Fraser Public Schools – Innovate. Learn. Lead.
Teacher Evaluation Transparency Report

Fraser Public Schools is in the midst of a redesign effort that will provide a customized learning environment for every student. We are working hard to build a Competency Based Learning Model that includes the following key elements

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students. Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

From www.competencyworks.org

In order to transform our learning environment and make a digital convergence, we have partnered with Modern Teacher to guide this work. Through this partnership, Fraser has developed a Teacher Evaluation Tool that aligns with our strategic plan, professional development model, and philosophy for teaching and learning. The narrative below provides alignment and documentation to comply with the Michigan Teacher Evaluation Law.

Michigan Teacher Evaluation Law

380.1249 Performance evaluation system for teachers and school administrators; requirements; posting information about evaluation tools on public website; effect of collective bargaining agreement; establishment and maintenance of list of teacher evaluation tools; rules; training to be paid from educator evaluation reserve fund; operation or applicability of MCL 380.1248 not affected; "teacher" defined.

3) Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website all of the following information about the evaluation tool or tools it uses for its performance evaluation system for teachers:

(a) The research base for the evaluation framework, instrument, and process or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.

Fraser Public Schools has partnered with Modern Teacher (https://modernteacher.com) for the past three years. Modern Teacher has partnered with districts across the country to support the transition from traditional classrooms to modern learning environments. They are an educational technology company designed to provide a research-based methodology for Digital Convergence in education, and they have created a technology-enabled solution to support districts in leveraging today's tools across K-12 classrooms.

Teacher as Architect (Modern Teacher - by Shawn K. Smith (Author), Ann M. Chavez (Author), Garrett W. Seaman (Author) has been the core resource for Fraser's Professional Development and Teacher Evaluation for the past three years.

We have used the *25 High Impact Teaching Strategies* as our Classroom Observation Tool (Chapter 9 – Delivering on the Design). These strategies are based upon the research of Marzano and Wise and Sundstrom:

> Marzano explains that, "All teachers and administrators in a district or school building should be able to describe effective teaching in a similar way." To aid in this goal, he built a taxonomy of 41 effective practices and categorized them into three groups: Routine Strategies, Content Strategies, and On-the-Spot Strategies. Similarly, Joseph Wise and David Sundstrom conducted a meta-analysis of teaching behaviors linked to increasing students' academic performance. In their highly-successful (and recommended) book, *The Power of Teaching*, they built a coaching tool around 44 effective teaching behaviors and categorized them into six power sources:
>
> > 1.0 Cognitive Connections for Learning (and Teaching)

2.0 Pacing and Productivity for Learning

3.0 Transitions, Processes, and Endings for Learning 4.0 On-Task
     Learning

5.0 Differentiated Teaching to Accelerate Learning

6.0 Aligned Expectations to Macro Organization

In addition to Marzano's work, and the work of Wise and Sundstrom, Deborah Loewenberg Ball and Francesca Forzani – in the December 2010/January 2011 issue of Educational Leadership – wrote an article titled "Teaching Skillful Teaching," in which they set out to identify high-leverage teaching practices. Their research focused in on two specific behaviors associated with teaching effectiveness: making expertise explicit and seeing the world through students' eyes. (Chapter 9, p. 300-301)

(b) The <u>identity and qualifications of the author or authors</u> or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.

<u>Teacher as Architect</u>
Below includes the identity and qualifications of the authors:

Shawn Smith: Dr. Shawn K. Smith is currently serving as a founding partner and President of Modern Teacher. Born and raised in the Midwest, Shawn is a former elementary and middle school teacher, assistant principal, principal, director of curriculum, instruction, and assessment, and most recently Chief of Schools for the nation's third largest school system, Chicago Public Schools. For the past 15 years Shawn has served inside four different public education school systems in California and Illinois. He has also taught as an adjunct professor for several universities.

He is the author of several articles and has made appearances on both the Discovery and Learning Channels. Shawn holds degrees from Carthage College in Kenosha, Wisconsin (bachelor's degree, elementary education), the California State University, San Bernardino (master's degree, middle school education), and the University of Southern California (doctorate degree, urban education policy and leadership).

Ann M. Chavez: Dr. Ann M. Chavez is currently serving as a founding partner and Chief Academic Officer of Modern Teacher. A native Southern Californian, Ann has 24 years of experience across all levels of public school service. As a teacher and principal, she worked in school districts across Southern California. As a district leader, she most recently served in Chicago Public Schools as the Deputy of Curriculum, Instruction, and Assessment for a regional area on Chicago's Southside. Ann believes that we find the path to results by providing focused support for teachers and empowering principals as instructional leaders. She uses a practical hands-on approach and brings her daily experience as both teacher and principal as she mentors and coaches today's educational leaders. Ann focuses on the individual needs of districts and school sites to build the leadership capacity within and empowers them to make strategic decisions that directly affect student-learning outcomes.

Ann earned a Bachelor's degree in Liberal Studies from California State University of Long Beach, a Masters of Education in School Administration from Azusa Pacific University, and a Doctorate of Education in Educational Leadership in Urban Schools K–12 from the University of Southern California.

Garrett W. Seaman: Garrett Seaman is currently serving as a founding partner and Executive Vice President of District Partnerships for Modern Teacher. Garrett has spent 9 years as a teacher and school district administrator, studying and perfecting instructional strategies around effectively integrating technology and media. In addition to training students, teachers and administrators on how to best capitalize on the participatory-web,

Garrett is versed in: website development, instructional software, educational assessments, and is an expert in understanding how the learner interacts with multiple technologies. Garrett's focuses his work in schools in re-defining effective instructional technology in the modern classroom.

Garrett earned his B.A. from the University of Illinois, M.A. from Aurora University and is currently conducting research at Northern Illinois University on how the role of the instructional technologist effectively functions in urban school systems. With the completion of this research he plans to apply this knowledge to both private and public sector technology leadership.

(c) Either <u>evidence of reliability</u>, validity, and efficacy or a plan for developing that evidence or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.

Fraser Public Schools has cross-walked the *25 High Impact Teaching Strategies* with the MDE State Approved Teacher Evaluation Tool – Marzano Teacher Evaluation Model. This tool most closely aligns with the research of the 25 High Impact Teaching Strategies. (See Document - MT HITS and Marzano Crosswalk).

(d) The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.

Chapter 9 – "Delivering on the Design" provides the framework with detailed descriptors to demonstrate the difference between high and low performance levels.

This work is based upon the following research from *Teacher as Architect*: (Chapter 9, p. 303):

> There are two underlying reasons we build upon the work of Wise and Sundstrom and offer an updated tool:
>
> 1. We have simplified the behaviors from 44 to 25. This shorter list helps teachers focus on a smaller set of high-impact behaviors. (Our own meta-analysis includes some new behaviors from more recent publications and research.)
>
> 2. Our HIT 25 list is hierarchical. This will help focus coaching sessions. There are some behaviors teachers need to first have a solid grasp of before attending to others.
>
> Our own meta-analysis of teaching behaviors that affect student learning introduce "grain size" behaviors that are meant to be broken down into discrete and isolated actions. We then organize the behaviors into a hierarchical model, to be used as a coaching tool to further develop and strengthen teaching practices. When teaching behaviors in a classroom "HIT" the target, the likelihood that student learning increases improves as well.

	Pedagogy	Instructional Strategies	High-Impact Teaching Behaviors
Definition	Pedagogy is the way in which you build learning within a lesson: the order of and the specific steps or elements of the lesson that will be used to build/scaffold/create the learning experience for students.	Instructional choices that support the pedagogy, thinking, and learning goals selected for the lesson. Instructional strategies assist in setting up the learning experience students will go through during the lesson.	Specific teaching behaviors that have a positive correlation (causal relationship) with student achievement.
Example	Constructivist	Open-Ended/Probing Questioning Think-Pair-Share	Sufficient wait time Effectively guiding incorrect answers

Chapter 9 – Teacher as Architect p. 303-304

Below is an example of the framework's rubric:

HIT 25 1 of 25	Strategic Arrangement of Furniture	A Ready-to-Learn Environment
What it looks like in classroom practice:		
Low-Impact Behaviors	**High-Impact Behaviors**	
• Student desks are arranged with little flexibility to rearrange furniture for in-the-moment lessons • Student desks and ancillary furniture are arranged in such a way that makes it difficult to move around the room • Teacher desk is positioned as the center of learning, symbolically representing that the flow of knowledge must pass through the teacher	• Student desks are adaptable, flexible, and arranged with purpose • Student desks and ancillary furniture are arranged to make it easy to move around the room • Teacher desk is positioned as a secondary factor, leveraging the arrangement of student desks first to facilitate learning	

(e) A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.

Fraser Public Schools uses a digital process for conducting classroom observation. Evaluators collect evidence using the classroom observation tool, reviewing lesson plans, and reviewing the teachers' digital presence within the district's learning management system. After a classroom observation, teachers receive a digital copy of the classroom observation. (See Sample– Teacher Classroom Observation Form).

Using the (2) classroom observations (75%) and teacher goals (25%) (Stretch Goal and Student Achievement Goal) an overall narrative is written for Teacher Effectiveness.

(f) A description of the plan for providing evaluators and observers with training.

As part of the District Provided Professional Development, a detailed plan is put in place each year to provide both evaluators and observers with training in the evaluation process (See Sample Document – DPPD Calendar from 2015).

Attachments for Fraser PS Transparency Report:
- **MT HITS and Marzano Crosswalk**
- **Teacher Classroom Observation Form**
- **DPPD Calendar from 2015**

Additional Resources:
- **Chapter 9 <u>Teacher as Architect</u> – "Delivering on the Design"**
- **Marzano Teacher Evaluation Model (2013)**