



**BOCES TRAINING
November 28-29, 2017**

AGENDA

Day 1 [8:30-4pm]

Introductions

Objectives

- ✓ Understand the purpose behind comprehensive evaluation systems
- ✓ Understand how quality evidence supports educator growth
- ✓ Understand how a growth model promotes a professional learning culture
- ✓ Collaborate with colleagues to ensure consistency in the work

Small Group Discussion

Discuss the purpose and value of teacher and administrator evaluation systems.

Review Observation Processes

Review the teacher and administrator evaluation processes

Professional Conversations

Two videos of professional conversations between an administrator and teacher will be viewed and analyzed for their effectiveness.

Quality Evidence

Discussion about the definition of “quality” observation evidence. How artifacts [from teachers and administrators] provide evidence of educator practice. The types of artifacts that would constitute valid evidence.

Collecting Evidence

Watch a brief video clip and collect evidence that would support the component/indicators included in Instruction, such as: Instructional Activities, Questioning and Discussion, etc.

Alignment Practice

Individually, examine evidence collected from the brief video clip and align to the components/indicators in the teacher rubric

Formative Assessment Using A Rubric

Examine the Instruction Domain/Standard of the teacher rubric used by your district. After reading through the rubric and the levels of performance. What are the characteristics of each level of performance: Ineffective, Developing, Effective, Highly Effective?

Assessing Evidence Against the Levels of Performance



Using the evidence and alignment gathered from the video clip, determine a level of performance for those components/indicators for which you have sufficient evidence.

Building on Strengths

Based on the evidence, identify the teacher's areas of *strength*. If you were to meet with the teacher in this video, how would you plan to address the strengths you noted?

Prioritizing Areas for Growth

Based on the evidence, identify the teacher's areas for *growth*. If you were to meet with the teacher in this video, how would you plan to address the areas of growth? How might you and the teacher prioritize one or two areas on which to focus?

Planning Professional Conversations: Part I

Identify the elements of a productive conversation that need to be in place in order to have a mutually productive experience. Consider both the principal/teacher conversation and the superintendent/principal conversation.

Monitoring vs Action

Discuss the idea of monitoring practice vs action plans and follow-up – what is the difference and why is monitoring not enough?

Planning Professional Conversations: Part II

Review the hand-outs/e-docs: Conditions for Productive Professional Conversations and the Questioning Placemat. Use the areas of strength/growth that you identified based on the evidence collected from the video and plan a post-observation conference. Include the conditions that you would put in place and develop questions that you would ask.

Closure

Quick write

Prepping for tomorrow

Day 2 [8:30-2pm]: The Observation Process with a Focus on Growth

Review agenda and objectives

- ✓ Understand the purpose behind comprehensive evaluation systems
- ✓ Understand how quality evidence supports educator growth
- ✓ Understand how a growth model promotes a professional learning culture
- ✓ Collaborate with colleagues to ensure consistency in the work



The Lesson Plan

Review a lesson plan and align it to the rubric. Collaboratively, formatively assess the levels of performance.

Planning the Pre-Observation Conversation

Collaboratively plan the questions that could be asked during a pre-observation conference to clarify areas on the lesson plan.

Video Observation

Individuals will collect evidence of the classroom environment and instruction.

Evidence Alignment

In pairs, participants will align their evidence to the rubric.

Teacher Reflection

Review of the teacher's reflection in order to have the teacher's initial perspective on the success of the lesson.

Formatively Assess practice Against the Rubric

Using the aligned evidence and the rubric, pairs will formatively assess the teacher's practice in the Components/Standards of Classroom Environment and Instruction.

Planning the Post-Observation Conference

Collaboratively plan the questions to be asked and the evidence to be referenced to focus on areas of strength and areas for growth.

Debrief

Whole group discussion about the importance of professional conversations. Consider how the rubric criteria and conversations support other school/district initiatives. How might the simulated process be similar to or different from the process used for principal evaluation?

Next Steps for Growth

In small groups, determine some logical next steps for supporting teachers and administrators, and/or how might a school include support processes to create a culture for continuous growth, including the incorporation of school/district initiatives, and what would those processes look like? Share out ideas.

Closure and Exit Slip

Answer any questions; provide exit slip to collect comments and "wonderings."