:

- Take a few minutes to carefully examine the rubric for [Teacher Evaluation](#)

- Step 1: Highlight keywords that designate the quality of performance in proficiency.

- Step 2: Highlight the keywords or phrases that designate differences in quality in each of the performance levels

- Step 3: Highlight the keyword or phrase that identifies the target element or behavior for each of the indicators

Service Delivery Model

The Use of Rubrics

Activity:

- Take a few minutes to examine the rubric for Student Education Support Services (SESS)

- Step 1: Highlight keywords that designate the quality of performance in "proficient."

- Step 2: Highlight the keywords or phrases that designate differences in quality in each of the performance levels.

- Step 3: Highlight the keyword or phrase that identifies the target element or behavior for each of the indicators.

Comparing the Teacher and Student Educator Support Services (SESS) rubrics

- Compare and contrast the rubrics included for instructors with those for SESS:
  - Where can the indicators be the same for teachers and SESS staff?
  - Where is it appropriate and necessary for the indicators to be different for the two groups?

What would evidence look like in your context?

- The interaction between teacher and students
  - o Behavior
  - o Voices and Actions

College and Career Readiness Standards for Adult Education

Susan Pimentel

2013

Keep in Mind

- How well are lessons aligned to the demands of [CCR Standards for Adult Education](#)?

College and Career Readiness Standards Considerations

1. What content in the area of English language arts and literacy (ELA/literacy) is most relevant to preparing adult students for success in higher education and training programs?

2. What content in the area of mathematics is most relevant to preparing adult students for success in higher education and training programs?

3. Which standards in each content area are most important for adult students?

[CCR READING STANDARDS](#) *(p. 22-28)*

To become college and career-ready, students need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts.

CCR Reading Standards are a blend of:

RI: Reading Informational Text

RL: Reading Literature

RH: Reading Historical/Social Studies Text

RST: Reading Scientific and Technical Text

CCR Writing Standards are a blend of:

W: Writing

WHST: Writing for History/Social Studies, Scientific and Technical Subjects

CCR WRITING STANDARDS
(p. 30-36)

To be college and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. The Writing Standards cultivate the development of three mutually reinforcing writing capacities: crafting arguments, writing to inform and explain, and fashioning narratives about real or imagined experiences. The overwhelming focus of writing throughout the levels is on arguments and informative/explanatory texts.

CCR SPEAKING AND LISTENING STANDARDS
(p. 37-40)

Including, but not limited to, skills necessary for formal presentations, the Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills. The standards ask students to learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

CCR LANGUAGE STANDARDS
(p. 41-46)

The Language Standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

The CCR Classroom Observation Tool (ELA)

Core 1	The curriculum content of the lesson matches the demands of CCR Standards.
Core 2	Learning activities (questions and tasks) are text-specific and cognitively demanding.
Core 3	CCR Standards are translated into lesson content that productively engages adult learners.
Core 4	The lesson is intentionally sequenced to build on and develop students' skills and knowledge.
Core 5	Students' levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.

Core Action 1 – The curriculum content of the lesson matches the demands of CCR standards.
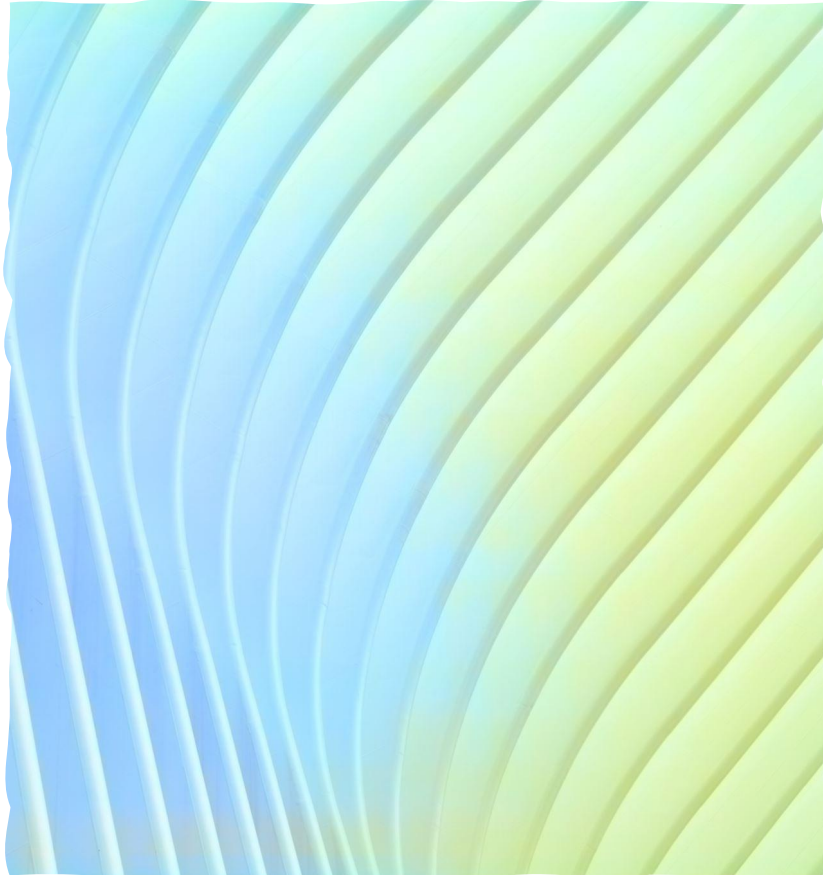
Q: What are the learning goals of this lesson?

Q: What must students know and be able to do to meet those goals?

Q: Does the lesson include a mixture of reading, writing, speaking and listening, and language standards?
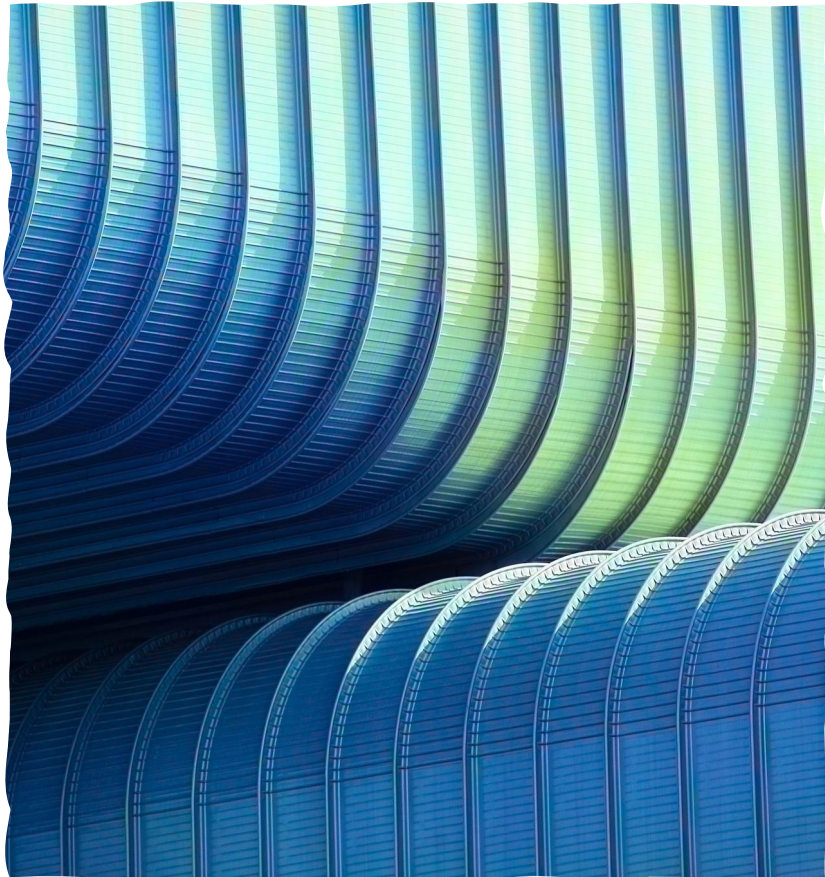
Q: What text(s) are central to the lesson?

Q: Is this text part of a longer sequence of texts designed to build knowledge? Explain.

Q: What is the complexity of text(s) students are reading? What are the quantitative measure(s) and qualitative features of the text?

Core Action 2 - Learning activities (questions and tasks) are text-specific and cognitively demanding.

Q: Are the questions facilitating students' thinking and engaging them in what they are reading?

Q: Do most questions require students to follow the details of, make inferences from, and/or evaluate what they read?

Q: Do most questions require students to cite or use evidence from the texts they are reading to determine the correct answer?

Q: Do questions and tasks support students in discovering the most important and central ideas of the text?

Q: Is there a focus on vocabulary words and phrases? Q: Are students given adequate time to think before they respond to questions and time to persist through challenging assignments?

Core Action 3 - CCR Standards are translated into lesson content that productively engaged adult learners.

Q: Are students actively participating in the lesson?

Q: What strategies are being used to encourage productive collaboration among students?

Q: Are there clear protocols for student discussion?

Q: What strategies are being used to make sure students can practice their newly acquired skills and knowledge?

Q: What considerations were made for the reader and task so students can access the meaning of and learn from the text?

Core Action 4 - The lesson is intentionally sequenced to build on and develop students' skills and knowledge.

Q: Does the lesson address multiple level-specific standards that support each other?

Q: Does the lesson offer students the opportunity to deepen their understanding by making connections between and among domains of the discipline?
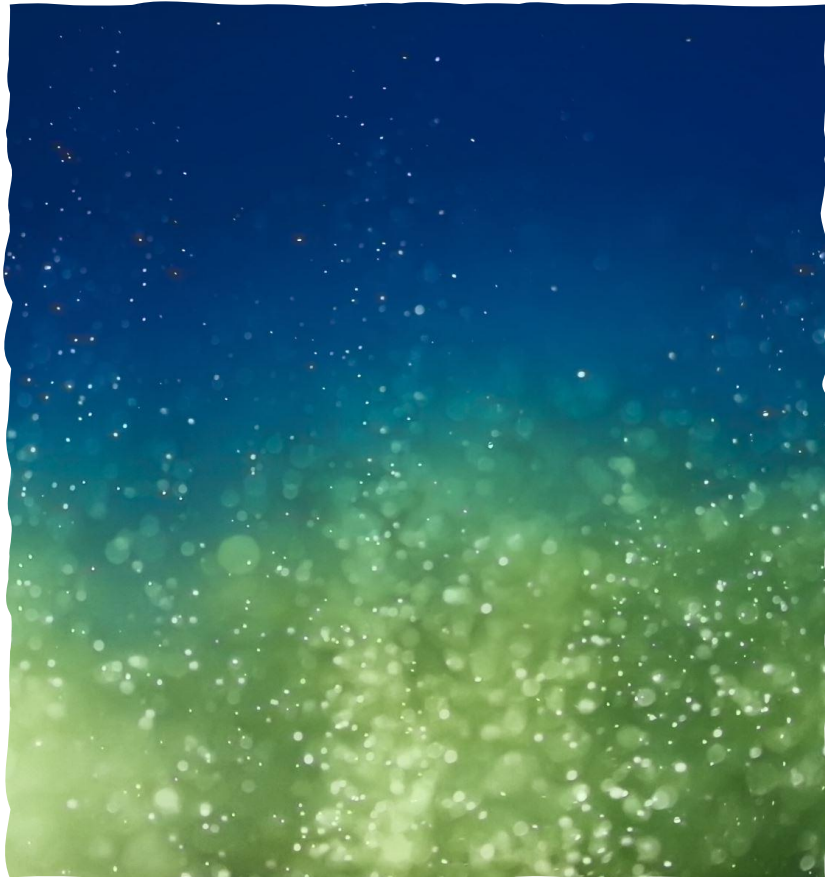
Q: Does the lesson help students clearly see the connections between and among related concepts and skills, and between new concepts that students are learning and previously learned concepts?

Q: If appropriate, are connections made between the lesson and future learning?
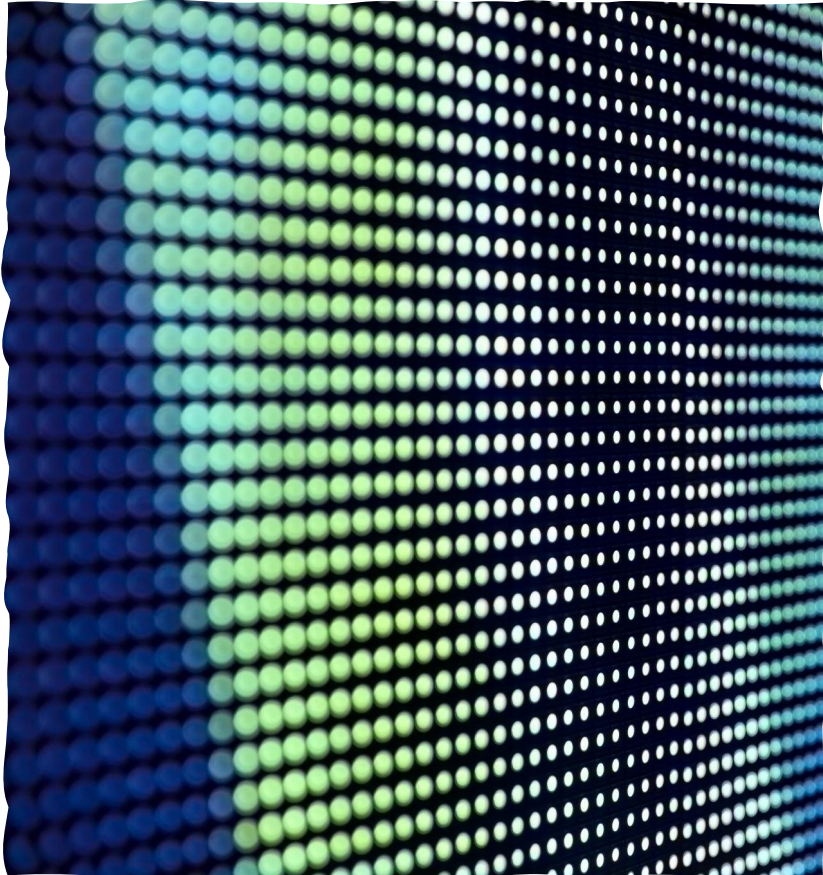
CCR MATHEMATICAL STANDARDS
(p. 56-92)

Mathematical Practice Standards (p. 56 – 58) accepted in their entirety directly from CCSS

Four levels of Mathematics A – E loosely divided by grade level.

Standards for Mathematical Practice

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

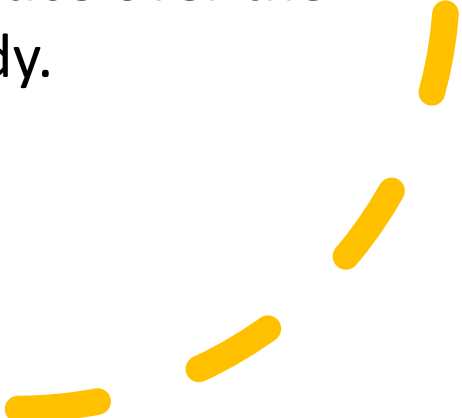**MP.5** Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

Implications of the Standards for Mathematical Practice on Instruction

- The Standards for Mathematical Practice are applied across all levels.

- Not all Standards for Mathematical Practice are appropriate for every lesson.

- Students need opportunities to experience *all* of the Standards for Mathematical Practice over the course of the unit or the level of study.

The CCSS Domains for K-8 are:

- NBT: Number and Operations in Base Ten (K-5)
- NS: The Number System (6-8)
- NF: Number and Operations - Fractions (3-5)
- RP: Ratios and Proportional Relationships (6-7)
- OA: Operations and Algebraic Thinking (K-5)
- EE: Expressions and Equations (6-8)
- F: Functions (8)
- G: Geometry (K-8)
- MD: Measurement and Data (K-5)
- SP: Statistics and Probability (6-8)

The CCSS Domains for High School are:

- N.RN: The Real Number System
- N.Q: Number and Quantity
- A.SSE: Algebra: Seeing Structure in Expressions
- A.APR: Algebra: Arithmetic with Polynomials and Rational Expressions
- A.CED: Algebra: Creating Equations
- A.REI: Algebra: Reasoning with Equations and Inequalities
  F.IF: Functions: Interpreting Functions
- F.BF: Functions: Building Functions
- F.LE: Functions: Linear, Quadratic, and Exponential Models
- G.CO: Geometry: Congruence
- G.SRT: Geometry: Similarity, Right Triangles, and Trigonometry
- G.GMD: Geometry: Geometric Measurement and Dimension
- G.MG: Geometry: Modeling with Geometry
- S.ID: Statistics and Probability: Interpreting Categorical and Quantitative Data

Basic Questions that Evaluators Should be able to Answer:

Q: How well are lessons aligned to the demands of CCR Standards?

Q: How can instructional practices be improved to promote higher and deeper levels of student learning?

Q: Based on feedback from observations, what do you (evaluators) identify as priorities for professional development to strengthen CCR Standards-based instruction?

A Little Bit of Practice

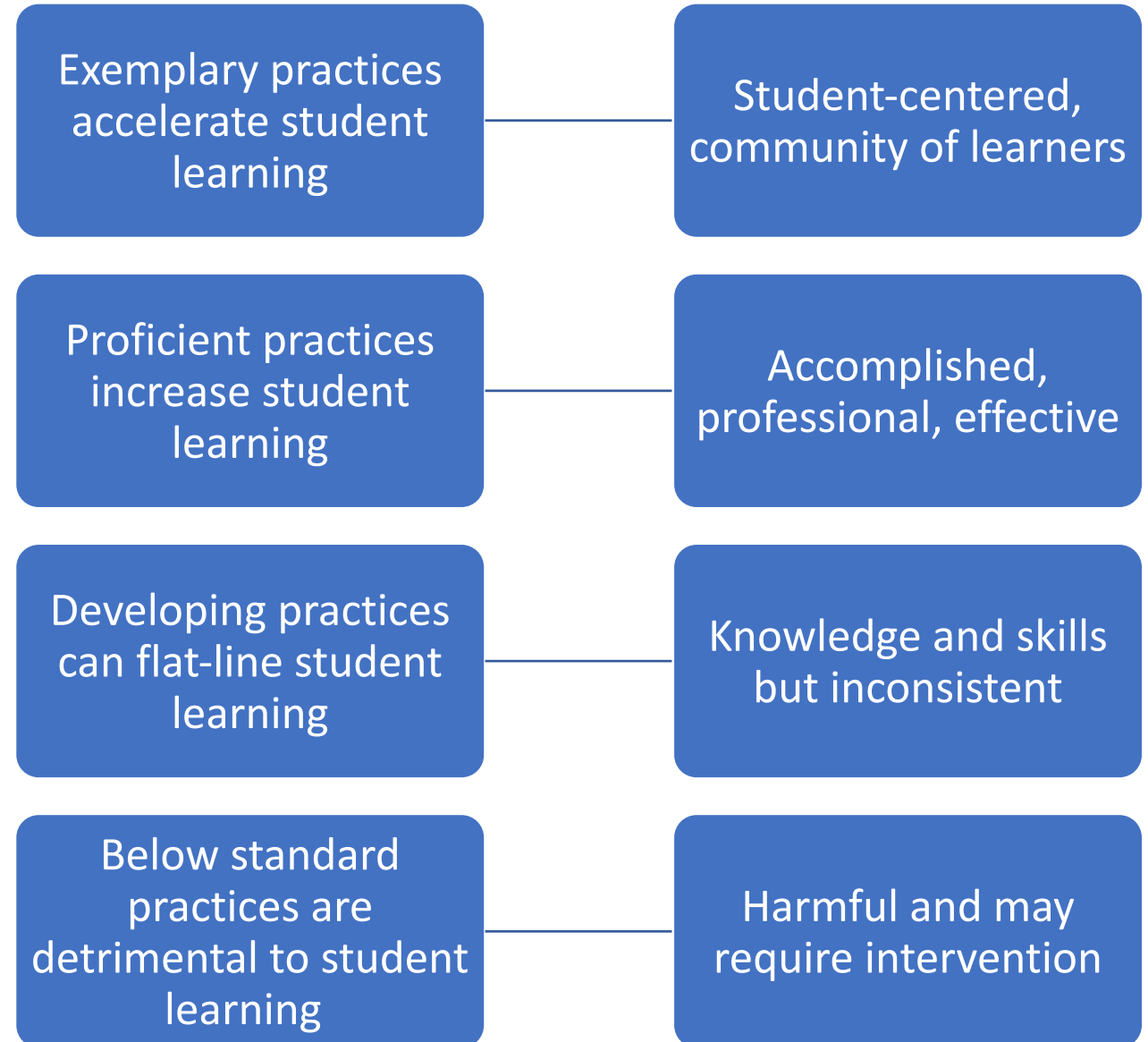| Review	Review the transcript from ELA/Social Studies Lesson
Identify	Identify evidence to align with attributes of the rubric
Discuss	Discuss your evidence alignment and thinking

Tips for Evidence Collection

- Share your strategies and tips
- Explore types of observed evidence of practice:
  - Scripting
    - verbatim
  - Note Taking
    - Words spoken by teachers and students
    - Actions by teachers and students
    - Appearance of classroom
- Mapping
- Engagement tallies

The Ratings

Exemplary practices accelerate student learning —— Student-centered, community of learners

Proficient practices increase student learning —— Accomplished, professional, effective

Developing practices can flat-line student learning —— Knowledge and skills but inconsistent

Below standard practices are detrimental to student learning —— Harmful and may require intervention

Determining a Rating

- Evaluators are required to collect data/evidence for each indicator (or as many as applicable) using informal observations, formal observations, and/or reviews of practice.

- There is no complicated weighted formula for determining the summative rating.

- Based on where the data lines up with the performance rubric, evaluators will assign a **holistic summative rating** based on the **preponderance of the evidence.**

Guidelines Samples of Evidence Indicators:

[MATCHING EVIDENCE TO THE RUBRIC FOR TEACHERS](#)

[MATCHING EVIDENCE TO THE RUBRIC SERVICE PROVIDERS](#)

Try Rating …

Input the teacher ratings for the appropriate indicators:
https://tinyurl.com/yc67lt8e

Maintenance of Evaluation Data

- There is no requirement that mandates adult education programs use an electronic management system (e.g., Bloomboard, Teachscape, and TalentEd)

- Programs need to be cognizant that educator evaluation is one component of the Adult Education **Program Compliance and Quality Review** (PCQR) and therefore should maintain appropriate documentation of the evaluation process
  - o Goal setting
  - o Data collection
  - o Ratings
  - o Other appropriate artifacts

Adult Education Teacher Evaluation & Service Delivery Rubrics

- [Teacher Evaluation Rubric](#)

- [Service Delivery Rubric](#)

Takeaways

- Consistent model, suitable for use across a variety of program models
- Common vision and language for discussing good practice
- Prioritized indicators from the CT CCT Rubric for Effective Teaching and Service Delivery
- Alignment to expectations of the CCR Standards
- Flexible implementation
  - Types of evaluator-teacher contacts
  - Number and duration of evaluator-teacher contacts
- Consistent with the state's SEED model
  - Multiple means for collecting data (observations, review of practice, student surveys, and CASAS)
  - Same performance levels
  - Same domains (but narrowed)
  - Same rubrics (but narrowed)

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Newsletters

Distributed monthly, the newsletter provides information about current programming, important updates pertaining to the Adult Education field, as well as highlight any new projects on the horizon. A great way to stay informed!

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