

## 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?

*In my opinion, the lesson plan template and the reflection tools are very valuable in assisting teachers in the evaluative process. The lesson plan tool is comprehensive and provides multiple opportunities for mindfulness and intentionality in planning. When used, the guide walks a teacher step by step through good teaching process and provides opportunities to intentionally add student engagement strategies as well as formative checks that directly align to Teacher Quality Standard III. The entire lesson planning process aligns with Quality Standard I.a. and I.e. In addition, both the student and the teacher reflection questions align with Quality Standard IV.*

*I feel that any process that gives teachers an opportunity to consider why they choose a particular instructional strategy or the relevance of a lesson aids in teacher growth and student achievement.*

**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.

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.

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(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 <b>relevant</b> to students and take actions to connect students’ background and contextual knowledge with new information being taught.</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Connect the curriculum to current trends in the discipline and society with consideration to differentiated learning styles and needs of students.</li> <li>• Share/model how to use primary sources throughout the lesson</li> <li>• Provide a variety of examples developed around well-known stories, television programs, movies, commercials, etc.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Identify/articulate spontaneous connections they make between personal experience and learning exercises</li> <li>• Use higher level thinking in conversation with peers</li> <li>• Connect personal examples found within their peer culture as it relates to learning</li> </ul>
<p>How will I know that my students are engaged in learning as opposed to simply being compliant?</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Involve all learners in classroom discussions through various individual and group strategies instead of raised hands</li> <li>• All learners are required to interact with classroom concepts and skills even if only one or two learners will respond</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Can describe success criteria and know what they are expected to do to reach mastery</li> <li>• Assess each other’s work and provide feedback using the success criteria</li> <li>• Discuss issues with peers to reach a more complete understanding</li> </ul>
<p>How will I encourage students to reflect, think and act on learning?</p>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Provide think-time and opportunities for learners to share reflections</li> <li>• Ask learners to identify the success criteria</li> <li>• Display reflective sentence stems for learners to use</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Use think-time as opportunities to make connections and identify growth and gaps</li> <li>• Use question stems to accurately guide their thinking: “What worked? What didn’t work? What can I do differently? What is the next step?”</li> </ul>
<p>How will I ensure that students feel safe</p>	<p>Teacher:</p>

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<p>and valued in collaboration during the learning process?</p>	<ul style="list-style-type: none"> <li>• Establish norms and expectations</li> <li>• Strategically group students</li> <li>• Model listening skills and feedback</li> <li>• Monitor the collaboration</li> <li>• Hold both individuals and collaborative groups accountable</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Take risks and work through frustrations</li> <li>• Contribute to the group</li> <li>• Offer peer support and feedback</li> <li>• Reflect on individual accountability to the collaborative group</li> </ul>
<p>How will I use feedback in the learning process to facilitate student growth?</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Focus on clear success criteria</li> <li>• Be specific and descriptive</li> <li>• Keep feedback timely</li> <li>• Provide a safe environment</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Self-Assess using success criteria</li> <li>• Seek and be receptive to feedback</li> <li>• Ask clarifying questions</li> <li>• Set goals and monitor progress</li> </ul>
<p>How will I ensure my classroom environment is conducive to learning?</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Define expectations, consequences and rewards</li> <li>• Explain, rehearse, reinforce, and reteach procedures and routines</li> <li>• Establish strong, positive relationships with students</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Initiate activities and self-regulate</li> <li>• Value taking risks in thinking</li> <li>• Appropriate learning behaviors are modeled and celebrated</li> <li>• Communicate and demonstrate effective procedures and routines</li> </ul>
<p>How will I use closure in my lesson to further students' mastery?</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Emphasize key points, revisit, and make connections to the learning target</li> <li>• Provide a roadmap for future learning</li> <li>• Clarify strengths/weaknesses</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Self-assess using success criteria</li> <li>• Celebrate growth and success</li> <li>• Verbalize the lesson's key points, big ideas, and next steps</li> </ul>
<p><i>How will I encourage a growth mind-set in my classroom to help students persevere in the learning process?</i></p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Ask open-ended questions</li> <li>• Provide struggle time</li> <li>• Encourage creative problem-solving</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Celebrate resilience</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Collaborate with peers</li><li>• Take risks and work through frustrations</li></ul> |
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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?

*I think that the key to implementing the instructional shifts is planning. Instructional coaches, school administration and district administration can best help in the planning process by setting aside time and facilitate planning on a regular basis. In addition, professional development for both administrators and teachers that is centered on creating an intentional and mindful planning process is vital.*

*District and School administrators often read educational resources. I would like to suggest a book called "Leverage Leadership." It is incredibly rich with ideas for administrators about creating a data driven culture, to include the planning process and evaluation.*

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.

*As a music administrator, I still believe that we have a long way to go within our school administrations to understanding what lesson planning, assessment, and evaluation should be for arts classrooms. I would appreciate as much shareable information as possible about what other arts educators/administrators do to facilitate planning as well as assessment. I also believe that empowering arts educators with the understanding of vocabulary used by core teachers is extremely helpful.*