Certificated Evaluation Training
Reflection: Instructional Leader vs. Manager

- Read the article and share a key insight with your group.
Team Activity

What does teacher evaluation mean to you?

▶ Inquiry: Discuss what leadership skills are required to engage in successful evaluations?
Purpose

The importance of the Principal as an Instructional Leader

- Ensuring High Levels of Learning for All Students
- Increasing Quality of Instruction in All Classrooms
Evaluation Training Goals

▶ To understand how the evaluation process can increase the quality of instruction in ALL classrooms to ensure high-levels of learning for ALL students.

▶ To develop a Collective understanding and Commitment for using evaluation processes and protocols.

“Supporting ALL Teachers”
Norms - Instructional Leader
Collective Commitments

Respect
GIVE IT
TO GET IT

#I WILL LISTEN

Trust
Fear → Fear

ACT
Advocating Change Together
Today’s Objectives

- Develop collective understanding of process and protocols for facilitating the certificated evaluation process.
- Utilize observation skills to support
  - Facilitate Instructional focused dialogue to support teacher professional development and student learning
- Collect evidence
- Utilize Rubric to rate and align evidence
Standard Formal Evaluation Process

- Pre-Evaluation Conference
- Pre-Formal Observation Meeting
- Formal/Informal Interim Evaluation
- Post-Observation Conference
- Final Evaluation Conference
Standard Formal Evaluation Process

1. Pre-Evaluation Conference
2. Pre-Formal Observation Meeting
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4. Post-Observation Conference
5. Final Evaluation Conference
Pre-Evaluation Conference
Administrator Provides to Unit Member (Teacher):

1. Copy of TEA Agreement **Article XVII Evaluation**
   - Evaluation **Procedures**
   - Evaluation **Standards**
   - Evaluation **Rubric**

2. Identify **Evaluator**

3. **Performance Objective Form**

4. **Lesson Plan** Sample

5. District Applicable **Benchmarks** (RCD Assessments available online)

6. Access to applicable **state frameworks**, as needed
Standard Formal Evaluation Process

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Pre-Formal Observation Meeting
Administrator

- Review and discuss Unit Member’s Lesson Plan with supporting CSTP aligned questions
- Review performance objectives with teacher
- Review Evaluation Rubric

Unit Member (Teacher)

- Share completed lesson plan
- Review performance objectives with administrator
Pre-Formal Observation Meeting Demo

- Share assigned CSTP element/document data

<table>
<thead>
<tr>
<th>CSTP 3</th>
<th>CSTP 4</th>
<th>CSTP 5</th>
<th>Documents provided by administrator</th>
<th>Documents provided by teacher</th>
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Evidence Collection - Teacher **Lesson Plan** CSTP Element Annotation, using the Rubric

- CSTP 3: Understanding and Organizing Subject Matter *(3.1, 3.2, 3.5)*
- CSTP 4: Planning Instruction and Designing Learning Experience for All Students *(All CSTP 4 Elements)*
- CSTP 5: Assessing Students Learning *(5.1)*
Lesson Plan Evidence

LESSON PLAN

Teacher Name: Sarah Brown Wessling  
School/Location: Dinuba High School  
Grade: 11th grade  
Class/Subject: Advanced Placement

LESSON CONTEXT (What happens before and after this lesson? How does this fit into a larger unit or lesson series?) 4.4

This lesson is designed to help students learn to address a complicated essential question through a variety of conversations which will lead to the writing of a thesis statement that addresses the essential question. This is a 90 minute lesson.

TEACHING CONTEXT (What have you been working on in your practice that we might see in this lesson? What do students already need to know prior to teaching this lesson?) 4.2

My goal in this lesson is to be able to have students work with a complex question in a variety of ways in order to come to a more full understanding of the Heart of Darkness. By taking students through a variety of conversations throughout this lesson, the goal is that they will be able to coalesce their understanding of the novel around a precise insight.

STANDARDS ADDRESSED (Please list full text of standards. For Math, remember to include any Math Practice Standards) 4.2/ 4.6

Reading for Literature
RL. 11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  
RL.11-12.4. Determine meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

* While portions of many standards are addressed in this lesson, these standards are most specifically targeted. Also, each of the targeted standards would be considered with more scaffolds over the course of several class meetings.
Lesson Plan Evidence:

**Differentiation Strategies:** How will this lesson be differentiated for all students? 4.1

In this particular case, the differentiation comes from the choice students have in what concept(s) they want to pursue in their analysis of the book.

**Assessment:** How will student progress be measured? What evidence of student learning should be collected? Please include aligned rubrics or assessment guidelines that provide guidance for interpreting student performance. 5.1

Student progress in this lesson will be monitored formatively. Collecting the thesis statements as well as the sticky notes at the end will help us determine the degree to which the students were able to match a concept with something specific from the text. If the thesis statements could guide further analysis, we know we’re ready for whatever the next step is.

**Materials/Sources:** Please attach or provide links to student and teacher materials (including above assessment materials) 4.3

*Heart of Darkness*, by Joseph Conrad
The Problem of Evil: On Being with Krista Tippett
(http://www.onbeing.org/program/problem-evil/220)
Pre-Formal Observation Meeting

Purpose

Collective Understanding

How does this pre-formal meeting support a teacher’s practice?

- Reflect as a team.
TUSD Standard Formal Evaluation Process

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TUSD Standard Formal Evaluation Process
Formal Observation – What am I observing?

Evidence Based Scripting

- Objective Scripting
- Representative Evidence Scripting
- Environmental Evidence?
Data Collection Technique: 
**Script**

- Video Observation Activity
- Objective based scripting
  - Objective
  - Representative
- Types of Evidence
  - Teacher
  - Student
- Environment
Formal Observation: Observing the lesson

- Script lesson
- Using anchor texts to Distil Big Ideas
- Grade 11-12 ELA
- Sarah Brown Wessling

https://www.teachingchannel.org/videos/exploring-essential-questions
https://www.teachingchannel.org/videos/prepare-for-socratic-seminar-ousd
Annotate Scripting using TUSD to each element within the following CSTPs:

- CSTP 1: all elements
- CSTP 2: all elements
- CSTP 3: all elements
- CSTP 5.3 only
- All additional data collection for remaining CSTP elements.
Share and clarify collective understanding of evidence alignment.

**Directions:**
Select one member from your team as the speaker to share evidence to support your CSTP element.
Formal Observation
Collective Rating: Aligning to the Evaluation Rubric

- As a team, rate each element for your group CSTP using the TUSD evaluation rubric.
  - How does the evidence support the rating?
  - What is the difference between not observed and unsatisfactory?
Administrator Preparation for Post Observation Conference

- Step 1: Align the evidence collected to each CSTP element
- Step 2: Rate each CSTP Element using the TUSD Evaluation Rubric
- Step 3: Complete G 1 Form
- Step 4: Rate overall CSTP standard
TUSD Standard Formal Evaluation Process

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Post-Formal Evaluation

- Post-Formal Observation Conference Demo
- Article XVII (timeline: within 5 days working days of observation)
- Administrator: Coaching Dialogue
- Provide to Unit Member (Teacher)
  - Complete copy of lesson plan & lesson script, with annotated CSTP elements
  - Copy of TUSD Rubric with circled ratings all CSTP Standard Elements
  - Completed G-1 Form
  - Copy of Goal Sheet
- Supporting Documents
  - TUSD Evaluation Rubric
  - Teacher lesson Plan
  - State Framework/RCD Unit
Informal Observation

Pre-Evaluation Conference

Pre-Formal Observation Meeting

Formal/Informal Interim Evaluation

Post-Observation Conference

Final Evaluation Conference
Step 3: G1 Form Protocol

- **Step 3: G1 Write up:**
  - **Commendations:** Use supporting rubric language with specific references to lesson.
  - **Recommendations:** Use supporting next column of rubric language with follow recommendations.
    - When standard rating is Satisfactory, provide recommendations for growth and development.
  - **Evidence:**
    - Type: see attached (attach annotated script and lesson plan, and pre conference notes)
TUSD Standard Formal Evaluation Process

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Final Evaluation Conference
Final Evaluation Conference
Final Evaluation Conference

Article XVII F.1.

► An evaluation conference shall be held with the unit member no later than 30 days before the last day of school.

► Discuss the final evaluation report
  ► Summary of the unit members performance
    ► G2 completed and signed by unit member
    ► TUSD Evaluation Rubric alignment
    ► Unit member’s Performance Objectives progress
“Principals arguably are the most important players affecting the character and consequences of teachers’ school-site professional communities. Principals are culture-makers, intentionally or not.”

McLaughlin & Talbert, 2006