We work with education leaders to develop the strategy and confidence to lead bold change and provide embedded supports in schools and districts.
The **efficacy of our work** has been documented in prominent studies and publications.
Focus Areas

School Improvement

Leadership Development

Teacher Growth
Expectations & Logistics

**EXPECTATIONS**

- Participate actively
- Honor time limits
- Be open to new ideas
- Trust the process
- Demonstrate electronic courtesy
- Leave the space better than we found it

**LOGISTICS**

- [Icon: Restrooms]
- [Icon: Clock]
- [Icon: Pencil]
- [Icon: Parking Garage]
Training Resources & Materials

Maryland Resource Hub
<table>
<thead>
<tr>
<th>Session Outcomes</th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>Define effective instructional practices</strong></td>
<td><strong>Calibrate expectations for effective instructional practice utilizing an observation tool</strong></td>
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<td><strong>Practice a process for collecting unbiased evidence linked to student outcomes</strong></td>
<td><strong>Utilize a feedback protocol to conduct courageous conversations focused on improved teacher practice and student learning</strong></td>
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Today’s Roadmap

- Establish the “Why”
- Identify the important of calibration in defining effective instruction
- Examine the Danielson evaluation tool
- College specific and unbiased evidence
- Utilize a feedback protocol to support courageous conversations
- Wrap up and feedback
A “System” of Teacher Effectiveness

Clear Instructional Expectations
How can we establish clear instructional expectations grounded in a clear definition of effective teaching?

Reliable Evaluation Systems
How do we build a reliable system to assess effectiveness relative to expectations?

Targeted Improvement Efforts
How do we use data from the system to drive behaviors?
Defining Effective Practice

In order to create the conditions for improved teaching, one must first define it. Without such a definition of good practice, educators are, in effect, wandering in a swamp.

Charlotte Danielson
Start with the WHY

Why

How

What
<table>
<thead>
<tr>
<th>Why</th>
<th>How</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Teacher Practice</td>
<td>Ensure Second-Order (Lasting) Change</td>
<td>Student Impact</td>
</tr>
<tr>
<td>What kind of results do we expect from the feedback we provide teachers?</td>
<td>How do we make it “stick”?</td>
<td>How will this work impact students and what is our role in the process?</td>
</tr>
</tbody>
</table>
The “Why” of Our Work

If students are going to acquire the Maryland college and career-ready standards needed for post-secondary and career success...

• then teachers must have time and autonomy to work on implementing effective teaching practices...

• and the school must define effective teaching that supports college and career learning...
STOP & Reflect

How would the participants in your schools and throughout your community benefit from taking the time to participate in this process (versus receiving this information)?

What do we need to do to communicate the real purpose behind this work?
Evaluation and the POP Cycle

- Pre-Conference
- Post-Conference
- Observation
Evaluation and the POP Cycle

Walkthrough

Feedback-Coaching

Pre-Conference

Post Conference

Observation

Feedback - Coaching

Planning support

Walkthrough
The Calibration Process
Calibration is the result of ongoing, frequent collaboration of groups of educators to...

come to a common, shared understanding of what practice looks like at different performance levels.

establish and maintain consistency in aspects of the evaluation process including analyzing evidence, providing feedback, and using professional judgment to determine ratings.
We know what effective educators do

AND

We can measure those actions and behaviors
Effective Instruction
What does highly effective instruction look and sound like?
Debrief:
Popcorn out responses
Effective Instruction has...

- Teacher clarity
- Classroom discussion
- Practice and feedback
- Formative Assessments
- Metacognitive strategies
- Student engagement
- A learning environment wherein students are encouraged to take risks
- Clear, shared outcomes
- Varied content, materials, and methods of instruction
- Complex thinking and transfer

**Charlotte Danielson’s FRAMEWORK FOR TEACHING**

<table>
<thead>
<tr>
<th>DOMAIN 1: Planning and Preparation</th>
<th>DOMAIN 2: The Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Demonstrating Knowledge of Content and Pedagogy</td>
<td></td>
</tr>
<tr>
<td>1b Demonstrating Knowledge of Students</td>
<td></td>
</tr>
<tr>
<td>1c Setting Instructional Outcomes</td>
<td></td>
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<tr>
<td>1d Demonstrating Knowledge of Resources</td>
<td></td>
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<tr>
<td>1e Designing Coherent Instruction</td>
<td></td>
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<tr>
<td>1f Designing Student Assessments</td>
<td></td>
</tr>
<tr>
<td>2a Creating an Environment of Respect and Rapport</td>
<td></td>
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<tr>
<td>2b Establishing a Culture for Learning</td>
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<tr>
<td>2c Managing Classroom Procedures</td>
<td></td>
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<tr>
<td>2d Managing Student Behavior</td>
<td></td>
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<tr>
<td>2e Organizing Physical Space</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>DOMAIN 4: Professional Responsibilities</th>
<th>DOMAIN 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a Reflecting on Teaching</td>
<td></td>
</tr>
<tr>
<td>4b Maintaining Accurate Records</td>
<td></td>
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<tr>
<td>4c Communicating with Families</td>
<td></td>
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<tr>
<td>4d Participating in a Professional Community</td>
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<tr>
<td>4e Growing and Developing Professionally</td>
<td></td>
</tr>
<tr>
<td>4f Showing Professionalism</td>
<td></td>
</tr>
<tr>
<td>3a Communicating With Students</td>
<td></td>
</tr>
<tr>
<td>3b Using Questioning and Discussion Techniques</td>
<td></td>
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<tr>
<td>3c Engaging Students in Learning</td>
<td></td>
</tr>
<tr>
<td>3d Using Assessment in Instruction</td>
<td></td>
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<tr>
<td>3e Demonstrating Flexibility and Responsiveness</td>
<td></td>
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**www.danielsongroup.org**
What are the critical attributes of highly effective instruction?
Examining Key Expectations for Performance Across Levels

1. Read across the rows for each element.

2. Highlight the key descriptions of performance at each level.

3. What separates one proficiency level from another?
**Domain 3: Instruction**

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a: Students</td>
<td>Communicating with Students</td>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language is ungrammatical or confusing. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not cover all essential content. The teacher focuses on strategies they might use when working independently. The teacher's spoken and written language is correct but not fully appropriate to the students' ages or backgrounds. The teacher's use of academic vocabulary is either limited or not fully appropriate to the students' ages or backgrounds. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</td>
<td>The teacher links the instructional purpose of the lesson to larger extracurricular, social, and political contexts. The directions and procedures are clear and anticipate possible student misunderstandings. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be useful. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</td>
</tr>
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<td>3b: Using Questioning and Discussion Techniques</td>
<td>The teacher's questions are of low cognitive challenge, with single correct responses and are asked in rapid succession. Interaction between the teacher and students is predominantly lecture style, with the teacher mediating all questions and answers; the teacher accepts all conclusions without asking students to explain their reasoning. Only a few students participate in the discussion.</td>
<td>The teacher's questions lead students through a single path of inquiry with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking with meaning results.</td>
<td>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and strategize while planning to appropriate. The teacher challenges students to justify their thinking and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, include topics, challenge one another's thinking, and make thoughtful contributions. Students show even that all voices are heard in the discussion.</td>
</tr>
<tr>
<td>3c: Engaging Students in Learning</td>
<td>The learning tasks, activities, materials, and resources are poorly aligned with the instructional outcomes, or require only a few responses, with only one approach possible. The groupings of students appear to be random, or the flow of the activity is unclear. The lessons have no clearly defined structure, or the pace of the lesson is too slow or rushed.</td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes and require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely summarizing. The groupings of students are moderately appropriate to the activity. The lesson has a recognizable structure, however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of &quot;down time.&quot;</td>
<td>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, asking students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teachers scaffolding to support that engagement. The groupings of students are appropriate to the activity. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenging students to explain their thinking. There is evidence of some student interaction and student contributions in the exploration of important content, students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to be intellectually engaged and reflect upon their learning but also to consolidate their understanding.</td>
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<td>3d: Using Assessment in Instruction</td>
<td>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning. Feedback is abstract or of poor quality. Students do not engage in self- or peer assessment.</td>
<td>Students appear to be partially aware of the assessment criteria, and the teacher monitors students learning for groups of students. Questions and assessments are usually diagnostic evidence of learning. Feedback to students is general, and few students assess their own work.</td>
<td>Students appear to be aware of the assessment criteria, and the teacher monitors students learning for groups of students. Questions and assessments are regular and diagnostic evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</td>
<td>Assessment is integrated into instruction, through extensive use of formative assessment. Students are aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are regular and diagnostic evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</td>
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<td>3e: Demonstrating Flexibility and Responsiveness</td>
<td>The teacher ignores students' questions, which students have difficulty learning, the teacher blames them on their home environment or for their lack of effort. The teacher makes no attempt to adjust the lesson even when students do not understand the content.</td>
<td>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</td>
<td>The teacher successfully adapts strategies to students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for the students' challenging learning. If important measures are not met, the teacher makes a minor adjustment to the lesson and does so smoothly.</td>
<td>The teacher seeks an opportunity to enhance learning, building on a spontaneous event or student interest, or successfully adapts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and selecting additional resources from the school or community, the teacher promotes a varied and effective approach for students who need help.</td>
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<td>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</td>
<td>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</td>
<td>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</td>
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What’s the GIST?
Digging In to Your Indicator

Connect

Extend

Challenge
Conducting Classroom Observations
Analyzing Evidence

What is the teacher doing and saying?

What is the impact on student learning?

What are the students doing and saying?

What is the task?

From “Learning to See, Unlearning to Judge”
Evidence Types

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the environment
Criteria for Actionable Evidence

- Non-judgmental and Unbiased
- Specific to the Lesson Observed
- Defines what was said/seen/done by teacher and student – IMPACT on student learning
How do you know?

Actionable Evidence

Not Actionable Evidence

How do you know?
Actionable or Not?

The teacher circulated between groups during the independent practice.
As the students worked in groups of 3 (based on specific skill need), the teacher circulated and asked 3 students how they knew their answers were correct. Students responded with explanations, such as I worked the problem backward to check if $\frac{1}{2}$ was correct. For one of the other students (group #2) the teacher modeled a similar problem and labeled her thinking by saying...so as I think about dividing fractions, I remember that we said dividing is the same as multiplying by the inverse (wrote out as she spoke.)
The "I Can" statement was posted on the board. When asked, four out of five students could not communicate or explain the objective.
To consistently apply the rubric to observations of classroom practice, it is essential to be able to make observations of evidence that stand independent of opinions (premature interpretations of evidence that are based on personal beliefs).
STOP & Reflect

How will you ensure the objectivity and effectiveness of the evidence you collect during observations?
Break – 10 minutes
How can we use our knowledge without becoming clouded by our own experiences when supporting and providing feedback to teachers?
During the Observation (Logistics)

- How often are observations?
- How soon should you provide feedback to a teacher after the observation?
- How much time in class?
- Pre-Observation, Post-Observation, or both?
- What are you looking for (e.g. framework or rubric)?
- Do you walk around?
- Do you talk with students?
- Do you ever go as a team or do you always go alone?
- Do you talk with the teacher one-on-one afterwards?
Hints and Tips

- Abbreviate
- Keep track of time
- Collect quotes not paraphrases
- Collect student dialogue and actions
- Collect evidence of impact on learning
Calibration Practice

As you watch...

Script evidence from beginning to end

Collect evidence for your assigned indicator
What did you SEE and HEAR in this classroom?

- Specific to the lesson observed
- Non-Judgmental and Unbiased
- What was seen, said, and done by students and teacher - IMPACT
Think
Share
Square
What evidence did you gather?

**THINK**

Review your evidence

**SHARE**

Discuss evidence with partner

- Where does the evidence fall for your assigned indicator?

**SQUARE**

With your table group – come to consensus on the rating for your indicator
Reconciling with Ratings

Learner Mindset
- How/why did I rate as I did?
- How/why did the district rate as it did?
- How can I reconcile differences?
- I’m still grappling with X because Y...

Judger Mindset
- Why did “they” rate it that way when it doesn’t take into account XYZ?...
- I disagree with that rating because XYZ...
When it comes to collecting evidence...

What I feel confident about...

What I’d like to continue to develop...
Developing actionable feedback for teacher growth
How can we use our specific and actionable evidence to have courageous conversations with teachers?
Feedback - The Courageous Conversation

- Aligned to school’s instructional vision and professional development
- Actionable

What DO you want?
Feedback - The Courageous Conversation

What do you NOT want?
Structuring the Feedback as a Courageous Conversation
Structuring the Feedback Conversation

- **Cite**
  - Area of strength or growth
  - High Impact/Leverage: what was the one thing that made the biggest difference (or would) for students?

- **Evidence**
  - 3-5 specific pieces of evidence
  - Aligned to the area of strength or growth

- **Model and/or suggestions**
  - Why should the teacher continue/implement this practice?
  - What impact did/does it have on student learning?
The Feedback Conversation

As you watch look for...

- C-E-I (M/S)
- What aha’s and/or wonderings do you have?
Debrief – Rotate the Room

- What elements of the CEI M/S structure did you notice in the conversation?
- How did the structure support improved teacher practice? Student learning?
- What else did you notice that we may NOT have discussed – that might also be important?
Lunch
Ms. Kinder is a veteran teacher. She has 12 years of teaching experience and has worked in the same building for the last 8 years. The majority of her students have been successful on state-level testing. The underperforming sub-group of students typically does not do well on these assessments. Ms. Kinder has been somewhat resistant to coaching because the majority of her students do score well, and she does not see the need to change her instruction.
Courageous Conversations

1. Utilize the C-E-I Protocol to write out your feedback (strength and weakness).

2. With an elbow partner, practice having the feedback conversation. Listen for the elements of the protocol.
Paper to Practice - Your Turn

1. Meet with your Cohort and analyze your assigned scenario (A or B)

2. Identify an area of reinforcement and/or refinement

3. Develop the Courageous conversation using the C-E-I model
Paper to Practice - Split the Room

Group 1
- A

Group 2
- B

Group 3
- A

Group 4
- B

Group 5
- A

Group 6
- B
Paper to Practice

- Identify an "administrator" and a "teacher"
- Everyone else is a coach

- Role play the conversation
- Coaches provide feedback on the process
Courageous Conversation Fishbowl

- One cohort will model the coaching conversation
- What evidence of the C-E-I model can we collect?
- Thoughts?
Debrief the Process

What “aha’s” did you have?

What considerations might be necessary?
Courageous Conversations

What challenges might you encounter in these conversations?

- Chronic Absenteeism
- Union concerns
- Reticent teacher
- Refusals to meet
- Refusals to sign
STOP & Reflect

What might you need to do to prepare school members for this type of feedback and reflection?
WHAT?
What happened? What activities did you engage in? What were your initial expectations? How did they match with what actually occurred?

SO WHAT?
How did the experience today relate to your work? Have your experiences today affected the way you view this work and/or your role in it? What are some of the pressing needs/issues in your school?

NOW WHAT?
What learning occurred for you in this experience? How can you apply this learning? What follow up is needed to continue to move the work forward and address any challenges or issues?
## Session Outcomes

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Reflection activity

1. As a principal what will you change or continue in your teacher evaluation practice?

2. What supports or resources do you need from your leadership coach?
PSEL Webinar Premiere
Next Steps

State Convening – Promising Principals’ Academy
March 28, 2019 (9 a.m. – 3 p.m.)
Location: Carver Staff Development Center, 2671 Carver Road, Gambrills, MD 21054

• Leadership Coach will meet with you 1 time in February to discuss the evaluation
• Hold future state convenings on your calendar.

Thank you for participating today.
We look forward to seeing you in January!
We are here to Support!

There are no good schools without good principals.

It just doesn't exist.

And where you have good principals, great teachers come, and they stay, they work hard, and they grow.

— Arne Duncan, U.S. Secretary of Education

Access Office Resources and Presentations on the Maryland Resource Hub
(www.marylandresourcehub.com)
Feedback Forms

- Complete feedback survey
Contact Us With Any Questions

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