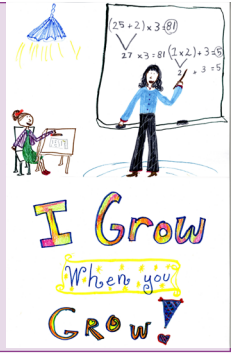


Eugene 4j School District-Educator Quality Bi-Monthly  
**Administrator Collaboration Chronicle**  
"I Grow When You Grow"  
March 3, 2014

"If we want to grow as teachers--we must do something alien to academic culture: we must talk to each other about our inner lives--risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, the abstract." -Parker Palmer



## Calendar & Reminders

- March**-Mid-year Conference--Teachers should come w/ on-going data regarding their SMART Goals..
- March 18 (RBT)**-Admin Chrt I Class, 8:30-4pm, Audi  
-Admin Chrt II Obser (PM-CHS)
- March 19 (RBT)**-Admin Chrt II Class, 8:30-4pm, Audi  
-Admin Chrt I Obser (8-11:30am-WillaG,  
12:30-4pm-Sheldon)
- March 20 (RBT)**-Elem Teacher Ldr Chrt I, 8:30-3:30,Tower  
-Elem Teacher Ldr Cohort II, 8:30-3:30, Audi  
-Secondary (No Sch) PD (5.5 hrs) & Planning
- March 21-Secondary Grading Day (No Sch)  
-Elementary (No Sch) PD (5.5 hrs) & Planning
- Due March 31** - 3rd Informal Observation
- April**-Continue with in/formal observations, finish Mid-Year Conferences

## Tools & Ideas

### Invitation to Pilot Informal Observation Forms

(attached)

All of the following drafts are open to feedback via upcoming principal meetings and email. Additional focused and flexible informal observation drafts will be shared for feedback (with administration & teachers) and added to the informal observation library in TalentEd for 2014/15 (i.e. reading, math, teaching standards specific, classroom/behavior management, etc.).

- 1) Objective-Activity-Assessment-Engagement
- 2) Evidence-Impact-Claim
- 3) Equity-Inclusion
- 4) Stated-Lived-Worthy

Copy to Informal Observational DRAFT			
Teacher:	_____	Grade:	_____
Subject Area:	_____	Time Started and ended:	_____
Observation:	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A	In student's family language:	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
Rated by teacher:	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A	Validated by the teacher:	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A
Was the observation:			
Instruction Aligned to Objectives:	Do the instructional activities align to the objectives? <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A		
1st Year activities:			
CSES:			
Standard 2.01 Promoting Equity and Appropriation of Diversity: The teacher uses an appropriate strategy to ensure that all students, including those with diverse needs and backgrounds, are provided an equitable and challenging learning environment.			
Language	Instruction (Add to student, student to student, student to teacher)	Learning Activities/Processes	Context/Assess

## Collaboration & PLCs



### Mind Set, Grit & Determination

(see attached video)

**Idea:** Have staff watch 6:54 min video and discuss as warm up to professional learning to influence a positive "mind set". Have them draft essential questions about positivity, grit and success to share with others (particularly students).

## Exemplary Practice

Nominate a teacher to participate in district's "The Heart of Teaching" Mini-Movie!

**Timeline:** Nominations still accepted, email Tasha

Feb/March-Video Footage taken

March/April-expected finished product to be shared with the district and community.



Josh Barbor-Connections Teacher (ESS)-One of the many featured teachers, speaking to their passion for and drive in working with kids in The Heart of Teaching Featurette