

**NWESD TPEP RIG Work Group Meeting #2
February 25, 2013**

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 to improve student learning?
- How do we select and then use an instructional and leadership 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 new school district evaluation model?
- How do we establish and implement systems and structures that continue to improve collaboration and communication about this project within our school district(s)?
- How do we deepen understanding of the above in order to respond to the "WHY" questions that our constituents will ask?

Learning Targets Session 2

Participants will:

- Deepen their understanding of the Danielson Frameworks for Learning, the Center for Educational Leadership's 'Five Dimensions' Instructional Framework, and the Marzano Teacher Evaluation Model.
- Understand the eVal tool enough to determine how to share initial information with their stakeholders.
- Evaluate the work of their team to consider the sequence of communication to be done within their Districts.

Success Criteria

Participants will:

- Consistently apply group norms.
- Continue to develop a communication plan for their stakeholder groups.
- Make or justify a selection of one of the three instructional frameworks.

AGENDA

9:00 – 9:10	<p>Welcome</p> <ul style="list-style-type: none"> • Introductions • Plus/Delta Review • The Work of the Day and Project • Norms
9:10 – 9:25	<p>Preparing questions about the Instructional Frameworks</p> <ul style="list-style-type: none"> • Review the rubric as individuals and as a small group
9:25 - 10:30	<p>Instruction Framework Panel A regional administrator and teacher representing each of the three instructional frameworks will answer the bulleted questions and then participate in a question and answer period:</p> <ul style="list-style-type: none"> • What were the most critical factors in selecting the framework? • What are the greatest benefits of having chosen this framework? • How has the structure of the framework supported your district's work? • How are you making and maintaining the translation back to the 8 criteria? • How is the initial implementation proceeding? <p>RIG Participants will use the instructional framework and the comments from panelists to take notes regarding evidence and 'score' <u>each</u> of the three frameworks on the provided rubric.</p>
10:30 – 10:40	Break
10:40 – 11:45	<p>Reviewing the Instructional Frameworks to Explain Our Selection Those Districts which have already determined their Instructional Framework will move to the Mt. Baker Room, Garrison Bay Room or Westcott Bay Room to create a PowerPoint or Executive Summary explaining that decision with evidence from the rubric. Audience for the document: community members, School Boards, etc.</p> <p>Reviewing the Instructional Frameworks to Make a District Selection Those Districts which have not determined their Instructional Framework remain in the Reid Harbor Room to make that decision.</p>
11:45 – 12:15	Lunch
12:15 – 1:30	eVAL: What to do now to prepare your teachers and principals for eVAL use
1:30 – 2:45	Team Time: Plan how to communicate the BIG ideas of TPEP (SB 6696, 5895, 8 Criteria, etc.) and the selection/justification of the instructional frameworks with your various stakeholders. What do they know? How can you support their learning?
2:45 – 3:00	Closure: Session Evaluation & Next Steps