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 Jenn 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?
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.

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

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<thead>
<tr>
<th>Idea collection:</th>
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<tbody>
<tr>
<td>What pieces of evidence (artifacts) do you hear the teacher mention?</td>
<td>What pieces of evidence (artifacts) do you hear the evaluator mention?</td>
<td>What questions do you hear the evaluator ask to prompt teacher reflection?</td>
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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?

3. Action Plan

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# March Madness Calendar

## March 2015

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<th>Sun</th>
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<td>Donation training 2-4</td>
<td>Faculty meeting 2:30</td>
<td>MM goal data session 3:40</td>
<td>MM-teacher/student standard 1 session 2:30 and 3:40</td>
<td>Workshop scheduling committee 2:30</td>
<td>PTSA 6pm</td>
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<td>MM-goal-data 3:40</td>
<td>MM-teacher: standard 2 sessions 2:30-3:40</td>
<td>Study Island sessions 2:30 and 3:30</td>
<td>Kate curr-OV</td>
<td>Blackburn PD</td>
<td>MM Raffle—Pi Prices</td>
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<td>PARCC 3, 5, 6</td>
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<td>MM-goal-data 3:40</td>
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<td>DTLC 3:30-5pm</td>
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<td>I have a tablet, now what? 2:30-5:30</td>
<td>MM-goal-data 2:30</td>
<td>RTI grant PD 4</td>
<td>MM Raffle—Teacher care package and admin coverage</td>
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<td>MM Raffle—gift cards</td>
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<td>MM-teacher: standard 4 sessions 2:30-3:40</td>
<td>MM-teacher: standard 4 sessions 2:30-3:40</td>
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