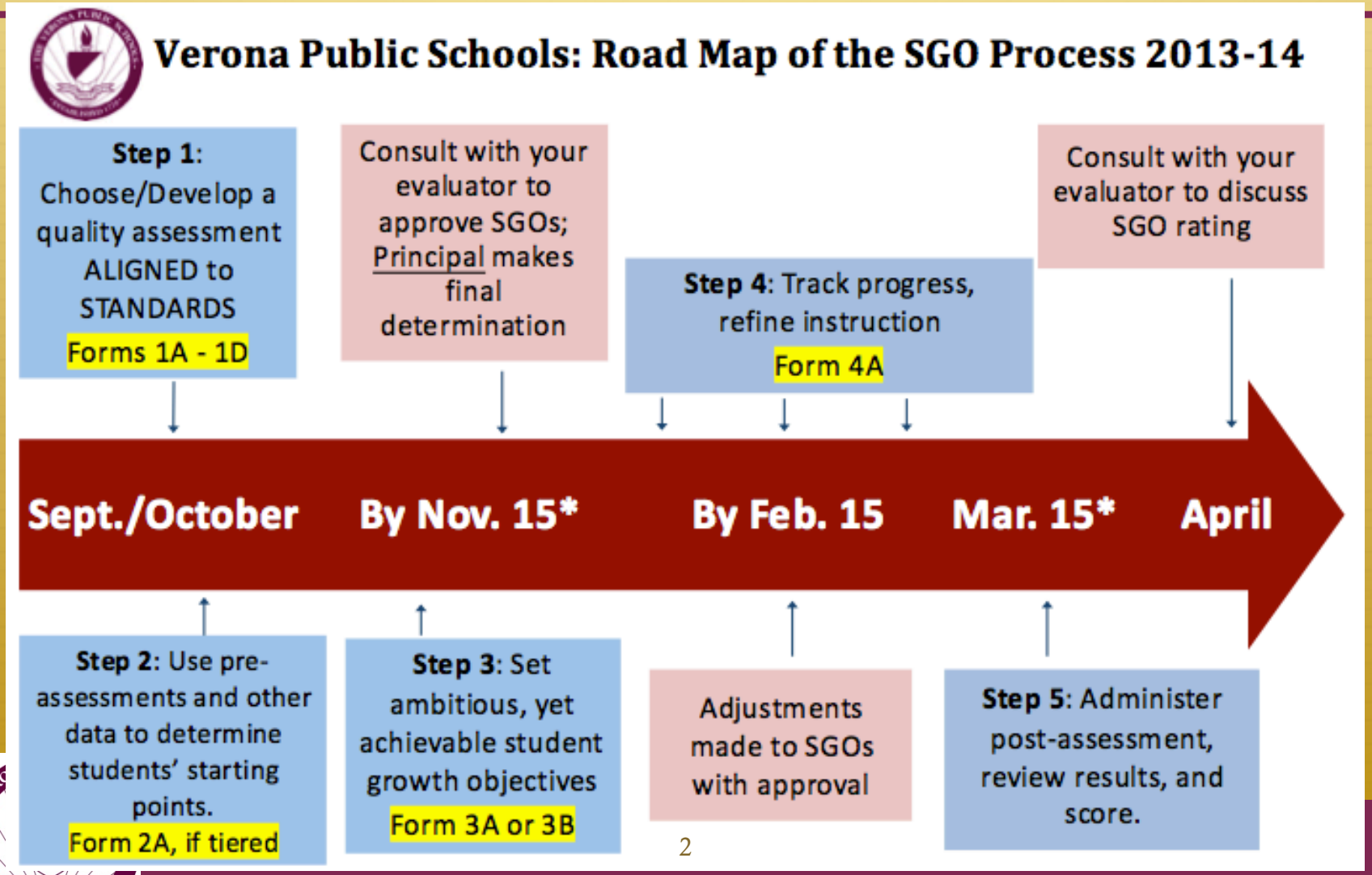
DEAC Meeting
September 19, 2013

- *SGO Road Map to Success*
- *i-Observation (Pre-During-Post)*
- *Updated Marzano Annual Evaluation: Will now include Domains 1, 2, 3, 4*

Road Map to Success!



SGO Steps 1 – 5 with Due Dates

Step 1: Questions to Consider When Choosing or Developing a Quality Assessment – Due October 9 to your Evaluator	
• What style assessment will best measure student growth in relation to my SGO? • What assessments do I have now that might I might use? • What resources are available to find or create an assessment? • Is the assessment standards aligned (Form 1B)? Rigorous and include a depth of knowledge (Form 1C)? Free of bias, written clearly, and possess a variety of questions/tasks (Form 1D)?	• Will I use the same assessment, or a modification of it, as a pre-test? • If the assessment is used as a pre-test, how does it gauge my students' level of pre-required knowledge and skills for the course I am about to teach them? • Does my assessment measure depth of understanding and are there questions that would challenge even my most knowledgeable students?
Step 2: Ideas to Consider When to Determining Students' Starting Points	
• What sources of student data are available to you? • Is a pre-assessment something you should be using? • Choose 1-3 sources of data to determine starting points. ○ Results from prior year tests, grades; current pre-assessment, …	• Gather achievement data on all of your students. • Complete (Form 2A) if using a tiered approach. • Determine whether you should subdivide your students for the purposes of the SGO according to the achievement data.
Step 3: Key Steps for Writing Student Growth Objectives – Due November 12 to your Evaluator *(Principal makes final determination)*	
• Determine the score on the final assessment (or portfolio) that you will set one of your SGOs towards. • If using an assessment in which proficiency levels can be compared one year to the next, determine the change in proficiency levels towards which you will set your objective. • Decide whether to set tiered objectives based on groupings of your students.	• Determine what "full attainment" of your SGO would look like based on target scores or growth in proficiency. • Create brackets for other levels of attainment. • Complete your SGO form (Form 3A or 3B) and conference with your evaluator (principal makes final determination). • Repeat for a second SGO if necessary.
Step 4: Track Progress & Refine Instruction – December → January → February 15th *(Any adjustments must be made by this date)*	
Using the Mid-Course Check-in Form (Form 4A) reflect on the following questions: • How are your students progressing toward your SGOs? How do you know?	• Which students are struggling/exceeding expectations? What are you doing to support them? • What additional resources do you need to support you as you work to achieve your SGOs?
Step 5: Review Results and Score In Consultation with Your Evaluator – March 15th* *(post-assessment date is flexible)*	
• Administer the post-assessment. • Collect student performance data and consult with your evaluator to determine your rating. • **Discuss with your evaluator the next steps for setting SGOs in the following year based on your results.**	

SGO Planning Forms (emailed)

Verona Public Schools
SGO Form 1A: Planning Guide for Choosing or Developing a Quality Assessment

Teacher(s)	
Subject	
Grade level	
What period of instruction will the assessment include? (Note: data should be available for annual summative conference.)	_____ to _____
What style assessment will best measure student growth in relation to my SGO?	Check all that apply: ☐ Predominantly written/multiple choice ☐ Performance-based ☐ Portfolio-based Other _____
What assessments do I have now that I might use? (Final exam, benchmark tests, portfolio assessments?)	
If I have an assessment that I might use for SGOs, do I need to modify it?	☐ I don't need to modify it. ☐ I will modify it by using the approval checklist for school based assessments and associated assessment forms. (link) Other _____
If I do not currently have an assessment to use, what resources are available to find or create an assessment?	
What time is available to me (and my colleagues) to devote to developing an assessment? (SGOs must be approved by your evaluator by November 15, 2013)	Check all that apply and add dates and approximate time available ☐ PLC _____ ☐ Common planning _____ ☐ Faculty meeting _____ ☐ PD time _____ Other _____

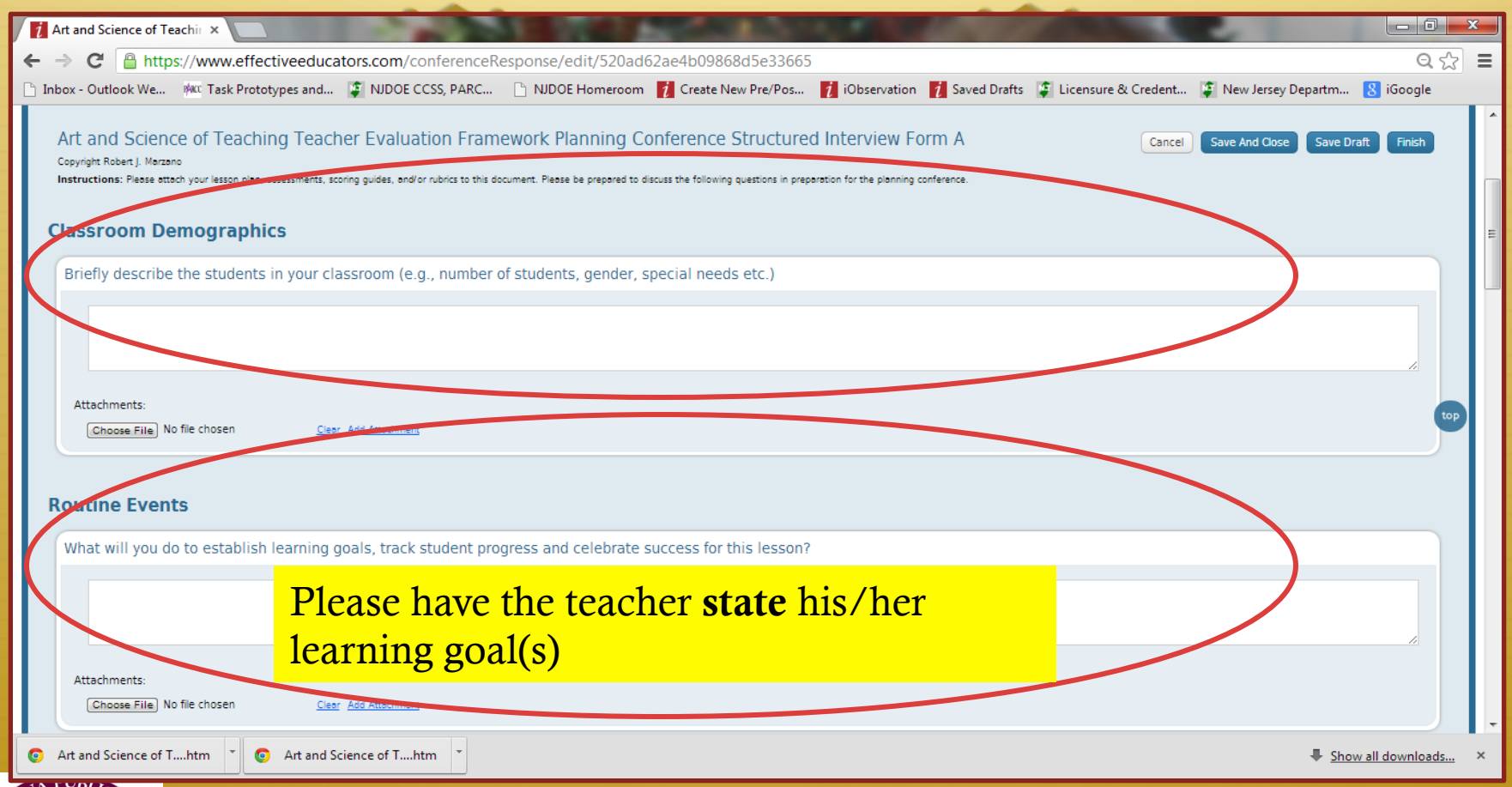
Observations #1 & #2 for 2013-14

- Observations are announced & evaluator sends the teacher pre-observation form
- Teacher completes pre-observation form in iObservation by identifying 5 to 7 elements from DQ 1 - 5 for the observer & meets with evaluator
- Formal observation occurs (NT – 2 Long & T - 1 Long/1 Short)
- Evaluator send teacher the reflection form in iObservation & shares observation with teacher
- Teacher meets with observer for instructional feedback

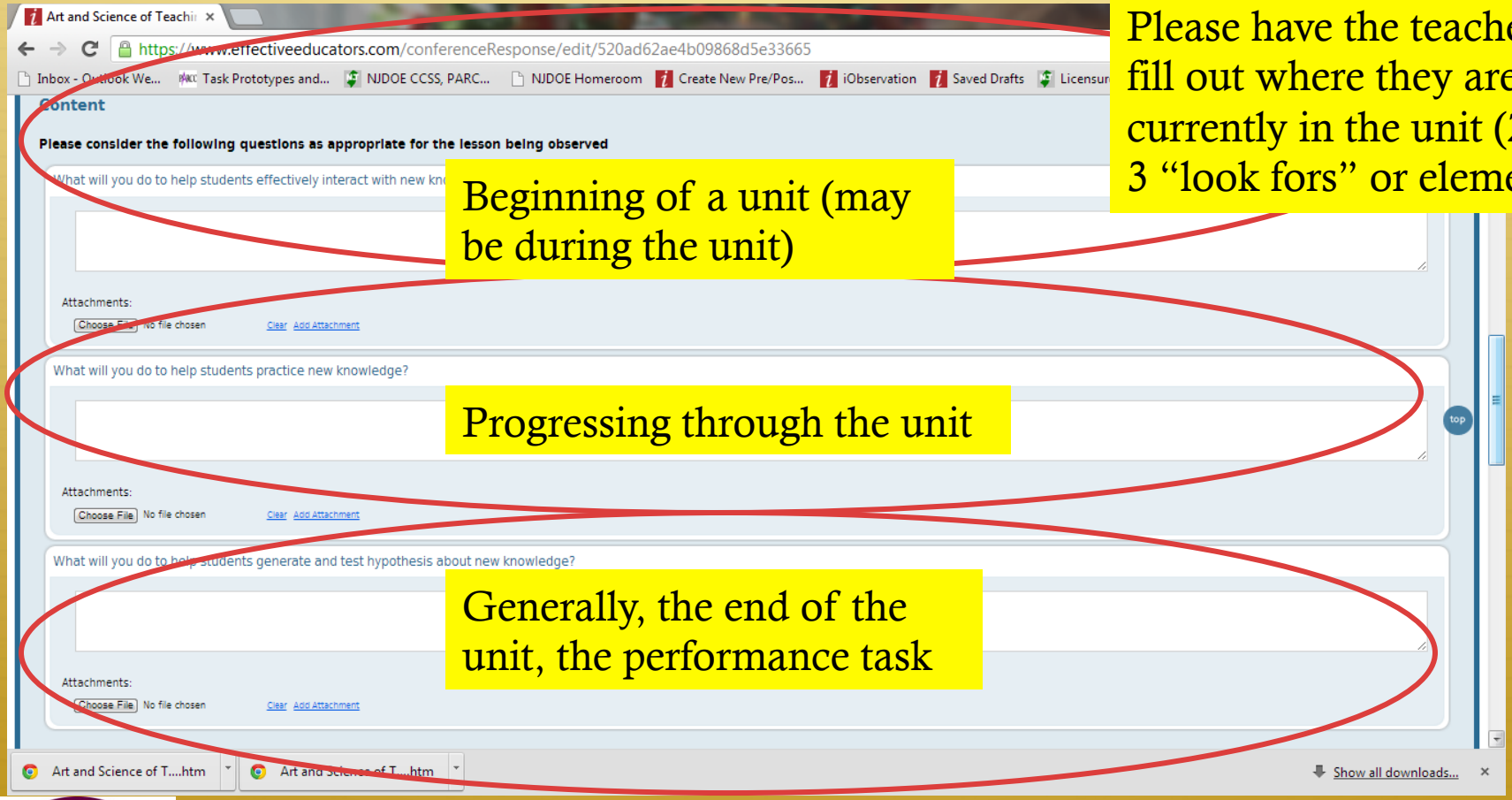
Observation #3 for 2013-14

- No pre-conference prior to the formal observation (*Teacher does not complete pre-observation from in iObservation)*
- Observation is unannounced & short
- Evaluator send teacher the reflection form in iObservation & shares observation with teacher
- Teacher meets with observer for instructional feedback

Verona Observation: Pre-Conference Form (Involving Routine Events)



Verona Observation: Pre-Conference Form (Addressing Content)



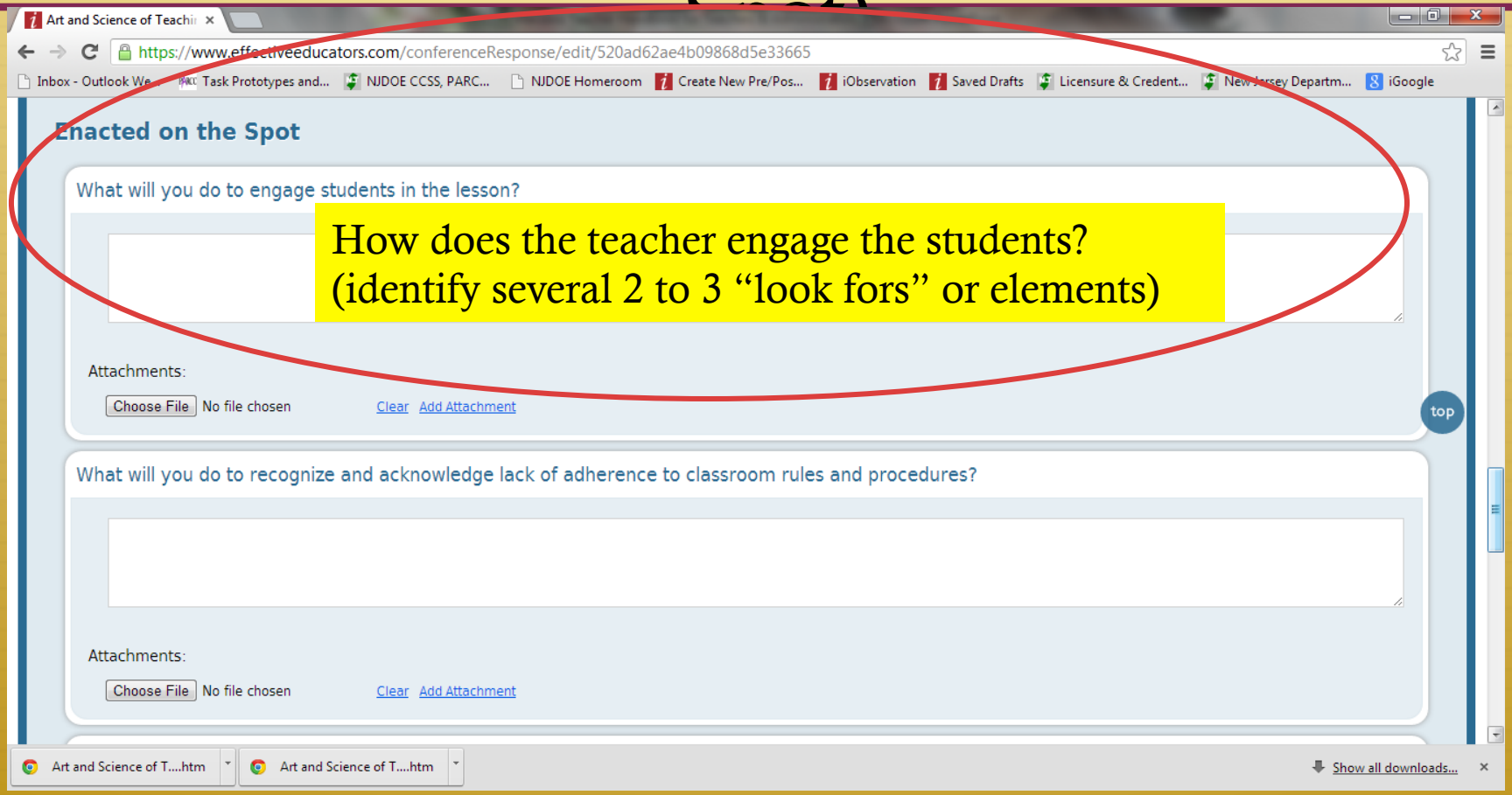
Please have the teachers fill out where they are currently in the unit (2 to 3 "look fors" or elements)

Beginning of a unit (may be during the unit)

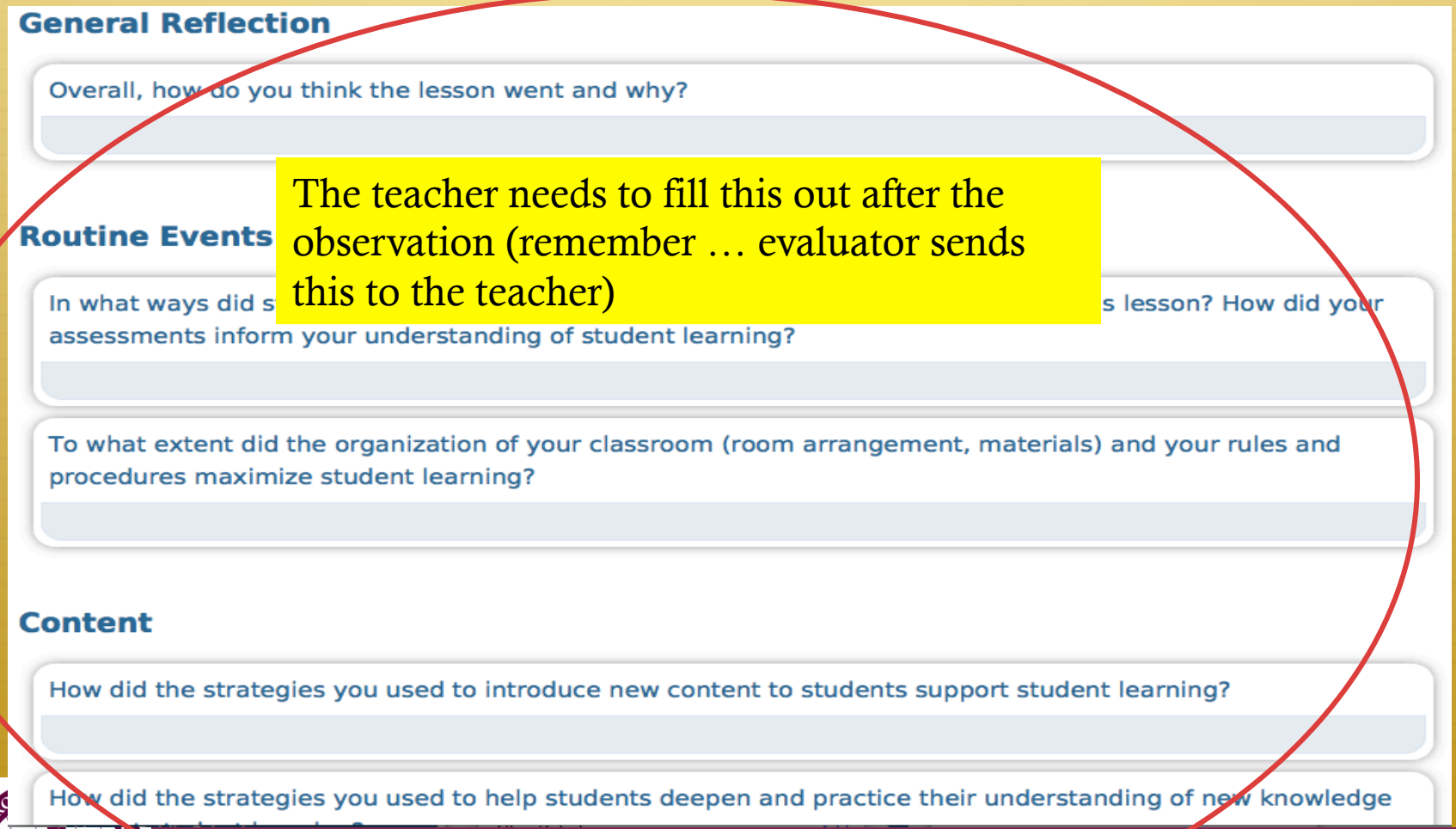
Progressing through the unit

Generally, the end of the unit, the performance task

Verona Observation: Pre-Conference Form (Enacted on the Spot)



Verona Observation: Reflection Post-Conference Form



The teacher needs to fill this out after the observation (remember … evaluator sends this to the teacher)

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Updated Annual Evaluation

Domain 1: Classroom Strategies and Behaviors

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ referrers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

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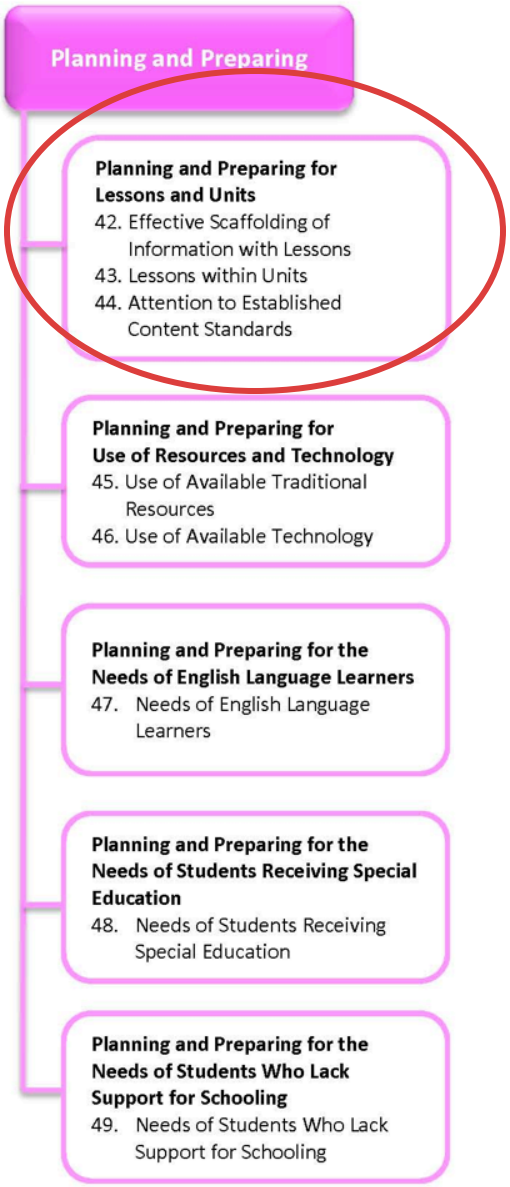
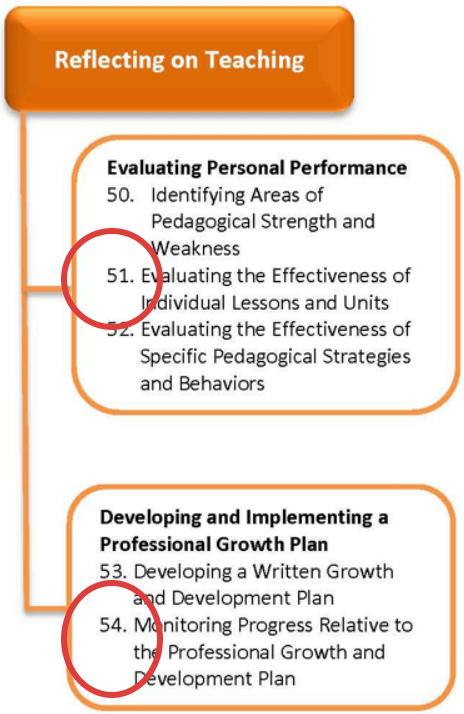
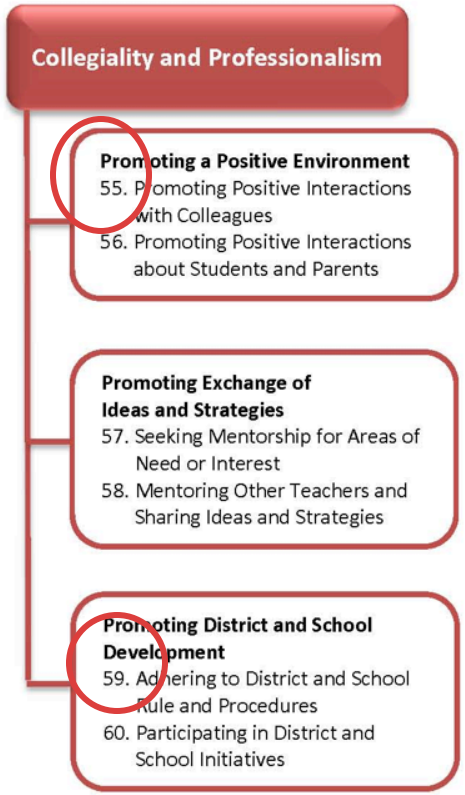
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



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