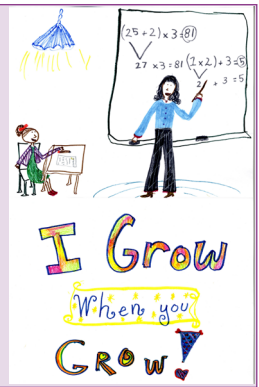


Eugene 4j School District-Educator Quality Bi-Monthly Administrator Collaboration Chronicle

June 16, 2014

The truth is that our finest moments are most likely to occur when we are feeling deeply uncomfortable, unhappy or unfulfilled. For it is only in such moments, propelled by our discomfort, that we are likely to step out of our ruts and start searching for different ways or truer answers.

-M Scott Peck



Calendar & Reminders

May 31-Summative Evaluations (soft due date)

**June (Ideal time in staff meetings: 30 mins):
Summarize & Celebrate!**

**Educator Effectiveness Regional Principal
Input & Work Sessions (see last CC for details)**

June 19, 9-12pm-Churchill Region in ATA's library

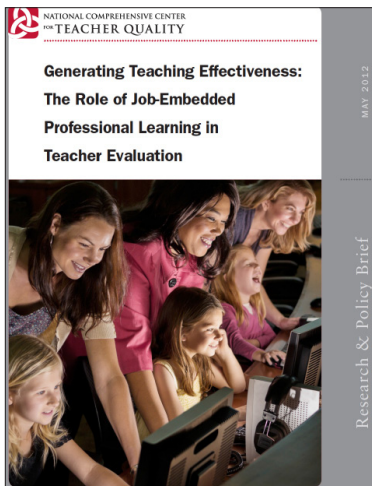
June 19, 1-4pm-North Region in Kelly's library

June 20, 9-12pm-South Region in RMS's library

June 20, 1-4pm-Sheldon in Monroe's library

Summer Reading for 2014/15 Preparation

(Attached)



- 1) **Research on How Teachers Learn Best**
- 2) **Job-Embedded Professional Learning:** a) Is grounded in day-to-day teaching practice, b) Occurs regularly, c) Consists of teachers analyzing students' learning and finding solutions to immediate problems of practice, d) Is aligned with student standards, school curricula, and school improvement goals. (Darling-Hammond & McLaughlin, 1995; Hawley & Valli, 1999; Hirsh, 2009)
- 3) **Professional Learning in Teacher Evaluation**
- 4) **Essential Conditions for Professional Learning in Evaluation**

Tools & Ideas

Figure 2.1 Making the Shift to Learning-Focused Evaluation

	TEACHING-FOCUSED EVALUATION	LEARNING-FOCUSED EVALUATION
Emphasis in analysis, conversation, and documentation	<ul style="list-style-type: none"> What the teacher has done How the teacher's performance relates to a set of standards How the teacher "felt" the lesson went (e.g. liked/disliked) How/what the teacher might change and why 	<ul style="list-style-type: none"> How teaching has affected what students know and are able to do How the teacher's performance relates to a set of standards; how the students' performance relates to curricular goals and standards What formative assessment showed about the instruction Which instructional choices are helping or hindering student learning; what next steps need to be taken
Characteristic activities	<ul style="list-style-type: none"> Classroom observation 1-3 times a year depending on years of experience Requests that teachers submit "participation" info for non-classroom standards Conference(s) to review supervisor's findings and "sign-off" on reports Suggestions/recommendations focused on activities to do 	<ul style="list-style-type: none"> Frequent classroom visits of 5-20 minutes plus 1 or more formally scheduled full-length observations Evidence gathering from job-alike or PLC meetings, LASW sessions, data analysis, artifacts showing student learning Conferences to review student learning and reflect on teacher and school goals for students Suggestions/recommendations specify desired outcomes as well as steps to take
Role of the evaluator	<ul style="list-style-type: none"> Check the teaching against a set of "best practices," program requirements, or standards of performance Fulfill minimum requirements for documentation in order to demonstrate compliance with contract 	<ul style="list-style-type: none"> Collaborate with the teacher to assess the impact of programs and practices on learners and identify what to change, how to make the changes, what data to collect, and how to monitor progress Interact often, to stimulate teacher thinking and problem-solving and to give feedback about performance in relation to a standard.
Role of the teacher	<ul style="list-style-type: none"> Provide a display of teaching process during required observations Provide documentation of participation or compliance 	<ul style="list-style-type: none"> Analyze data, adjust instruction, collaborate with evaluator to identify next steps Provide evidence of analysis, reflection, and improvement in outcomes

Consider sharing this with staff at the end or start of a year (attached). How could you leverage PLC's to shift thinking from *teaching* to *learning (impact)*?

TE & G Summer Updates & Improvements

- 1) **TE & G Website:** a) Administrator Toolkit (calendar guides, b) seven writeable observation 'look for' templates, c) SIP alignment templates available)
- 2) **TalentEd:** a) HR is Lobbying for video capability to compliment and enhance literal notes, update in Fall, b) Improved TalentEd Quick-Start Guide (audio and visual)
- 3) **Evaluation Content:** a) NEW! Professional School Counselor evaluation forms and processes, b) seven new observation 'look for' templates, c) Newly uploaded rubrics for non-classroom licensed staff, d) Administrator Rubric DRAFT in process
- 4) **ODE Updates-DRAFT** of the Matrix and a District Peer Review Panel--<http://www.4j.lane.edu/hr/teachereffectiveness/communicationupdates/>

The Heart of Teaching Featurette

Please share with staff!

In the Safari Browser only----

14 min Short Version: http://staff.4j.lane.edu/~katsuda/CCJune2_Heart_of_Teaching

45 min version: http://staff.4j.lane.edu/~katsuda/The_Heart_of_Teaching_May2014.mp4