

Entry Task

As you enter, please take a moment to place a dot on the continuum on the wall that represents your perception of the following:

To what degree has the current evaluation system supported you in improving your practice?

- 1= Poorly supported
- 2= Slightly supported
- 3= Fairly supported
- 4= Completely supported

Welcome!

- NWESD 189 Teacher and Principal Evaluation Project Regional Implementation Grant (NWESD TPEP RIG)
- Workgroup Meeting #1
- October 26, 2011

To Begin...

Who's here to partner in
this work?



Learning Targets for Today

At the end of today, I will:

- Understand the importance of norms and communication plans for functioning as a District and regional team.
- Understand the purpose of the TPEP project and the RIGs.
- Have deepened my individual and system awareness of Washington State's revised evaluation criteria for teachers and principals.

Hopes? Concerns?

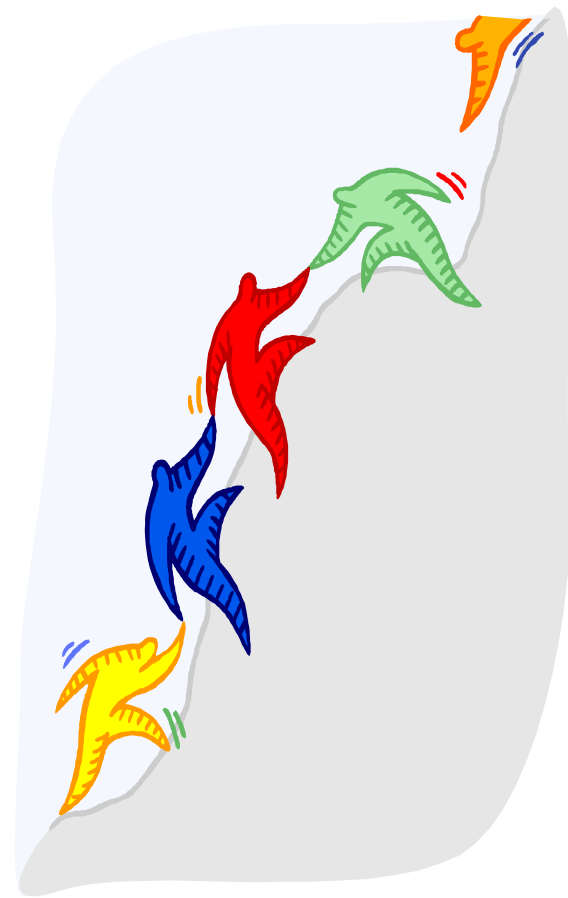
Select two 'sticky notes'.

On one, write a hope you have for the NWESD TPEP RIG project.

On the other, write a concern you have for the NWESD TPEP RIG project.

Post each, then work with others to group responses and title groups. Discuss as large group.

- Teams (inter and intra).
- Norms
 - Read the draft norms and note what you'd add or delete. Group yourself with two others to agree on changes. Share.
- Roles
 - Drawing for roles.



Digesting the Work of the Day and Year

- Intra-District Group
- “TPEP Work Jigsaw”
- Protocol on BLUE
- 17 minutes to read, comment, select questions (consider voting thumbs up...majority rules)
- 3-4 minutes to share

BREAK!



NWESD TPEP RIG 10.26.11

What's Been Done So Far?

To increase your familiarity with the the law, the report and the recommendations:

- Sit with 'like' colors (see name tag) in Inter-District groups of 6-7
- "TPEP Legislative Report Jigsaw"
- Protocol on BLUE
- Be ready to share in **36 minutes**....

Digging into the Criteria (part 1)...

What are the attributes of and effective instructor (from a teacher/student/principal perspective)?

What might serve as evidence of proficiency for the named attribute?

Brainstorm answers, on your own, using **one 'sticky note' per attribute. Seven minutes.**

Digging into the Criteria (part 2)...

Place each 'sticky note' on the poster where the language most closely matches your definition.

Seven minutes.

Digging into the Criteria (part 3)...

To deconstruct and analyze the new teacher evaluation criteria to deepen understanding.

- Move to sit with 'like' numbers (see name tag) in Inter-District groups of 4-5.
- "Teacher Criteria Jigsaw"
- Protocol in BLUE
- You have **40 minutes**.

LUNCH

Enjoy
your
30-
minute
break!



Digging into the Criteria (part 4)...

To establish a common understanding of the 'Teacher Evaluation Criteria'.

Each group has 5 minutes to share, with limited questions/comments from the larger group.

Use note sheet to record summaries, evidence/artifact examples, and note questions/reflections to self.

District Planning Time

- What needs to be accomplished in Districts?
 - What messages do we share....and with whom?
 - What will be done by November 22 and December 7?
 - Who will do what?
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- Be prepared to share your plans with your regional partners **in forty minutes.**

What's next?

November 22 -- workgroup session #2:
creating a rubric to evaluate instructional frameworks; presentation by Center for Educational Leadership on Five Dimensions Framework. 9-3:30, NWESD.

December 7 -- workgroup session #3:
making the case for instructional frameworks; webinar by Charlotte Danielson on the Framework for Teaching. 9-3, NWESD.

Closure

- Website
- Post test
- Evaluation....and THANKS!