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Our facilitators

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# Outcomes

By the end of this session, I will:

- Know the difference between “Teacher Quality” evidence and ‘Student Growth” evidence
- Have some beginning ideas for how to compile different types of evidence.
- Have some insights on prioritizing aspects of my job

# Question

Share a working definition of these 2 things:

Teacher Quality evidence  
vs.  
Student Growth Evidence

# CDE Teacher Evaluation Rubric

## Quality Standard 1

### QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s)

# Other 4 Quality Standards

## QUALITY STANDARD II

Teachers establish a **safe, inclusive and respectful learning environment** for a diverse population of students.

## QUALITY STANDARD III

Teachers **plan and deliver effective instruction** and create an environment that facilitates learning for their students

## QUALITY STANDARD IV

Teachers **reflect** on their practice.

## QUALITY STANDARD V

Teachers demonstrate **leadership**

# Key Words for “Teacher Quality” Evidence

- I. Pedagogical Expertise
- II. Respectful Learning Environment
- III. High Quality Instruction/Environment
- IV. Reflect
- V. Leadership

# Evidence Ideas for Teacher Quality

- Backwards Plan –
  - Linked from Drive, Dropbox, etc.
  - Contains ‘big picture’ outcomes, differentiation strategies, assessment, etc.
- Self Reflection (pre/post)
- Observations that are uploaded and linked
- Video Clips
- Photos (think of what it’s capturing)



# Evidence Ideas for Student Growth

Determine what you are measuring

- Writing
- Reading
- Math
- Other core areas
- Digital lit, info lit or 21<sup>st</sup> c. skills
  - \*likely embedded with the core content you are co-teaching

# 21<sup>st</sup> C. Skills Measures

Formative Assessment Rubrics

Student Pre/Post Reflection

21<sup>st</sup> C. Skills Rubrics:

- Tools for Real-Time Assessment of Info. Lit. Skills (TRAILS)
- Adams 12 Digital Literacy Skills Rubric
- Google Community – “School Librarian Town Hall”
- Academy District 20 CO 21<sup>st</sup> c. Skills Assessment Rubrics

# Annual School Library Growth Plan

Date: School Librarian: School/District:

G O A L 1	School Unified Improvement Plan Goal (UIP) Goal	Which all-school goal are you aligning with for your first goal? (If your school goals are not easily available, how are you planning on finding out from your administrator what they are?)
	HESLP Target area (which area would you like to improve upon and WHY?)	Select a target area from the HESL "Evaluation Rubric" in which you would like to make growth. We recommend targeting an area from the "Leadership" or "Instructional Expert" areas of the HESLP rubric. After identifying which area (i.e., collaboration), write a brief sentence or so explaining WHY you are targeting this area for growth.
	My SMART goal which is worded to show alignment between UIP and HESL Target area	Based on your target area, write growth plan goal #1 here. How is this aligned with your school's goal?
	My Strategies/Indicators for carrying out my SMART goal	What actions will you need to do to implement your goal?
	My Partners	Who will be your partners in implementing your goal/strategies? List staff members, students, parents or others who will be helping you and your school reach this goal.
	MEASURABLE EVIDENCE of Collaboration, Leadership, and/or instruction for Teacher Quality Standards and/or HESLP Rubric	What measurable evidence can you provide for your principal/teaching portfolio?
★	MEASURABLE EVIDENCE of Student Growth	What measurable evidence can you provide that shows how what you taught or implemented resulted in student growth?

<b>School Unified Improvement Plan Goal (UIP) Goal</b>	<p><b>Which all-school goal are you aligning with for your first goal? (If your school goals are not easily available, how are you planning on finding out from your administrator what they are?)</b></p> <p>The gap in writing achievement in the Proficient and Advanced categories between 3<sup>rd</sup> grade boys and girls will decrease from 20 percentage points to 10. Last year's test scores indicated girls are scoring 20 percentage points higher than boys.</p>
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<b>HESLP Target area (which 1-2 areas would you like to improve upon and WHY?)</b>	<p><b>Select a target area from the HESL "Evaluation Rubric" in which you would like to make growth. We recommend targeting an area from the "Leadership" or "Instructional Expert" areas of the HESLP rubric. After identifying which area (i.e., collaboration), write a brief sentence or so explaining WHY you are targeting this area for growth.</b></p> <p>I am focusing on HESLP target area #2 Collaboration and #4 instructional delivery strategies (in targeting boys). Past collaboration activities with third grade teachers have been inconsistent. I want to establish a yearlong collaboration and co-teaching plan that focuses on writing in different content areas. I'm also targeting 3rd grade since this is their first year of statewide testing exam.</p>
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<b>My SMART goal which is worded to <i>show alignment between UIP and HESL Target area</i></b>	<p><b>Based on your target area, write growth plan goal #1 here. How is this aligned with your school's goal?</b></p> <ul style="list-style-type: none"> <li>•1st try - By March 2015, I will have collaboratively planned and taught a third grade science, social studies, and math unit/lesson; these lessons will include a written element that incorporates our building writing curriculum program.</li> <li>•<b>Better 2nd try after getting feedback/coaching- <i>By March 2015, focusing on growth areas indicated in the MAP test**, the 3<sup>rd</sup> grade teachers and I will have co-developed student writing rubrics and e-portfolios for 3 writing units (that we will co-teach and co-assess in at least 2 subject areas) that contains 3 of their pre unit and post unit writings.</i></b></li> </ul>
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<b>MEASURABLE EVIDENCE of Collaboration, Leadership, and/or instruction for Teacher Quality Standards</b>	<p><b>What measurable Teacher Quality evidence can you provide for your principal? (Evidence of YOUR growth for your portfolio)</b></p> <p>I will upload 3 collaboratively backward-planned units on google drive so that I can easily link this evidence of professional growth with my principal and other stakeholders. These plans will include differentiation strategies we used for targeting boys scores. I will share a personal reflection of instructional delivery strategies that I tried as a discussion point with my principal during evaluation. Lastly, I will upload and link student writing examples (some pre-post writing), especially of boys' writing.</p>
<b>MEASURABLE EVIDENCE of Student Growth</b>	<p><b>What measurable Student Growth evidence can you provide that shows how what you taught or implemented resulted in student growth?</b></p> <p><u>Formative Assessment</u> - Review the Assessment rubrics of the 3 units to analyze student growth from 1st unit to 3rd unit. Did growth occur by the end of the 3rd unit? Is their writing showing more use of (descriptive writing)? We will ensure that our random sampling of student assessment examines boy's writing growth and that our student sampling is reflective of our school's demographics.</p> <ul style="list-style-type: none"> <li>•We will include student reflection examples - Prior to unit 1, we will ask students write an answer to the following prompt: "Look at the assessment rubric. What do you hope to learn? At end of unit 3, we will ask student to write a reflection on "What did I learn about descriptive writing throughout these 3 units?"</li> <li>•In this same pre/post reflection time I will work with the 3rd gr. teachers to include 2-3 questions for student self-assessment on ability to create an e-portfolio.</li> <li>•I will include the answer to the following when submitting formative evidence. "I worked with ____ of boys around using more descriptive words in writing. Here are the results from our 3 units."</li> </ul> <p><u>Summative measure</u> - Using the MAP data , student achievement in descriptive writing will be measured.</p>

# Re-Think our Job

Like a principal and some other teachers (coaches, for ex.)  
lots of our job is not reflected in the teacher rubric

- 1) Can you capture all of your job in your goals?
  
- 2) In thinking what is most important for high teaching quality and student growth, what aspects of our job might we reduce, replace or think differently?

# Resources

[CDE Teacher Evaluation Rubric](#)

[Highly Effective School Library Program](#)

Rubric

Growth Plan Template

Sample Growth Plan Goal

[TRAILS](#)

[Adams 12 Digital Literacy Skills](#)

[District 20 21<sup>st</sup> Century Skills Assessment Rubrics](#) (Compilation)

[21<sup>st</sup> C. Learning Objectives](#)

(aligned with NETS, AASL, and P21)

[Google Community](#) – School Librarian Town Hall

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By the end of this session, I will:

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# Reflection/Evaluation

- 1) Share one thing you learned today
- 2) Share one or two things you wish you learned or that you'd like to know more about