

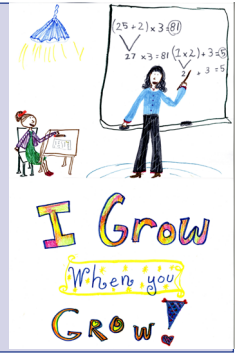
Eugene 4j School District-Educator Quality Bi-Monthly Administrator Collaboration Chronicle

"I Grow When You Grow"

Dec 2, 2013

"So what should we say when children complete a task quickly and perfectly? Should we deny them the praise they have earned? Yes. When this happens, I say, 'Whoops. I guess that was too easy. I apologize for wasting your time. Let's do something you can really learn from!'"

-Carol S. Dweck, Mindset: The New Psychology of Success



Calendar & Reminders

For administrator pacing--

Suggested Actions -- November/December (No staff meeting time needed)

- 1) Continue with peer observation processes /collaborative inquiry meetings. Support staff by gathering their notes to archive their hard work & success.
- 2) Continue Informal and Formal observations.

(1st Formal Obs due Nov 30)

Dec 6-Elementary Schools TE & G Work Session in school buildings

(PD 'package' provided to principals)

January (No staff meeting time needed)

- 1) Mid-year check in meeting--Teachers should come with on-going data regarding their SMART Goals.
- 2) Continue with peer observation processes/collaborative inquiry meetings. Support staff by attending and gathering their notes to archive their hard work and success.

- 3) Continue Informal and Formal observations

(2nd Informal Obs due Jan 30)

Collaboration & PLCs

Team Teaching 2.0 (Edutopia clip attached)

Two high school math teachers from Leadership Public School (CA) partner on planning, examine practice (through observations and video), provide feedback to refine practice and improve student achievement. **If your school is interested in piloting video examination partnerships, please connect with Tasha for possible resources.**

<http://www.edutopia.org/blog/how-to-team-teach-high-school>



Optional Principal Critical Friends Group

When?: 12/2, 12:30-2:00pm & 12/9, 1-2:30--all in Parr Rm

Next Mtg Topic: Examination of the Teacher Rubric and Standards using materials and protocols you can use with your staff.

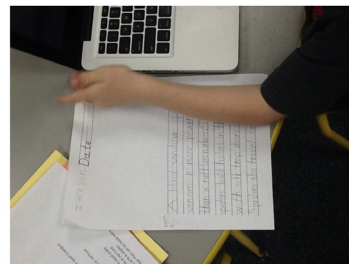
Tools & Ideas

An Observation Tool Idea

Cal Young admin have created an observation form, aligned with their school's goals and teaching standards. (Attached) District-wide focused observation tools will be published in the course of this year.

Subject Area	Grade	Date	Start Time	End Time
II-A-3: Presentation of Content - Clarifies the purpose for the lesson and learning objectives What is the learning target/objective(s):				
Check all that apply: <input type="checkbox"/> Posted by teacher <input type="checkbox"/> Verbalized by the teacher <input type="checkbox"/> Explained by a student				
Ineffective	Developing	Effective	Model	
Does not explain the purpose of the lesson or unit.	Is inconsistent or confusing the purpose of the lesson or unit.	Clarifies the purpose for the lesson or unit, including how it supports broader learning objectives.	Clarifies the purpose for the lesson or unit, including how it supports broader learning objectives, and links that purpose to student outcomes.	
II-B-3: Student Participation and Engagement Who is doing most of the talking? — Students Teacher				
Who is doing most of the work? — Students		Teacher		
Student is...		Teacher is...		
What strategies are used to engage students and what proportion of students are engaged?				
Ineffective	Developing	Effective	Model	
Provides little structure; does not monitor discussion or activity. Does not reach out to engage passive students. Provides activities and engagement that are inappropriate for students' ages or backgrounds and does not engage the entire class or group.	Consistently reaches out to assist students in the discussion or activity. Does not actively engage the passive students. Provides activities and engagement that are appropriate for only some of the students and does not engage the entire class or group.	Monitors and engages all students in the discussion and activity. Provides activities and engagement that are appropriate for a range of students, and allows all students an opportunity to engage in ongoing conversation.	Monitors the effective engagement of all participants by students with special needs and those whose native language is not English. Provides activities and engagement that actively promote and engage all students in the exploration of content, both during the lesson and during independent work and homework. Encourages students to initiate or bring activities and projects to enhance their understanding.	
II-B-2: Establishing a Safe, Respectful, and Academically Challenging Environment What strategies are used to promote a positive classroom climate?				
Ineffective	Developing	Effective	Model	
Maintains a physical environment that is uncomfortable for students and does not support learning by being unorganized and academically challenging.	Creates and maintains a physical environment that is not reliably safe and supportive of student learning in all situations.	Creates and maintains a safe physical and intellectual environment where students feel comfortable and confident in taking academic risks. Uses teacher interactions to enhance motivation and enhance the development of social skills.	Creates and maintains a safe physical and intellectual environment where students feel comfortable in taking academic risks and also play an active role in organizing their peers who contribute academic challenges. Demonstrates openness to respectful student challenges about administration and processes.	

Exemplary Practice



Gilham First Graders research and write a paragraph of facts about spiders-then use iMovie to record it, edit sound and add images to create a product that can be used to teach others.