

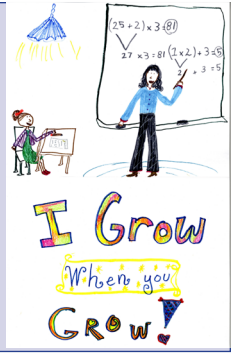
Eugene 4j School District-Educator Quality Bi-Monthly

Collaboration Chronical

"I Grow When You Grow"

August 5, 2013

To understand the heart and mind of a person, look not at what he has already achieved, but at what he aspires to. -Khalil Gibran



Reminders of what to do within the growth system for the upcoming 2 months)

Calendar & Reminders

Aug 8, 8-3pm-Required Administrator PD-Teacher Effectiveness & Growth System, Loc: Chavez, Pres: N.Hungerford & HR team

Topics: 1) SB 290, 2) SMART goals, 3) Rubrics, 4) Teacher Growth and Effectiveness Process, 5) HR Webpage, 6) TalentEd, 7) Administrator Toolkit

Aug 26, 27, 28, 29, starting at 8:30am--Optional 2hr PD sessions for teachers & admin for TalentED & Teacher Effectiveness & Growth System (see Celia's emailed invitation for details), Loc: Madison MS

Aug 26, 3-4pm-Elementary Principals Work Session

(within the Elementary Principals' meeting)

Aug TBD-Secondary Principals Work Session

Agenda for both:

- 1) Set up a "Collaboration"/PLC calendar and schedule (Inquiry Protocols available to support in Administrator Toolkit)
- 2) Pre-plan alignment of district goals/SIP-Essential Skills/team/individual SMART goals and collaboration preceded with "Data Crosswalk" activity

Sept 4, time TBA-All District Back-to-School Training (Certified & Admin), Loc: SEHS (see Celia's email invitation for details)

Month of Sept-Suggested for Principals-Building Staff Meetings:

Alignment of goals (from district to individual), SMART goal work sessions, Collaboration/PLC sessions to begin

Sept 31-SMART goals due

Tools & Ideas

The Necessity and Power of Alignment-Aligning district and building goals to team/individual SMART goals builds coherency, support and sustainability.

Check out the visual template created in support of alignment below. This and other tools will be available in the Administrator Toolkit.

Coherent Goal Setting & Growth Plan Template

DISTRICT GOALS

STUDENT ACHIEVEMENT
Increase achievement for all students and close the achievement gap. E. By 2015-16, the district will implement the Common Core State Standards, providing clear goals for student learning in English language arts and math and ensuring progression in the knowledge of essential skills that all students will demonstrate for college and career readiness and to achieve the Oregon diploma.

TEACHER CAPACITY BUILDING
Build our staff capacity to perform at a high level.

STEWARDSHIP OF DISTRICT RESOURCES
Provide prudent stewardship of district resources to best support student success, educational equity and choice.

STAKEHOLDER ENGAGEMENT
Engage the community, staff, families, students, elected officials and other stakeholders in supporting our schools and improving educational outcomes for all 4J students.

() SCHOOLS IMPROVEMENT PLAN GOALS

1) _____ 2) _____ 3) _____
School Needs Data Summary: (Highest Need Students, Actions towards 21st Century Skills, Data Trends)
PLC/Collaboration Plan: Collaboration Calendar/Schedule (attached) & Process and Content of Meetings (attached)

SMART GOALS

() School's/Department's Over-Arching Focus:
Professional Practice Goal: (Aligned to building PLC/Collaboration Plan/4J's Standards for Effective Teaching Domains)
Student Learning Goal 1: (Guided by Buildingwide Essential Skill)
Student Learning Goal 2: (possible co-learn within class)

Ideas to make the work effective and sustainable, info about forms teachers and administrators can choose to use to guide practice (CIE, Making Thinking Visible, etc.)

Collaboration & PLCs

**Peer Coaching
Observer as Coach**

Developed in the field by educators affiliated with NSRF.

Receiving real feedback can be threatening to the receiver, therefore an important principle in this process is that at all times the person who is being observed is the one who is in control of the situation.

Guidelines

1. Each person should choose the person with whom they will work. They should agree to take turns being the observer and the observed.
2. The pair should establish ground rules for giving and receiving feedback.
For example: "Our observation data will remain confidential"; "We will meet to follow up on the observation within 24 hours of the observation."
3. The person asking for feedback specifies the areas in which they want feedback.
For example: "Track the kinds of questions I ask (are they memory questions, or do they require evaluation)"; "Do I give enough time for students to answer?"; "Do I ask boys more questions than girls?"
4. The observer, armed with a short list of what to look for from the person being observed, comes and watches the class or meeting for a short time (15-20 minutes at first, longer as the pair becomes more comfortable with both observation and feedback).
5. The two people meet afterwards — *undisturbed*. During this meeting:
 - the partners should sit with the data between them.
 - the observed should refocus on the questions s/he asked. That is, reflect on the questions in light of the data brought back by the observer.
 - the observer should share the things s/he saw, heard, and tracked rather than what s/he thought about them. Allowing the observer to evaluate or judge the observed will poison the process quickly.
 - there should be some talk of what did and didn't happen and how the observed could make it happen next time.
 - the observed should encourage the observer to reflect on the relevance of the data to the questions.
 - both observer and observed should watch for defensive behavior.
 - the observer should check for signals to see if the other has had enough.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrff.org.

Timely resources, protocols, etc.)

Celebrating Exemplary Practice



Fifth and Second graders strengthen relationships through collaboration on a Big and Little Buddy project.

Audio/Visual example of exemplary practices, can be referred by principal