NMTEACH New Administrator Training
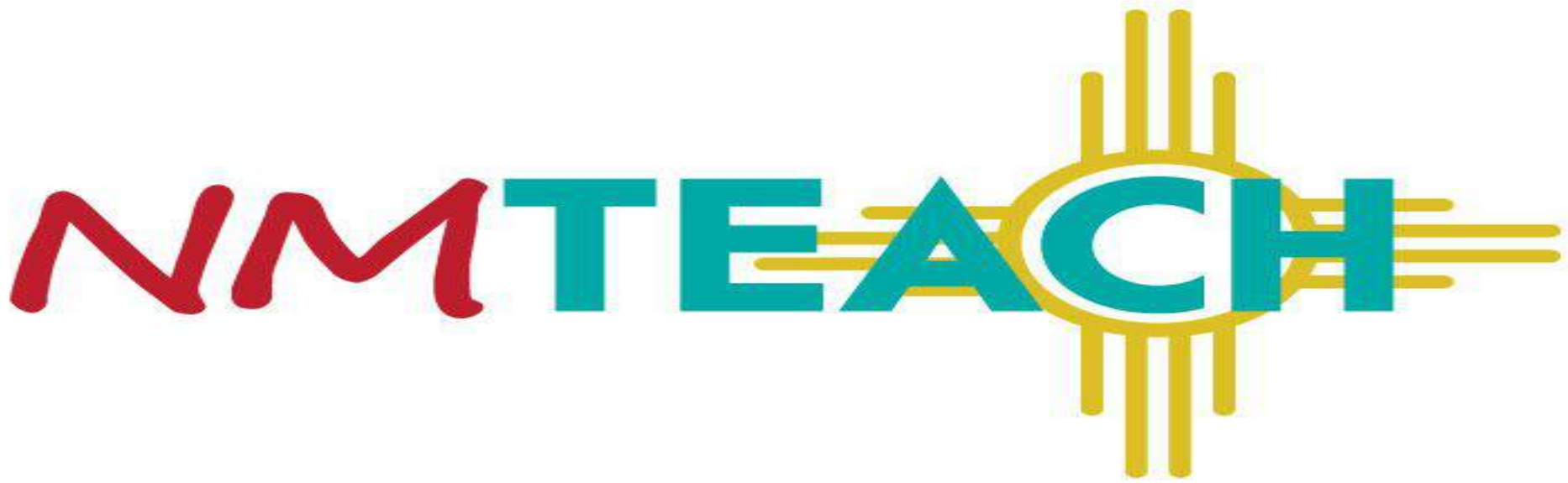
Welcome! Once we get started we will be putting you into groups, so please don't get too comfortable ☺

Hanna Skandera
Secretary of Education

Using the NMTEACH Process to Support Continuous Improvement

Day 1

Hanna Skandera
Secretary of Education

Establishing Your Working Teams

- **Divide up** – School Administrators to the left side of the room; REC and PED personnel to the right; Higher Ed Faculty in the center of the room.

- **Numbered Heads** – Count off 1-15

- **Relocate** to your assigned number table

Hanna Skandera
Secretary of Education

GUIDING QUESTION

If your teachers were asked to list the top 5 people who they would go to for help to improve instruction, would you be on the list?

Group Norms

- Limit technology distractions (Place phones on silent; please use laptops/tablets to take notes).
- Let others finish what they are saying without being interrupted.
- Be punctual (sessions, breaks, lunch, small group work).
- Show respect for each other's opinions.
- Be brief and to the point when speaking.
- Agree to disagree.
- Give everyone a chance to speak.
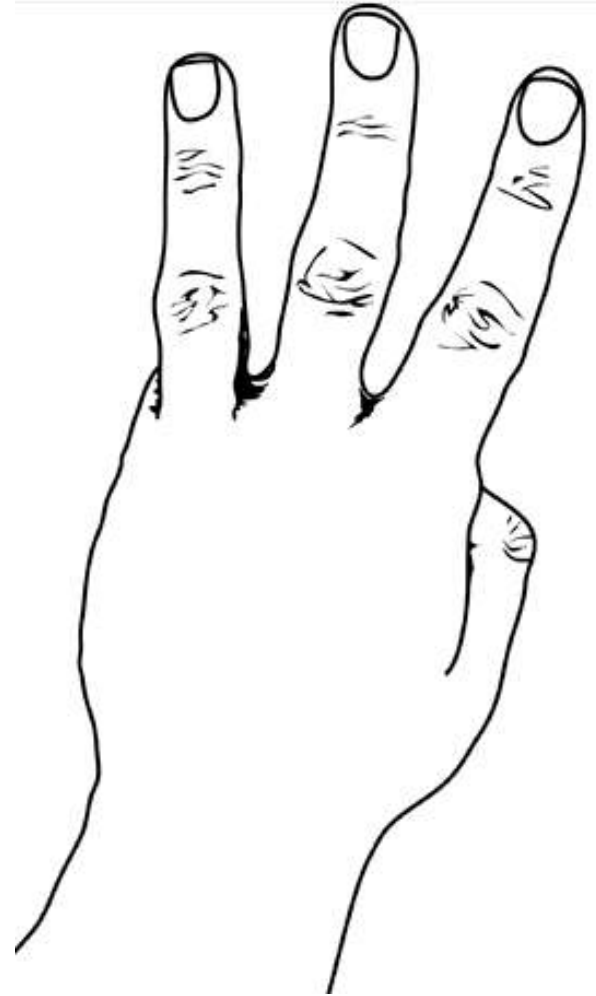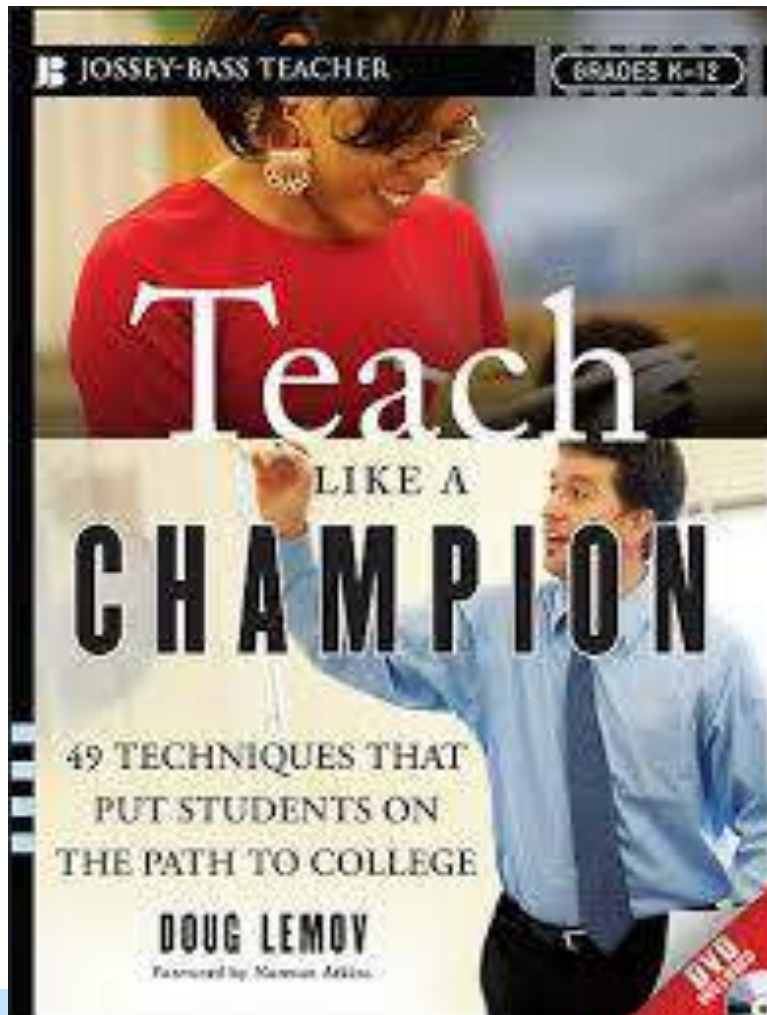- Build on each other's ideas.

Time Check

- How much time?

- Your table's timekeeper will be asked to hold up fingers representing the number of minutes your team will need to complete your task.

Cold Call

Using index cards, the presenter will randomly choose a table number for a response.
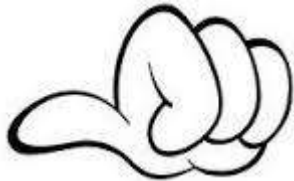
Clarity of Directions Thumbs Up/Down

- I feel good. I do not have any questions and can help others on this topic.

- I feel ok. I may have a few questions about this topic.

- I do not feel ok. I have many questions. I need help with this topic.

Introductions

- Name
- School
- Title

Team Roles

Table Team Job Duties

1. **Time keeper –** paces the team on assignments.

2. **Score keeper –** guides the calibration of scores in the debrief.

3. **Techno scribe –** completes final written summaries for team and posts scores using web-based resources.

4. **Reporter –** presents the table's evidence to justify scores within the debrief.

5. **Verifier –** verifies the evidence collected is aligned to the language of the Rubric and to the Essential Indicators.

The Next Three Days
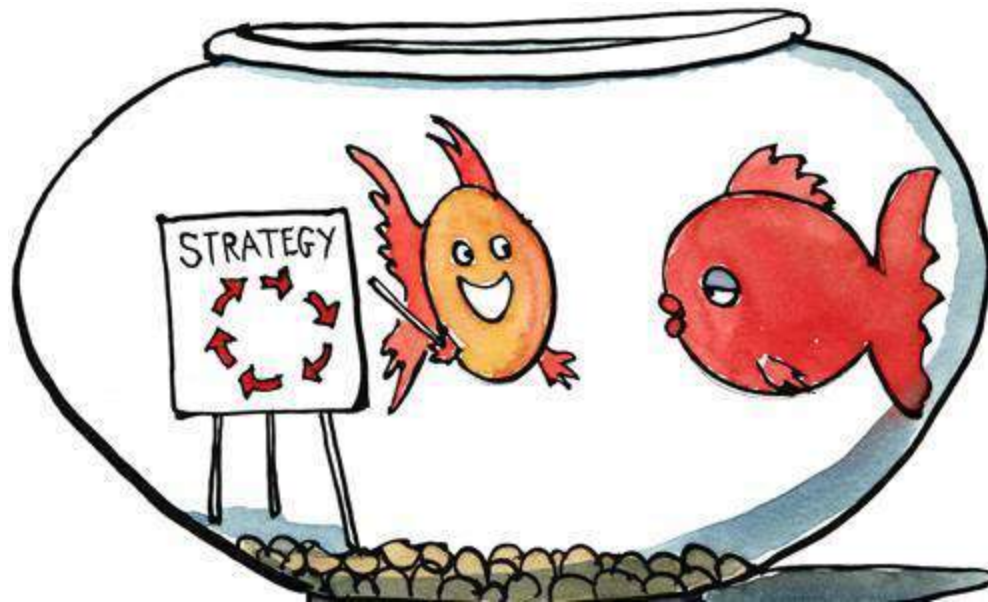
Agenda At-a-Glance

Day 1

AM

Overview and Understanding the Continuous Improvement Process

PM

Understanding the Elements of Domain 2 and Calibrating with the Rubric

Day 2

AM

Understanding the Elements of Domain 3 and Calibrating with the Rubric and Feedback

PM

Understanding and Collecting Evidence to Support Domains 1 and 4 and Certification Test

Day 3

AM

Understanding and Using VAS and STAM

PM

-Closing the Knowing-Doing Gap

-Supporting Diverse Learners

Workbook Overview

NMTEACH

Year 3 Training

NEW Administrators

Workbook

January 2016

Session Objectives

Participants will:

- Gain a better understanding of strategies and structures to enhance instructional leadership.

- Determine how to prioritize and organize daily schedules to address instructional expectations.

- Identify and incorporate high yield administrative actions that focus school improvement efforts and enhance learning opportunities for students.

- Review three essential components for classroom observations.

Meeting Back Channel

- Voice for All
- Immediate Feedback
- Temperature Reading of Participants
- Quick Response

TodaysMeet

Listen.

Talk.

What's your name?

Join.

Hanna Skandera
Secretary of Education

Meeting Back Channel When to Use

- **Staff Meetings**
- **Parent Meetings**
- **Governance Council Meetings**
- **Many, many more…**

Hanna Skandera
Secretary of Education

Let's Log In

Go to

- www.todaysmeet.com/NMTEACHJanuary2016
- Type in comments that you want to share with the audience when we report out.
- Share your **Best Practices!**
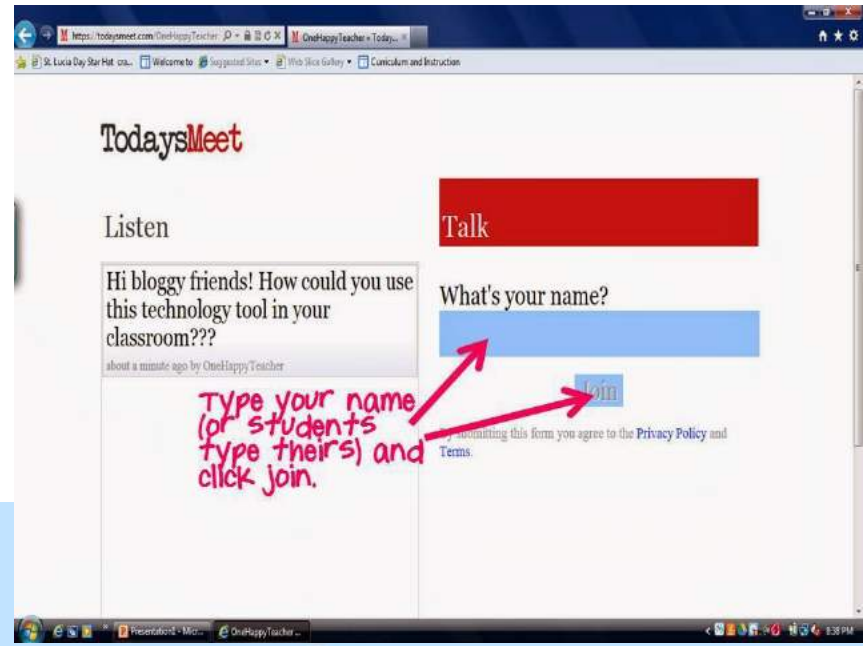
What Effective Instructional Leaders Do: Support School Improvement and Instructional Quality

Hanna Skandera
Secretary of Education

The Main Thing

The main thing is to keep the main thing the main thing.

Zig Ziglar

51%

Hanna Skandera
Secretary of Education

The Focus is to "Coach Up" Instruction

Vocabulary Clean Up

NM TEACH

The Educator Effectiveness System in New Mexico.

Teachscape

A web-based observation and evaluation management system that allows administrators to capture evidence and documents, to score the evidence and give feedback to teachers.
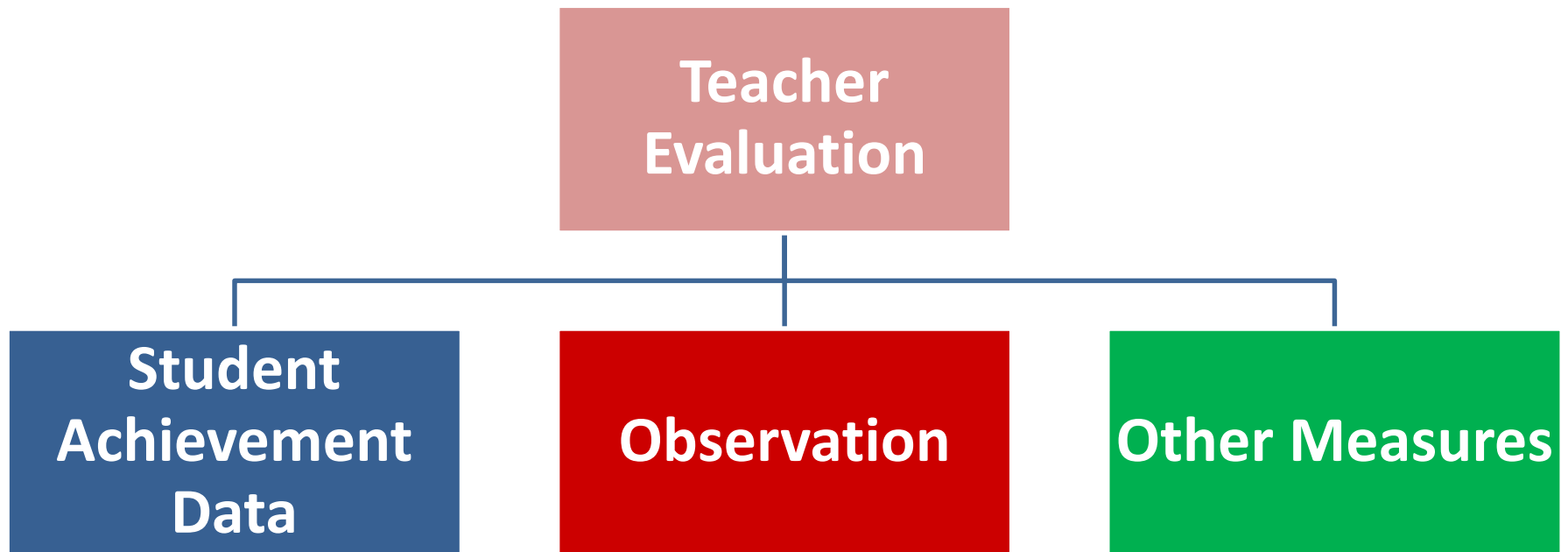
NMTEACH Educator Effectiveness System
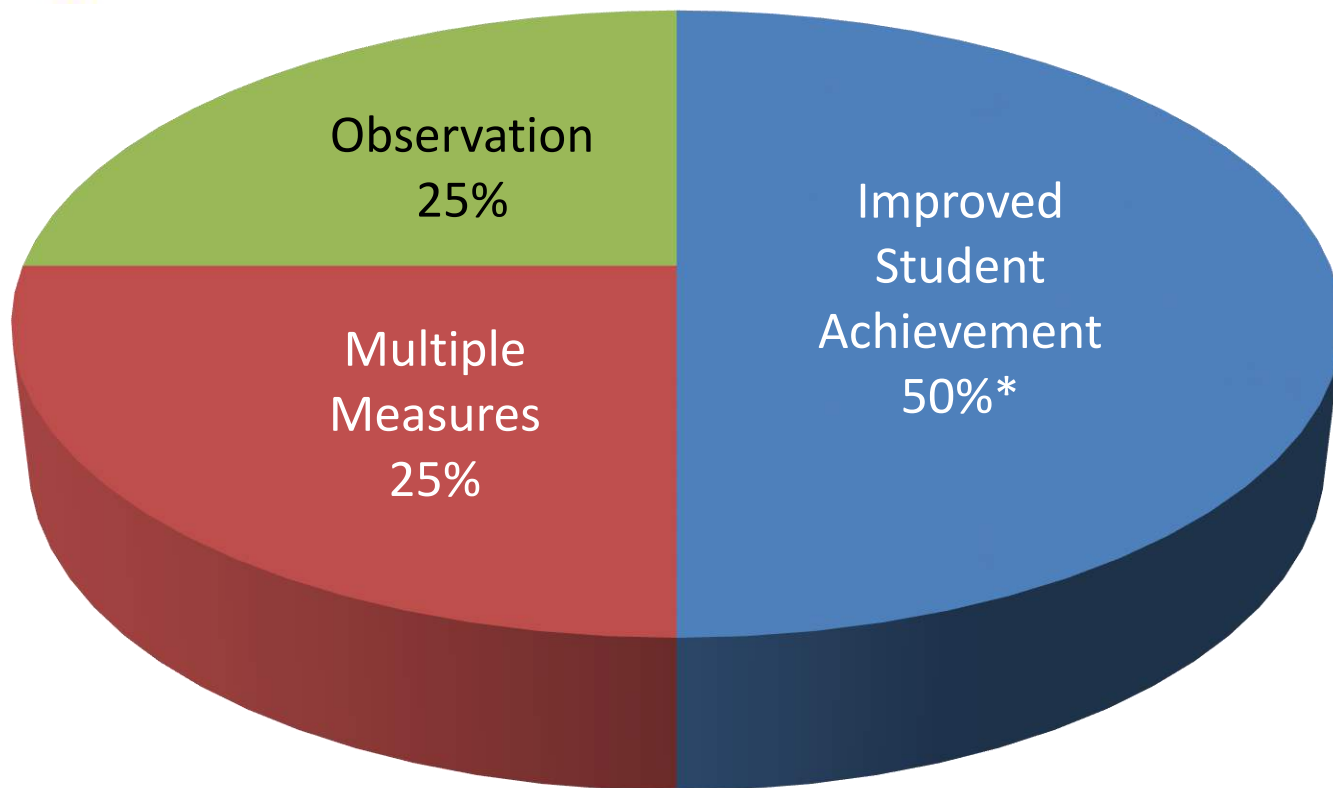
*50% ONLY when three years of data are available

Hanna Skandera
Secretary of Education

Ratings for Principals and Teachers

- Exemplary
- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Big Picture

Effective

NMTEACH Rubric

Domain 1 Planning and Preparation	Domain 2 Creating an Environment for Learning	Domain 3 Teaching for Learning	Domain 4 Professionalism
1A	2A	3A	4A
1B	2B	3B	4B
1C	2C	3C	4C
1D	2D	3D	4D
1E	2E	3E	4E
1F			4F

Hanna Skandera
Secretary of Education

Current Status

With an elbow partner, answer each of the following questions:

1. How frequently do your administrators (from your previous experience) complete teacher observations (15-20 minutes as a minimum)?

2. What type of feedback is provided to teachers and/or departments?

3. How do these observations support improvement efforts on your campus?

What does this word mean?

Definitions to Focus the Conversation

- **Observation** = formal classroom visit that lasts 20 minutes or more and provides written feedback to teachers

- **Walkthrough** = informal classroom visit that lasts no more than 15 minutes (usually 3-5 minutes); feedback should be provided to teachers but can also be compiled into site or departmental statistics

The Observation Cycle

Walkthrough Observations

Expectations Are Clarified

Walkthrough Observations

Formal Observations

Typical Year

Formal Observations

Walkthrough Observations

Walkthrough Observations

Formal Observations
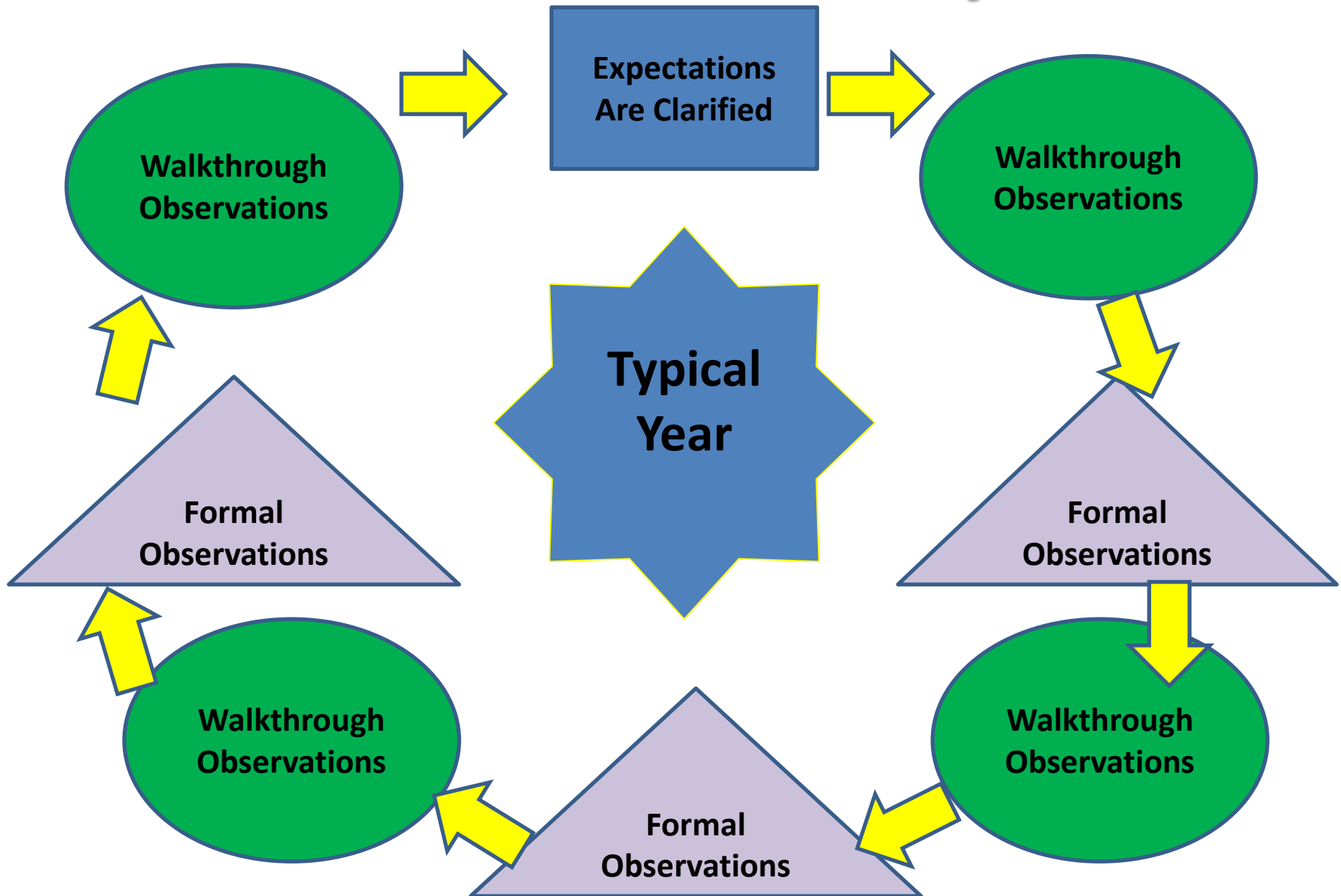
Our Focus

Using Observations and Walkthroughs to Change the Face of Instruction

Hanna Skandera
Secretary of Education

The Need for Leadership

There are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. While other factors contribute to such turnarounds, leadership is the catalyst.

Kenneth Leithwood

How Leadership Influences

Student Learning

Hanna Skandera
Secretary of Education

More than a check-list

Using observations to improve quality instruction and promote student success
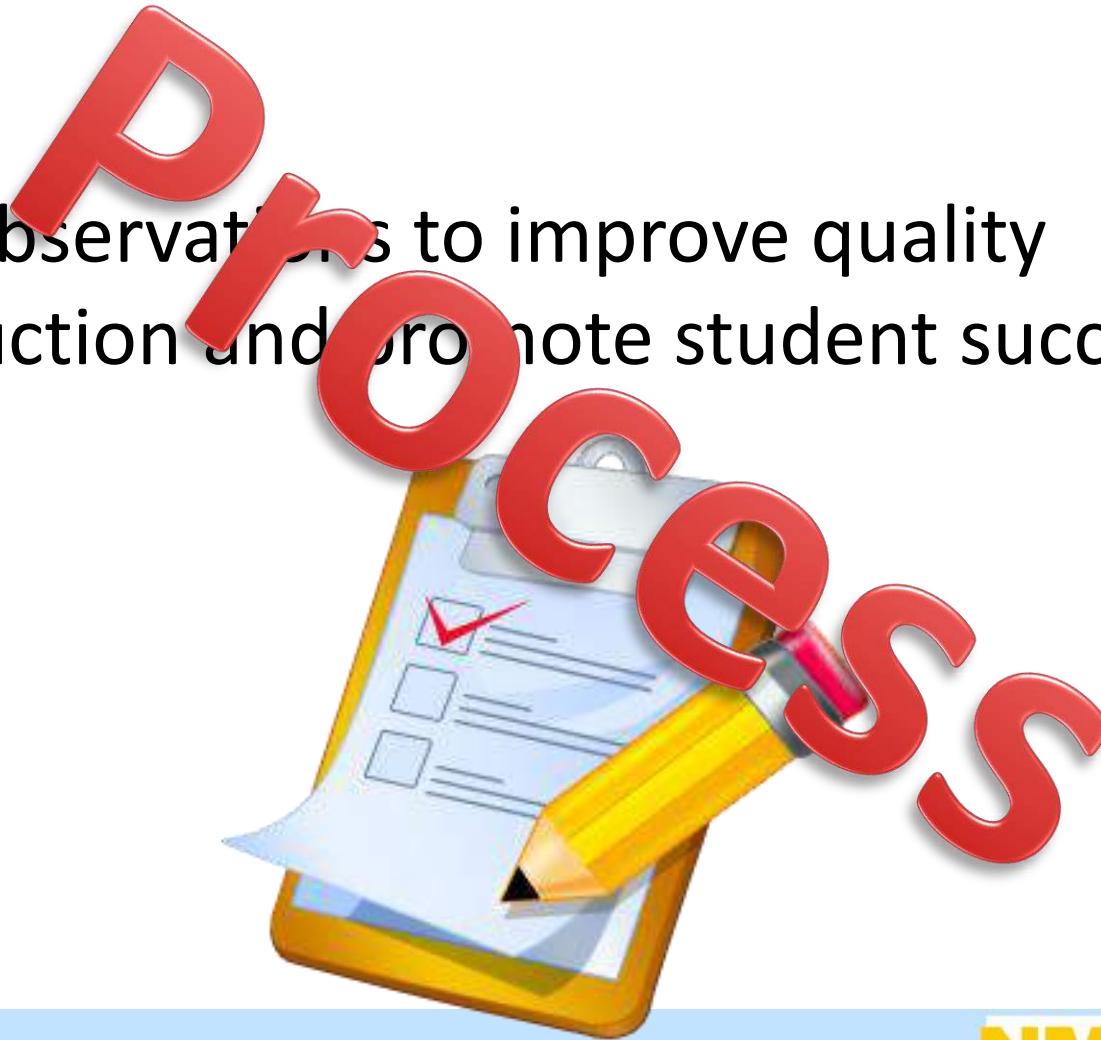
The Process

Common Definitions are Established	
Administrators/Leaders	All Faculty

↓

Priorities for Teaching Are Communicated	
Via PD	Within Observation Forms

↓

Observation Feedback is Provided	
Individually	Collectively Via Statistics

Communicating Priorities

Creating the Principal's Syllabus

Teacher vs Principal Syllabus

Teacher	Principal
Course Description	Claim to Fame
Identify Course Goals	Yearly Priorities
Identify Sequence of Learning	Yearly PD Events
Identify Major Assignments	Expectation for Strategy Use
Describe Learning Activities	Connection to PD Outcomes
Identify Grading Parameters	Monthly Progress Monitoring
Extra Help Opportunities	Support for Teachers

What needs to be in your syllabus?

Teacher VS Principal Syllabus

Teacher	Principal
Course Description	Claim to Fame
Identify Course Goals	Yearly Priorities
Identify Sequence of Learning	Yearly PD Events
Identify Major Assignments	Expectation for Strategy Use
Describe Learning Activities	Connection to PD Outcomes
Identify Grading Parameters	Monthly Progress Monitoring
Extra Help Opportunities	Support for Teachers

Principal Syllabus with Actions to Support

- Working Document

- Revise Throughout the Training

Principal's Syllabus

School Improvement Goals At-A-Glance:

Claim to Fame:

On Demand Data:

Demographics:	Achievement:	Student Success:

Communicating Alignment

Supporting 2015-2016 Priorities		
Priority	**Professional Development Tools**	**Progress Measuring:** How, How Often Frequency and
1		Data Needed

Hanna Skandera
Secretary of Education

Communicating Alignment

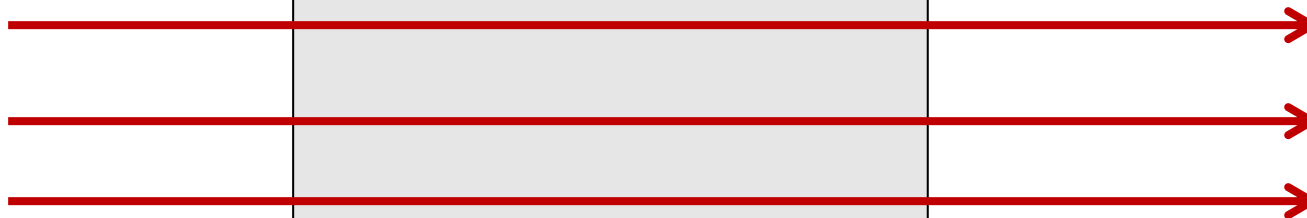| Supporting 2015-2016 Priorities		
Priority	Professional Development Tools	Progress Measuring: How, How Often Frequency and Data Needed
1		

Sample Syllabus

2014-2015 Priorities		
Priority	Professional Development	Progress Measuring
1. Rigor	- Common Core PD - DOK Training - Designing Effective Questions - Designing Common Assessments within PLCs	- PLC Monthly Item Analysis - DOK Level Data from Walkthroughs - Teacher Survey Results on Rigor Needs
2. Engagement	- SIOP Strategies - Active Reading Strategies Training - Strategies to Support Group Activities - Teachscape Learn Videos and Lessons	- Walkthrough tally data - Occurrence of strategies in lesson plans - Review of team notes to support implementation - Student interview data

Principal Syllabus with Actions to Support

Take 2 minutes to write down your goals and priorities.

How will your observations and classroom visits support them?
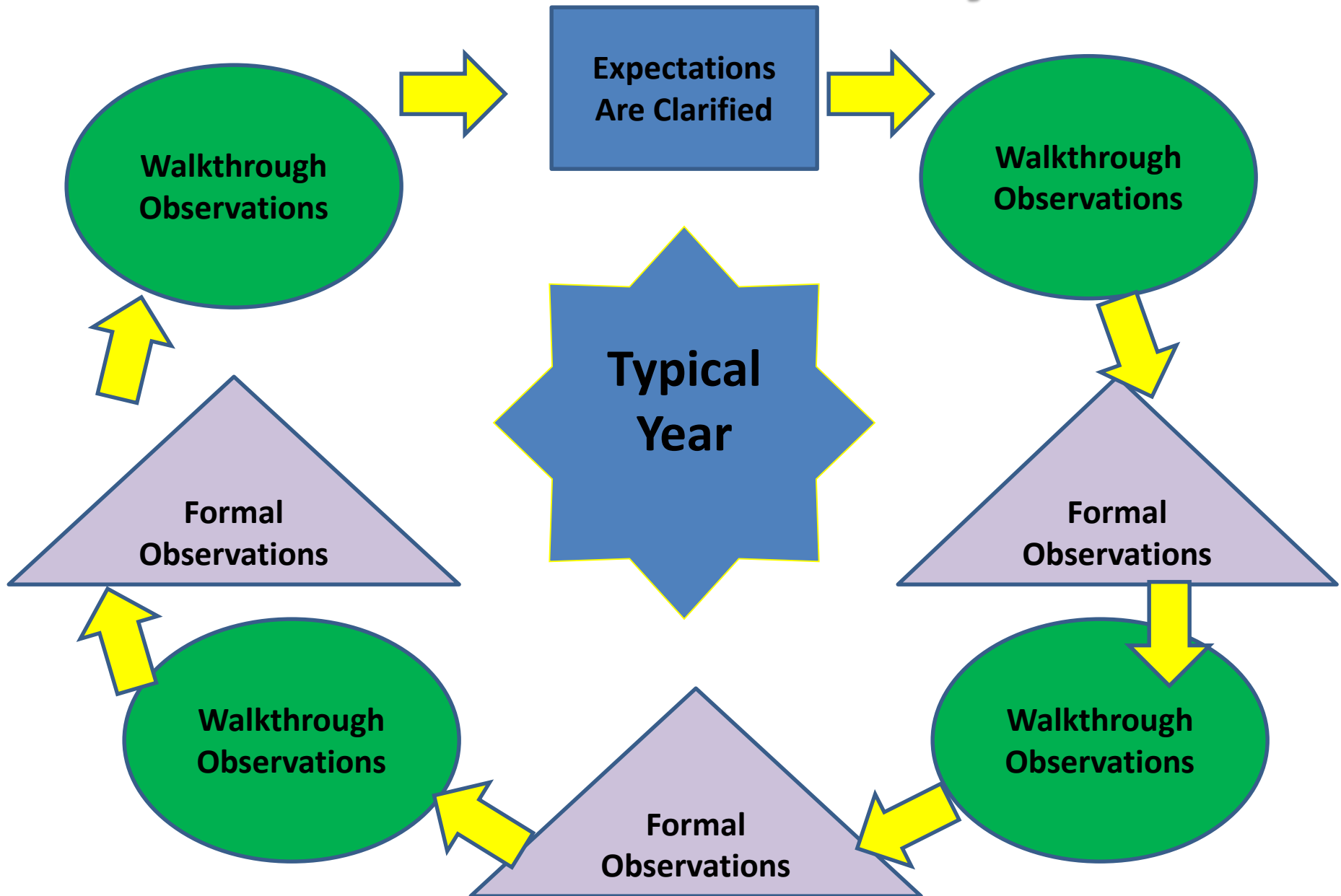
Hanna Skandera
Secretary of Education

The Observation Cycle

Frequency of Scoring

Domain 1
- Scored once per year (minimum)
- Scored in the context of the classroom (whenever possible)

Domains 2 + 3
- Scored two or three per year, reported together

Domain 4
- Scored once per year (minimum)
- Timelines are established by the district
- Intended to enhance the PDP Process

Frequency of Scoring

Domain 1
- Scored once per year (minimum)
- Scored in the context of the classroom (whenever possible)

Domain 2 - 3
- Scored two or three per year, reported together

Domain 4
- Scored once per year (minimum)
- Timelines are established by the district
- Intended to enhance the PDP Process

Frequency on your depends on your district's or charter's approved plan!

Supervision of Instruction and Planning

- Supervision of instruction must be part of your normal routine.

- Supervision of instruction cannot be something you get to when the opportunity presents itself.

Organizing Time for Observations

Time	Mon	Tues	Wed	Thurs	Fri
1	Admin A	Admin B	Admin C	Admin A	Admin B
2	Admin C	Admin A	Admin B	Admin A	Admin C
3	Admin A	Admin C	Admin C	Admin B	Admin B
4	Admin C	Admin B	Admin A	Admin C	Admin C
5	Admin B	Admin A	Admin B	Admin C	Admin A
6	Admin B	Admin C	Admin A	Admin B	Admin A

Campus Zones

Football Field

CTE and Science Lab Building

Zone B

Math and Electives Building

Zone C

Main Building – English and Social Studies

Zone A

Main Parking
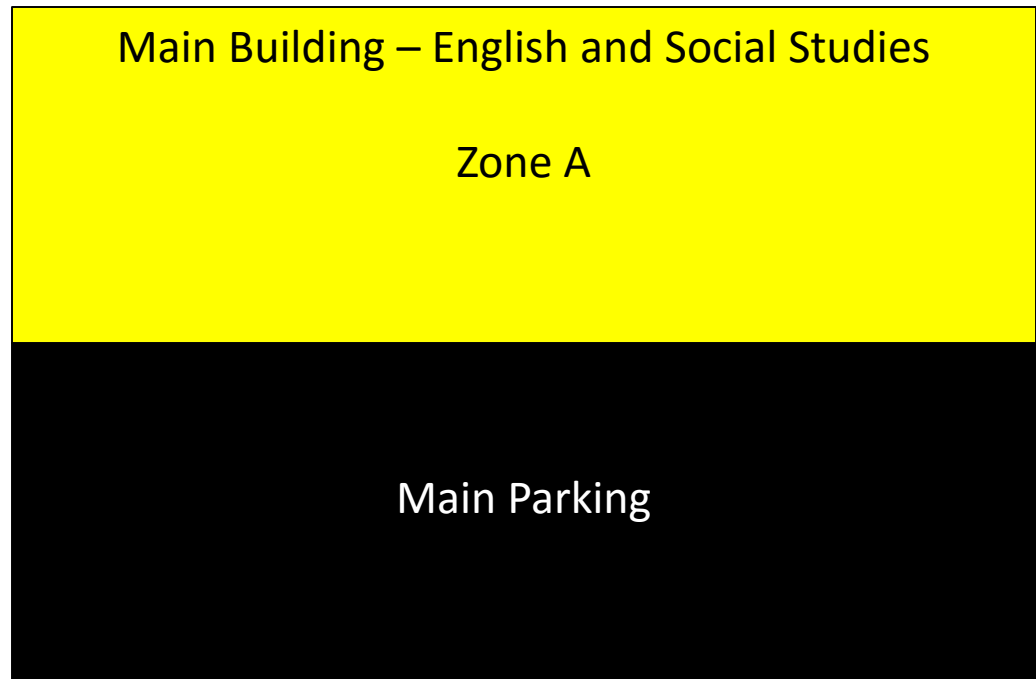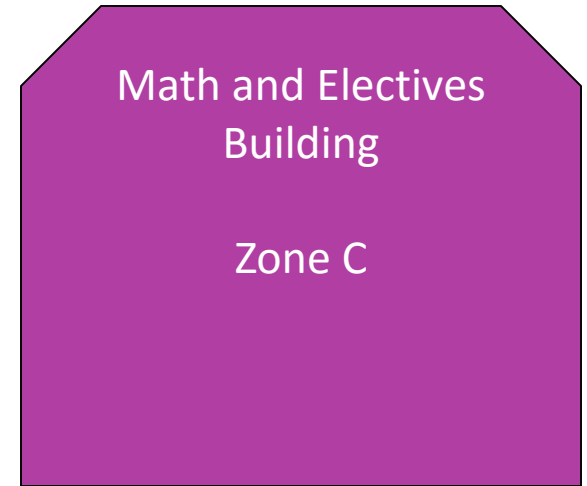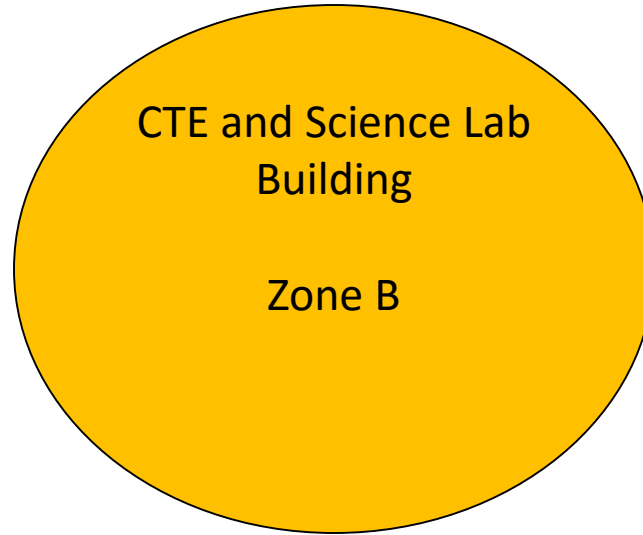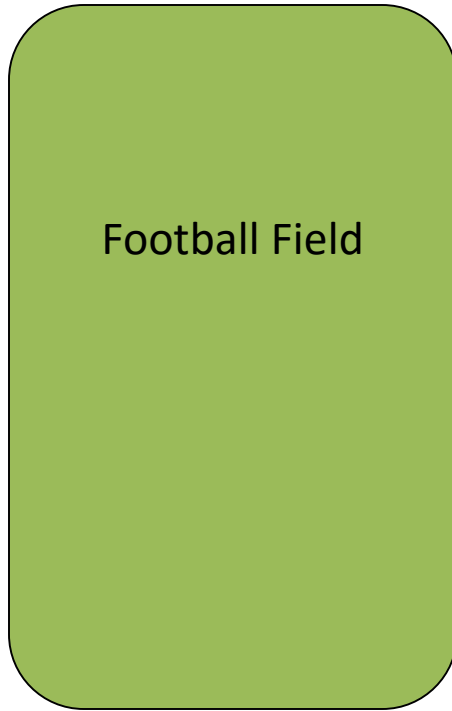
Organizing Time--Elementary

Monday	Tuesday	Wednesday	Thursday	Friday
Admin A	Grade Level Chairs CWT	IC CWT	Admin A	IC Co-T
IC CWT		Admin A	Dist. Coach	Admin A
Admin A		IC PLC	IC CWT	Admin A

Elementary Zones

Pre-K, K + 1

2 + 3 Hall

4 + 5 Hall

Specials

Three Broad Observation Areas

Teacher: **Date/Time:**	
Primary Classroom Artifacts:	
Student Behavior:	
Teacher Behavior:	

Feedback to Teachers

Wow: Positive element that was observed

Wonder: A recommendation or question that will improve the quality of future lessons

Hanna Skandera
Secretary of Education

Artifact: Lesson Plans

Elbow partner discussion

From your experience, how frequently are lesson plans reviewed? What has been the process?

Hanna Skandera
Secretary of Education

GOV/ECON – Rights and Amendments (# 4)

	M	T	W	T	F
Labor Day - Holiday			1	2	3
16 Elem. Parent-Teacher Conf					
17 Elem. Instructional Prep	6	7	8	9	10
23 Secondary Parent-Teacher Conf	13	14	15	16	17
24 Secondary Instructional Prep	20	21	22	23	24
	27	28	29	30	

OCTOBER

	M	T	W	T	F
4-5 Fall Break					1
8 End of 1st 9 wk grade period					
13 40th Day of School	4	5	6	7	8
25 Half-day EPSS Planning	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

NOVEMBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

11 Veterans Day
22-26 Thanksgiving Holiday

DECEMBER

	M	T	W	T	F
8 80th Day of School					
15-16 1/2 Day Secondary-Exams			1	2	3
17 End of 2nd 9 wk grade period	6	7	8	9	10
17 Inst. Prep/Prof Dev	13	14	15	16	17
20-31 Winter Break	20	21	22	23	24
	27	28	29	30	31

FEBRUARY

	M	T	W	T	F
3-4 Secondary Schools -ICAT					
9 120TH Day of School		1	2	3	4
17 Elem. Parent Teacher Conference	7	8	9	10	11
18 Inst. Prep/Prof Dev	14	15	16	17	18
21 President's Day	21	22	23	24	25
	28				

MARCH

	M	T	W	T	F
18 End of 3rd 9 wk grade period					
21-25 Spring Break		1	2	3	4
28 K-12 Classes Resume	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

APRIL

	M	T	W	T	F
4-12 NMSBA Testing					1
22-25 Spring Holiday					
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

MAY

	M	T	W	T	F
2 Half-day EPSS Planning					
24-25 Secondary 1/2 day - Exams	2	3	4	5	6
25 Elem Classes End	8	10	11	12	13
26 Inst. Prep/Prof Dev	16				

eldon

BY THE DOOR

Review Lesson Plans in the Classroom

Folder inside the classroom door should include:

– Daily Lesson Cycle (One day of instructional planning that you can observe being delivered)

– Standards-Based Units (Series of lessons linked into a Unit of Study)

– Curriculum Pacing (Calendar on outside of folder)

Lesson Planning

- Units of study are developed.

- *How* is as important as *what*.

- A variety of instructional delivery modes are incorporated into teaching and learning, e.g. modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc.

- Learning is assessed.

- Instructional time is maximized, and there is a block of time for uninterrupted reading/writing.

What artifacts should you see in the classroom?

- On board at the front of the room
  - Standard or Essential Question (not just an agenda)
  - Agenda
  - Do Now Activity (Literacy)
- Around the classroom
  - Rubrics
  - Student Work (with teacher commentary)

OUTPUT

INPUT

PERIODS 1 and 5
The Student will:

TSW explain how decomposition of the plasma membrane provides nutrients for cells by conducting a lab

TSW explain the concept of the plasma membrane explaining how it works & describing its layers

Agenda
1. Concept Map
2. Cornell Notes

Bell
Venn

PERIODS 2 and 3
The Student will:

TSW will identify the structures & function of a eukaryotic cell by using a collage

TSW identify the structure & function of a eukaryotic by associating cell parts &

1. Data table
2. Venn diagram
3. Summary

Content Objective Input	Monday 5/9/11	Tuesday 5/10/11	Wednesday 5/11/11	Thursday 5/12/11	Friday 5/13/11
Period 3rd & 4th	TSW distinguish between matter and its properties	TSW contrast w/ Energy flow in ecosystems including identifying Energy transfers	MAPS	TSW review Energy flow through the Ecosystem	Unit Exam Review
1st & 7th & 5th	TSW review matter and its properties	TSW continue review unit by developing notes on physics and chemical change	MAPS	TSW explore the properties of matter	Unit Exam Review

Monday	Tuesday	Wednesday	Thurs
...view	Working with Polynomials	Unit 8 Test Polynomials	MAPS
...iew	ACE Systems	Unit 7 Test Systems	MAPS
...cals	Review	Review	MAPS

LESSON AGENDA

...some conditions of mineral formation

1. Bell Ringer →
2. Taken for "Granite"
3. Final Review Ace-niew #5's
4. Rock Cycle vocabulary
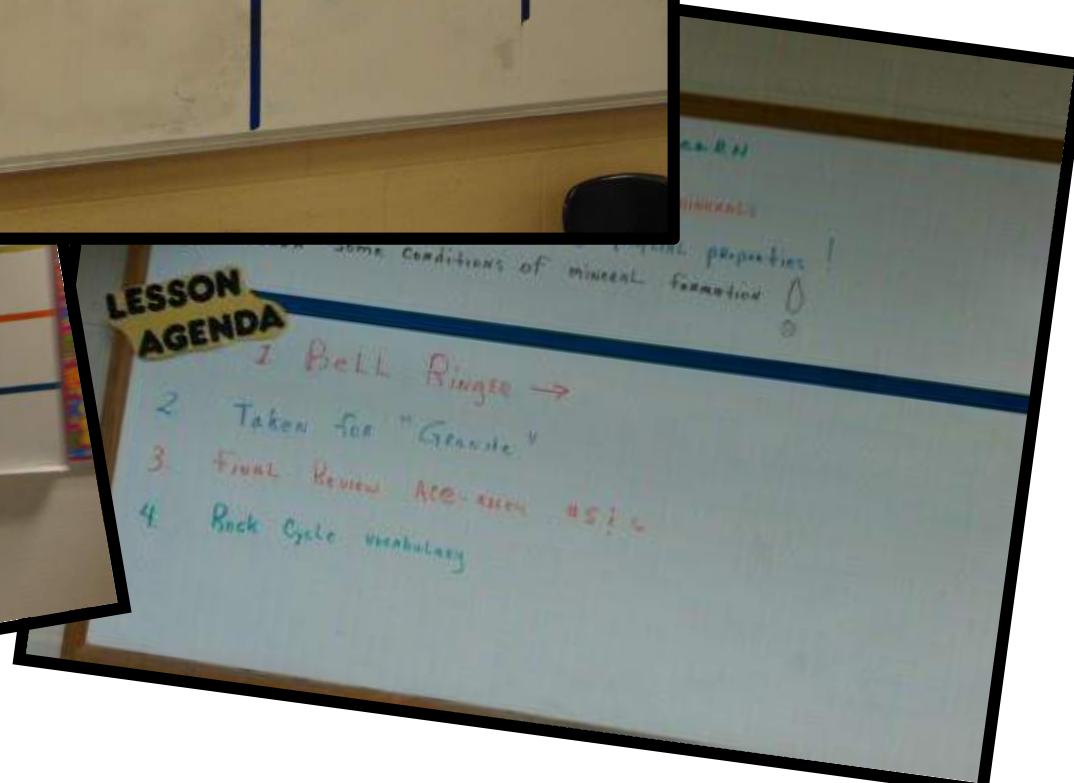
Bell Ringer or Do Now

- Reduce Non-productive Student Time

- Establish Routine

- Address numeracy and literacy according to school priorities

Bell Ringer

Use the Distributive property to solve.

$$3(x + 5) = 45$$

$$7(x - 4) = 7$$

$$6(2x + 6) = 72$$

Do Now:
Define the term "colonization" in your own words
Define the term "gense" in your own words

PERIODS 1 and 5 The Student will	TSW explain how decomposition of the plasma membrane provides normalized cell ____ by reducing a lab TSW explain the importance of the plasma membrane in explaining how it works + describing its layers	Agenda 1 Concept Map 2 Cornell Notes	Bell ringer Venn diagram summary
PERIODS 2 and 3 The Student will	TSW will identify the structures + functions of a prokaryotic cell by using an analogy SW identify the structure + function of a eukaryotic cell by comparing prokaryotic + cells	1 Data table 2 Venn diagram 3 Summary	Bell ringer: See screen

The Most Important View

The Student Desk Top

You Should See Artifacts

Helping Students Understand Expectations.

Text Rich Environment

Walls that Teach
- – ACE
- – Cornell Notes
- – Word Walls
- – Student Artifacts
- – Rubrics

Student Behavior:
What should you see students doing?

- Working on rigorous assignments.

- Working in a variety of settings (pairs, groups, and independently).

- Working in groups determined by interest, needs, learning styles, etc.

- Demonstrating a clear understanding of the standards.

Hanna Skandera
Secretary of Education

What should you see students doing?

- Collaborating with other students

- Regularly asking questions and acting as decision makers

- Making connections to other learning

- Understanding their personal responsibility to meet the standards
  - the rewards of meeting standards
  - the extra work necessary should they need it

- Accurately self-assessing their work

- Maintaining portfolios of their work

- Receiving additional expert instruction when they don't meet a standard

What should you see teachers doing?

Warm Up/ Review

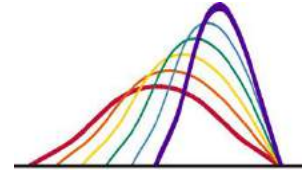**Mini-Lesson, Opening, Setting the Stage**

Opening with the Standards/Identifying the Lesson's Purpose with Rigorous Essential Questions

Work Period, Activity Period

Closing, Summary Period

Answering the essential question to scaffold students' knowledge base to the "Big Idea" or unit focus.

Marzano's Effective Strategies

Instructional Strategies that Affect Student Achievement

Strategy	Effect Size	Achievement Gain
Identifying similarities and differences	1.61	45
Summarizing and note taking	1.00	34
Reinforcing effort and providing recognition	.80	29
Homework and practice	.77	28
Nonlinguistic representations	.75	27
Cooperative learning	.73	27
Setting objectives and providing feedback	.61	23
Generating & testing hypotheses	.61	23
Questions, cues, and advance organizers	.59	22

Marzano, Pickering, Pollack, 2001. Classroom Instruction That Works, Pg. 7

What should you see teachers doing?

Basic daily cycle and behavioral student engagement practices

- – Using established rituals and routines.

- – Posting daily and unit essential questions.

- – Incorporating acceleration strategies.

- – Using learning organizers.

- – Using introduction strategies.

- – Summarizing activities as part of the daily lesson.

What Should You See Teachers Doing?

Finally, this is the most important action teachers can take.

Relentless **academic press** for all students
- What is the *purpose* of a grade?
- What is the *purpose* of assessment?

Hanna Skandera
Secretary of Education

Teacher Action: *Create a Culture Where 'Failure is Not an Option.'*

- Formative assessment

- Measuring mastery

- Re-teaching

- Extra help

Are all just a new language to restate the most fundamental aspects of teaching.

- Extra time

- Differentiated instruction

- Response to intervention

Observation Game Plan

- Enter the room and acknowledge the teacher
- Pick up lesson plan and student handouts (if not already provided)
- Turn back to teacher and begin taking notes on Artifacts
- Select a seat that will provide a good view of a cross-section of the class
- Focus on collecting notes on Student Behavior

Table Talk…

What systems for the supervision of instruction are present at your school?

What is your observation game plan?

What will you do differently this semester of next year?

5 Minute Table Discussion

Hanna Skandera
Secretary of Education

Where we are going...

THE NMTEACH RUBRIC DOMAINS
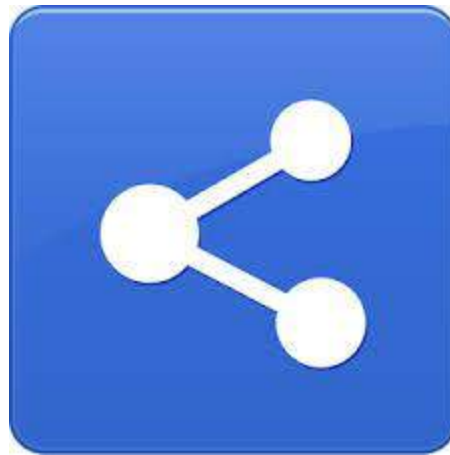
What are your Take-Aways?

As a table, share via Today's Meet 1 or 2 take-aways from the morning session.

Hanna Skandera
Secretary of Education

Lunch

Please be back and ready to go at 12:45. Thanks!

Hanna Skandera
Secretary of Education

Understanding and Using the NMTEACH Rubric

Domain 2 Review

Hanna Skandera
Secretary of Education

Session Objectives

- Understand the elements of Domain 2

- Determine teacher actions to improve effectiveness for each element

- Review artifacts to support each element

- Identify professional development opportunities to support teacher effectiveness

Why are Domains 2 and 3 essential?

- Serve as the heart of the observation process

- Focus improvement feedback on using the classroom environment to enhance learning and selecting teaching methods that improve rigor and retention

- Identify universal best practices that have an impact on student achievement and quality learning experiences

Why observe classrooms?

- Observation data
- Allows administrators and teachers to open discussions about teaching and learning
- Validates the selection and use of professional development
- Determines which environments and strategies have an impact on students at your school
- Determines relevant individual and teacher team feedback actions (departmental or grade level) that support improvement

Hanna Skandera
Secretary of Education

Thinking about Growth

You can never GROW from where you THINK you should be; you can only GROW from where you actually ARE.

The Power of Knowing

- Once you know where you are, you can establish targeted actions to improve

- Effectiveness is directly correlated to achievement

- Rubric scoring and focused feedback allow for teachers and administrators to use a common language to determine where they are and how to improve

Hanna Skandera
Secretary of Education

First Review of Domain 2 Creating an Environment for Learning

Working Review of Updated Rubric Language

Hanna Skandera
Secretary of Education

Key Elements of Domain 2

NMTEACH

2A **Environment of Respect and Rapport**	**2B** **Physical Space**
2C **Culture of Learning**	**2D** **Classroom Procedures**
2E **Student Behavior**	**In the Classroom**

First Review of Domain 2

Step 1: Score the Observation Rubric for DOMAIN 2 ONLY

<div style="background-color:yellow;">

Complete the Rubric for Your Best Teacher

</div>

Step 2: You will place dots (provided at your table) to show how you scored each element on the posters around the room
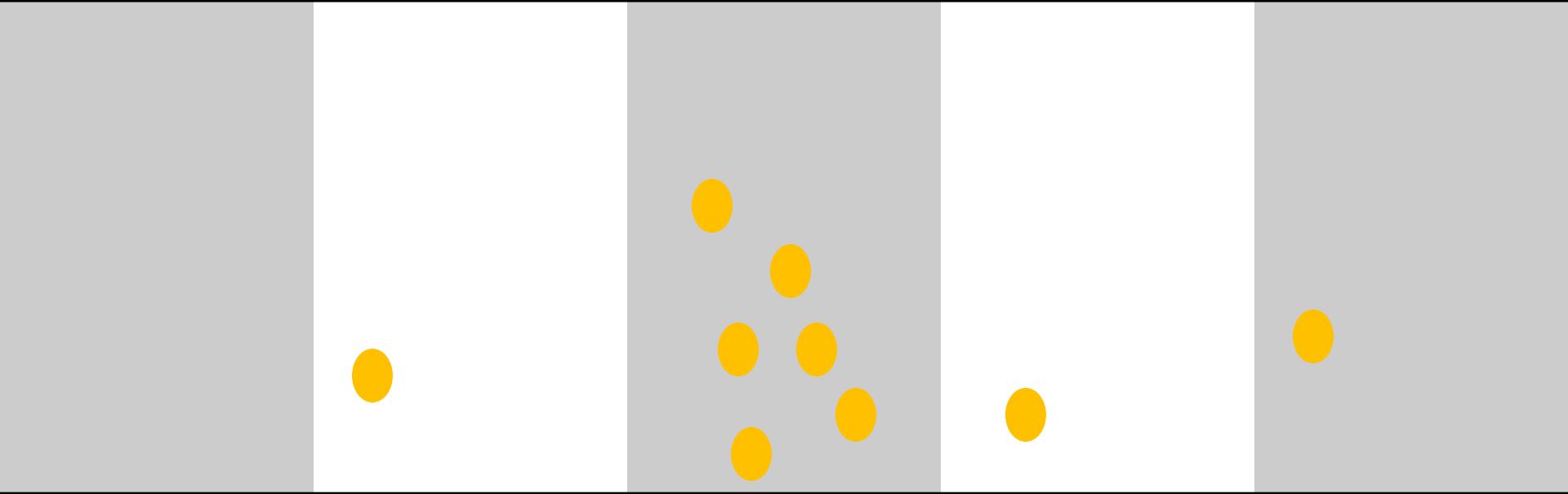
Things to Keep in Mind…

- Even your best teachers may only score at the effective level on the rubric.

- Administrators must be able to cite evidence to justify their scores.

- The language of the rubric must be referenced each time you score or we risk having inflated scores.

- Teachers should understand that scoring at the Effective Level has a positive impact on student achievement.

Second Review of Domain 2

Jigsaw Review of All Elements

Hanna Skandera
Secretary of Education

Activity #2

Objectives:

- to have a deeper understanding of the elements within Domain 2

- to summarize each element in terms that all administrators can use (with teachers)

- to identify evidence that can be collected to support scoring the Domain 2 elements

Jigsaw Basics

- Currently you are sitting with your "Home Table Group."

- You will now move to an "Expert Table Group" to fully review your 1 assigned element.

- Expert Teams will work to complete the requested information.

- Element Experts will then return to the "Home Table Group" and teach others about their assigned element.

Experts will …

1. Review the descriptions for each scoring level (Ineffective → Exemplary) for the assigned Element

2. Create Key Points to help peers understand the element

3. Identify two "look for" items that support scoring the element at the Effective Level

4. Craft two feedback actions that can help teachers to move from Minimally Effective to Effective

Hanna Skandera
Secretary of Education

Move to Expert Tables

- Move to your assigned **Expert Table**.

- As a team, complete the row that corresponds with your assigned element.

- You will have 10 minutes to work at your Expert Table.

Presentation Clean Up

You will have two (2) minutes to solidify your Expert Group Presentation.

Please be sure that all Experts at your table have notes reflecting the common consensus of your Expert Group.

These notes will be shared with your Home Team.

Jigsaw Report Out

- Return to your "Home Table Team"
- Check to see that your table has an expert for each element within the Domain (A, B, C, D, and E)
- Each expert will provide the overview of their assigned element to the group
- Table team members should collect notes on their handout for each element during the report out

10 Minutes Total

2 minutes/element

Key Look Fors

2A Respect and Rapport	• **Interactions between teacher and students** • **Interactions among students** • **Respect is provided to all student groups**
2B Physical Space	• **All students have equal access to the learning activity** • **Physical arrangement encourages engagement** • **All students can see and hear**
2C Culture of Learning	• **Student groups are used to increase engagement** • **Teachers and students demonstrate excitement** • **Students are proud to share work with the teacher and/or observers**
2D Classroom Procedures	• **Full use of instructional time** • **Smooth transition from activity to activity** • **Materials are readily available and organized**
2E Student Behavior	• **All students are held to the same conduct standards** • **Misbehavior is handled consistently and appropriately** • **Behavior issues do not take away from engagement**

Look For Chart

- Circle your top three favorite look fors for Domain 2 that will help to move instruction forward in your school.

- As a table team, discuss how you have communicated or will communicate this to your teachers you evaluate.
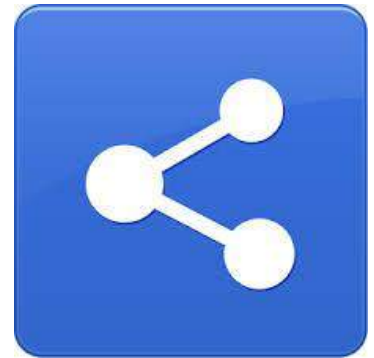
What are your Take-Aways?

As a table, share via Today's Meet

- 1 or 2 actions to move a teacher forward or

- An A-HA from the rubric or

- An idea to move goals forward

Hanna Skandera
Secretary of Education

The Process

- **Gather the evidence**
- **Align (tag) the evidence**
- **Score the evidence**

Hanna Skandera
Secretary of Education

Evidence = Concrete Facts

Evidence VS Non-Evidence

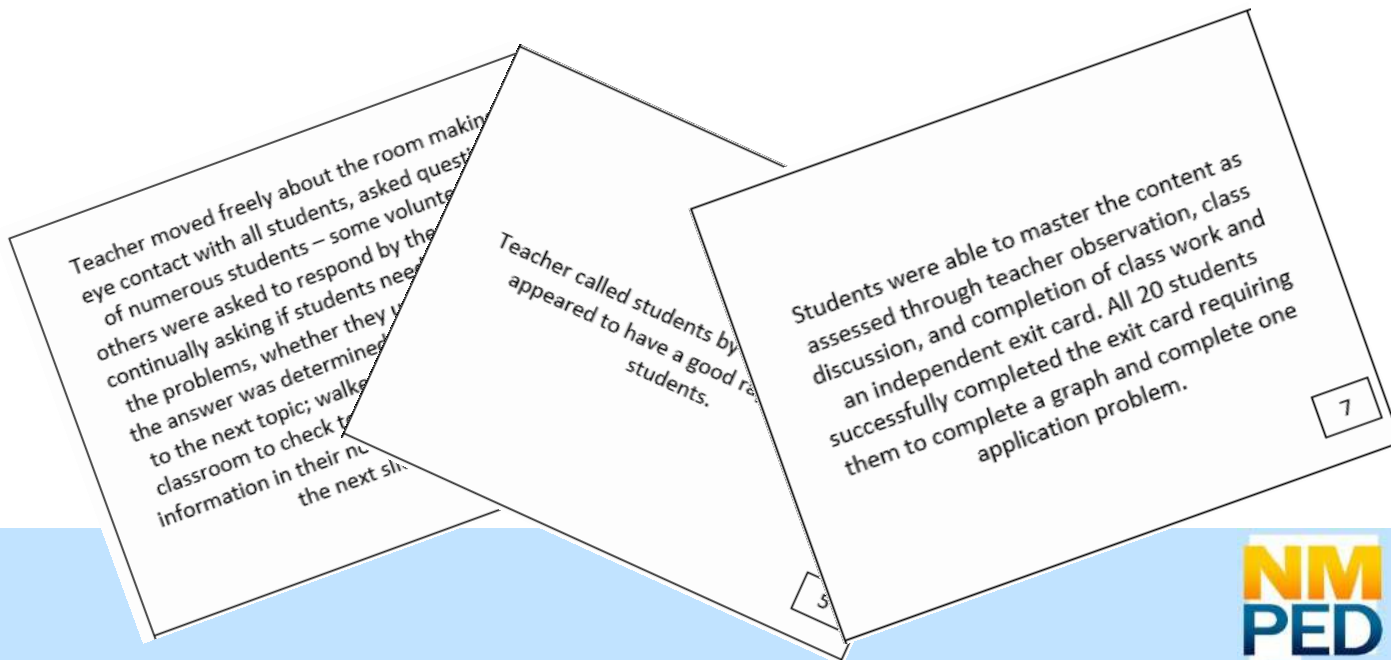| Non-Evidence	Evidence
High-Inference	**Low-Inference**
• The lesson pace was too slow. • Routines were tight and maximized teaching time. • You checked for student understanding for some of the class, but not all.	• Four students finished the Do Now with time to spare and then engaged in off-task conversation while they waited for teacher to bring the class together to review answers. • It took forty seconds to pass out the extended response journals after rug time. The teacher had rug captains who completed their job duties without hesitation or need for clarification. • Teacher cold-called on students to give the answers during guided practice, but did not ask the entire class to respond. Eight out of 20 students were called upon.

Preponderance of Evidence

- Not a Checklist
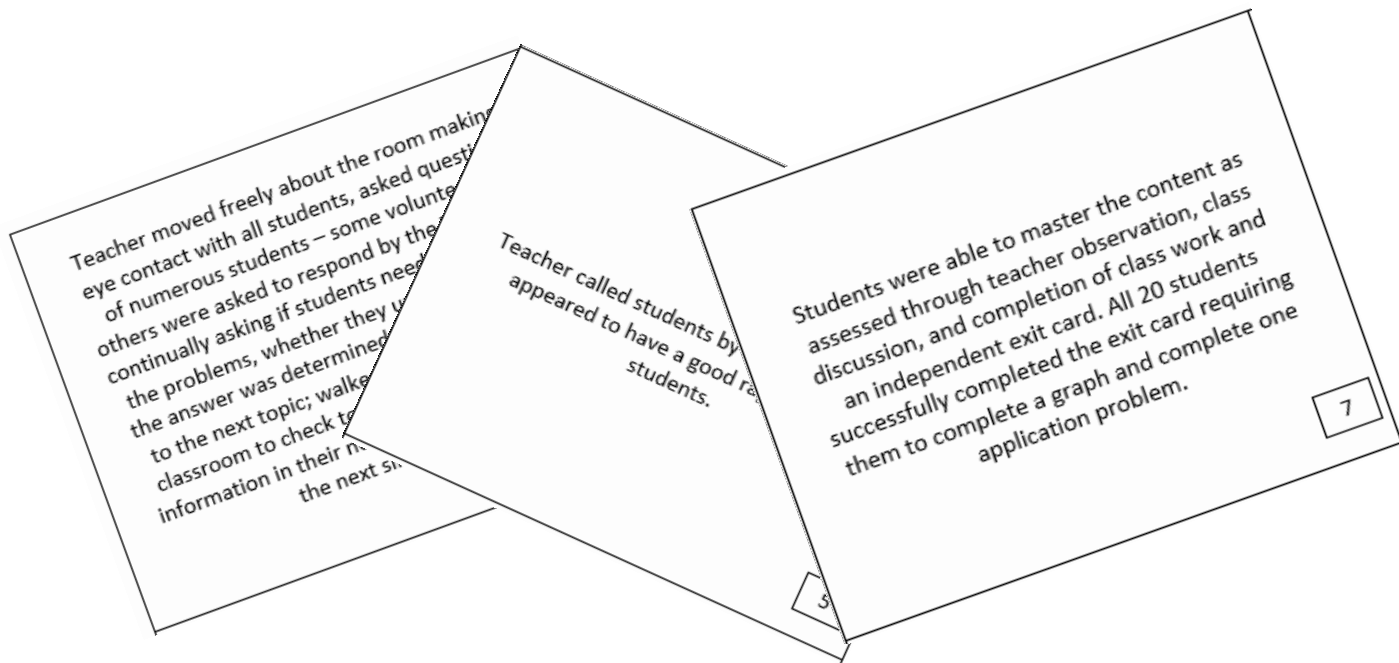- Indicators and Descriptors

Sorting Activity – Part 1

- At your table you have a deck of 18 cards.

- As a table group, sort the cards into two groups – Evidence and Non Evidence.

Teacher moved freely about the room making
eye contact with all students, asked questions
of numerous students – some volunteered,
others were asked to respond by the...
continually asking if students need...
the problems, whether they...
the answer was determined...
to the next topic; walked...
classroom to check...
information in their n...
the next sli...

Teacher called students by...
appeared to have a good ra...
students.

Students were able to master the content as
assessed through teacher observation, class
discussion, and completion of class work and
an independent exit card. All 20 students
successfully completed the exit card requiring
them to complete a graph and complete one
application problem.

7

Evidence Report Out

What cards contained examples of Non Evidence? Why?

Teacher moved freely about the room making eye contact with all students, asked questions of numerous students – some volunteered, others were asked to respond by the... continually asking if students need... the problems, whether they w... the answer was determined... to the next topic; walke... classroom to check t... information in their n... the next s...

Teacher called students by... appeared to have a good ra... students.

Students were able to master the content as assessed through teacher observation, class discussion, and completion of class work and an independent exit card. All 20 students successfully completed the exit card requiring them to complete a graph and complete one application problem.

7

Hanna Skandera
Secretary of Education

Non-Evidence

- #5
- #6
- #11
- #13

- #15
- #17
- #18

Aligning Activity – Part 2

- At your table you have a poster of the Elements of Domains 2 and 3.

- As a table group, align the evidence with the best-fit element. Be prepared to discuss why the evidence has been aligned with that element.

Alignment Report Out

Domain 2	Domain 3
2A. Creating an environment of respect and rapport	3A. Communicating with students in a manner that is appropriate to their culture and level of development
2B Organizing physical space	3B Using questioning and discussion techniques to support classroom discourse
2C Establishing a culture for learning	3C Engaging students in learning
2D Managing classroom procedures	3D Assessment in instruction
2E Managing student behavior	3E Demonstrating flexibility and responsiveness

Teacher moved freely about the room making eye contact with all students, asked questions of numerous students – some volunteered, others were asked to respond by the Teacher – continually asking if students needed help with the problems, whether they understand how the answer was determined before moving on to the next topic; walked quickly around the classroom to check to see if students had the information in their notes before moving on to the next slide.

1

Students were able to master the content as assessed through teacher observation, class discussion, and completion of class work and an independent exit card. All 20 students successfully completed the exit card requiring them to complete a graph and complete one application problem.

Teacher called students by their first name, appeared to have a good rapport with students.

5

Compare Your Alignment with Another Table

Hanna Skandera
Secretary of Education

Target Alignment Answers

Element	Aligned Cards
2A	1, 12, 14
2B	4, 7
2C	3, 9
2D	10, 16
2E	2, 8

Video # 1 Practice

During the next segment, we will practice using the Rubric. You will:

- Collect Data/Evidence from the Video
- Practice Scoring with the Domain 2 Elements
- Calibrate

Hanna Skandera
Secretary of Education

Individual Alignment and Scoring Time

- Review your notes for the first video that we observed.

- Individually align your evidence and score all elements of Domain 2 for Video #1.

Hanna Skandera
Secretary of Education

Team Consensus Scoring

As a table team:

- Review your scores for the first video.

- Use the collected evidence to determine and justify a consensus score for your table.

- Techno Scribes will post your scores for each Element on Poll Everywhere.

- Reporters may be asked to share your team's best piece of evidence to justify scores.

Poll Everywhere Directions

- Techno Scribe: sign onto the room's Poll Everywhere account (via tablet or phone).

- Enter your scores for each domain as we proceed through each Element.

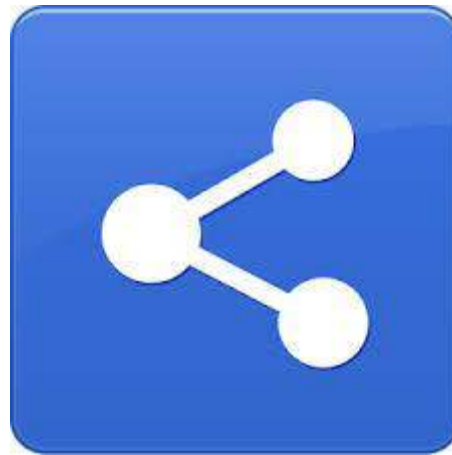- Record the consensus scores for the room to use for comparison later.

What are your Take-Aways?

As a table, share via Today's Meet 1 or 2 ideas that you learned about **Domain 2.**

Hanna Skandera
Secretary of Education

First Review of Domain 3 Teaching for Learning

Definition of Terms

Hanna Skandera
Secretary of Education

Key Elements of Domain 3

NMTEACH
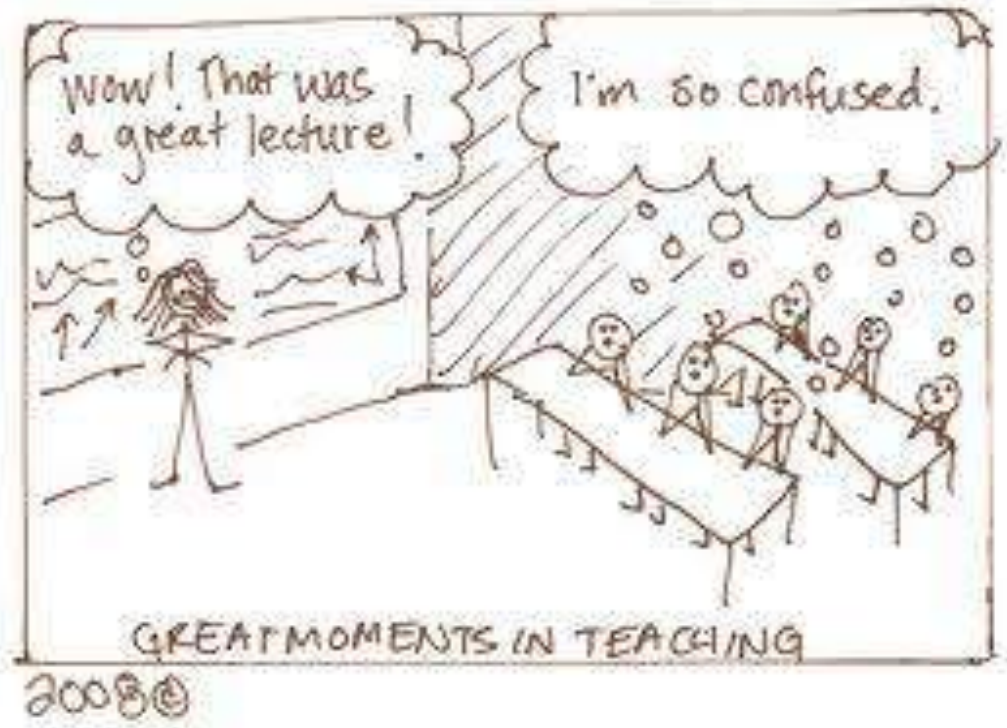
3A **Communicating with Students**	**3B** **Questioning**
3C **Engaging Students**	**3D** **Assessing Learning**
3E **Demonstrating Flexibility**	**In the Classroom**

Table Challenge

Define Your Assigned Term

Define:

- Table A – Engagement
- Table B – Rigor
- Table C – Assessment

5 minutes

- Remember that your definition must be framed in the context of a classroom
- Provide a working definition and 2 examples to support your definition
- Collect definitions in your Workbook

Definition Report Out

- Gather definitions that are provided by the group in your Workbook.

- These definitions can be used to create common definitions with your teachers next year.

Domain 3

- Is intended to enhance student experiences in the classroom – teaching and learning

- Provides language to discuss both active student engagement and rigor

- Provides an opportunity for school leaders to connect observation expectations to professional development training

Table Talk…

As a table team, determine which Element (from Domain 3) will be the biggest challenge for your teachers.

2 Minute Table Discussion

Things to Keep in Mind…

- Struggling teachers need very specific and incremental steps as feedback support.

- Documentation of what was observed is essential; scripting and identifying which students are on-task are components of the documentation.

- Domain 3 scoring is based on the actual formal observation and not past events.

- Data on struggling teachers should show growth on elements of the rubric over time.

Hanna Skandera
Secretary of Education

Second Review of Domain 3

Building Experts in the Room

Hanna Skandera
Secretary of Education

Overview of Our Activity

You will work as a table team to become Experts on your assigned Element.

You will focus on how to communicate the expectations of your Element to classroom teachers.

You will post your table's tips on posters for a Graffiti Walk.

Element Tip Sheet for Teachers

For your assigned element, your table team will be asked to identify

- 2 look for items in the classroom

- 2 actions that teachers can take to score at the effective level (feedback)

- 1 professional development tool/resource (previously provided or scheduled in the future)

Walk to Learn

Your table team will begin reviewing the work of the other Experts. Begin with the next Element that follows your original assignment.

Be sure to take notes on your Teacher Tip Sheet.

You will have 15 minutes to review the Expert Posters.

Graffiti Walk

Critical Actions for Teachers

3A Communicating with Students	•Clearly state directions for activities •Use academic vocabulary
3B Questioning and Discussion	•Use a set classroom procedure to support questioning (Cold Call) •Create higher order questions in the lesson plan •Use procedures or class norms to ensure that all students answer and or participate in discussions
3C Engaging Students	•Connect new concepts to prior knowledge •Connect activities to learning goals •Group students to enhance engagement
3D Assessment	•Use proximity to review student artifacts to check for understanding •Create summary questions connected to the day's learning goal
3E Flexibility and Responsiveness	•Re-group students or change activities to address challenges with new material •Provide small group or individual re-teaching support

What are your Take-Aways?

As a table, share via Today's Meet 1 or 2 ideas that you learned about **Domain 3.**

Hanna Skandera
Secretary of Education

Homework Question

What can we do now to assist our teachers to better understand Domains 2 and 3?

Hanna Skandera
Secretary of Education

Ivy Alford

ivy.alford@sreb.org

Lexi Miles

newmiles2004@hotmail.com

Linda M. Paul, Ed.D.

linda.paul@live.com

(505) 330-4910

Hanna Skandera
Secretary of Education