

# Lead Evaluator Training

2014-2015 Ongoing Training  
Day 2



**INSTRUCTIONAL SUPPORT**

# Welcome Back!

- [re]Orientation
- Lead Evaluator Training
- Agenda Review



Year 1

# Lead Evaluator Training

- New York State Teaching Standards and Leadership Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and VA Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Ongoing

# Lead Evaluator Training

- From the Review Room: “Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.”

Ongoing

# Lead Evaluator Training

- Continue to collect evidence
- Use collected evidence to rate teachers on a rubric (with feedback)
- Manage the new system
- Employ growth-producing feedback to increase the quality of teaching
- Implement the Reform Agenda (RTTT)

Ongoing

# Lead Evaluator Training

- Or, to basically increase the likelihood that all of this can make a difference.

# Agenda

- Warm-Up Activity
- Evidence Collection
- Scoring (with feedback)
- Post-Observation Feedback
- Feedback for you on the process

# Rate the Teacher

A faint, light blue background illustration of a teacher standing in the center, facing a group of four children. The teacher is a simple human figure with arms slightly out. The children are also simple human figures, two on each side of the teacher, with their arms raised as if participating in a lesson. The entire scene is rendered in a soft, semi-transparent blue color against a white background.

Think about your teachers. Approximately what percent are:

Highly Effective?

Effective?

Developing?

Ineffective?



# Rate the Teacher

Think about the summative evaluations for your teachers. Approximately what percent was:

Highly Effective?

Effective?

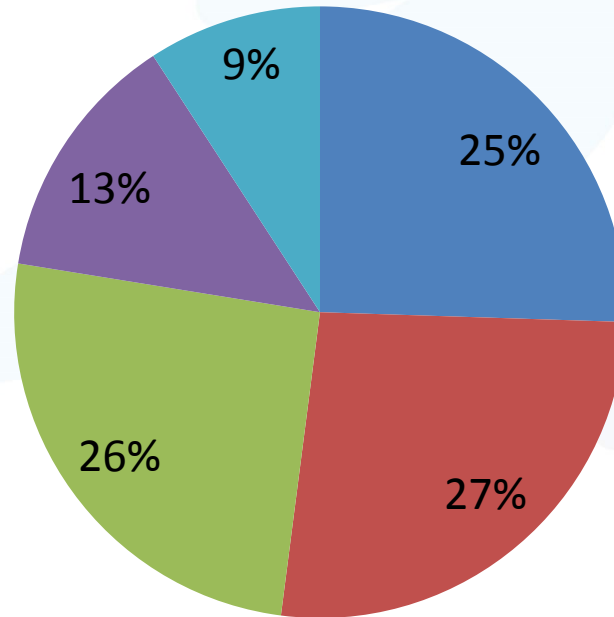
Developing?

Ineffective?

# Rate the Teacher

% Ratings by General Public

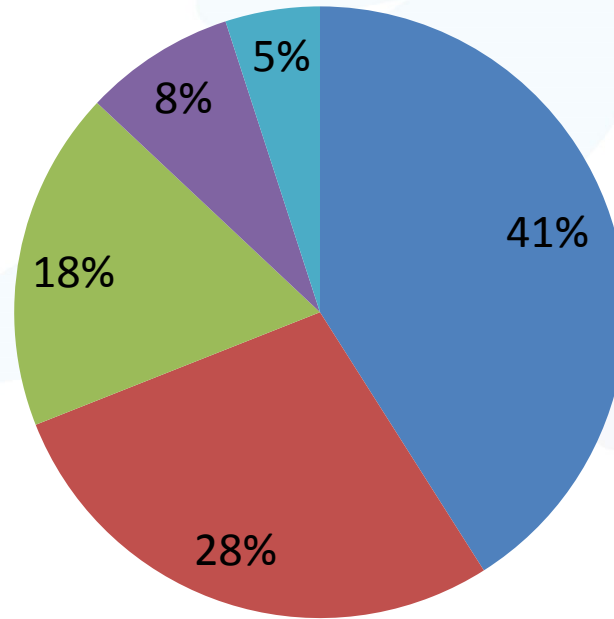
■ A ■ B ■ C ■ D ■ F



# Rate the Teacher

% Rating by Other Teachers

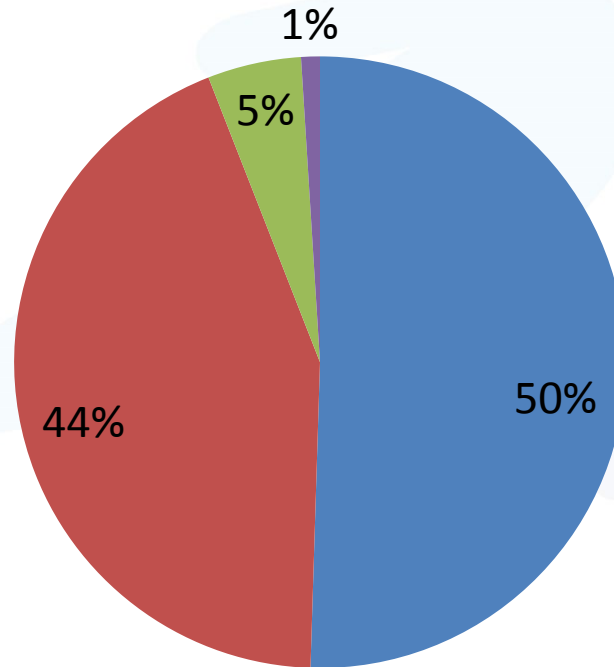
■ A ■ B ■ C ■ D ■ E



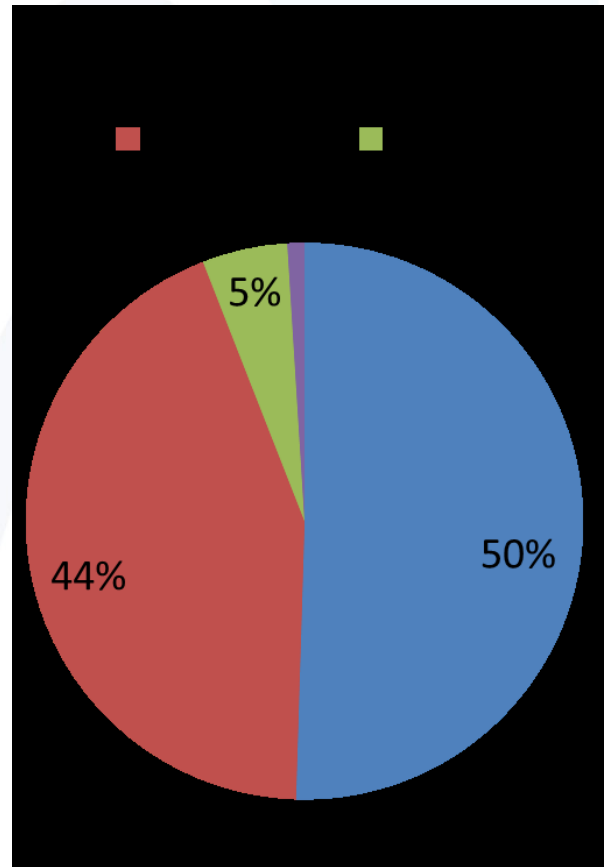
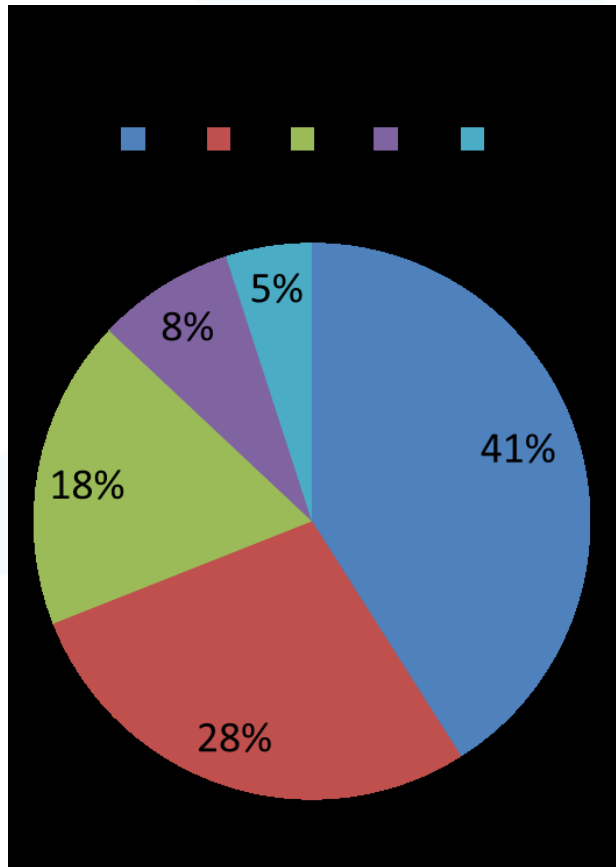
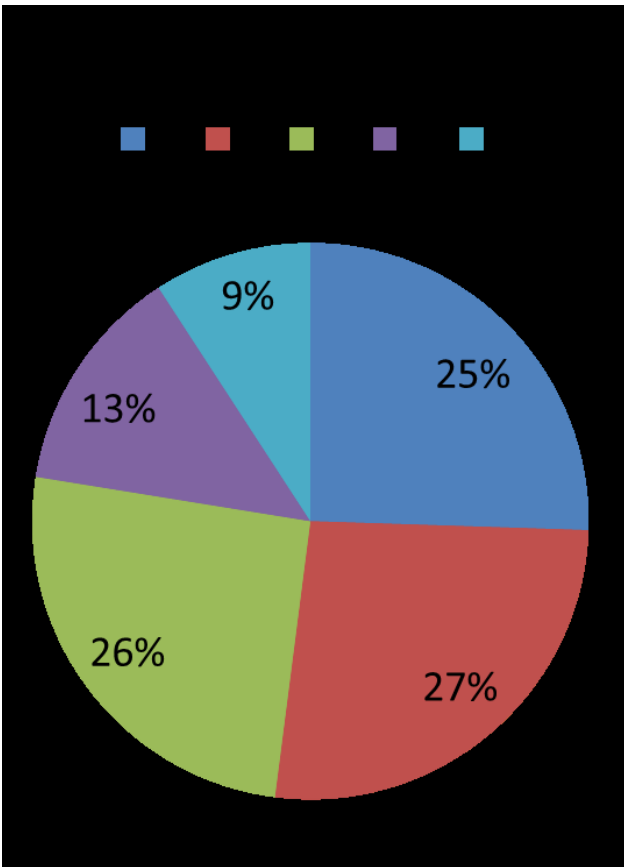
# Rate the Teacher

## % Rating by Evaluators

■ Highly Effective   ■ Effective   ■ Developing   ■ Ineffective



# Rate the Teacher



# Rate the Teacher

Are  
you  
surprised?



# Rate the Teacher

What does this mean for APPR in your school and district?

**SO WHAT?**

# Our Teacher

- Mr. Greenburgh
- 6<sup>th</sup> Grade Math Teacher





# Beginning of the Year



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# The Year at a Glance

## Beginning of the Year

- Beginning of the year meeting
- Standards I and II
- SLO and local (LAT) target setting

## Ongoing

- Evidence Submission by Teacher
- Evidence Collection
- Sharing the evidence
- Feedback Conversations

## End of the Year

- Evidence from the year collected
- Compare collected evidence to the rubric
- Summative score determination and communication

# Artifacts

Flip through the Beginning of the Year Artifacts to refresh your memory.

- LAT
- Lesson Plan
- Unit Plan
- Schedule
- Getting to Know You
- Other Artifacts



Beginning  
of the Year

# “Middle” part of the Year



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# Feedback Conversations



```
graph LR; A[Collect evidence from the classroom] --> B[Prepare to meet with teacher]; B --> C[Evaluator talks with the teacher];
```

Collect evidence from the classroom

Prepare to meet with teacher

Evaluator talks with the teacher

# Feedback Conversations





# Feedback Conversations

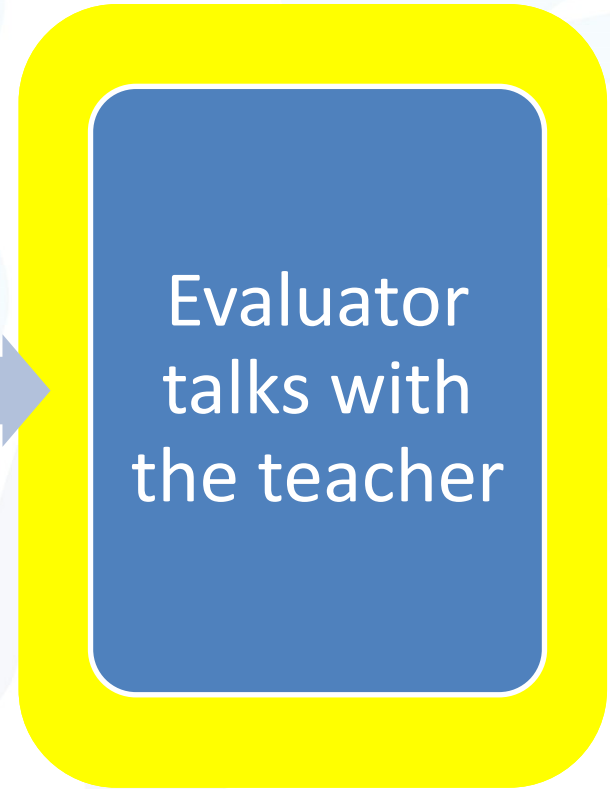
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classroom




Prepare to  
meet with  
teacher



Evaluator  
talks with  
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Collect evidence from the classroom

Prepare to meet with teacher

Evaluator talks with the teacher

# Evidence Collection

- Watch the lesson
- Collect evidence
- Clean Up Evidence
- Sort Evidence
  
- Score the evidence (only Standard 3 or Domain 3) **WITH A PARTNER**
- Score yourself – leave behind at table

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# Feedback Conversations



# Prepare for Feedback

What do you do before you meet with the teacher?

- Share the evidence
- Look at student work
- Review previous artifacts and documentation
- Consider your feedback
- Plan the conversation

# Prepare for Feedback

Looking at some student work

- In the Lesson section of the folder you will find student work
- At your table, look at the work and discuss it. What does it tell you? What questions do you want to ask the teacher?



# Prepare for Feedback

Consider your feedback

- What kind of feedback do you want to give?
- What approach will you take?
- Where on the coaching continuum do you want to be?
- Practice your active listening

Pt. 1



Pt. 2





# Prepare for Feedback

Consider your feedback

- Constructive feedback suggestions

# Prepare for Feedback

Consider your feedback

- Sort the cards into three piles (good, bad, and ugly)
- Go through the “bad” cards and turn them into “good”



# Feedback Conversations

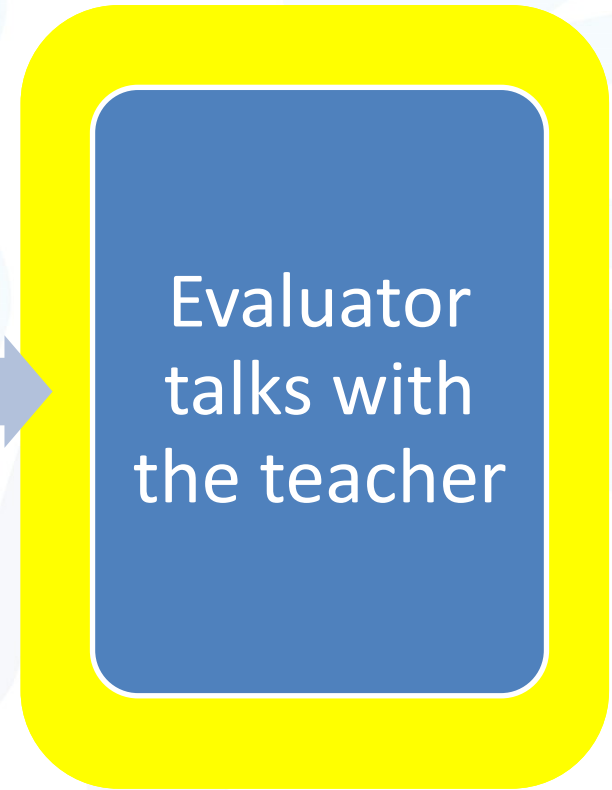
Collect  
evidence  
from the  
classroom



Prepare to  
meet with  
teacher



Evaluator  
talks with  
the teacher



# Watch the Conversation



**Principal talks with the teacher**

- Take notes about the conversation

# Conversation Debrief

## Principal talks with the teacher

- Debrief the conversation with a neighbor
  - What did the principal focus on?
  - What was her opening line?
  - What did she want the teacher to do in the future?
  - Where on the coaching continuum did the principal operate?

# Conversation Debrief

What does this mean for you and your feedback conversations?

**SO WHAT?**

# Instructional Leadership



**INSTRUCTIONAL SUPPORT**

# Continuous Improvement

Why would you collect feedback from teachers after the process was complete?

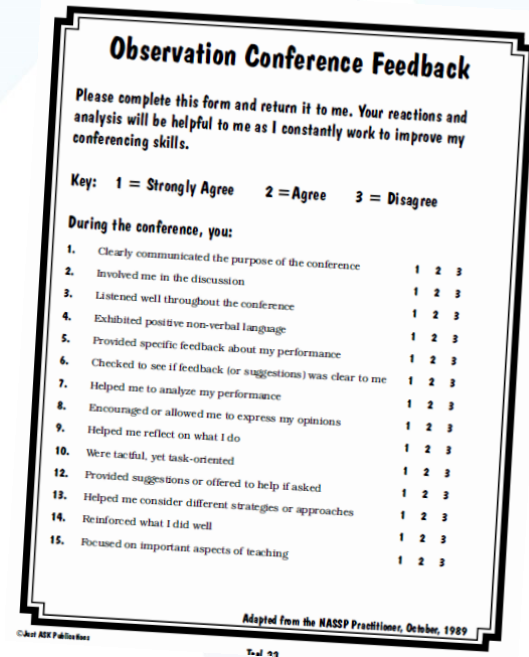
- Model reflection and continuous improvement orientation
- Collect data to improve your own practice
- Express your interest in their input



# Continuous Improvement

## Examples

- Have shared the end-of-the-year survey with you in the past (at end of the year APPR [resources page](#))
- Take a look at Paula Rutherford's tool



**Observation Conference Feedback**

Please complete this form and return it to me. Your reactions and analysis will be helpful to me as I constantly work to improve my conferencing skills.

Key: 1 = Strongly Agree 2 = Agree 3 = Disagree

During the conference, you:

1. Clearly communicated the purpose of the conference	1	2	3
2. Involved me in the discussion	1	2	3
3. Listened well throughout the conference	1	2	3
4. Exhibited positive non-verbal language	1	2	3
5. Provided specific feedback about my performance	1	2	3
6. Checked to see if feedback (or suggestions) was clear to me	1	2	3
7. Helped me to analyze my performance	1	2	3
8. Encouraged or allowed me to express my opinions	1	2	3
9. Helped me reflect on what I do	1	2	3
10. Were tactful, yet task-oriented	1	2	3
12. Provided suggestions or offered to help if asked	1	2	3
13. Helped me consider different strategies or approaches	1	2	3
14. Reinforced what I did well	1	2	3
15. Focused on important aspects of teaching	1	2	3

Adapted from the NASSP Practitioner, October, 1989

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T. J. 23

# Next Session

- March 26<sup>th</sup> in Cortland
- March 27<sup>th</sup> in Syracuse
- Agenda will include
  - Evidence Collection
  - Preparing for end-of-the-year
  - Instructional leadership

# Housekeeping

- Leave organized folder and contents at table (pile)
- Leave your answer sheet at the table (pile)
- Leave the red answer key at the table (pile)

*Thank You!*

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