

# AESA 2014

## Bringing a World of Best Practices and Research-Based Strategies to Local District Teachers and Administrators



**Larry Patrick, Executive Director**

**Chris Moddelmog, Associate Director**

**Lisa Maxfield, McREL Representative**



We Do the Little Things for You!  
**Smoky Hill**  
Education Service Center  
605 E Crawford | Salina, KS 67401 | 785-825-9185



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**Smoky Hill Education Service Center's Mission Statement is: "In partnership with school districts, we promote success for learners by providing superior services."**

### SHESC Presents at AESA

At the annual AESA conference, Smoky Hill ESC staff members will present information on how McREL systems are being utilized by Kansas school districts. The session titled Bringing a World of Best Practices and Research-Based Strategies to Local District Teachers and Administrators will explain how SHESC supports schools that are using McREL systems. The presentation from the session is available here. Session Description: Educators today face many challenges as they prepare students for an increasingly competitive, global society. To help meet these challenges, Smoky Hill Education Service Center in Kansas provides its 55 member districts with professional development on the research-based, . . . [read more](#)



46° F  
Salina, KS 

#### Calendar Highlights

**Thu Dec 11, 2014**  
7:00pm **SHESC Executive Cabinet**

**Tue Dec 16, 2014**  
9:00am to 3:30pm **Health & Nutrition Lessons & Activities**  
605 E. Crawford

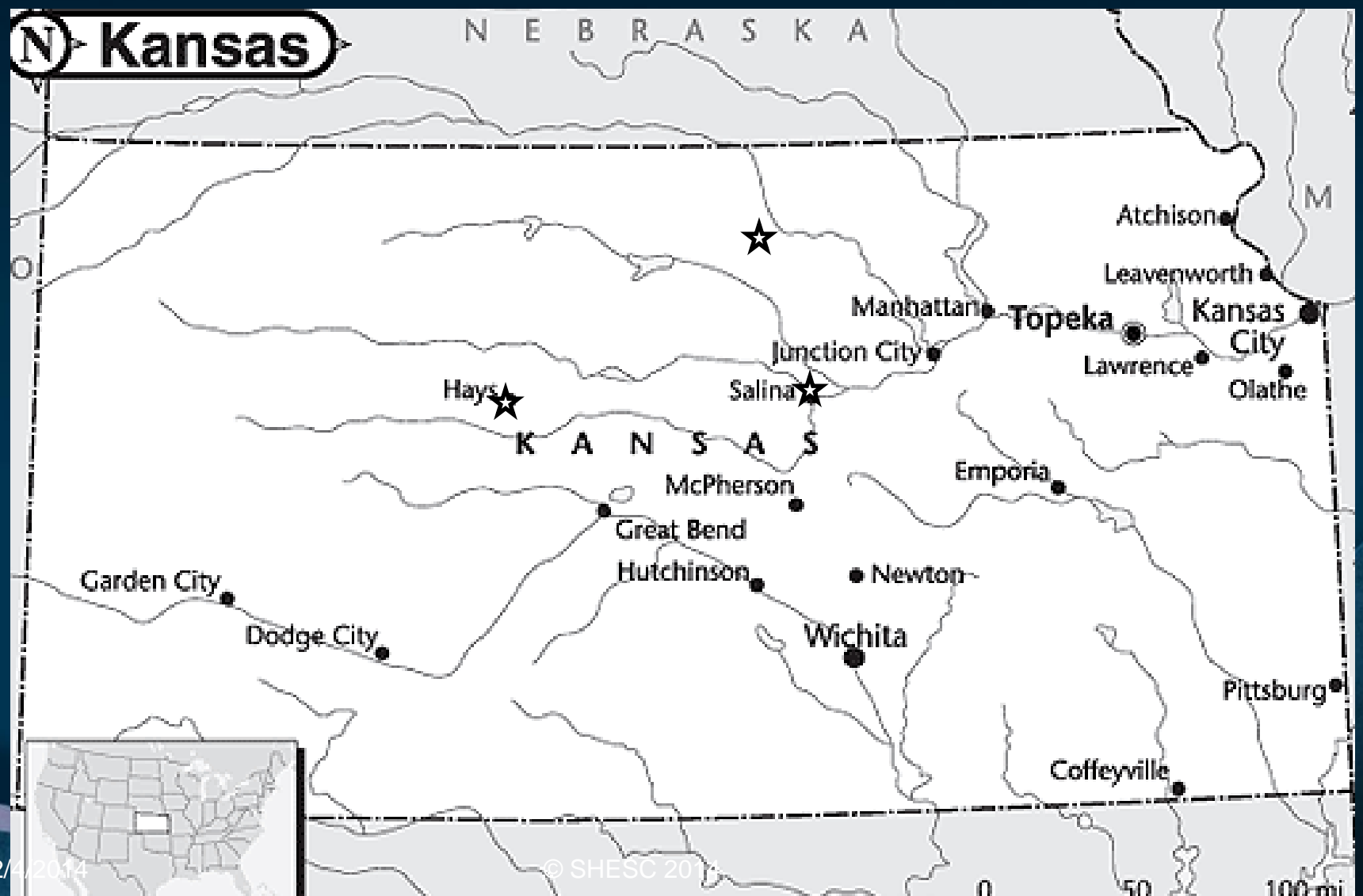


**2015 CTE Annual February Conference**  
*CTE Learning That Works, For Kansas*  
[read more](#)



**E-Rate Services**  
Smoky Hill Education Service Center provides schools and school districts with a representative to file the E-Rate forms for a small fee of 6% of received funding for members and 8% of received funding for non-members

# Smoky Hill ESC



# Smoky Hill ESC

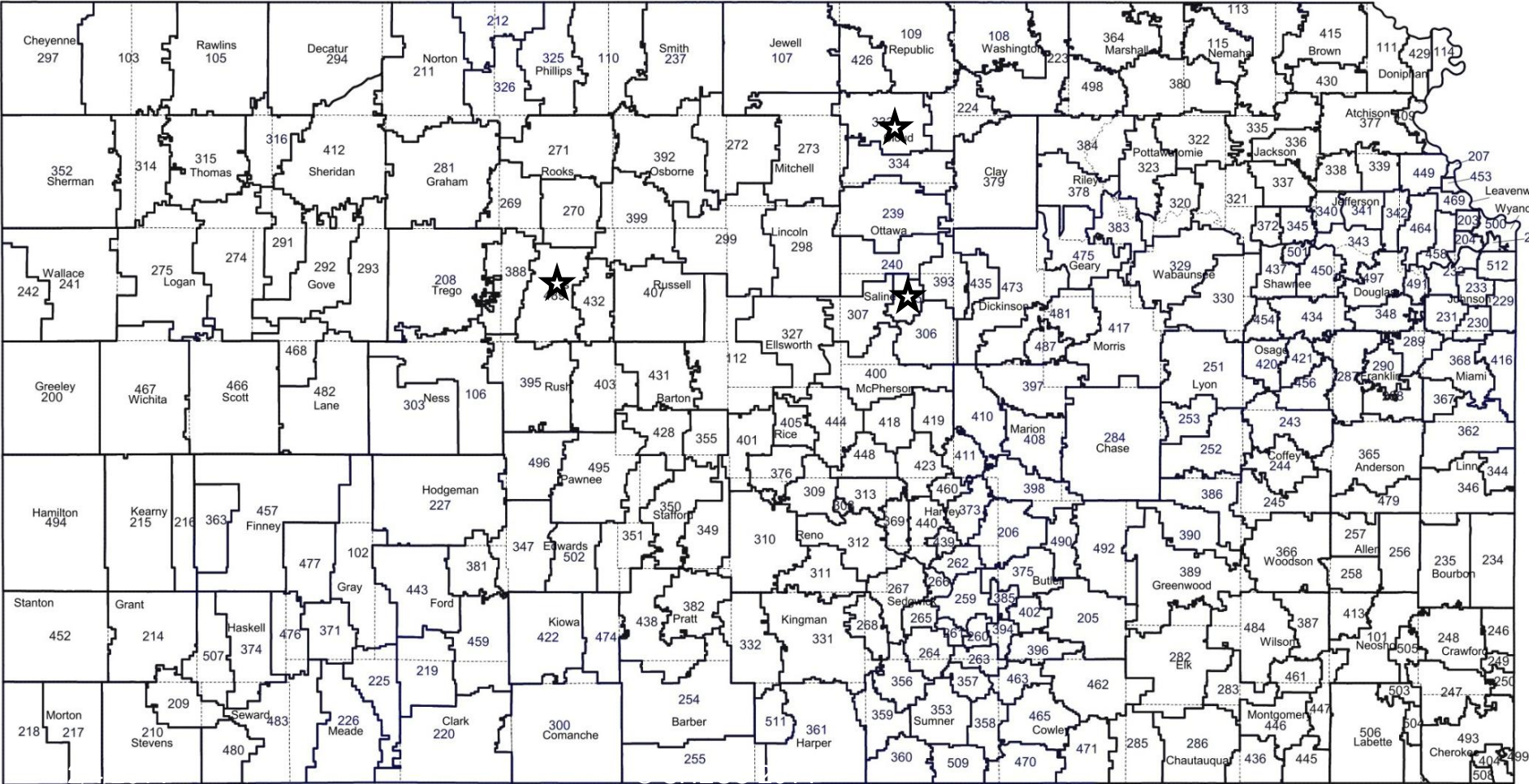
- **Smoky Hill Education Service Center is in its 25<sup>th</sup> year serving schools & educators.**
- **SHESC was organized July 1, 1990. It is a consortium of 55 school districts in a 25 county area, formed to cooperatively provide an array of educational services to its participating members in a more cost efficient and beneficial manner.**

# Smoky Hill ESC

- SHESC merged with the North Central KS ESC in 2000.
- SHESC merged with the Fort Hays Educational Development Center in 2004.
- As a result, SHESC also has regional offices in Concordia and Hays.
- A second Salina facility opened in 2004.

# Kansas School Districts

## Kansas Unified School Districts





# Smoky Hill ESC

- **SHESC is governed by a Board of Directors composed of one board member from each of the SHESC "clusters" made up of Charter Member districts.**
- **A Superintendents' Advisory Council serves in an advisory capacity to the Board of Directors.**



# About Smoky Hill ESC

- **SHESC provides staff development and services to over 2,700 teachers and administrators.**
- **Increased knowledge and skills of teachers leads to benefits for over 31,000 students.**

# SHESC Member Benefits

- Ongoing, quality, staff development in a wide variety of areas.
- Cooperative purchasing programs to save members money.
- Services in the areas of curriculum development, assessment, and school improvement.
- Cooperative, cost efficient services too difficult or expensive to support individually.

# SHESC Programs & Services

- Achieve 3000
- McREL Power Walkthroughs
- Background Checks
- Microsoft Software Licensing
- Building Maintenance Support
- MTSS Assistance
- Bullying Prevention
- N.W.E.A.—MAP
- Career & Technical Ed/Carl Perkins
- Parents as Teachers
- Citizenship & E.L.L. Classes
- PowerSchool Support
- Crisis Intervention
- Ropes Course
- Curriculum Services
- Rosetta Stone
- Defensive Driving Training
- Ruby Payne Poverty Training
- Environmental Services
- Rule 10 Coaches Course
- E-Rate Filing
- Strategic Planning
- Fast ForWord
- Technology Planning & Audits
- H. S. Diploma Programs
- Technology Troubleshooting
- Integrated Technology
- Learn360 Digital Resources
- Title III Consortium/ELL
- McREL Classroom Instruction That Works
- Volume Purchasing

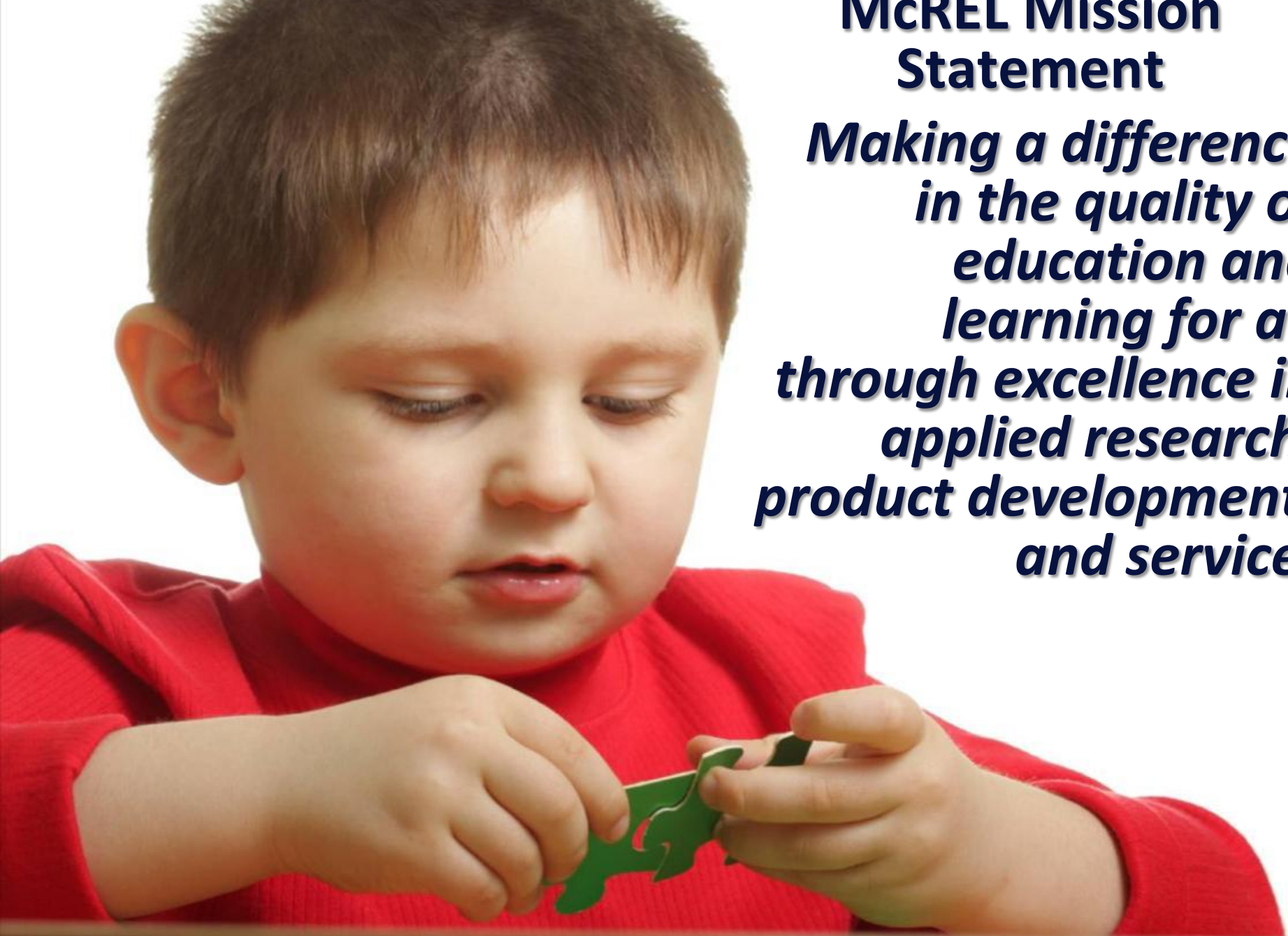
# SHESC Mission Statement

**"In partnership with school districts,  
we promote success for learners by  
providing superior services."**

# McREL International



- **46 Years**
- **Denver, CO**
- **Educational Research Lab  
and Professional  
Development Provider**
- **[www.mcrel.org](http://www.mcrel.org)**



# **MICREL Mission Statement**

***Making a difference in the quality of education and learning for all through excellence in applied research, product development, and service.***

# SHESC & McREL Timeline

- **2011 SHESC began evaluating McREL products & services.**
- **May, 2012 PWT training from McREL.**
- **October, 2012 CITW training from McREL.**
- **November, 2012 SHESC began providing teacher evaluation system comparisons across KS.**
- **December, 2012 Teacher Evaluation training from McREL.**

# SHESC & McREL Timeline

- **April, 2013—Present SHESC provides PWT, CITW, & Teacher Evaluation training.**
- **March, 2014 CUES training from McREL.**
- **July, 2014 McREL refreshers.**
- **Ongoing McREL system training & support.**



# McREL Programs from SHESC & KASB

## McREL Power Walkthrough

Training (provided by Smoky Hill ESC) 2 Days – required

Materials: PWT handouts (includes the color/laminated copies)

## McREL Classroom Instruction That Works

Training (provided by Smoky Hill ESC) 3 Days – required (can be done in half day or early release/late start days)

Materials: CITW book & CITW Participant Handouts (includes handouts for all 3 days)

## McREL Standards Teacher Evaluation

Training (provided by Smoky Hill ESC) 2 Days – required

Materials: McREL Standards Teacher Evaluation Participant Manual & User's Guide

## McREL CUES Teacher Evaluation

Training (provided by Smoky Hill ESC) 2 Days – required

Materials: McREL CUES Framework Orientation Manual & User's Guide

# McREL Programs from SHESC & KASB

## McREL Balanced Leadership

Training (provided by KASB) Hosted at SHESC Locations 8 Days

Materials: McREL Balanced Leadership Manuals

## McREL Principal Evaluation

Training (provided by KASB) Hosted at Smoky Hill ESC Locations 2 Days – required

Materials: McREL Principal Evaluation Training Manual

## McREL Superintendent/District Office Evaluation

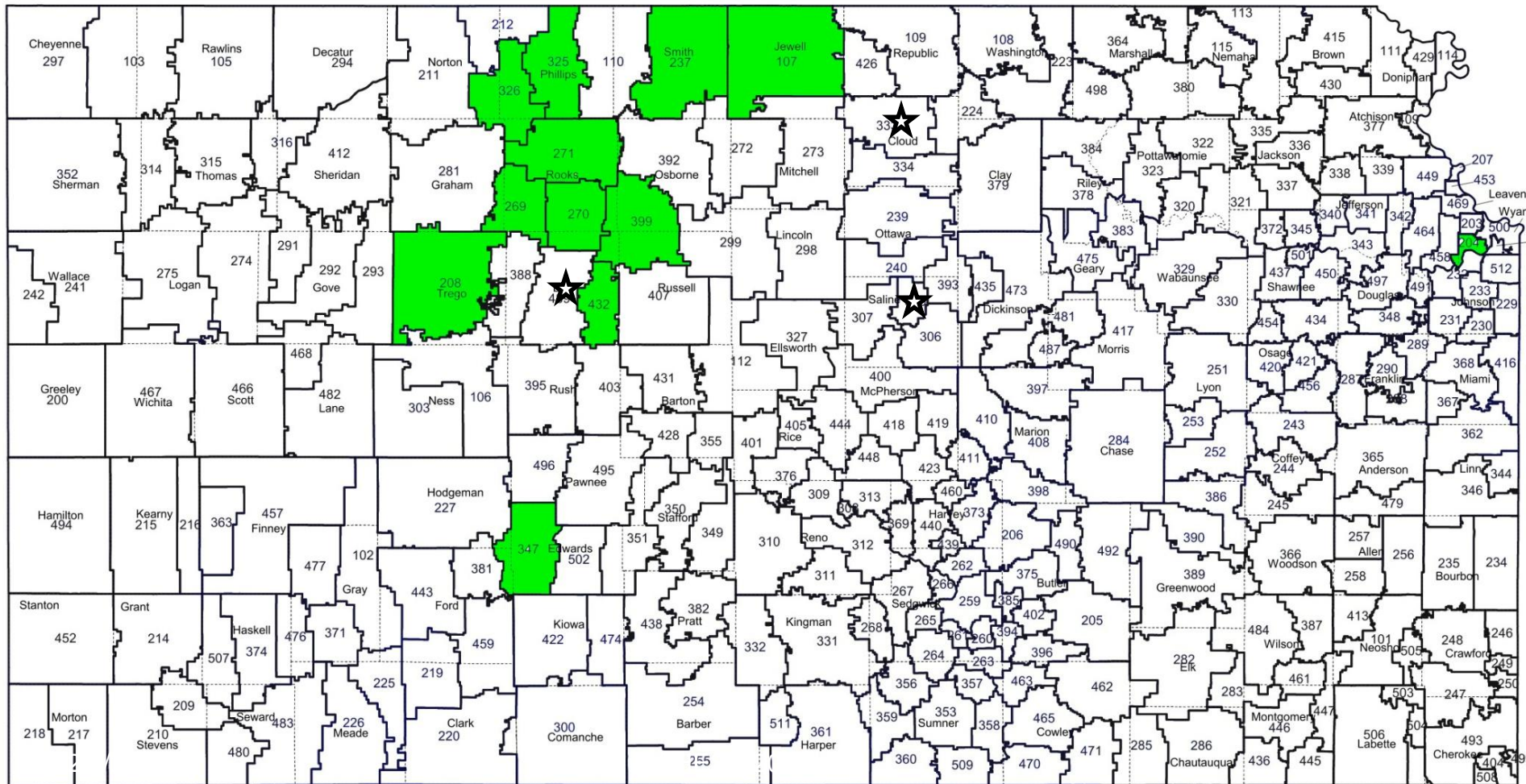
Training (provided by KASB) 1 Day – required

Materials: McREL District Office Evaluation Training Manual



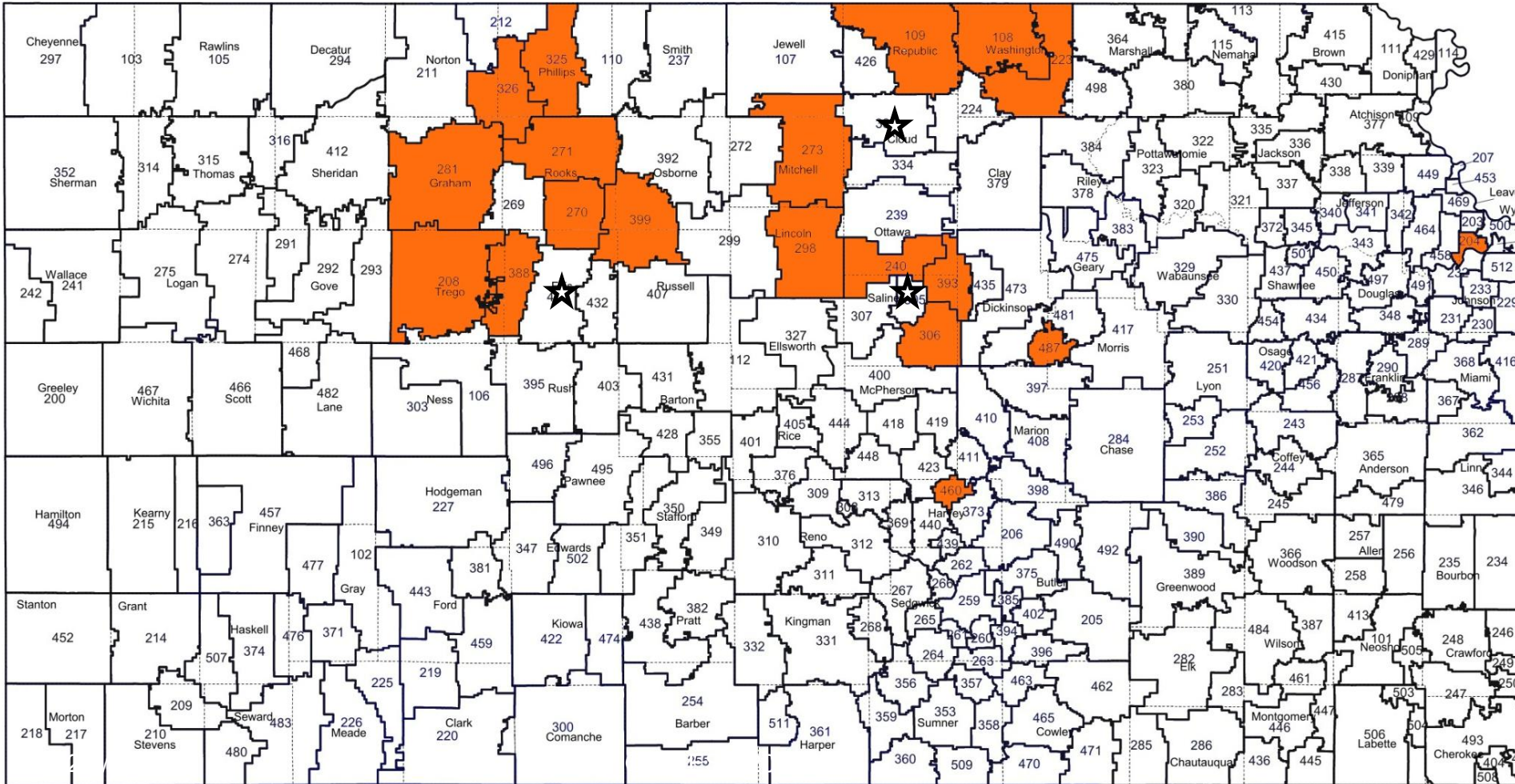
# CITW Districts

## Kansas Unified School Districts



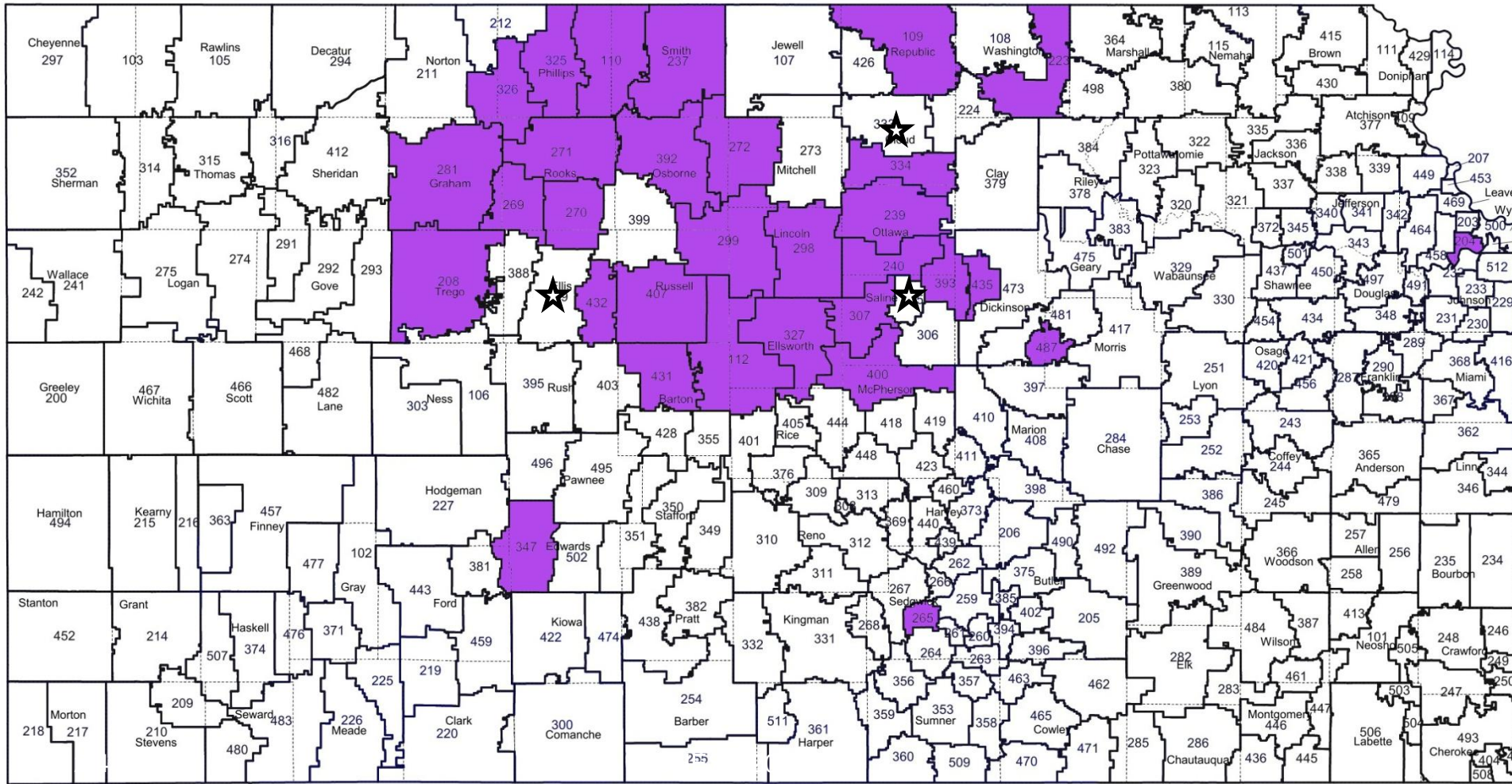
# PWT Districts

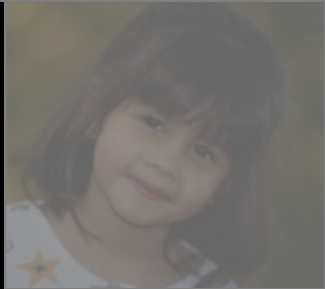
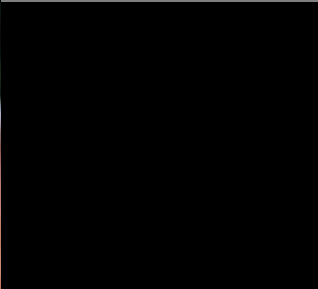
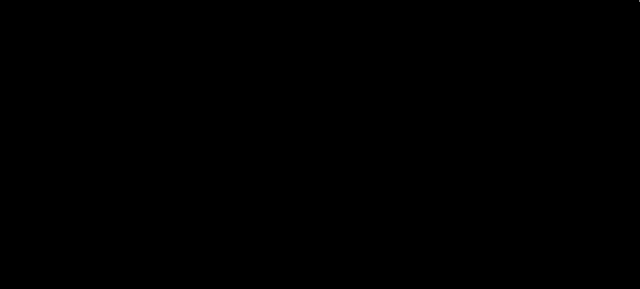
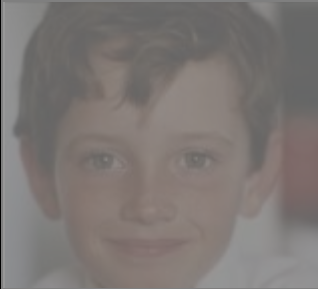
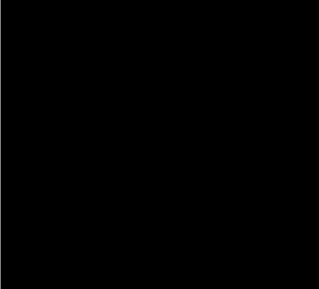
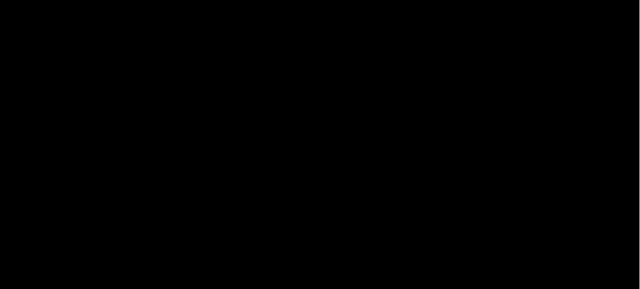
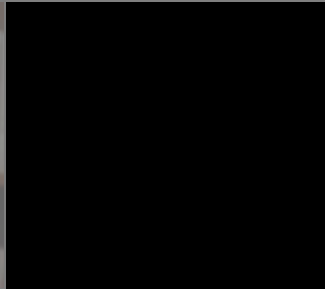
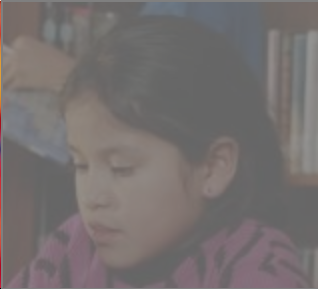
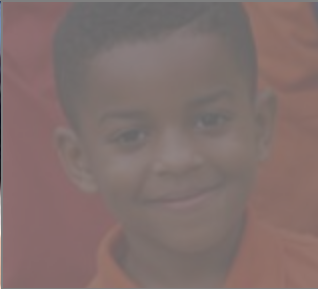
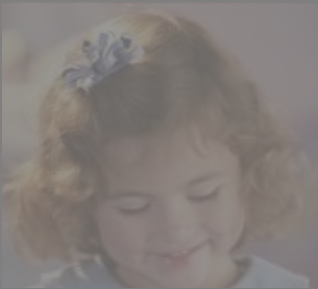
## Kansas Unified School Districts



# Teacher Evaluation Districts

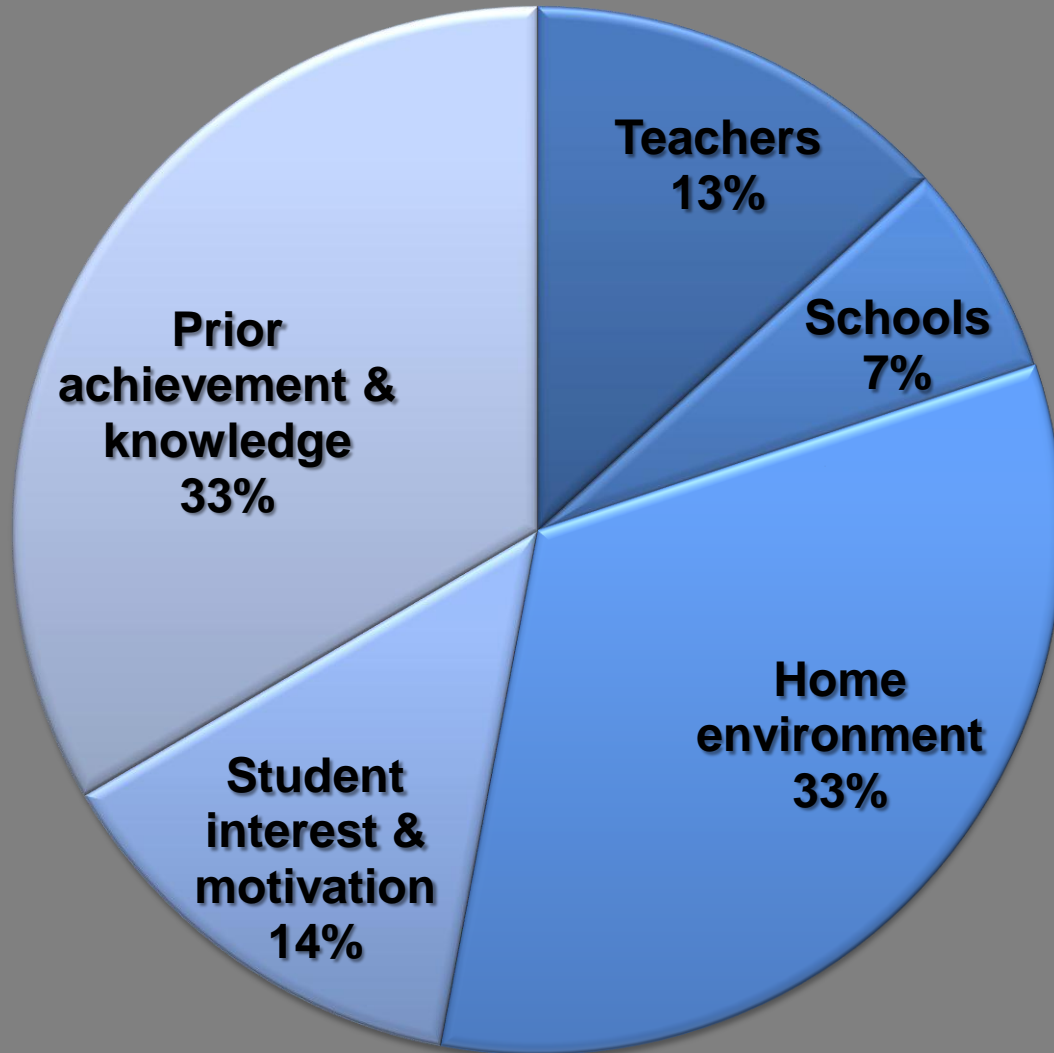
## Kansas Unified School Districts





# Factors Related to Student Success

(% variance in achievement)





# Reducing variability =

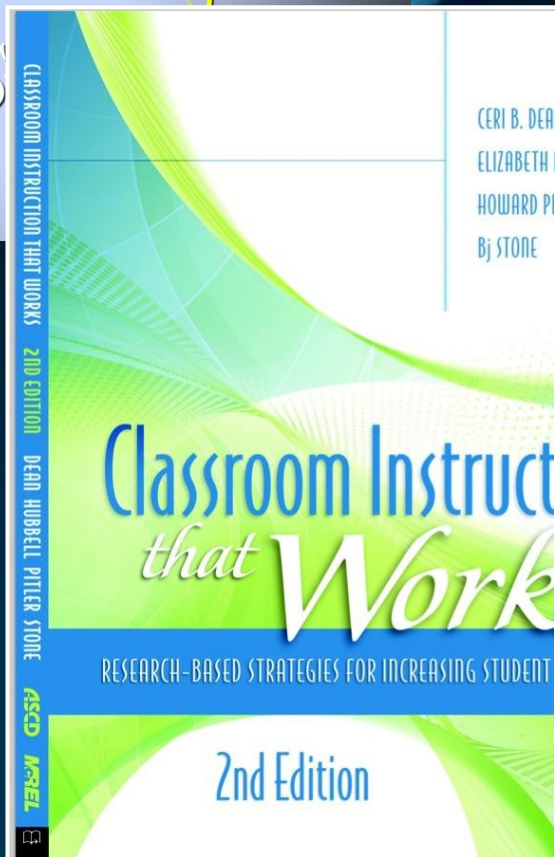
# raising student achievement



# Classroom Instruction That Works

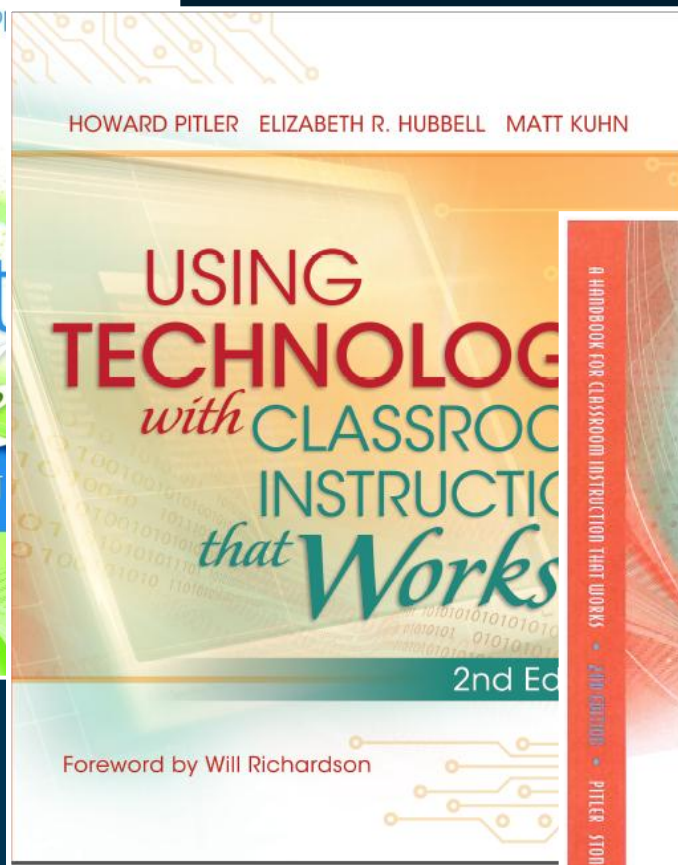


# Classroom Instruction *that Works* 2nd Ed



January 2012

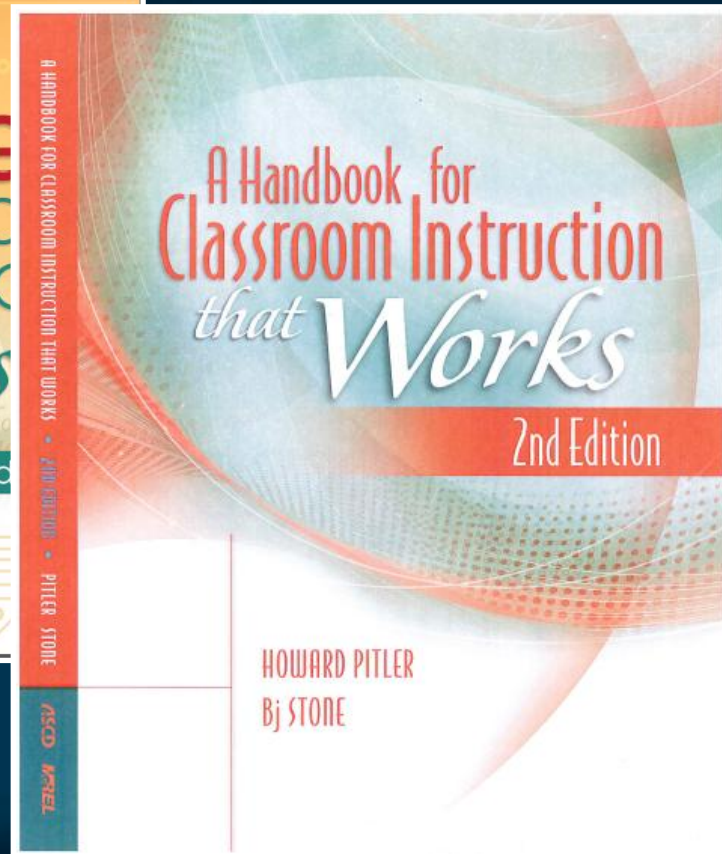
CERI B. DEAN  
ELIZABETH ROSS HUBBELL  
HOWARD PITLER  
BJ STONE



August 2012

HOWARD PITLER ELIZABETH R. HUBBELL MATT KUHN

Foreword by Will Richardson



October 2012

HOWARD PITLER  
BJ STONE

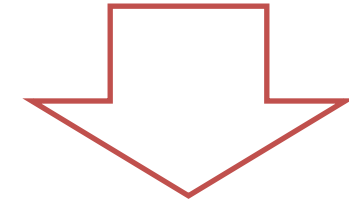
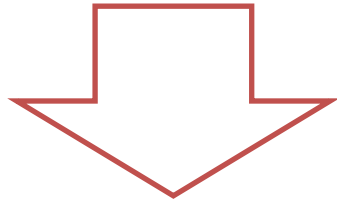
Category	Average Effect Size	Percentile Gain	Number of Studies
Identifying Similarities & Differences	1.61	45	31
Summarizing & Note Taking	1.00	34	179
Reinforcing Effort & Providing Recognition	.80	29	21
Homework & Practice	.77	28	134
Nonlinguistic Representation	.75	27	246
Cooperative Learning	.73	27	122
Setting Objectives & Providing Feedback	.61	23	408
Generating & Testing Hypotheses	.61	23	63
Cues, Questions, & Advance Organizers	.59	22	1251

# Create the Environment for Learning

Setting Objectives  
& Providing  
Feedback

Reinforcing Effort &  
Providing Recognition

Cooperative Learning



## Develop Understanding

Cues, Questions,  
& Advance Organizers

Nonlinguistic Representation

Summarizing & Notetaking

Assigning Homework & Providing  
Practice

## Extend & Apply Knowledge

Identifying Similarities &  
Differences

Generating & Testing  
Hypotheses



# Extending and Applying Knowledge with CITW

## 1998 K-12 Curriculum 22 Years 13 Years

- **With new information being created and made accessible every day, it's impossible to "cover" it all.**
- **Instead students need to learn skills that allow them to handle new and unfamiliar situations, moving beyond "right-answer learning" toward application of learning.**
- **CITW can help teachers provide these opportunities to students.**

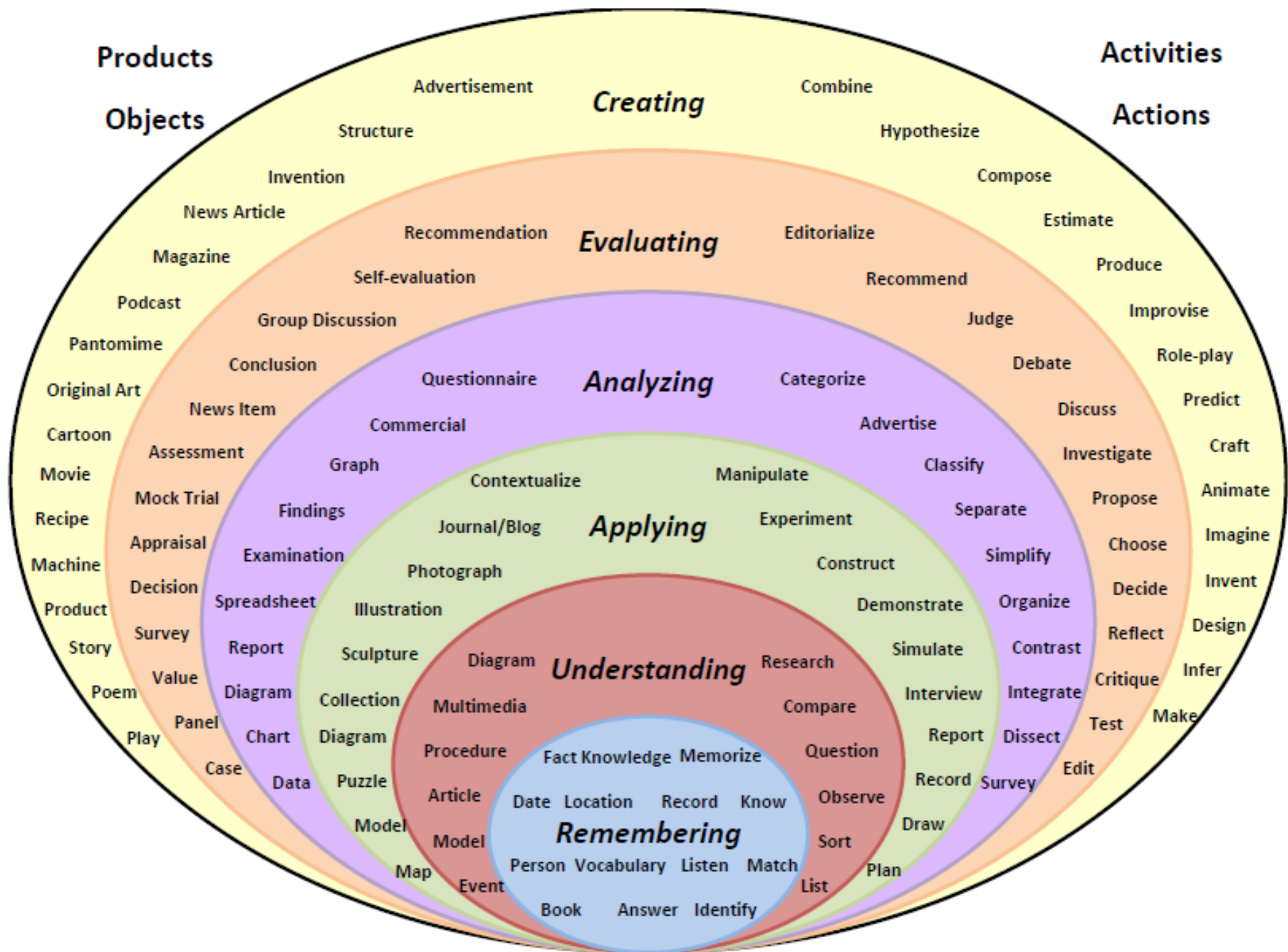
# Extending and Applying Knowledge with CITW

- CITW helps teachers move students beyond “right-answer learning”.
- It gives students the opportunity to “LEARN HOW TO LEARN”.
- In this way, we give students the ultimate gift of education: the ability to educate oneself and use knowledge in productive ways.

# Bloom's Taxonomy

Creating: Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating: Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing: Can the student distinguish between the different parts?	compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, synthesize, test
Applying: Can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding: Can the student explain ideas or concepts?	classify (given categories), describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering: Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce, state



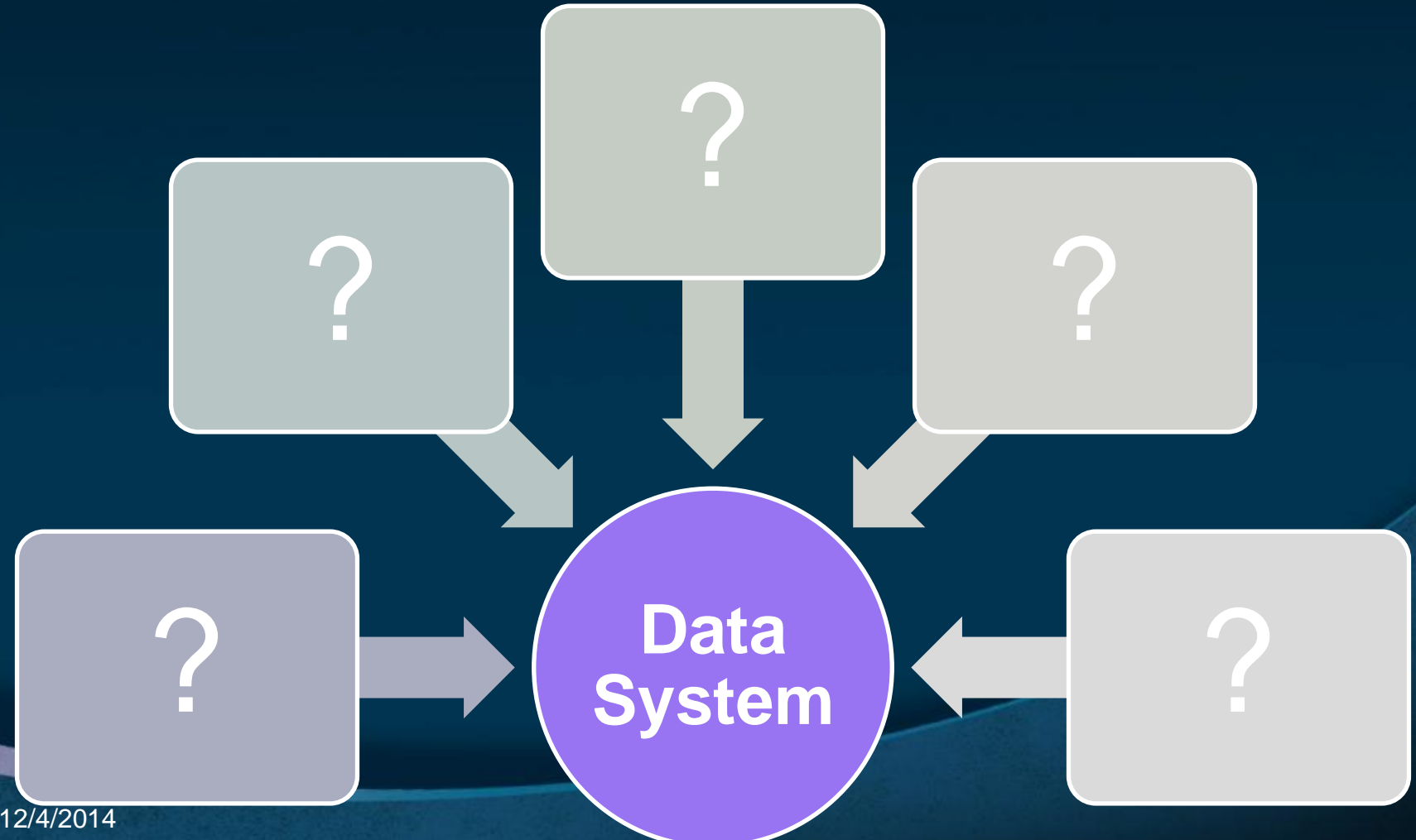


# Power Walkthrough

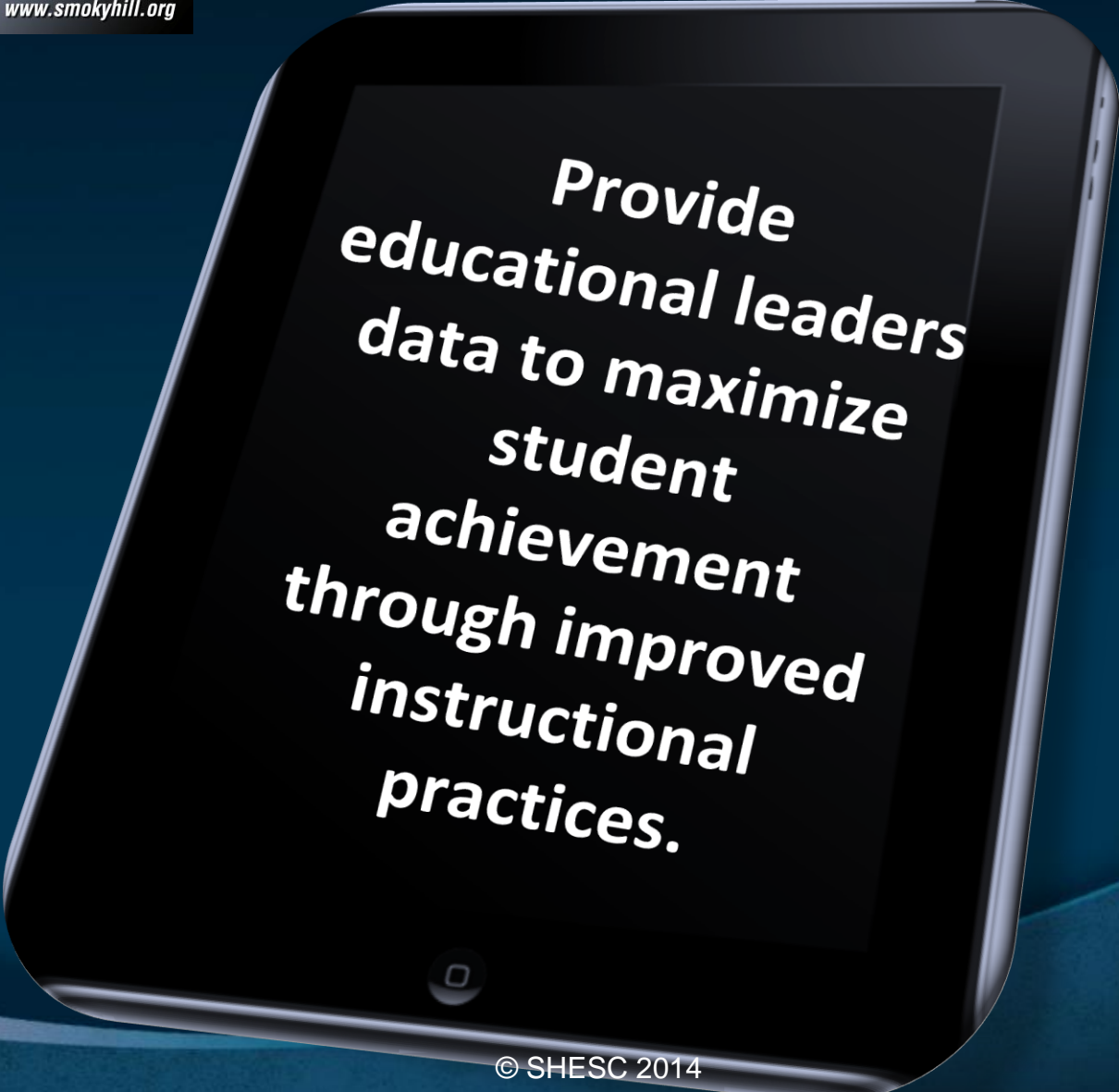
# MAREL

POWER WALKTHROUGH®

# What would you want in a data system for instructional leadership?



# Informal Observations

A black tablet is shown at an angle, displaying white text. The text is centered on the screen and reads: "Provide educational leaders data to maximize student achievement through improved instructional practices." The tablet has a small square button at the bottom center.

**Provide  
educational leaders  
data to maximize  
student  
achievement  
through improved  
instructional  
practices.**

# What an Informal Observation is *NOT*

**Evaluative**

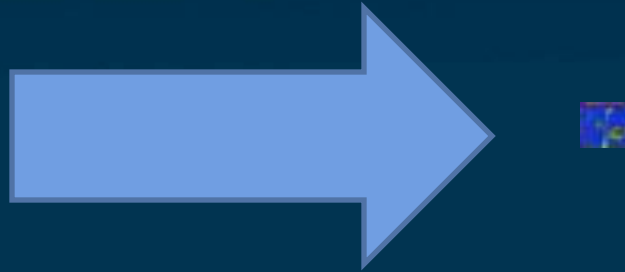
**Lengthy**

**Hit and  
miss**

**One-sided**

**Short-  
term**

# A Single PWT is One Tile in a Mosaic.



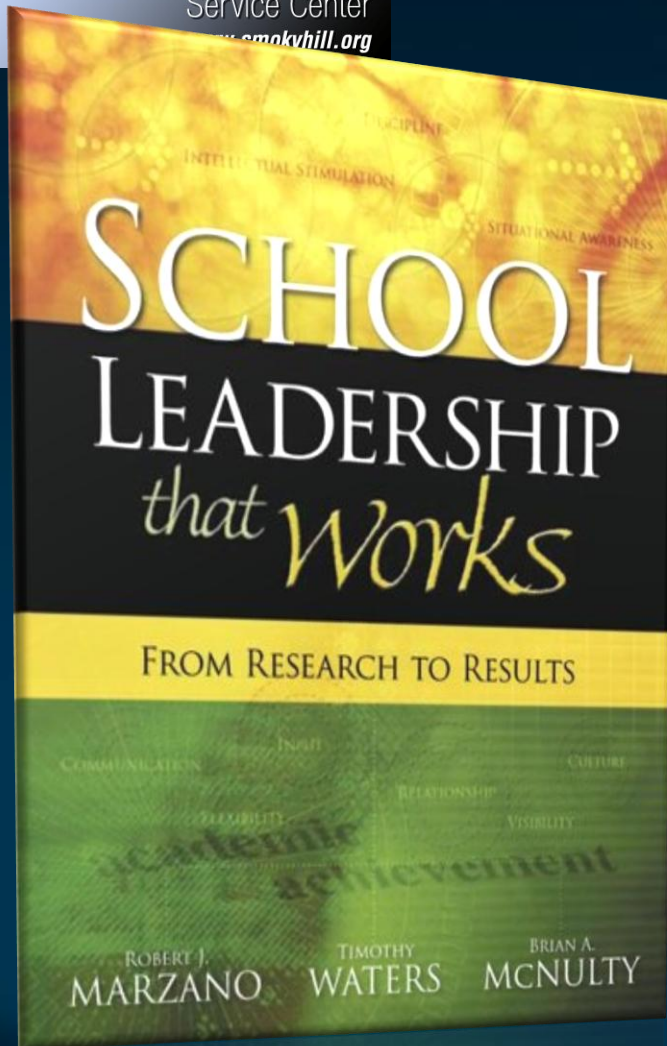
# PWTs are for a “Global” View.



# Leadership Considerations

**21 leadership responsibilities are linked to higher levels of student performance.**

**11 of these can be enhanced with the use of a walkthrough system.**





# 21 Leadership Responsibilities

**Affirmation**

**Change agent**

**Communication**

**Contingent reward**

**Culture**

**Discipline**

**Flexibility**

**Focus**

**Ideals and beliefs**

**Input**

**Intellectual stimulation**

**Involvement with CIA**

**Knowledge of CIA**

**Monitor/evaluate**

**Optimize**

**Order**

**Outreach**

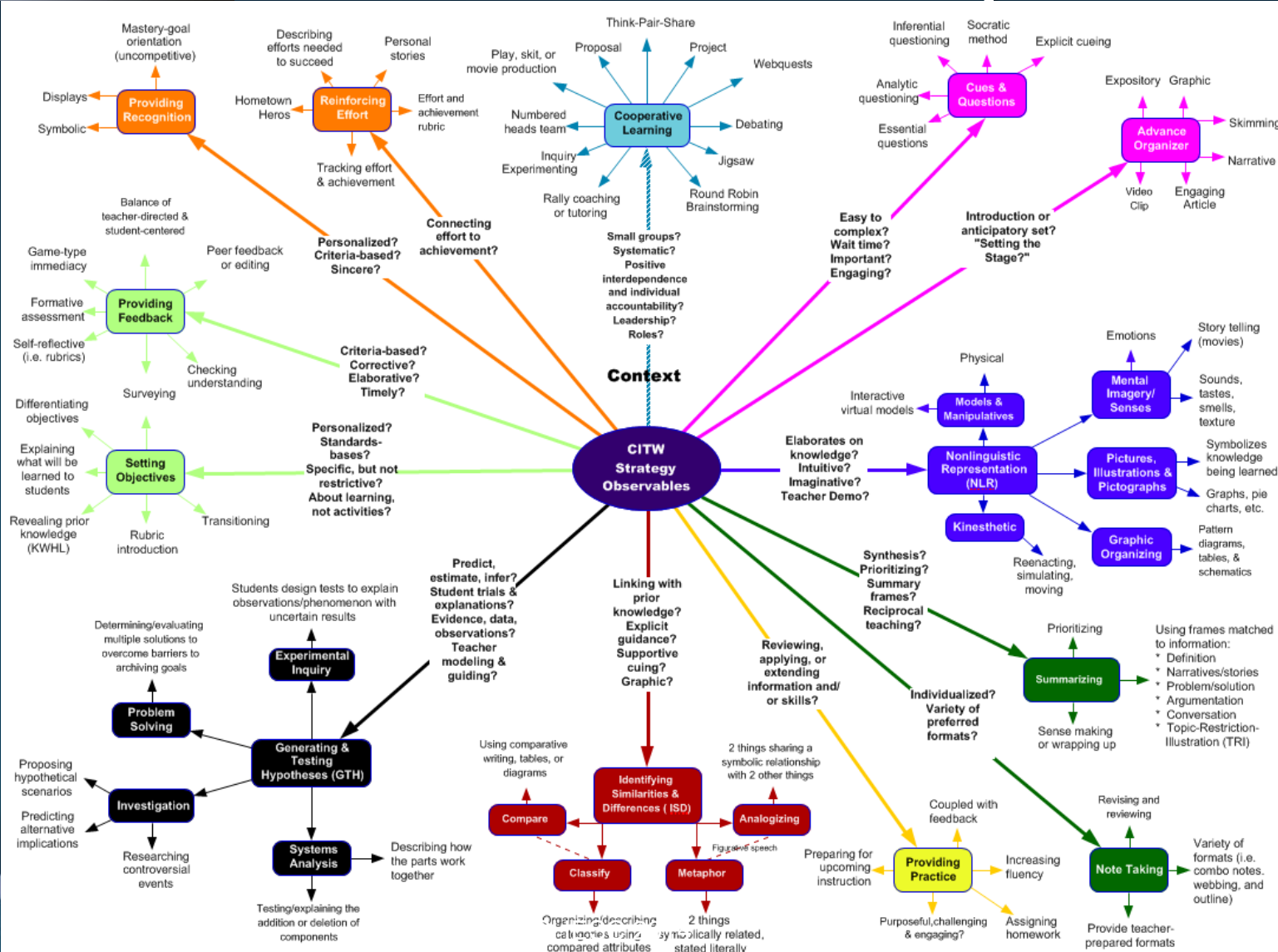
**Relationships**

**Resources**

**Situational awareness**

**Visibility**

# Classroom Observables of CITW Strategies and Nested Bloom's Taxonomy

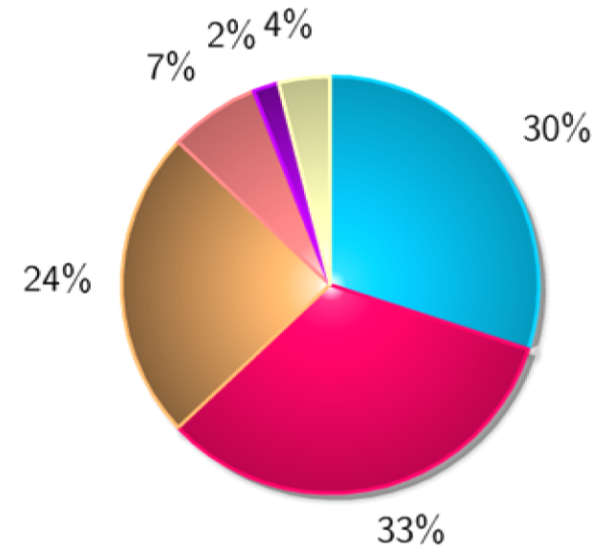




# Analysis of PW Data

Item Name	SEL	%
1. Remember	5845	30%
2. Understand	6547	33%
3. Apply	4668	24%
4. Analyze	1385	7%
5. Evaluate	479	2%
6. Create	777	4%
<b>Total</b>	<b>19701</b>	<b>100%</b>

**Blooms Taxonomy**



# Teacher Evaluation



# Why Are We Doing This Work on Teacher Evaluation in Kansas?

# ESEA (NCLB) Waiver Request

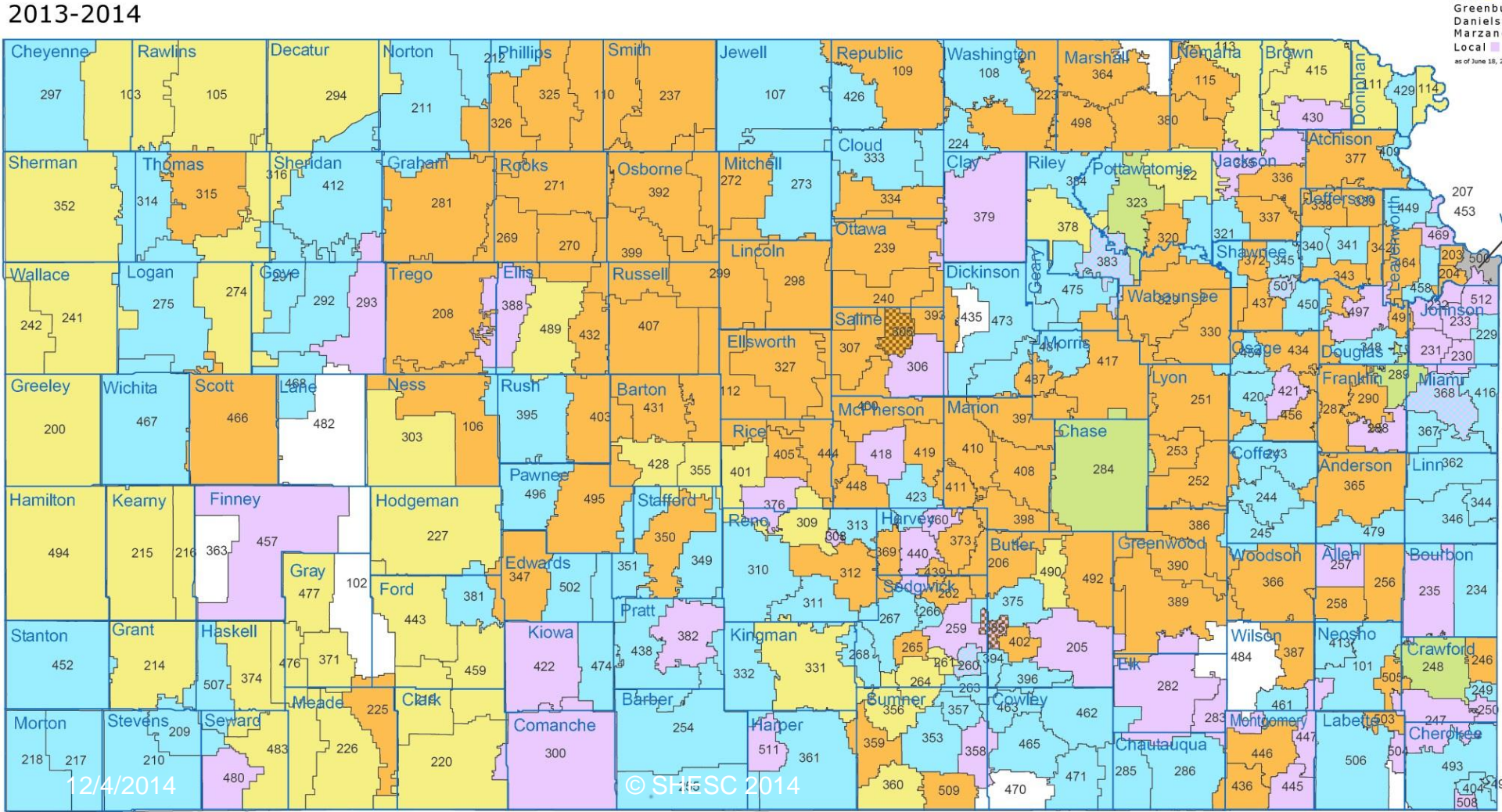
## Principle 3—Supporting Effective Instruction and Leadership

**KS districts will implement teacher and principal evaluation & support systems that:**

- Are used for continual improvement of instruction
- Use at least 3 performance levels
- Use multiple measures including student growth as a significant factor
- Are used to evaluate on a regular basis
- Provide clear, timely, and useful feedback
- Are used to inform personnel decisions

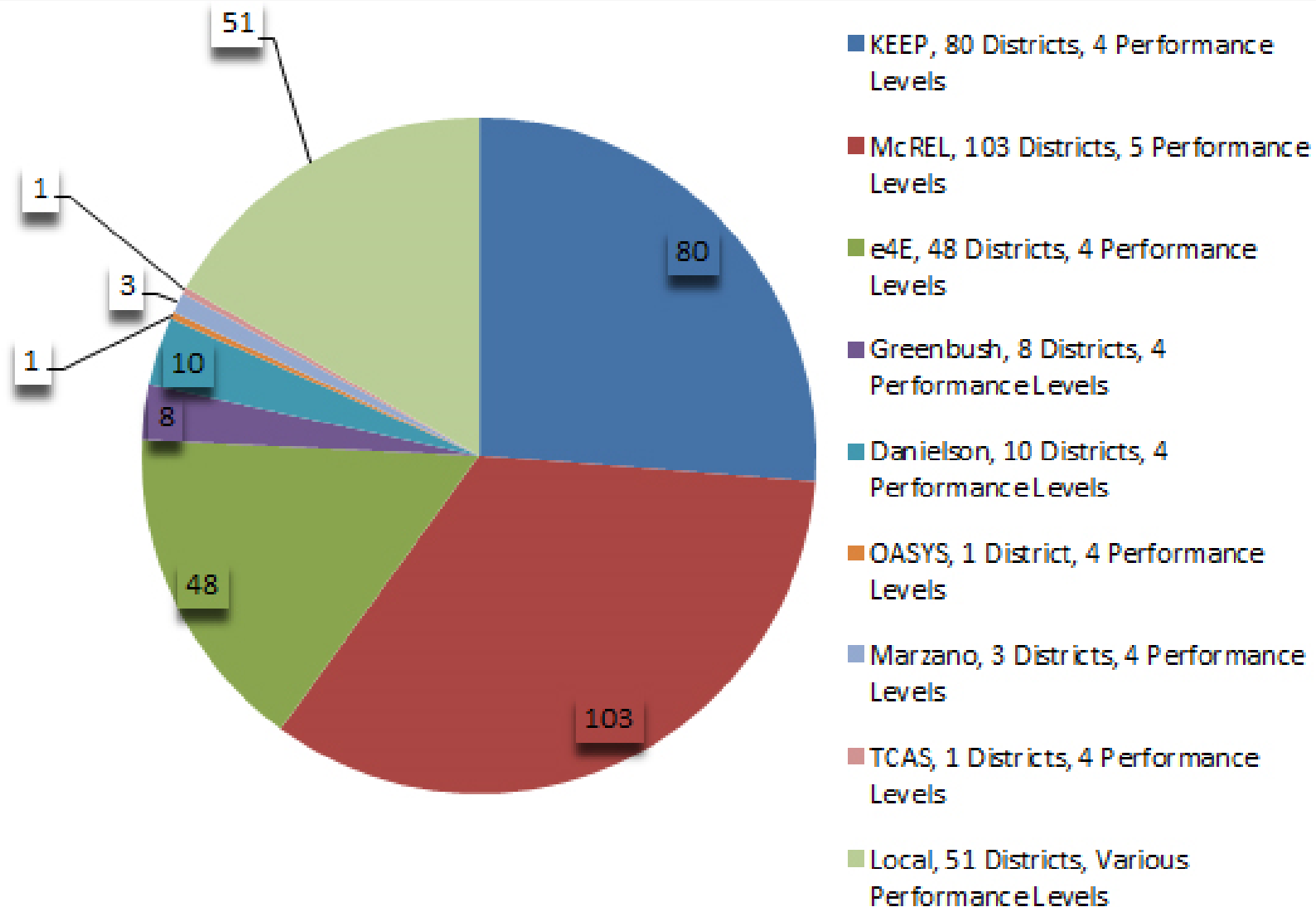
# Kansas Evaluation Systems for 2013-2014

## Kansas Unified School Districts 2013-2014





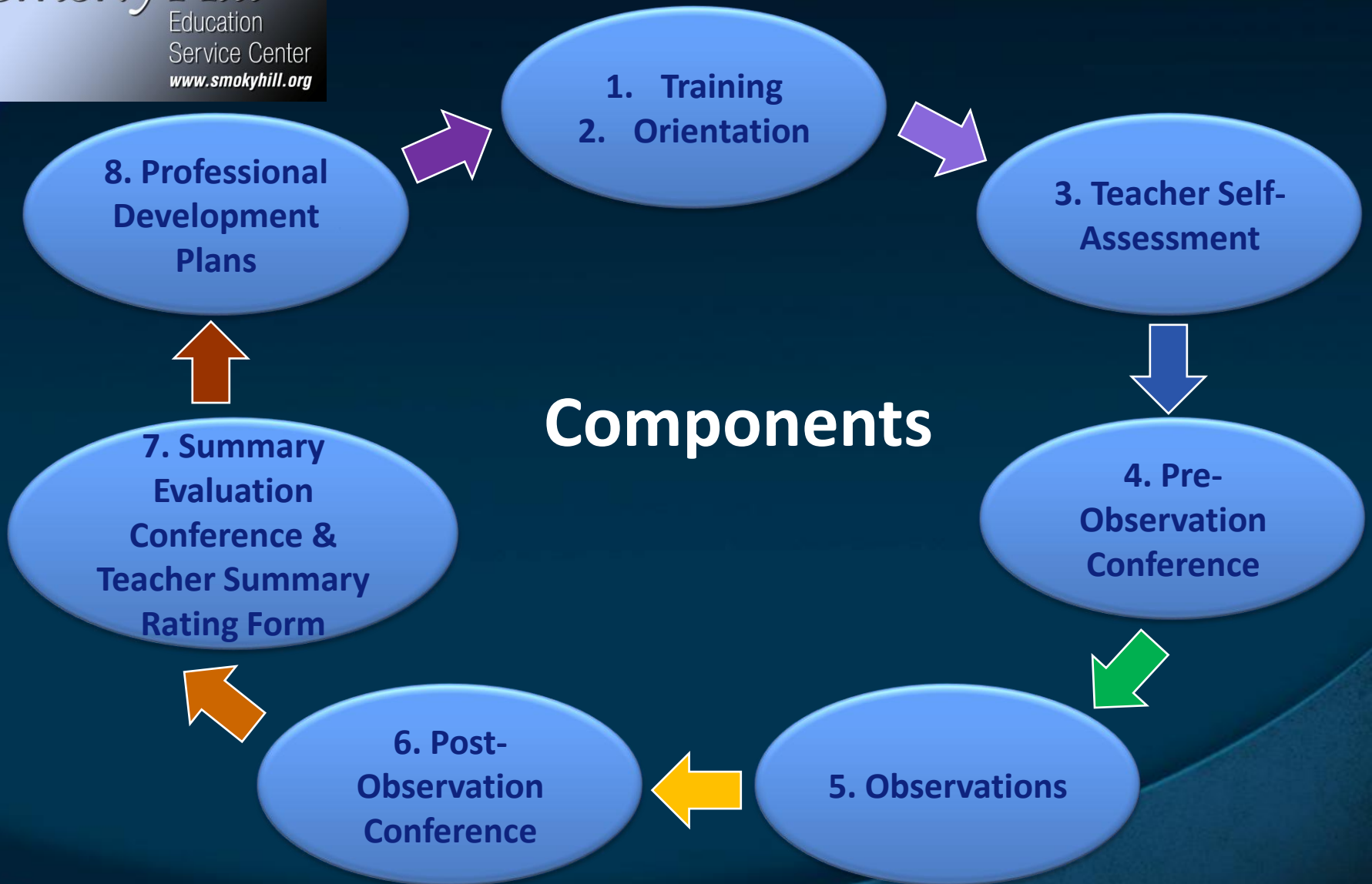
# Kansas Evaluation Systems for 2014-2015



# Professional Teacher Standards

<b>Standard I</b>	<b>Teachers demonstrate leadership</b>
<b>Standard II</b>	<b>Teachers establish a respectful environment for a diverse population</b>
<b>Standard III</b>	<b>Teacher know the content they teach</b>
<b>Standard IV</b>	<b>Teachers facilitate learning for their students</b>
<b>Standard V</b>	<b>Teachers reflect on their practice</b>

# McREL's Teacher Evaluation System



# Teacher Evaluation Purpose

The intended purpose of McREL's Teacher Evaluation System is to assess the teacher's performance in relation to the Professional Teaching Standards and to guide the creation of a plan for professional growth.

**Note:** A  in the first column (Observation) means that the evaluator should be able to observe the items in that row during routine classroom observations.

Observation	students to articulate thoughts and ideas.	and supports students to articulate thoughts and ideas clearly and effectively.	practices that encourage all students to develop effective communication skills.	and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.	<input type="checkbox"/> Not looked for
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Uses indicators to monitor and evaluate student progress.  <input checked="" type="checkbox"/> Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	... and <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.  <input type="checkbox"/> Provides evidence that students attain 21st century knowledge, skills and dispositions.	... and <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning.  <input type="checkbox"/> Provides opportunities for students to assess themselves and others.	... and <input type="checkbox"/> Teaches and encourages students to use peer and self-assessment feedback to assess their own learning.  <input type="checkbox"/> Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	<input type="checkbox"/> Not looked for	
<p><b>h. Teachers use a variety of methods to assess what each student has learned.</b> Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.</p>					
<p><b>Comments</b></p>					

# Teacher Evaluation System Guiding Questions

- **What does each descriptor of practice look like for each performance level for your district?**
- **What evidence/artifacts can be provided to support each performance level for each descriptor?**

# Teacher Evaluation Reminder

- **Every teacher should have the same opportunity to reach the highest performance level for each descriptor regardless of experience, grade level, or content area.**
- **The system is designed to be content neutral and grade level independent.**

# The Next Challenge for KS School Districts

Cumulative  
Summative Rating



2 Summary Ratings



Areas of  
Measurement



Examples of  
Areas of  
Measurement  
and Evidence

- 1. State Assessment Required

- 1. State Assessment
- 2. State Approved Vendor Assessment
- 3. State Approved Locally Created Assessment

- 1. State Assessment
- 2. State Approved Vendor Assessment
- 3. State Approved Locally Created Assessment

- 1. Differentiated lesson plans
- 2. Student work samples
- 3. School Community perception survey
- 4. Attendance

- 1. Formative Assessment Data
- 2. Varied student products
- 3. Student self-assessments of work

- 1. Multiple effective strategies demonstrated
- 2. Standards-based lesson plans
- 3. Summative assessment history

- 1. Action research
- 2. Job embedded professional learning
- 3. Reflective journals
- 4. Professional learning plan

# McREL Users Groups

- **Welcome & Introductions –School, Role(s), McREL Tool(s)/System(s)**
- **Questions, Problems, Suggestions, & Answers**
- **Fall System Adjustments—Staff Updates, Teacher Orientation, Timelines, etc.**
- **Inter-rater Reliability (KSDE Resource)**
- **Video Example (Teacher Evaluation)**
- **Teacher Evaluation Student Growth Measures (KSDE Default List)**
- **Connection Between CITW, PWT, and Teacher Evaluation (Standards & CUES)**
- **CUES Teacher Evaluation Rubric**
- **Data Review—Teacher Evaluation & PWT**
  - **How is information shared? How is information used? How does information influence decision making?**
  - **PWT Report Descriptions**
  - **2013-2014 Evaluation Report for KSDE**
- **Tips, Tricks, & Best Practices**
- **Other Items for the Good of the Cause**
  - **KSDE Teacher Evaluation Resources**
    - **General Evaluation Resources**  
<http://www.ksde.org/Default.aspx?tabid=899>
    - **Non-KEEP District Resources Resources for Non-KEEP Districts**
- **Topics for the Next Meeting?**
- **NOTES:**



# What led your district to the McREL system(s) you are using?

- “We felt the McREL program was a program that was proven and reliable.”
- “Confidence in McREL staying around and staying relevant.”
- “...technical support offered by McREL.”
- “Our administrative [team] discussions and all [members] had participated in Balanced Leadership training and liked what we saw.”

# How has your district benefited from using the McREL system(s)?

- **“It has fostered greater communication throughout the evaluation process and provided much needed focus in individual components with the 5 standards of effective teaching.”**
- **Our building leaders feel the tool has facilitated excellent conversation between the evaluator and the members of their team.”**

# How has your district benefited from using the McREL system(s)?

- **“Better learning conversations with teachers.”**
- **“They have given us more focus with our evaluations.”**
- **“It has encouraged us to have more conversations regarding instruction.”**

# What is the best change as a result of the McREL system(s)?

- “[It] provides greater focus on what good teaching and leadership looks like.”
- “...requires our staff members to discuss all aspects of the learning process. Frankly, I’m not sure this level of dialogue has occurred in the past. We believe the tool will impact student learning and staff development in a very positive manner.”

# What is the best change as a result of the McREL system(s)?

- “Teachers have taken notice and have begun to prepare themselves for more rigorous standards applied [to] the quality of their teaching.”
- “We are focusing on teacher improvement, and teachers are who impact the students.”
- “Meetings are excellent and focused. Our PD plans are focused on student improvement too.”

# Wrap-up

- **Are there any final**
  - **Questions?**
  - **Comments?**
- **What are the next steps?**
  - **Teachers, buildings, district.**

# Questions?

## SHESC

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**785-825-9185**

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## McREL

**Lisa Maxfield**

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[www.mcrel.org](http://www.mcrel.org)





*Smoky Hill*  
Education  
Service Center  
[www.smokyhill.org](http://www.smokyhill.org)

**Thank You !**