



MSDWT Evaluator Brief **December 29, 2014**

Documentation of Primary and Secondary Measures

As the first semester ends, it is possible that some subjects' Student Achievement Measures may be complete for the 14-15 school year. Standard for Success made a custom accommodation for MSDWT to allow teachers to upload the spreadsheets or documentation to the SFS platform.

Attached is an instruction sheet guiding teachers and evaluators through the process of uploading the Primary and Secondary Measure to Standard for Success. **These instructions may also be found on the [MSDWT Teacher Evaluation Website](#) under the Standard for Success heading.**

Here are a few additional notes and considerations regarding Primary and Secondary Measures

- **All Primary and Secondary Measures must be uploaded to SFS.**
- **Teachers must check the Primary or Secondary box under Custom Fields in the Add an Artifact screen. This will serve as an electronic signature.**
- **Evaluators should also save an electronic copy of the Primary and Secondary Measure.**
- Teachers will need to title the Primary or Secondary Measure in the Add an Artifact screen.
- Additional notes are optional. You, as the Evaluator, may require notes such as brief explanations of the students that were left out of the data (you should have approved the removal prior to submitting the artifact).
- If you require additional documentation, such as a list of students removed from the data, copies of student information, etc., the documents can be uploaded as a supplement to the Primary or Secondary Measure artifact.

Some "Food for Thought"

During the Holiday, I ran across a Power Point presentation I created for a guest lecturer opportunity at Butler University for a College of Education class. There was table work associated with most of the slides so the Power Point does not provide a complete picture of the activities we completed during the class period. However, you may find some of the slides and quotes within interesting. The gist of the presentation was:

- To highlight the difficulty of keeping a balance between maintaining high expectations and realizing that failures along the way are inevitable;
- To ask yourself some tough questions about your definition of quality;
- To ask yourself what you hold as the most important characteristic of a quality teacher;

- To highlight the classic book *Zen and the Art of Motorcycle Maintenance* – not because it has “motorcycle” in the title, but because it was so influential in creating a framework for considering what “quality” really is;
- To consider the observation of a classroom by determining how well we balance the students’ ability with the expectation of rigor;

Perhaps the slides and quotes will provide some “food for thought” as you meet with teachers in post observation conferences. Sometimes we can move the needle by asking better questions of each other. Maybe the slides will provide some inspiration for some good questions.

The First Week Back from Holiday

As you prepare for the return of students and the sprint that we are all part of, please consider the work of Paul Hersey and Situational Leadership (his definitions are in the attached presentation).

During the first week back, whom do you need to see in person? Who do you need to touch base with in an email? Who needs validation? Who needs High Task/Low Relationship? Who needs High Task/High Relationship? Who needs High Relationship/Low Task?

Who is your Low Relationship/Low Task group? – You can swing by their classrooms the second week just to say hi! You know they are hitting it out of the park everyday...

Consider mapping out your first week back. Don’t over-plan. Better to under-plan and over-deliver. But, if you believe you must see someone in person that first week – put it on the calendar and stick to it. It will pay off as the semester unfolds.

MSDWT Teacher Evaluation

Instructions for Uploading Primary and Secondary Student Measures

Step 1:

Complete and save the Primary and Secondary Measures spreadsheet or documentation according to instructions.

Instructions for completing and saving documents may be found on the [MSDWT Teacher Evaluation Website](#) under the heading *General Assistance* (located at the bottom of the page).

Instructions regarding the selection of the correct spreadsheets and documentation may be found in the [MSDWT Teacher Evaluation Guidebook](#), also located on the [MSDWT Teacher Evaluation Website](#).

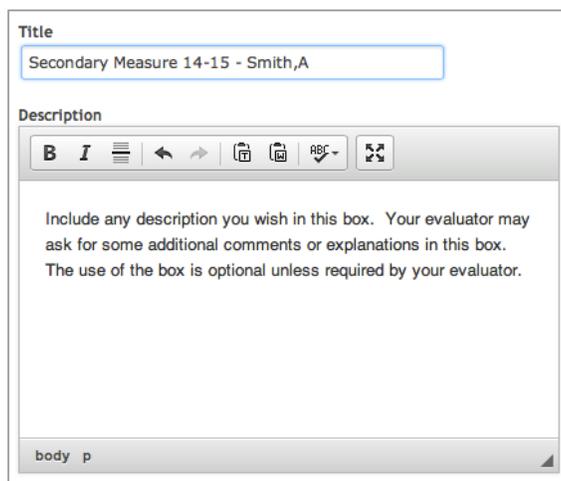
Step 2:

Upload the Primary and Secondary Measure as an Artifact in Standard for Success.

1. [Login to Standard for Success](#).
2. Click **Create New Artifact**.



3. Type Primary or Secondary Measure, the appropriate school year (i.e. 14-15) and your last name, followed by your first initial. Include any necessary comments in the comment box. See the example below.

A screenshot of the artifact creation form. It features a 'Title' field with the text 'Secondary Measure 14-15 - Smith,A'. Below the title field is a 'Description' section. This section includes a rich text editor toolbar with icons for bold (B), italic (I), bulleted list, undo, redo, link, unlink, and a dropdown menu. The description text area contains the following text: 'Include any description you wish in this box. Your evaluator may ask for some additional comments or explanations in this box. The use of the box is optional unless required by your evaluator.' At the bottom of the form, there is a small text area containing the text 'body p'.

- Title the attachment (same as Artifact title above), **Choose File**, find the file from the location you saved the document, and click **Upload Now**.



Attachments Allowable Filetypes - Add New

Secondary Measure 14-15 - Smith, A

Choose File  Smith,A-Se...dary 14-15

Upload Now [cancel](#)

- Click the appropriate box below the Attachments box (Primary or Secondary). Clicking this box will serve as your electronic signature. By clicking this box you are providing assurance that the document is correct, and that all student additions or deletions to or from your student achievement data were approved by your Evaluator. You are also providing assurances that the data is true, free from alterations of student data, and that you have followed all expectations regarding the maintenance of ethical testing practices and testing security.



Custom Fields

Primary Measure

Secondary Measure

- Return to the top of the page and click **Save and Send Artifact**.



Sandbox, Eastwood - Artifact Editor **Save as Draft** **Save and Send Artifact**

- You will now see the Student Achievement Measure listed on your Artifacts page.

5	3	Stuff New	Aug 15, 2014
		1.1.HE, 1.2.E, 1.3.IN, 1.4.IN, 2.1.HE, 2.2.HE, 2.3.E, 2.4.IN	
		Differentiated Lesson Planning New	Sep 03, 2014
		Secondary Measure 14-15 - Smith,A	Dec 31, 2014

Email your Primary Evaluator and send a backup copy of the Student Measure.

The Standard for Success program will notify your Evaluator when you have uploaded an artifact. However, the evaluator will not know, from the email, if the artifact is related to your Teacher Effectiveness Rubric Domains or your Primary/Secondary Measure.

Therefore, please send your Primary Evaluator an email along with the appropriate Primary/Secondary Student Measure documentation.

Differentiated Instruction: Web Resources

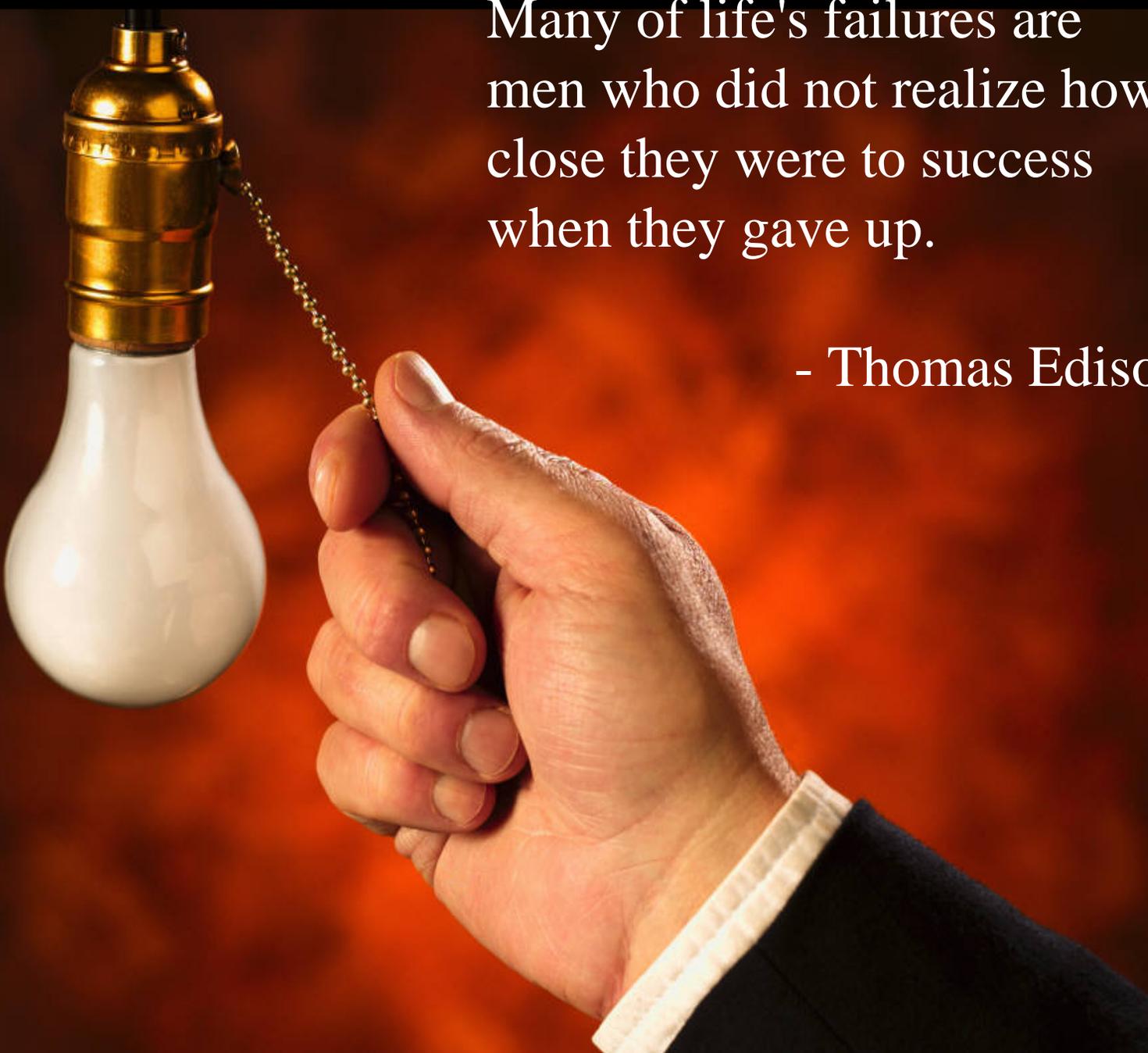
Compiled by Mary Beth Borkowski
Staff Development Coordinator, NCHS
November 5, 2014

Differentiation Overview (Definition; Purpose; Key Principles)

- <http://www.slideshare.net/sholomfried/differentiated-instruction-powerpoint-for-pd-workshop>
- <http://www.tolerance.org/differentiated-instruction>

Small Group Inquiry: What Does It Mean to “Vary Content, Process, and Product” Within One Lesson? What Might This Look Like Across Content Areas and Grade Levels?

- <http://www.readingrockets.org/article/what-differentiated-instruction> (A recommended resource for elementary school educators)
- http://www.richland.k12.wi.us/HS/GT/Three_Areas_of_Differentiation.htm (Definitions and Examples and Links to Explore)
- http://www.glencoe.com/sec/teachingtoday/subject/di_meeting.phtml (A clear, concise resource for all educators)
- <http://www.equityallianceatasu.org/sites/default/files/9.pdf> (Comparing Traditional and Differentiated Approaches; Adding Cultural Responsiveness to Differentiated Instruction; Culturally Responsive DI: What It Is and What It Is Not)
- <http://www.differentiationcentral.com/videos.html>
- <http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differentiated%20Instruction.pdf> (The Principles of Differentiated Instruction; The Seven Building Blocks of Differentiated Instruction; Comparison of Traditional and Differentiated Classrooms)

A close-up photograph of a hand in a dark suit jacket pulling a brass chain attached to a glowing incandescent light bulb. The background is a warm, blurred orange and red glow, suggesting a fire or a warm light source. The hand is positioned on the right side of the frame, with the thumb and index finger gripping the chain. The light bulb is on the left, hanging from a brass fixture. The overall mood is one of determination and the pursuit of success.

Many of life's failures are
men who did not realize how
close they were to success
when they gave up.

- Thomas Edison

It's all about balance

If failures are stepping stones to success

How can failure not be an option?

It's all about balance

Do you believe this statement?

The greatest inequality is the equal treatment of "un"-equals."

Felix Frankfurter

It's all about balance

Does parent involvement influence student achievement?

A little or a lot?

It's all about balance

Define these terms:

Significant

Quality

Rigor

“Typical Growth”

Fair

It's all about balance

What is *more* important?

Strong knowledge in the content area or the ability to create relationships with students?

Zen and the Art of Motorcycle Maintenance

Robert Pirsig

- Classical Knowledge – Reason (the now)
- Romantic Knowledge – Potential (the possible)
- Romantic Quality – The Leading Edge
- Static Quality – The current Standard

How do we measure all of this???

W. Edwards Deming
Do you agree with these quotes?

Best efforts are not enough, you have to know what to do.

Best efforts are essential. Unfortunately, best efforts, people charging this way and that way without guidance of principles, can do a lot of damage. Think of the chaos that would come if everyone did his best, not knowing what to do.

W. Edwards Deming

Do you agree with these quotes?

Variation is the enemy. It's the enemy to quality. It's the enemy to improvement. It's the enemy to management.

Does Data Matter?

A little or a lot?

Do some educators make excuses for the data?

Home life?

Student motivation?

Parent Involvement?

Time?

What data should evaluators use to tell when it their position is an excuse or a reason? How do you know it is the “right” data?

Paul Hersey Situational Leadership

High Task/Low Relationship – Telling

High Task/High Relationship - Selling
Time?

High Relationship/Low Task – Participating

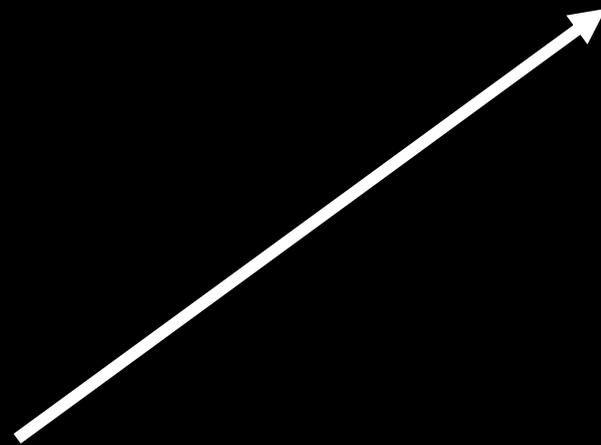
Low Relationship/Low Task – Delegating

Where do the teachers you evaluate fall? Are you addressing them according to the appropriate situation?

**Boredom
- Chaos**

When observing or evaluating a classroom, consider the degree that students are functioning on the diagonal line. In its simplest form, teachers use the art and science of teaching to keep the balance between ability/rigor and chaos/no learning. To what degree can we discern that all students are appropriately balanced – and moving upward?

Ability



**Rebellion
- Chaos**

Expectation of Performance - Rigor

What makes the best the best?

Teacher Actions/Behaviors

- Interactive Lecture
- Check for Understanding
- Circulate While Checking
- Re-teach Often
- Provide:
Specific/Timely/Accurate
Feedback
- Restate in Students' Words
- Use Humor
- Connect to Previous Learning
- Depth v. Breadth
- Write more/Grade Less

Student Actions/Behaviors

- Write more
- Argue/Debate/Defend in
Writing
- Compare and Contrast
- Explain
- Set own learning goals
- Practice, practice, practice
- Revise – Resubmit Work
- Read and Respond to
Magazines and Current Events