

NON-CLASSROOM INSTITUTE PARTICIPANTS

OBSERVATION IDEAS AND GUIDANCE FOR EDUCATORS IMPLEMENTING INSTRUCTIONAL SHIFTS

In thinking about the Educator Effectiveness requirement of using multiple measures as summarized in the table below, how might the Lesson Plan Process Guide, as well as student and teacher reflection tools, assist teachers in gathering data for their annual evaluation process?

I feel that it is imperative to utilize multiple sources of measurement and tools within the evaluation process. The evaluation process may or may not have been written as an 'evaluative' tool for the effectiveness of an educator. It is the belief of many educational leaders, state leaders and educators that the tool be utilized as a means to improve a teacher's instruction. It should not be utilized as a 'got ya' but as a tool to improve a teacher's instructional practice. When I began utilizing data driving instructional tools in my music classroom, my teaching improved immensely. I went from utilizing the 'feel good', 'This is what it think/see', 'the student just doesn't like my subject' form of assessment to pre-post, performance based & content based data rich assessment. I was able to decipher students that 'did not like' music to students that 'did not understand how to read music notation' so they were 'Lost' in the music. Data driven and multi – measure instruction assisted my lesson plans in to being more purposeful and provide more cross-curricular connections. The key is (just as in instruction) the data needs to have meaning and connection to the teacher. A teacher must gather data that is not only reflective of their current practice but will also assist them in pushing their practice to a higher level. The lesson plan process guide assists teachers in making all the pieces more purposeful and simply answers the questions of why, many times over.

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For teachers, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary teachers** – At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary teachers** – At least one documented observation every year and one evaluation that results in a written evaluation report including fair and reliable measures of performance against Quality Standards. every three years.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

REQUIRED MEASURES FOR TEACHERS:

Include at least one of the following measures as a part of the annual evaluation process.

- Student perception measures, where appropriate and feasible;
- Peer feedback;
- Feedback from parents or guardians;
- Review of teacher lesson plans or student work samples.

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Using the table below, add your best thinking about possible guiding questions a classroom observer (e.g. instructional coach/administrator) might use to encourage educators as they implement the instructional shifts in their discipline. (Please feel free to write your own questions or use any questions from the *Guiding Questions EE Resource Guide* document found in the institute document section). Once you choose the prompts that resonate the most with you and add them to the left hand side, share a few evidence examples or “look fors” for teachers and students that might occur as a result of these questions (an example has been provided below). *Some ‘look fors’ have been provided. However, reflection through conversation or personal narrative (after the observation) is more effective when left open-ended. Therefore, some of the cells in the ‘look for’ column will be empty.*

General	
Guiding Questions	Evidence Examples or “Look Fors”
Which academic standard(s) was the focus of the unit or lesson?	<p>What is the need to know?</p> <p>Teacher</p> <ul style="list-style-type: none"> • Identification of concept/standard important for your subject area through inquiry based approach • Identify skills necessary for students to show growth/success <p>Students</p> <ul style="list-style-type: none"> • Identify specific content standards and areas of focus for learning • Continue to build skills for collaboration, problem solving and communication
How was review of previously learned concepts or skills implemented to ensure an appropriate level of prior knowledge?	<p>Teacher:</p> <ul style="list-style-type: none"> • Guiding questions for students to answer and/or research • Guiding questions in which students may not know the answer but know the process by which to ‘research’ the answer • Asking students to review what they learned previously with a ‘prompt’ Tell me what you know about? • Pre-test <p>Student</p> <ul style="list-style-type: none"> • Able to provide answers through rote memory or through research based avenues • Articulate prior knowledge through reflective practice (self or assessment)
How did students take ownership of their learning (process)?	<p>Teacher</p> <ul style="list-style-type: none"> • Provide a variety of opportunities for students to show knowledge. • Assessment and feedback to individual students and groups through the learning process. i.e. guiding questions, clarifying questions, prompting ideas, brainstorming, etc. <p>Students</p> <ul style="list-style-type: none"> • Ask questions, and research & connect thoughts/findings into answers focused on content • Work individually or with others to dig deeper to provide a more comprehensive or decisive outcome

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<p>How did students take ownership of their learning outcomes?</p>	<p>Teacher</p> <ul style="list-style-type: none"> • Create opportunities for students to reflect on their strengths and next steps regarding their learning • Guide student with open ended, reflective questions • Provide a process/reflective journal to ensure students stay focused toward an end task/result <p>Students</p> <ul style="list-style-type: none"> • Monitor learning and progress through journals, project guidance guidelines, goal setting • Seek assistance from teacher or other students when 'stuck'. • Collaborative conversation, research, continuous asking of questions and using resources to develop answers
<p>What is most critical for the success of this unit/lesson?</p>	<p>Teacher</p> <ul style="list-style-type: none"> • Narrative reflection or anticipatory outcomes of post-test assessment <p>Student</p> <ul style="list-style-type: none"> • Journal reflection or post-test assessment

In thinking about the learning and discussions throughout the institute, share ideas for how instructional coaches, school and district administrators could ensure a school culture that supports educators in implementing the instructional shifts?

Thinking back to the institute. I appreciated attending other content areas. Experiencing their perspective on how to 'create' student centered learning opportunities. I was able to observe a 'science' lesson. Although, I realize that the presenters did not have a large amount of allotted time it seemed as if they sped through the content quickly. In which my observation is "they were not assessing the needs of their students and their abilities/prior knowledge base".

I always find it particularly interesting that when a group of presenters finishes an idea or concept with the 'intended audience' they utilize a project mode to assess learning. While I enjoy the project model, more often than not (at minimum 80%) of the groups do a project that incorporates the arts. One group made a mobile, another group created a drawing, a third group composed a rap, our group performed a dramatic interpretation. It makes me question why the arts are NOT integrated into the classroom to create connections more often.

When looking for the Guiding Questions EE Resource Guide I came across the following document - <https://www.cde.state.co.us/educatoreffectiveness/resourceguideteacherpp> -. I did a document find (ctrl/alt f) for Planning/Coaching Questions. These Planning/Coaching Questions are 'from my observation' guiding questions when planning for instruction. I have two Major initial observations: 1. There are over 200 questions for teachers/supervisors to 'look for' when planning/teaching/guiding a lesson. Albeit the intent of the list was probably extensive for the point of not missing anything. I am afraid that it is exhaustive and extremely repetitive. 2. This list is teacher centered. It is completely based on 'what does the teacher do'. I feel that in our guidance for an instructional shift, documents at CDE should be reflective of 'student centered' instruction rather than Teacher directed. It was difficult to find vocabulary in the document focused on student driven learning. E.g. A large majority of the questions began with How will I...