

Two Day Evaluation Training

Maryland Department of Education

TRAINING MANUAL

Purpose:

The purpose of the training manual (guide) is to provide a document for trainers to internalize and utilize as they deliver the presentation. This document should be used as a tool and a resource, but each trainer should adapt the suggested talking points, grouping strategies, etc. to best meet the needs of each unique group. This guide is not intended to be a script or to be read verbatim.

Components:

The training manual is directly aligned to the presentation with information and suggestions for each slide consisting of the following components:

Time: Each slide has a recommended time suggestion interdependent on other slide time suggestions. For example, if a trainer spends five additional minutes on one specific slide (above the recommendation), the trainer will need to cut subsequent slides by five minutes to avoid running over the daily time allotted for the training. *Note: The trainer manual suggests participant breaks, time for lunch, and daily ending times based on logical transitions within the curriculum.*

Purpose: Each slide has a distinct purpose in the sequence of events for the training. This purpose has been articulated for each slide so that the presenter understands the rationale behind the design. Understanding the purpose will better enable a facilitator to adapt and deliver the training in the best way for all.

Key Ideas: When there are key messages or content that participants should be internalizing, these have been provided here so that the facilitator is better able to underscore and stress them.

How to Facilitate: All slides have suggestions on how to facilitate learning and engagement, which include possible talking points, grouping/discussion/engagement strategies, and/or possible questions to ask participants. This guidance contains information and context outside of the slides. Again, suggested talking points are not intended to be used verbatim, but rather read, internalized and paraphrased by trainers. In addition, suggested questions are not intended to be all-inclusive and trainers should add or remove questions based on their unique group of participants. Finally, this section may also contain the trainer's metacognition or "lessons learned" in presenting this slide, aspects that may create confusion among participants, or questions a trainer is likely to receive from participants.

List of Engagement/Grouping Protocols

Below, a list of engagement/grouping protocols is provided for convenience. Some of these are referenced in the training manual. Others are provided as possible alternatives. While a brief description is provided on each protocol, the name of the protocol has been hyperlinked to a website with additional information and/or resources to help in using the protocol.

Name of Protocol	Brief Description of Protocol
Turn and Talk	A structure to have participants briefly discuss their ideas with one partner. This structure allows for a facilitator to efficiently embed discussion in a session.
Placemat Consensus	A structure that helps a group reach consensus around a decision or a key idea; it pushes participants to get all ideas on the table first and seeing commonalities instead of prematurely reacting to differing views.
Stand Up Hand Up Pair Up (SuHuPu)	A structure that helps participants mix and mingle and share and collect various views or ideas from multiple participants.
Chalk Talk	A structure that promotes silent reflection and writing versus talking; it asks for participants to react (in writing) to posted ideas, and it allows for various participants from around the room to see and share ideas with/from people they may not have worked with yet.
Stay and Stray	Similar to a chalk talk, this structure is intended to have people across the room see and respond to others ideas, except talking is the way participants will communicate. As the name indicates, a group member is required to stay by the group's work while others stray to view and react to others' work.
Gallery Walk	This too is a structure similar to Stay and Stray. A gallery walk has participants walk around the room to different "stations" in order to either read different content or different views from other participants and respond/reflect.
1-2-4-All	This structure helps to go through a structured process of refining one's ideas and thinking before engaging in a whole group discussion. Rather than immediately talking in a group of 4+, this strategy asks for participants to individually reflect, reflect with a partner, and then share refined ideas with a group of 4 followed by the room.
Conversation Café	This structure promotes listening prior to discussion. It allows for certain team members to share their ideas without being interrupted, and then the group engages in a discussion drawing upon these initial ideas.

<u>Hot Potato Pass</u>	This structure allows time for individual reflection on a question or thought posed to each team member. Each team member records h/her individual response on a sheet of paper and then the paper is passed to the next team member to build upon.
<u>Shake and Share</u>	A structure that allows participants to circulate and then analyze/interpret a question, term, or item and share responses.
<u>Triple T-Chart</u>	This structure guides participants to focus on teacher actions (say/do), student actions (say/do) and the impact those actions have on student learning.
<u>Talking Chips</u>	Each participant is provided with one or two “chips”. In order to participate in the discussion, the participant must toss a chip to the center of the table. Once all chips are used the participant may not add to the discussion until all other participants have used their chips. The utilization of talking chips ensures that all participants have an opportunity to think, process, and contribute to the discussion.
<u>Stop-n-Go</u>	A structure that allows participants to reflect on their current learning. This will provide the facilitator with an assessment of the participants’ current level of understanding.
<u>Picture is Worth 100 Words</u>	Participants reflect on a picture related to the learning topic and their current level of understanding of that topic. A mixer-type strategy is then employed to facilitate conversations with other participants. Each participant is then allowed an opportunity to process and build on their current knowledge base. The facilitator can then clarify any misunderstandings.
<u>4 Corners</u>	A structure that allows participants an opportunity to collectively engage in answering a question, solving a problem, or reflecting on an understanding of content.
<u>Trust Matrix</u>	A structure that allows participants to share ideas. It provides the facilitator an opportunity to circulate and assess participant understanding. (Version of GoGoMo)
<u>Pair Square Share</u>	With this structure participants are partnered and then asked to collaboratively answer a question or solve a problem. Partner groups then pair with another partner group to share their solutions and/or answers.
<u>Silent Graffiti</u>	This is a collaborative learning strategy which provides participants with the opportunity to respond to a question, topic/concept, reading, video and/or other medium. Participants engage in a silent discussion with their peers by responding to other participants’ written responses.
<u>Turn Out</u>	This structure is a version of Turn and Talk. Participants turn their chairs away from their tables to briefly discuss their ideas with a

	new partner from a nearby table. This structure allows for a facilitator to efficiently embed discussion in a session.
<u>Popcorn/Check Off and Add</u>	This structure encourages participants to popcorn out their individual responses while listening participants check off any similar response that they may have had. Additionally, participants add or build onto their own response based on what is shared by others.
<u>Give One Get One Move On</u>	Participants are presented with a prompt or question and asked to respond. With guidance from the facilitator they then move about the room, find a partner, and share one of their responses to the question or prompt. This structure provides participants with the opportunity to hear multiple perspectives.
<u>3-2-1 Reflection</u>	This structure is a quick reflective activity that encourages participants to reflect on a recent learning experience and organize their thoughts to identify areas of confusion or concern.
<u>Vote</u>	Participants will respond to a question or prompt by holding up color-coded cards. This structure provides the facilitator with a quick assessment of participants understanding
<u>Musical Mix-Freeze</u>	Participants move to the music. When the music stops, the participants freeze and partner with the nearest person. The facilitator poses a question, problem, or prompt. Participants are asked to discuss.
<u>Stop and Jot</u>	This quick processing activity gives participants the opportunity to respond to a question or prompt in writing. It allows participants an opportunity to reflect and process new learning.
<u>Continuum Reflection</u>	This structure provides participants with an opportunity to reflect on where they are in their learning as it relates to a particular topic. Participants place themselves on the continuum and then discuss with other on that same location on the continuum why they have placed themselves there. This structure provides the facilitator with an opportunity to assess current understanding and/or misconceptions.
<u>What/So What/Now What</u>	This structure allows groups to reflect on a shared experience in a way that builds understanding and spurs coordinated action while avoiding unproductive conflict.
<u>Hot and Cold</u>	A structure that allows participants to reflect on their understanding of a particular concept or content.

Expectations & Logistics

EXPECTATIONS

- Participate actively
- Honor time limits
- Be open to new ideas
- Trust the process
- Keep techno-distractions to a minimum
- Leave the space better than we found it

LOGISTICS



Suggested Time

2-3 min

Purpose

Establish the expectations of the training

Key Ideas

Setting group and individual norms and expectations

How to Facilitate

Trainer should Review expectations.

Ask group if they can agree to these or would like to add/change anything

Review icon

- Restroom locations
- Approximate time you'll break for lunch and breaks
- Their participant packets should have everything they'll need throughout the training
- There's a parking lot posted in the room for questions (Post a parking lot.)

Point out the page number icon in the bottom right of the slide. If there is a page in the packet that corresponds to what it displayed on the slide, you'll see an icon like this to let you know.

Additional Notes

- Potential talking point: "We are excited to be here with you today. This is an active training based around what you do and the needs in your school. We will have breaks. This is a professional atmosphere."

- Trainers should always doublecheck that page number icons align to the correct pages of the packet!

Roadmap: Where are we going?

Over the course of our time together, we will examine:

- How can we impact student outcomes through effective evaluations in our state? What will that look and sound like?
- What structures need to be established in order to support effective evaluations for teachers and students to be successful?



Suggested Time	2-3 min
Purpose	Directly connect this training to student outcomes for relevance.
Key Ideas	Student outcomes; structures
How to Facilitate	Trainer may use a Turn and Talk protocol. Trainer may say “We want to anchor on student learning/outcomes/actions. Then we work backward as to the teacher skills aligned to those student skills.”

Our work together

Calibrating on
Application of
Observation Tool

Identifying Effective
Instructional Practices

Collecting Unbiased
Evidence Linked to
Student Outcomes

Effective Instructional
Actionable Feedback



Suggested Time	1-2 min
Purpose	Over of the 2-day Training
Key Ideas	Calibration; collecting evidence; bias; actionable feedback
How to Facilitate	<p>Preview the sections of the training.</p> <p>Trainer may say “You will be discussing identifying effective instruction” and “collecting unbiased evidence” over the course of the 2 days, but you’ll first be defining it and reviewing how to collect unbiased evidence before moving on to day 2 when you’ll be calibrating and planning effective feedback/coaching.</p> <p>Trainer may ask how these sections of the training are connected in order to explicitly identify “through lines” in the training.</p>

Outcomes

Day 1: By the end of this meeting, participants will have...

- Created their “why” for improving their skill at giving actionable feedback to improve teacher practice
- Discussed the importance of trust and its impact on improving teacher practice
- Connected critical attributes relating to instruction, student learning objectives, and classroom environment to the improvement of teacher practice



Suggested Time	2-3 min
Purpose	Establish the specific outcomes of the training
Key Ideas	The Why; trust; critical attributes of instruction, SLOs, and environment.
How to Facilitate	Review expectations for the day and how these objectives will help us reach our overarching goals

Agenda

- Establish the "Why"
- Discuss trust as a factor
- Analyze current practices
- Examine instructional best practices
- Link student learning to a clear evaluation system
- Review the SLO process



Suggested Time	1-2 min
Purpose	Preview Day 1 for the participants
Key Ideas	N/A
How to Facilitate	<ul style="list-style-type: none">• Set the big picture overview for the structure of today's learning• Review agenda for the day <p>Additional Notes Give participants an idea of when lunch will be (in case they need that break for planning purposes).</p> <p>Make sure to highlight that we are focusing not only on CONTENT but also the PROCESS!</p> <p>There will be several stop and think questions embedded throughout the 2-day training to not only reflect on what we're learning but also how and why it's being presented as it is.</p>



Suggested Time	2-3 min
Purpose	Establish the 'how' and 'why' focus on this training as a "Train the Trainer"
Key Ideas	What; Why; How; Metacognition
How to Facilitate	<p>Discuss: Even though an objective of this training is not using facilitative strategies- this is a train the trainer model. We're going to spend some time reflecting on what we're doing and why in order to A) learn content and B) address the process. At times, trainers may model their own metacognition aligned to the 'how' and 'why.'</p> <p>Additional Notes: Trainer may say "Over the next two days, we will be analyzing not only the content/information being presented, but also HOW it's being presented and WHY (the process):</p> <ol style="list-style-type: none"> 1) What am I, as a presenter, doing to deliver content to you, as adult learners? 2) Why did I incorporate this structure/formative assessment/question? 3) How does this impact learning/future planning/implementation? 4) How can we take this back to districts/why might it be important to communicate this to individuals in your districts? <p>(3 basic step out questions: What did I do? Why did I do it? How will it impact learning/implementation?)</p>

Defining Effective Practice

In order to create the conditions for improved teaching, one **must first define it**. Without such a definition of good practice, educators are, in effect, wandering in a swamp.

Charlotte Danielson



Suggested Time	1 min for quote; 35 min total for “Establishing the Why” section
Purpose	Setting the Why with regard to a common understanding of effective teaching.
Key Ideas	Effective Practice; Calibration; Backward Design
How to Facilitate	Trainer may ask participants to read the slide and turn to a shoulder partner to restate the idea in their own words. The trainer may take several volunteers to share for the whole group.

Setting the WHY



insight

15

Suggested Time 10 min (5min version- <https://www.youtube.com/watch?v=IPYeClIXpxw>)

Purpose The Why

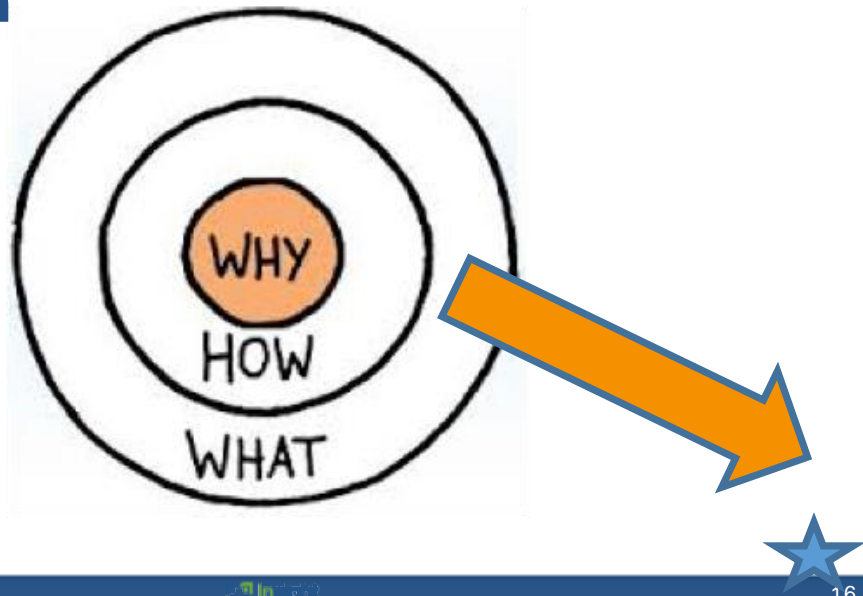
Key Ideas The importance of beginning with Why (before How and What)

How to Facilitate

Before showing the 5 minute Simon Sinek video, the trainer may ask participants to think about how this can connect to their work as evaluators with teachers. The trainer should expect to hear the following and prompt the following connections if not shared by participants:

- Common language, terms - what we value in the learning process; set ideals
- Common perspective of what we want from student action.
- Impactful coaching conversations. Cite data from Harvard and Brown showing the type of professional development with the highest impact on student achievement is 1 on 1 instructional coaching.
- Coaching conversation impact instruction and student achievement
- Positive impact on instruction and student achievement

Start with the WHY



Suggested Time	25 min for the rest of this section
Purpose	The Why
Key Ideas	The Why
How to Facilitate	Facilitated Conversations Notes: We'll develop our collective why/how/what for supporting adult learning through effective evaluations and actionable feedback

The WHY

Impacting Teacher Practices

- What do we value in adult learning?
- What kind of results do we expect from the feedback we provide to teachers?



Suggested Time	10 minutes
Purpose	Illustrate impact of Why on teacher practices
Key Ideas	The Why; Adult Learning; Feedback
How to Facilitate	<p>Develop a chart of why/how/what-</p> <p>Debrief each question (Actual hot potato pass to music. When music stops, answer the question; repeat. The trainer will repeat based on time.)</p> <p>Capture it collectively</p> <p>Key Takeaway Question: What is our big “why” as a collective? (chart responses and debrief in whole group).</p>

The HOW

How do we ensure second-order (lasting) change?

- How do we currently provide support and feedback to our teachers?
- How can the incorporation of reflective structures improve adult learner outcomes?



18

Suggested Time	5 minutes
Purpose	Moving from the Why to the How
Key Ideas	The How aligned to how we support teachers
How to Facilitate	Debrief each question- (Stand-up, Hand-up, Pair-up or “SuHuPu”) Capture it collectively Key Takeaway Question: What is our big how? Debrief in whole group.

The WHAT

Student Impact

- What do you notice about where we are and where we want to go?
- How can you, as instructional leaders, support/model this learning process?
- What will this mean for student learning?



Suggested Time	10 minutes
Purpose	Moving from the How to the What
Key Ideas	The What aligned to teacher support and student learning
How to Facilitate	Trainer may use Talking Chips to answer each question Capture it collectively Key Takeaway Question: What are our big “whats”? (chart it and debrief as a group).

1-2-4-All

- How will our identification of our “why” guide our work?
- What opportunities do YOU see for making progress on this challenge?



20

Suggested Time	15 min total for reflection on <i>why</i> we should “Establish the Why;” 12min
-----------------------	--

Purpose	Reflection and application
----------------	----------------------------

Key Ideas	The Why, How, and What related to participants’ roles in schools.
------------------	---

How to Facilitate	Trainer may use a 1-2-4-All grouping structure
	Trainer should provide individual think time - silent self-reflection by individuals on a shared challenge, framed as a question: 1 min.
	Share thoughts with partner, generate ideas in pairs (building on ideas from self-reflection): 2 min
	Table group debrief, share and develop ideas from your pair into foursomes (notice similarities and differences): 4 min
Whole group debrief. Trainer may ask “what is one idea that stood out in our conversation? Each group shares one important idea with all: 5 min.	

Stop & Reflect



- How would the participants in your schools and throughout your community benefit from taking the time to *participate* in this process (versus *receiving* this information)?
- What do we need to do to communicate the real purpose behind an evaluation system?



Suggested Time	3 min
Purpose	Participant Reflection
Key Ideas	The Why; application
How to Facilitate	<p>Trainer may ask the following question (as whole group): Why have we completed the activities that we have?</p> <p>During debrief, ensure the following point is communicated identification of <i>why</i> allows us to anchor our learning and the 1-2-4-all allows participants to set purpose for their learning---- helping the facilitator to become the facilitator of learning rather than “sage on stage”</p> <p>Label that these questions are designed to help participants reflect on (and subsequently apply) the process being used to provide training for adult learners (which should then be labeled in order to transfer to classroom instruction which will therefore impact student learning)</p>



22

Suggested Time	20 min for this through the “Trust as a Factor” section (until the break)
Purpose	
Key Ideas	Student-focused
How to Facilitate	Trainer may say “Ultimately, the power of this information is not about what we learn throughout the course of this training, the ultimate goal is for you to share this information so that a) teacher practices continually improve and, most importantly, b) student outcomes increase!”

The “Why” of Our Work

- *If students are going to acquire the Maryland college and career-ready standards* needed for post-secondary and career success. . .
- *then teachers must have time and autonomy* to work on implementing effective teaching practices. . .
- *and the school must define effective teaching* that supports college and career learning. . .



Suggested Time	2-3 min
Purpose	Align the Why directly to teachers and students
Key Ideas	The Why; Autonomy, Effective Teaching
How to Facilitate	<p>Trainer may unpack this slide with a turn and talk with the following question: “What do you notice about what’s on the slide and the order of it?” (turn and talk)</p> <p>Trainer may say “We want to anchor on student learning/outcomes/actions, then work backward as to the teacher skills aligned to those student skills. The focus is <i>not</i> on getting teachers to do things one way/showing them the right way- the focus is on measuring HOW what we’re doing is impacting <u>student learning.</u>”</p> <p>“Teacher action is not about people doing it the same way -- it’s how adults apply their learning to support students. No two teachers are same; there are many adult learning strategies to support engaged learning.”</p> <p>“Student-centered; strategic (backwards design) starting with the end in mind; it’s not about fixing teachers but rather about helping them move to the next level of instruction.”</p>

“Having **three years of good teachers** (85th percentile) **in a row**

would overcome the average achievement deficit between low-income kids (those on free or reduced-price lunch) and others.”

- Eric Hanushek, *Teacher Quality*, 2002

Suggested Time	2 minutes
Purpose	Critical importance of effective teaching on student outcomes.
Key Ideas	Instruction is directly related to student achievement
How to Facilitate	<p>Trainer may start the debrief by asking what the quote/research above conveys to them professionally and personally. (Group debrief)</p> <p>Trainer may say “This quote summarizes WHY we do what we do. There is a tremendous opportunity to forever change the trajectory of the lives of our students by ensuring every teacher is a great one. This is especially important for me as an educator but also as a parent/family member.”</p> <p>We all want the best for our children and students, and I believe we have the capacity to provide the very best for our students by ensuring great teachers in every classroom and great leaders in every school.</p>

Priorities of Feedback and Evaluation Systems

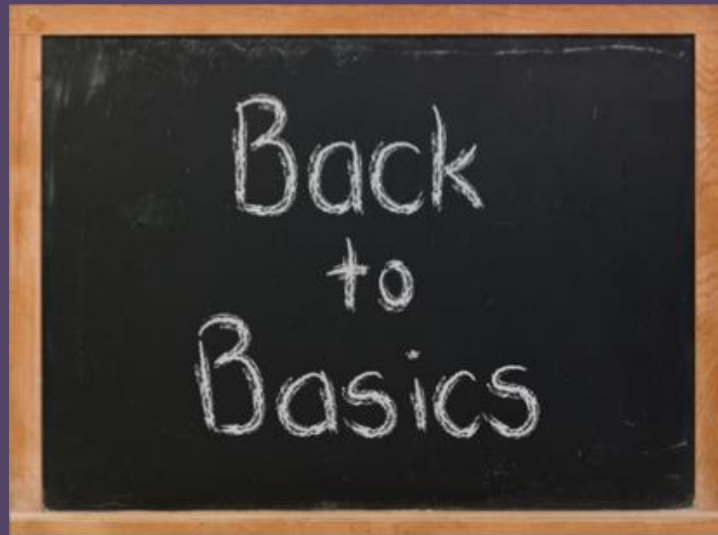
- Place Student Learning at the Center
- Promote Growth and Development
- Recognize Excellence
- Set a High Bar for Success
- Streamline Expectations for Improvement

We want to ensure that each student is taught by an effective educator, in schools and districts led by effective leaders.



Suggested Time	5 min
Purpose	Illustrate a systemic alignment focused on student achievement.
Key Ideas	Design of Feedback and Evaluation Systems
How to Facilitate	<p>Trainer may introduce this slide by reading the five points to participants and then saying “A picture worth 1,000 words (lead4ward app). Please create a visual representation and explain how your image answers the following question:</p> <ul style="list-style-type: none">• What resonates with you/stands out in relation to evaluation/feedback? (Expect to hear: no number; about growth and reflection as it relates to student learning)• What can students do to identify good practices; common understanding of good practices? (Expect to hear: Setting goals- calibration; ways to measure, etc.)

So what do we need to do?



Suggested Time	<1min – Transition Slide
Purpose	N/A
Key Ideas	N/A
How to Facilitate	Trainer may ask the following question: “In order for observations/conversations around instruction (feedback) to be well-received, what has to be in place first?”

It's all about that trust!



 Insight
EDUCATION GROUP

Suggested Time	<1min – Transition Slide
Purpose	Establishing the Purpose of Trust
Key Ideas	Trust
How to Facilitate	<p>Trainer may ask “How do you define and operationalize ‘trust’ in the setting of evaluation?”</p> <p>Trainer can ask the participants to turn and talk on this point for 1 minute and if time allows the trainer can ask for participants to popcorn out (call out) answers that they found that would be valuable to share for the whole group.</p>

Trust as a Factor

- What role does trust play in supporting teachers to improve their practice?



28

Suggested Time	3 minutes
Purpose	Establishing the role trust plays in supporting teachers to improve their practice
Key Ideas	Trust related to teacher support
How to Facilitate	The trainer may use “talking chips” as a way to ensure all equitable airtime for all participants for this question.

Trust Matrix

- What is important about creating trust?
- What erodes trust?
- How can trust be developed with faculty in the building?
- How can trust be repaired when it is eroded?



29

Suggested Time	10 minutes
Purpose	Self-reflection for trust in buildings
Key Ideas	Trust
How to Facilitate	<p>For the Trust Matrix, the trainer may divide into groups of 6-8 participants.</p> <p>See Participant's Guide for sample matrix. On left of sheet, put names of participants; at the top of matrix, write questions; then bullet their thoughts on each</p> <p>Depending on time, trainer may have each group share their responses to questions using the "rule of no repeat" (If another give has given a similar response, skip to your next response.)</p>

Walking the line between evaluator and coach



30

Suggested Time	2 minutes
Purpose	Delineating between an evaluator and coach
Key Ideas	Coaching
How to Facilitate	<p>Trainer may ask, “How do you create trust when walking the line between evaluator and coach?”</p> <p>Consider the athletic analogy of coach vs. referee and need to understand both roles and how the coach supports (through a combination of coaching and evaluation) the player but the referee only imposes the rules of the game.</p>

Break – 10 minutes



Suggested Time	10 min
Purpose	N/A
Key Ideas	N/A
How to Facilitate	N/A

Current Feedback Practices:



- What is going well?
- What needs to be improved?

Suggested Time

Current Practices Section Suggested Time: 40 min
This activity suggested time: 10-12 min

Purpose

Self-reflection on current feedback practices

Key Ideas

Instructional Feedback

How to Facilitate

As a team, develop a graffiti wall for Facilitated conversations about current teacher feedback processes – what is going well and what needs improvement? (3-6Min)
Silent Graffiti on chart paper with diagonal line separating the plusses and the deltas
Whole groups share out and debrief (5-7min)

Formal vs Informal Observations

- What is the difference between informal versus formal observations?
- What is the role of the...
 - Principal?
 - Instructional coach?
- What will feedback look/sound like?



Suggested Time	10min
Purpose	To delineate the difference between formal and informal observations.
Key Ideas	Observation types and what they look like in the implementation
How to Facilitate	<p>Facilitation Strategy: “turn out” Turn chair out to talk to another table member-discuss.</p> <ul style="list-style-type: none"> • Connect to plusses and deltas for what’s going well and what needs to be improved • Need more than one and done; need more consistent and lasting feedback <ul style="list-style-type: none"> ○ Informal walk-through tool <ul style="list-style-type: none"> ■ Informals are done with a purpose looking at very specific things ■ Use walkthrough tools: MSDE will share ■ Purpose and goal ■ Provide follow-up and feedback ○ Distinguishing role of principal and coach <ul style="list-style-type: none"> ■ Coach is non-evaluative ■ Instructional leader and evaluator ■ Role is instruction is occurring well ○ What is actionable feedback when doing informal vs. formal <ul style="list-style-type: none"> ■ Formal – 2 formal evaluations cannot bring informal up to the formal evaluations ■ Modify feedback after

- Weave a video in to informally evaluate (?)

Formal Observations	Informal Observations
<ul style="list-style-type: none"> • At least two observations required per year • Scheduled • Planned pre- and post-conferences • Follow up is provided 	<ul style="list-style-type: none"> • Multiple observations per year • Provides a glance at a teacher's daily practice • Can be announced or unannounced • Follow up is provided

Robert Marzano, *Informal Observations: It's Not a Gotcha Tactic*, 2012

34

Suggested Time	3 minutes
Purpose	Elements of Formal and Informal Observations
Key Ideas	Formal and Informal Observations
How to Facilitate	<p>Trainer may say “Teachers are not caught off guard- always feedback, always a clear purpose</p> <p>Connect to plusses and deltas for what’s going well and what needs to be improved</p> <p>Need more than one and done; need more consistent and lasting feedback</p> <p>Informal walk-through tool</p> <ul style="list-style-type: none"> • Informals are done with a purpose looking at very specific things • Use walkthrough tools: MSDE will share • Purpose and goal • Provide follow-up and feedback

It's a matter of:

- Adult learning theory; theory of change
 - Working together is more powerful than working alone
 - Adults don't incorporate new ways of doing their work without feedback and coaching
- Getting to scale with any significant change
 - Getting improvement to "stick" over a large number of classrooms
- Coherence of change and improvement
 - Reduce variation from classroom to classroom and school to school



Suggested Time	3 minutes
Purpose	Overview of the purpose of evaluation/observation
Key Ideas	Theory of change
How to Facilitate	Ask participants to take a moment to read the slide and think about the connection to the previous discussion and what resonates with them. After a few moments, ask participants to turn and talk to a neighbor. Explain that you will be asking participants to share what their partner said. Allow a 1-2 minutes for conversation. As participants are talking circulate and listen for connections to how observations both formal and informal can be used to provide teachers with feedback to support improvement in instruction. Paraphrase what you hear for the group.

Four Corners

When it comes to cooking, I am on a . . .

Dirt Trail (little comfort)

Gravel Road (some comfort)

Paved Road (a lot of comfort)

Highway (I got this!)



Suggested Time	5min
Purpose	To get participants moving and break the ice.
Key Ideas	Discern comfort level of participants with something relatable to connect this to their comfort level and ability to provide feedback.
How to Facilitate	<p>Trainer should Introduce as an ice breaker. You should move through this intro to 4 Corners very quickly.</p> <p>PURPOSE: Ice breaker – introduces the 4 terms dirt trail, gravel, etc.- This is setting up the room for the conversation around common core. Remind participants that any road they are on is right where they should be.</p> <p>PROCESS-Ask participants to go to a corner of the room that best matches their comfort level with cooking. Explain the four different levels. While they are in their groups, they should discuss and chart why they put themselves in that particular corner, and what it would take to move to the next road. Remind participants to set up their poster like the model on the slide. For this part of the</p>

activity, they will only fill out the top two quadrants. For the next question, they will out the bottom two quadrants.

Ask one or two participants to share out from each corner

KEY MESSAGE/TALKING POINTS: There is a wide array of where we all are. You are right where you need to be based on your experience.

Four Corners

When it comes to providing feedback on effective instruction, I am on a . . .

1. Dirt Trail (little comfort)
2. Gravel Road (some comfort)
3. Paved Road (a lot of comfort)
4. Highway (I got this!)

Debrief Questions:

- Why did you put yourself in that corner?
- What do you need to do get yourself to a higher road?
- If you are already on the Highway, what do you need to do to continue on the highway?



37

Suggested Time

10min

Purpose

To assess the participants comfort level with providing feedback

Key Ideas

Providing feedback on effective instruction

How to Facilitate

Trainer should label why we used this here and now-- as a pre-assessment

PURPOSE: Gets participants thinking about their own work thus far. Gives facilitator a base line of knowledge for the group.

PROCESS: Ask participants to go to a corner of the room that best matches their comfort level with evaluation. Explain the four different levels. While they are in their corners, they should discuss and chart 1.why they put themselves in that particular corner, and 2. what it would take to move to the next road.

Ask for brief share outs from participants. **You may only want to take debrief from a couple corners to keep the activity brief.**

KEY MESSAGES/TALKING POINTS: Remind participants that what corner they are in is exactly where they should be.

Validate that it is ok for participants to be in any of the quadrants and that it is important to understand where we currently are so that we can create actionable steps to enhance our practice.

Stop & Reflect



Why would we include this four corners reflection activity?

How/why can you utilize this (and/or other reflection strategies) in PLCs and classrooms?



Suggested Time	3 minutes to debrief this
Purpose	To debrief why this structure was used and to consider how it could be used in the future
Key Ideas	Activity debrief
How to Facilitate	Facilitation Strategy: discuss in groups- hot potato pass Trainer should ask the following question: <ul style="list-style-type: none">• Why would we do this? (Pre-Assess/reflect.)• What is the power of reflection? What does reflection do for learning? (cannot be leaders of our own learning if we don't understand where we are, where we're going, and what we need to do to get there).

Lunch



In an outstanding classroom, what do we see regarding classroom environment, instruction, and student outcomes?



39

Suggested Time	45 min working lunch
Purpose	
Key Ideas	Identify elements of effective instruction/outstanding classrooms
How to Facilitate	Lunch activity: Discuss at your tables the following question: In an outstanding classroom, what do we see regarding classroom environment, instruction, and student outcomes?



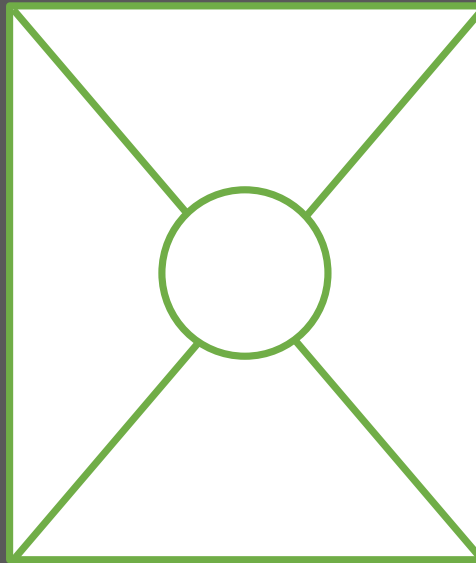
Effective Instruction

Suggested Time	2 minute overview of what we know about effective instruction; 95 min total for this section
Purpose	Begin to consider what effective instruction looks like
Key Ideas	What would effective instruction look/sound like
How to Facilitate	<p>Trainer may ask “what does effective instruction look and sound like?”</p> <p>Create a consensus map for what effective instruction would look/sound like to an outsider.</p> <p>Model how to create a consensus map with pizza.</p> <p>Have participants create a consensus map for effective instruction “look fors” (what does effective instruction look/sound like? What would the teacher be saying and doing? What would students be saying/doing?)</p>

What does highly effective instruction look and sound like?

Suggested Time	Set up Placemat Consensus, which should take ~15-20 min, as appropriate for group
Purpose	Come to consensus about what the elements of effective instruction are
Key Ideas	Effective instruction
How to Facilitate	<p>Use Placemat Consensus protocol (next slides)</p> <p>Make connection that STEP is designed to be an example of highly effective professional learning</p> <p>Skip, or shorten by just talking as a whole group, if time is short.</p>

Placemat Consensus



Insight



Suggested Time	1 min model; 15 min whole group; 5 min debrief
Purpose	Review placemat consensus process
Key Ideas	Placemat consensus
How to Facilitate	<p>Share Process:</p> <ol style="list-style-type: none">1. Draw chart – one space per participant2. Each participant puts initials in their space.3. Ask question...few minutes to silently reflect and respond in their space.4. 5 minutes to discuss, come to consensus, record <p>Can use next slide as model or do live with a piece of chart paper in front of room. Easy example to model is pizza toppings</p>

Debrief: Popcorn out some responses



Suggested Time	3min
Purpose	Debrief the activity and share what the participant responses were
Key Ideas	Making connections about effective instruction and the common understanding around effective instruction
How to Facilitate	Be sure to have participants check off what they hear/make connections to what they have/add to their lists

Effective Instruction has...

- Teacher clarity
- Classroom discussion
- Practice and feedback
- Formative Assessments
- Metacognitive strategies
- Student engagement
- A learning environment wherein students are encouraged to take risks
- Clear, shared outcomes
- Varied content, materials, and methods of instruction
- Complex thinking and transfer

Robert Marzano, *Planning for Instruction: Best Practices*, 2012



Suggested Time	2min
Purpose	Identify elements of effective instruction
Key Ideas	Effective instruction
How to Facilitate	<p>Trainer should briefly review the key elements of effective instruction (hopefully generated by placemat consensus)</p> <p>Ask, in what ways does having a consistent measurement tool to promote these key elements?</p> <p>Check our responses</p> <p>Validation slide</p> <p>Ask participants the question: Now what? What are the implications of this?</p>

A vision is only meaningful if it plays out in every classroom, for every student, every day.


Ken Kay, Partnership for 21st Century Learning



Suggested Time	Suggested time for the rest of this “Effective Instruction” section: 75 min
Purpose	Unpack the importance of establishing a common understanding of effective instruction and the critical importance of connecting this to formal/informal observation and evaluation overall.
Key Ideas	What should the overall purpose of evaluation be?
How to Facilitate	Show this quote right before you give them the rubric- what does this quote mean to you? Need common language, need to be consistent, need to make sure changes are being made/lasting change

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none">Content knowledgePrerequisite relationshipsContent pedagogy</p> <p>1b Demonstrating Knowledge of Students <ul style="list-style-type: none">Child developmentLearning processSpecial needsStudent skills, knowledge, and proficiencyInterests and cultural heritage</p> <p>1c Setting Instructional Outcomes <ul style="list-style-type: none">Value, sequence, and alignmentClarityBalanceSuitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources <ul style="list-style-type: none">For classroomTo extend content knowledgeFor students</p> <p>1e Designing Coherent Instruction <ul style="list-style-type: none">Learning activitiesInstructional materials and resourcesInstructional groupsLesson and unit structure</p> <p>1f Designing Student Assessments <ul style="list-style-type: none">Congruence with outcomesCriteria and standardsFormative assessmentsUse for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none">Teacher interaction with studentsStudent interaction with students</p> <p>2b Establishing a Culture for Learning <ul style="list-style-type: none">Importance of contentExpectations for learning and behaviorStudent pride in work</p> <p>2c Managing Classroom Procedures <ul style="list-style-type: none">Instructional groupsTransitionsMaterials and suppliesNon-instructional dutiesSupervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior <ul style="list-style-type: none">ExpectationsMonitoring behaviorResponse to misbehavior</p> <p>2e Organizing Physical Space <ul style="list-style-type: none">Safety and accessibilityArrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching <ul style="list-style-type: none">AccuracyUse in future teaching</p> <p>4b Maintaining Accurate Records <ul style="list-style-type: none">Student completion of assignmentsStudent progress in learningNon-instructional records</p> <p>4c Communicating with Families <ul style="list-style-type: none">About instructional programsAbout individual studentsEngagement of families in instructional program</p> <p>4d Participating in a Professional Community <ul style="list-style-type: none">Relationships with colleaguesParticipation in school projectsInvolvement in culture of professional inquiryService to school</p> <p>4e Growing and Developing Professionally <ul style="list-style-type: none">Enhancement of content knowledge and pedagogical skillService to the profession</p> <p>4f Showing Professionalism <ul style="list-style-type: none">Integrity/honest conductService to studentsAdvocacyDecision-makingCompliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students <ul style="list-style-type: none">Expectations for learningDirections and proceduresExplanations of contentUse of oral and written language</p> <p>3b Using Questioning and Discussion Techniques <ul style="list-style-type: none">Quality of questionsDiscussion techniquesStudent participation</p> <p>3c Engaging Students in Learning <ul style="list-style-type: none">Activities and assignmentsStudent groupsInstructional materials and resourcesStructure and pacing</p> <p>3d Using Assessment in Instruction <ul style="list-style-type: none">Assessment criteriaMonitoring of student learningFeedback to studentsStudent self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none">Lesson adjustmentResponse to studentsPersistence</p>

www.danielsongroup.org  47

Suggested Time	10 minutes
Purpose	Introduction to rubric
Key Ideas	Framework for Teaching
How to Facilitate	Look at their lists of effective teaching/learning: categorize what they have into the 3 or 4 domains.

What are the critical attributes of highly effective instruction?



Suggested Time	65 minutes for the rest of this section
Purpose	What are the elements of highly effective instruction
Key Ideas	Establishing the elements of highly effective instruction
How to Facilitate	<p>Say something like, we have just completed the placement consensus and identified some key elements of effective instruction. As we think about how this relates to observing teachers – we have to develop a common understanding and language around effective instruction. For the sake of this training we are going to use the Instruction component of the Danielson rubric. We are going to examine the language and we will make connections back to the criteria you identified in the placement consensus. Facilitator should choose EITHER Option 1A OR 1B.</p> <p>OPTION 1A: The facilitator will utilize gradual release to examine the instruction rubric: model with instruction content knowledge; we do demonstrating knowledge; release for last 4. Instructions follow.</p> <p>Participants will first analyze the rubric itself, underlining the action words and highlighting the key phrases. PRESENTER MODELS - The presenter will model this for the first indicator --Communicating with Students. (i.e. go through the rubric to pick out and highlight the key words: start with proficient: purpose clearly communicated; broader learning; directions/procedures explained/modeled; explanation of content</p>

scaffolded, clear, accurate, connects knowledge/experience; focuses on strategies independently; intellectual engagement; language is clear, correct, suitable; academic vocabulary. Then compare that to basic and underline words/phrases that make it different: attempt limited success, confusion; minor errors; some portions clear/others difficult to follow; explanation does not...; vocab is limited or not fully appropriate; rarely takes opportunity for academic vocab. Replicate/compare this with distinguished/unsatisfactory as time permits).

After modeling, participants will complete the follow the same process for the questioning and discussion techniques indicator by highlighting/underlining individually/share whole group collectively, then the engaging students section: highlight/underline individually/discuss with group using talking chips; using assessment in instruction: highlight/underline; discuss with new groups using “hot potato” strategy; demonstrating flexibility: highlight/underline; discuss using su/hu/pu strategy

What did you notice regarding how I determined important words?

OPTION 1B: Triple T-chart- start modeling with content knowledge student behaviors/t behaviors/implications.

Participants will first analyze the rubric itself, underlining the action words and highlighting the key phrases.

The presenter will model this for Communicating with Students. (i.e. go through the rubric to pick out and highlight the key words: start with proficient: purpose clearly communicated; broader learning; directions/procedures explained/modeled; explanation of content scaffolded, clear, accurate, connects knowledge/experience; focuses on strategies independently; intellectual engagement; language is clear, correct, suitable; academic vocabulary. Then compare that to basic and underline words/phrases that make it different: attempt limited success, confusion; minor errors; some portions clear/others difficult to follow; explanation does not...; vocab is limited or not fully appropriate; rarely takes opportunity for academic vocab. Then replicate/compare this with distinguished/unsatisfactory as time permits). After the presenter models, participants will complete the “using questioning and discussion techniques” section as a “we do.” The rest of the indicators will be split amongst groups and groups will share afterwards.

- Participants will then use that information to reflect on what the indicators would look like/sound like in order to create a triple t-chart for teacher actions/student actions with implications down below. (see above).
- The leader will facilitate discussion and the group will complete the second indicator as a “we do” to ensure that participants understand the indicator fully and can differentiate the indicators. The presenter can then provide feedback/gradually release responsibility.
- After groups complete the charts, the presenter will pull the group back together

to facilitate a conversation regarding the indicators.

Examining Key Expectations for Performance Across Levels

1. Read across the rows for each element.
2. Highlight the key descriptions of performance at each level.
3. Look down the column (across elements) and circle the key words or ideas that best summarize each of the four performance levels.



49

Suggested Time	1 minute to explain the process
Purpose	Understand expectations across performance levels
Key Ideas	Performance levels
How to Facilitate	<p>Trainer should call the group's attention back to the front/center of the room.</p> <p>“The next part of this activity is designed to help you pivot off what you know about Proficient performance for your specific Standard and Indicator. We'll look next at the other performance levels to understand them and also contrast them with Proficient. Your task is to highlight ... [READ INSTRUCTIONS ON THE SLIDE]</p>

Example

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating with Students	The instructional purposes of the lesson are unclear to students, and the flow from self-justification to modeling. The teacher's explanation of the content contains major errors and there are no follow-up explanations of concepts students might use. The teacher makes no effort to engage students in any way of practice or review. The teacher explains modeling in a way that is not clear to students.	The teacher's attempt to explain the instructional purposes has only limited success, and the flow from self-justification to modeling is not clear to students. The teacher's explanation of the content may contain some errors, some portions are clear, others difficult to follow. The teacher's explanation does not contain major errors, and the flow from self-justification to modeling is not clear to students. The teacher explains modeling in a way that is not clear to students.	The instructional purposes of the lesson are clearly communicated to students, including when it is related to the flow from self-justification to modeling. The teacher's explanation of content is sufficient, clear, and accurate and contains with students' knowledge and experience. During the explanation of content, the teacher invites or encourages students to ask questions or make comments. The teacher explains modeling in a way that is clear to students and suitable to students' age and experience. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purposes of the lesson to the larger goals of the course and the flow from self-justification to modeling. The teacher's explanation of content is thorough and clear, including a conceptual understanding through clear modeling and connecting with students' previous knowledge. The teacher explains modeling in a way that is clear to students and suitable to students' age and experience. The teacher explains modeling in a way that is clear to students and suitable to students' age and experience. The teacher's use of academic vocabulary is precise and serves to extend student understanding.
3b. Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and an unclear or rigid structure. There is no connection between the teacher and students or an effort to challenge students' thinking. The teacher's questions are mostly closed, with the teacher providing all information and answers. The teacher does not explain the reasoning behind the students' responses or the flow of the discussion.	The teacher's questions lead students through a single path of answers with minimal challenge. However, as students attempt to answer, the teacher attempts to ask more questions designed to engage students in thinking, but with a few students are included. The teacher attempts to engage students in the discussion, to encourage them to respond to one another, and to explain their thinking with some results.	While the teacher may not cover the most important questions, he or she does cover a range of questions, including high-level thinking and discussion, and provides encouragement. The teacher creates a positive and supportive environment, providing students with the opportunity to respond and engage with one another in a way that is appropriate. The teacher's questions are clear and suitable to students' age and experience, and the teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher asks a variety or series of questions or prompts to challenge students' thinking, including high-level thinking and discussion, and provides encouragement. The teacher creates a positive and supportive environment, providing students with the opportunity to respond and engage with one another in a way that is appropriate. The teacher's questions are clear and suitable to students' age and experience, and the teacher's use of academic vocabulary is precise and serves to extend student understanding.
3c. Engaging Students in Learning	The learning tasks and activities are partially aligned with the instructional purposes but require only minimal thinking by students and little opportunity for them to explain their thinking. Learning most students to be passive or mostly compliant. The grouping of students are mostly teacher-directed. The teacher has no significant interaction, however, the grouping of the lesson may provide students the time needed to be intellectually engaged or may be so close that most students have a superficial understanding of "how they" do it.	The learning tasks and activities are partially aligned with the instructional purposes but require only minimal thinking by students and little opportunity for them to explain their thinking. Learning most students to be passive or mostly compliant. The grouping of students are mostly teacher-directed. The teacher has no significant interaction, however, the grouping of the lesson may provide students the time needed to be intellectually engaged or may be so close that most students have a superficial understanding of "how they" do it.	The learning tasks and activities are fully aligned with the instructional purposes and are designed to challenge student thinking, allowing most students to be actively engaged in learning. The teacher has no significant interaction, however, the grouping of the lesson may provide students the time needed to be intellectually engaged or may be so close that most students have a superficial understanding of "how they" do it.	Typically all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable and challenging learning tasks and activities that require complex thinking by students. The teacher has no significant interaction, however, the grouping of the lesson may provide students the time needed to be intellectually engaged or may be so close that most students have a superficial understanding of "how they" do it.
3d. Using Assessment in Instruction	Students do not appear to be aware of the purpose of the assessment. The teacher does not explain the purpose of the assessment or the flow of the lesson. The teacher does not explain the purpose of the assessment or the flow of the lesson.	Students appear to be only partially aware of the purpose of the assessment, and the teacher does not explain the purpose of the assessment or the flow of the lesson. The teacher does not explain the purpose of the assessment or the flow of the lesson.	Students appear to be aware of the assessment criteria and the teacher monitors student learning through a variety of methods. Questions and assessment are regularly used to diagnose student learning. The teacher has no significant interaction, however, the grouping of the lesson may provide students the time needed to be intellectually engaged or may be so close that most students have a superficial understanding of "how they" do it.	Assessment is fully integrated into instruction through a variety of methods. Students appear to be aware of and use the assessment criteria. Questions and assessment are regularly used to diagnose student learning. The teacher has no significant interaction, however, the grouping of the lesson may provide students the time needed to be intellectually engaged or may be so close that most students have a superficial understanding of "how they" do it.
3e. Demonstrating Flexibility and Responsiveness	The teacher appears to have a rigid structure, and the teacher does not explain the purpose of the assessment or the flow of the lesson. The teacher does not explain the purpose of the assessment or the flow of the lesson.	The teacher appears to have a rigid structure, and the teacher does not explain the purpose of the assessment or the flow of the lesson. The teacher does not explain the purpose of the assessment or the flow of the lesson.	The teacher appears to have a rigid structure, and the teacher does not explain the purpose of the assessment or the flow of the lesson. The teacher does not explain the purpose of the assessment or the flow of the lesson.	The teacher appears to have a rigid structure, and the teacher does not explain the purpose of the assessment or the flow of the lesson. The teacher does not explain the purpose of the assessment or the flow of the lesson.



Suggested Time

45 minutes for the model and practice portion; first model highlighting/underlining key words; participants highlight/underline (5 minutes); then model the triple t-chart with teacher & student behaviors/learning implications (40 minutes) – see facilitator’s notes for further explanation

Purpose

Examine differences across the levels

Key Ideas

Common initial understandings of the rubric performance levels

How to Facilitate

Debrief asking: “What did you notice as you completed this activity? What differences did you see across the levels? What key words did you circle?”

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.



Suggested Time	Same as slide 50
Purpose	This slide is a “zoomed in” indicator for the presenter to use for the model
Key Ideas	Examine differences to create common initial understandings of the rubric performance levels
How to Facilitate	The purpose of this slide is to give participants a large screen view of the instruction rubric as the facilitator models the activities on the previous slide 48-50.

Digging in

Why is this indicator important?	How is evidence for this indicator documented? Think about possible evidence.
How might lack of skill in this domain affect the other domains?	Which component/s in this domain might beginning teachers find particularly difficult?
Look at the descriptors. What differentiates performance levels?	What have you noticed / learned about this component while working with the framework?
How can you support teacher's growth in this domain?	What else should we consider?



Suggested Time	15 minutes
Purpose	Debrief “unpacking” the rubric
Key Ideas	GO-GO-MO Strategy
How to Facilitate	Trainer should review the process of “unpacking” the rubric and analyzing for teacher/student/learning implications. Facilitated strategy: Use give one/get one/move on strategy to review the questions on the slide.

What are the subsequent implications for taking this information back to your schools?



53

Suggested Time	5 minutes
Purpose	Connect the concepts from training to practical implementation
Key Ideas	What will this process look like when it is applied to schools
How to Facilitate	Trainer may say “You will need to spend a lot of time on this process when taking this back to schools.” Facilitated strategy to discuss: turn out

What are the critical attributes of highly effective student outcomes?



54

Suggested Time	60 minutes to review SLOs; 5 min to review this slide
Purpose	To help participants think through what effective student outcomes look like
Key Ideas	Effective student learning outcomes
How to Facilitate	<p>Trainer may ask participants to think about the question on this slide. Where do you see this? Evidence for this?</p> <p>Nothing specific about student piece</p> <p>On the rubric, there are implied student actions: student-centered; owned; students measuring their own progress; teacher has to facilitate this process</p> <p>Some indicators touch on it, but there is nothing specific about what student do; Need to think through this...</p>

Take this to strategic design/SLOs – here are a few questions the trainer may use to make connections:

- How does this connect to SLOs?
- How will you support this throughout?
- SLOs guide practice
- So what does it mean in terms of planning?
- How will we think about that?
- How will this new learning connect?

Traditional Planning vs. Strategic Design Planning

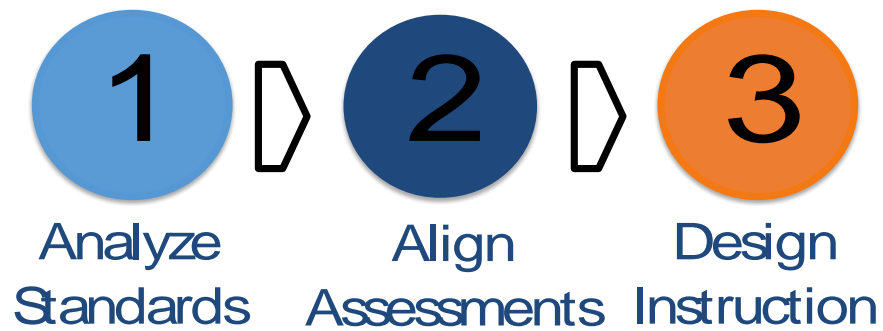


55

Suggested Time	2 minutes to review
Purpose	Highlight the difference and importance of traditional planning and SD
Key Ideas	Strategic Design Planning
How to Facilitate	<p>The trainer may ask “What does this mean in terms how you’re going to implement?”</p> <p>PROCESS: Have participants review the slide. Ask them to acknowledge the differences from traditional practice and SD.</p> <p>KEY MESSAGE: The key difference to point out on this slide is the shift in how assessment is treated, and the order in which it appears within each of the</p>

models. The data analysis component is important because it might highlight where teachers need to focus and reteach.

Three Stages of Strategic Design



56

Suggested Time	3 minutes
Purpose	Overview of the 3 stages of strategic design
Key Ideas	Strategic design
How to Facilitate	Make sure participants understand SD is a three stage process to ensure end-goals are being taken into consideration. SLOs also need to start with the end goal; review the SLO development process using backward design

SLOs

- Please see various SLO examples for elementary, middle, and high school classes (found on tables)



57

Suggested Time	50 minutes to review SLOs, analyze table group SLOs, reflect on the information using the stop-n-go strategy, and then teach other groups about what you notice using the stay-n-stray strategy
Purpose	Overview of student learning outcomes
Key Ideas	Student learning outcomes
How to Facilitate	Facilitated strategy to debrief these SLOs- stay and stray strategy after analyzing whole group “what do you notice?” “what do you need more information on?” (Use stop n go to reflect, then stay and stray to debrief)

SLOs

- After analyzing as a group your table's SLO:
 - What do you notice?
 - What do you need more information on?
 - What do you want to share about this SLO to others?



58

Suggested Time	15 minutes to reflect on your table's SLO examples
Purpose	Come to a common understanding of what effective student learning outcomes look like
Key Ideas	Student learning outcomes
How to Facilitate	Debrief each table group's SLO using these guiding questions

Stop-n-go:



Notice: What new insights were revealed to you through this activity?

Stop: What content is slowing you down?

Go: What are you going to take off with from this?



Suggested Time	35 minutes for Stop-N-Go/Stay-N-Stray
Purpose	Share information regarding your table's information
Key Ideas	What new learning did participants come away with and how will they apply this to their schools?
How to Facilitate	Ask participants to reflect on the question posed on the slide. Then guide them to reflect on the following: STOP – What do you need more time to think about or process? CAUTION: What content is slowing you down? GO: What are you going to take off with from today's learning?

STOP & Reflect

What support does your school need to effectively support the understanding of the expectations of teaching practice outlined in the rubric?

What will you do next?



Suggested Time	15 minutes total for reflection
Purpose	Reflection
Key Ideas	Expectations around the teaching practice of the rubric
How to Facilitate	Stop/reflect and exit ticket: 15 minutes



Exit Ticket:

- 3 things that you learned today
- 2 suggestions that you have
- 1 question that is still lingering



Suggested Time	15 minutes total for reflection
Purpose	Reflection and exit ticket
Key Ideas	Participants should reflect on the day's learning and concepts and apply them to their own contexts
How to Facilitate	Answer on sticky notes or in the participant's guide

DAY 2



Suggested Time	1 minute
Purpose	Transition slide for Day 2 content
Key Ideas	
How to Facilitate	Move quickly on to content



Evaluator Training

Suggested Time	1 minute
Purpose	Overview/title slide for Day 2
Key Ideas	Title slide
How to Facilitate	Have slide up at the beginning of day 2 and move quickly on to content

Expectations & Logistics

EXPECTATIONS

- Participate actively
- Honor time limits
- Be open to new ideas
- Trust the process
- Keep techno-distractions to a minimum
- Leave the space better than we found it

LOGISTICS



Suggested Time	15 min total for this section; 1 minute review on expectations
Purpose	Setting expectations and logistics
Key Ideas	Establishing norms for training
How to Facilitate	Trainer should review from previous day We are excited to be here with you today. This is an active training based around what you do and the needs in your school. We will have breaks. This is a professional atmosphere.

Roadmap: Where are we going?

Over the course of our time together, we will examine:

- How can we impact student outcomes through effective evaluations in our state? What will that look and sound like?
- What structures need to be established in order to support effective evaluations for teachers and students to be successful?



66

Suggested Time	2 minutes
Purpose	Re-examine the purpose and overall goals of the trainings
Key Ideas	Student outcomes, effective evaluations, student achievement
How to Facilitate	Trainer should use a Turn and Talk protocol. Notes: We want to anchor on student learning/outcomes/actions. Then we work backward as to the teacher skills aligned to those student skills.

Our work together

Calibrating on
Application of
Observation Tool

Identifying Effective
Instructional Practices

Collecting Unbiased
Evidence Linked to
Student Outcomes

Effective Instructional
Actionable Feedback



Suggested Time	1-2min
Purpose	To set the broad goals of digging into the calibration/planning around feedback/coaching
Key Ideas	Calibrating and planning effective feedback/coaching
How to Facilitate	Review and preview the broad sections of the training. Notes: You'll be discussing "identifying effective instruction" and "collecting unbiased evidence" over the course of the 2 days, but you'll first be defining it and reviewing how to collect unbiased evidence before moving on to day 2 when you'll be calibrating and planning effective feedback/coaching

Outcomes

Day 2: By the end of the meeting, participants will have...

- Applied the process of classroom observations to support teachers in the improvement of their practice
- Collected evidence and data based on the identified attributes to norm feedback given to teachers
- Used oral and written communication to practice providing actionable feedback for teachers



Suggested Time	2-3min
Purpose	Setting training outcomes
Key Ideas	Collecting evidence and data, providing actionable feedback to teachers
How to Facilitate	<p>Review the alignment of Day 1 to the outcomes for Day 2.</p> <p>The trainer should set the purpose for today's learning</p> <p>Review objectives for the day</p> <p>Note Consider having table groups discuss what they are excited about, which of these objectives concerns them, etc. (but be careful not to spend too much time here)</p>

Agenda

- Discuss process of improving teacher practice
- Review evidence collection strategies
- Observe Videos to practice calibration
- Create actionable feedback for teacher growth

Suggested Time	1-2min
Purpose	Reviewing agenda for the Day 2 training
Key Ideas	Improving teacher practice, collecting evidence, video observation, actionable feedback
How to Facilitate	Trainer should set the big picture overview for the structure of today's learning Review agenda for the day. Give participants an idea of what time lunch will take place.



Suggested Time	2 minutes
Purpose	To establish the objectives for the training
Key Ideas	Review the process for the training, both from the trainer perspective and participant perspective
How to Facilitate	<p>Discuss: Even though an objective of this training is not using facilitative strategies- this is a train the trainer model. We're going to spend some time reflecting on what we're doing and why in order to A) learn content and B) address the process</p> <p>Notes: Remember, we are analyzing not only the content/information being presented, but also HOW it's being presented and WHY (the process)- i.e.</p> <ol style="list-style-type: none"> 1) what am I, as a presenter, doing to deliver content to you, as adult learners? 2) Why did I incorporate this structure/formative assessment/question? 3) How does this impact learning/future planning/implementation? 4) How can we take this back to districts/why might it be important to communicate this to individuals in your districts?

18,300,000

Suggested Time	2-3min
Purpose	Discuss the importance of consistency
Key Ideas	Consistency in relation to effective teaching and feedback
How to Facilitate	<p>Trainer should use table talk- talking chips and ask the following question:</p> <ul style="list-style-type: none">• What do you think this number means? <p>Number of hits on Google when searching for effective teaching Effective teaching is an enormous topic.</p> <p>Could pick an approach but how do we know it will work within your context, align to your school improvement goals. Effective instruction is less about the approach and more about how it is implemented.</p> <p>There are concrete things to pay attention to that allow us to guide feedback and determine efficacy. Alignment of systems is important.</p> <p>Alignment</p> <p>Regularity of feedback</p>

Process of improving teacher practice



Suggested Time	Suggested time for this section: 40 min
Purpose	Set up discussion of Inter-rater reliability, gathering quality evidence, and providing actionable feedback
Key Ideas	Unbiased quality evaluations with actionable feedback to generate lasting change in teacher practices
How to Facilitate	<p>Trainer should set up process for :</p> <ul style="list-style-type: none">• Walkthrough vs Formal Evaluation• Lenses of observation: Student Outcomes, Instruction, Environment <p>What can we assume teacher actions were by looking at students?</p> <ul style="list-style-type: none">• Gathering evidence, Coding Evidence, Aligning Evidence, Reporting Evidence

Why is Teacher Effectiveness Important?



Daniel Weisberg et. Al., *The Widget Effect*, 2009



73

Suggested Time	5 minutes
Purpose	Communicate how critical teacher effectiveness is
Key Ideas	What do participants glean from these graphs regarding teacher effectiveness
How to Facilitate	<p>Trainer should ask “What do you think these two graphs represent?” “Turn and talk</p> <ul style="list-style-type: none">• Left: 98% of teachers rated as effective• Right: 32% students proficient <p>Follow-up questions: What are the implications for this graphic?</p>

The Big Issues with Teacher Effectiveness

Problems with many teacher effectiveness approaches

HR Perspective

- All teachers are rated good or great
- Excellence goes unrecognized
- Poor performance goes unaddressed
- Inadequate professional development is provided
- No special attention paid to novices

Achievement Perspective

- Achievement gaps persist
- Students just aren't improving fast enough



Suggested Time	5min
Purpose	Overview of issues with teacher effectiveness
Key Ideas	Teacher effectiveness
How to Facilitate	Communicate the most important points on the slide around teacher effectiveness. Ask the participants if they have observed these issues, if they agree with the various perspectives.

A “System” of Teacher Effectiveness

Clear Instructional Expectations

- How can we establish clear instructional expectations grounded in clear definition of effective teaching?

Reliable Evaluation Systems

- How do we build a reliable system to assess effectiveness relative to expectations?

Targeted Improvement Efforts

- How do we use data from the system to drive behaviors?

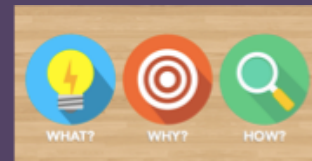


Suggested Time	5-10min
Purpose	System for teacher effectiveness
Key Ideas	Expectations connected to evaluations and how these impact improvement efforts
How to Facilitate	<p>Trainer should use the grouping structure: Pair square share (learning4ward app)</p> <p>Connect to the three key points when thinking about system of teacher effectiveness.</p> <p>Trainer may say “These are questions we need to answer. Why would it be important we all can answer?”</p> <p>How can we do this?</p> <p>Looking across evaluations systems they are not that different. It is the implementation of them that differs-connect to– Teacher, Student, Content.</p> <p>What does it Look/sound like from Teacher/Student/Content standpoint?</p>

Reflecting on this information...

What are the implications for the implementation when taking this back to your schools?

What will your role be in this process?



76

Suggested Time	5 minutes
Purpose	Reflection
Key Ideas	Again, what is the application to their real-world implementation
How to Facilitate	Implications for when you return Turn and talk How many of you look at your write ups? You can look for actionable/unactionable items in write-ups and provide feedback to team members

Conducting Classroom Observations



Suggested Time	1 minute
Purpose	Transition slide
Key Ideas	Classroom observations
How to Facilitate	Post slide and move quickly to content

Analyzing Evidence

From “*Learning to See, Unlearning to Judge*”

- Evidence must be descriptive, fine-grain, *and* useful.
- Focus on:
 - What is the teacher **doing and saying**?
 - What are students **doing and saying**?
 - What is the **task**?
- Stay in the descriptive mode, not the judging mode.

Why is this important?



78

Suggested Time	2 minutes
Purpose	Examine the purpose of analyzing evidence
Key Ideas	Why is analyzing evidence important?
How to Facilitate	Review these points about analyzing evidence briefly and move on to the next slide.

Evidence Types

Verbatim scripting of teacher or student comments:
“Would one person from each table come to collect the materials?”
“We have five more minutes to finish. Let’s look over our work before we hand it in”

Numeric information about time, student participation, resource use, etc.
Three students offered 80% of the comments during the discussion. Fifteen minutes were spent in circle time.

Non-evaluative statements of observed teacher or student behavior:
The teacher stood by the door, greeting students as they entered. Students were seated at tables in groups of four, working independently.

An observed aspect of the environment
The assignment was on the board for students to work while attendance was being taken. There were three centers designed for independent work

light

Suggested Time	3 minutes
Purpose	Review the types of evidence
Key Ideas	Evidence types
How to Facilitate	Review and read these examples of evidence types and notes. Discuss at tables using talking chips: “What do you notice about these evidence types?”

Criteria for Evidence

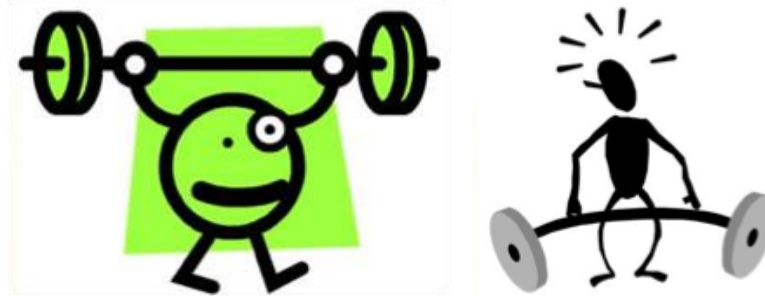
- Non-judgmental
- Specific
- Defines what was said/seen/done by Teacher AND Students and the Impact it has on student learning.



80

Suggested Time	3 minutes
Purpose	Criteria for evidence
Key Ideas	What constitutes evidence
How to Facilitate	Ask participants what constitutes evidence and review points on the slide briefly and then move on to the next slide.

Actionable vs. Unactionable Evidence



How do you know?



81

Suggested Time	5 minutes
Purpose	What is the difference between actionable and unactionable evidence?
Key Ideas	How can we tell the difference and what is the difference?
How to Facilitate	Ask participants to turn and talk to a table partner about how they can tell the difference and what the difference is?

Actionable or Unactionable?

- During guided practice, the teacher called on five students. Of the five students, two gave incorrect answers. To address their incorrect answers, the teacher used base ten blocks to show how 10 tenths is equal to one.



82

Suggested Time	Same as above
Purpose	What is the difference between actionable and unactionable evidence?
Key Ideas	Actionable and unactionable evidence
How to Facilitate	Hold up signs: green for actionable/red for unactionable <ul style="list-style-type: none">• Actionable• Why? Specific to the lesson observed. Specific about what teacher and students said/did and when incorrect answers were given teacher used manipulatives to solidify learning – shows impact

Actionable or Unactionable?

- The teacher addressed students' misunderstanding during guided practice.



83

Suggested Time	Same as above
Purpose	What is the difference between actionable and unactionable evidence?
Key Ideas	actionable and unactionable evidence
How to Facilitate	Hold up signs: green for actionable/red for unactionable <ul style="list-style-type: none">• Unactionable – not specific to the lesson nor does it show impact, generalized statement. Teacher will not know what practice to continue based on this statement.

Actionable or Unactionable?

- Objective was posted on the board. When asked, three out of five students could not communicate the objective.



Suggested Time	Same as above
Purpose	What is the difference between actionable and unactionable evidence?
Key Ideas	Actionable and unactionable evidence
How to Facilitate	Hold up signs: green for actionable/red for unactionable <ul style="list-style-type: none">• Unactionable• What was the objective? How did students respond when asked? Cite students' responses. Did the non-communication impact the mastery of skill/content?

Remove the bias



87

Suggested Time	1 minute
Purpose	Transition slide
Key Ideas	Removing bias from evidence collection
How to Facilitate	Display slide and move on to content quickly.

How can we use our knowledge without becoming clouded by our own experiences when supporting and providing feedback to teachers?

Suggested Time	10 minutes
Purpose	Share ideas about removing bias
Key Ideas	Eliminating bias
How to Facilitate	Musical Mix (lead4ward app)- Facilitator plays music. Participants stand up; mingle until the music stops; when the music stops, discuss the question with the nearest participant. When the music plays again, participants moves until it stops. Rule of no repeat – cannot partner with someone at their table or someone they have already worked with during the training.

Evidence

Opinion

Bias

Interpretation



89

Suggested Time	1 minute
Purpose	To discuss the roles of evidence and how it can be collected to reduce opinion bias and interpretation
Key Ideas	Quality evidence removes personal opinion/bias/interpretation
How to Facilitate	The trainer may ask, “Why would we spend this time talking about the importance of specific evidence?” Have participants turn and talk to discuss the importance of ensuring that the evidence collected is specific to the lesson observed and free from judgement or personal reaction. Reiterate that participants will want to remember this as they begin to script the upcoming lessons and begin to plan to provide specific feedback.

Evidence vs Opinion

Description of
Classroom
Practice

(Observer records an
event
with no interpretation)

v
s

Opinion About
Classroom Practice

(Observer interprets an
event based on own beliefs
about good teaching)

90

Suggested Time	1 minute
Purpose	What is the difference between evidence vs opinion?
Key Ideas	Evidence vs opinion
How to Facilitate	The facilitator may say, “our objective is to record evidence without interpretation/not including bias”

To consistently apply the rubric to observations of classroom practice, it is essential to be able to make observations of evidence that stand independent of opinions (premature interpretations of evidence that are based on personal beliefs).

91

Suggested Time	2 minutes
Purpose	Stress the importance of collecting unbiased evidence
Key Ideas	Unbiased evidence collection/observations
How to Facilitate	Read the slide and then move quickly on to the next one.

STOP & Reflect

What might you do to increase the objectivity and effectiveness of the evidence you collect during observations?



Insight
EDUCATION GROUP

92

Suggested Time	2-3min
Purpose	Reflection
Key Ideas	Reflect on evidence collection
How to Facilitate	Shake and Share: participants stand up and move about the room; shake hands with someone they haven't talked to yet, then discuss the question

Break – 10 minutes



93

Suggested Time	10min
Purpose	
Key Ideas	
How to Facilitate	

During the observation (Logistics)

- How often are observations?
- How soon should you provide feedback to a teacher after the observation?
- How much time in class?
- Pre-Observation, Post-Observation, or Both?
- What are you looking for (e.g. framework or rubric)?
- Do you walk around?
- Do you talk with students?
- Do you ever go as a team or do you always go alone?
- Do you talk with the teacher one-on-one afterwards?



Suggested Time	20 min total for this section to set up the video observations 5 min to discuss with school/district partners; come back together to discuss
Purpose	Explain observation logistics
Key Ideas	Observation logistics, planning practical application of the process
How to Facilitate	Ask participants to turn and talk to a partner

Implementation Responsibility

Educator
responsibilities

Evaluator
responsibilities



95

Suggested Time	2 minutes
Purpose	Establish/explain evaluator responsibility
Key Ideas	Educator vs evaluator responsibility
How to Facilitate	<ul style="list-style-type: none"> ● <i>Explain:</i> “Depending on the type of evidence—whether it’s an artifact from a classroom lesson, student data, or notes from an observation—the educator or the evaluator will be responsible for its collection and organization. For the most part, the educator will collect most of the evidence over the course of the year, and the evaluator will be primarily responsible for organizing and analyzing evidence. ● “Here you can see the division of responsibilities for identifying, collecting, and organizing evidence. Educators are responsible for identifying, collecting, and organizing artifacts and other sources of evidence that demonstrate progress related to their goals and for providing evidence that action steps from their Educator Plan have been completed. Educators also need to collect examples of any common artifacts that all educators might be asked to collect. You will have some time at the end of this session to think about what common artifacts you might ask all educators to submit at your school. Let’s take an example. If you were part of a high school that has every teacher submit a lesson or unit plan that demonstrates their use of local civic, educational, or business partnerships to link the curriculum to the world beyond high school. The identification of common artifacts can help cultivate a shared sense of responsibility throughout a school while simultaneously moving the

school forward in the same direction. Finally, educators are responsible for collecting evidence showing how they are progressing toward their SLOs, which tend to be less ‘observable’ than some areas. Evaluators are responsible for letting educators know what resources and supports are available. They also need to identify common artifacts that all educators need to submit. Evaluators also need to observe practice on a regular basis, provide timely and specific feedback on performance, and monitor educator progress. At the conclusion of an evaluation cycle, evaluators review and analyze the body of evidence as it relates to goal progress and performance within standards of practice.”

Hints and Tips

- **Abbreviate**
 - i.e. T/S; obj; SR
- **Keep track of time**
 - Place time stamps frequently
- **Collect quotes not paraphrases**
 - Not “st answers” SR, “I think ___ because...”
- **Collect student dialogue/actions**
 - S creates a venn diagram to organize thoughts
- **Collect evidence of impact on learning**
 - S explained “I used a venn-diagram;” peer asked “why;” S explained “we used it yesterday;” peer asked if that shows what happened next, S couldn’t respond; peer showed flow chart; S erased venn diagram and modified answer



Suggested Time	3min
Purpose	Provide evaluation/observation hints and tips to make the process approachable/attainable
Key Ideas	Evaluation hints and tips
How to Facilitate	Discuss effective evidence collection to ensure calibration

Calibrating Practice

Suggested Time	10 minutes for this section; 1 minute for this slide
Purpose	Overview of calibrating practice
Key Ideas	Calibrating practice
How to Facilitate	Give a preview of this section and move on to content

Calibration is the result of ongoing, frequent collaboration of groups of educators to

come to a common, shared understanding of what practice looks like at different performance levels

establish and maintain consistency in aspects of the evaluation process including analyzing evidence, providing feedback, and using professional judgment to determine ratings



98

Suggested Time	3 minutes
Purpose	Explain calibration
Key Ideas	Calibrating practice
How to Facilitate	Review slide content and move on to the next slide

We know what
effective educators do

and

We can measure
those actions and behaviors

99

99

Suggested Time	3 minutes
Purpose	Support calibrating practices with research
Key Ideas	Calibrating practice
How to Facilitate	Trainer may say “During the past 10 years, a significant body of work has emerged concerning (1) defining the characteristics of effective teaching, (2) methodologies for collecting evidence of practice, and (3) benchmarking performance against a range of performance descriptors. Examples of this work include frameworks for articulating effective teaching such as Praxis III, the National Board Certification process, and work from the New Teacher Center. However, this work has only recently started making its way into the evaluation of educators. Experts like Charlotte Danielson, Kim Marshall, and others have begun organizing information about effective performance into frameworks and rubrics for use in professional growth and evaluation models.”

DC Prep - Snapshot of a 5th Grade ELA Prep Session

Katie Michaels

0:05 / 39:51

DC PREP

1.0
0

100

Suggested Time	75 min for video observation 1; 30min for video clip; 30 min to score; 15 min to debrief
Purpose	Review lesson observation clip and practice calibration
Key Ideas	Calibration practice
How to Facilitate	Video 1: This is a 5 th grade ELA lesson- please start the video at 11 minutes into the lesson. It's ~30 minutes long

What do you SEE and HEAR in this classroom?

Specific

Non-
Judgmental

What was
seen, said,
and done by
students and
teacher

Suggested Time	1 minute
Purpose	Review what was gleaned from lesson observation video
Key Ideas	Calibrating practice
How to Facilitate	Ask question on the slide and then review points about evidence collection.

What did you gather?

1 Clean-up Evidence

2 Exchange with partner

- Evidence / Opinion
- Compare – did you capture the same things?

3 Code by standards

102

Suggested Time	1 minute
Purpose	Review evidence gathering process for activity
Key Ideas	Evidence collection, Calibrating practice
How to Facilitate	Read the slide about gathering evidence to review activity. Ask participants to clean up their evidence, exchange with a table partner, and then code by the standards.

Evidence Analysis

Exchange Evidence with Partner:

- Pink highlighter for opinion or evaluative statement
- Yellow highlighter for strong, effective evidence
- Use question marks for things they are not sure about.
- Author makes changes on pink - either delete or reframe in an objective way - via Post It Notes
- Debrief questions - Chart evidence statements that individuals weren't sure about (i.e. are they objective or not) and discuss as a whole group



10
3

103

Suggested Time	30 minutes
Purpose	Review evidence analysis techniques/structures
Key Ideas	Evidence Analysis, Calibrating practice
How to Facilitate	After the video, the facilitator will model how to analyze evidence to support scoring. The facilitator will help participants to analyze their current evidence to ensure that it is a) thorough, clear and unbiased and b) that it captures teacher and student quotes, behaviors, and the subsequent implications on learning (similar to when participants unpacked the rubric). Participants can go back to reflect on their evidence to annotate: is it specific (+) or is it biased/repeated language from the rubric (delta)? This will help them to reflect on the preponderance of evidence gathered in order to generate an unbiased and fully developed score. This information will be important later when participants analyze scores to generate effective, actionable feedback.

Calibrating Practice



Individual
Review



Partner
Calibration



Small
Group



Whole
Group



104

Suggested Time	15 minutes total to debrief
Purpose	Review process
Key Ideas	Calibrating practice
How to Facilitate	Provide overview to calibration practice. This is the one, two, four, all structure. There is a description in the Participation Guide.

Calibrating Practice



Independently review
and sort evidence to
determine scores

Individual
Review



105

Suggested Time	15 minutes total
Purpose	Review how to individually review evidence
Key Ideas	Calibrating practice
How to Facilitate	1-2-4-all

Calibrating Practice



Partner
Calibration

Calibrate judgments
based on evidence.

What evidence did you use to
arrive at your score?

What do you think might
explain differences in
judgments?



106

Suggested Time	15 minutes total
Purpose	Calibrate judgments based on evidence
Key Ideas	Calibrating practice
How to Facilitate	1-2-4-all

Calibrating Practice



Small
Group

Calibrate judgments
based on evidence.

What evidence did you use to
arrive at your score?

What do you think might
explain differences in
judgments?



107

Suggested Time	15 minutes total
Purpose	Review calibration judgments based on evidence
Key Ideas	Calibrating practice
How to Facilitate	1-2-4-all

Calibrating Practice



108

Suggested Time	15 minutes total
Purpose	Review calibration whole group
Key Ideas	Calibrating practice
How to Facilitate	1-2-4-all

Reconciling with Ratings



Learner Mindset

- How/why did I rate as I did?
- How/why did the district rate as it did?
- How can I reconcile differences?
- I'm still grappling with X because Y...



Judger Mindset

- Why did "they" rate it that way when it doesn't take into account XYZ?...
- I disagree with that rating because XYZ...



109

Suggested Time	15 minutes total
Purpose	Reconciling with ratings
Key Ideas	Calibrating practice, Reconciling ratings
How to Facilitate	Review learner mindset vs judger mindset and then ask participants to react in a Stand up, hands up, pair up.

Hot and Cold Reflection

What I feel
confident about...

What I'd like to continue
to develop...



110

Suggested Time	3 minutes
Purpose	Reflection
Key Ideas	Reflection on calibrating practice
How to Facilitate	Ask participants to respond to the prompts on the slide.

STOP & Reflect

Do opportunities exist to streamline and optimize the use of artifacts in the evaluation process?

How could you use these videos or processes in your schools with your staff?



111

Suggested Time	5 minutes
Purpose	Reflection
Key Ideas	Evaluation process reflections
How to Facilitate	<ul style="list-style-type: none">• Hot and cold reflection: what do you feel good about? What do you still want more support with?• Debrief stop and jot

Lunch

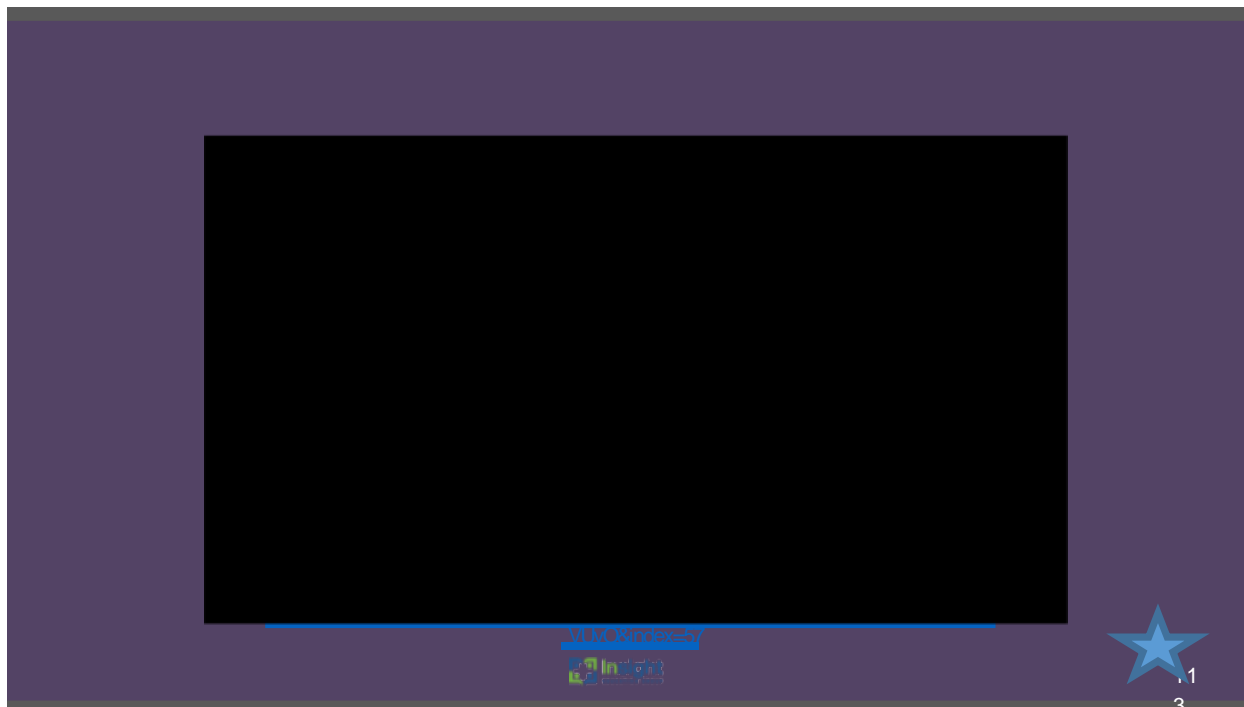


Report back to your teams/table groups what the similarities and differences were between yourselves and your colleagues when using your lens to watch the video

11
2

112

Suggested Time	
Purpose	
Key Ideas	
How to Facilitate	Lunch activity: Report back to your teams/table groups what the similarities and differences were between yourselves and your colleagues when using your lens to watch the video



113

Suggested Time	<ul style="list-style-type: none"> ● 45 minutes total for this section ● Video 2: This is an 8th grade Math lesson (it's embedded). It's 15 min long ● Total time for scoring/db after the video: 30 min
Purpose	To review calibration/evidence collection practice
Key Ideas	Calibration/evidence collection
How to Facilitate	Watch video (15 min) organize evidence/score 15 min; debrief 15 min

Evidence Analysis

Exchange Evidence with Partner:

- Pink highlighter for opinion or evaluative statement
- Yellow highlighter for strong, effective evidence
- Use question marks for things they are not sure about.
- Author makes changes on pink - either delete or reframe in an objective way - via Post It Notes
- Debrief questions - Chart evidence statements that individuals weren't sure about (i.e. are they objective or not) and discuss as a whole group



11
4

114

Suggested Time	15 minutes
Purpose	Practice evidence analysis techniques/structures
Key Ideas	Evidence analysis, Calibrating practice
How to Facilitate	After the video, the facilitator will work with groups to analyze evidence to support scoring. Facilitation strategy: have participants work in groups to create charts with evidence/scores for a particular indicator. The facilitator will help participants to analyze their current evidence to ensure that it is a) thorough, clear and unbiased and b) that it captures teacher and student quotes, behaviors, and the subsequent implications on learning (similar to when participants unpacked the rubric). Participants can go back to reflect on their evidence to annotate: is it specific (+) or is it biased/repeated language from the rubric (delta)? This will help them to reflect on the preponderance of evidence gathered in order to generate an unbiased and fully developed score. This information will be important later when participants analyze scores to generate effective, actionable feedback.

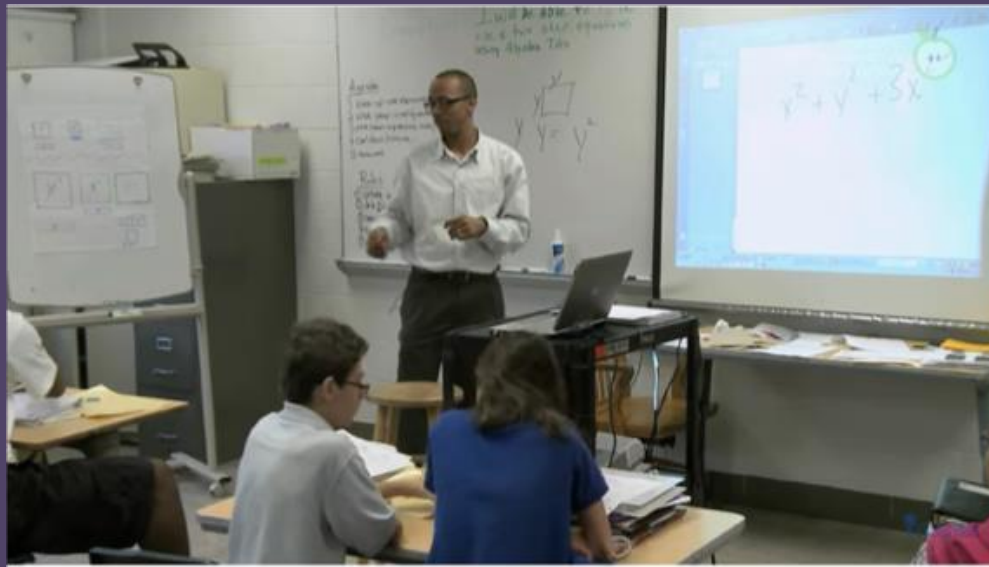
Debrief using 1-2-4-All



1
5

115

Suggested Time	15 minutes
Purpose	To debrief evidence collection
Key Ideas	Evidence collection debrief
How to Facilitate	<p>Similar to the structure used in 1A to analyze Teacher/Student behaviors and learning implications</p> <p>Activity 1 B- write evidence to support scoring in the T/S/implications chart</p> <p>Then go back and reflect on the evidence- is it specific (+) or is it biased/repeated language from the rubric (delta)?</p>



High School Algebra



116

Suggested Time	<ul style="list-style-type: none">• Total video 3: 30 min• HS Algebra lesson 11 mins long• https://www.youtube.com/watch?v=HAbxLCQXZ3U&feature=youtu.be• 11 min for video; 10 min score; 10 min debrief
Purpose	To practice effective evidence collection and calibration
Key Ideas	Evidence collection and calibration
How to Facilitate	Watch the video; practice evidence collection/calibration

Evidence Analysis

Exchange Evidence with Partner:

- Pink highlighter for opinion or evaluative statement
- Yellow highlighter for strong, effective evidence
- Use question marks for things they are not sure about.
- Author makes changes on pink - either delete or reframe in an objective way - via Post It Notes
- Debrief questions - Chart evidence statements that individuals weren't sure about (i.e. are they objective or not) and discuss as a whole group



11
7

117

Suggested Time	10 min
Purpose	Practice evidence analysis techniques/structures
Key Ideas	Evidence analysis; Calibration practice
How to Facilitate	After the video, the facilitator will work with groups to analyze evidence to support scoring. Facilitation strategy: have participants work in groups to create charts with evidence/scores for a particular indicator. The facilitator will help participants to analyze their current evidence to ensure that it is a) thorough, clear and unbiased and b) that it captures teacher and student quotes, behaviors, and the subsequent implications on learning (similar to when participants unpacked the rubric). Participants can go back to reflect on their evidence to annotate: is it specific (+) or is it biased/repeated language from the rubric (delta)? This will help them to reflect on the preponderance of evidence gathered in order to generate an unbiased and fully developed score. This information will be important later when participants analyze scores to generate effective, actionable feedback.

Debrief using 1-2-4-All



8

118

Suggested Time	10 min
Purpose	debrief
Key Ideas	Evidence collection and calibration
How to Facilitate	<p>Similar to the structure used in 1A to analyze Teacher/Student behaviors and learning implications</p> <p>Activity 1 B- write evidence to support scoring in the T/S/implications chart</p> <p>Then go back and reflect on the evidence- is it specific (+) or is it biased/repeated language from the rubric (delta)?</p>

What might your feedback to this teacher look like?



119

Suggested Time	Suggested time for this section: 40 mins total: 10 min info; 30 min model/practice
Purpose	Consider teacher feedback for this video observation
Key Ideas	Feedback
How to Facilitate	This is a jumping off slide to prepare participants for the transition from a) collecting evidence to b) using that evidence to provide actionable feedback to teachers. The facilitator may say something like, “We want to provide teachers with some positives from the lesson as well as help them to prioritize areas that they might want to strength in future lessons to positively impact student learning.

From evidence to feedback

- How can we use our specific and actionable evidence to have courageous conversations with teachers?



12
0

120

Suggested Time	3 minutes
Purpose	Connect evidence to feedback
Key Ideas	Evidence and teacher feedback
How to Facilitate	<p>The trainer may say “Think about the one thing that caused majority of students to master skill/content and the one thing if tweaked/changed would have impacted student mastery to deeper level.”</p> <p>The trainer may use talking chips as a way to debrief.</p>

Actionable feedback for teacher growth



12
1

Suggested Time	2 minutes
Purpose	Connect feedback to growth
Key Ideas	Actionable feedback, teacher growth
How to Facilitate	The trainer may say “Think about the one thing that caused majority of students to master skill/content and the one thing if tweaked/changed would have impacted student mastery to deeper level.”

What do you want?

- ✓ Aligned to school's instructional vision and professional development
- ✓ Evidence-based
- ✓ Specific, clear expectations
- ✓ Actionable
- ✓ Safe environment
- ✓ Structured
- ✓ Reflective
- ✓ Prioritized indicators



12
2

122

Suggested Time	3 minutes
Purpose	Re-establish the purpose of an effective evaluation system
Key Ideas	Broad purpose of an effective evaluation system
How to Facilitate	<p>The trainer will ask participants to generate their own list of what they want from feedback.</p> <p>Ask a reflective question, such as, “How will these suggestions impact your future instruction?”</p> <p>Refer participants to the cycle of instruction (planning, implementing, reflection, next steps) and how these questions can help teachers move through the cycle more intuitively --- then you can take them back to their goals and help them see how this form of questioning will generate positive lasting change: “How will these kinds of questions/feedback help you accomplish the goals that you identified earlier in the session?”</p>

What do you NOT want?

- Opinions/ "I" statements
- "Gotcha" / Could have/Should have
- Prescriptions
- To wait too long after observation
- General "advice"
- Only negative feedback
- Too many suggestions
- "Silo" of tasks



12
3

123

Suggested Time	2 minutes
Purpose	Review what we do not want from this evaluation process
Key Ideas	What not to do in this evaluation process
How to Facilitate	Once participants have generated their own list of what they do not want for feedback, utilize the list above to validate participant responses and fill in gaps. The "silo" bullet refers to the idea of initiatives (SLOs) not being connected through effective instructions. Read through bullets as reminder and move on to the next slide

Model



124

Suggested Time	10 min for model and 20 min practice.
Purpose	To provide effective and actionable feedback to teachers
Key Ideas	Actionable feedback based on the evidence collected from video observations
How to Facilitate	<p>From Video 1 - The facilitator will want to demonstrate how he/she uses evidence to find an area of strength and an area of focus for the teacher. The facilitator will model developing and providing oral and written feedback that is both actionable and prioritized. As participants watch, they should reflect on whether the facilitator picked the same areas for reinforcement and refinement that <i>you</i> did as a participant?</p> <ul style="list-style-type: none">○ Model: When analyzing notes to find an area of strength, the facilitator might say something like, “So when I first get started, I want to ask myself ‘what went well in the lesson, specifically in regards to student motivation/learning and how did that impact st mastery?’ When I think back to the DC Prep video, I know the kids were mostly engaged and were somewhat eager to work on the task. Several students were following along while she was reading, with some using their pencil as a pointer. When the teacher would ask questions, she received some on-target responses, such as when she asked, ‘why does the centipede take hours to take his boots off’ one student replied ‘because he needs help’ ‘because he has so many feet.’ Most students got started quickly and several asked clarification questions. For example, a couple of students asked how to get started and if they should start with the topic sentence, so they were trying to get started and work on the task. So when I look at the rubric, I’d say most of the students were at least engaged in the

learning. When providing her with feedback, I'd pull some of the quotes from my evidence where students expressed interest, saying 'yeah' and sharing their examples, such as 'he would be scared...' When coaching this teacher, the first thing I'd ask is 'what seemed to have the biggest impact on students' ability to master the skill?' Then I'd ask 'how did you plan to keep students motivated to learn?' With my specific evidence, I feel confident that we'll be able to examine how the student engagement positively impacted the lesson."

- When analyzing and prioritizing evidence for development, the facilitator might say something like, "Now when I think about what tweaks this teacher could make that would make the biggest impact on student learning, the question I ask myself is, 'what could she have done differently to help more students clearly demonstrate mastery?' While the students were excited to get started, they were not all clear on what, exactly, they were supposed to do. *I*, as the observer, wasn't quite sure what the criteria for mastery fully entailed. There wasn't a rubric or any exemplars for them to reference. Many students were not clear on how to start or what the teacher was looking for with the introduction/topic sentence. At least 3 students asked her how to get started. When the teacher was helping students, she did the majority of the talking. For example, when one student was struggling with evidence, the teacher said, "T: this shows that he is meeting the creatures inside and trapped inside; he is suddenly scared bc he can't get out. You could write James is experiencing surprise and excitement bc ...an inference would be...inside ... Try that sentence starter...sometimes could be less words and that is helpful. Make an inference about what it would be like. If you were to make an inference...S: He getting scared bc.. (the teacher supplements...). So when looking at the indicators, I'd say that "using assessment in instruction" could have been improved so that the teacher and students would have a clearer understanding of what skill deficits should still be addressed after this lesson. In my evidence, I can include how several students did not complete the task and that some girls hardly got started (since they were waiting for teacher assistance). The teacher said, 'Savannah- if it is too confusing, you can go to #2 (but the student just kept waiting). When creating my questions, I'd want to make sure to ask, "What did you want students to be able to do to show mastery at the end of the lesson? How were you (and students) sure what mastery was, and how could you measure that?" Then I'd show my evidence that not many students finished, some wasted almost the entire work portion waiting for her assistance, and everyone had to put their work up to come back to another day."

Stepping out after the model, the facilitator might ask, "what did you notice about how I used my evidence to help me plan for effective feedback?" "If I were writing written feedback for this teacher, what process would I use? How would it be similar? Different?"

Practice!



12
5

125

Suggested Time	20 minutes
Purpose	Practice giving actionable feedback to teachers based on videos 2 and 3
Key Ideas	Actionable feedback
How to Facilitate	After the facilitators model with the first video, participants will practice writing their evidence/creating their actionable feedback for lessons 2 and 3. The facilitator will provide feedback to participants during this process and debrief whole group afterwards, asking participants to share what they would reinforce or refine for the teacher and WHY/what evidence they would use to support this feedback.



& Reflect

What might you need to do to prepare school members for this type of feedback and reflection?



12
6

Suggested Time	2 minutes
Purpose	Reflection
Key Ideas	Feedback and reflection
How to Facilitate	Turn and talk around this question

Reconnect: Let's reflect...

Over the course of our time together, we will examine:

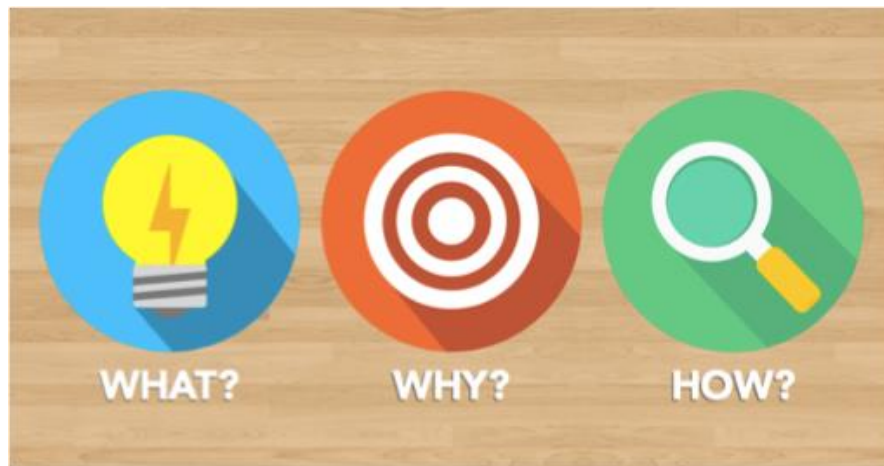
- How can we impact student outcomes by addressing teacher practice in our state? What will that look and sound like?
- What structures need to be in place in schools in order for teachers and students to be successful?



.2
7

Suggested Time	5 minutes
Purpose	Re-examine the training objectives to ensure they were met
Key Ideas	Training objectives
How to Facilitate	Trainer may ask “Did we meet our objectives?” Draw a continuum: on a scale from 1-5, how comfortable do you feel collecting unbiased fact-based evidence? (mark with a star). How comfortable do you feel with scoring? (mark with a dot). How ready do you feel coaching on a reinforcement/refinement? (mark with an x). Finally, how at ease are you with your Inter-Rater Reliability? (mark with a square).

Reflect...



Suggested Time	5 minutes
Purpose	Reflection
Key Ideas	Implementation practices, reflection
How to Facilitate	“What did I do throughout the training to help prepare you with not only a) content but also b) implementation practices/processes? What are you going to need to ensure you take back/communicate to your staffs as a result of this training? (which leads us to our guided structure of “what/so what/now what?”)”

What? So What? Now What?

WHAT?

What happened?
What did you observe? What were your initial expectations? How did they match with what actually occurred?

SO WHAT?

How did the experience today relate to your work? Have your experiences today affected the way you view this work and/or your role in it? What are some of the pressing needs/issues in the community?

NOW WHAT?

What learning occurred for you in this experience? How can you apply this learning? What follow up is needed to continue to move the work forward and address any challenges or issues?



Suggested Time	35 min
Purpose	Create next steps after the training
Key Ideas	Training closure, reflection, action planning
How to Facilitate	<p>Tell teams that they will participate in another Liberating Structure to close out the day.</p> <p>Emphasize the important role that reflection plays. It's easy to cheat the close when debriefing with teachers or working with adult learners, but a purposeful closing and reflection activity will help information to "stick."</p> <p>Tell participants that they will have about 5 minutes of silent reflection and writing time.</p> <ul style="list-style-type: none"> • After the silent writing period, lead a whole group debrief of each component. • Consider designating someone to take notes, especially about the now what, making sure to note down any next steps that the group needs to take. As a check out to the activity, assign owners and timelines to each next step task. • Ensure that there are actionable next steps to take back for district and school implementation.



130

Suggested Time	1 min
Purpose	Wrap up the day
Key Ideas	Training closure
How to Facilitate	Display slide at the end of the training day