

# STATE-PROVIDED SUPPORT AND TRAINING

Each ESA has coaches/trainers available.

	Time Commitment	Online Resource	Regional PD	In-District Coaching or Training
<b>A. TEACHER EFFECTIVENESS SYSTEM AWARENESS AND PLANNING</b>				
1. Orientation to South Dakota’s Recommended Teacher Effectiveness Model	½ day	X		X
<b>B. EVALUATIONS OF PROFESSIONAL PRACTICE (DANIELSON MODEL)</b>				
1. Administrators: South Dakota Framework for Teaching (Danielson Model) Observer Training and Proficiency Assessment		X		
2. Teachers: Understanding and Applying the South Dakota Framework for Teaching (Danielson Model)		X		
3. Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus				X
4. Teachers: Preparing for Observations and Artifact Collection				X
5. Integrating Teachscape Reflect				X
<b>C. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)</b>				
1. Administrators: Orientation to Student Learning Objectives as a Measure of Educator Effectiveness	1 day		X	
2. Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness	1 day		X	X
3. Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives	1 day		X	X
4. Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning	1 day			X
5. Administrators: Implementing Student Learning Objectives with Consistency and Rigor	online	X		

	Time Commitment	Online Resource	Regional PD	In-District Training
<b>D. IMPLEMENTATION OF COMMON CORE (ELA, Math, 6-12 Literacy)</b>				
1. Mathematics Instruction Supporting the Secondary Common Core State Standards (Grades 6-12) (starting in Oct. 2014 and regional training summer of 2015)	2 days			X
2. Understanding Number Concepts & Cognitive Guided Instruction (Grades K-5)	4 days		X	X
3. Concepts of Rational Numbers; Fractions, Decimals, and Percents (Grades 3-8)	4 days		X	X
4. Proportional Reasoning (Starting in summer 2015) (Grades 5-8)	4 days		X	X
5. Foundational Reading Skills	5 days			X
6. Close Reading – Informational Text (starting in Oct. 2014)	1+ day			X
7. Text Based Questions (starting in Oct. 2014)	1+ day			X
8. Literacy Integration (Grades 6-12 non ELA/math)	1 day			X
<b>E. IMPLEMENTATION OF STANDARDS &amp; INSTRUCTION</b>				
1. Higher Order Thinking: Webb Leveling	2 days			X
2. Beyond Data Retreats: Extending Data Use to Impact Student Learning (starting Oct. 2014)	2 days			X
3. Curriculum Alignment & Gap Analysis (starting in Aug. 2014)	2+ day			X
4. SD Assessment Portal (starting in Oct. 2014)	½+ day	X		X
5. Creating High Quality Assessment Items (starting in Oct. 2014)	1+ day			X

## Teacher Effectiveness Coaching Descriptions

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### A. TEACHER EFFECTIVENESS SYSTEM PLANNING AND ORIENTATION

1. Orientation to South Dakota’s Recommended Teacher Effectiveness Model

A coach introduces South Dakota’s recommended Teacher Effectiveness Model, including recommendations to use multiple measures of professional practice and student growth to determine and differentiate teacher performance. The session also includes an overview of South Dakota’s recommended Evaluation and Professional Growth Process.

- ✓ *Intended Audience:* Teachers
- ✓ *Time Commitment:* One half-day in-district coaching session.
- ✓ *Online Resource:* Districts may utilize the Teacher Effectiveness Handbook or state-provided teacher effectiveness webinars to design an orientation program (<http://doe.sd.gov/secretary/TE.aspx>).

### B. EVALUATIONS OF PROFESSIONAL PRACTICE (DANIELSON MODEL)

1. Administrators: South Dakota Framework for Teaching Observer Training and Proficiency Assessment (Teachscape)

Through video-rich, web-based training, administrators are prepared to conduct accurate, consistent and evidence-based evaluations that limit observer bias.

- ✓ *Intended Audience:* Principals
- ✓ *Time Commitment:* Approximately 30-35 hours to complete the training and proficiency assessment.
- ✓ *Online Resource:* Principals are eligible to receive state-paid licenses to complete Teachscape Focus for Observers. For more information, visit: <http://marketing.teachscape.com/SDCustomerSetup.html> or contact [Carla.Leingang@state.sd.us](mailto:Carla.Leingang@state.sd.us).

2. Teachers: Understanding and Applying the South Dakota Framework for Teaching (Teachscape)

In-depth, web-based modules provide comprehensive training on the South Dakota Framework for Teaching. Teachers learn how the state’s teaching standards are used for evaluation purposes and how the framework can be incorporated into instructional practice.

- ✓ *Intended Audience:* Teachers
- ✓ *Time Commitment:* Approximately 20 hours to complete training on the full South Dakota Framework for Teaching.
- ✓ *Online Resource:* Teachers are eligible to receive state-paid licenses to complete Teachscape Focus for Teachers. For more information, visit: <http://marketing.teachscape.com/SDCustomerSetup.html> or contact [Carla.Leingang@state.sd.us](mailto:Carla.Leingang@state.sd.us).

3. Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus

A coach provides an overview of the South Dakota Framework for Teaching (Danielson Model) and introduces teaching staff to Teachscape Focus for Teachers, the state’s delivery mechanism for in-depth training on the state’s teaching standards.

- ✓ *Intended Audience:* Teachers
- ✓ *Time Commitment:* Half-day large group session or a full day of small-group sessions.

4. Teachers: Preparing for Observations and Artifact Collection

After teachers have completed training on the South Dakota Framework for Teaching, a coach revisits the standards that will be used as the basis for evaluation, reinforces understanding of the observation process and works with teachers to identify artifacts aligned to the district’s selected evaluation components.

- ✓ *Intended Audience:* Teachers
- ✓ *Time Commitment:* Half-day large group session or a full day of small-group sessions.

5. Integrating Teachscape Reflect

A coach works with administrators and teachers to understand how Teachscape Reflect, the state-provided evaluation management software tool, works to encourage collaboration and reflection throughout the evaluation process.

✓ *Intended Audience:* Administrators and teachers

✓ *Time Commitment:* Half-day small-group session. This training is limited to groups of 24 people at a time.

### C. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)

#### 1. Administrators: Orientation to Student Learning Objectives as a Measure of Education Effectiveness

This regional professional development opportunity provides school administrators with an overview of Student Learning Objectives and how they are used to encourage data-driven instruction. Administrators will be provided with tools to coach teachers through the SLO process, including resources and strategies related to the selection of quality assessments used to measure student growth.

✓ *Intended Audience:* School administrators. For this training, administrators will be divided into two rooms – elementary and MS/HS.

✓ *Time Commitment:* One-day regional training.

✓ *Dates, Locations and Registration:* March 18, Pierre; April 1, Sioux Falls; April 2, Aberdeen; and April 9, Rapid City. To register, visit <http://southdakota.gosignmeup.com>.

#### 2. Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness

This regional summer professional development opportunity provides teachers with an orientation to Student Learning Objectives and how they are used to encourage data-driven instruction. Teachers will gain an understanding of the SLO process, learn how to identify appropriate assessments, work together to analyze student data, and practice writing quality SLOs.

✓ *Intended Audience:* Teachers. For this training, teachers will be grouped by grade-level and content area. School administrators are also encouraged to participate in this training.

✓ *Time Commitment:* One-day regional training. Participants will be paid \$125 per day stipends to attend. Districts can also choose to offer this training at their district.

✓ *Dates, Locations and Registration:* Summer 2014. Dates and locations TBD. When available, individuals can register at <http://southdakota.gosignmeup.com>.

#### 3. Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives

This regional summer professional development opportunity is designed for teachers who do not have access to pre-made benchmark assessments. This facilitated SLO work session allows teachers to work collaboratively with teachers in similar subjects and grade levels to create assessments that can be used during the Student Learning Objectives process.

✓ *Intended Audience:* Teachers. For this training, teachers will be grouped by grade-level and content area. School administrators are also encouraged to participate in this training.

✓ *Time Commitment:* One-day regional training. Participants will be paid \$125 per day stipends to attend. Districts can also choose to offer this training at their district.

✓ *Dates, Locations and Registration:* Summer 2014. Dates and locations TBD. When available, individuals can register at <http://southdakota.gosignmeup.com>.

#### 4. Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning

This facilitated in-district work session supports SLO implementation and can support teachers at multiple points during the SLO Process. A session scheduled at the beginning of the year, after teachers have administered benchmark assessments, supports teachers in writing and developing the SLO for the instructional period. A separate coaching session, scheduled at the mid-point of the year, allows teachers to evaluate data and progress on SLOs.

✓ *Intended Audience:* Teachers. School administrators are also encouraged to participate in this coaching.

✓ *Time Commitment:* One-day coaching session, and can be done in a large-group session or several, smaller group sessions.

✓ *Note:* Two options for effective implementation of this coaching session are to hire a roaming substitute and schedule teachers to meet with the coach or schedule teachers to meet with the coach during their prep time.

5. Administrators: Implementing Student Learning Objectives with Consistency and Rigor

This two-credit graduate course, to be offered through the University of South Dakota's distance education program, will provide administrators with strategies and guidance to implement SLOs in a consistent and high-quality manner.

- ✓ *Intended Audience:* Administrators
- ✓ *Time Commitment:* The two-hour graduate course is approximately 30 hours.
- ✓ *Notes:* Course registration will open in fall of 2014. Administrators will be able to obtain credit for \$40 per credit hour.

**D. IMPLEMENTATION OF COMMON CORE (ELA, Math, 6-12 Literacy)**

1. Mathematics Instruction Supporting the Secondary Common Core State Standards (6-12)

This practical class is geared to deepening secondary mathematics teachers' professional knowledge base while enhancing their ability to design and deliver mathematics instruction that is in line with Common Core Mathematics standards and the Standards for Mathematical Practices. Topics to be covered include:

- Strategies for increasing the real-world applications of mathematics
- Strategies for increasing student problem solving through mathematical reasoning, proof, and models
- Strategies for creating/strengthening a community of learners while engaging in mathematical discourse
- Formative assessment strategies to help secondary teachers determine students' grasp of core mathematics concepts in order to modify instruction and improve student achievement

- ✓ *Intended Audience:* 6-12 teachers of math including special education teachers.
- ✓ *Time Commitment:* Two days

2. Understanding Number Concepts

This course is intended for teachers with the purpose of expanding teachers' own understanding of number concepts K-8, outlined in *Common Core State Standards for Mathematics*. In order to fully understand the implications for teaching number concepts in grades K-8, it is essential that all teachers have a firm grounding in how those concepts develop in grades both before and after the actual grade they teach. Class participants will find content from across all grade levels. Topics covered in this class will include:

- Number relationships and place value
- Base 10 number system
- Whole-number computation using the mathematical properties
- Different meanings of multiplication and division and integers and operations with integers

- ✓ *Intended Audience:* While teachers from K-5 are the target audience, teachers from all grades K-8 can benefit as concepts at higher grade levels build on these concepts
- ✓ *Time Commitment:* Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.
- ✓ *Notes:* This session is also offered in the summer as regional trainings on a limited basis.

3. Concepts of Rational Numbers: Fractions, Decimals, and Percents

This course is intended for teachers with the purpose of expanding teachers' own understanding of rational numbers concepts as outlined in *Common Core State Standards for Mathematic*. In order to fully understand the implications for teaching rational number concepts in grades 3-8, it is essential that all teachers have a firm grounding in how those concepts develop in grades both before and after the actual grade they teach. Class participants will find content from across all grade levels. Topics covered in this class will include:

- Developing an understanding of fractions as numbers
- Equivalence and ordering
- Computation with rational numbers including, addition, subtraction, multiplication and division building and extending on previous understanding of whole number operation, decimals and percents.

- ✓ *Intended Audience:* Teachers of math in grades 3-8 including special education, title math, and math coaches
- ✓ *Time Commitment:* Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.
- ✓ *Notes:* This session is also offered in the summer as regional trainings on a limited basis.

4. Proportional Reasoning (Summer 2015)

During this class for middle school teachers, we will explore a unifying concept in the *Common Core State Standards for Mathematics*, proportionality and how proportional reasoning builds from whole number and rational number concepts and connects to algebra and geometry understanding. During the four-day workshop we will explore ratios, rates, proportions, and proportional reasoning addressed in the CCSS-M utilizing problem solving and representations. We will discuss how proportional reasoning relates to algebraic concepts such as linear functions and geometric concepts such as similarity. We will also emphasize connections among various representations (such as graphs, tables, equations, diagrams) that can be used to explore proportional reasoning.

- ✓ *Intended Audience:* Teachers of math in grades 5-8 including special education teachers.
- ✓ *Time Commitment:* Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.
- ✓ *Notes:* This session is also offered in the summer as regional trainings on a limited basis.

5. Foundational Reading Skills

This course will teach ways to provide high-quality instruction and interventions matched to student need. Through discussion participants will build an awareness of the need to monitor progress frequently in order to make decisions about changes in instruction or goals and applying child response data to important educational decisions. This course will focus on the theoretical and practical aspects of reading instruction K-8. Participants will:

- Develop a thorough understanding of the five major concepts in teaching reading
- Develop a working knowledge of assessment needed to specify interventions.
- Apply the material presented in the class to their teaching practices.

- ✓ *Intended Audience:* The target audience is elementary teachers of reading including special education, title reading, and reading coaches
- ✓ *Time Commitment:* Five days. The district can divide the training into five single day trainings or offer two days in a row, or split the day long sessions to best suit the districts schedule.

6. Close Reading – Informational Text

Close reading allows students to slow down and interpret difficult passages, keeps them focused on the purpose for reading, and leaves 'bread crumbs' to find our way back to our thinking later. This session will focus on building students' capacity for *independently* comprehending a text through close reading. Participants will be able to apply the information presented to other texts at all grade levels.

- ✓ *Intended Audience:* all grades all content
- ✓ *Time Commitment:* One day minimum, with a possible follow-up session after teachers have implemented strategies.

7. Text Based Questions

Text-dependent questions are questions that can only be answered by referring back to the text. Asking the right sequence of questions will lead students more deeply into a text. Students are now expected to use evidence from texts to present analyses, well-defended claims, and clear information. This session will allow participants will learn questioning strategies to address the shift and address questions related to craft and structure (Standards 4–6) and integration of knowledge and ideas (Standards 7–9)—areas that are so often missed.

- ✓ *Intended Audience:* all grades all content
- ✓ *Time Commitment:* One day minimum, with a possible follow-up session after teachers have implemented strategies.
- ✓ *Notes:*

8. Literacy Integration

Participants will learn foundational knowledge and skills found in 6-12 Literacy standards for ALL content areas. The workshop will allow participants to examine the 6-12 Literacy in History, Science and Technical standards and learn strategies for implementation. The training will allow participants to analyze text-based resources used in the classroom and transform their lessons to align to the literacy standards.

- ✓ *Intended Audience:* All teachers of 6-12 who do not teach English Language Arts

- ✓ *Time Commitment:* One day
- ✓ *Notes:* The state offered regional trainings in the spring of 2013 and during the school year 2013-2014

## **E. IMPLEMENTATION OF STANDARDS & INSTRUCTION**

### 1. Higher Order Thinking: Webb Leveling

Infusing higher order thinking strategies increases the chances students will make connections to the schema when they encounter new information and be able to make sense of that information. (Danielson Framework: Domain 3) Participants will learn strategies to infuse higher order instructional practices and assessments helping students extend and apply knowledge. The training will focus on how to utilize Webb's Depth of Knowledge (DOK) to scaffold learning for all students.

- ✓ *Intended Audience:* All content, all grades
- ✓ *Time Commitment:* 2 days
- ✓ *Notes:* A complementary professional development is the option for creating high quality assessments.

### 2. Beyond Data Retreats: Extending Data Use to Impact Student Learning

There are many types of assessments: summative, benchmark, and formative. Districts using a data-driven cycle of assessment, analysis, and action, see a breakthrough in student learning gains. School level data retreats are one step in successfully using data to drive instruction and this session extends the use of data at a deeper level. Participants will learn how to analyze individual student data based on screening/benchmark results, error analysis and diagnostic assessment, in order to differentiate student learning and design focused interventions based on student needs. This session will allow participants to practice the process of analyzing student data in order to plan appropriately for instruction and explore effective ways to conduct and analyze traditional and alternative methods of formative assessment.

- ✓ *Intended Audience:* All grades
- ✓ *Time Commitment:* Two days

### 3. Curriculum Alignment & Gap Analysis

The Blueprint for Learning provides districts with a template for curriculum development and Common Core State Standard alignment. With your district's individualized blueprint in hand, teachers are prepared to analyze their classroom instruction—individually, within their own grade-level teams, and through vertical alignment teams. The blueprint provides the pathway for districts to identify gaps and repetitions in their content curricula. While the sample blueprints focus on ELA and math, the blueprint also offers a starting place, process and format for all content areas.

- ✓ *Intended Audience:* All grades and content
- ✓ *Time Commitment:* Minimum of two days with an option for coaches to work with teachers for additional time.
- ✓ *Notes:* The model blueprints are created for English language arts and math. However, the process can be applied to all content areas.

### 4. SD Assessment Portal

South Dakota Assessment Portal (SDAP) is a free tool schools and teachers can use to create and deliver online classroom and summative assessments. This training provides information on how to create items, use existing items, create and schedule tests, share items and tests with other teachers, and access reports about students' performance. SDAP is already being used across the state to deliver End of Course exams, common district pre- and post-tests, and to track progress towards Student Learning Objectives (SLO).

- ✓ *Intended Audience:* All grades all content
- ✓ *Time Commitment:* ½+ days. The minimal time requirement is a half of day, however the training can be extended to include additional time for participants to create.
- ✓ *Notes:* This training would be a great companion training to *Creating High Quality Assessment Items*.

Online Resources: Information, help guides, and recorded webinars are located at <http://doe.sd.gov/oats/SDAP.aspx>

5. *Creating High Quality Assessment Items*

Teachers, as well as standardized test makers, use many types of test items, including Multiple Choice, Short Answer, Constructed Response, Technology Enhanced, and Performance Task. This workshop will explain the uses of these types of items and provide teachers with tools to write items that both measure what is intended and provide feedback on student mastery. Discussion and practice for item writing will include determining the standard/objective and assigning a cognitive level using Webb's Depth of Knowledge (DOK) classifications, a four level model defining cognitive skills.

✓ *Intended Audience:* All grades and content

✓ *Time Commitment:* One full day with the option to have a coach/training come back for additional support.