

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 guidance or student and teacher reflection tools assist teachers in gathering data for their annual evaluation process?

Teachers are asked to “demonstrate that they analyze student learning, development and growth, and apply what they learn to improve their practice”. In order to accomplish this, teachers need to spend time reflecting upon their lesson development and implementation. The reflection tools provide a scaffold for teachers to reflect upon various facets of instruction and uncover what student data might need to be collected to move forward in the curriculum. As teachers refine their practice, and add the reflective tools to their schema, quality lesson design and implementation emerge.

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.

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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? Social Studies (secondary)	
Guiding Question (may cut and paste from <i>Guiding Questions EE Resource Guide</i>)	Evidence Examples or “Look Fors”
When looking at the year as a whole, what content knowledge might a student have at the end of the year?	<p>Teachers:</p> <ul style="list-style-type: none"> Identify the essential learning and big ideas that are present throughout a year of study. Provide a variety of lesson styles to meet the needs of all students. <p>Students:</p> <ul style="list-style-type: none"> Identify/articulate “big ideas” and concepts that were taught throughout the year (i.e. change over time). Can connect examples of concepts to the overarching learning goal(s).
At the end of the year, what skills would your Social Studies student possess?	<p>Teachers:</p> <ul style="list-style-type: none"> Connect social studies content to literacy specific skills (i.e. reading, writing, and communicating). Share/ model the use of discipline-specific skills throughout the year (i.e. use of GIS, reading primary sources, writing an argument). Provide a wealth of examples developed around real-world examples and uses. <p>Students:</p> <ul style="list-style-type: none"> Use higher level thinking in conversation with peers. Apply skills to their personal culture. Use discipline specific language in academic settings.
What inquiry-based strategies will help achieve the goals in this unit?	<p>Teachers:</p> <ul style="list-style-type: none"> Share/ model how to engage in discipline specific inquiry tasks. Introduce and guide students in a variety of strategies to meet the needs of all learners. Ignite curiosity in learners – what questions are they asking? Demonstrate creativity and flexibility in connecting ideas and content. Asking questions that keep students on the identified path to meet content goals and standards. <p>Students:</p>

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	<ul style="list-style-type: none">• Identify and pull from a “tool-box” of strategies when engaged in an inquiry task.• Identify/ articulate spontaneous connections they make between personal experience, prior knowledge, and new learning.• Ask a variety of questions around the complexity of a topic• Demonstrates inter-connected thinking
In the past, how have you engaged and excited students in Social Studies?	Teachers: <ul style="list-style-type: none">• Demonstrate reflective thinking to identify past strengths and successes.• Provide a variety of examples of past lessons where students have provided positive feedback. Students: <ul style="list-style-type: none">• Provide feedback consistently around engagement in lessons.• Are reflective about their own classroom experience.

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?

- *Provide time for teachers to observe other teachers. Whether this is a formal structure of peer observation or implementing an informal structure (like [Pineapple Charts](#)), allowing teachers to see how other teachers are implementing strategies and lesson plans is a powerful use of time. This can be done within a building, or with neighboring schools.*
- *Praise teachers who are trying something new in their classrooms. Remember that stepping out of a comfort is hard work and even if the lesson is exemplary, teachers need to hear “good job” on the attempt. Follow-up with targeted coaching around successes and next steps.*
- *Collaborative lesson planning is also a powerful tool. By first focusing on teachers who are comfortable doing this, invite teachers to plan with a coach or instructional administrator. The process allows for multiple ideas to be shared, possible barriers to be addressed, and creates a shared vision for instruction.*

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.

In my role as a content specialist at a large district, I provide teachers with many possibilities for planning and implementing content in their classrooms. However, with a student-based decision model in place, I can only provide to those that come looking or invite me into their classrooms. We cannot require the use of any one way, we can only encourage. Collaborating with other educators in a variety of roles is valuable. We consistently look to state created materials for guidance and as “mentor texts” when implementing and sharing instructional practices and requirements with teachers. Thank you for always having high quality materials for us to use!

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Distribution of Materials	<ul style="list-style-type: none"> Materials are linked in all units of study in 7th-12th grade as an example and support in planning. Materials have been shared with any brand-new teacher that has requested planning assistance Materials have also been shared with various district-level colleagues as examples and talking points.
Context under which you provided the materials, (e.g., your district PD day)	<ul style="list-style-type: none"> We support teachers most often in a 1:1 environment, as well as on-line.
Rationale for your Choices (e.g., how you distributed the materials, what you are hoping teachers will do with the materials, etc.)	<p>My district currently provides guidelines about how and where we share “non-district” created material. As a result, the links to materials have been provided through our Google Drive and file management system. I hope that teachers use the materials during planning, as well as during induction reflection exercises.</p>
Sample of Teacher Reflections	<ul style="list-style-type: none"> <i>“High-quality and easy to use!”</i> <i>“These materials provided me with another way to engage in lesson planning. The questions and example were most helpful as I think about incorporating new instructional models into my middle school classroom.”</i> <i>“I look forward to using these throughout my first year of teaching, my toolbox just got an update!”</i>
<p>Reflection Questions</p> <ul style="list-style-type: none"> What were the results of the approach I used - was it effective? <ul style="list-style-type: none"> It is hard to say what the long-term results will be of the approach I used to share these materials with teachers. I have gotten good feedback in one on one meetings when I share the templates with teachers. I plan on some follow-up towards the end of the first semester and again towards the end of the year to see if there was any long-term use and implementation. What are the primary, core instructional strategies that I use regularly? Are these effective? Why do I use them? <ul style="list-style-type: none"> I regularly use modeling when teaching teachers new instructional strategies. I find them to be effective based upon the engagement and feedback of teachers. I use them because I have always found it helpful to see at least one interpretation of an strategy before I use it with students. I also find in encourages discussion in a safe environment about what teachers would do different when thinking about using the strategy themselves. What background knowledge and skills did I assume students (new teachers) were bringing to the lesson? <ul style="list-style-type: none"> I assume that new teachers have a background in basic lesson design, as well as an understanding in backwards planning. I also assume that new teachers have a desire to continue to learn about and improve their practice through feedback. 	

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- **Were the students (new teachers) productively engaged? How do I know?**
 - I feel that the new teachers were almost always productively engaged because they were actively participating in the conversation and asking new questions to promote discussion and understanding. The few teachers that have not been excited about a new tool and strategies have a hard time answering questions and just seem to want the conversation over with. I coach these teachers into some reflective conversation about why they feel they don't need to add anything to existing toolbox.