



OVERVIEW

Introduction to the University of Washington's Center for Educational Leadership (CEL) model for teacher evaluation. During today's session, participants are introduced to CEL's foundational documents, tools, and approach to growing teacher practice. Participants begin to grapple with how and why evaluation processes are connected with teacher growth and what leadership practices are important to implementing a rigorous, fair and transparent teacher evaluation system.

LEARNING TARGETS

- Know the background and purpose for using the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, the 5D+™ Rubric for Instructional Growth & Teacher Evaluation and CEL foundational ideas.
- Develop an initial understanding of the 5D+ inquiry cycle and why it matters when using evaluation processes to grow teaching practice.
- Begin to develop strengths-based and inquiry stances for instructional leadership.
- Develop a vision for rubric indicators connected with a learning-oriented classroom culture and use these indicators to analyze instruction.
- Begin to develop skill sets for collecting instructional practice evidence: scripting, coding, noticing and wondering, working from evidence.

AGENDA (9 am - 4 pm)

I. Welcome & Connect

II. Foundational Ideas and 5D Instructional Framework

Break (10:15-10:30)

III. 5D+ Rubric for Instructional Growth and Teacher Evaluations: CEC

IV. 5D+ Inquiry Cycle and Critical Stances for Instructional Leadership

Lunch (12-12:30)

V. Formative Feedback Cycle / Case Study

Break (2-2:15)

VI. Formative Feedback Cycle / Case Study (continued)

VII. Prioritizing Time and Scheduling

VIII. Reflection: 3 / 2 / 1

Norms of Collaboration

- 1. Pausing.** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
- 2. Paraphrasing.** Using a paraphrase starter that is comfortable for you – *So ...* or *As you are ...* or *You're thinking ...* – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.
- 3. Posing Questions.** Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, *What might be some conjectures you are exploring?* Use focusing questions such as, *Which students, specifically?* or *What might be an example of that?* to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.
- 4. Putting ideas on the table.** Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: *Here is one idea ...* or *One thought I have is ...* or *Here is a possible approach ...* or *Another consideration might be ...*
- 5. Paying attention to self and others.** Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying *and* how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.
- 6. Presuming positive intentions.** Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.
- 7. Pursuing a balance between advocacy and inquiry.** Pursuing and maintaining a balance between advocating for a position and inquiring about one's own and others' positions assists the group in becoming a learning organization.

Foundational Ideas

our vision

Transformed schools

empowering all students

regardless of background, to create

LIMITLESS FUTURES

for themselves, their families, their communities,
and the world.



our mission

We partner with

courageous leaders

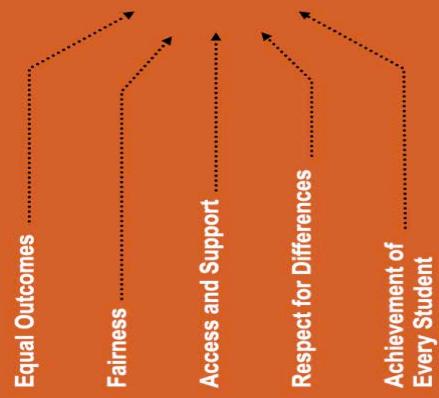
in classrooms, schools, and the systems that support them

to eliminate educational inequities

by creating **cultures of rigorous**
teaching, learning, and leading.



Equity Is a Key Principle of Our Work



— Foundational Ideas —

When **students** are not happy and **proud** they are not being provided the experiences they need.

Creating a school where students **experience teaching and learning in powerful ways** is sophisticated work.

To improve at sophisticated and complex work requires a **culture of public practice and analysis**.

Adults in school will only **engage** in public practice when the **conditions are right**.

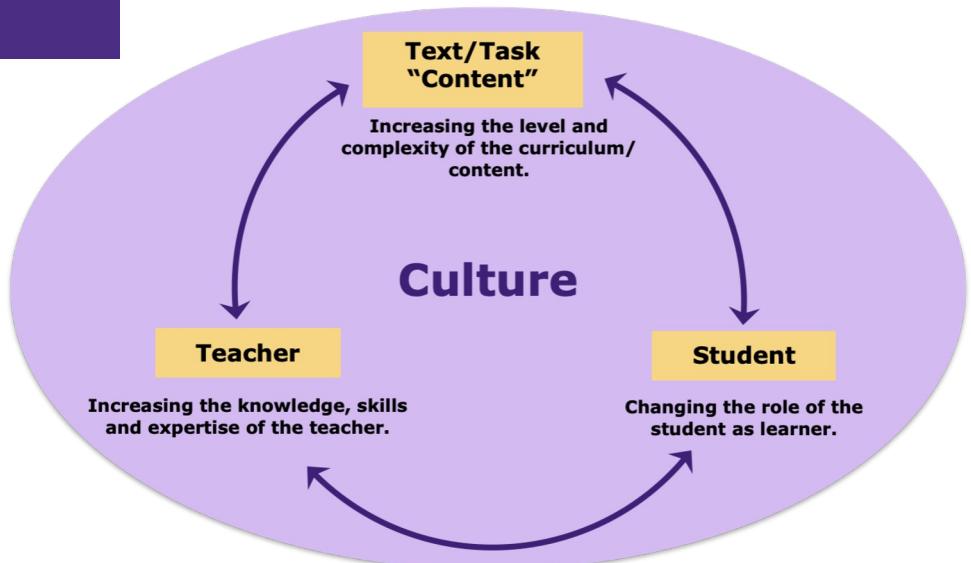
Leaders set these conditions and **reciprocal accountability** is key.

Leaders cannot lead what they are not **willing to learn**.

Instructional Core

The Change Leadership Group at Harvard studied districts that effectively improved student learning across the system. They identified several characteristics that define what effective districts do---districts that have developed expertise in improving student achievement.

- All students engage daily in rigorous learning
- Intentional and embedded professional learning focused on each teacher's content knowledge, disciplinary habits of thinking, and instructional practice.
- Students identify as learners and take ownership for their learning.



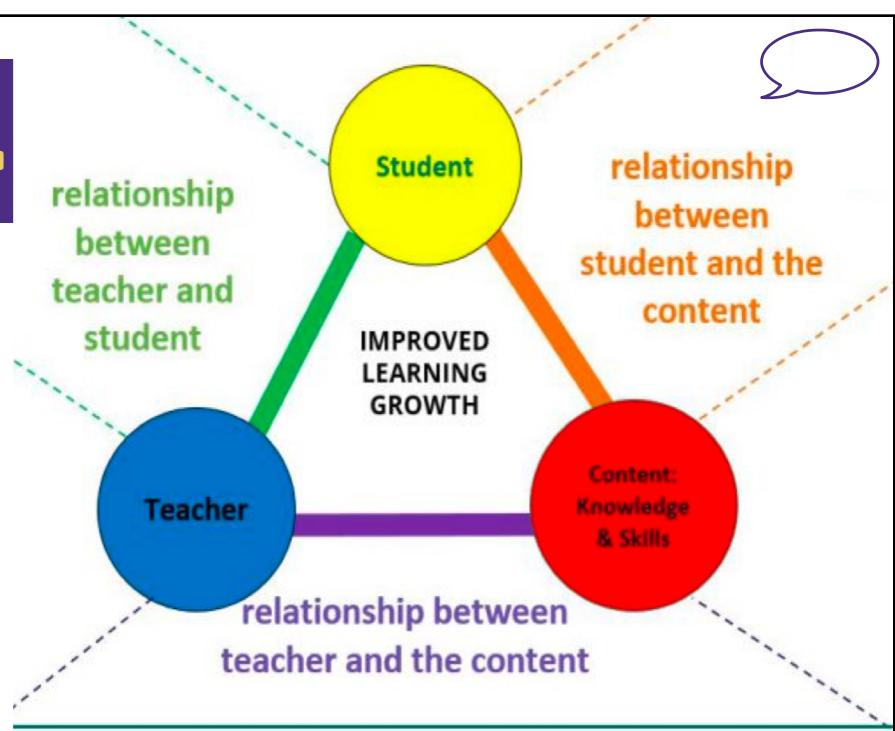
CHILDRESS, ELMORE, GROSSMAN, KING. Public Education Leadership Project, 2007

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Instructional Core (Tab 1 pg 4)

Examine the relationship between each component of the Instructional Core.

- What connections are you making between the Instructional core, your broader purpose and CEL's foundational ideas?
- What might you expect to see/hear within a classroom, PLC or staff meeting/training that reflects these ideas?
- How do/will you promote a focus on the instructional core within your classroom or school?



Adapted from: David K. Cohen and Deborah Loewenberg Ball. *Instruction, Capacity, and Improvement*. (Philadelphia: Consortium for Policy Research in Education, 1999).

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Classroom Environment & Culture

(Tab 1 pg 5)

- Use of Physical Environment**
 - Set up to promote and scaffold independence and ownership.
- Classroom Routines and Rituals**
 - Promote community, equity and accountability for learning.
- Classroom Culture**
 - Based upon relationships that promote high expectations and inclusivity while reducing issues of status.
 - Promote risk-taking and collaboration

- Take a visual tour of the CEC rubric.
- Identify where you see the key ideas for CEC, equity and the instructional core reflected within the performance language?

	Classroom Environment & Culture			
	Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Classroom arrangement and resources	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2	Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present, but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.
CEC3	Use of learning time	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.
CEC4	Student status	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction between teacher and student may be negative, leading to unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and student are positive, and teacher may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	Norms for learning	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

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Classroom Environment & Culture

(Tab 1 pg 5)

- Discourse (CEC2)**
 - The use of words to exchange thoughts and ideas.
- Routines (CEC2)**
 - Students use learning processes so frequently that they can use them with automaticity, with little or no support from the teacher.
- Transitions (CEC3)**
 - Changing from one instructional activity/segment/episode to another.
- Identity as Learners (CEC4)**
 - How I see myself as a learner; qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person.
- Norms for Learning (CEC5)**
 - Expected patterns of behavior on the part of individuals and groups that create an optimal learning environment in which individuals are willing to take risks, collaborate and respect differences. Norms are not the same as classroom rules.

- Review the vocabulary and definitions.
- Look for their use within the performance language.
- Think about local use of vocabulary.
- Which terms might need to be clarified or revisited?

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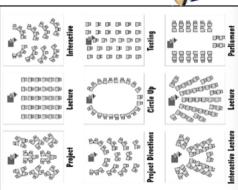
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CEC1 Classroom Arrangement & Resources



Safe Environment



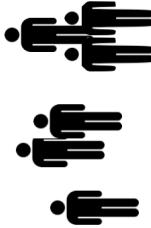
Access to Tools



Access to Materials



Independent, pairs, groups



Classroom Set-Up



CEC2 Learning Routines

Protocols & Meaning Making

Visible Thinking-Core Routines

What Makes You Say That? Interpretation with justification routine

Think-Puzzle-Explore A routine that sets the stage for deeper inquiry

Think-Pair-Share A routine for active listening and evaluation

Circles of Voices A routine for exploring diverse perspectives

Last to Think...Now Think... A routine for reflecting on how and why our thinking has changed

See, Think, Wonder A routine for exploring works of art and other interesting things

Common Point A routine for examining propositions

Positive Discipline

• focus on positive reinforcement vs what's not happening

• “Capturing Kids’ Hearts” Questions: What are you doing? Supposed to be doing? Doing right now? Going to do out it? Next time?

- Management has to do with organization. When you manage a store or team, you organize the store or team. You don’t discipline the employees, customers or players.” -Harry Wong

Conversation Stems

Sharing Our Thinking
Stop thinking. Continue doing.
Start thinking.
Stop doing. Continue thinking.
Start doing.

Student Grouping

Low-Structure
-eye-contact partners
-stand and talk
-line-ups
-same color pattern
High-Structure
-ability
-personality
-interests

CEC3 Use of Learning Time

Positive Discipline

• focus on positive reinforcement vs what's not happening

• “Capturing Kids’ Hearts” Questions: What are you doing? Supposed to be doing? Doing right now? Going to do out it? Next time?

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Love and Logic Techniques
Please sit down. I’m going to start now.
Please be quiet as soon as you are seated.
If I begin to talk in a tone you know that you’re angry:
I’ll stop talking for a few seconds.
If I’m speaking too fast:
I’ll slow myself up as soon as I quiet.
If I’m trying to change people when I am not giving directions:
You can’t go to the restroom when I’m not giving directions.
If I’m being too bossy:
Don’t expect your pencil will be in shape.
If I’m not giving up my up position:
You can’t go to the restroom when I’m not giving directions.
If I’m being too demanding:
Don’t be bumbling your neighbors.
If I’m being too critical:
Keep your hands to yourself!

“Love and Logic”

CEC4 Learning Routines

Protocols & Meaning Making

Visible Thinking-Core Routines

What Makes You Say That? Interpretation with justification routine

Think-Puzzle-Explore A routine that sets the stage for deeper inquiry

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Circles of Voices A routine for exploring diverse perspectives

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Ineffective Technique
Please sit down. I’m going to start now.
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I’ll stop talking for a few seconds.
If I’m speaking too fast:
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If I’m being too critical:
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“Love and Logic”

CEC1 Classroom Arrangement & Resources

Classroom Set-Up

Safe Environment



Access to Tools



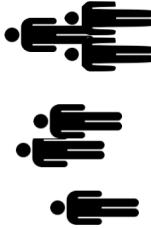
Access to Materials



Access to Materials



Independent, pairs, groups



Classroom Set-Up



CEC4 Student Status

Identity as Learners



Targeted Affirmation (Name)
Self Efficacy

Don't let off the "hook" / Zero's not an option

Divergent Thinking

Teachers

Teacher might say, "Who has another way of thinking about this?"

Teacher might demonstrate multiple ways of thinking or solving.

Teacher might thank students for taking risks or sharing ideas.

Students

Student might say, "I'm not sure if this is correct, but here is my idea. And I welcome feedback on my idea."

Student might bring a problem to the document camera and says, "I need help with this!"

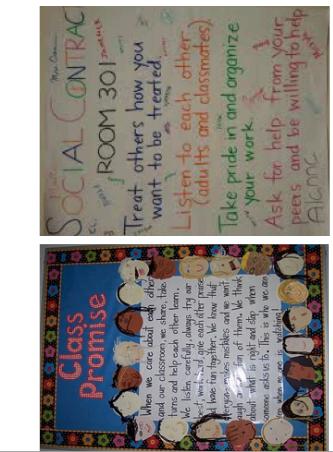
CEC5 Norms for Learning

Social Contracts for Risk-Taking and Collaboration

- What do I need? You need? We need to
 - Participate in a discussion? group?
 - Share ideas? Ask questions / question thinking?
 - Collaborate on an assignment? Project?
 - Engage in a performance? Lab? Simulation?
 - Manage myself?

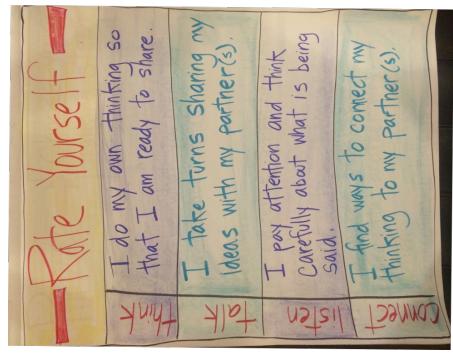
- How do I as the teacher want to be treated by you as the student?
 - How do you as the student want to be treated by me as the teacher?
 - How do you as the students want to be treated by each other?
 - How are we going to handle conflict?

CEC5 Norms for Learning



CEC5 Norms for Learning

- | | |
|-----------------------------------|---|
| Role as Learner...Are you: | In the Game
(Participating) |
| | On the sideline
(Listening/Following Along) |
| | Spectator
(Sitting Back / Watching) |
| | At the Concession Stand/Parking Lot
(Chatting/Checked Out Disengaged from Game) |



THREE C's

- **Connection**

How and where do I belong?

- **Competency**

What is my skill and/or current cognitive level with what I am being asked to do?

- **Control**

What is in it for me in relation to choice, flexibility, and outcome?



Teaching with Intention

- **Task**

- How and where do I belong?

- **Process**

- What is my skill and/or current cognitive level with what I am being asked to do?

- **Group Development**

- What is in it for me in relation to choice, flexibility, and outcome?



5D+™ Inquiry Cycle

ANALYZE IMPACT:

Teacher and principal analyze the results of their work.

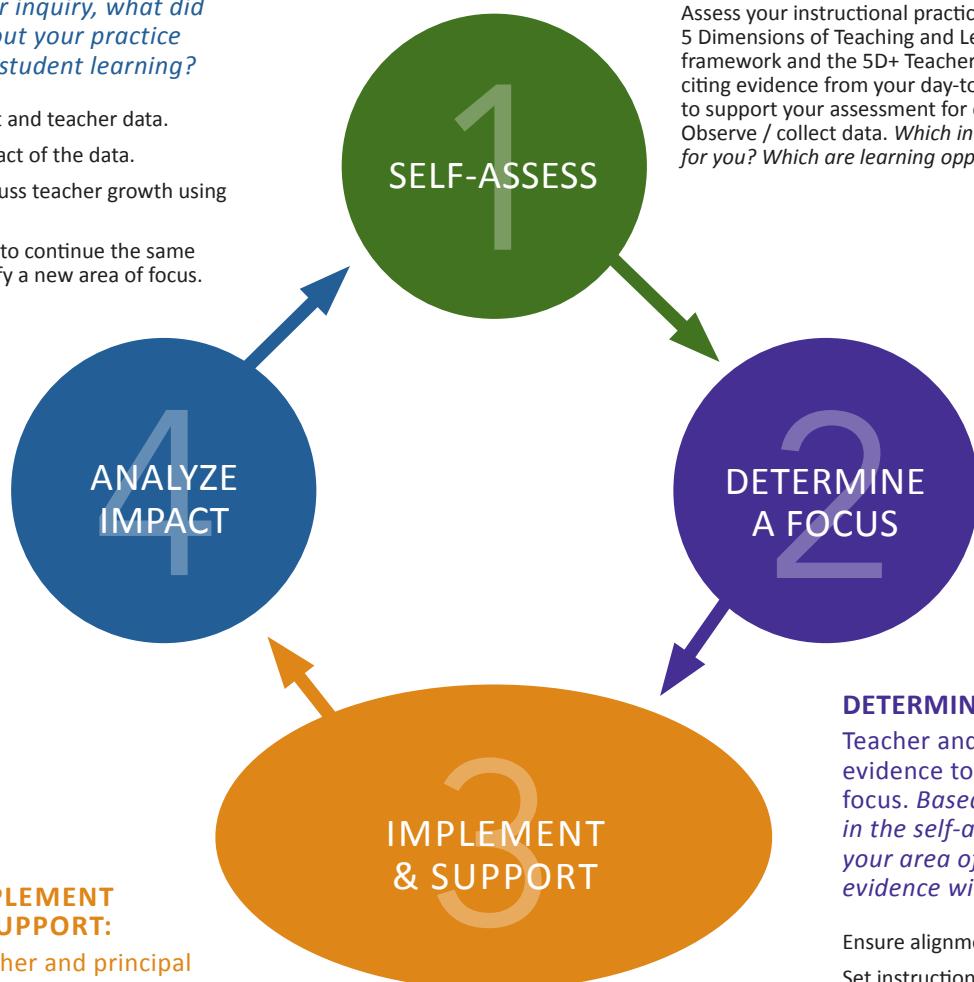
Based on your inquiry, what did you learn about your practice as it impacts student learning?

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.



IMPLEMENT & SUPPORT:

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

Formative feedback cycles.

Targeted feedback cycles.

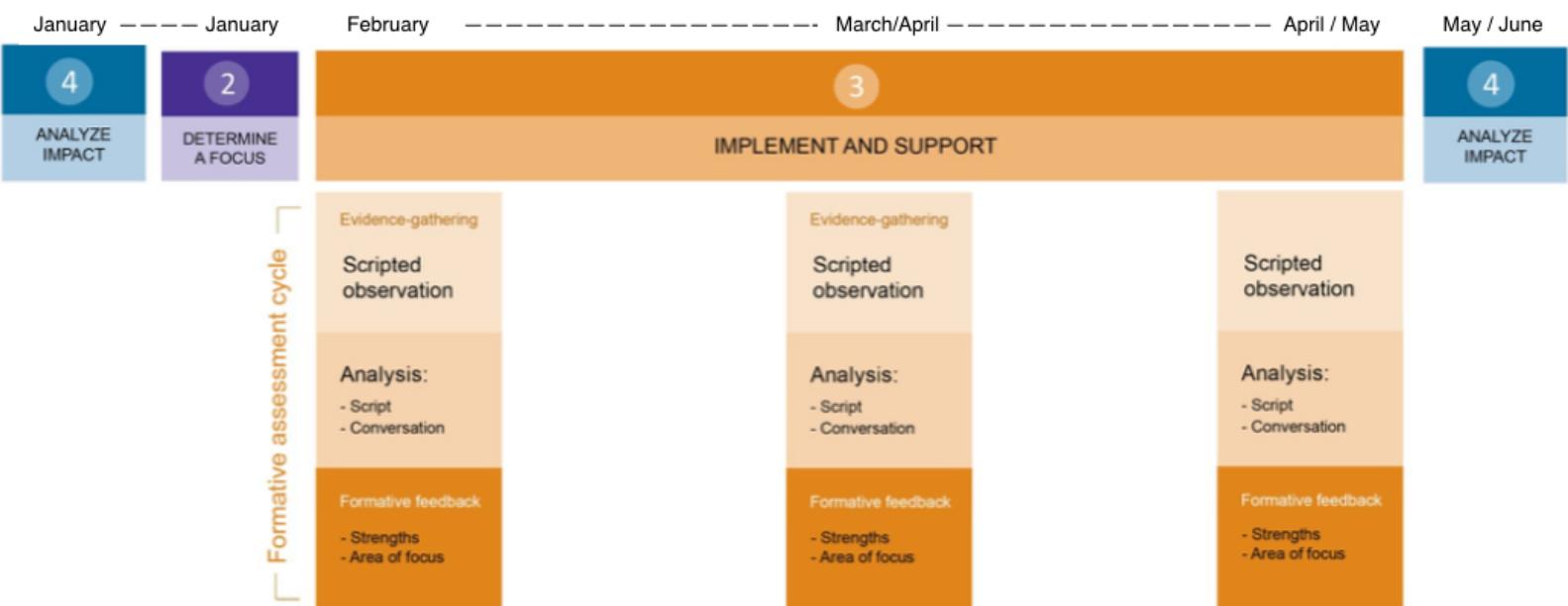
Professional collaboration (PLCs, study groups, CFGs, team planning).

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

5D+ Inquiry: Formative Feedback Cycle 1



5D+ Inquiry: Formative Feedback Cycle 2



FORMATIVE FEEDBACK CYCLE

Steps for Collecting & Analyzing Evidence

Each teacher is expected to be observed 4-6 times per year, in order for an evaluator to have adequate evidence to determine indicator scores for a summative evaluation of professional practice. Each observation should be approximately 15 minutes in length.

Specific steps for collecting and analyzing evidence and providing formative feedback for each observation are as follows:

SCRIPT

Collect specific and descriptive evidence.

- The purpose of scripting is to create a data log/running record of what the teacher said and did, what students said/did, classroom layout/postings on the walls, etc.; all connected to the instructional core.
- The data log should be judgment and interpretation free – so that when the teacher looks at the log, there is no defensiveness, just agreement, “the script is an accurate description of what occurred while you were in the classroom.”

CODE

Align evidence from script to specific indicators that will be evaluated.

- The purpose of coding is to identify and label evidence of practice for each rubric indicator. When an observer finds an example of an indicator, s/he writes that indicator code (i.e., CEC1) next to the script that is evidence of that indicator.

NOTE: Observers do NOT try to determine a teacher's score. It is not fair to the teacher, and not strong research-based practice to score a teacher based on one 15 minute observation.

NOTICE/WONDER

Identify/highlight evidence and pose questions related to a teacher's area of focus.

- The purpose of noticing/wonderings is to initiate (serve as the basis of) conversation with a teacher around their area of focus, in order to collect additional evidence needed for formative feedback.
- A teacher may respond to noticing / wonderings verbally or electronically.

ANALYZE

Sort evidence of practice into three categories: What the teacher “can do”, what s/he is on the “verge of,” and what s/he is “far from.”

- The purpose of analyzing evidence is to identify a teacher's zone of proximal development in preparation to provide formative feedback.
 - Can do - There is evidence that the practice is in place (with intention).
 - Verge of - There is evidence of the practice in place (with intention), but it may not be as effective as it needs to be.
 - Far from - There isn't evidence of the practice in place (with intention).

FEEDBACK

Provide teacher formative feedback.

- The purpose of formative feedback is to recognize/affirm practices in place based on what the teacher “Can do” from across the rubric and provide short-term coaching points based on what the teacher is on the “Verges of” being able to do specific to the teacher's area of focus.

OBSERVATION: Scripting

Collecting Evidence

Scripting

The purpose of scripting is to create a data log of what was seen and heard in the classroom that is judgment and interpretation free – so that when the teacher looks at the log, there is no defensiveness, just agreement, “that is an accurate description of what occurred while you were in the classroom.”

Factual vs. judgmental scripting.

- Descriptive, not evaluative: Just the facts
- Evidence**
- Describe, count, script.
- Be as specific as possible. What are the teacher and students saying and/or doing?


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OBSERVATION: Coding

Relating Evidence to Indicators in Rubric

Scripting

Collecting data
Create running record of 15 minutes of a lesson.
Record:
• what teacher said and did,
• what students said and did,
• what's on the walls,
all connected to instructional core.

Coding

Code to indicator, not performance level!

- When we code, we look for examples of a rubric indicator in the script.
- When we find an example of an indicator, we write that code next to the script that is evidence of that indicator.
- We do NOT try to determine a teacher's score. It is not fair to the teacher, and not strong research-based practice to score a teacher based on one 15 minute observation.


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OBSERVATION: Noticing

Collecting “Conversation” Evidence

Scripting

Collecting data
Create running record of 15 minutes of a lesson.
Record:
• what teacher said and did,
• what students said and did,
• what's on the walls,
all connected to instructional core.

Coding

Noticing

Learning to see without judging Examine your coded script.	• The Purpose of noticing is to identify and highlight evidence that is related to a teacher's area of focus.
What did you see that connects to the teacher's area of focus?	• Provides the basis for conversation and formative feedback.

Identifying potential evidence
For indicators connected to the teacher's area of focus, write the indicator numbers next to notes in your script that might be evidence for those indicators.

OBSERVATION: Wondering

Collecting “Conversation” Evidence

Scripting

Collecting data
Create running record of 15 minutes of a lesson.
Record:
• what teacher said and did,
• what students said and did,
• what's on the walls,
all connected to instructional core.

Coding

Wondering

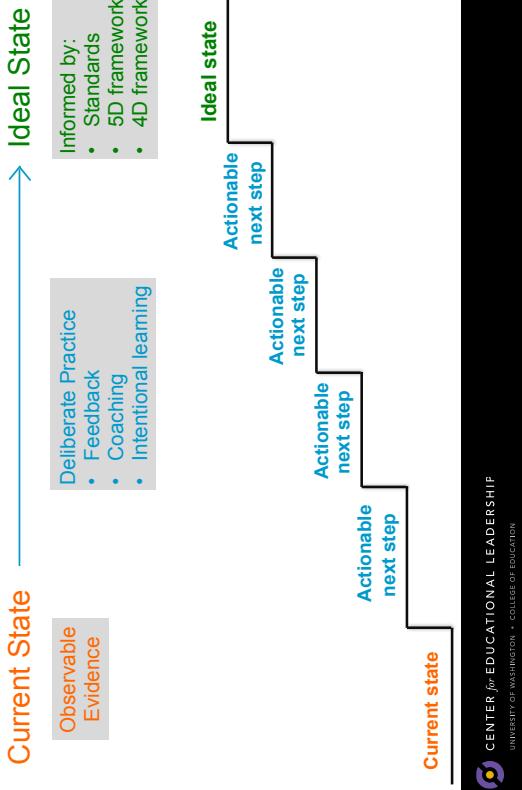
Genuine questions about teaching choices	• The purpose of wondering is to help us understand the teacher's thinking and intentions prior to providing feedback.
What info do you need from the teacher to determine possible feedback for the teacher?	• Wonderings are always connected to something you noticed.
Examine your coded script.	• Wonderings are not coaching questions or suggestions in disguises.

Identifying potential evidence
For indicators connected to the teacher's area of focus, write the indicator numbers next to notes in your script that might be evidence for those indicators.

Continuous Improvement

SORT: Analyzing Evidence

Planning Formative Feedback



Teaching Points for Feedback

Low Skill, High Will Provide Feedback to GUIDE thinking	High Skill, High Will Provide Feedback to EMPOWER
<ul style="list-style-type: none"> 3 ideas to explore are... Some things you might want to consider... (name examples) As you continue to... 	<ul style="list-style-type: none"> As you work to grow your practice... Use a guiding question from the framework that is connected to their area(s) of focus...

Low Skill, Low Will Provide EXPLICIT & DIRECT feedback	High Skill, Low Will Provide Feedback to MOTIVATE
<ul style="list-style-type: none"> Something I expect to see/hear...I will check in with you in the coming days. Something you will need to do... Something you will want to do... 	<ul style="list-style-type: none"> Something I might see/hear as evidence during the next observation... Something you will want to consider... Knowing your area of focus is... and your students need... work to ...

PROVIDE FORMATIVE FEEDBACK

WRITE Formative Feedback

- Start with thanking teacher for the opportunity to observe lesson; reference LT/topic.
- Affirm what the teacher "can do" based on evidence from your script. *Minimum Area of Focus; permissible to affirm across rubric*
- Identify 1-3 next steps to focus your feedback specific to "verge of" from teacher's area of focus. *Provide suggestions for improvement that help move the teacher forward.*
- Park what the teacher is "far from" being able to do until it shifts to a verge of.
- It may be used as a future area to focus, and/or to inform school improvement/professional development that you will address later in the year/next year.

5D+ Inquiry Process



Michigan Association of
Secondary School Principals

	Formative	Summative
Self Assessment	X	
Growth Plan • Areas of Focus • Student Growth	X	X 20% (SGA)
Observation • Scripting/Coding • Noticing/Wondering • Analysis/Feedback	X X X	X
Evaluation (<i>All indicators</i>) • U/B/P/D		X 80% Prof. Practice
Final Summative Evaluation IE/ME/E/HE ← Professional Practice (60%) Student Growth (40%)		X

Prioritizing Time & Scheduling

Prioritizing Time & Scheduling

Before teachers and students return, establish your priorities; what gets scheduled gets done!

Add the following to your calendar:

- District calendar (Records, PD, vacations, conferences, etc.).
 - District, County, Association Mtgs/PD, Assemblies, etc.
 - Pre-inquiry Conferences for each teacher in September.
 - Observations and Formative Feedback sessions in October, November, December, February, March and April.
 - Mid-year Inquiry Conference for each teacher in January.
 - End-of-year Inquiry/Evaluation Conferences for each teacher in May/June.



Prioritizing Time & Scheduling

- Create spreadsheet that defines all measures and approaches for student growth
 - Create a spreadsheet with all teachers within building.
 - Denote tenure status (P1, P2, P3, P4, P5, T)
 - Identify teachers most recent evaluation rating.
 - Ensure all teachers rated ineffective or minimally effective on their most recent evaluation were provided an IDP with specific performance goals and recommended instructional coaching
 - Ensure all 1st year probationary teachers (P1) are provided an IDP that includes specific performance goals and recommended instructional coaching and support
 - Assign primary/secondary evaluators to each teacher.
 - Develop professional growth and 2 or more student growth goals for all teachers being evaluated.
 - Conduct multiple observations, provide formative feedback after each observation, including evidence of progress toward professional growth goals.



Prioritizing Time & Scheduling

- Conduct Mid year review with all Teacher with IDP's (preferably all teachers):
 - Discuss changes in teachers practice specific to IDP goal?
 - Discuss impact of practice on student learning (student growth data)?
 - Write an improvement plan for remainder of the year in consultation with the teacher(not just handed to them or assigned to them as homework)?
 - Include specific performance goals?
 - Identifies any recommended instructional coaching, support, training?
 - Conduct multiple observations and provide formative feedback, including evidence of progress toward professional growth goals.
 - Review evidence from observation and student growth data for identified teacher(s) to complete annual evaluation.
 - Meet with teachers to review evidence, ratings, and set specific performance goals for the coming year.
 - Ensure all teachers rated ineffective or minimally effective on their most recent evaluation were provided an IDP with specific performance goals and recommended instructional coaching by June 30 of previous year.

Teachers grouped in cohorts*	Pre-Inquiry Cycle Conference	Formative Observation 1	Formative Observation 2	Formative Observation 3	Mid-year Post-Inquiry Cycle Conference	Formative Observation 4	Formative Observation 5	Formative Observation 6	Year-end Post-Inquiry Cycle Conference
1	Sep. Week 2	Oct. Week 2	Oct. Week 4	Dec. Week 2	Jan. Week 4	Feb. Week 3	Mar. Week 1		Apr. Week 4
2	Sep. Week 2	Oct. Week 2	Oct. Week 4	Dec. Week 2	Jan. Week 4	Feb. Week 3	Mar. Week 1		Apr. Week 4
3	Sep. Week 2	Oct. Week 2	Oct. Week 4	Dec. Week 2	Jan. Week 4	Feb. Week 3	Mar. Week 1		Apr. Week 4
4	Sep. Week 2	Oct. Week 2	Oct. Week 4	Dec. Week 2	Jan. Week 4	Feb. Week 3	Mar. Week 1		Apr. Week 4
5	Sep. Week 2	Oct. Week 2	Oct. Week 4	Dec. Week 2	Jan. Week 4	Feb. Week 3	Mar. Week 1		Apr. Week 4
6	Sep. Week 3	Oct. Week 3	Oct. Week 5	Dec. Week 3	Jan. Week 5	Feb. Week 4	Mar. Week 2		Apr. Week 4
7	Sep. Week 3	Oct. Week 3	Oct. Week 5	Dec. Week 3	Jan. Week 5	Feb. Week 4	Mar. Week 2		Apr. Week 5
8	Sep. Week 3	Oct. Week 3	Oct. Week 5	Dec. Week 3	Jan. Week 5	Feb. Week 4	Mar. Week 2		Apr. Week 5
9	Sep. Week 3	Oct. Week 3	Oct. Week 5	Dec. Week 3	Jan. Week 5	Feb. Week 4	Mar. Week 2		Apr. Week 5
10	Sep. Week 3	Oct. Week 3	Oct. Week 5	Dec. Week 3	Jan. Week 5	Feb. Week 4	Mar. Week 2		Apr. Week 5
11	Sep. Week 4	Nov. Week 1	Nov. Week 3	Jan. Week 2	Feb. Week 1	Mar. Week 3	Apr. Week 1		Apr. Week 5
12	Sep. Week 4	Nov. Week 1	Nov. Week 3	Jan. Week 2	Feb. Week 1	Mar. Week 3	Apr. Week 1		Apr. Week 5
13	Sep. Week 4	Nov. Week 1	Nov. Week 3	Jan. Week 2	Feb. Week 1	Mar. Week 3	Apr. Week 1		Apr. Week 5
14	Sep. Week 4	Nov. Week 1	Nov. Week 3	Jan. Week 2	Feb. Week 1	Mar. Week 3	Apr. Week 1		May Week 1
15	Sep. Week 4	Nov. Week 1	Nov. Week 3	Jan. Week 2	Feb. Week 1	Mar. Week 3	Apr. Week 1		May Week 1
16	Oct. Week 1	Nov. Week 2	Nov. Wk 4/ Dec. Wk 1	Jan. Week 3	Feb. Week 2	Mar. Week 4	Apr. Week 2		As needed or by PLC members or by video
17	Oct. Week 1	Nov. Week 2	Nov. Wk 4/ Dec. Wk 1	Jan. Week 3	Feb. Week 2	Mar. Week 4	Apr. Week 2		As needed or by PLC members or by video
18	Oct. Week 1	Nov. Week 2	Nov. Wk 4/ Dec. Wk 1	Jan. Week 3	Feb. Week 2	Mar. Week 4	Apr. Week 2		As needed or by PLC members or by video
19	Oct. Week 1	Nov. Week 2	Nov. Wk 4/ Dec. Wk 1	Jan. Week 3	Feb. Week 2	Mar. Week 4	Apr. Week 2		As needed or by PLC members or by video
20	Oct. Week 1	Nov. Week 2	Nov. Wk 4/ Dec. Wk 1	Jan. Week 3	Feb. Week 2	Mar. Week 4	Apr. Week 2		As needed or by PLC members or by video

Teacher	Tenure Status	Planning Period	Most Recent Evaluation Rating	Pre-Inquiry Conference (ID#)	Observation 1	Assignment/ Prep	Feedback Conference	Observation 2	Assignment/Prep	Feedback Conference	Mid-Year Inquiry Conference
Bally, Will	Tenured	2	Effective	9/8/19	9/19/19	9th Hr AgI	9/17/19				
Rabbit, Peter	P4	3	Effective	9/8/19	9/19/19	6th Hr Eng 9	9/17/19				
Badhawie, Carrie	Tenured	2	Effective	9/8/19	9/17/19	4th Hr Chem	9/18/19				
Cookson, Cooper	Tenured	3	Highly Effective	9/8/19	9/19/19	5th Hr Physics	9/19/19				
Morgan, Dexter	Tenured	3	Effective	9/8/19	9/19/19	1st Hr. Span	9/18/20				
Baker, Jordan	P1	1	N/A	9/8/19	9/23/19		9/24/19				
Holloway, Joann	Tenured	4	Effective	9/8/19	9/24/19		9/25/19				
Wickham, George	P3	4	Effective	9/8/19	9/25/19		9/26/19				
Beauregard, Mabel	P1	1	Effective	9/10/19	9/26/19		9/27/19				
Fidder, Deborah	P2	1	Effective	9/10/19	9/00/19		10/1/19				
Costanza, George	Tenured	2	Highly Effective	9/10/19	9/00/19		10/1/19				
Forsyth, Amy	P2	2	Minimally Effective	9/10/19	10/1/19		10/2/19				
Soprano, Tony	Tenured	3	Ineffective	9/10/19	10/1/19		10/2/19				
Young, Charlie	P1	3	N/A	9/10/19	10/2/19		10/3/19				
Bennett, Elizabeth	P5	5	Effective	9/10/19	10/3/19		10/3/19				
Crest, Annie	Tenured	5	Effective	9/10/19	10/3/19		10/4/19				
Potter, Harry	P5	5	Highly Effective	9/11/19	10/4/19		10/7/19				
Kent, Clark	P1	6	N/A	9/11/19	10/7/19		10/7/19				
Gelar, Monica	P4	1	Effective	9/12/19	10/9/19		10/10/19				
Hampton, Mandy	P1	2	N/A	9/12/19	10/9		10/10				
Hobbes, Miranda	P4	1	Effective	9/12/19	10/10/19		10/11/19				
Worries, Willy	Tenured	2	Highly Effective	9/12/19	10/11/19		10/14/19				
Green, Rachael	P5	5	Effective	9/12/19	10/14/19		10/15/19				
Moss, Donn	Tenured	5	Highly Effective	9/12/19	10/15/19		10/16/19				
Clavin, Cliff	P2	6	Minimally Effective	9/12/19	10/16/19		10/16/19				
Gatesby, Jay	Tenured	6	Effective	9/12/19	10/17/19		10/17/17				
Luce, Lois	P2	1	Highly Effective	9/13/19	10/18/19		10/20/18				
Proprius, Mary	Tenured	1	Effective	9/13/19	10/21/19		10/22/19				
Trutwood, Betsy	P2	1	Minimally Effective	9/13/19	10/23/19		10/23/19				
Matson, Sam	Tenured	6	Effective	9/13/19	10/8/19		10/8/19				

Monday	Tuesday	Wednesday	Thursday	Friday	Student Name	Incomplete (X) or Complete (✓)
						Observation Date
6:00 AM						
6:30 AM						
7:00 AM						
7:30 AM						
8:00 AM	Jones, Torres	Meet Jones		Meet Robbins		
8:30 AM	Ramirez, Smith	Meet Smith	Meet Brown	Meet Clark	Meet Carr	
9:00 AM		Meet Ramirez	Meet Howe	Meet Robins		
9:30 AM	Parker, Hoyt	Meet Torres		Meet Sims		
10:00 AM		Robins, Sims,	Sanchez, Carr	Meet Sanchez		
10:30 AM		Clark	White, Robin	Meet White		
11:00 AM						
11:30 AM		Brown, Howe				
12:00 PM		Meet Hoyt				
12:30 PM		Meet Parker				
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
	Observations	Meetings	Work Time			
Source: Lawrence Lenderchin, P. ES						

Observation for Pranee CEL

Staff Member	Pranee CEL (pranee@midemo03.com)
Observer	Elise King (lking@midemo03.com)
Staff Member Digital Signature Date	Not digitally signed
Observer Digital Signature Date	Not digitally signed
Observation Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3 Unannounced
Observation Type	2022 - 2023
School Year	05/15/2023 3:26pm
Observation Start Date	
Observation Timer	5.CEC2 Learning Routines, 5.CEC3 Use of Learning Time, 5.CEC.5 Norms for learning, 2.SE.2 Ownership of Learning, 6.PCC.1 Collaboration with Peers
Area of Focus	
Private Observation	No Make Private

Notes

Date/Time	Script	Code
05/15/2023 3:27:07pm	Students are sitting on the floor as a group facing the teacher and chart paper that lists revision strategies. The title of the list chart is "Revision Reminders".	
05/15/2023 3:28:48pm	T-so you know last night my work was to take your homework home to read it. Your work was to take your work home and revise it. Remember yesterday our goal was to put good work on the doc cam of good quality. So we had Emily's up there, and Tyson's up there. We didn't have David's but he's our reviser. As I read your writing I got chills reading the revision. Reading that work.	
05/15/2023 3:30:36pm	T - As I read the rest of your writing, something we need to think about is how do we have that same quality of writing and have it in our whole story of writing. How do you take that same quality of writing that you did in your revision throughout your whole HW. Dylan? S - there are two things, you could re-read your story and the paragraphs you don't like you could use them or just restart your story. T- we're going to talk about hat today as I thought as a writier what would I do?	
05/15/2023 3:32:46pm	T - so I made this list of all the ways we've revised our writing since the beginning of the year and put it up. The first was improving word choice and prhases. Show what you mean, don't just tell. Add dialogue or character innert-thinking. Craft a new lead. Take out unnecessary details. We haven't talked abou tthat a lot but as i've conferenced with you we've taken something out. The last is adding more action to help your reader picture what's gong on. All of these help readers get into our story. We're going tot take these today and think how do we use this in our whole piece of writing.	
05/15/2023 3:37:00pm	Teacher moves the sticky pad over to the other board. T - Today's work is about revision reminders. When you run the mile 2x a year, everyone starts running fast and then what happens. S's - slow down. T- yes. And some of you get that burst of energy and keep going but some crawl in. I think your writing is like that. Some of you peter out at the end and leave your reader hanging on at the end. S - is that good? T - What do you think? S - leaving your reader hanging. T- Is that your intent? You could end suspensefully. Today is about revision reminders. I thought about the ways I think about revision as i'm writing. The first thing is stopping and revising. I like to read a paragraph, stop, revise, an then carry on. Another idea i've done in the past is to highlight places in the writing and come bak later. You know how you all get frustrated when I ask you to stop?? Well, highlighting lets me know to come back later. It's a visual reminder you can. A third way, and you started	

	this yesterday, is to read it outloud to yourself or a partner. We can hear things that need to be changed when we do that. So I think it's a great strategy. The last one, kinda new, is to revise at teh beginning of my independent writing time. So, when you sit back down, it'll be like a fresh start as you haven't looked at your story in a while.	
05/15/2023 3:37:16pm	T - So this is what I want you to think about fourth grade. I want you to think about which of these strategies would you like to try... I also want you to think about it for a minute and why...why number two and not number four. T- Give me a thumbs up when you think you have one that you think will help improve the quality of your writing...ok to sit and think for a minute...this should be a big decision... Several Ss started putting their thumbs up right away. Ts - teacher gives about 15 seconds of wait time... T - Some of you might think you can do two of these, others aren't sure yet...waited a couple seconds and said...ok... identify someone to turn and talk to when I am done...one which of these will you want to try over the next few days and why?	
05/15/2023 3:37:48pm	Teacher waits and gives students processing time...	
05/15/2023 3:39:28pm	OK...turn and talk with your partner and I am going to come around and listen to your conversations. Ss turn, face and talk with one another. The teacher listens in on one conversation between a pair of boys and then a second pair of boys. The teacher listens to the pair and looks to the chart paper. T- paraphrases what the pair says to each other.	
05/15/2023 3:40:00pm	David called upon to share his idea about number 3 about who is telling the story; checking to make sure he doesn't switch point of view...teacher confirms check to make sure it stays in first person or second person from start to finish. T asks David if he thought of a partner who he could work with and help him to do this. Asked him not to say a name. Someone who could give him good feedback...need to think about that...not someone who will just you might want to think about this part or this part didn't quite make sense...Teacher asked for another volunteer that picked a different strategy. All but six hands went up immediately. T called on Michael. Michael says strategy number 2 because he gets lost in his stories quite a bit and it would help him remember what to change. T asks if the highlighting would be the reminder so he doesn't get lost or forget and M says yes. T says so you have to just remember and highlight. T asks how often he thinks he is going to have to highlight. M says a lot. T so you will likely need a highlighter. Do you know where to get a highlighter. The class looks to where the highlighters are and M says yes.	
05/15/2023 3:40:14pm	Teacher asks for one more idea. Many hands go up and teacher calls on Tyson who says number four because he gets mixed up a lot of stuff in paragraphs. Allow to get fresh thoughts on paper quickly to add on to paragraph. T asks - so you think you could do that when you sit down to revise today with fresh eyes and he nods yes.	
05/15/2023 3:41:07pm	T- Nice work. I want you to really think about a strategy that will work for you. If a strategy doesn't work for you is it ok to change and try something else. Ss choral response yeah/yes. T says she is not expecting to see all of this today, but over time...so that when she conferences with you tomorrow or the next day or next Tuesday that she can see how things went, how she can help.	
05/15/2023 3:41:58pm	T - So your work today, on your desk is a green sticky, and I want you to write on the green sticky the revision reminder you chose to use today, the revision reminder you are going to try to use over the next few days and keep this in your writer's notebook. It lets me know that you chose one and gives us something to talk about at our revision conference. So just keep this along side you as you continue to work on your story today.	
05/15/2023 3:42:26pm	T - What do you do when finished. Dylan says plan and start a new story. T - or you can go back into your current story and further revise. But if you have already revised you can start a new story. Mike asked if they could have more than 2. T - yes, but start with one and do a good job with 1, then go to a second. Maddie ask whether you can highlight and then go back to highlight to make sure... T - yes....ooo la la look at all the revision that went on today.	

05/15/2023 3:44:18pm	T - Before I set you free, turn and talk to one another about what you are doing to do today...what's your plan. Teacher kneals down next to a group of students to listen. She takes their green sticky note and puts it on the board.	
05/15/2023 3:44:25pm	T to whole class - when you are ready to go forth you are turning toward me. T waited a couple seconds and said thumbs up if you know what you are going to do. T - In about 1 minute I should see pencils going across papers or eyes re-reading your writing. If you are having conversations it is about the work.	
05/15/2023 3:44:37pm	Teacher looks to names on board and says, "today I would like to check in with Jaren, Rachel who is not hear, Rebecca, Jason, and Emily B. So those people gather your writing and join me on the carpet. The rest of you go forth and produce quality writing." The other Ss transitioned to writers workshop at their desks.	
05/15/2023 3:44:50pm	Video transitioned later into lesson.T - Emily I want to talk with you. T grabs her stool and locates it by Emily's desk. The other students are sitting at their desks in pairs working on revision or individually revising their papers.	
05/15/2023 3:47:31pm	T - Ok come gather around me here. I just want to quick check in with each of you for a variety of reasons. Jaren it looks like you're ready to write. Is that what you were trying to tell me? S - No, I wanted to revise but didn't know what to revise. T - oh, I didn't see that last night. All I saw was your plan and didn't realize you started your writing. If I can squeeze it in we'll conference later. Remember, paragraphs. Go forth!	
05/15/2023 3:48:52pm	T - Jason and Emily, you're ready to start. This is a great time to think about developing your story. Go back to your character sheet and think is there another story, a problem, they could go into, and put that character into the next story. S - i'm editing some. T - ok, would you like to do that for your next step? S - yes. T - ok, then that sounds good.	