



Communicating to Staff About the AE Evaluation System

Evaluation to promote quality teaching and learning

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Acknowledgements

Sections of this presentation are excerpted from the Connecticut State Department of Education
“CT Evidence Guides: Enhancing Practice and Professional Dialogue” training 2015-16



ALL THE MATERIALS FROM TODAY'S SESSION CAN BE ACCESSED AT THE EdAdvance ATDN WEBSITE:
www.edadvance.org/atdn

Goals for this session

I will...

- ▶ Review the changes in expectations for teachers initiated by the CCRS, updated assessments and the connection to the Adult Ed Evaluation Plan
- ▶ Address possible questions about terminology and processes in the plan
- ▶ Examine behaviors at each of the performance levels

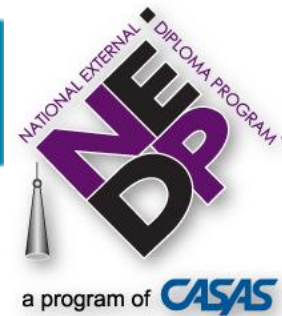
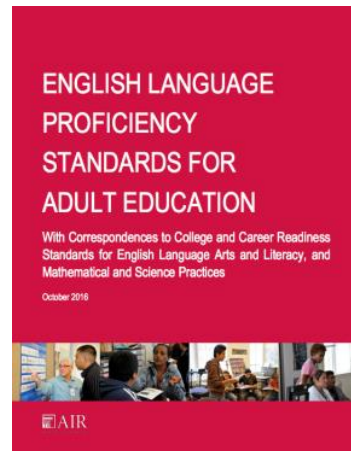
What do teachers need to know about teaching and learning in Adult Ed?

- ▶ External changes
 - ▶ CCRS
 - ▶ Assessments
- ▶ The CSDE (Bureau of Adult Ed/Talent Office) approved evaluation plan
- ▶ Teacher versus student-centered instruction

Changes in the world of Adult Ed



Adult Education Educator Evaluation and Support Plan



Focus on the end game

- ▶ Adult students have come to Adult and Continuing Education programs because...

They are finally making the connection between *education* (and some educational credential) and

- ▶ Economic stability
- ▶ Access to better jobs to support themselves and loved ones
- ▶ Better health (and health insurance)
- ▶ Lower incarceration and social welfare dependence



What kind of program experience will prepare them to achieve these goals?

Reflection

- ▶ Compare the skills needed to be effective on a traditional assembly line manufacturing job and a modern manufacturing job



New expectations: College and Career Readiness Standards *mandatory by 2017*

- ▶ English Language Arts shifts
 - ▶ Complexity: complex text and academic language
 - ▶ Evidence: reading, writing and speaking grounded in evidence
 - ▶ Knowledge: content-rich non-fiction
- ▶ Mathematics Shifts
 - ▶ Focus: narrow and deepen
 - ▶ Coherence: progressions
 - ▶ Rigor: conceptual understanding, procedural skill and fluency, application



Changes from past practice

- ▶ Language Arts
 - ▶ Less emphasis on opinion and prior experience: **text dependent**
 - ▶ More emphasis on **close reading** of complex text
- ▶ Math
 - ▶ Less emphasis on teaching procedures
 - ▶ More emphasis on **using math skills in a context** to solve a problem
- ▶ Science and Social Studies
 - ▶ Less emphasis on memorizing of vocabulary, dates, facts
 - ▶ More emphasis on **inquiry** (compelling questions, scientific method)

National External Diploma Program (NEDP)

NEW:

Changes in the CCRS have changed the definition of the reading, writing, math and workforce readiness skills of participants in life and work contexts.

<https://www.casas.org/nedp>



GED® Assessment

New: GED® revised in 2014

- ▶ From the *Assessment Guide for Educators*: “Adults want opportunities for better paying jobs and ways to support their families. The new assessment, with its associated parts, will help adults better demonstrate those skills and abilities sought by both employers and colleges.” (p 1.3)
- ▶ Depth of Knowledge (DOK) measures complexity of cognitive process
 - ▶ Roughly 80 percent of items across all content areas will be written to DOK levels two and three



<http://www.gedtestingservice.com/educators/the-new-assessment-downloads>

CSDE approved Adult Ed Plan

- ▶ Standards-based (Common Core of Teaching)
- ▶ 4-level performance rubric
- ▶ Focused on elements of effective practice



The bottom line...

- ▶ Changes in standards are linked closely to changes in assessment and instruction **change one=change them all**
- ▶ The new standards and assessments represent a re-definition of what our adult students need to be college and career ready: the world has changed so what we do to prepare students for this new reality must also change
- ▶ The bar has been moved up!
- ▶ Instructional practices that rely on teacher centered and teacher directed tasks **will not** prepare students adequately for end of course requirements (or college/careers)-give them a fish today (teacher doing the work) or teach them how to fish (students doing the work)

The old model of good instruction

- ▶ Teacher as expert, information provider, gatekeeper: if you have a question, ask the teacher
- ▶ Premium on compliance and cooperation: a quiet (orderly) classroom is a good classroom
- ▶ Teacher models, students mimic: rote and reproduce
- ▶ Teacher sets the agenda and makes the choices
- ▶ Suitable preparation for an industrial model world

The new model of good instruction

- ▶ Teacher as facilitator and coach: if you have a content question, Google it
- ▶ Premium on collaboration and students doing the messy work of learning
- ▶ Teacher helps provide the strategies to help students problem solve and sort through information
- ▶ Teacher models, scaffolds, facilitates and coaches students through the work of learning, then gradually releases responsibility
- ▶ Teacher determines the focus but students have choices about learning strategies and materials
- ▶ Suitable preparation for a global economy where critical thinking, problem solving and analyzing and synthesizing information are valued skills

Teacher versus student centered

Factor	Teacher-centered	Learner-centered
Instructional methods	lecture, teacher led discussion, book work	
Instructional skills	presenting, direction giving, demonstrating	
Instructional model	teacher as information provider/gatekeeper	
Content	Content coverage	
Materials	A single anchor text	
Management	Management by decree	

Teacher versus student centered

Factor	Teacher-centered	Learner-centered
Instructional methods	lecture, teacher led discussion, book work	cooperative learning, inquiry, debates
Instructional skills	presenting, direction giving, demonstrating	questioning, facilitating, monitoring
Instructional model	teacher as information provider/gatekeeper	teacher as guide, helping students make meaning, anticipating and correcting misconceptions
Content	Content coverage	Content mastery
Materials	A single anchor text	Multiple texts for various reading levels on the same topic or theme
Management	Management by decree	Management by engagement and cooperation

What should it look like?

- ▶ View this lesson segment:

<http://cptv.pbslearningmedia.org/resource/gedgeo.geo.formulas.findaif/finding-the-area-of-irregular-figures/>

- ▶ What does the teacher do well? (what is he doing or saying?)
- ▶ Any concerns about the lesson? Does it reflect the CCRS instructional advances for math (focus, coherence, rigor)?
- ▶ Who is doing the work?
- ▶ What evidence do you have that the students learned what the teacher intended?

Where are you now?

- ▶ What percentage of your instruction is teacher-centered?
- ▶ What are your teachers' preferred instructional strategies?
- ▶ What do your teachers do to promote learner independence?
- ▶ Do they provide challenging, yet supported, tasks to stretch your students?

Compare and contrast

- ▶ <http://ket.pbslearningmedia.org/resource/mistratg.pd.geom.lconintro/lecture-based-concept-introduction/>
- ▶ https://www.ket.org/legacy/education/video/kgpdc/kgpdc_000078.htm

In which segment is the instructor more student-centered?

What were some of the differences in the instructional decision-making?

Changing the paradigm

- ▶ This style of teaching is likely not how we were taught, how we learned to teach or (possibly) what we have been doing
- ▶ Changes the roles of teachers and students
- ▶ Concerns about the students' ability to handle this level of responsibility for their own learning
 - ▶ This is what students really need to get ready for end-of-course assessments, jobs, post-secondary education and LIFE.
- ▶ Information/facts are readily available in our world; students need teachers to teach them
 - ▶ to be critical consumers of information
 - ▶ to use strategies to approach a problem
 - ▶ What to do when they don't know what to do!

What questions might teachers have about the evaluation plan document/process?

- ▶ New terminology associated with the plan protocol
- ▶ What the observation process will be like-what can they expect?
- ▶ The performance levels
- ▶ What proficient performance would look like

A standardized protocol for evaluation

▶ **Domain**

- ▶ Major area of educator responsibility (Learning Environment, Planning, Instruction, Professional Responsibility)

▶ **Indicator**

- ▶ Specific component or element of each domain

▶ **Common Core of Teaching (CCT)**

- ▶ Foundational skills and competencies for all educators, vision for quality teaching and learning

▶ **Rubric**

- ▶ A continuum that provides a detailed description of practice at each performance level

*sort activity

The AE Evaluation indicators: what are we looking for?

- ▶ Learning Environment
 - ▶ Rapport and positive social interactions
 - ▶ Respect for student diversity
 - ▶ Environment supportive of intellectual risk-taking
 - ▶ High expectations for student learning
- ▶ Instruction
 - ▶ Strategies, tasks, questions
 - ▶ Instructional resources and flexible grouping
 - ▶ Student responsibility and independence

Service Delivery indicators

(for staff not in traditional classroom assignments)

- ▶ Precision of service delivery
- ▶ Feedback to learner
- ▶ Adjustments to service delivery
- ▶ Maintenance of records

The observation process

- ▶ Supervision and evaluation depends on **quality, objective** data
- ▶ Pre- and post conferences **may occur** at the discretion of the program director when and where appropriate to support teacher growth and quality teaching
- ▶ Data may come from
 - ▶ Formal observation: announced, plan provided in advance, longer in duration
 - ▶ Informal observation: announced or unannounced, walk-through/drop-in, shorter in duration
 - ▶ Reviews of practice: examination of artifacts such as lesson plans, student work and other documents or non-classroom setting

Note that the plan does NOT commit to specific lengths for observations, nor the specific number or types of contacts. *If your programs adds specific requirements, these need to be communicated to staff.*

Frequency of observations

- ▶ The evaluator and educator will need to reach **mutual agreement** on the assignment in which the educator will be evaluated-educators do not need a separate evaluation for each role
- ▶ Due to the variation in program configurations, the AE Plan does not include a specific number of contacts between evaluator and educators
- ▶ “At least annually” is the requirement
- ▶ Proficient/exemplary teachers only need a formal every three years
- ▶ More observations ***are appropriate*** for new staff or those in need of improvement

The performance levels

- ▶ The Adult Education Rubric for Teachers/Service Providers provides a **standard** and **specific language** to differentiate between performance levels
- ▶ Language in the rubric **focuses on professional practice**, not the person
- ▶ Data from observations is matched to the descriptions in the rubric: the evaluator must be able to see **sufficient evidence** from the observation to justify assigning a performance level
- ▶ The four levels are
 - ▶ Below standard
 - ▶ Developing
 - ▶ Proficient
 - ▶ Exemplary

Expectations for performance

- ▶ Most teachers are expected to achieve the *Proficient* level
- ▶ During the implementation of the new standards, many teachers are likely to achieve the *Developing* level
- ▶ Given the complexity of adult education models and students served, the *Exemplary* level should be seen as an ideal or occasionally visited level
- ▶ Even accomplished teachers should be open to opportunities for growth and improvement to meet the demands of the CCRSS instructional advances/shifts

Behavioralizing the rubric

- ▶ What do the indicators look like in practice?
- ▶ What might an observer see or hear in a classroom (or service delivery setting)?
- ▶ Each performance level looks and sounds different
- ▶ Is there enough evidence to meet the standard for the Proficient (desired) level?

Evidence progressions: distinguishing between the performance levels

- ▶ Sort performance cards according to four levels of performance
 - ▶ How do you determine where evidence best fits?
 - ▶ What do you notice about the sample evidence?
 - ▶ What do you see the teachers/service providers doing or not doing at each level of performance? Students?
 - ▶ What “a-has”, connections or questions remain?

Let's try one: Learning Environment

- ▶ Indicator: *Respect for student diversity*
- ▶ Standard to be met for a Proficient rating: Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.
- ▶ What would an observer see or hear that could document
 - ▶ Consistency
 - ▶ Respect for cultural or social differences
 - ▶ Respect for developmental differences

Let's try one: Instruction

- ▶ Indicator: *Learning Responsibility and Independence*
- ▶ Standard to be met for a Proficient rating: **Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.**
- ▶ What would an observer see or hear that could document
 - ▶ Multiple opportunities
 - ▶ Students developing independence
 - ▶ Students sharing the responsibility for learning

Let's try one: Service Delivery

- ▶ Indicator: *Adjustments to service delivery*
- ▶ Standard to be met for a Proficient rating: **Adjustments to service delivery are responsive to learner performance or engagement in tasks.**
- ▶ What would an observer see or hear that could document
 - ▶ An adjustment being made on the fly
 - ▶ An attempt to be flexible in responding to a situation or need particular to a student
 - ▶ Skills that demonstrate responsiveness

How does behavioralizing the rubric help?

- ▶ Develops shared language and understanding of the standard that needs to be met at the Proficient (and other) performance level
- ▶ Makes it real: **what does this look like** and sound like and what are the differences between each level
- ▶ Provides examples and non-examples of what would fit each level

Help in behavioralizing the rubric

- ▶ CT Evidence Guides matched to CCT Rubric
- ▶ Teacher Competencies document from LINCS that provides Adult Ed examples of desired teacher behaviors

Using the evidence guides

- ▶ How could you use the evidence guides to expand understanding of the different levels of performance?
- ▶ Consider:
 - ▶ Planning
 - ▶ Coaching
 - ▶ Reflecting

Growth and support

- ▶ Educators will get feedback from evaluators in some format: oral and/or written
- ▶ Many resources are available to educators to support their growth:
 - ▶ EdAdvance and CREC Adult Training and Development Network (ATDN) workshops
 - ▶ <http://educationconnection.org/adults-community/adult-and-continuing-education/atdn/>
 - ▶ <http://atdn.weebly.com/>
 - ▶ GED® Tuesdays for Teachers webinar or in-person events
<http://www.gedtestingservice.com/educators/professionaldevelopment>
 - ▶ LINCS professional development modules
<https://lincs.ed.gov/professional-development/resource-collection/search-resources>
 - ▶ Various resources available through the CSDE

Questions and feedback

- ▶ Please take a few minutes to provide feedback on this session:
<https://www.surveymonkey.com/r/ECAdultEd1516>
- ▶ Access resources on evaluation skills at Connecticut SEED, the home of Connecticut's Educator Evaluation System <http://www.connecticutseed.org/>
- ▶ Additional lesson videos for practice and calibration found at:
 - ▶ www.mlots.org
 - ▶ <http://cptv.pbslearningmedia.org/collection/ketae/>
 - ▶ Practice exemplars: look at NYSUT Rubric videos <https://www.engageny.org/video-library> (these are younger students)
- ▶ For additional questions, contact
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