Implementing SB 290
Strap on those boots and Grab those poles!
"Next" Steps

Educator Effectiveness Summit
Bend Principals Conference 2013
Lebanon Community School District

SOLVE YOUR #1 PROBLEM

"Knowing what to do is not the major challenge faced by executives...
finding who to do it is! Here's great advice for a talent-hungry world."
—MARSHALL GOLDSMITH, New York Times bestselling author of
What Got You Here Won't Get You There

Who

GEOFF SMART AND RANDY STREET

ghSMART

Who Cares?

Unless someone does, things start to fray around the edges.

Often it's the CEO or the manager who sets a standard of caring about the details. Even better is a culture where everyone cares, and where each person reinforces that horizontally throughout the team.

If we define *good enough* sufficiently low, we'll probably meet our standards. Caring involves raising that bar to the point where the team has to stretch.

Of course, the manager of the mediocre hotel that's reading this, the staff member of the mediocre restaurant that just got forwarded this note--they have a great excuse. Time's are tough, money is tight, the team wasn't hired by me, nobody else cares, I'm only going to be doing this gig for a year, our customers are jerks... who cares?

Caring, it turns out, is a competitive advantage, and one that takes effort, not money.

Like most things that are worth doing, it's not easy at first and the one who cares isn't going to get a standing ovation from those that are merely phoning it in. I think it's this lack of early positive feedback that makes caring in service businesses so rare.

Which is precisely what makes it valuable.

--Seth Godin

Caring starts and ends with you.
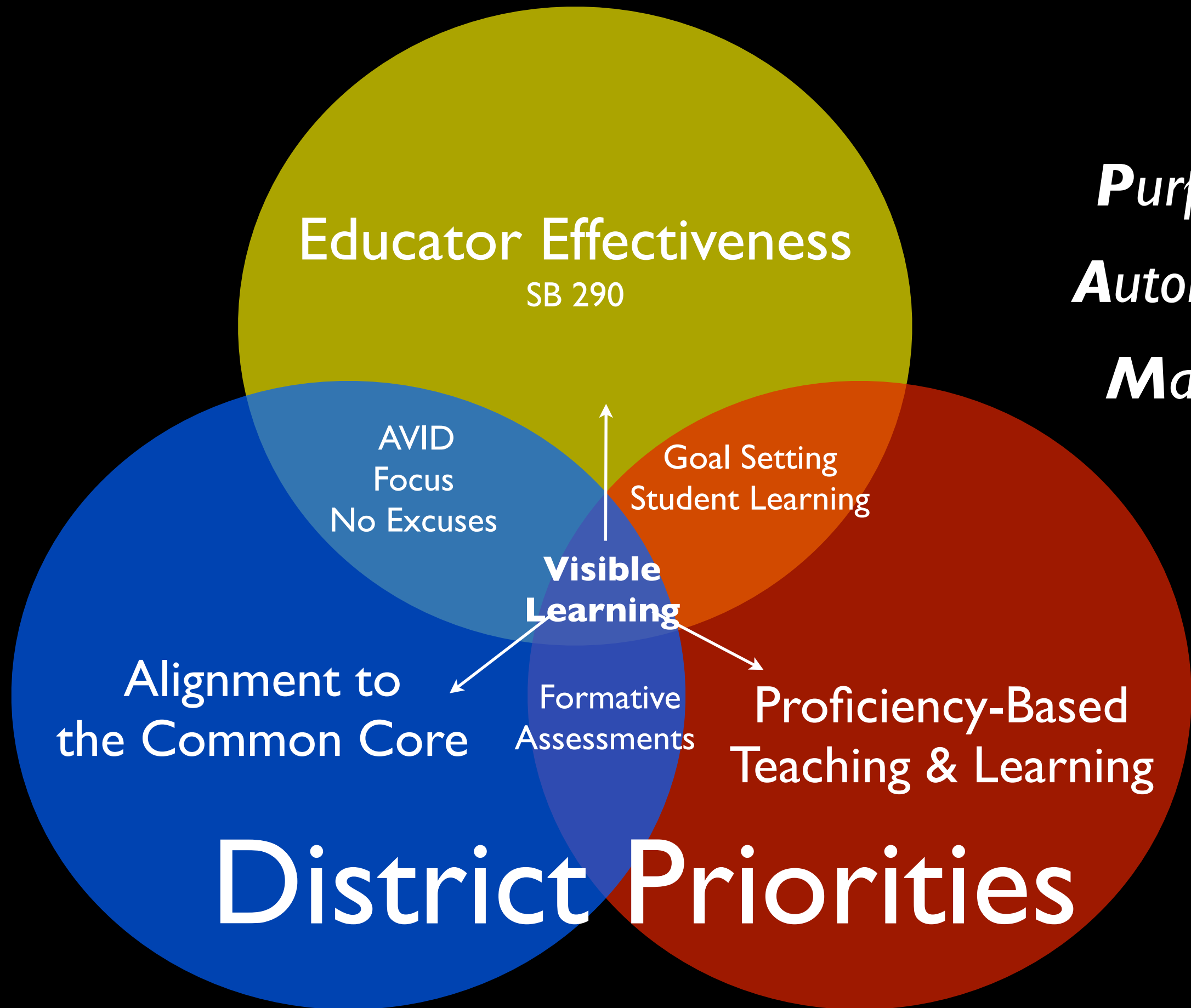
SB 290: Educator Effectiveness

- Increase meaningful feedback to all employees

- **How will we achieve this?**

  ▸ Through effective systems, and authentic conversations on a regular basis.

  ▸ Through meaningful, student-centered goal setting.

  ▸ Through exceptional support & ongoing practice.

Proficiency-Based Teaching & Learning

- Increase meaningful feedback to all students

- **How will we achieve this?**

  ▶ By developing rigorous formative and summative assessments aligned to the Common Core (teacher developed/created/discovered).

  ▶ By identifying *common* assessments (work samples) and using the data they generate to improve instruction and help students achieve their goals.

  ▶ By sharing our best practices.

Alignment to the Common Core

- Increase the rigor of our instruction

- **How will we achieve this?**

  ▸ By deeply understanding the Common Core.

  ▸ By constantly increasing our expectations of what our students can achieve.

  ▸ By increasing the Level of Task we ask of students.

A few things to keep in mind about your climb...

* It won't be easy.

* Deep change and results will take time--we must be committed to the deep work and be in it for the long haul.

* What does research, experience, and science tell us about motivation?

Daniel H. Pink

author of the New York Times bestseller
A Whole New Mind

DRIVE

The Surprising Truth About What Motivates Us

* Motivation 1.0--Survival

* Motivation 2.0--Carrots & Sticks

* Motivation 3.0--Intrinsic

* Purpose, Autonomy, Mastery
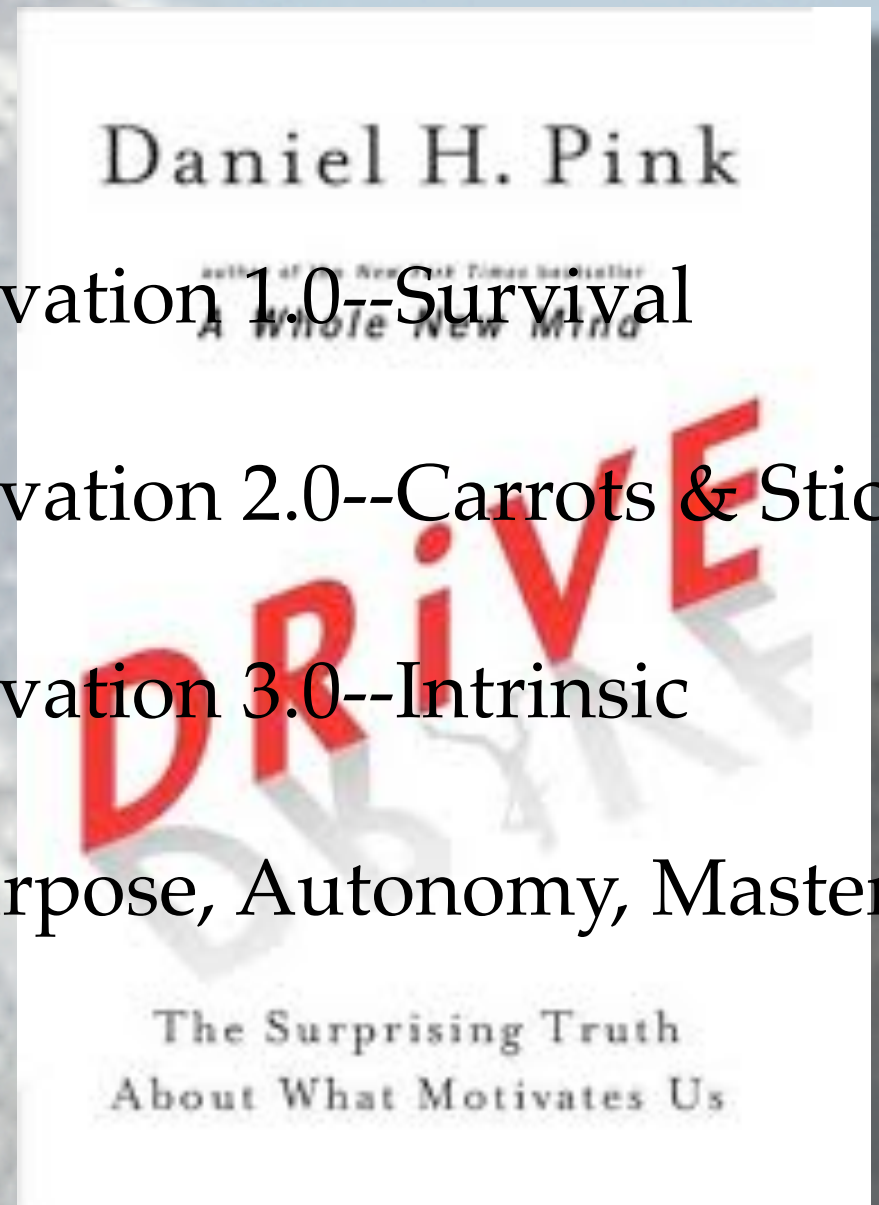
Our Vision: Pursuing excellence for every student, every day.

Evaluation 1.0:
Survival

- You have a handbook.

- You avoid lawsuits.

- Instruction is not changing.

- Meaningful conversations/feedback are rare or hap-hazard.

- You hope no one checks whether or not you are actually implementing SB 290...
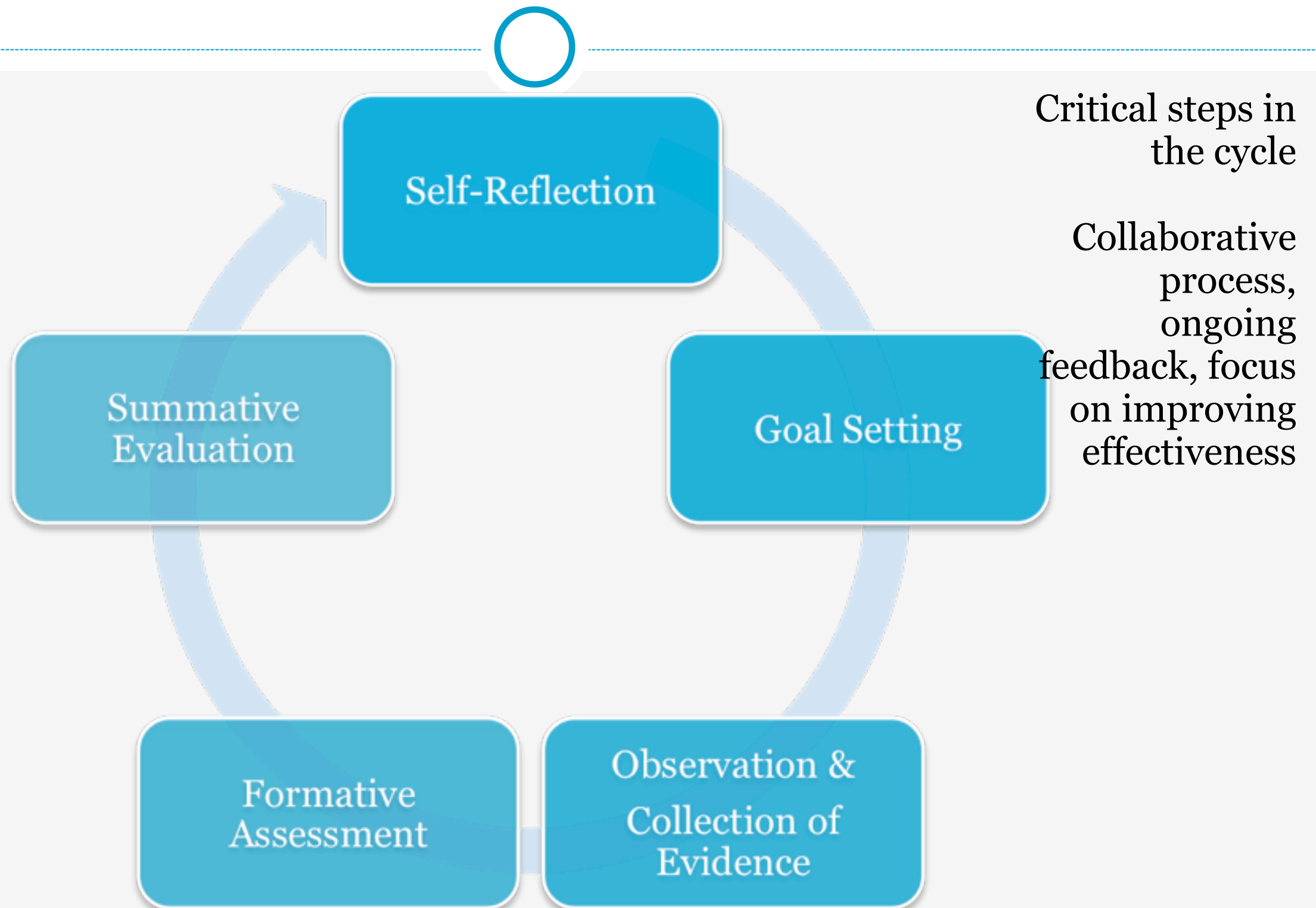
Evaluation 2.0:
Carrots and Sticks

WHAT

- Domains, Standards, and Performance Targets are agreed upon by a representative committee of teachers and administrators.

HOW

- A formal process of feedback to the teacher has been determined (including goal setting around student learning & growth). Performance targets can either be evaluated via classroom observation or through conversations.

- District administrators train principals how to use the system with fidelity and hold building leaders accountable for implementation.
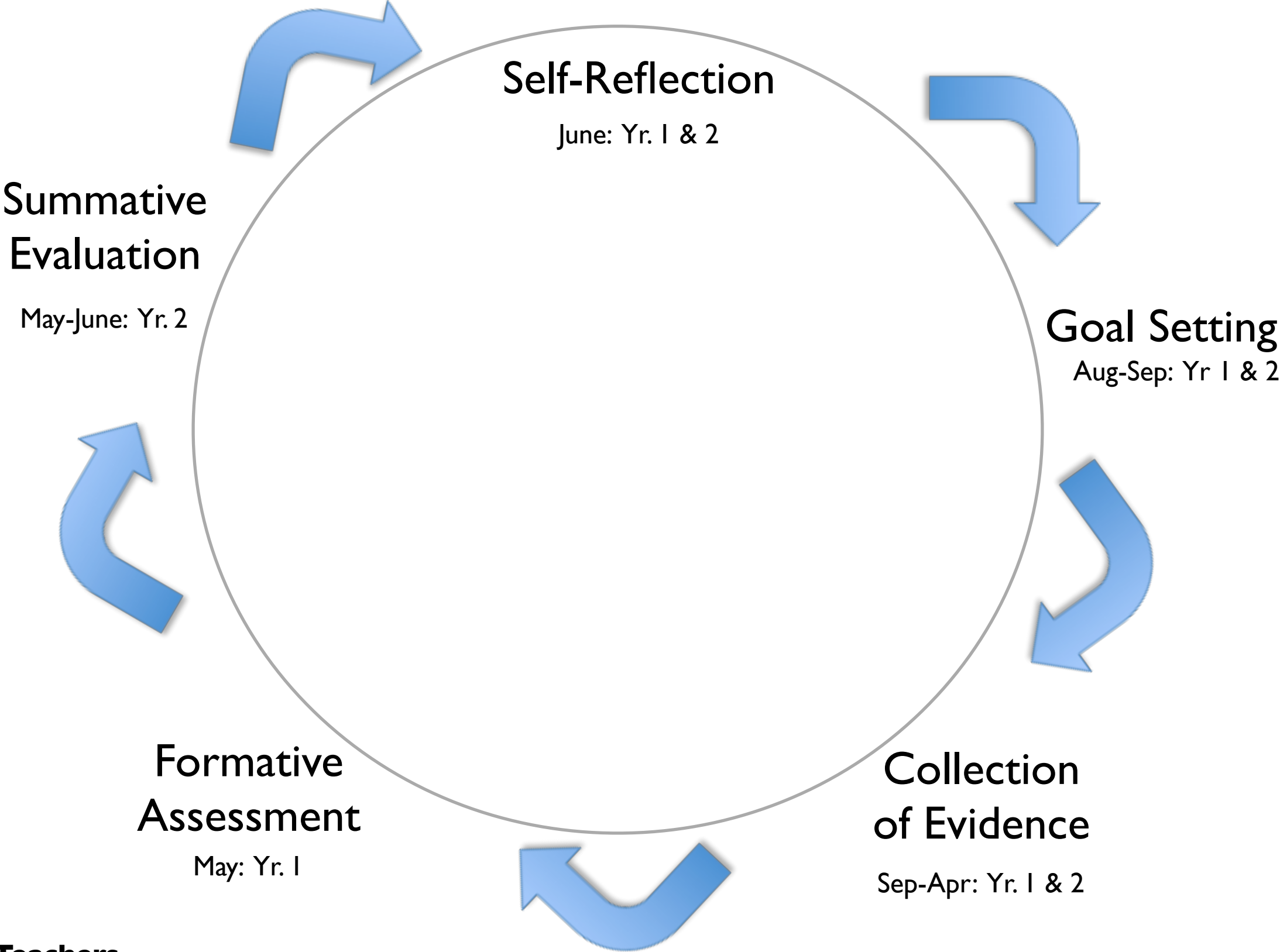
Evaluation: Moving from 2.0 to 3.0 (Extrinsic to Intrinsic)

- Digital Portfolios built upon Standards that include videos, artifacts, work samples, lessons, student growth, and whatever else the teacher chooses to include.

- Observations shift from evaluative judgements to performance coaching and support....

- Every educator has regular, scheduled, meaningful coaching conversations with their supervisor.

- Feedback from Peers becomes acceptable...

- Fear is removed from system, and growth is the focus.
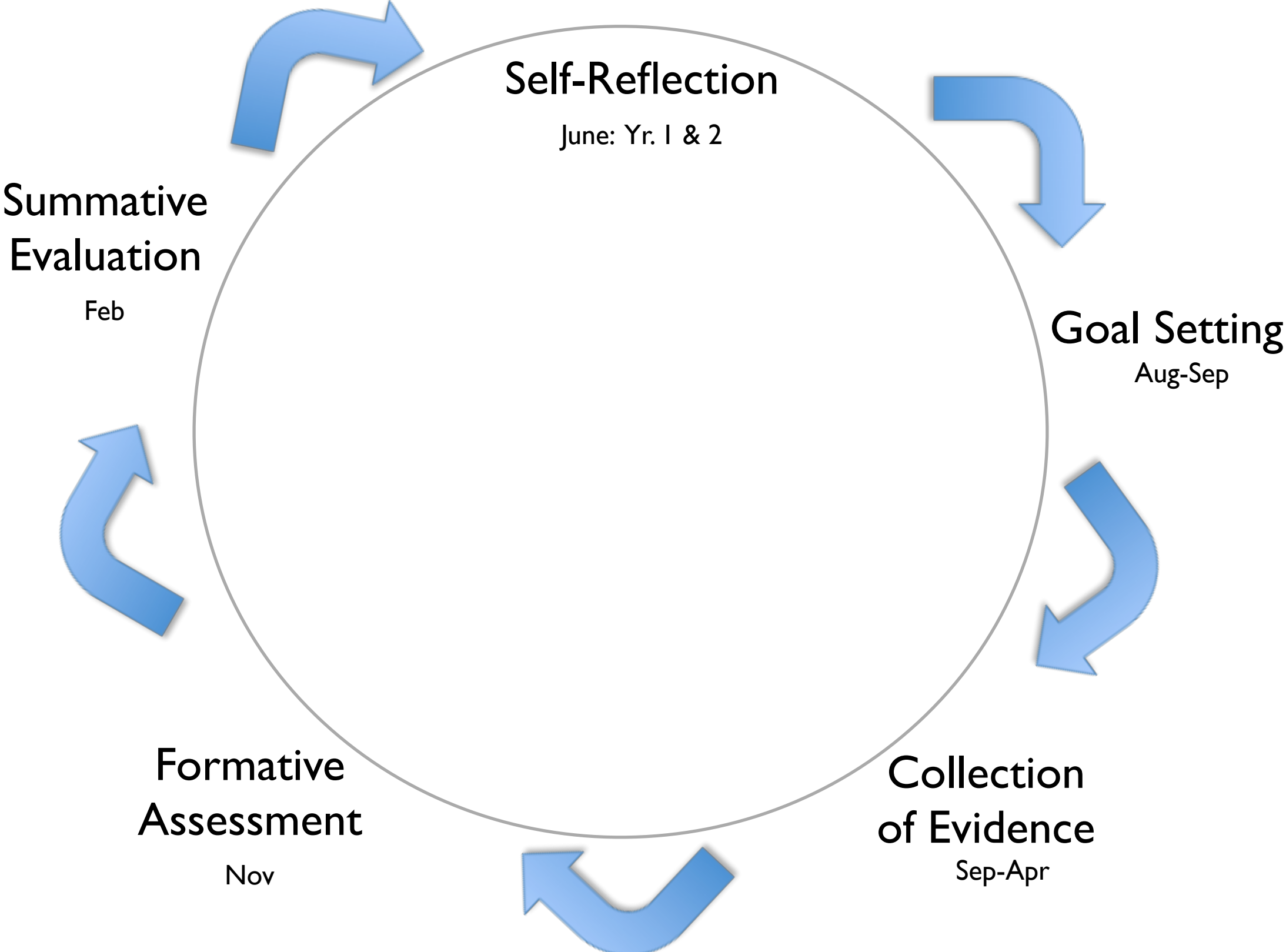
Evaluation and Professional Growth Cycle

Critical steps in the cycle

Collaborative process, ongoing feedback, focus on improving effectiveness

Evaluation and Professional Growth Cycle

Self-Reflection

June: Yr. 1 & 2

Summative Evaluation

May-June: Yr. 2

Goal Setting
Aug-Sep: Yr 1 & 2

Formative Assessment

May: Yr. 1

Collection of Evidence

Sep-Apr: Yr. 1 & 2

Contract Teachers

Lebanon Community Schools 2012: Professional Growth & Accountability System

Evaluation and Professional Growth Cycle

Self-Reflection

June: Yr. 1 & 2

Goal Setting

Aug-Sep

Collection
of Evidence

Sep-Apr

Formative
Assessment

Nov

Summative
Evaluation

Feb

Probationary Teachers

Lebanon Community Schools 2012: Professional Growth & Accountability System

Admin Evaluation Cycle

Formative

360 Degree Feedback

June

August

SmArt Goals (Academic)

September

May

Obs. #4

Obs. #1
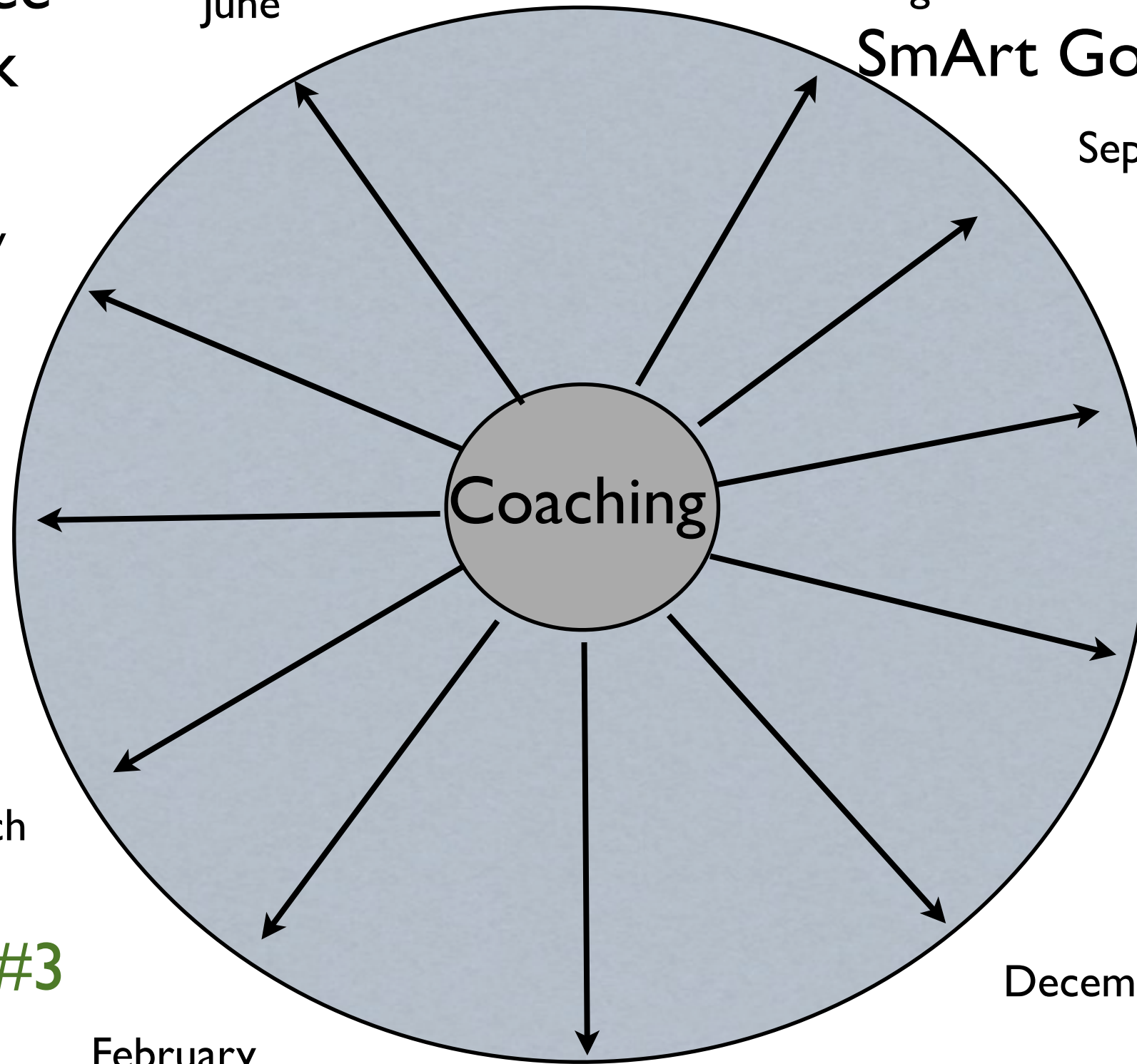
October

April

Coaching

November

March

Obs. #3

Obs. #2

February

December

SmArt Goal (Professional)

January

Summative

The Supervision Continuum:

It's Your Job

Evaluation ←————————————→ Coaching

So Make it Fun!

or at least make it interesting and exciting...

Oregon Framework Required Elements

Elements to be included in all **teacher** and **administrator** evaluation and support systems in Oregon school districts:

(1)	(2)	(3)	(4)	(5)
Standards of Professional Practice	Differentiated Performance Levels: 4 Levels	Multiple Measures	Evaluation and Professional Growth Cycle	Aligned Professional Learning

Three Ways to Help People Get Things Done

1. Bully them. (Survival)

2. Create Competition and Scarce Prizes (Extrinsic)

3. Open the Door and Create a Platform for Excellence (Intrinsic)

What are you doing to Open the Door?

(Moving from Extrinsic Evaluation to Intrinsic Proficiency: Multiple Measures & Aligning Professional Learning...)

1. **Digital Portfolios**

2. **Learning Walks**

3. **Feedback Initiative**

Digital Portfolios

- Meet Emily, science teacher at Pioneer School

- Digital Portfolio Projects based upon PBTL

  - 11-12: Removing behavior from grades (work completion impact)

  - 12-13: Implementing Learning Targets: **ALL IN** (Unit tests measurement)

- Digital Portfolio vs National Boards...interesting

Why Learning Walks?

- **Demonstration classrooms were under-utilized**
- **Recognizes our existing but untapped resource: classroom as learning lab**
- **Develops a new culture (teachers weren't visiting or visited)**
- **Reduces anxiety about judgment and gossip**
- **Moves away from the "one size fits all" perception caused by identifying "star" teachers**

Feedback Initiative (FBI)

- Feedback: How accurate are supervisor observations? Student observations? Peer observation?

- How our project was designed.

- What we are learning...

Three Components to the FbI

1. Baseline Data

2. Gather Feedback

3. Report Out

Next Steps in our Journey...

- Student Learning and Growth

- Learning from our grants (TIF, National Board Certified, Collaborating around the Common Core)

- Sharing with the profession (Visibile Learning, Digital Portfolios aligned to the Common Core, Demonstration Days)

- Questions?