5D+™ pivot

OBSERVATION MADE SIMPLE.

- Mobile electronic tool for observations and evaluations.
- Tracks progress in the 5D+™ inquiry cycle.
- Automated consolidation of coded data for evaluations.
- Supports growth measures and student learning objectives (SLOs).
- Custom reports and analytics.
- Multi-platform application and web portal.
- Designed for administrators by administrators.

Looking for a Pivot demo? Visit: midemo.five-starpivot.com

[Washington state users, please visit: wademo.five-starpivot.com]

Check-out the Pivot YouTube Channel!

Check-out the 5D+™ GoObserve YouTube Channel!

5D+™ Inquiry Cycle

SELF-ASSESS:

Teacher self-assesses to identify an area of focus.

Examine student work, classroom-based assessment data, feedback from students, etc. *What are the learning strengths and learning challenges of your students?*

Consider building and district learning goals and instructional initiatives. *How do these support the learning challenges of your students?*

Assess your instructional practice using the 5 Dimensions of Teaching and Learning (5D) instructional framework and the 5D+ Teacher Evaluation Rubric, citing evidence from your day-to-day classroom practice to support your assessment for each rubric indicator. Observe / collect data. *Which indicators are strengths for you? Which are learning opportunities?*

DETERMINE A FOCUS:

Teacher and principal analyze evidence to identify an area of focus. *Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?*

Ensure alignment.

Set instructional practice goals and evidence that will demonstrate meeting the goals.

Set student learning goals and evidence that will demonstrate meeting the goals.

IMPLEMENT & SUPPORT:

Teacher and principal engage in study and learning around area of focus.

Formative feedback cycles.

Targeted feedback cycles.

Professional collaboration (PLCs, study groups, CFGs, team planning).

Professional development (team, building, district, individual).

ANALYZE IMPACT:

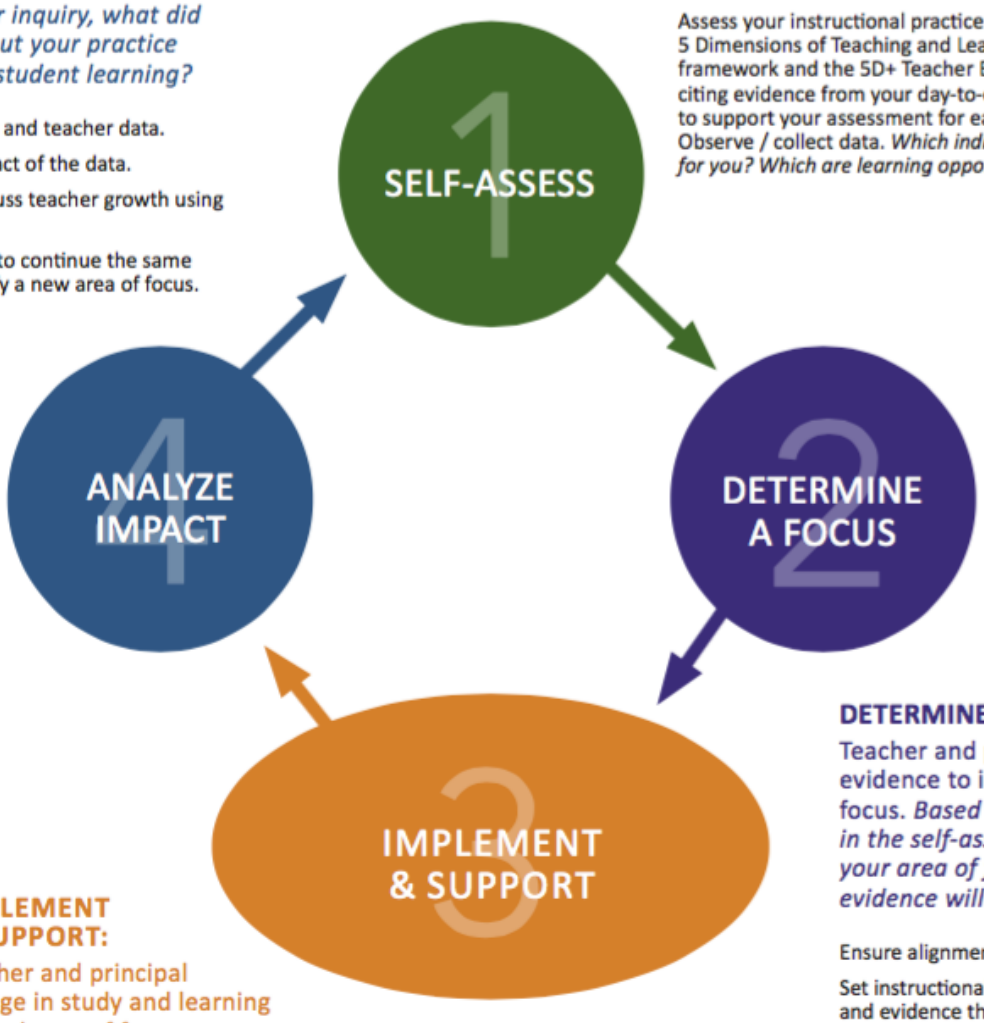
Teacher and principal analyze the results of their work. *Based on your inquiry, what did you learn about your practice as it impacts student learning?*

Examine student and teacher data.

Analyze the impact of the data.

Formatively discuss teacher growth using the 5D+ rubric.

Decide whether to continue the same inquiry or identify a new area of focus.



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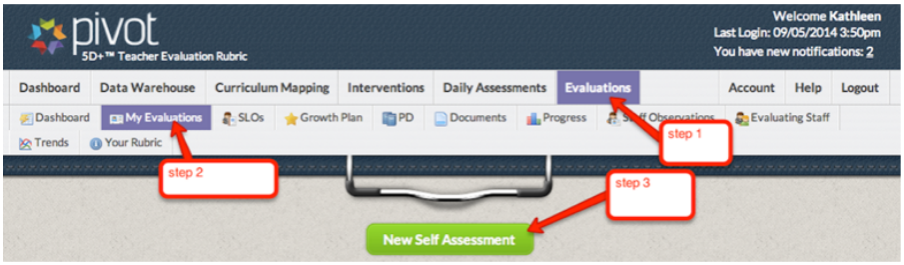
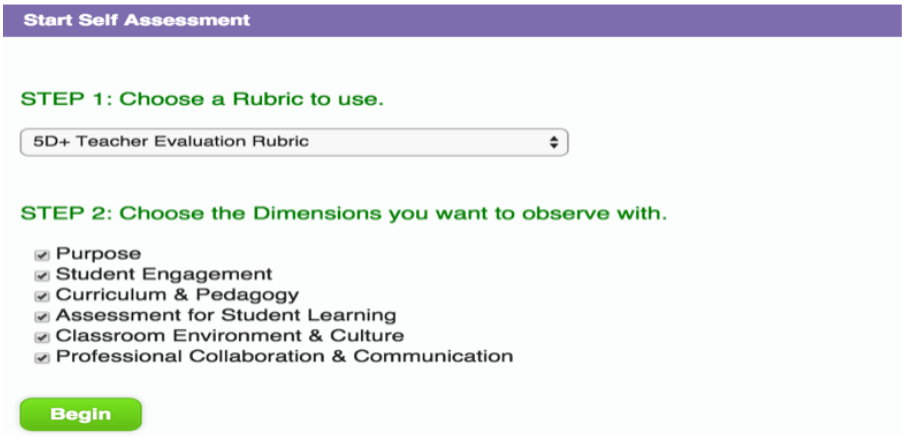
Step 1:
Self Assess

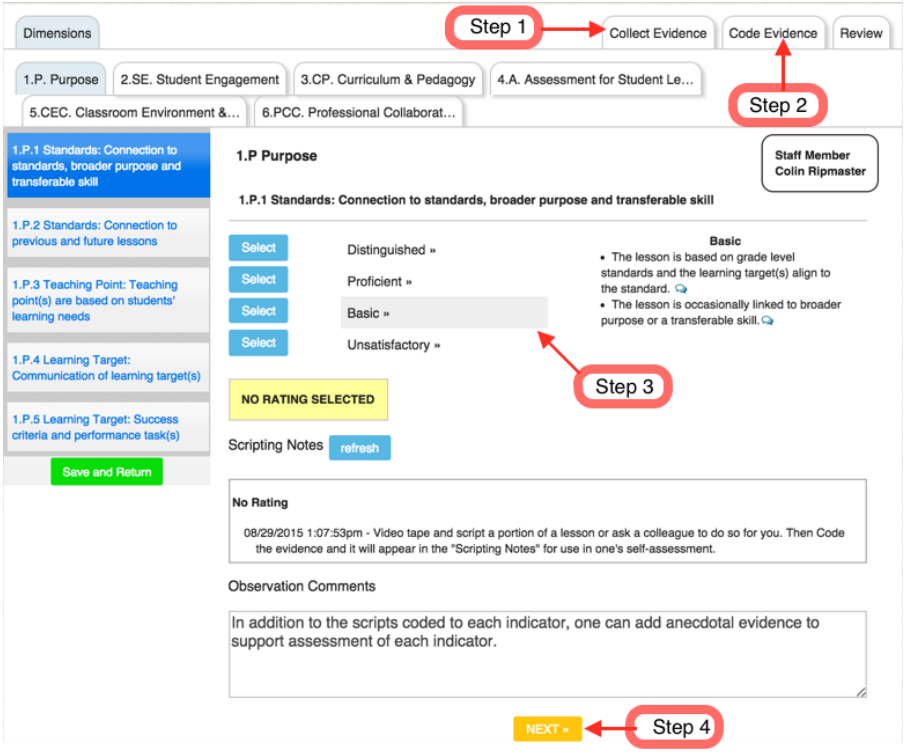
Screen 1
Start by selecting the “New Self Assessment” button



Screen 2
Choose the rubric to use and Dimensions to Assess, then select green “Begin” button



Screen 3
One can elect to Collect and Code Evidence for Self Assessment and evidence will appear in “Scripting Notes” or Skip to Step 3 within the “Dimension” tab on the far left to begin self assessment.
To reveal the performance language select the performance level. To add anecdotal comments enter text in “Observation Comments.” Click on the blue “Select” button to indicate self rating. To advance to next screen select orange “Next” button.



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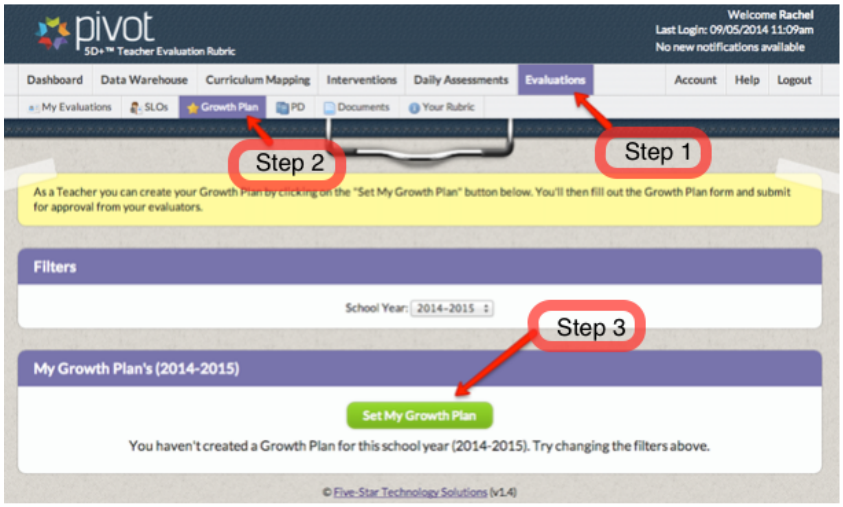
Step 1: Teacher self-assesses to identify an area of focus.

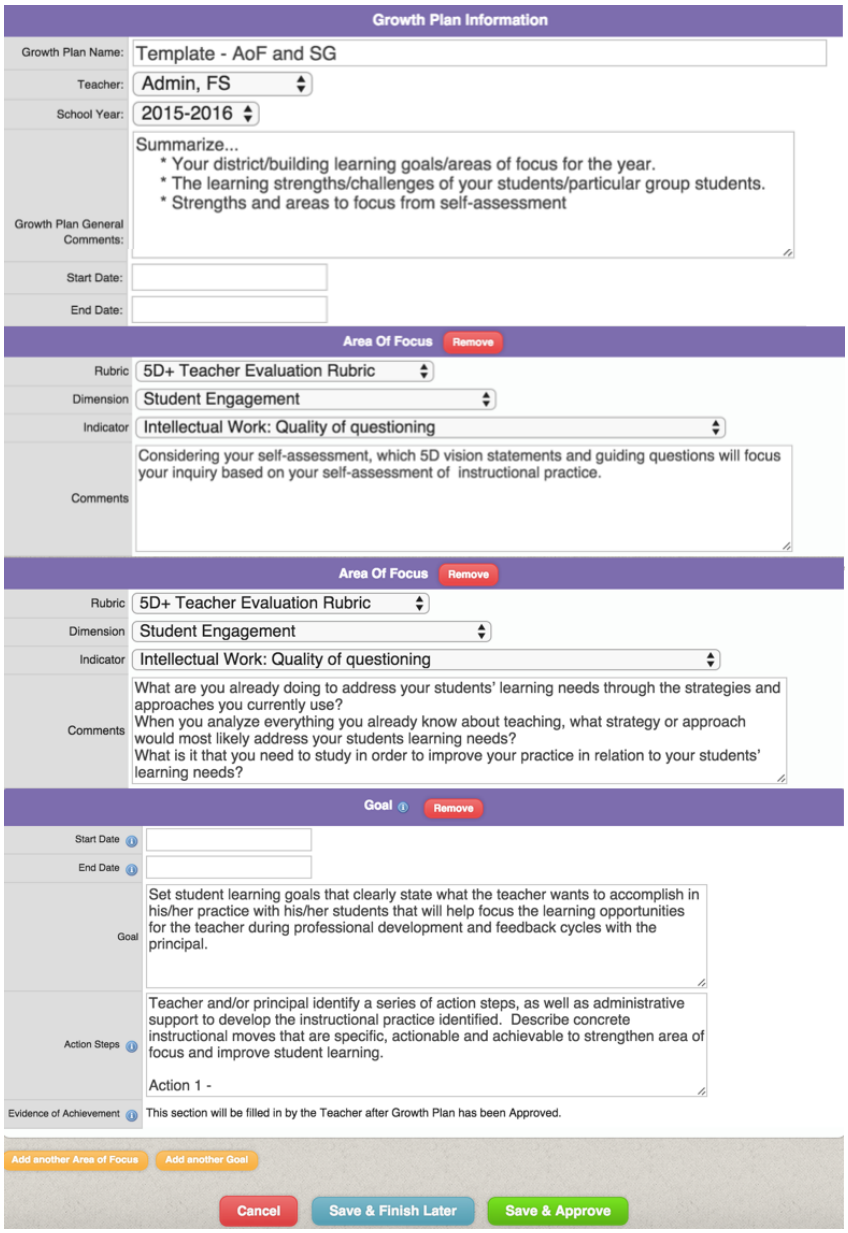
- Consider building and district learning goals and instructional initiatives. How do these support the learning challenges of your students?
- Assess your instructional practice using the 5D instructional framework and the 5D+ teacher evaluation rubric, citing evidence from your day-to-day classroom practice to support your assessment for each rubric indicator. Observe / collect data. Notice / Wonder / Analyze. Which indicators are strengths for you? Which are learning opportunities?

Step 2: Determine a Focus

Screen 1
Following "New Self Assessment" a teacher and/or administrator can develop a growth plan by selecting the green "Set My Growth Plan Button" in the Growth plan section of Evaluations.



Screen 2
One needs to title the growth plan (i.e., IDP, PDG, Corrective Action Plan, Area of Focus). In the Growth Plan General Comments summarize the districts/bldg learning goals/areas of focus for the year, strengths and challenges of students and one's practice based on self assessment. Then select dates for plan.The template comes pre-populated with one Area of Focus and one Goal. You can add additional by selecting on of the orange buttons at bottom of screen. In the area of focus select the dimension and indicator to focus. In the comments explain why you selected the indicator based on the three considerations above, and/or type the vision statement and guiding questions that will focus your inquiry. Then write a learning goal and plan of action to accomplish.



Step 2: Teacher and principal analyze evidence to identify an area of focus.

- Based on the responses in the self-assessment, what is your area of focus? What evidence will you collect?
  - Ensure alignment between self-assessment, building/district goals, and strengths/needs of students.
  - Set instructional practice goals.
  - Set student learning goals.

Step 2: Teacher and/or principal analyze evidence to identify an area of focus.

- Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?
  - Ensure alignment between self-assessment, building/district goals, and strengths/needs of students.
  - Set instructional practice goals.
  - Set student learning goals.
- Teacher and/or evaluator identify a series of action steps, as well as administrative support to develop the instructional practice identified.
  - Describe concrete instructional moves that are specific, actionable and achievable to strengthen area of focus and improve student learning.

Growth Plan Information

Growth Plan Name:	Area of Growth - Draft
Teacher:	Griffin, Jess
School Year:	2015-2016
Growth Plan General Comments:	My district has had a math initiative for two years focused on the CCSS math practice standards, more specifically on getting students to talk and think in discipline-specific ways. My formative assessment of students indicate they are able to solve math problems, but struggle to model and explain their thinking beyond the formula and/or right answer. Given our district focus, student learning needs, and self-assessment of my practice in SE and CEC, I have chosen to work on increasing student engagement in my classroom, specifically though increasing student-to-student talk and having students justify their thinking using mathematical language.
Start Date:	09/14/2015
End Date:	05/13/2016

Area Of Focus Remove

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Student Engagement
Indicator	Engagement Strategies: Expectation, support and opportunity for participa...
Comments	VS - Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. GQ - What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? GQ - Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? GQ - Where is the locus of control over learning in the classroom?

Area Of Focus Remove

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Student Engagement
Indicator	Talk: Substance of student talk
Comments	VS - Student talk reflects discipline specific habits of thinking and ways of communicating. GQ - What does student talk reveal about the nature of students' thinking? GQ - What specific strategies and structures are in place to facilitate participation and meaning-making by all students? GQ - Do all students have access to participation in the work of the group? Why / why not? How is participation distributed?

Area Of Focus Remove

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Classroom Environment & Culture
Indicator	Classroom Routines and Rituals: Discussion, collaboration and accountabil...
Comments	VS - Classroom Routines and Rituals – Classroom systems and routines facilitate student responsibility, ownership and independence. GQ - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?

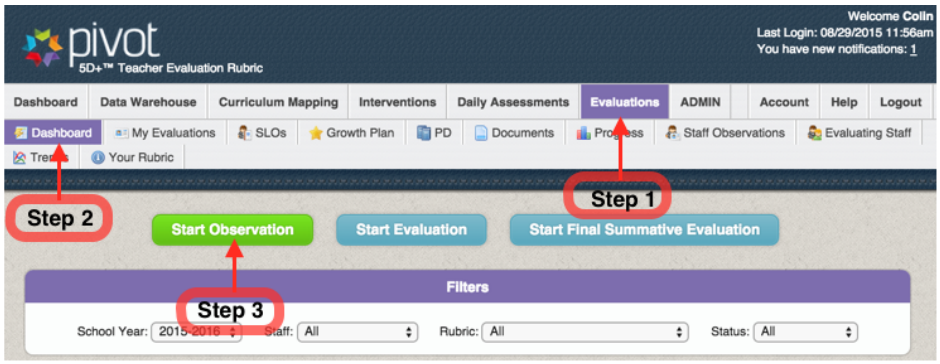
Goal Remove

Start Date	09/14/2015
End Date	05/13/2016
Goal	Students will make a 10% increase in their NWEA MAP score in each quarter for Algebra 1. (10%) On local benchmark assessments, all students will show proficiency level growth of 1 level or remain in the advanced level. (20%) All students will be able to model, write, explain and solve an expression (20%): * interpret the structure of expressions * write expressions in equivalent forms to solve problems * use polynomial identities to solve problems * solve equations and inequalities with one variable * solve systems of equations * represent and solve equations and inequalities graphically My student growth rating will be the following based on the aggregate of these three student growth measures: * HE if 90-100% of students meet proficiency on aggregate of measures * E if 75-89% of students meet proficiency on aggregate of measures * ME if 60-74% of students meet proficiency on aggregate of measures * IE if less than 50% of students meet proficiency aggregate of measures
Action Steps	Action 1 - Clearly communicate learning targets for each lesson that is aligned to the CCSS in Math Action 2 - Formatively assess each lesson in relation to the learning target each day to determine teaching points for the next lesson. Action 3 - Explicitly teach students each of the following math practice standards and embed one or more in each math lesson:Make sense of problems and persevere in solving them: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning, in order for students to develop, test and refine their thinking. Action 4 - Explicitly communicate the expectation and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Action 5 - Use specific student led routines like Think / Puzzle / Explore and Connect / Extend / Challenge to ensure all students have the opportunity to engage in quality talk. Action 6 - Use questioning strategies that push students to reflect on their knowledge and ways of thinking associated with the content and provide evidence to support their arguments and new ideas rather than merely the right answer. Action 7 - Participate in district and building provided PD specific to CEL's five dimension of teaching and learning. Action 8 - Participate in building sponsored instructional rounds regarding SE and CEC to learn from other teachers and contribute to my PLC. Action 9 - Collaborates and engage in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. When appropriate provide leadership for work involving the CCSS math practice standards and required instructional shifts.

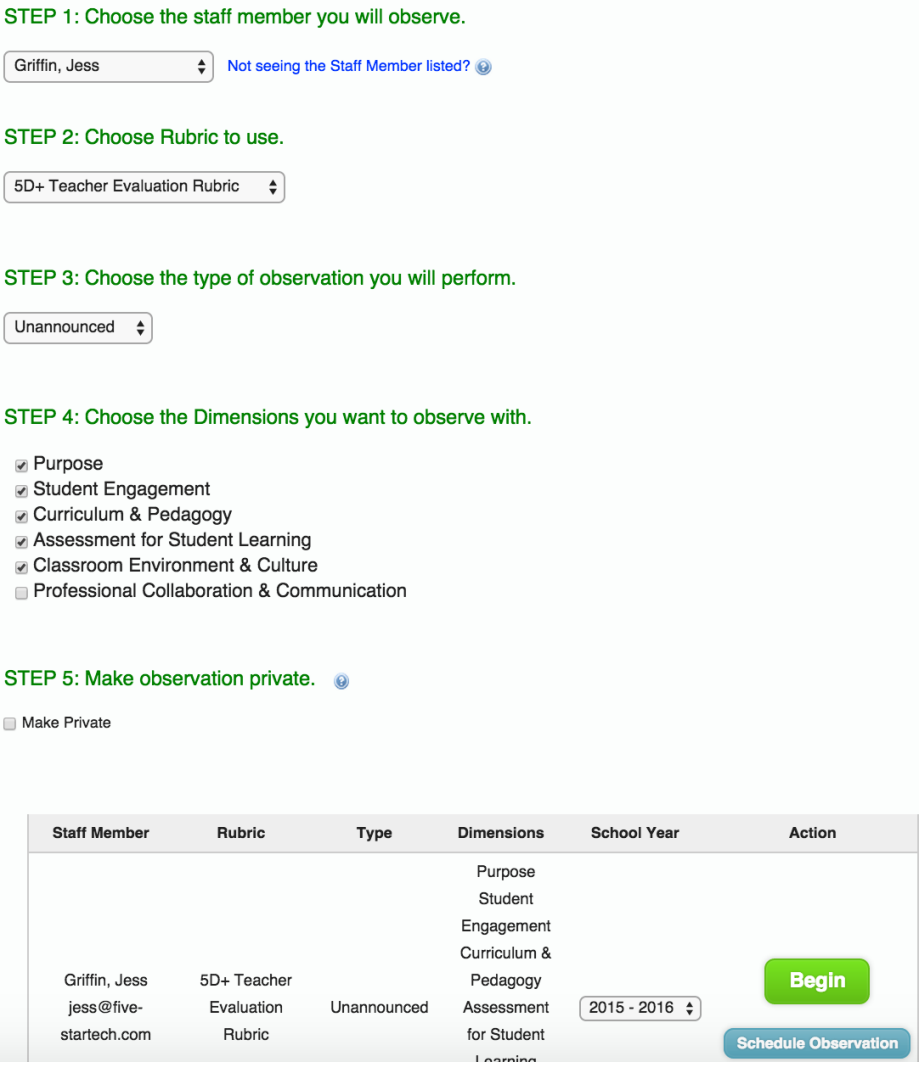
Sample Growth Plan developed in Pivot based on the "Jess Griffin Case Study" used during CEL's Framework Training on "Day 2 - Student Engagement."

Step 3: Implement and Support

Screen 1
To begin a formative feedback cycle during step 3, select the green “Start Observation” button within the “Evaluation” module’s “Dashboard.”



Screen 2
Select the staff member to observe, rubric to use for coding, type of observation and the specific dimensions you would like to code. If the data collected is not to be included for evaluation purposes, select “Make Private.” Otherwise leave unchecked and then select the green “Begin” button.



Note:
If an observer wants to pre-scheduled an observation with a teacher and/or have it added to their native calendar, then select the blue “Schedule Observation” button prior to selecting begin.

Step 3: Teacher and principal engage in study and learning around area of focus.

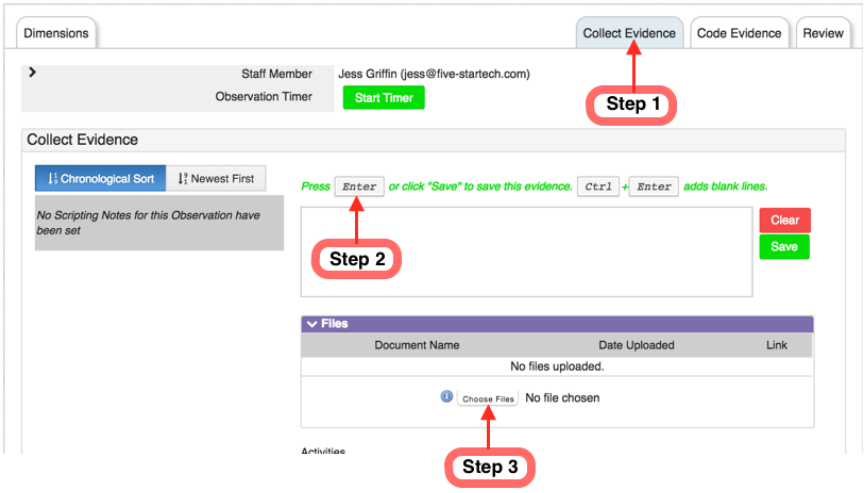
- **Formative feedback cycles.**
- Targeted feedback cycles.
- Professional collaboration (PLCs, study groups, CFGs, team planning).
- Professional development (team, building, district, individual).
-

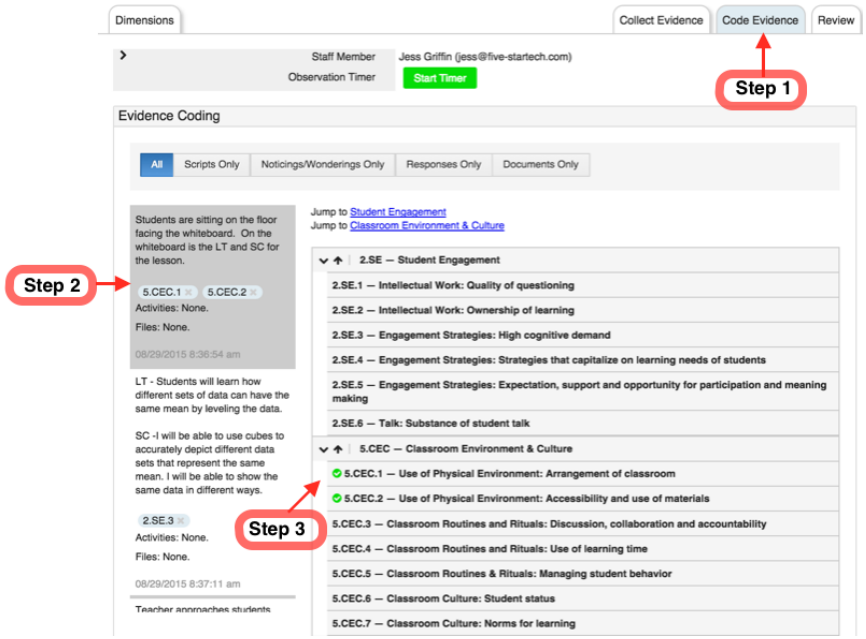
Step 3: Implement and Support

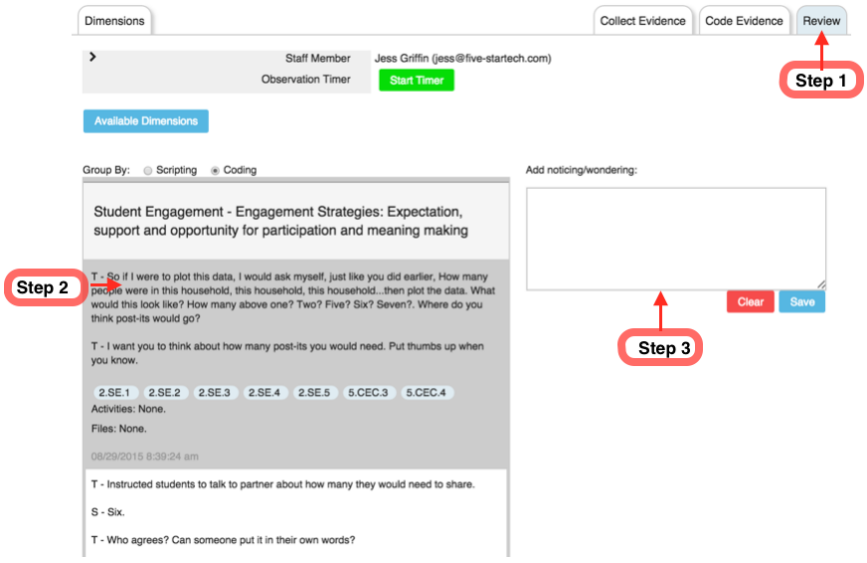
Screen 3
Begin scripting in text box to create running record. Record what the teacher says and does, what students say and do, classroom layout, what's on the walls, etc. for 15 mins. Each time you strike enter evidence is saved and time stamped. To create multiple paragraphs in one text box, select control-enter.

Screen 4
To code collected evidence, select the "Code Evidence" tab at top of screen, click on text to code and then indicators the evidence aligns. Once all indicators that align to selected script are identified, click on another chunk of script to code.

Screen 5
To notice and wonder around a teachers area of focus, select the "Review" tab at top of screen. Then select to group by coding. This directs Pivot to list all scripts coded for each indicator together for your review. Scroll down to indicators within the areas of focus, click on chunk of script and add noticing/wondering. Once completed select "Finalize."

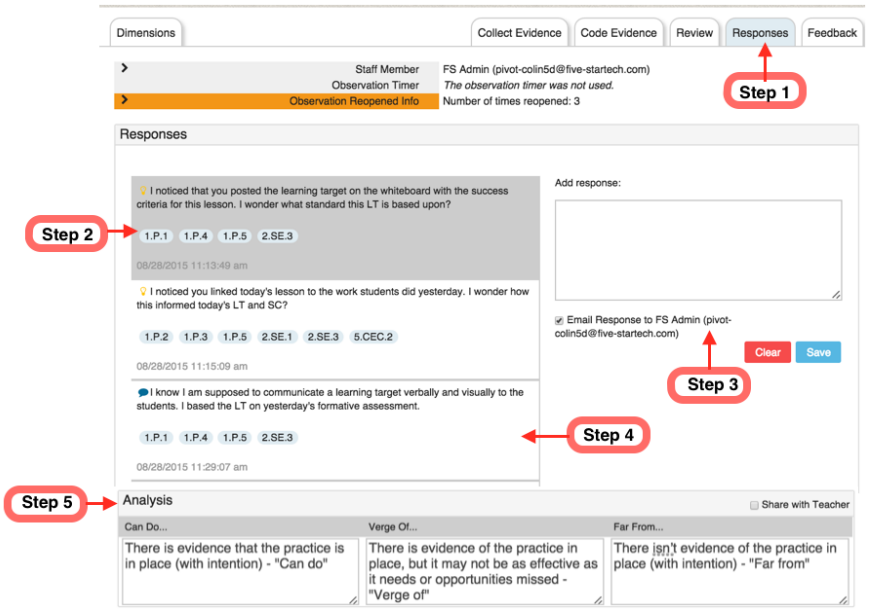




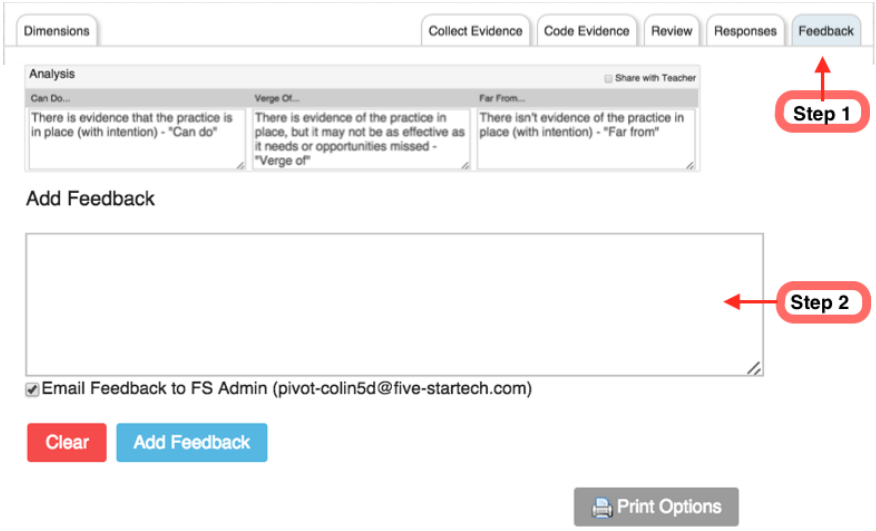


Step 3: Implement and Support

Screen 6
Once finalized, an observation can be viewed by the teacher. To add a response to the observation report, go to the "Response" tab at top of screen, select script, noticing/wondering or response to add a response, then type the response. O*nly* observers see the analysis boxes at bottom of the "Review" tab to sort feedback. List all the feedback you would consider giving to the teacher: strengths from across the framework, feedback connected to the area of focus.



Screen 7
Select the "Feedback" tab at top of screen to add formative feedback to the observation report specific to what a teacher "can do" and is on the "verge of" in her/his area of focus. Once added, the observer can elect to notify the teacher by email that feedback was added to the observation report based on the coded scripts, conversation data, and analysis of the evidence.



Step 4: Analyze Impact

5D+™ Rubric Indicators	Observation 1 Common Core State Standards: RL.8.1; SL.8.1.a, b, c, d	Observation 2 Common Core State Standards: RL.8.3; SL.8.1.a, b, c, d	Observation 3 Common Core State Standards: RW.8.1.a, b; W.8.4	Observation 4 Common Core State Standards: RI.8; RI.9
P1	LT and SC are projected on screen] T reads - LT for today is "to deepen understanding of the Outsiders by participating in a Socratic Seminar." SC for today, "you are going to share your thinking using relevant textual evidence, listen to and build upon the ideas of others to further collective understanding, writing a reflective response explaining how your thinking deepened because Seminar." *For the learning target, I knew I needed them to understand the Outsiders better and I figured they could use a Socratic Seminar to do that. We have been working on S* *ocratic Seminars to deepen understanding of texts all year.*		LT for today. You're going to understand the importance of organizing an argument into a standard format. What does that mean? Okay, understand the importance of organizing an argument into a standard format – I'm asking you to write a thesis. You're going to be able to understand how to write that argument, your claim, a thesis. Does any of that need to be explained?	I want to tell you what our learning targets are today. We're going to understand why Dr. King is in Birmingham. That's one of the first things we're going to do. he had justification for being in Birmingham but why is he there? we're going to look at that and you're going to understand the Birmingham ordinances of 1950. That's where we're going to spend our time today - looking at the ordinances and doing something with them and that something with them is apply your knowledge of the ordinances by creating a That Was Then, This Is Now poster. *Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. This is a CCSS standard.* *I want my students to delve into the meaning of the words in the 1950 Ordinances then to develop a pictorial representation of its meaning.*

Step 4: Teacher and principal analyze the results of their work.

- Based on your inquiry, what did you learn about your practice and its impact on student learning?
  - Examine student and teacher data.
  - Analyze the impact of the data.
  - Formatively discuss teacher growth using the 5D+ rubric.
  - Decide whether to continue the same inquiry or identify a new area of focus.

Step 4: Analyze Impact

Guidelines for Summative Scoring

- Read the rubric indicator before scoring. After analyzing the evidence, use the *5D+™ Analysis of Evidence: Calibration Reminders* document if needed for clarity.
- Score based on the evidence from multiple observations. You should be able to point to the evidence across your scripts to support the alignment of evidence to a performance level in the 5D+ rubric.
- Start at Basic. Move to Proficient if there is evidence to support all parts of the Basic performance level. Move to Distinguished if there is evidence to support all parts of the Proficient performance level. The performance level is distinguished if there is evidence to support all parts of the performance level.
- As much as possible, utilize chunks of coded script as opposed to individual phrases or sentences. Chunks are more likely to provide the context needed to accurately assess.
- The teacher's area of focus and the school's professional development focus should inform your thinking about whether you are looking for preponderance of evidence or growth over time.
- Scoring by preponderance of evidence is primarily for scoring indicators that were not directly connected to the area of focus during the year's inquiry cycles.
- Scoring by growth over time is primarily for scoring indicators that were directly part of the area of focus during the year's inquiry cycles. Growth over time utilizes the same principles as standards based grading.
- Process one indicator at a time. Stay focused on the content of one indicator. Do not include content from other indicators to determine a performance level.
- Sometimes a lack of evidence is evidence.
- Wonderings for summative scoring purposes may be different than wonderings for feedback purposes. For example, there is no evidence in any observation that learning needs based on life experiences are being utilized; you don't need to wonder about this for summative scoring purposes, but you may ask for feedback purposes.
- When you are unsure about the alignment of evidence to a performance level, return to your coding and look at a broader chunk of script. Does increasing or deepening the context change where the body of evidence lies on the performance level continuum?
- Consider missed opportunities when thinking about where a body of evidence lies on the performance level continuum.
- The data set for a teacher applies to that teacher only. Do not use a teacher's data set to determine another teacher's performance level.

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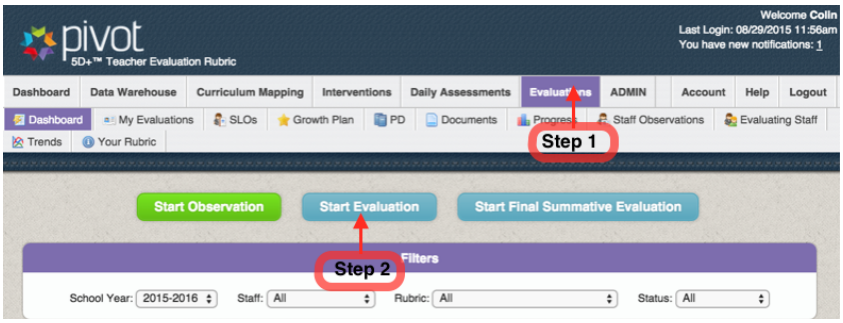
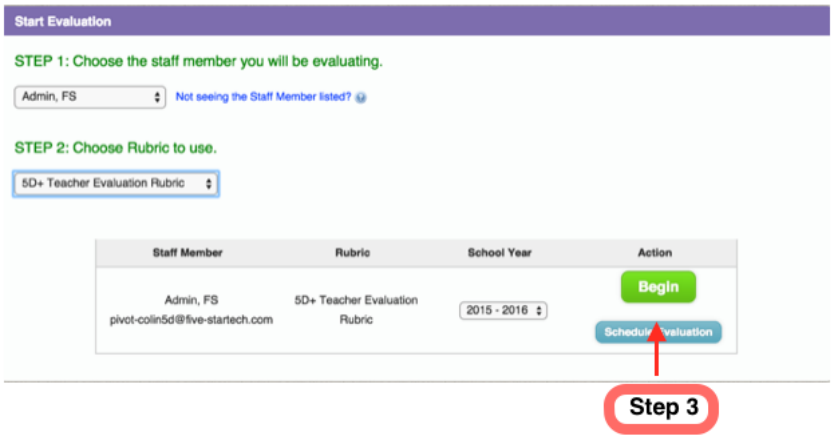
Step 4:
Analyze Impact

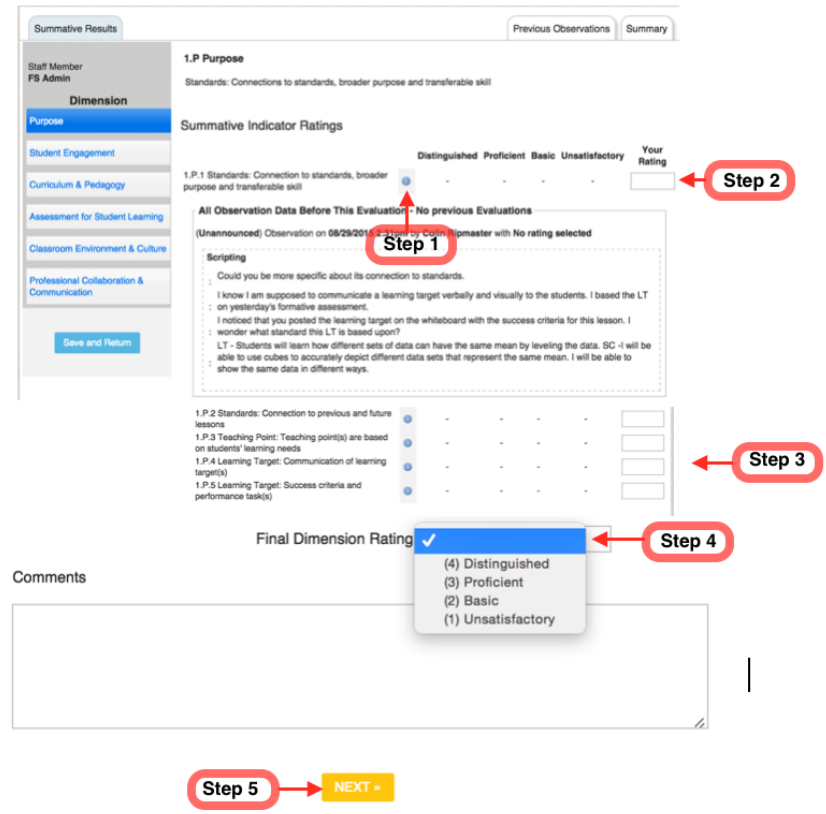
Screen 1
To begin a 5D+ evaluation, select the blue “Start Evaluation” button in the “Evaluation” module within the “Dashboard” tab.



Screen 2
Select the teacher to evaluation, rubric to use, and then the green “Begin” button.

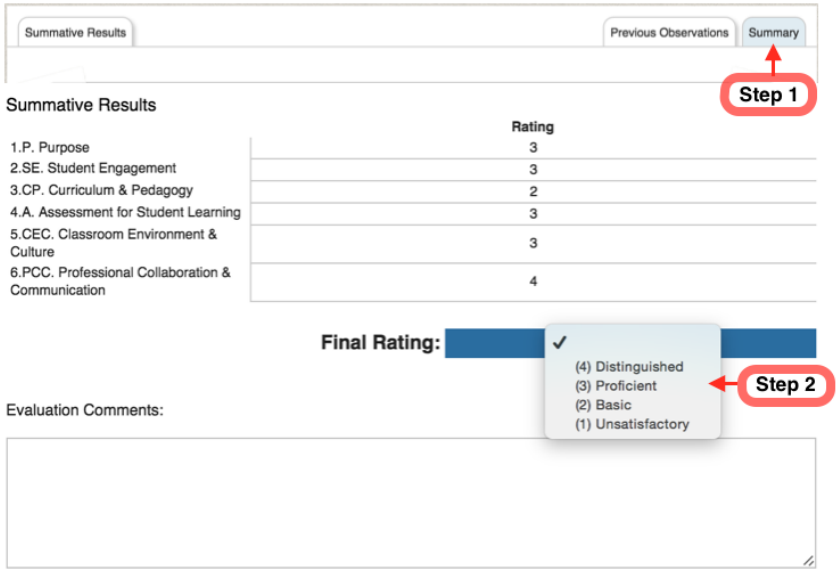


Screen 3
Select the blue “i” icon next to an indicator. Starting at Basic on the rubric ask yourself - is there evidence to support all parts of the Basic performance level? If no, rate Unsatisfactory
If yes, Move to Proficient - is there evidence to support all parts of the Proficient performance level?
If no, rate Basic
If yes, Move to Distinguished – is there evidence to support all parts of the Distinguished performance level?
If no, rate Proficient
If yes, rate Distinguished. Repeat for each indicator.
Once all required indicators are scrored, determine each dimension score.
Examine your indicator ratings, consider the key ideas of the dimension, and score the dimension based on the preponderance of evidence at indicator level.



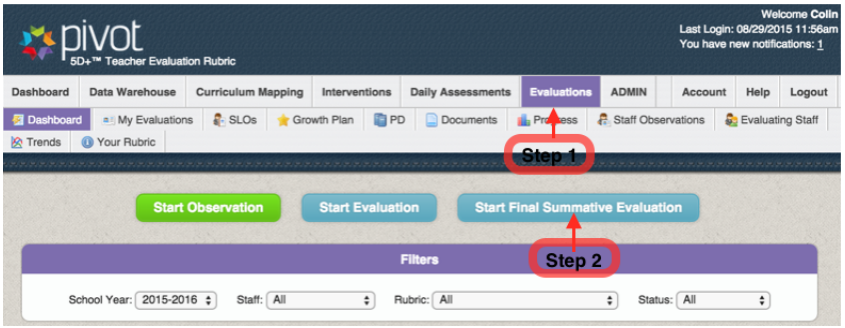
Step 5
Final Summative Evaluation (state defined)

Screen 4
Once all dimensions are scroed, select the "Summary" tab at the top of screen. Examine your dimension ratings. Consider the key ideas of the Dimension and derive the 5D+ Summative Rating based on the preponderance of evidence at the Dimension Level.

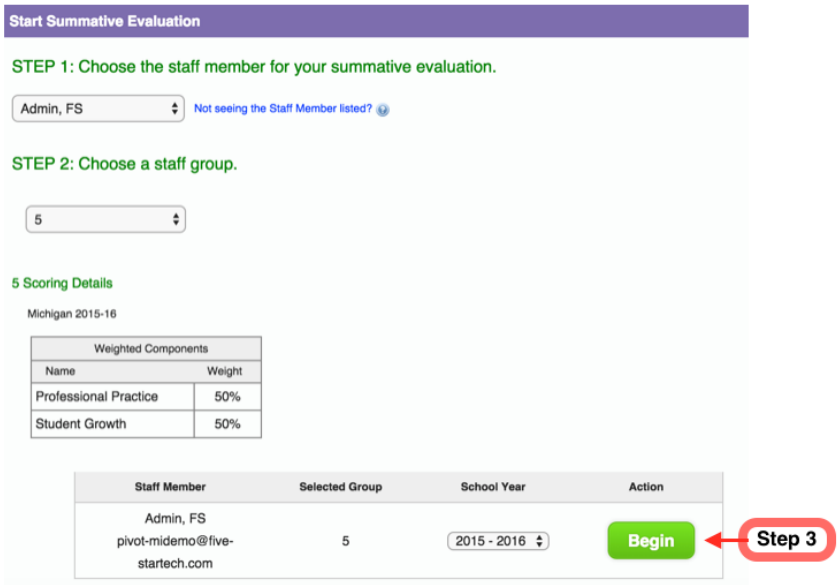


Final Summative Evaluation (Michigan)

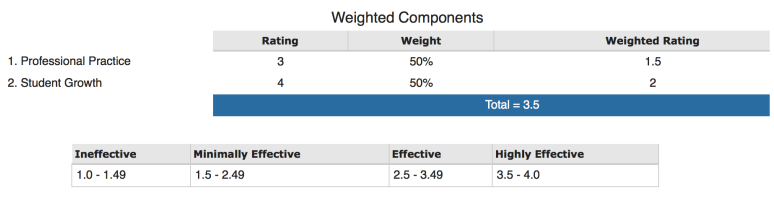
Screen 1
To begin a 5D+ final summative evaluation that aggregates professional practice and student growth measures, select the blue "Start Final Summative Evaluation" button in the "Evaluation" module within the "Dashboard" tab.



Screen 2
Select the teacher to evaluation, group to use (defines componetns to aggregate) and then the green "Begin" button.



Screen 3
Enter rating/score for each component of the final summative evaluation and then enter final effectiveness rating based on scoring band.



Plan. Assess. Evaluate.

One point of access helps your school perform better.

pivot

Student Data

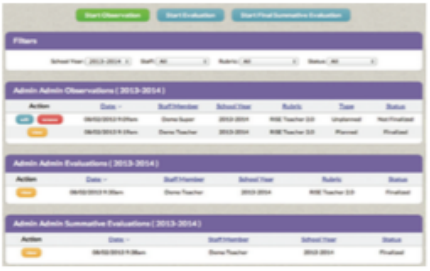
- Access and analyze all student test data in one place.
- Graphically display and generate reports for teachers and administrators.
- Longitudinally track key performance indicators and trend data by student, class and cohort.

Curriculum Mapping

- Manage all district curriculum (scope/sequence, maps, UbD's, etc.) in one place.
- Link all curriculum to Michigan content expectations (GLCE/HSCE) and/or Common Core State Standards (CCSS).
- Run curriculum analysis reports to monitor and adjust implementation.

Staff Evaluations with 5D+

- Collect evidence from classroom observations, conversations, and student work.
- Automated consolidation of coded evidence by indicator.
- Create student learning objectives (SLOs) and link growth measures for summative evaluations.



Daily Assessments

- Generate formative, interim and summative assessments (or use question bank) that are aligned with state expectations and CCSS.
- Administer and score online assessments for quick results.
- Identify student, class, and course/grade level areas of strength and weakness.

RTI (Response to Intervention)

- Electronically manage the Response to Intervention (RtI) process.
- Track students and interventions in all tiers of system.
- Generate reports to progress monitor "what works" and doesn't for each student.

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