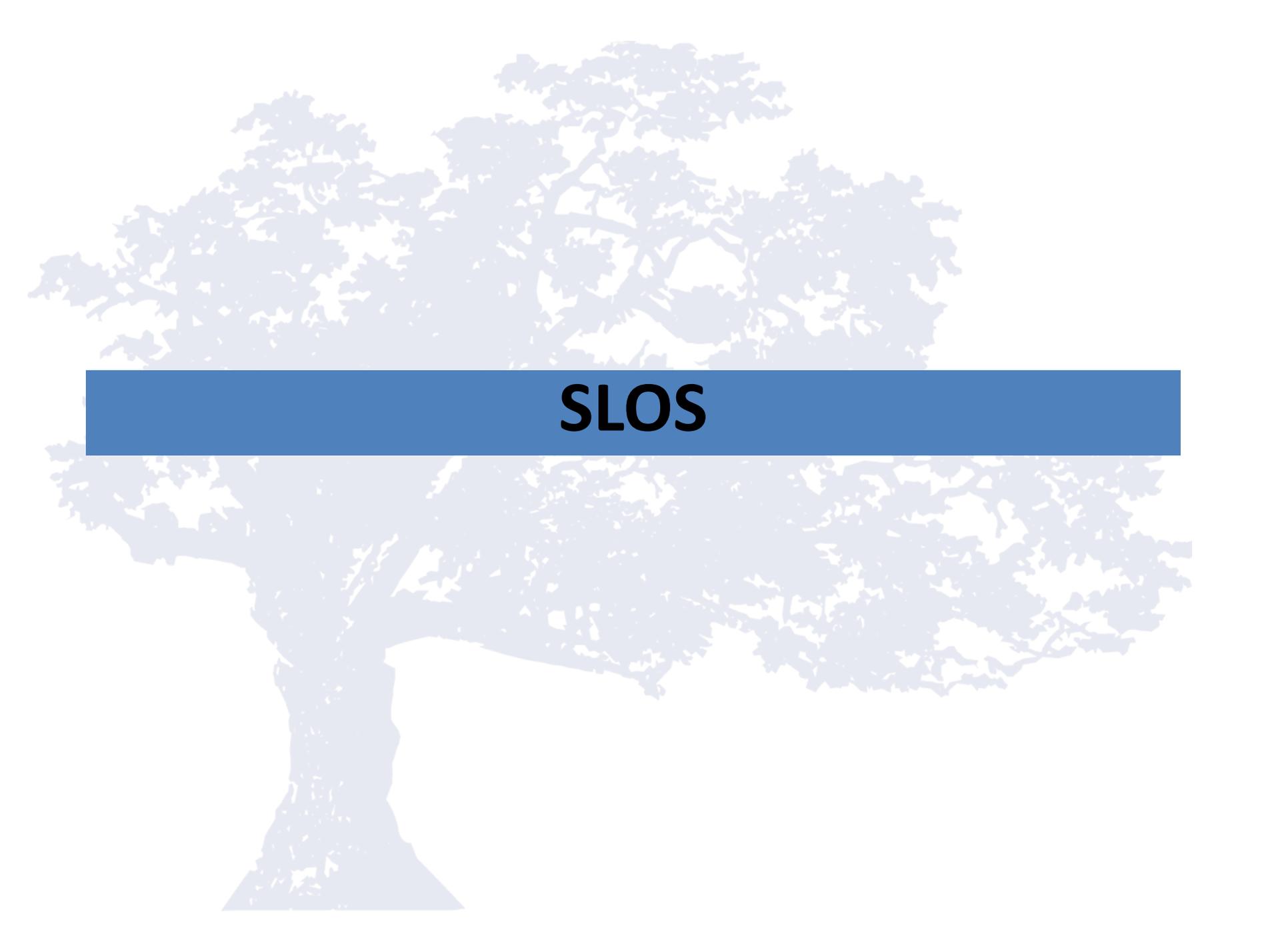# CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

The Big Picture:
Educator Evaluation for
Student and Educator Support Specialists (SESS)-School Counselors

2017

SLOS

Agenda

- Welcome and Introductions
- Department Updates on Educator Evaluation
- Understand the SLO process
- Developing Effective Student Learning Goals/Objectives
- Rubrics for Observation
- Resources and Next Steps

Learning Outcomes

- Guide the development of appropriate and effective student learning goals/objectives

- Understand the alignment between ASCA and the rubric

- Recognize the evaluation and support system as a vehicle for developing individual and program professional learning plans

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Refresher-Available Resources

Navigating Connecticut's Evaluation and Support Systems:
A Guidebook for Student and Educator Support Specialists

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014

Evidence Guide
Illustrative Examples of School Counselor

Sample evidence of teacher practice developed by Connecticut educators

Connecticut State Department of Education
Phone: 860-713-6868 | E-mail: sde.seed@ct.gov

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015

Adapted for Student and Educator Support Specialists

*A Rubric for the Observation of Performance and Practice to
Help Identify the Foundational Skills and Competency Standards that will
Prepare Connecticut Students to Succeed in College, Career and Life.*

Connecticut State Department of Education

Professional Learning

State board of Education approves

- State professional learning standards

- Definition of professional learning standards

- Guides on the Professional Development and Evaluation Committee (PDEC)

Professional Development & Evaluation Committee

- C.G.S. 10-151b requires that each local and regional board of education adopt and implement a teacher evaluation and support program through mutual agreement between the local or regional board and the Professional Development and Evaluation Committee (PDEC).

- It is important to have representatives from SESS on the PDEC.

- The decision regarding rubrics to use for the observation of practice, the identification of district/program service providers and the development, evaluation and updating of a local comprehensive professional learning plan are among the points for discussion by the PDEC to be incorporated into the district/program plan.

The Big Picture on Educator Evaluation

- Places student learning at the center – student learning is central to the evaluation and development of educators
- Provides all educators with targeted, necessary and relevant professional learning
- Provides all educators with immediate, high-quality feedback
- Fosters an ethos of collaboration and dialogue

The Big Picture on Educator Evaluation (cont.)

- Every educator is an active participant in the process
- Shifts the focus of school and district administrators to instructional leadership
- System for documenting teacher effectiveness based on multiple data sources
- Seeks to set the highest standards possible for each discipline

Initial Goal Setting Conference

- Identify a focus area of practice
- Observation logistics
- **Stakeholder feedback**
- Discuss proposed student learning goals/objectives
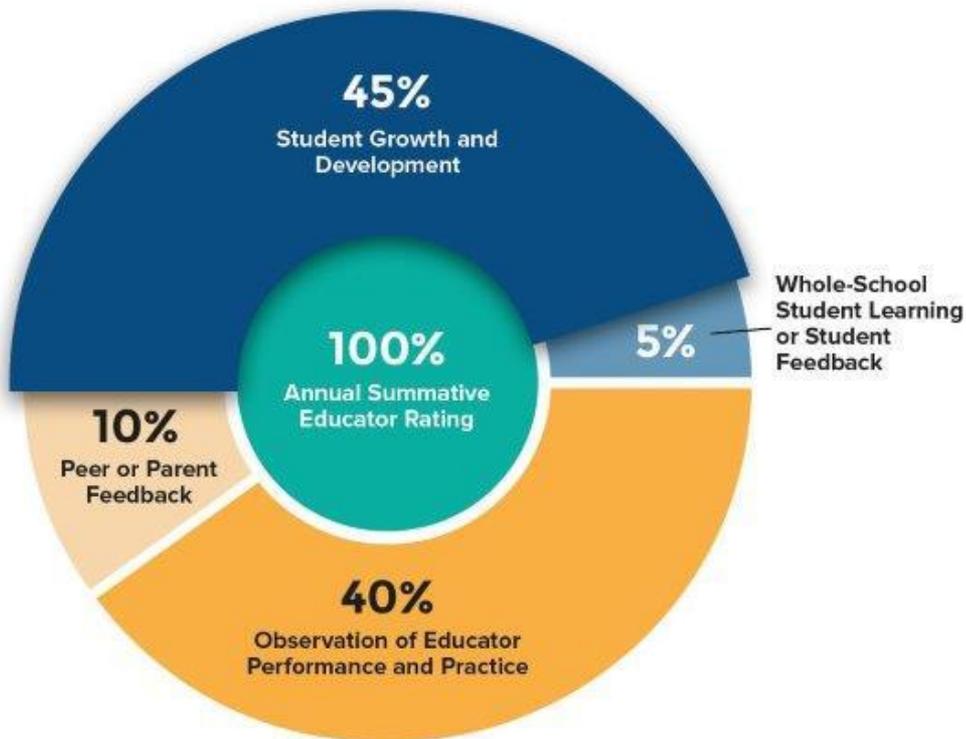- Discuss a personalized learning plan

Conferencing Role Play

- You are the principal of an elementary school located in Smithville, CT. Today you are conferencing with the school counselor.

- What are some potential questions you may ask to guide your conversation regarding the development of student learning goals/objectives and observation of practice in your building? Think about roles, data, learning environments and strategies or interventions.
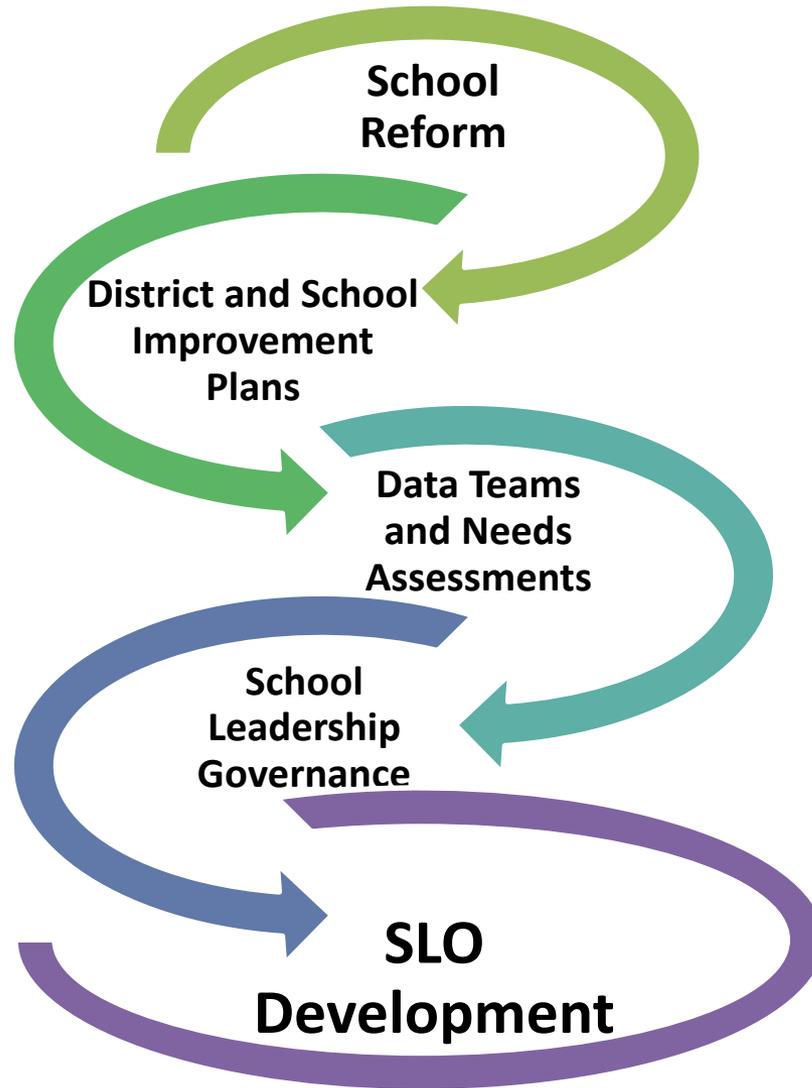
The Four Educator Evaluation Components

45%
Student Growth and Development

Whole-School Student Learning or Student Feedback

100%
Annual Summative Educator Rating

5%

10%
Peer or Parent Feedback

40%
Observation of Educator Performance and Practice

1 Observation of Educator Performance and Practice

2 Peer or Parent Feedback

3 Student Growth and Development

4 Whole-School Student Learning or Student Feedback
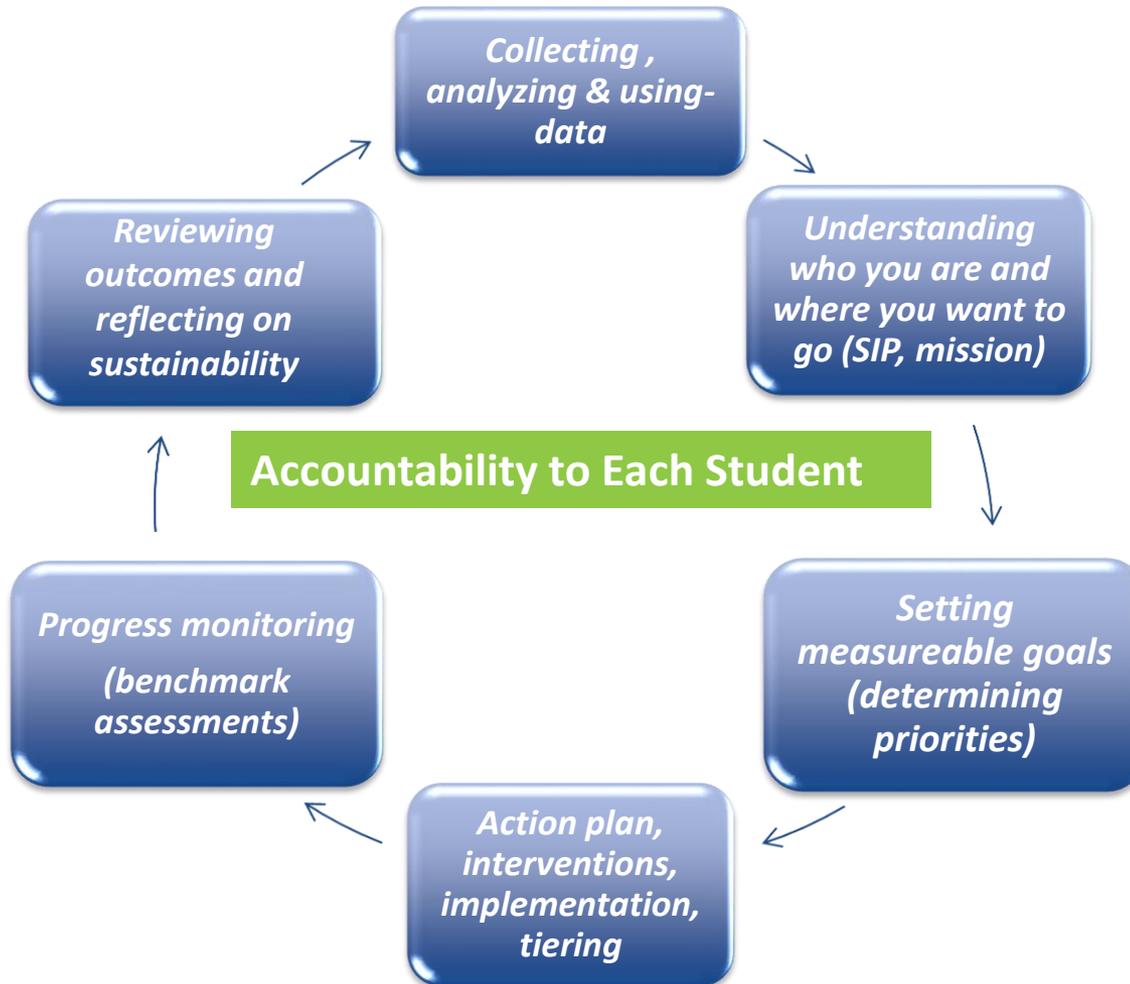
Strategic SLOs

The Process

Phase I

Learn about this year's learners

Phase II

Set goals for learner growth

Phase III

Monitor learner progress

Phase IV

Assess learner outcomes relative to goals

A Cycle of Analysis

Collecting , analyzing & using-data

Understanding who you are and where you want to go (SIP, mission)

Reviewing outcomes and reflecting on sustainability

Accountability to Each Student

Setting measureable goals (determining priorities)

Progress monitoring (benchmark assessments)

Action plan, interventions, implementation, tiering

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Defining of ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development (ASCA, 2014)

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School Counseling Program Systemic and Operational Design

Comprehensive School Counseling Program Structural Framework

4 Framework Themes
Leadership
Advocacy
Collaboration
Systemic Change

3 Domains: Student Development Areas
Academic
Career
Social/Emotional

4 Core Components
Foundation
Management
Delivery
Accountability

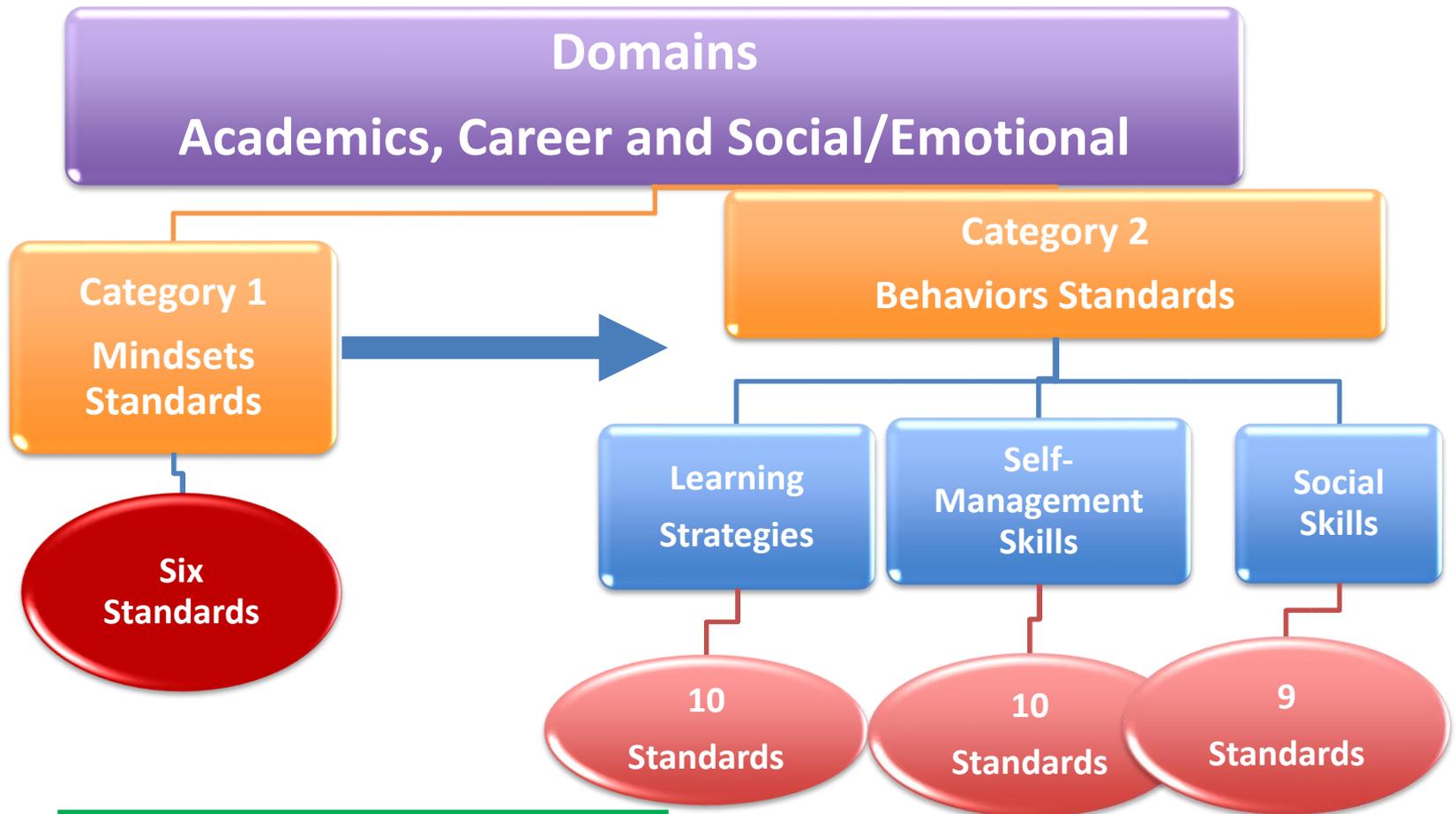School Counselor's Competencies and Standards

K-12 College and Career Readiness Student Standards (Mindsets and Behaviors)

School Counselor's Code of Ethical Code & Professional Conduct

School Counselor Performance Evaluation System

CSDE/Traverso,2015

Overview of Mindsets and Behaviors

Domains

Academics, Career and Social/Emotional

Category 1

Mindsets Standards

Six Standards

Category 2

Behaviors Standards

Learning Strategies

Self-Management Skills

Social Skills

10 Standards

10 Standards

9 Standards

Total Standards: 35

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Mindset Standards

Includes standards related to the psycho-social attitudes or beliefs one has about oneself in relation to academic work.

These make up the students' belief system
as exhibited in behaviors.

ASCA, 2014

Behavior Standards

These standards include behaviors commonly associated with being a successful student

ASCA, 2014

Competencies

Specific, measureable expectations

that students attain

as they make progress

towards the standards. (ASCA,2014)

Student Learning Goals/Objectives

- Measure an educator's impact on student learning within a given interval of time

- Are grounded in and built on educator practice

- Measure students' academic and/or social and intellectual growth

- Are standards-based

Rigor of Targets

Where do students need to be?

Where are they now?
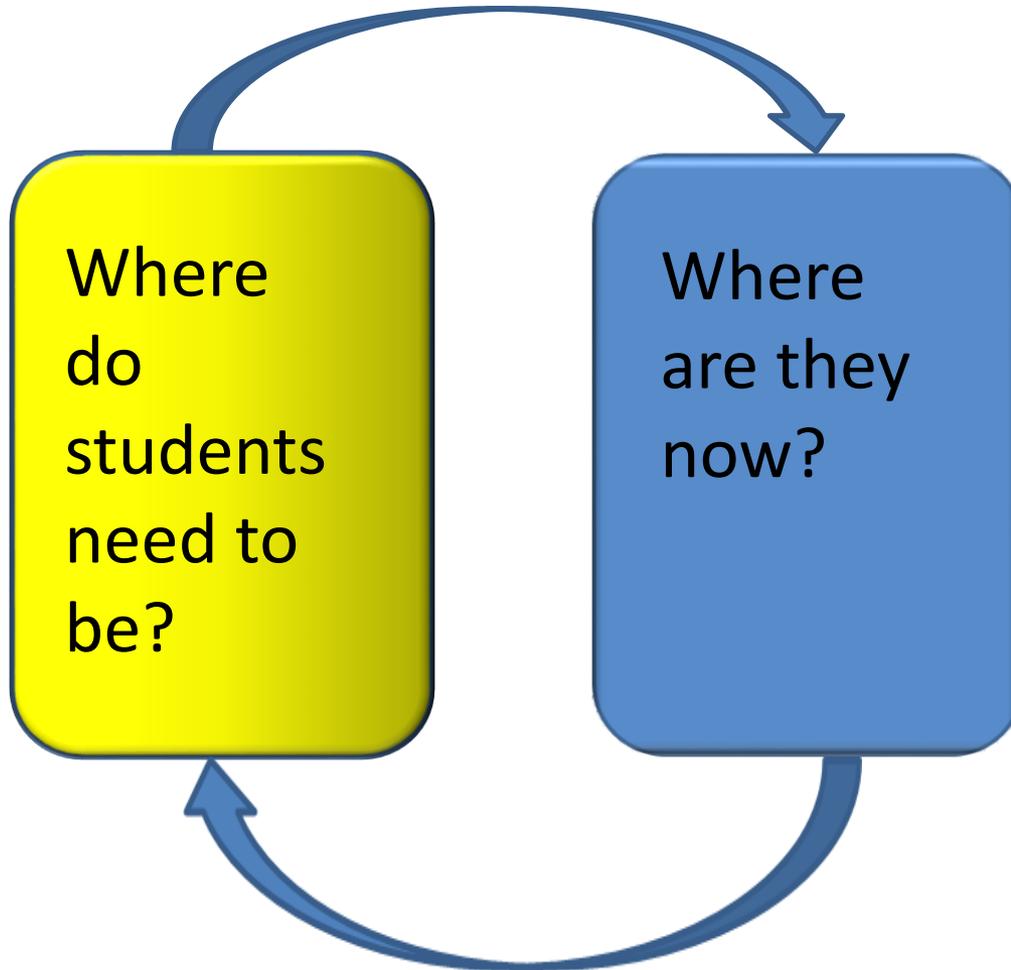
Components of a Student Learning Goal/Objective

- **Baseline/Trend Data**
  - ✓ Identifies sources of data about student performance
  - ✓ Summarizes student data to demonstrate specific student need
- **Student Population**
  - ✓ Identifies the students to be included in this objective
  - ✓ Explains why this group of students was selected
- **Standards and Learning Content/Rationale**
  - ✓ Identifies core ideas for which the baseline data has indicated a need
  - ✓ Aligns to specific, applicable standards
- **Student Learning Goal/Objective Statement**
  - ✓ Describes the broad goal to support the need indicated by the baseline data

Components of a Student Learning Goal/Objective

- **Indicators of Academic Growth and Development (IAGDs)**
  - ✓ Identifies by specific name the pre-post-assessments if applicable
  - ✓ Aligns tightly to what is being measured
  - ✓ Absent of bias
  - ✓ Includes established targets as indicators of success related to the outcome (e.g. participation in school social events and clubs as an indicator of student engagement or documentation of the action taken by the SESS to move a student, group of students, or school toward the outcome (e.g. creation of an after school fitness club).

Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the assessment/measure of progress with a specific evidence/quantitative target that will demonstrate whether the SLO was met.

Each IAGD should make clear:

(1) the evidence that will be examined

(2) the level of performance that is targeted

(3) the proportion of students projected to achieve the targeted performance level

(4) the date the projected target will be met

Components of a Student Learning Goal/Objective

- **Instructional/Service Delivery Strategies and Supports:**

  - ✓ Identify the key instructional approach and/or strategies to be taken during instruction/ service delivery;

  - ✓ State how formative assessment will be used to guide instruction/service delivery; and

  - ✓ Identify professional learning/supports needed to achieve the student learning goal/objective.

Conferencing Role Play

- You are the principal of an elementary school located in Smithville, CT. Today you are conferencing with the school counselor.

- What are some potential questions you may ask to guide your conversation regarding the development of student learning goals/objectives and observation of practice in your building? Think about roles, data, learning environments and strategies or interventions.

Guiding Questions for Development of Student Learning Goals/Objectives

Roles:

- *What are your primary roles and responsibilities for the year?*

- *What are the populations you will be serving this year?*

- *What percentage of your time is spent in various learning environments, with students or with adults?*

- *Is there a subset of this population you would like to focus on when setting your student learning goals/objectives?*

- *What are some of the unique characteristics of that population that I should be aware of?*

- *What resources and supports do you need?*

- *What other colleague or colleagues do you work with collaboratively that may want to share a student learning goal/objective?*

Guiding Questions for Development of Student Learning Goals/Objectives

Data:

- *What baseline data/student information will you be using to establish your targets for your IAGDs?*

- *What formal and informal measurements will you be using?*

- *How will you be collecting, analyzing and utilizing this data throughout the course of the year?*

- *How would you monitor progress and measure the effectiveness of implementation?*

- *How will you define and measure your success as a practitioner at the end of the year?*

Guiding Questions for Observations

Learning Environment:

- *Tell me about the different learning environments you work in?*

- *Are there certain environments in which it would not be appropriate for me to observe you?*

- *What other methods might I use to assess your effectiveness in those environments?*

- *In what environments would it be appropriate for me to observe you and with whom would you be working?*

- *Let's review the rubric to be used for your observation.*

Guiding Questions for Observations

Strategies/Interventions:

- *Do you utilize a formal lesson plan process for your work?*

- *What can I expect to review in our pre-observation conference to guide my observation and to determine if you have been successful?*

- *Let's talk about what interventions and strategies I will observe.*

- *How do you decide what interventions you will utilize (e.g., evidence based, etc.)?*

Review Student learning Goals and Objectives Sample

Indicators of **A**cademic **G**rowth and **D**evelopment

((direction) (group) (data element) (expected outcome # or %) (date of expected outcome)

Sample: Decrease 1st graders incidents of ODR by 10% by June 2016

Data Questions

1. What data was reviewed & what data do we need to gather and use?

2. What are the questions we should be asking from looking at the data?

3. What is the impact of the problem?

4. What resources and supports are needs?

5. How would we monitor progress and measure the effectiveness of strategy implementation (evidence)?

6. Do we need to look at other data to have a comprehensive picture and is the data available?

7. What CT SC Standard are we addressing?

Measureable Student Outcomes

Sample Data Elements

All
Levels
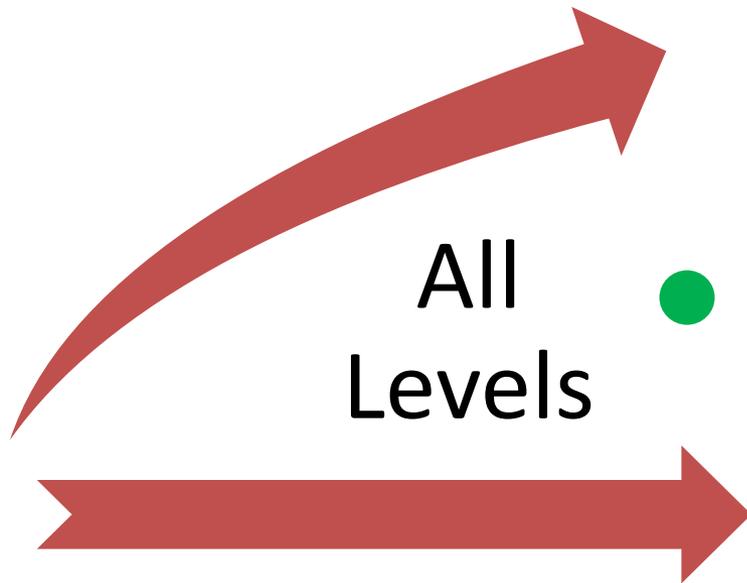
- Attendance (chronic absences)
- Discipline
- Promotion
- Transition-IEP, Post-secondary, Career
- Extra Curricular Activities
- Graduation or promotion rate
- Dropout Rates
- AP course (HS)
- Pre/post assessment data
- Achievement Data
- Access Data (HQT, Courses)
- Suspensions & Expulsions
- School Crisis incidents
- Student Relationships
- Behavior intervention plan data
- Bullying incidents

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Component #1:
Observations of Performance & Practice

40%

Forty percent of an educator's evaluation shall be based on **observation of educator performance and practice**

Evidence generally found in:

- In-class observations (Domains 1 and 3 in the *CCT Rubric for Effective Teaching 2014 and the CCT Rubric for Effective Service Delivery 2015*)
- Non-classroom observations/reviews of practice (Domains 2 and 4 in the *CCT Rubric for Effective Teaching 2014 and the CCT Rubric for Effective Service Delivery 2015*)

Sample Sources of Evidence

Evidence Collected from Observations:

- Educator-student talk
- Student-student talk
- Educator/students actions
- Other observable details: desk arrangement, bulletin boards, student movement, transitions, educator movement
- Artifacts: student work, lesson plans, educator reflections

Evidence Collected from Reviews of Practice:

- Team meetings
- Observations of coaching/mentoring other educators
- Review of student work samples
- Series of lesson plans or unit plan(s)
- Student scores, such as SRBI spreadsheet
- Collection of student assessments
- Learning tasks
- Data team observations and/or documentation

Events for Evidence Collection

- **Formal In-Class/Learning Environment Observation**
  - Longer in duration than an informal, followed by a post-observation conference, and includes timely written and verbal feedback

  *pre-conferences are only required for teachers in Year 1 and Year 2 or with previous ratings of below standard or developing

- **Informal In-Class/Learning Environment Observation**
  - Usually shorter in duration than a formal, followed by written and/or verbal feedback

CCT Rubric for Effective Service Delivery 2015

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through **Observations**	Evidence Generally Collected Through **Non-classroom/Reviews of Practice**
▶ Domain 1: Learning Environment, Engagement and Commitment to Learning	▶ Domain 2: Planning for Active Learning
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:	*Service providers design academic,social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*
1a. Promoting a positive learning environment that is respectful and equitable.	2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.	2b. Developing plans to actively engage learners in service delivery.
1c. Maximizing service delivery by effectively managing routines and transition.	2c. Selecting appropriate assessment strategies to identify and plan learning targets.
▶ Domain 3: Service Delivery	▶ Domain 4: Professional Responsibilities and Leadership
Service providers implement academic,social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:	*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing service delivery for learning.	4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.
3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.
3c. Assessing learning, providing feedback and adjusting service delivery.	4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

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Comparison of Two Rubrics

CCT Rubric for Effective Service Delivery 2015

Domain 1: Learning Environment

1a. Promoting a postive learning environment that is respectful and equitable.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.

1c. Maximizing service delivery by effectively managing routines and transitions.

CCT Rubric for Effective Teaching 2015

Domain 1: Classroom Environment

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing instructional time by effectively managing routines and transitions.

Compare the Two Rubrics
Effective Teaching vs. Effective Service Delivery

- What are the similarities/differences between the standards, domains and indicators?

- What are some aspects of the SESS rubric that make it unique to service providers?

Exploring the Performance Levels in the new *Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015*

Activity

Domain 1: Learning Environment, Engagement and Commitment to Learning

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:
		Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: **INDICATOR 1b:** Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.			
ATTRIBUTES	Communicating and reinforcing appropriate standards of behavior	Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.	Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.	Communicates and reinforces appropriate standards of behavior that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior.
	Promoting social and emotional competence[a]	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies[a] and take responsibility for their actions.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3a: Implementing service delivery[13] for learning.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Purpose of service delivery	Does not communicate academic or social/behavioral expectations for service delivery.	Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification.	Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.
	Precision of service delivery	Delivery of services is inconsistent with planning.	Delivery of services is consistent with some but not all services as planned.	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
	Progression of service delivery	Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning.
	Level of challenge	Delivers services that are at an inappropriate level of challenge for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners.	Delivers services at an appropriate level of challenge for the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate.

Observational Practice Activity

School Counselor http://youtu.be/AhM9tARO0RE

Resources

- CT Educator Evaluation and Support website www.connecticutseed.org

- Student and Educator Support Specialists White Papers by discipline, 2013

- *CCT Rubric for Effective Teaching 2014*

- *CCT Rubric for Effective Service Delivery 2015* (NEW!)

- 2015 SEED Handbook

- A Guidebook to Support Educator Evaluation for SESS (NEW!)

- Student Learning Goals/Objectives Handbook (including sample student learning goals/objectives)

Thank You

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