MSDWT Evaluator Brief
December 5, 2014

Student Achievement Measures – In Domain II?

Domain II is titled **Instruction**. Without diving too deeply into the "philosophy pool," I submit this question: Did instruction take place if students did not learn the knowledge or skill?

As evaluators, you are asked to consider teachers' proficiency in meeting Performance Indicators in Domain II. And you are asked to reflect on the professional practice of the educators through the lenses of – *Climate, Communication of High Expectations, Mastery of Content (teacher's mastery of content), Teaching for Understanding, Differentiation, Engagement, Deepening New Knowledge, and Assessment of Student Learning*.

When considering the level of proficiency – remember the question: Did the students learn the knowledge or skill? The obvious follow-up question is: How do we know when the student learned the knowledge or skill?

When examining the documents to review and the evidence to consider when determining proficiency in Domain II – should, at least on some level, student achievement results be considered?

Student achievement results may be displayed in the room by seeing the students' work. Sample student work could be submitted (either as an artifact, or just as a supplement to a post observation meeting) to demonstrate the growth of a student or students over the course of the school year. Formative assessment results that you see, first hand, being reviewed by PLC's, or data that you are reviewing as the instructional leader (such as grade distributions, formative assessment data, or grade level team data) can all serve as additional evidence that a teacher is meeting the needs of all students.

Certainly, teachers "doing" the things outlined in the rubric is important - and if we constructed the rubric appropriately – critical. But, results are critical too. So, again we consider the challenge of balance.

We are charged with the challenge of weighing the degree teachers display the behaviors and activities associated with Effective and Highly Effective with the results of the student. And, it is difficult to measure the expected results of *all* students as the evaluator – you do not have daily interactions with the students and know the entire story for each child.

Nonetheless, results matter. Consider the ways you may be able to discover not only how the teacher is performing, but also how the students are performing - before, during, and after observations.

Plans of Assistance

Remember, if a possibility exists that you may recommend placing a teacher on a plan of assistance, contact Mr. Oestreich. There are timelines outlined in our Administrative Guidelines. And, we have sample plans and support we can give you throughout the process.

Rubric at a Glance

You may always see the rubric "at a glance" when you are logged into Standard for Success by clicking the "Standards" tab at the top of the page. You will be linked directly to the MSDWT Teacher Effectiveness Rubric. There is a PDF link when the rubric is open for quick printing.

Calendar Feature

The Calendar feature in Standard for Success may be accessed by clicking on the "Calendar" tab at the top of the page. You can track scheduled observations, pending observation conferences and see deadlines for submission of observations.

Additionally, there is a tab labeled "Pressing." This tab will show the most pressing items that need to be addressed – the most urgent events from the calendar or items based on current In Progress observations.