Ministerial Growth and Evaluation Process Review

Summer 2023

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9 Essential Skills for the Love and Logic Classroom

Board of Education

- 1. Neutralize student arguing
- 2. Delay consequences for positive learning
- 3. Hand the child's problems back using empathy and consequences
- 4. The Recovery Process- preserves the learning environment
- 5. Developing positive teacher-student relationships
- 6. Setting limits with enforceable statements
- 7. Use choices to prevent power struggles
- 8. Learn quick and easy preventative interventions for discipline
- 9. Guide students to own and solve problems



FEBRUARY, ---- Cutting Weather ----- Squally.



"Teaching is having a positive impact on student learning."

CLASSROOM VISITS

Assessments viewed as multiple opportunities to demonstrate mastery of a learning target

Math Test 3

3. Write

4. Multiply.

Write the ansy

7+3-

c. 1+9+2+ 6. Solve the story problem

There are 12 cookies in each

nere are 14 countes in cach are there in 4 packages.

c. × 4

LIVEWORKSHEETS

Test 1 Version A 30 questions	- Test 1 Version B 30 question	Test 1 Version C 30 questions
Q1 : Q10 5 altern answ	•	$4 \qquad \begin{array}{c} Q1 \\ \vdots \\ Q10 \end{array} \right\} 3$
Q11 ; Q20 4 altern answ	• /	$\begin{array}{ccc} & & Q11 \\ \vdots \\ & Q20 \end{array} \end{array} \begin{array}{c} 5 \\ \end{array}$
Q21 3 altern Q30	• /	$5 \qquad \begin{array}{c} Q21\\ \vdots\\ Q30 \end{array} \right\} 4$

Assessments viewed as a one time opportunity to demonstrate knowledge



"What I do in my classroom works best."

"What works best for the students in my classroom?"



Know thy impact.

-John Hattie

REVERSE EFFECTS

TEACHER EFFECTS 0.4 0.2 classroom discussion response to interve pisseian programs direct instruction self-reported grades 0 suspension/expelling teacher credibility boredom collective teacher efficacy lack of sleep retention summer vacation

VISIBLE LEARNING A SYNTHESIS OF OVER 800 META-ANALYSES **RELATING TO ACHIEVEMENT**



CIS

ZONE

FOR TEACHERS JOHN HATTIE

1.6







As teachers, how can we best serve Jesus' precious lambs?

- Share Jesus and his life changing grace
- Identify research based approaches
- Speak a common language around improvement



WELS Civist's Love, Our Calling.

WELS Continuum of Principal Development

	August 2019	

WELS Christs Love, Our Calling.

WELS Continuum of Early Childhood Director Development

WELS Civists Love, Our Calling.

WELS Continuum of Teacher Development

August 2019

cls.welsrc.net/mgep/

August 2020

Domain II: Instructional Leadership

STANDARD THREE: An effective Lutheran school principal knows how to teach.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.1 Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards	 Is aware that the WELS has adopted teaching standards, but does not reference them or make 	 Posts the WELS teaching standards in classroom or office. 	 References WELS teaching standards as a self- assessment tool for principal and teachers. 	 Demonstrates proficiency in the use of the WELS teaching standards within one's own (principal)
	use of them.	 Shares WELS teaching 		classroom and is able to
		standards with	 Builds ongoing familiarity 	model and or identify
	 Cannot articulate the content of WELS teaching standards. 	faculty/staff and board in writing through inclusion in faculty materials, i.e.	of self and faculty with the standards throughout the year, i.e. regular	exemplary practice of the standards across all grade levels.
	standards.	teacher handbook.	discussions of what the	IGAGO'
		Council Honobook.	standards look like in	 Continually builds the
		Has limited to no	practice occur with faculty	capacity of the faculty and
		discussion of WELS	and a plan exists to work	staff to reflect about one's
		teaching standards with faculty and does not	through all the standards.	teaching effectiveness based on WELS teaching
		reference standards as a	 Consistently works 	standards leading to
		self-assessment tool for	towards proficiency in	increased student
		principal or faculty to	WELS teaching standards	achievement.
		gauge professional development needs.	in self and continually references standards in	Utilizes WELS teaching
		development needs.	efforts to support faculty	 Othizes wells teaching standards as the basis for
		Does not aspire to	growth.	faculty evaluation and
		standards.		professional growth plans

Domain II: Instructional Leadersh

STANDARD THREE: An effective Lutheran early childhood director knows how to teach young children

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.3 Understands and utilities the Wiscowshi for. Underan Synod (WELS) Teaching Standards	 May be sware that the WIS2 has adopted teaching standards but does not reference them or make use of them. Cannot atticulate the content of WES1 teaching standards. May aspire to state liconsing regulations on teaching and curriculum but does not unlike the WES1 Teaching Standards. 	vots the VMLS tracking standards inclusions or office. Shares the VMLS teaching standards with teachers, staff and the gaverning bear in writing through inclusion in staff materials (orientation documents). Is as limited or no discussions of the VMLsh staff and dees not reference standards as a self accession of the VMLsh staff and dees not development needs.	personally proficient in using the WLS searching sundards and in helping staff grow to understand and to apply them ally. • Builds copping familiantly with the WLS backhing standards by all staff histogeout by your Ge of what the standards look ine a practice, hose ne stabilished plan to work through all the standards.) • References the WLS	 Demonstrates personal proficiency of the sus of the WEL stacking standards and models and/or identifies exemplary practice of the standards zoros all classoom and age propo. Continually builds the capacity of the stachers an staff to reflect abuot ones tracking effectives based on the WEL Steaching increased student oblivement. Utilities the WELS teaching transfersion and buildersement. Utilities the WELS teaching transfersion and buildersement.
Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.2 Understands the developmental needs of children 0-8	 Exhibits minimal knowledge of developmental characteristics of children ages 0-8 and misses opportunities to use this knowledge when planning 	 Possesses accurate knowledge about developmental characteristics of children ages 0-8 but often misses opportunities to use this knowledge when planning instructional goals, 	 Exhibits a strong knowledge of developmental characteristics of children ages 0-8 and uses this knowledge when planning instructional goals, experiences, materials, and assessment strateeiss. 	 Builds the collective capacity of the staff to consistently design and implement lessons that address the developmental characteristics of children

STANDARD ONE:					
The teacher understands make these aspects of su			s of the disciplines she or	he teaches and creates le	arning ex
	Beginning	Emerging	Applying	Integrating	In
1.1 Understands the central	Has a general knowledge of the subject and relies	Identifies the key concepts, foundational principles, or	Presents multiple explanations of concepts to	Reinforces key ideas through both classroom environment	Knows h

 Understands the central concepts, underlying foundations, and broad patterns of the discipline. 	Has a general knowledge of the subject and relies primatily on the textbook for alraning it.	Identifies the lary concepts, foundational principles, or patients of the lessons as found within the statbook and designs lessons which translate forms to the students.	Presenta multiple explanations of cocospits to express key ideas including context and explanations of context and explanations of context from sources beyond the lastbook.	Reinforces key ideas through both classroom environment and instruction, provides explicit lists to keramer prior understandings and experiences outside of the classroom.	Knows how the foundations, key concepts, and broad patterm are related to the subject as a whole and how to corresy that knowledge to stadersh. Designs courses, classes and curriculars to allow children to experience and grang those understanding uning a valiety of resources and subject matter tools, while using the battools only as a resource.
1.2 Represents and uses differing viewpoints, theories, human ways of knowing, and methods of inguiry in teaching subject matter in the light of God's Word.	Preventa subject matter concepts from one perspective.	Introduces students to offerent methods of inquiry and may represent more than one viewpoint.	Represents and uses offleting viewpoints, theories, human ways of knowing, and methods of inquiry in his/her lasching of subject matter in light of God's Word.	Structures curriculum so students may discover conceptual transworks. Encourages students to contrast different theories through methods of inquiry.	Structures instruction to encourage learners' evaluation and analysis of concepts, viewpoints and theories in light of God's Word.
1.3 Engages learners in generating knowledge and / or testing hypotheses according to methods of inquiry and standards of evidence used in the discipline as they are in accced with God's Word.	Models methods of inquiry and standards of evidence used in the display. May explicitly teach these methods to students.	Designs instruction so that students generate inconfedge and test hypotheses.	Engages learners in generating knowledge and testing hypotheses according to methods of inquiry and standards of vectore used in the discipline as they are in accord with God's Word.	Encourages learners to compare methods of inguly and standards of evidence access multiple disciplines and integrate them in accord with God's Word.	Supports students in presenting discipline-based knewledge to poers, parent and/or other school colleagues which gives evidence of their Christian discemment where appropriate.
1.4 Recognizes perspective and bias in curricular materials and encourages students to consider diverse parapectives that reflect love and respect for all of Got's people.	Uses ourlioute that may prompt students to explore ideas from more than one perspective.	Implements ourricula that indivates students to examine ideas from multiple parapectives.	Develops and uses curricula frat encourage students to see, question, and interpret ideas from diverse perspectives.	Integrates a diversity of perspectives into curricula.	Develops and uses ourricul that encourage students to propose and delineate their own ideas as well as synthesize ideas from diverse perspectives.

STANDARD FOUR: Christian teachers know how to teach.

The teacher understands and uses a variety of instructional strategies to encourage learners' spiritual growth and the development of critical thinking, problem solving, and performance skills.



Principal Continuum

STANDARD FOUR: An effective Lutheran school principal fosters a culture of student spiritual growth and academic achievement.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
4.1 Creates a climate in	 Does not know how the 	 Striving for academic 	 Creates and implements a 	 Develops, nurtures,
which all reflect Christ's	principal's actions impact	excellence is sometimes	positive school climate in	implements and sustains a
love and strive for	the creation and	emphasized as part of the	which interaction of	positive school climate in
excellence in using His	maintenance of a positive	school climate or culture	teachers and staff with all	which the interaction of
gifts	and healthy school	and may or may not b	students is caring,	teachers and staff with all
	climate, which reflects	part of the mission nd	responsive, supportive,	students is caring,
	Jesus' love for all.	vision of the sch /i.	and respectful – reflective	responsive, supportive,
			of Christ's love.	and respectful – reflective
	 Does not intentionally 	• Is aware of e need for		of Christ's love.
	plan to assess the quality	the prip al to take on a	 Creates and implements a 	
	of and enhance school	leadi ole in creating	climate with high	 Develops, nurtures,
	climate, i.e. no school	ap aintaining a school	expectations for staff and	implements and sustains a
	climate surveys are	ate which reflects	students to use their gifts	climate with high
	administered.	nrist's love and strives	to the best of their ability	expectations for students,
		for excellence in using His	to honor God.	families, faculty and staff
		gifts, but does not have		to use their gifts to the
		data by which to measure	 Collaboratively 	best of their ability to
		the health of the school	administers, compiles and	honor God.
Element		climate on a regular or	shares results of school	
	Descriptors	ongoing basis.	climate survey on an	 Builds the collective
			annual basis to measure	capacity of
		 May administer a climate 	the health of the school.	staff/stakeholders to
		survey to stakeholders		continuously monitor the

Director/Principal Continuum

A Framework for Developing Leadership Capacity in Principals

PAJARDO

- Reviewed Superintendent and Principal INTASC Standards
- Used Developed Standards to create MLC Master's in Educational Leadership Major
- Formatted Continuum to follow research by Peter Hall and others for developing school leaders
- Adapted Principal Standards/Continuum to fit the context of the WELS Early Childhood Director

DEBORAH CHILDS-BOWEN

HALL

THE

CUNNINGHAM-MORRIS

Early Childhood Director Continuum

STANDARD FOUR: An effective Lutheran early childhood director fosters a culture of student spiritual growth and development of the whole child.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
4.1 Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts.	• Is not aware of how the director's actions impact the creation and maintenance of a positive and healthy ECM climate that reflects Christ's love for all.	 Is aware of the need for the director to take on a leading role in creating and maintaining an ECM clip te which reflects Christ ove and strives for expense in using His gifts 	 creates and implements a positive ECM climate in which interaction of teachers and staff with all students is caring, responsive, supportive, respectful and reflective of Christ's love. 	 Develops, nurtures, implements, and sustains a positive ECM climate in which the interaction of teachers and staff with all students is caring, responsive, supportive,
	• Does not intentionally collaborate with parents and staff to assess and improve the ECM climate.	 skills or tool create a healthy e. Recession the value of orating with parents 	 Creates and implements a climate with high expectations for staff, children, and families to use 	 respectful and reflective of Christ's love. Develops, nurtures, implements and sustains a
	• Does not intentionally plan to assess the quality of or t enhance the ECM climat (e.g.	staff to assess and mprove the ECM climate but does not measure the nealth of the climate on an	 their gifts to the best of their ability to honor God. Collaboratively administers, 	climate with high expectations for staff, children, and families to use their gifts to the best of
Element		ngoing basis.	compiles, and shares results of ECM climate surveys on an annual basis to measure the health of the program.	 Builds the collective capacity of staff and stakeholders to continuously monitor the



Teacher Growth for Student Learning







MDP Sample Timeline				
MDP Year 1	MDP Year 2	MDP Year 3		
Summer - Write Plan	Fall-Spring - Continue implementation, Begin Assessment	Fall-Spring - Continue implementation, Final Assessment		
Summer-Fall - Begin Research	Summer - Year End Summary 2; Begin Year 3	Summer - Complete MDP; Final Summary; Write next MDP		
Fall-Spring - Research/Implementation	For New Teachers : Prior to MDP Year 1, they would participate in Year 1 of NTI consisting of Self Assessment, Observational			
Summer - Year End Summary 1; Begin Year 2	ear 1 of NTI consisting of Self Assessment, Observational Feedback, and writing their MDP in the summer between their irst and second school year.			

Components of a MDP: Context

Ministry Context

Please include the following elements

- Brief summary of your ministry position
- Your school's goals (academic and spiritual)

Position:

School Goals (academic):

School Goals (spiritual):



C. Rationale

Please include the following elements:

- Background for your goal
- Connection to school goals
- Connection to WELS Teaching Standards

Writing Goals Resources Pages 18-20 handout

Components of a MDP: Assessment

II. Assessment (Anticipated Evidence)

Professional Growth

Prompt: What will you create/implement as a result of your new learning?

Student Learning

Prompt: What data demonstrate the effect of your professional growth of student learning?

(Providing before-and-after data will add validity to your results.)

Compo	onents of a MDP: Til	neline
Research		
Implement		
Assess		
Planned Activity	Anticipated Timeline	Complete

.



Year 3: Final Summary

Please include the following elements:

- Summary of how you grew in the Continuum of WELS Teacher Development
- · Explanation of how artifacts provide evidence of student learning
- Note: Evidence = Artifact + Explanation

Components of a MDP: Artifacts

Artifacts

Include at least two artifacts to show your professional growth and its effect on student learning:

	Professional Growth (Implementation)
PG1	
PG2	

	Effects on Student Learning (Assessment)		
PG1			
PG2			



The MDP helps improve instruction when the document sets the tone for classroom observations and professional conversations.



Instructional Supervision Comparison		
	Teacher Growth (Formative)	Teacher Evaluation (Summative) (Traditional focus / Revised focus)
Purpose:	Growth	Rating / Summative Rating
Focus:	Improving student learning	Measuring teacher behavior / and the effects on student learning
Role:	Co-learner	Evaluator-in-chief / Evaluator-in-consultation
Control:	Primarily the teacher	Primarily Top Down / Data-informed decision maker
Assessment	Where am I now? Where am I going? What strategies can help me get where I'm going?	One Size Fits all Checklist of Best Practice / Rubric-informed input and output

Time: Dedicated Leader Time, Visits by Peers

Formative

Focus

Training: Books, Webinars, Formal Coursework, Microcredentials

Resources: Videos and Templates, google forms, SIBME, etc.


Two Types of Classroom Observations

	Walkthrough	Traditional		
Qualities:	 Informal No pre-observation meeting Typically unannounced May include faculty input 	 Formal Pre-observation meeting Pre-planned Teacher input on purpose 		
Length:	 Varies Part of a lesson (beginning, middle, end) 	• Entire lesson +		
Follow-up:	 Note to teacher Brief conversation Data or notes shared Connect to Standards 	 Formal post-observation meeting Scheduled Data or notes shared 		

What to look for

1. Environment

2. Lesson

3. Learning



Environment

- Christ-centered
- Safe
- Supports learning



The Lesson

- Worthwhile
- Connected to students' backgrounds
- Focused with a clear objective
- Opportunities for critical thinking
- Engages all students



The Learning

- Owned by students
- Frequently assessed
- Evidence of learning



Micro-Credentials

FROM MARTIN LUTHER COLLEGE

Formal Recognition for Informal Learning









Summative

What does the summative process look like and how often should it be done?



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Summative Evaluation Categories				
1	Ministry Traits (Ministry Trait Standard)			
2	Content Knowledge (Standards 1,6)			
3	Learner and Learning (Standards 2,3,5,6)			
4	Instructional Practice (Standards 4,6,7,8)			
5	5 Professional Responsibility (Standards 6,9,10)			

🟶 WELS Cloud

Summative Teacher Evaluation

Mrs Talia Steinhauer (Teacher) St Paul Lutheran School, LES, Muskego, WI

⊘ Save

My WELS Cloud > Summative Teacher Evaluation > Form

Welcome	Ministry Traits	Content Knowledge	Learner & Learning	Instructional Practice	Professional Responsibility	Sign & Submit
-						

Learner & Learning (Standards 2, 3, 5, 6)

MINIMAL

(of a minimum amount, quantity, or degree; the least possible)

The teacher has little understanding of how children develop spiritually, academically, physically, socially, and emotionally and lacks application of those principles. The teacher requires support to establish and maintain an environment that models Christian living in words and actions. The environment lacks structure in utilizing student collaboration, self-discipline, respect for diverse viewpoints, and ownership of individual and group learning. The teacher uses their limited knowledge of child development in constructing lessons that exhibit minimal student involvement, innovation, and achievement.

O BASIC

(forming an essential foundation or starting point; fundamental)

The teacher has a basic understanding of how children develop spiritually, academically, physically, socially, and emotionally and applies those principles inconsistently. The teacher requires more effort to establish and maintain an environment that models Christian living in words and actions. The environment is structured to utilize student collaboration, self-discipline, respect for diverse viewpoints, and ownership of individual and group learning at a minimal level. The teacher uses their knowledge of child development to construct lessons that exhibit lower levels of student involvement, innovation, and achievement.

O PROFICIENT

(skillful, expert, experienced, accomplished, masterly)

The teacher understands how children develop spiritually, academically, physically, socially, and emotionally and works to apply those principles consistently. The teacher works to establish and maintain an environment that models Christian living in words and actions. The environment is structured to utilize student collaboration, selfdiscipline, respect for diverse viewpoints, and ownership of individual and group learning. The teacher uses their knowledge of child development to construct lessons that foster appropriate levels of student involvement, innovation, and achievement.

○ DISTINGUISHED

(successful, authoritative, and commanding great respect)

The teacher shows a deep understanding of how children develop spiritually, academically, physically, socially, and emotionally and applies the principles intuitively. The teacher establishes and maintains an environment that models Christian living in words and actions in a seemingly effortless manner. The environment is structured to maximize student collaboration, self-discipline, respect for diverse viewpoints, and ownership of individual and group learning. The teacher uses their extensive knowledge of child development to construct lessons that foster high levels of student self-direction, involvement, innovation, and achievement.

O NOT APPLICABLE

WELS Cloud

Summative Teacher Evaluation



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St Paul Luth

 Welcome
 Ministry Traits
 Content Knowledge
 Learner & Learning
 Instructional Practice
 Professional Responsibility
 Sign & Submit

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Check 1 to 3 examples.

Works to maintain a positive and respectful learning environment where children can actively participate and be engaged in the topic.

Supports student learning by beginning to integrate diverse experiences and assessments based on identified student needs and backgrounds.

- Designs lessons that attempt to build on students' faith, thinking, and experiences so student ownership of learning begins to develop.
- Other

Makes daily dad jokes

(skillful, expert, experienced, accomplished, masterly)

The teacher understands how children develop spiritually academically physically socially and emotionally and works to apply those principles consistently. The teacher

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Summative Teacher Evaluation



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Summative Teacher Evaluation Tool Demonstration – video

https://vimeo.com/428240987

O PROFICIENT

(skillful, expert, experienced, accomplished, masterly)

The teacher understands how children develop spiritually, academically, physically, socially, and emotionally and works to apply those principles consistently. The teacher





Access all the Ministerial Growth and Evaluation Process resources anytime!





Ministerial Growth and Evaluation Process Resources

WELS Teaching Standards

Module 1 Resource
 Packet

Video Training

- Module 1 Part 1 (webinar recorded August 4, 2020)
- Module 1 Part 2-3 (webinar recorded August 4, 2020)
- WELS Teaching
 Standards
- WELS Teaching
 Standards Continuum
- Early Childhood Director Standards and

Continuum

the second s

Coaching A Formative Process

Module 2 Resource
 Packet

Video Training

- Module 2 Part 1 (webinar recorded August 4, 2020)
- Module 2 Part 2 (recorded August 4, 2020)
- Module 2 Part 3 (recorded August 4, 2020)
- Module 2 Part 4 For Instructional Coaches (recorded August 4, 2020)

Observation Tools

Classroom Chart – Blank

The Ministry Development Plan

Module 3 Resource
 Packet

Video Training

- Module 3 Parts 1-3 Video
- Module 3 Part 4 Video
- Module 3 Part 5 Video

Ministry Development Plan Tools

- Blank Ministry
 Development Plan –
 Word
- Blank Ministry
 Development Plan -

Evaluation A Summative Process

Module 4 Resource Packet

Video Training

- Module 4, Part 1 (webinar recorded June 4, 2020)
- Module 4, Part 2 (webinar recorded June 4, 2020)
- Summative Teacher
 Evaluation Instructions –
- pdf
- Summative Teacher
 Evaluation Tool
- Demonstration video
- Summative Teacher



Learn more about WELS School Accreditation





Get resources!



Video Examples

- Goal Setting
 Conversation 1
 - Video
- Goal Setting Conversation 2 –
 - Video
- Goal Setting Principal
 Video
- Goal Setting Early
 - Childhood Video

- Assisting Educators in Their Ministry
- Evaluating Leaders FAQ
- Evaluating Leaders Evidence Examples
- Evaluating Leaders
 Sample Form





God's Blessings on your work and the new school year!

PLEASE REACH OUT WITH ANY QUESTIONS?

lutheranschools@wels.net

<u>cls.welsrc.net/mgep</u>

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