

NON-CLASSROOM INSTITUTE PARTICIPANTS

OBSERVATION IDEAS AND GUIDANCE FOR EDUCATORS IMPLEMENTING INSTRUCTIONAL SHIFTS

In thinking about the Educator Effectiveness requirement of using multiple measure as summarized in the table below, how might the Lesson Plan Process Guide, as well as student and teacher reflection tools assist teachers in gathering data for their annual evaluation process?

The Lesson Plan Process Guide and reflection tools will allow teachers to really dig in and think about HOW they are going to deliver the instructional material in an effective, efficient, and engaging way. Teachers will be able to progress monitor their own lesson planning and discover where they are strong and where they are lacking. The reflection tools allow both the students and the teacher the opportunity to have ownership in their own learning and the learning of the students. If done with purpose and authenticity, it covers the Educator Effectiveness rubric in all five performance categories.

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For teachers, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary teachers** – At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary teachers** – At least one documented observation every year and one evaluation that results in a written evaluation report including fair and reliable measures of performance against Quality Standards. every three years.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

REQUIRED MEASURES FOR TEACHERS:

Include at least one of the following measures as a part of the annual evaluation process.

- Student perception measures, where appropriate and feasible;
- Peer feedback;
- Feedback from parents or guardians;
- Review of teacher lesson plans or student work samples.

NON-CLASSROOM INSTITUTE PARTICIPANTS

OBSERVATION IDEAS AND GUIDANCE FOR EDUCATORS IMPLEMENTING INSTRUCTIONAL SHIFTS

Using the table below, add your best thinking about possible guiding questions a classroom observer (e.g. instructional coach/administrator) might use to encourage educators as they implement the instructional shifts in their discipline. (Please feel free write your own questions or use any questions from the *Guiding Questions EE Resource Guide* document found in the institute document section). Once you choose the prompts that resonate the most with you and add them to the left hand side, share a few evidence examples or “look fors” for teachers and students that might occur as a result of these questions (an example has been provided below).

Is this list for a particular discipline –if so which one-or more general for most disciplines?	
Guiding Question (may cut and paste from <i>Guiding Questions EE Resource Guide</i>)	Evidence Examples or “Look Fors”
<p><i>Example:</i> How will I make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Connect the curriculum to current trends in the discipline and society with consideration to differentiated learning styles and needs of students. • Share/model how to use primary sources throughout the lesson • Provide a variety of examples developed around well-known stories, television programs, movies, commercials, etc. <p>Students:</p> <ul style="list-style-type: none"> • Identify/articulate spontaneous connections they make between personal experience and learning exercises • Use higher level thinking in conversation with peers • Connect personal examples found within their peer culture as it relates to learning
<p>How will I give students ownership in the learning and reflection process?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Share/model self-reflection and evaluation • Provide students with reflection and evaluation tools <p>Students:</p> <ul style="list-style-type: none"> • Identify learning/lesson objectives • Use higher level thinking and technical vocabulary in conversation with peers and teacher
<p>How do I use information gained from student and teacher reflections to improve my instruction?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Facilitate Socratic seminar to discuss reflections and next steps • Collaborate with colleagues to plan future lessons • Monitor student growth <p>Students:</p> <ul style="list-style-type: none"> • Set goals for future lessons based on current reflection • Collaborate with peers to discuss reflections and next steps
<p>Based on the learning/lesson objective, what types of instructional strategies would be most efficient?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Research and understand high-yield instructional strategies • Model instructional strategies to students <p>Students:</p>

NON-CLASSROOM INSTITUTE PARTICIPANTS

OBSERVATION IDEAS AND GUIDANCE FOR EDUCATORS IMPLEMENTING INSTRUCTIONAL SHIFTS

	<ul style="list-style-type: none">• Employ 21st century skills (i.e. critical thinking, problem solving, etc) when completing the objective• Work in small groups to hold each other accountable for learning
How will I engage all students?	<p>Teachers:</p> <ul style="list-style-type: none">• Differentiate instruction• Group students according to skill level• Allow student leaders to work/teach other students• Provide a variety of examples to make the content relevant to the students' lives <p>Students:</p> <ul style="list-style-type: none">• Communicate thoughts, ideas, and emotions with class• Formulate opinions and share with class• Collaborate with peers to accomplish lesson objective

In thinking about the learning and discussions throughout the institute, share ideas for how instructional coaches, school and district administrators could ensure a school culture that supports educators in implementing the instructional shifts?

- *Model in professional development and staff trainings what those instructional shifts look like. If it is going to be the culture of that school, all must approach learning in this way.*
- *Allow time for collaboration, practice, personal reflection, and collaborative reflection during the workday (i.e. PLCs)*
- *Peer feedback/mentoring*
- *Regular observation and feedback for educators*

Please use the space below to share any additional thoughts or needs that the Standards and Instructional Support team should know about supporting you in your role for strong, standards-based Instructional planning.

How does this work in a site-based philosophy in a school district?

Training for coaches, mentors, and administrators on how best to start (and maintain) a new way of thinking (new for some).