

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 moves the educator through a thought-provoking progression that demands answers to critical instructional questions. Traditional lesson planning asks educators to complete only the center column of the guide (providing the lesson plan elements and design). In this tool, the “instructional shift” prompts (left column) help educators prepare the learning environment in a systematic way. The “metacognitive reflection” questions (right column) insist that educators evaluate the reasons behind the selected strategies for the lesson. When educators prepare lessons using this guide, it is possible to track learning from a conceptual basis with an integrated approach to data collection that is not found in traditional lesson planning.

As we experienced in the example lesson during the Institute, this guide allows for the natural integration of student perception measures, peer feedback, and the review of teacher lesson plans. The Guide does not appear to address the third bulleted item on the “Multiple Measures of Educator Performance” (Feedback from parents or guardians). Perhaps an additional component of the Lesson Planning Process Guide could address this piece? A heading entitled, “Home Connections” could be added at the bottom along with the “Co-teaching Opportunity” and “Cross-Content Connections” headings. This is where educators might share how feedback is collected.

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?	
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 demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Central concepts are identified; content is appropriately sequenced to provide students with an authentic progression and attainment of skills and knowledge in the discipline. • Lesson Goals are clearly evident to stakeholders and teaching strategies are supported by hard research. • Development of formative assessments to monitor effectiveness of teaching and make modifications as needed. <p>Students:</p> <ul style="list-style-type: none"> • Curious and thoughtful approach to content with an understanding of learning targets. • Ability to identify and utilize discipline-specific skills and knowledge in multiple settings outside of learning environment.
<p>How will I foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Develop and reinforce classroom rules that inspire respectful behavior, accepting/open attitudes, and positive relationships between adults and students as well as during peer-to-peer interactions. • Nurture positive relationships with all students and encourage students to support one another. <p>Students:</p> <ul style="list-style-type: none"> • Positive attitude and respectful tone is displayed while learning, interacting with adults, and during peer-to-peer interactions • Ability to recognize the contributions of all members of the learning

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	community.
How could I demonstrate and support knowledge of student literacy development in reading, writing, speaking and listening	<p>Teachers:</p> <ul style="list-style-type: none"> • Connect discipline-specific readings and listening skills with cross-curricular content. • Develop a variety of activities that allow students to demonstrate discipline-specific learning in multiple ways (such as presentations, portfolios, etc) <p>Students:</p> <ul style="list-style-type: none"> • Obtain discipline-specific knowledge through appropriately selected readings and listening activities. • Use discipline-specific terminology in conversation with peers and adults
How could I demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.	<p>Teachers:</p> <ul style="list-style-type: none"> • Demonstrate a commitment to achieving equity for all students • Explore and understand a wide-variety of discipline-specific genres and traditions. • Develop lessons that include contributions and perspectives from all ethnic groups within the learning environment (and beyond). <p>Students:</p> <ul style="list-style-type: none"> • Identify and explain elements of diverse cultures and genres via discipline-specific terminology • Demonstrate openness toward all learners in the community

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?

To implement the instructional shifts that were discussed during the institute, it will be critical that instructional coaches and school/district administrators support educators as they transition to this new way of thinking, planning, and evaluating. School officials can provide training and support in the three areas that require new focus: 1) Planning, 2) Strategies, and 3) Reflection. This type of educational shift will require “buy-in” from all stakeholders and will involve significant effort from all parties.

Within a learning community, there are several ways to ensure that educators have the support they need to make the “shift.” First, a leadership group should be identified within the learning community – a group of strong educators that desire to have additional training. Those individuals would become the mentors in a peer-to-peer mentoring program within the community. Once mentoring pairs are established, lesson plans would be shared, co-developed, implemented and reviewed in “teams.” The system would have no initial impact on educator effectiveness data. Rather, it would be a positive, encouraging initiative that allows for additional planning time, peer critique, and reflection.

Practically speaking, a second initiative could be focused on the development of a web-based lesson planning template that allows educators to select items from “drop-down” menus or “reuse” previously developed explanations. This would be particularly helpful when selecting strategies for inclusion in the plan or when selecting standards, materials/technology, etc. If the system is constructed correctly, data could be stored and then extracted from the lesson planning system to reveal instructor tendencies (imagine “pie graphs” that show how much certain standards are integrated, or another graph that compares instructional strategies used by the teacher, etc). This information could be used for reflection and/or teacher effectiveness.

Finally, school administrators will need to support educators as they transition to more reflective practices. We already have a system with built in “planning periods” for educators. Do we need “reflecting periods” too? It is an interesting question to consider. Furthermore, what is “good” reflecting on one’s own teaching? Perhaps more than the planning shift or the strategy shift – both of which re-work (to some extent) previous practices – we need to dedicate significant energy toward developing educators that reflect effectively.

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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.

I appreciated the opportunity to be involved in the Institute. The focus of the Institute (instructional shift to concept-based lesson planning) was personally inspiring and allowed me to re-focus my own desire to prepare strong teachers that plan effectively, integrate successful strategies in a purposeful manner, and reflect on one's own teaching. As an educator (of future educators) and a parent of four children currently in public schools, I was encouraged about the future of education in Colorado. I hope my children have teachers that go through this process everyday!

I was impressed by the Standards and Instructional Support team throughout this process. Developing an extensive collection of model lesson plans will be a valuable tool for educators as "the shift" progresses, and these efforts are well underway. I hope future efforts focus on developing sample units from which lesson plans might be extracted. It is sometimes challenging to glean "the big picture" from one lesson plan example (even with contextual information). I'd love to see full teaching units that have been effectively sequenced, include a strong mix of teaching strategies, demonstrate reflective practices, and (perhaps) provide video examples during each step of the process.