

**NWESD TPEP RIG Work Group Meeting #3
December 7, 2011**

Essential Questions for the year:

- How do we deepen our knowledge of the purpose and substance of Washington State's revised evaluation criteria for teachers and principals in order to guide decisions which have the promise to improve student learning?
- How do we select and then use an instructional framework model to provide us with a way to operationalize (via language, evidence, and artifacts) the revised four-tiered evaluation system to improve teaching and learning throughout the system?
- How do we create and use a professional development plan to build principal and teacher readiness to pilot a new District evaluation model(s)?
- How do we establish and implement systems and structures that continue to improve collaboration and communication about this project within our District(s)?

Learning Targets Session 3

Participants will:

- Understand the importance of norms and communication plans for functioning as a district and regional team.
- Understand and then use the TPEP RIG Instructional Frameworks Scoring Guide.
- Understand the importance of the use of coherent instructional frameworks.
- Deepen their understanding of Charlotte Danielson's *Framework for Teaching*.

Success Criteria

Participants will:

- Consistently use group norms.
- Analyze and organize evaluation notes from Session #2 (11/22/11).
- Summarize the AERA report on Chicago Public Schools and instructional coherence.
- Analyze/Evaluate the Danielson '*Framework for Teaching*' Instructional Frameworks.
- Continue to construct an action plan to communicate the purpose of the TPEP RIG work within their district.

AGENDA

9:00 – 9:15	Entry Task (on wall posters): <ul style="list-style-type: none">• What’s your team’s understanding of “the work”? Welcome Introductions: Who’s in the room? What does it mean to operate as an inter and intra District collaborative learning team? What’s the work of the day? Who’s involved?
9:15 – 10:10	Completing the Evaluation of CEL’s 5 Dimensions
10:10 – 10:40	Making the Case for Instructional Frameworks
10:40 – 10:50	Break
10:50-12:00	Reviewing Danielson’s <i>Frameworks for Teaching</i>
12:00 – 12:30	Lunch
12:30 – 1:00	Practical Application of the <i>Frameworks for Teaching</i>
1:00 – 1:45	Completing the Evaluation of the <i>Frameworks for Teaching</i>
1:45 – 2:45	District work time
2:45 – 3:00	Close