***March Madness***

***Professional Development***

**Agenda**

Objective of March Madness Educator Evaluation PD: To provide participants with implementation tips and strategies to help make the teacher evaluation process meaningful, doable, and focused on increased student learning.

1. **Activator**-Free Write (5 min)

* What is this standard and what does it mean to you?

2. **Overview** of Standard/ Indicators (5-10 min)

* **Cross reference** personal views with Proficient Level of performance as written in rubric.

3. **Working with the Teacher Evaluation Tool** (25-30 min)

* Group work-
  + Read teaching/ evaluation scenario/examine artifacts
  + Discuss and Evaluate/ score the teacher using the Teacher Evaluation Rubric
  + What additional artifacts could be used as evidence?
  + How can this teacher improve to reach the next level of performance?

4. **Share out-** Elevator Protocol (2 min each group)

* **Explain** how you scored your “teacher” on the rubric and your groups ideas to improve their practice.

5. **Individual Action Plan**- best instructional practice (5 min)

* Using information from group work, create a personal action plan of ideas to implement. Take the action plan with you as a reminder of your implementation ideas.

5. **Closing Activity**- Chalk Talk protocol (5 min)

* Document your individual action plan ideas
* Document an **idea to share** for each indicator (evidence/artifact or teaching practice/strategy)
* Include your name and school (ideas will be shared at the district level)

March Madness Facilitators’ Schedule (DRAFT)

Teachpoint

March 4 at 2:30 and 3:40—Corey Pitcher

March 10 at 2:30 and 3:40 – Jeff Sitnik

March 10 at 3:40 – Jill Carneglia

March 17 at 2:30 and 3:40—Jill Dart

March 17 at 3:40 – Kelsey Bergeron

March 23 at 2:30—Jill Carneglia

March 23 at 3:40—Kelsey Bergeron

Standards based Evidence Sessions

March 4 at 2:30 and 3:40 Jenn Beaudry and Colette Bidus—Standard 1

March 10 at 2:30 and 3:40 Colette Bidus and \_\_\_\_\_\_\_\_\_\_\_- Standard 2

March 17 at 2:30 and 3:40 Amanda Nobbs and \_\_\_\_\_\_\_\_\_- Standard 3

March 23 at 2:30 and 3:40 Ronie Webster and \_\_\_\_\_\_\_\_\_- Standard 4

Goals/Data Sessions

March 3 at 3:40 Kate Watts

March 9 at 3:40 Kate Watts and Suz Kielbasa

March 19 at 3:40 Jen Beaudry, Colette Bidus, and/or Amanda Nobbs

March 25 at 2:30 Kate Watts, Colette Bidus and/or Ronie Webster

March Madness PD-Emerging Questions (as of 4/6/15)

* How many goals are educators expected to have?
* With evaluator changes- staff feedback reflects they are not feeling supported.
* Staff confusion about what year in the cycle they are in due to changes in administration
* What standard and/or elements do teachers need to provide evidence for?
* Will all administrators/evaluators be receiving training/information that was given to staff at March madness training?
* Is there a timeline for which walkthroughs have to be signed?
* Teachpoint is set for teacher standards and one staff member needed the Guidance Counselor standards uploaded.
* Hard copy Binder vs. Teachpoint- is there a mandatory form?
* Is less more within a binder if all indicators are represented once?
* Indicators or evidence? What is the focus?
* How do evaluators feel teachers can show “student effort” in a binder?
* How many artifacts are considered sufficient?
* What makes a good artifact?
* Can an artifact be used more than once?
* What happens if you finish a 2 year goal in less than 2 years?
* Has the feedback you have received helped you to plan next steps for improvement?
* Have you received help from evaluator when you have requested assistance to move forward to improve practice?
* Do we need to write a reflection after our goal is complete?

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**Objectives of March Madness Educator Evaluation PD: To provide participants with implementation tips and strategies to help make the teacher evaluation process meaningful, doable, and focused on increased student learning.**

1. **Activator: Label personal timeline with key components of your student learning goal. Include what you have already accomplished and what remains to be done to reach goal. Place positive, easy-going experiences *above* the line, and challenging, more difficult experiences *below* the line**

# **Essential Question: In what ways can meaningful discussions about our evaluative goals support student learning outcomes?**

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| --- | --- | --- |
| **Idea collection:** | | |
| What pieces of evidence (artifacts) do you hear the teacher mention? | What pieces of evidence (artifacts) do you hear the evaluator mention? | What questions do you hear the evaluator ask to prompt teacher reflection? |
|  |  |  |
| **Questions for Discussion**:   * How does the teacher use evidence to show his support all students in his class? * How does the teacher show meaningful self-reflection to improve his practice? * What ideas/insights could you draw from the video to utilize in your own evaluation experience? * What aspects of the video do you question or disagree with? What aspects do you value? | | |

1. **Action Plan**

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| --- | --- | --- | --- | --- | --- |
| **What will be done?** | **Why is it important?** | **Timeline**  **By When?** | **Resources:**  **What do I have available? What do I need?** | **Potential Barriers/Challenges?**  **Where might resistance come from? How can I overcome it?** | **Communications Plan:**  **With whom do I need to communicate?**  **How often?** |
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March Madness Calendar

