



SPED Teacher Effectiveness Training

Resources:

<http://bit.ly/1P6hQZO>

Brandi Gerry
MaryLou McGirr
William Kliche

Resolution 4500x3375 px
Free hi-res JPG file download
www.psdgraphics.com

Morning (9:00-12:00)

- Teacher Effectiveness
- Special Education and SLOs
- Writing Effective SLO Growth Goals

Lunch (12:00 – 1:00)

Afternoon (1:00-4:00)

- Special Education and Professional Practice (FfT)
- Danielson: Special Education Scenarios
- Identifying Artifacts



Norms for the Day

- Listen with Engagement
- Honor Each Other's Thinking
- Honor Private Think Time
- Everyone has a Voice
- Be Respectful of all Comments
- Limit Side Conversation
- Take Care of Your Needs
- Cell Phones Off/Vibrate





Question “protocol” today:

- Write questions on sticky notes.
- Place on “Parking Lot” poster.
- Claim question off the board that you can answer.
- We will answer them at lunch/breaks.



- 1. Gain an understanding of the SD Teacher Effectiveness Model**
- 2. Create an understanding of Student Learning Objectives**
- 3. Develop an awareness of the SPED Scenarios in relation to the SD Framework for Teaching**



Let's Get Together

- **At your table, choose a recorder and a reporter.**
- **Share name, teaching assignment, something personal.**
- **What are your expectations for the day?**
- **Looking at the agenda, record some things you know and what you are wondering?**
- **Share.**



Teacher Effectiveness

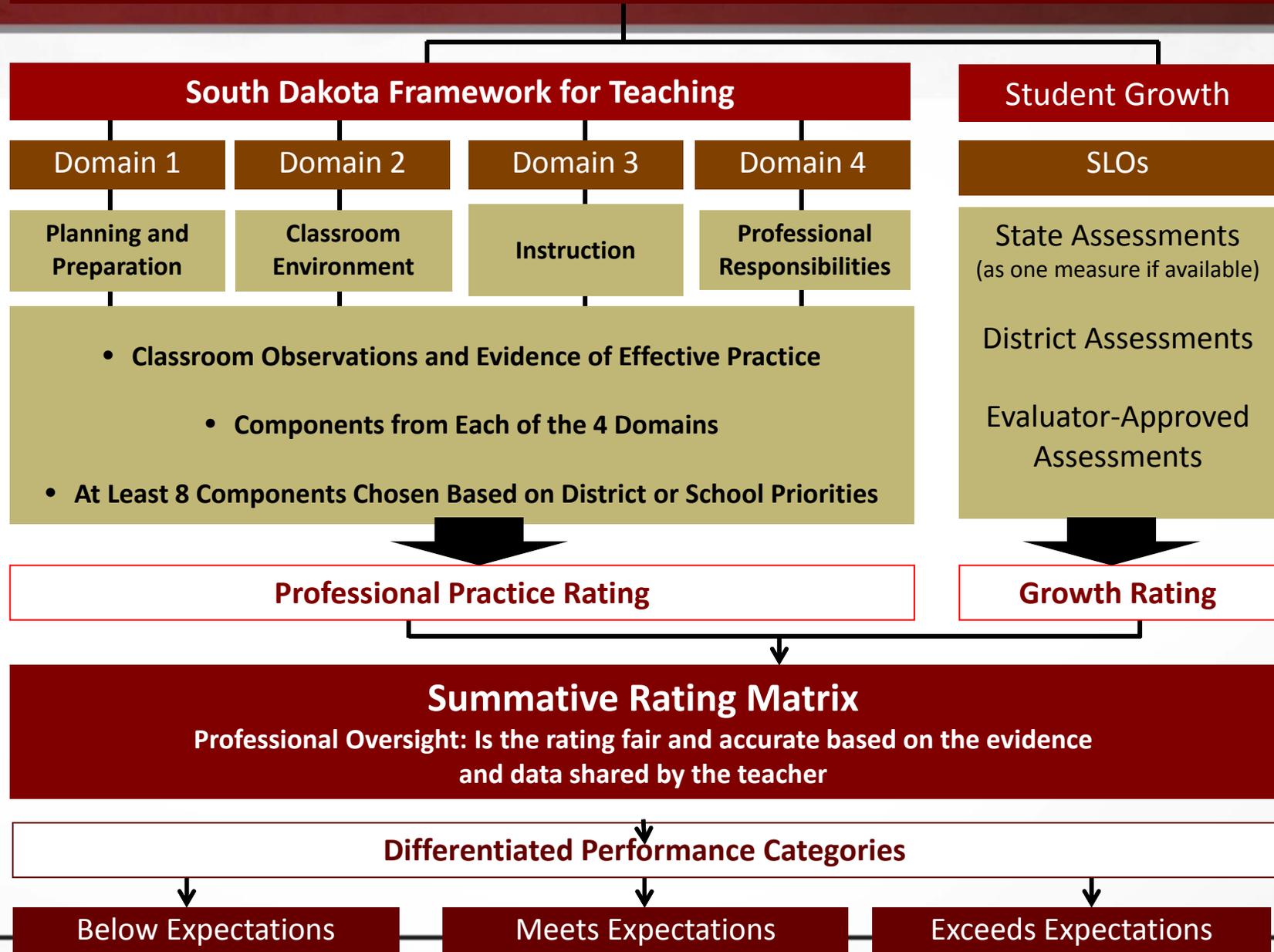


Resolution 4500x3375 px
Free hi-res JPG file download
www.psdgraphics.com



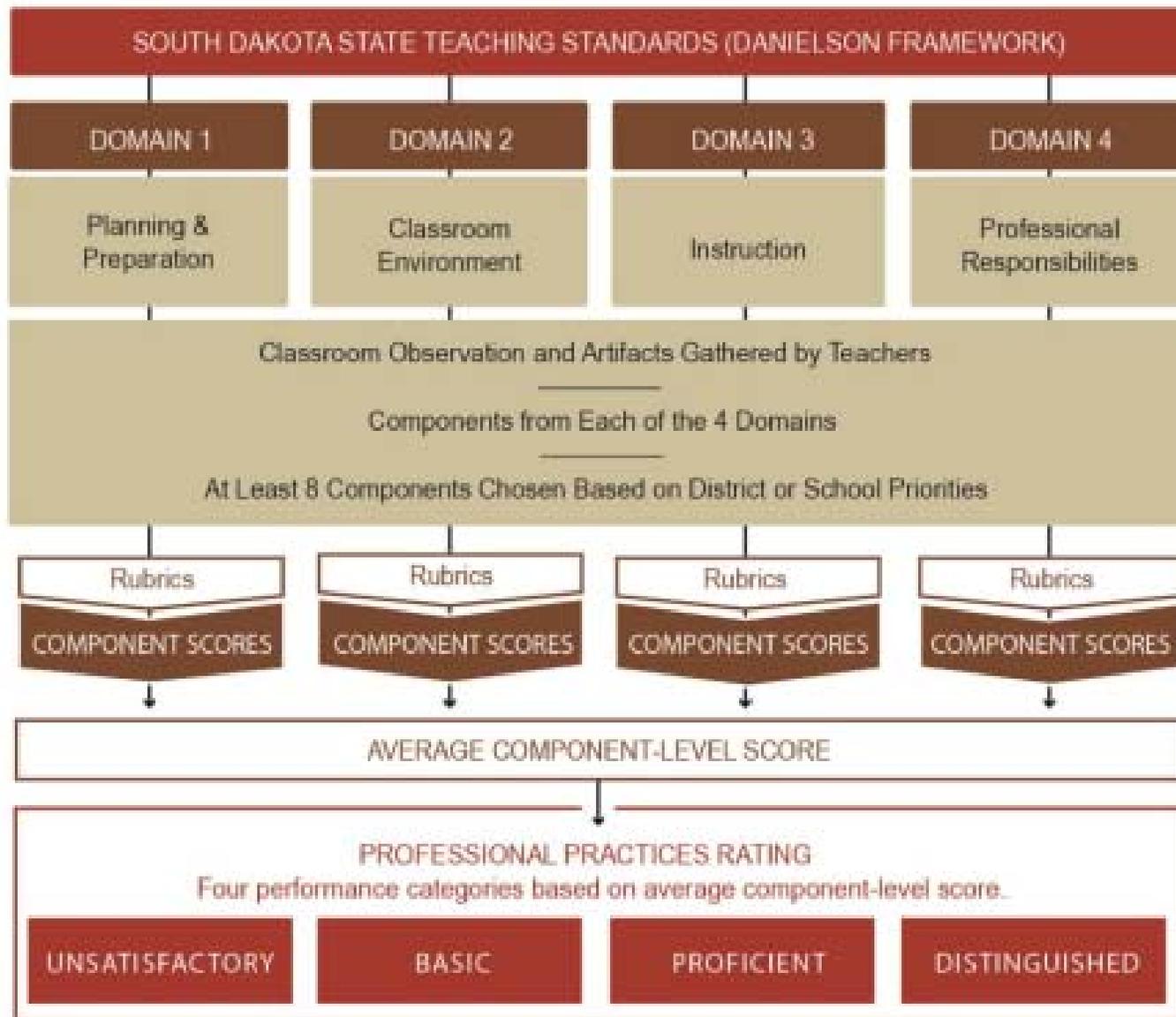
Determining Teacher Effectiveness

Using multiple measures of professional practice and student learning



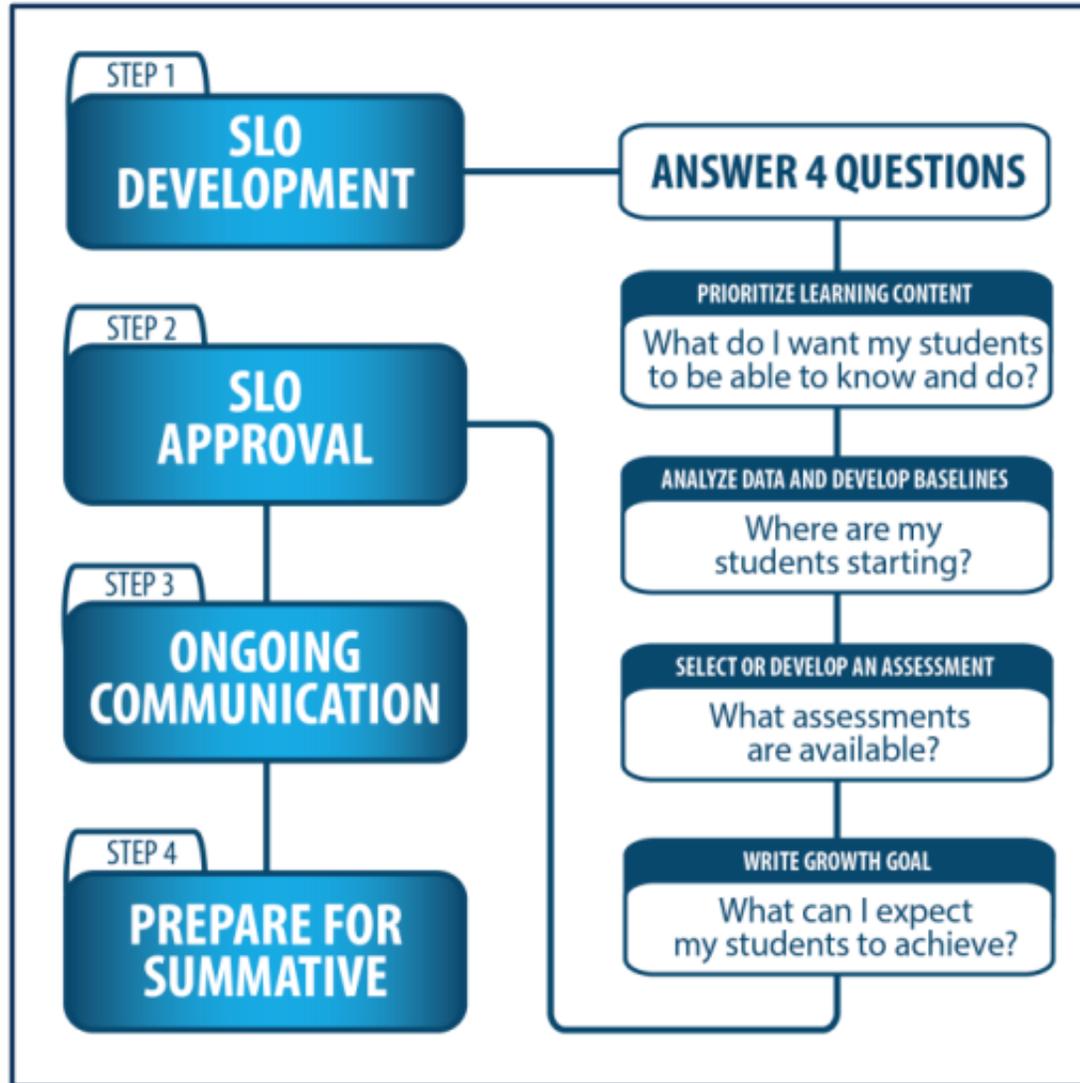


Professional Practice Rating





Student Growth Rating



Low Growth:
Growth goal is less than 65% attained.

Expected Growth:
Growth goal is 65%-85% attained.

High Growth:
Growth goal is 86% to 100% attained.



Summative Scoring Matrix

		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH	★	★		
	EXPECTED				
	LOW			★	★

Summative Teacher Effectiveness Rating Categories

Below Expectations

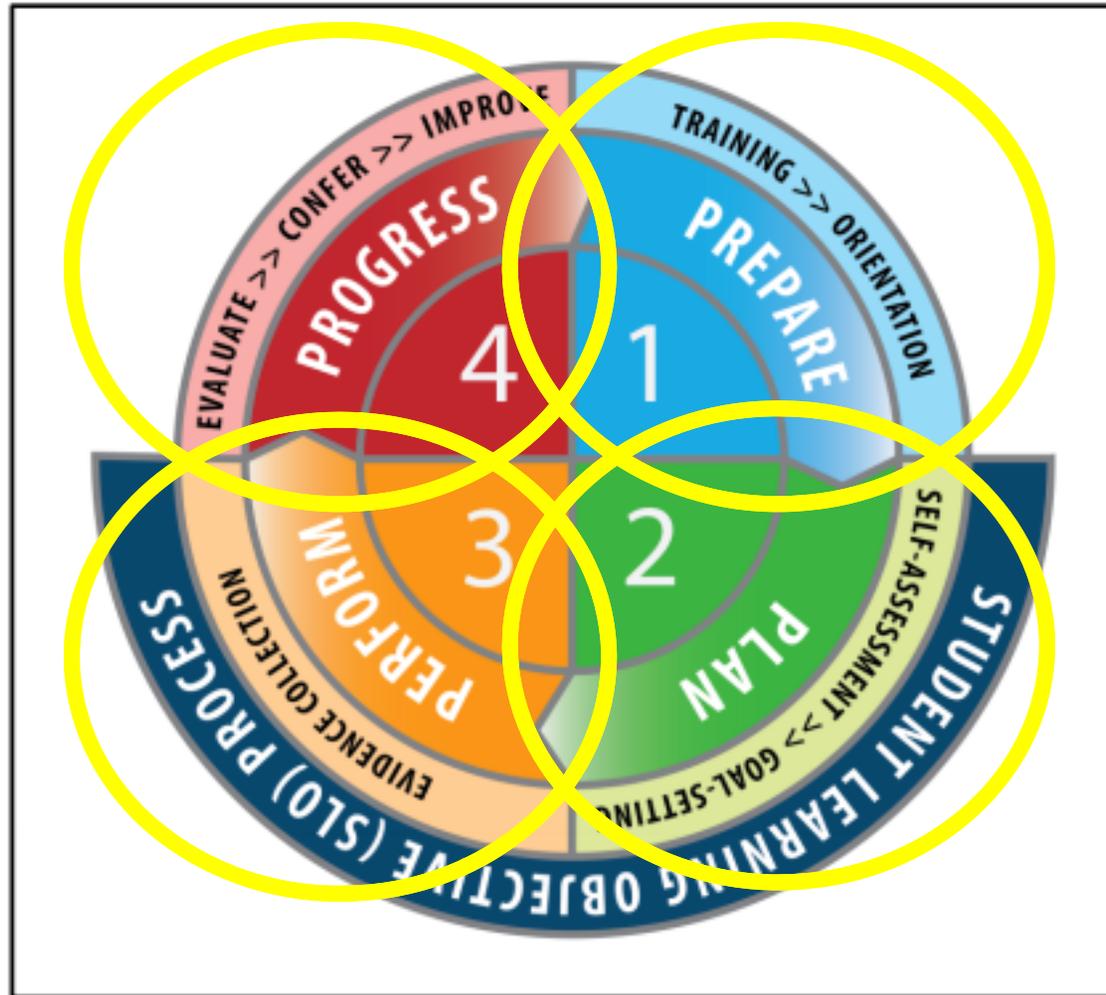
Meets Expectations

Exceeds Expectations

Judgment
Rating Subject
★ to Review



One Year Evaluation Cycle





doe.sd.gov

Administrators

View more links for administrators.

1. School Finance/State Aid
2. Grants Management
3. School/Student Data
4. Content Standards
5. Teacher 411

Teachers

View more links for teachers.

1. Certification
2. Content Standards
3. Teacher Effectiveness
4. GoSignMeUp Registration
5. Assessment

Parents

View more links for parents.

1. Report Card
2. SD MyLife
3. Dual Credit Program
4. SD Common Core Standards
5. Special Education



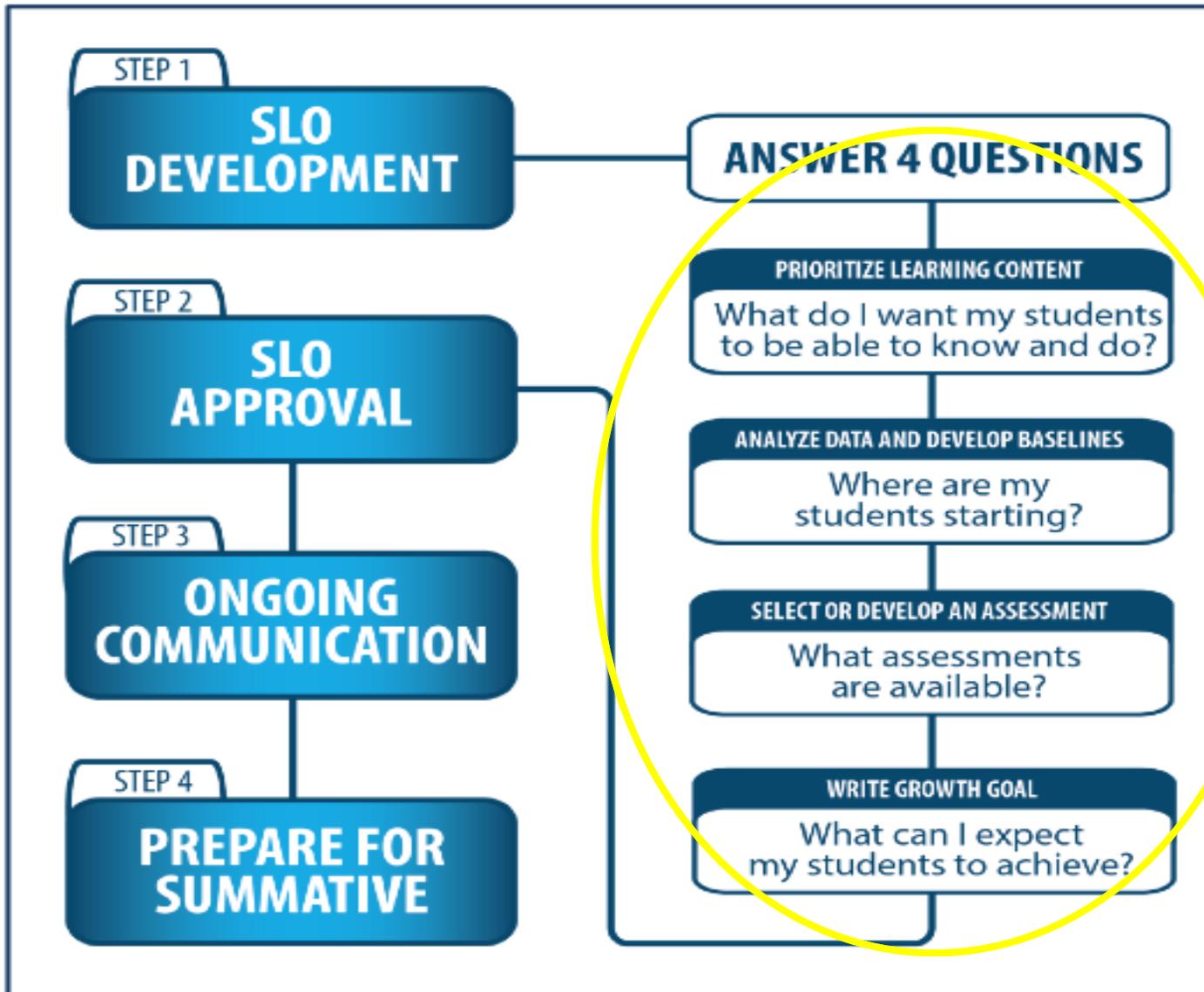
Special Education and SLOs



Resolution 4500x3375 px
Free hi-res JPG file download
www.psdgraphics.com



SLO Process



- A. SLOs should support the participation of students with disabilities in the general education curriculum to the maximum extent possible.

- B. SLOs should be developed in a way that holds all teachers accountable for the academic growth of SWDs.
 - ARSD 24:05:13:02 Free Appropriate Public Education

SLOs should support the participation of students with disabilities in the general education curriculum to the maximum extent possible.

1. SLOs should not be based on the attainment of IEP goals.
2. SLOs should focus on academic standards.
3. The structure of the IEP process can inform the development of SLOs.

Consideration 1: SLOs **should not** be based on the attainment of individualized education program (IEP) goals.

- Students with disabilities, when appropriate, should be instructed and assessed using the same college and career readiness standards as their general education peers.
- IEPs are legal documents designed to ensure individualized services to students with disabilities based on their needs. Including IEP goals within teacher evaluation systems may unintentionally move the focus away from the student.

IDEA
2004

“Position on
Special Education
Teacher
Evaluation” 2012



Consideration 2: SLOs should focus on **academic** standards

- SLOs are written for content-area standards. Special education is **not** a content area.
 - (See “Core Content Connectors: wiki.ncscpartners.org)
- However, SLOs written to encompass special education populations may differ in their established learning targets AND the types of services and supports provided to students with disabilities to access the general education curriculum.

There may be occasions in which an SLO needs to be written to address a functional skill, such as communication.

In these **infrequent** instances, the SLO should:

- Address a skill critical to learning **content**
- Address a skill essential for showing what the student knows and/or can do **related to the content**
- Be instructed and assessed within the context of **content-based activity(ies)**
- Be written within any one of the 4 previous accountability models



Consideration 3: The structure of the IEP process **can inform** the development of SLOs.

- IEPs can be a **source of evidence** within the SLO process to document the types of services and supports that were provided to help students with disabilities achieve the standards.
- The IEP also may include **documentation of student progress** that could be a valuable source of evidence for SLOs.

**Don't forget
related service
providers!**

SLOs require:	IEPs require
Collection of baseline data	A statement of present levels of performance
Expected growth targets	Expected growth and attainment
Measurement of student progress	Statement of progress monitoring measures
Instructional strategies	Supports and accommodations

SLOs should be developed in a way that holds all teachers accountable for the academic growth of SWDs (ARSD 24:05:13:02 Free Appropriate Public Education)

4. Special education teachers should use the same SLO template and process that is used by other teachers in the district.
5. In co-teaching situations, general education and special education teachers should collaborate to create SLOs.
6. SLOs for special education teachers must reflect the diverse education settings found in the continuum of special education services.



Consideration 4: Special education teachers should use the **same SLO template and process that is used by other teachers in the district.**

Potential SLO Differences

- Which standards? (ex: CCSS, other academic area, CCC)
- Progression of skills needed to access the curriculum?
- Grade-level of the curriculum
- Participation in gen ed assessments
- Matching instructional methods to SLO goals



Consideration 5: In co-teaching situations, general education teachers and special education teachers **should collaborate** to create SLOs.

- It may be appropriate for the general ed and special ed teacher to share the SAME SLO and results.
- Consider a TEAM SLO in this case.





Consideration 6: SLOs for special education teachers must reflect the diverse education **settings** found in the **continuum** of special education services.

Consider:

- Interval of instruction
- Pacing
- Repetition, spiraling
- Frequency and/or intensity for supports



- If you are writing an independent SLO consider your target audience.
- You want your SLO to reflect your instruction.
- Target audience should be students you significantly impact in that subject area.

Example: If you work with a group of students daily in reading, they would be a good group to target in your SLO.

- **Who will your target group be?**
- **How will these considerations impact your SLO?**
 1. SLOs should not be based on the attainment of IEP goals.
 2. SLOs should focus on academic standards.
 3. The structure of the IEP process can inform the development of SLOs.
 4. Special education teachers should use the same SLO template and process that is used by other teachers in the district.
 5. In co-teaching situations, general education and special education teachers should collaborate to develop SLOs.
 6. SLOs for special education should be developed for the diverse education settings found in the district, including but not limited to, special education services.

Choose a Table Speaker to share the highlights of your group conversation.



Writing Effective SLO Growth Goals

Resolution 4500x3375 px
Free hi-res JPG file download
www.psdgraphics.com



SLO Process Guide

The image displays several overlapping pages from the 'STUDENT LEARNING OBJECTIVE PROCESS GUIDE'. The pages are tilted and layered, showing different stages of the process:

- Page 1 (Leftmost):** Titled 'STUDENT LEARNING OBJECTIVE PROCESS GUIDE' and '2013-14 PLEDT DRAFT'. It includes a header section for 'Teacher', 'School', and 'Evaluator'. Below this is 'STEP ONE: SLO DEVELOPMENT', which contains several text boxes for defining the learning objective, including 'Provide Learning Objective: Identify, measure, and assess', 'Identify the Student Population: Describe the content of the class', and 'Interval of Instruction: Specify the size'. It also includes a section for 'When is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an alternate time period that is less than the full length of the course.'
- Page 2 (Middle):** Continues the process with questions like 'Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)', 'What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)', and 'How can I expect my students to achieve? Establish rigorous standards for student performance. (1b, 3c)'. It also includes a section for 'What content, baseline data, assessment and growth goal will I use to monitor student progress and growth? Describe why you chose to use this content, baseline data, assessment and growth goal? (1a, 3f)'.
- Page 3 (Rightmost):** Shows 'STEP TWO: SLO APPROVAL' with a section for 'The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rates'. It includes 'Teacher Signature' and 'Evaluator Signature' fields. Below this is 'STEP THREE: Ongoing Communication' with a section for 'Are your students at least toward meeting the growth goal? Specify the assessment used to track progress. (1c, 3d, 4b)'. It also includes a section for 'What data support I need to inform my instructional strategy? Describe how you plan to meet the goal. (1a, 4a)'. The final page shows 'STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE' with a section for 'What does that growth mean? Discuss end-of-course achievement based on the summative Student Growth Rates, which will be discussed with the summative Student Growth Rates or Summative Conference.' and 'What does that growth mean? Discuss end-of-course achievement based on the summative Student Growth Rates, which will be discussed with the summative Student Growth Rates or Summative Conference.' It also includes a 'GROWTH RATING' section with a table for 'PRIMARY STUDENT GROWTH RATING' and 'GROWTH RATING'.



Prioritize Learning Content: <i>Identify standards and content.</i>	<i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)</i>
	STATE STANDARDS FOR YOUR STUDENTS' GRADE LEVEL CORE CONTENT CONNECTORS (if applicable)



Identify Student Population

<p>Identify the Student Population: Describe the context of the class.</p>	<p>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</p>
	<p>SHARED – WHOLE CLASS</p> <p>INDIVIDUAL – YOUR STUDENTS</p>

<p>Interval of Instruction: <i>Specify the time frame in which growth will</i></p>	<p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for a time period that is less than the full length of the course.</i></p>
	<p>SCHOOL YEAR</p> <p>SEMESTER</p>



Analyze Data & Develop Baseline

Analyze Data and Develop Baseline:

*Detail student
understanding of
the content at
the beginning of
the instructional
period.*

Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f, 3d)

WHAT IS/ARE YOUR DATA SOURCE(S)

WHERE ARE YOUR STUDENTS STARTING

Select or Develop an Assessment

<p>Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i></p>	<p><i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, and 3d)</i></p> <p>SAME AS CLASSROOM TEACHER?</p> <p>OWN ASSESSMENTS?</p> <ul style="list-style-type: none">• Interval of instruction• Pacing• Repetition, spiraling• Frequency and/or intensity for supports
--	---



**GROWTH GOALS ARE THE
HEART OF THE S.L.O.**

They are S.M.A.R.T.



S.M.A.R.T. Goals

S

Specific

The goal addresses student needs within the content.

M

Measurable

An appropriate instrument or measure is selected to assess the goal.

A

Appropriate

The goal is standards-based, needs-focused (and directly addresses all students in your target group)

R

Realistic & Rigorous

The goal is attainable and stretches student learning.

T

Time-bound

A time frame is included in the goal (ex: year, semester).



Sample Growth Goal

By the end of the year, students will move from below benchmark to at or above benchmark for the FSF (First Sound Fluency) and PSF (Phoneme Segmentation Fluency) DIBELS Next assessments.

By the end of the unit, all 8 students in the class will score a 70% or higher on the end-of-unit assessment with no prompting. The students' required accommodations will be used.

NOTICE:

Neither of these say, "80% of students will ..."

Why?

When writing SLOs think about the growth desired. Keep the focus on the growth of all students, not the number of students achieving the goal.

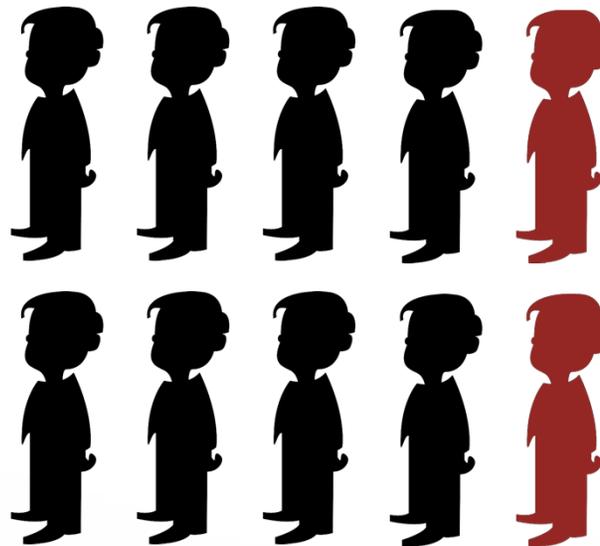


Amount of students

80% of the students in my target group will test at level 4.5 or higher in the district reading assessment.

Amount of growth

Students in my target group will move up by at least 1.5 grade levels in reading in the district reading assessment





Based on quality baseline data and educator-determined definition of mastery. Goal is structured based on all students attaining mastery.

Class Mastery

Establishes tiered expectations for student growth for groups of students. The educators define what growth looks like for each group of students.

Differentiated Growth

Teams of teachers agree to work collaboratively and share responsibility/accountability for student learning for a content area, grade level, or school.

Shared Performance



<p>Growth Goal: <i>Establish expectations for student growth.</i></p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b 1c)</i></p>
<p>Strengths:</p> <ul style="list-style-type: none">• Each teacher is accountable only for the students with whom he/she instructs• Can be easier to calculate growth	<p>By the end of the school year, all students in reading group A will read grade-level material fluently (150 wcpm) with 5 or fewer errors.</p> <p>Drawbacks:</p> <ul style="list-style-type: none">• Can be challenging for teachers with very small case loads or class sizes• Requires all students to achieve at the same level (Realistic? Rigorous?)



<p>Growth Goal: <i>Establish expectations for student growth.</i></p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b 1c)</i></p> <ul style="list-style-type: none">• By the end of the 1st sem, students who read 40 or fewer words correctly on the Dolch word list will read 75+ words correctly.• Students who read 40-80 words correctly on the Dolch word list will read 100+ words correctly.• Students who read 80+ words correctly will increase their number of words, or read the entire 133-word list correctly.
<p>Strengths:</p> <ul style="list-style-type: none">• Each teacher is accountable for students whom he/she instructs• Allows for different thresholds within a group/grade level	<p>Drawbacks:</p> <ul style="list-style-type: none">• Can be more challenging to calculate growth• Does not recognize more than one educator contributing to growth

Growth Goal – Shared Performance

<p>Growth Goal: <i>Establish expectations for student growth.</i></p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b 1c)</i></p>
	<p>By the end of the school year, all students in Geometry will show an improvement in the ability to apply geometric methods to solve design problems, moving up 1 rubric score.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • Promotes shared accountability of students • Recognizes more than one educator contributing to growth 	<p>Drawbacks:</p> <ul style="list-style-type: none"> • Requires all students to demonstrate the same amount of growth (Realistic? Rigorous)



- **Why is it important to focus on growth made in our goals rather than the amounts of students reaching the goals?**
- **Which of the 3 growth goals would (and would not) work best for your current teaching situation? Why?**

Choose a Table Speaker to share the highlights of your group conversation.



Provide Rationale

Provide Rationale: <i>Describe how your SLO benefits student learning.</i>	<i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i>
	Why did you choose this goal? <ul style="list-style-type: none">- Importance of content- Baseline data shows need



<p>Learning Strategies: <i>Describe your plan to meet student needs?</i></p>	<p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p> <p>INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none">- Pacing- Repetition, Spiraling- Frequency and/or intensity of supports <p>SERVICES AND SUPPORTS</p> <p>ACCOMMODATIONS/MODIFICATIONS</p>
---	--



- **Pull out your SLO Process Guide**
 - Review your first two pages

- **Review the resources**
 - doe.sd.gov
 - wiki.ncscpartners.org



HIGHLIGHT, INSIGHT, UPTIGHT

On a sticky note or sheet of paper...

- 1) What is one **HIGHLIGHT** from the morning so far?
- 2) What is one **INSIGHT (AHA! Moment)**?
- 3) What is one thing you are **“UPTIGHT”** or confused about still?



**Please be in your
seats and ready to
begin at 12:45**



...said no teacher ever



- **Discuss with your Elbow partner.**
- **Discuss with your table.**
- **Discuss with the whole group.**



Special Education and Professional Practice (SDFfT)

Resolution 4500x3375 px
Free hi-res JPG file download
www.psdgraphics.com



Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a. Assessing Knowledge of Content and Pedagogy - Content and the structure of the subject - Pedagogical knowledge - Content assessment practices</p> <p>1b. Understanding Knowledge of Students - All students' backgrounds - Learning styles - Language - Student skills, knowledge and language proficiencies - Student interests and abilities/learning preferences</p> <p>1c. Setting Instructional Objectives - Skills, concepts and objectives - Depth - Objectives - Feasibility for achievement</p> <p>1d. Assessing Knowledge of Resources - The Department - Evidence-based knowledge and strategies - Research for evidence - Instructional materials - Instructional materials and resources - Instructional strategies - Lesson and assessment</p> <p>1e. Designing Student Assessment - Consistency with instructional objectives and standards - Design of assessment instruments - Test design</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a. Creating an Environment of Respect and Support - Student interaction with students - Including self, peers and adults - Student interaction with materials - Including high-level and low-level</p> <p>2b. Establishing of Culture for Learning - Engagement of content and of learning - Assessment for learning and achievement - Student growth in need</p> <p>2c. Managing Classroom Procedures - Instructional groups - Students - Materials and supplies - Achievement of classroom objectives - Organization of instruction and organization of time</p> <p>2d. Managing Student Behavior - Achievement - Managing student behavior - Progression to higher achievement</p> <p>2e. Responding to Student Needs - Skills and readiness - Organization of student learning of individual students</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a. Reflecting on Teaching - Students - Use of student feedback - Instructional materials and resources</p> <p>4b. Maintaining Accurate Records - Student completion of assignments - Student progress in learning - Instructional materials</p> <p>4c. Communicating with Families - Information about the instructional program - Information about individual students - Progression of student achievement over time</p> <p>4d. Participating in a Professional Community - Collaboration with colleagues - Participation in school and district programs - Development of culture of professional learning - Lesson reflection</p> <p>4e. Seeking and Developing Professional Growth - Information and knowledge and professional skill - Progression of student learning - Use of the profession</p> <p>4f. Meeting Professional Obligations - Integrity/ethical conduct - Student achievement - Mastery - Student learning - Compliance with professional ethics regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a. Demonstrating With Skillfulness - Organization of learning - Methods for evidence - Organization of content - Use of time and other resources</p> <p>3b. Using Formative and Summative Assessments - Skills of gathering evidence - Evidence techniques - Student performance</p> <p>3c. Managing Student Learning - Evidence of student learning - Evidence of student achievement - Instructional materials and resources - Instructional strategies</p> <p>3d. Using Assessment to Inform Instruction - Assessment evidence - Monitoring of student learning - Methods for evidence</p> <p>3e. Demonstrating Flexibility and Responsiveness - Lesson adjustment - Student learning - Assessment</p>

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

SPED Teacher Effectiveness Training

Handouts
Fall, 2015
Brandi Gerry and MaryLou McGirr
Facilitators

doe.sd.gov

Special Ed Scenarios

Extended examples of Levels of Performance in Special Education

www.danielsongroup.org

The Evaluation Process Culture Shift



The goal of an evaluation process should **ALWAYS** be:

to use approaches that strengthen a teacher's capacity for greater reflection and self-reliance in making improvements

in classroom teaching and learning.

~ Glickman, 2002



- 1. Look at your SmartCard.**
- 2. Each choose one of the components and describe why it is important in special education teaching to an elbow partner.**



Danielson: Special Ed Scenarios

Resolution 4500x3375 px
Free hi-res JPG file download
www.psdgraphics.com



Extended Examples of Levels of Performance in various Special Education Settings

1. Extended examples of LOP in all four domains
2. Subset of disability categories and settings in Domains 2 and 3 that pertain to teaching students with
 - autism
 - multiple disabilities
 - behavioral disabilities and
 - mild/moderate disabilities

1b. Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. Although there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

The elements of component 1b:

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Component description and elements remain the same

Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not demonstrate knowledge of, or respect for, some aspects of deaf culture, telling parents that all students should learn using the	The teacher plans a lesson for her on the need appropriately interview. She show them photographs	LOP are specific to SPED	The teacher recognizes that her student with Asperger's syndrome is hypersensitive to sound while walking through the hallway and eating in the cafeteria. She plans to



1. Skim the narrative and the elements.

1. Read all 4 levels of performance silently.

1. Dialogue with your elbow partner:

- What makes each level of performance different from the previous level?**



Choose a disability you wish to study and find those partners.

- 1) Skim the narrative and read all 4 levels of performance silently.
- 2) Dialogue: What makes each level of performance different from the previous level?
- 3) How would using the LoP guide your conversations with your current evaluator?



4) Silently think about:

- **What do you currently do in your practice that is related to this component?**
- **Where does your practice fall in the LoP?**

5) Share your best practices with the an elbow partner.



Dialogue at your table:

- 1) How do the levels of performance support special education? What might be added? What might be deleted?**
- 2) How might understanding these scenarios help you to improve your practice?**
- 3) How might understanding these scenarios better support the conversations between you and your colleagues and you and your evaluator(s)?**



Choose a disability you wish to study and find those partners.

- 1) Skim the narrative and read all 4 levels of performance silently.
- 2) Dialogue: What makes each level of performance different from the previous level?
- 3) How would using the LoP guide your conversations with your current evaluator?



4) Silently think about:

- What do you currently do in your practice that is related to this component?**
- Where does your practice fall in the LoP?**

5) Share your best practices with the an elbow partner.



Table Talk

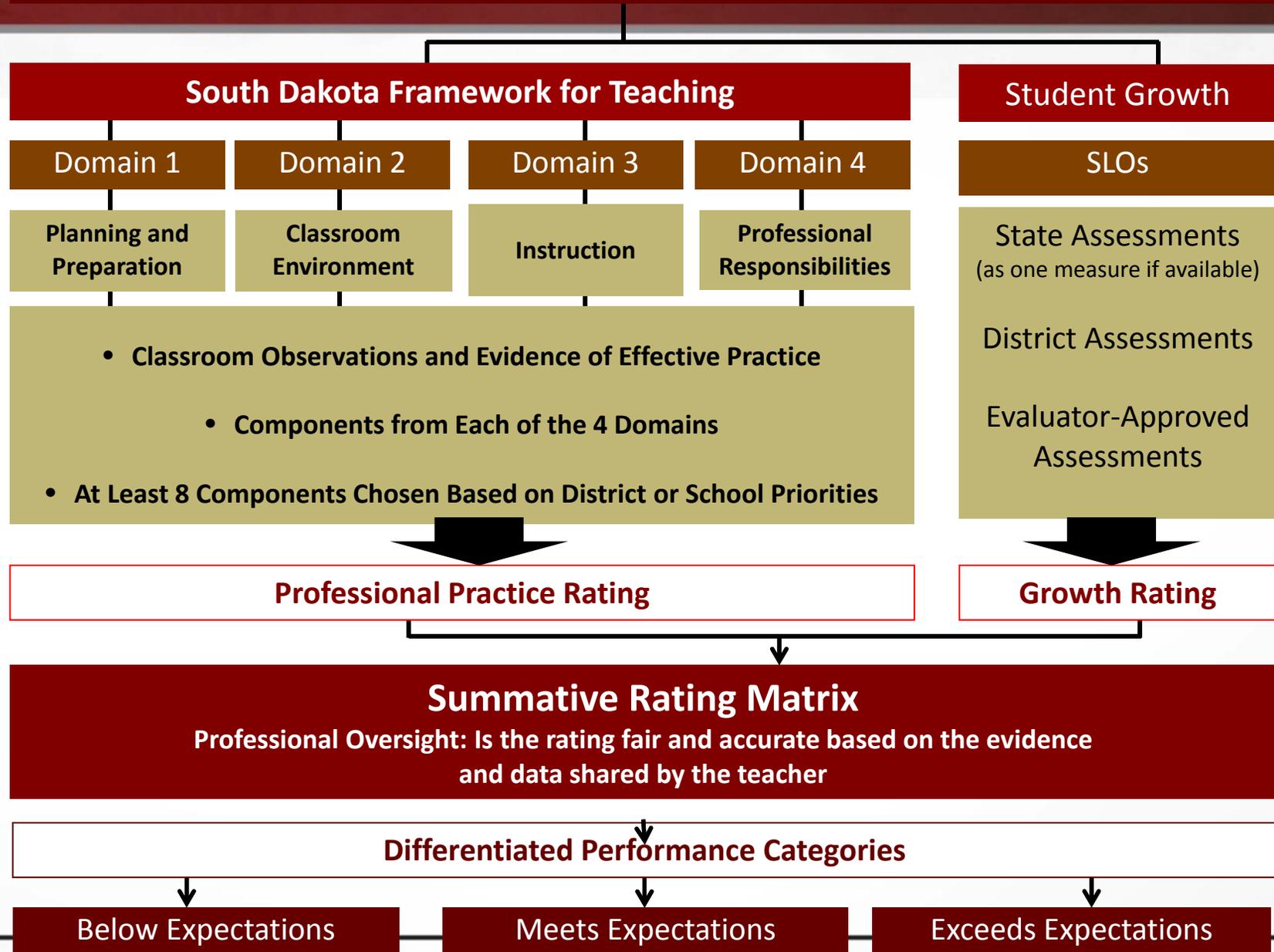
- 1) How do the levels of performance support special education? What might be added? What might be deleted?
- 2) How might understanding these scenarios help you to improve your practice?
- 3) How might understanding these scenarios better support the conversations between you and your colleagues and you and your evaluator(s)?
- 4) What might be your next steps to continue exploring and sharing the Scenarios?

Choose a Table Speaker to share the highlights of your group conversation.



Determining Teacher Effectiveness

Using multiple measures of professional practice and student learning





Summative Scoring Matrix

		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH	★	★		
	EXPECTED				
	LOW			★	★

Summative Teacher Effectiveness Rating Categories

Below
Expectations

Meets
Expectations

Exceeds
Expectations

Judgment
Rating Subject
★ to Review



Identifying Artifacts



Resolution 4500x3375 px
Free hi-res JPG file download
www.psdgraphics.com



Domain 1

PLANNING AND PREPARATION

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

Domain 2

THE CLASSROOM ENVIRONMENT

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

Domain 4

PROFESSIONAL RESPONSIBILITIES

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in a Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

Domain 3

INSTRUCTION

- a. Communicating with Students
- b. Using Questioning and Discussion Techniques
- c. Engaging Students in Learning
- d. Using Assessment in Instruction
- e. Demonstrating Flexibility and Responsiveness

Evidence Sources: Observation and Artifacts

Collecting Evidence Relative to Standards

Teacher Evaluation:

- Domains 1 (Planning and Preparation) and 4 (Professional Responsibilities)** will likely be evaluated by artifacts collected in a Teacher Portfolio
- Domains 2 (Classroom Environment) and 3 (Instruction)** will likely be evaluated via formal and informal observations
 - Probationary Teachers** – 2 Formal and 4 Informal Observations
 - Non-Probationary Teachers** – 1 Formal and 4 Informal Observations



Portfolios and Artifacts

Collecting Evidence Relative to Standards

Artifacts are documents, materials, processes, strategies, and other information that demonstrate performance relative to a standard of professional practice. Artifacts are generally written records of work (e.g., the school improvement plan, coaching records, teacher evaluation reports, lesson plans, grade records etc.).

In many cases, these artifacts will stem from day to day work.

The principal or teacher and their evaluator should meet at the beginning of the year to plan which artifacts will be needed to help evaluate progress towards making meaningful and ambitious student growth. This should be revisited midway through the evaluation cycle to plan for trajectory changes or to determine additional evidence that may be needed to show that meaningful student growth is occurring across the school.

Artifact Ideas for FfT Domains 1 and 4

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

- Unit plan that include common misconceptions & where addressed
- Lesson plans (template)—with list of intended questions to spur deep thinking
- Curriculum committee evidence
- Written reflections regarding sequence of instruction and learning activities
- Spreadsheet of testing data
- Notes from committees I belong to
- Exit tickets – application of skills
- College courses/transcripts
- Sample of online collaboration with colleagues regarding curriculum/instruction

1b: Demonstrating Knowledge of Students

- Written reflections related to how instruction is adjusted to meet unique needs of my students
- Student interest notecards/inventory Student learning profile data
- Lesson that incorporates cultural sharing or activities into lesson
- Parent/student surveys results analysis
- Intervention/enrichment group plans
- Seating chart w/ explanation
- Notes about learner special needs
- Lesson plan with differentiated options for learning and assessment

1c: Setting Instructional Outcomes

- Lesson/unit plans that contain learning
- Learning targets/ “I can” statements in lesson



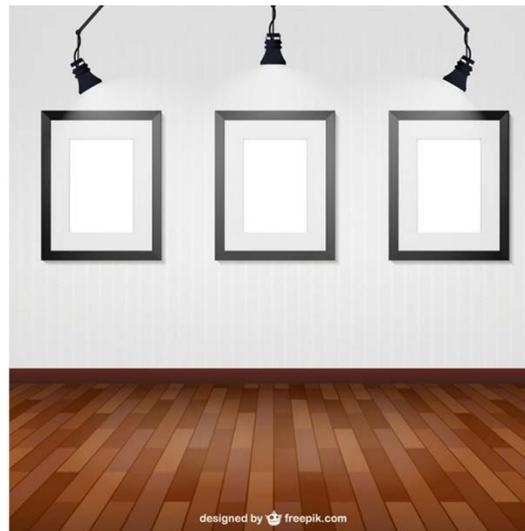
- Each group chooses Domain 1 or 4.
- Review the list of possible artifacts for your domain (see Handout).
- Write down ONE piece of evidence (one component per post-it) that fits well with your teaching assignment.

Example:

Group 1 (Domain 1: Planning and Preparation)

1a: Student exit tickets – application of skills

- **Place post-its on appropriate wall.**
- **After post-its are up, take some time to view post-its from each domain.**



What about artifacts for Domains 2 & 3?

Figure 4: Examples of Artifacts Aligned to Domains of Professional Practice

ARTIFACT	DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
Stakeholder surveys	X	X	X	X
Teacher lesson plans	X			
Discipline referrals		X		
Parent newsletters				X
Class website			X	X
School improvement goals	X			
Professional growth plan	X	X	X	X
Student enrollment (electives)		X		
Community partnerships				X
Teacher journal	X	X	X	X
Safety report		X		
Positive feedback portfolio	X	X	X	X
Parental contact log				X



ELEVATOR PITCH



You have 1 minute in the elevator with your administrator, and he/she asks how the Framework for Teaching and SLOs can work in special education.

- Jot down what you will say.
- Find someone from a different table. Share what you wrote.



Rita Pierson:

Every kid needs a champion

TED Talks Education · 7:48 · Filmed May 2013

Subtitles available in 43 languages

 [View interactive transcript](#)



RITAPIERSON



Thank You!

Evaluation Link:

<https://www.surveymonkey.com/r/98V39D2>

Brandi Gerry – brandi.gerry@edec.org

MaryLou McGirr – mmcgirr@tie.net

William Kliche – william.kliche@k12.sd.us