


**Teacher Evaluator  
Competency Skill Building  
For Pre-Qualified Teacher Evaluators**

October 30, 2014  
DuPage Regional Office of Education  
Dr. Darlene Ruscitti, Regional Superintendent



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**Welcome and  
Introductions**

**Diane Cody**  
Retired Superintendent  
ROE Service Provider

**LuAnn Kelly**  
Retired Principal – NSSEO  
Executive Co-Director – Midwest Principals' Center

And you? Name, district, position, how many years in current position?

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**Agenda**

- Welcome and Purpose
- Framework for Teaching Evaluation Instrument / MET Study
- Inter-Rater Reliability, Bias and Interpretation
  - Evidence Collection
  - Evidence Alignment
- Lunch
- Inter-Rater Reliability, Performance Rating
- Constructive and Supportive Feedback
  - Supervisory Continuum
  - Post Conference
  - Teacher Reflection
- Putting it All Together
- Evaluation/Reflections

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## Why Are We Here?

Is it possible to know something but not understand it?

**What is the difference between:**

Knowing Danielson's Framework for the Module 2 state assessment? (Compliance)

Understanding and apply it as part of your district's teacher evaluation process? (Competence)

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## We are here.....

- to assist qualified teacher evaluators to understand compliance vs. competency per PERA (Rule 50.420)
- to assist school districts to develop inter-rater reliability using the required performance evaluation ratings (Rule 50.420b1)
- to assist qualified teacher evaluators in providing constructive and supportive feedback to teachers, both verbally and in writing (Rule 50.420b5)
- to understand sources of personal bias and recognize and control for bias when determining results and conducting evaluations (Rule 50.420b6)

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<http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf>

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## Framework for Teaching Evaluation Instrument

Danielson Framework  
MET Study

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**Charlotte Danielson's FRAMEWORK FOR TEACHING**

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Content knowledge • Prerequisite relationships • Content pedagogy</li> </ul> <p><b>1b Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Child development • Learning process • Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul> <p><b>1c Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment • Clarity • Balance</li> <li>• Suitability for diverse learners</li> </ul> <p><b>1d Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>• For classroom • To extend content knowledge • For students</li> </ul> <p><b>1e Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Learning activities • Instructional materials and resources</li> <li>• Instructional groups • Lesson and unit structure</li> </ul> <p><b>1f Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Congruence with outcomes • Criteria and standards</li> <li>• Formative assessments • Use for planning</li> </ul>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Teacher interaction with students • Student interaction with students</li> </ul> <p><b>2b Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of content • Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p><b>2c Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Instructional groups • Transitions</li> <li>• Materials and supplies • Non-instructional duties</li> <li>• Supervision of courtesies and responsibilities</li> </ul> <p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations • Monitoring behavior • Response to misbehavior</li> </ul> <p><b>2e Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Safety and accessibility • Arrangement of furniture and resources</li> </ul>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Accuracy • Use in future teaching</li> </ul> <p><b>4b Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning • Non-instructional records</li> </ul> <p><b>4c Communicating with Families</b></p> <ul style="list-style-type: none"> <li>• About instructional program • About individual students</li> <li>• Engagement of families in instructional program</li> </ul> <p><b>4d Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues • Participation in school projects</li> <li>• Involvement in culture of professional inquiry • Service to school</li> </ul> <p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Responsiveness to feedback from colleagues • Service to the profession</li> </ul> <p><b>4f Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct • Service to students • Advocacy</li> <li>• Decision-making • Compliance with school/district regulations</li> </ul>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b></p> <ul style="list-style-type: none"> <li>• Expectations for learning • Directions and procedures</li> <li>• Explanations of content • Use of oral and written language</li> </ul> <p><b>3b Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Quality of questions • Discussion techniques • Student participation</li> </ul> <p><b>3c Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Activities and assignments • Student groups</li> <li>• Instructional materials and resources • Structure and pacing</li> </ul> <p><b>3d Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria • Monitoring of student learning</li> <li>• Feedback to students • Student self-assessment and monitoring</li> <li>• Lesson adjustment • Response to students • Persistence</li> </ul> <p><b>3e Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson adjustment • Response to students • Persistence</li> </ul>

www.danielsongroup.org

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**“The Framework At A Glance” Danielson, 2013**

Domain 2: The Classroom Environment	Domain 3: Instruction
<p><b>2a) Creating an Environment of Respect &amp; Rapport</b></p> <ul style="list-style-type: none"> <li>• Teacher interaction with students, including both words and actions</li> <li>• Student interactions with other students, including both words and actions</li> </ul> <p><b>2b) Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of content and learning</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p><b>2c) Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Management of non-instructional duties</li> </ul> <p><b>2d) Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul> <p><b>2e) Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Safety and Accessibility</li> <li>• Arrangement of Furniture</li> <li>• Use of Physical Space</li> </ul>	<p><b>3a) Communicating with Students</b></p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanation of content</li> <li>• Use of oral and written language</li> </ul> <p><b>3b) Using Questioning/Prompts &amp; Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>3c) Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p><b>3d) Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> <li>• Lesson adjustment</li> </ul> <p><b>3e) Demonstrate Flexibility/Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson Adjustment</li> <li>• Response to Students</li> <li>• Persistence</li> </ul>

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DESIGN ASSUMPTIONS

- Utilize the 2013 Danielson Framework for Teaching Evaluation Instrument
- Districts design and create their own plan for data collection related to the framework
- For the purpose of the sessions, the focus will be on Domains 2 and 3.
- All participants are prequalified evaluators

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## Why did Illinois enact the PERA law?

Why did other states enact similar laws?

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## Widget Effect

- June 2009 – The New Teacher Project
- Studied evaluation and dismissal in 4 states (IL was one of them: Chicago, Elgin, Rockford)
- 94% rated Excellent
- 1% of teachers rated Unsatisfactory
- Excellence goes unrecognized
- Professional development inadequate
- New teachers are neglected
- ½ of districts have not dismissed a teacher for poor performance in last 5 years

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If teachers are so important, why are they treated like WIDGETS?

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## MET Study, Measures of Effective Teaching

- Funded by Gates Foundation and others
- 2009-2011
- 23,000 lessons from 3000 classrooms
- Findings:
  - Quality evaluation instrument - practice
  - Well-developed student surveys
  - Student Growth

website link:

[http://www.metproject.org/downloads/MET\\_Ensuring\\_Fair\\_and\\_Reliable\\_Measures\\_Practitioner\\_Brief.pdf](http://www.metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf)

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## Inter-Rater Reliability

Bias  
 Interpretation  
 Evidence Collection

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## Inter-rater Reliability

INDIVIDUAL SKILLS to LEADERSHIP TEAM SKILLS

**Valid (Are we assessing what we say we will assess?)**

Fair: clear, open, honest, evidence based  
 Same Standards  
 Vision for Effective Instruction  
 District values driven  
 "Walk our talk..."

**Reliable (Will we get the same results, day after day, teacher after teacher?)**

Consistent: Clear Procedures  
 What We See  
 What We Talk About  
 "How we make judgments!"

**Why are validity and reliability so important?**

**What can you do yourself and with your district to ensure validity and reliability? Discuss at your table.**

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## Evaluation Cycle



1. At your table, discuss the cycle you use in your district.
2. What can you add, change, or delete from this model?

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## What Are We Collecting?

**Observational Evidence is Collected through Four Methods:**

1. Verbatim scripting of teacher or student comments
2. Non-evaluative statements of observed teacher or student behavior
3. Numeric information about time, student participation, resource use, etc.
4. An observed aspect of the environment

**Which methods do you use?**

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## Classroom Evidence

Sometimes the teacher/student behaviors we take for granted may not be recorded in our observation scripts. Recorded evidence must reflect both teacher and student behaviors.

*Evidence may be what the teacher or a student says or what they do, including body language*

- teacher walking around the classroom
- students waving their hands in the air to be recognized
- students slumping in their chairs
- students putting their heads on their desks

A preponderance of evidence must be used to justify ratings for each component.

Record only what you see, hear, or read—not interpretation or opinion. Evidence that we collect must be free of bias and interpretation.

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## Two Types of Opinion - Interpretation

**Interpretation:** what one thinks they see/hear or their preference or opinion about teaching

- While collecting evidence, **refrain** from making interpretative statements.
- Use the language used in the **rubrics** to interpret evidence **after** it has been collected.
- To make a **scoring judgment** for each component, **interpret your evidence**.

Would it be interpretation to say, that the students **appear** comfortable, happy, or bored? These are interpretations of the actual evidence, which would describe what students actually did or said.

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## Two Types of Opinion - Bias

**Bias:** an inclination one possesses or a prejudice

Making **value judgments** based on a teacher's or the students' age, race, gender, appearance, perceived economic status, or accent.

*Example: if a teacher is wearing jeans, it would be bias to assume that the teacher has established a casual, laid-back classroom atmosphere.*

**Bias** may also exhibit itself when **personal preferences about teaching practices**, materials, and classroom environment influence your judgment.

*Example: if you think that using technology is the best way to teach and let that opinion get in the way of identifying evidence of what is actually happening in the classroom when no technology is used.*

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**Warning flags-** could have, should have, must have, ought to have, seems and so on.

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## Evidence vs. Opinion

E	O	Comp	Statement from observer
1			A couch and beanbag chairs are conveniently placed in the room for student enjoyment.
2			Flexible grouping seating arrangements are best used in middle school classrooms.
3			Mr. N stated that they would continue their discussion on the following day.
4			Ms. R clearly has planned and organized time for maximum effect.
5			Mr. W greeted a student who had been absent for several days by saying, "We missed you hope you are feeling better."
6			Ms. J asked her students questions regarding the novel they were reading.
7			Ms. X consistently called on boys more frequently, causing girls not to be engaged.
8			Mr. E's students showed frustration when they began working on quadratic equations.
9			Students have a defined space for their classroom supplies.
#			Miss K utilized the KWL strategy to introduce a new science unit. It was apparent that the students were well acquainted and somewhat bored with this strategy.
#			Mr. G directed the students to look over their quiz and correct their errors.
#			Two students sharpened their pencils while Mr. T explained the assignment.

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## Evidence Collection

- Collect evidence only using assigned Domain
  - D2 Classroom Environment
  - D3 Instruction.
- Align to components in your domain using Framework
- Compare your notes with your tablemates
  - Did you collect the same type of evidence?
  - Did you align the evidence to components similarly?

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What are the TAKE AWAYS??

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## Danielson Framework for Teaching Frequent Confusions

1. **2c (classroom routines and procedures v. 3a (explaining directions for a learning task))**
  - a. When a procedure is used to maximize instructional time (passing out papers, taking roll, etc.) \_\_\_\_\_
  - b. When there's a procedure students are taught with respect to a specific learning task of activity \_\_\_\_\_
  - c. A borderline case might be the routine students are taught to put their names on their papers; since that applies to all written work (not a single activity) \_\_\_\_\_
2. **3b (questioning and discussion) v. 3d (using assessment in instruction)**
  - d. Questions in 3b are intended to help students deepen their understanding of content. Questions posed in 3d are intended to let the teacher know which students understand the content, and what must be reviewed or retaught. The purposes are entirely different, although they may occasionally appear the same.
3. **2d (managing student behavior) and 3d (using assessment in instruction).**
  - e. In both cases, the teacher may be circulating in the room and checking in with students. If the purpose is to see how well students are doing a task, the activity will be \_\_\_\_\_
  - f. If the purpose appears to be to exercise "control by proximity," \_\_\_\_\_
  - g. Of course, a teacher's circulating for the purpose of monitoring learning might also have the effect of encouraging students to cease misbehavior; however the underlying purpose should determine the placement of evidence.

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## Evidence Alignment

Now let's observe a video looking at both Domains 2 and 3.

- Collect and review your evidence
- Work with a small group to align evidence to Domains 2 and 3
- Chart evidence of assigned component
- Gallery walk of evidence – add evidence/comments to charts

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# Inter-Rater Reliability

Assigning a Rating  
Rating Errors

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# Assigning a Rating - Rating Guidelines

**What does the law say?**

- Preponderance of evidence
- Summative based on all 4 domains

**Best Practice**

- Summative: all components for all domains

**District Plan**

- What does your plan say?
- What decisions did your Joint Committee make?

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What do you consider when assigning a rating?

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# PERA General Requirements for Evaluation Plans

<input type="checkbox"/> Tenure	<input type="checkbox"/> Pre-Tenure
<ul style="list-style-type: none"><li>▪ Evaluation conducted at <u>least</u> once every two years</li><li>▪ Teachers evaluated as “needs improvement” or “unsatisfactory” shall be evaluated in the following year</li></ul>	<ul style="list-style-type: none"><li>▪ Evaluation conducted at <u>least</u> once every until tenure achieved</li></ul>

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## PERA General Requirements for Evaluation Plans

- ❑ Written notice (electronic or paper) provided to all certified professionals to be evaluated during the current school term
  - by the first day of student attendance; or
  - no later than 30 days if employment begins after first day of student attendance
- ❑ Written notice shall include:
  - The rubric and tools used to determine ratings of teacher performance
  - Summary of how measures of student growth and teacher practice will factor into performance evaluation ratings

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- Attendance
- Assignment Competency
- Strengths
- Weaknesses
- Evidence



Must be included in evaluation

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## Common Rater Errors

- All of these are considered personal bias since they do not rely on actual evidence that is relevant to the performance of the job:
  - **Contrast/Comparison Error:** Evaluating someone's performance based on comparisons to someone else rather than the actual standards of performance.
    - For example, it might be rating one of your teachers Distinguished (Excellent...4) and then rating everyone else in comparison to her personally, not the actual standards themselves.
  - **Relevant contact error:** Evaluating someone differently based on the amount of time you've spent with them.
    - For example, rating someone new to the district more positively or negatively than someone you've known for a long time.
  - **Rating for Retention:** Evaluating someone differently because you are afraid their job status may change.
    - For example, rating someone differently so they can achieve tenure. Other examples are rating differently because you are afraid they will leave for another job or because they are close to retirement.

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## Thoughts About Types of Rater Errors

Sometimes evaluators have preconceived notions about the performance ratings themselves that impact the distribution of their ratings.

This is usually because of the perceived value of the rating rather than the actual evidence.

For example, a common error is leniency where evaluators tend to overlook certain evidence in order to rate employees higher than the evidence would suggest. Many times, this is to avoid conflict, which is an example of personal bias.

**USE THE DANIELSON FRAMEWORK!**

### Severity

**"He'll try harder if I rate him lower."**

### Leniency

**"I don't want to cause conflict so I'll just rate everyone the same"**

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## Rate your component

- Half of the room is responsible for D2, other half D3
- Using the charts from the previous video, each table group will assign a rating based on the evidence for each **component** in your domain based on the Framework (but don't tell your rating to other groups!)
- With the large group, share your component ratings.
- Small groups give an overall domain rating for Domains 2 or 3 based on individual component ratings (but don't tell your rating to other groups!)
- Large group discussion
  - Overall rating of Domains 2 & 3?
  - How would this information drive your conversation regarding the teacher's professional development ?

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## Compiling Data to Drive PD

Using Summative Evaluation Data for Building-Wide Professional Development 62A

Teacher	Grade Level	Tenure Status	Event Year	Domain I: Planning and Preparation											
				1a: Knowledge of Content and Pedagogy				1b: Knowledge of Students				1c: Setting instructional outcomes			
				Content Knowledge	Prerequisite relationships	contextualized pedagogy	assessment alignment	learning process	student skills, knowledge, and interests	and cultural heritage	standards/cross-cutting concepts	value sequence alignment	clarity	balance	equity for diverse learners
A	5	NT	yes	2	2	1	3	2	1	1	2	3	3	3	2
B	5	NT	yes	3	3	2	3	3	2	1	2	4	4	3	2
C	5	NT	yes	3	2	2	3	2	2	3	2	3	3	3	3
D	6	T	yes	3	3	2	2	2	1	1	2	3	3	2	1
E	6	T	no	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F	6	NT	yes	2	2	2	3	2	1	1	2	3	3	3	1
G	7	T	no	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
H	7	T	yes	3	3	3	2	3	2	2	2	4	4	3	2
I	7	NT	yes	2	2	1	2	2	2	2	2	3	3	3	2
J	8	NT	yes	2	2	2	3	2	2	1	2	3	3	3	2
K	8	T	yes	3	3	2	3	3	3	3	3	4	4	4	3
L	8	NT	no	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUM				23	22	17	24	21	16	15	19	30	30	27	18

Key = unsatisfactory (1), basic (2), proficient (3), distinguished (4)

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## Compiling Data to Determine PD

Teacher	Assignment Title	Year	Rating	1a Content Pedagogy	1b Knowledge of students	1c Outcomes	1d Resources	1e Coherent instruction	1f Assessments	2a Respect & support	2b Culture for learning	2c Managing procedures	2d Student behavior	2e Physical space	2f Communicating	3a Questioning, discussion	3b Engaging students	3c Assessments	3d Flexibility	3e Reflection	4a Records	4b Formals	4c Professional community	4d Develop professionally	4e Professionalism
A. Jones	1st grade	NY	Y	2	3	2	3	3	2	3	3	3	2	3	3	3	2	2	3	2	3	3	3	3	58
M. Wilson	art	T	Y	3	3	4	3	3	2	4	3	3	3	4	2	3	3	2	3	3	3	3	2	2	64
J. Lopez	8th 2nd gr.	T	Y	3	4	3	4	3	2	4	4	3	4	3	4	3	4	2	3	4	3	4	3	3	73
				8	10	9	10	9	6	10	10	9	9	10	9	9	9	6	9	9	9	9	8	9	9

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## Constructive and Supportive Feedback

Supervisory Continuum  
Post-Conference  
Teacher Reflection

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## Constructive and Supportive Feedback

Fuels learning  
Has the possibility of promoting professional learning when it is:

- Timely
- Specific
- Builds on other strengths
- Address possible improvements

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## Constructive and Supportive Feedback

This type of feedback

- Clarifies idea or behavior under consideration
- Communicates positive features worth preserving
- Poses questions and concerns
- Provides suggestions toward improvement

What does constructive mean to you?  
 What does supportive mean to you?  
 Does your current practice align with these attributes?

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## Supervision & Evaluation

Supervision/Formative	Evaluation/Summative
<ul style="list-style-type: none"> <li>• Process</li> <li>• Non-evaluative</li> <li>• Identifies areas to improve</li> <li>• Professional development to maximize performance</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• To improve instructional methods and learning practices, which result in high quality learning for every student</li> </ul>	<ul style="list-style-type: none"> <li>• Event</li> <li>• Judgmental</li> <li>• Quality control (accountability)</li> <li>• Dismissal</li> <li>• SB 7/PERA law</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• Legal requirement (provides evidence of effective performance)</li> <li>• Make personnel decisions</li> </ul>

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## Building a culture for constructive and supportive feedback

- A professional learning community...
  - educators who come together to discuss and share their work with a focus on improving their practice through collaborative learning
  - Honest and productive conversations with colleagues
  - Trust and confidentiality are established among participants
  - Group members might request a peer observation to help them improve a specific aspect of their practice
  - Understand the dynamics of offering and receiving warm (supportive) or cool feedback
  - Use of clarifying or probing questions

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## Post-Conference Sample Sequence

- Phase One:**  
Greeting/Setting the Tone
- Phase Two:**  
Teacher self-reflection: Encourages examination of current skills  
*(Principal prepares question to probe reflection)*
- Phase Three:**  
Examine relevant assessment data
- Phase Four:**  
Recognition/reinforcement of specific strengths based on evidence
- Phase Five:**  
Identification of area(s) of concern/growth based on evidence
- Phase Six:**  
Conclude with goal setting plan

- At your table discuss
- what does this sequence look like for you and your district?
  - How do you include Constructive and Supportive feedback?
  - Is there consistency throughout the district? Should there be?

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## Setting the Stage for the Post-Conference

You are planning for your supportive and constructive conversation around evidence you collected using a rubric.

- Facilitate teacher self-reflection on his/her performance and give feedback
- Identify an area of strength and a growth area
- Conclude with a plan for further improvement



Now, you have to think about your staff in terms of your supervisory approach.

**What will you consider?**

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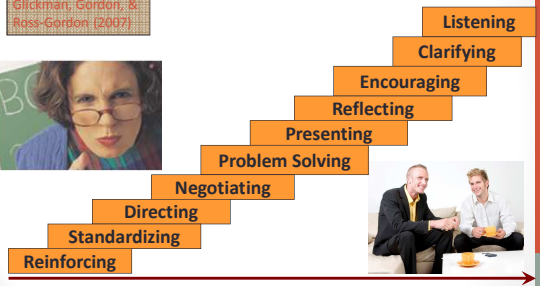
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## Supervisory Behavior Continuum

Glickman, Gordon, & Ross-Gordon (2007)



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## Engaging in Teacher Reflection

- It is imperative that the conversation is **two-way** and is centered around good instruction
- It allows for the evaluator and the teacher to *engage in a productive dialog* about the observation
- It encourages *teachers to self assess* their areas of strength and areas of growth
- Teachers must become *more reflective* practitioners
- It provides a chance to *compare notes* with the evaluator

**Evaluators should assist teachers on how to reflect on their instructional practices.**

- Ask teachers to *analyze the evidence* that they remember from the lesson and from the script from observation
- Teachers should *reflect* on the opportunities for growth
- Teachers should be prepared to *share out their reflections* with evaluators to create a professional dialogue

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## Post-Observation Conference Triad

*As a small group choose three different components:*

- Utilizing the evidence on the chart paper to
  - identify one high-quality observable strength
  - one area that needs improvement/growth based on evidence for this teacher.
- Identify the supervisory approach for this teacher.
- Consider constructive and supportive feedback prompts in your role as supervisor or observer.
- In groups of three, role play:
  - One taking the role of supervisor,
  - One the role of teacher and
  - One is the observer(s)– take notes
- Repeat 2 more times, choosing a different component

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## Planning for an Effective Post-Conference

Evidence	Alignment/Rating <small>(Danielson, 2013)</small>	Probing Questions	Coaching/ Inter-personal Approach <small>(Glickman, Gordon, &amp; Ross-Gordon)</small>

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## Post Triad Reflection

Observations/Reflections

- Changes/Things you would do differently?
- Best Practices?
- Legal Implications?

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## Putting It All Together

Pre-Observation Conference  
Classroom Observation  
Post-Conference

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## Pre-Conference

6<sup>th</sup> grade Math Pre-Observation Conference

- View video clip
  - Identify strengths and areas of improvement for the evaluator
  - Identify any probing questions
- Discuss in small groups
- Large group report out

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## Classroom Observation

### 6<sup>th</sup> grade Math Class

- Observe Lesson
- Take notes, create script tape of evidence
- Edit the evidence
- Align to components
- Assign rating for (each) component based on **preponderance of evidence**
- Using dots, rate the teacher
- Large group inter-rater discussion

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## Post-Observation

### 6<sup>th</sup> grade Math Post-Observation Conference

Before video clip:

- Refer back to evidence and rating from observation
- Remember feedback needs to be both supportive and constructive
  - Choose probing questions to use during your 'post-conference'
  - Decide which supervisory approach to use with this teacher
- Watch clip
- Small and large group inter-rater discussion

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## Reflection

As an evaluator:

- What are your strengths and areas of need?
- What are your district's strengths and areas of need to ensure inter-rater reliability?

Next steps:

- Yourself?
- Your district?

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