Welcome & Introductions

- Introduce yourself
  - Position
  - School/District
  - Years of experience as an evaluator
- Share your expectations for this workshop

Welcome AA #1451 Participants

Academy Outcomes

Participants in this Academy will be able to:
- Assign components of the Danielson Framework evaluation rubric in Domains 1 & 4 with a high degree of accuracy;
- Provide constructive and supportive feedback to teachers based on evidence from Domains 1 & 4;
- Learn to control for bias when evaluating teachers in Domains 1 & 4;
- Conduct effective pre and post observation conferences using evidence from Domains 1 & 4; and
- Demonstrate inter-rater reliability in determining levels of proficiency in Domains 1 & 4.
"Behind the Scenes"
Domains 1 & 4

Domain 1: Planning & Preparation
What a teacher knows and does in preparation for teaching.

Domain 2: Classroom Environment

Domain 3: Instruction
a) Demonstrating knowledge of content and pedagogy.
   b) Demonstrating knowledge of students.
   c) Setting instructional outcomes.
   d) Demonstrating knowledge of resources.
   e) Designing coherent instruction.
   f) Designing student assessment.

Domain 4: Professional Responsibilities
Professional responsibilities and behavior outside the classroom.

"On the Stage"
Domains 2 & 3
How Bias Can Color Your Objectivity

- Read the article, How to Avoid the Natural Reactions that Prevent Good Decision-Making, found in your Participant Packet (P-1 to P-9).
- Discuss the article as a table team.
- As a table team, identify how these forms of bias might enter into your objectivity when rating Domains 1 & 4.
- Be prepared to share specific examples with the larger group.

Activity: A Closer look at Domain 1 Components

- Form groups as directed.
- Review the information regarding your assigned component, and...
- For each example of evidenceiration and document what you would expect this evidence to look like if your component were considered...
- Finally, brainstorm and document what would be considered...

<table>
<thead>
<tr>
<th>Component 1</th>
<th>Evidence (i.e., artifacts, observations, etc.)</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
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Creating Pre-observation Conference Prompts

- Now that you’ve had a chance to discuss what evidence of Domain 1 might look like, let’s plan for a pre-observation conference by creating probing questions...
  - What standard questions would you establish to facilitate a pre-conference? Refer to Domain 1 Components and their Critical Attributes as a guide as well as the Guide to Probing Questions (P-10 to P-12).
  - What artifacts would you expect teachers to share in the pre-conference?
  - How would you process the conference and make judgments related to performance ratings in Domain 1?

Practice: Observe/Critique Pre-observation Conference

- Review Teacher Lesson Plan (Participant Packet P-13) and observe and script the pre-observation conference video using the Pre-observation Conference Data Collection Sheet (Activity Packet A-2).

Practice: Pre-observation Conference Role Play

- Organize yourselves into triads.
- In your triad practice facilitating a pre-observation with the teacher you just observed focusing on areas you identified in your Domain 1 Evidence Collection Plan:
  - assign roles: Teacher, Evaluator, Observer
  - Evaluator conducts a 5 minute pre-conference
  - Observer provides feedback, facilitates question “tune-up”
  - Switch roles until all have a turn.
Evidence Analysis - Domain 4

As a table team, analyze the critical attributes & Levels of Performance (LoP) for your assigned Domain 4 component:

• Describe specific evidence reflective of PROFICIENCY in your district. Reach consensus and document on chart paper.

• Using the evidence of PROFICIENCY, now describe what EXCELLENCE would look like. Reach consensus and document on your chart.

• When signaled by your facilitator, regroup as directed and prepare to share your examples with the larger group. Be specific about the difference between proficient and excellent.

Practice: Observe/Align/Rat Classroom Practice
Prepare Post Conference

a. Observe & Script (Activity Packet A-3)

b. Individually Align & Rate

c. As a table team:
   1. Share & Compare
   2. Draft Probing Questions to Collect Domain 4 Evidence
   3. Draft Probing Questions to Collect Domain 4 Evidence

d. Prepare to Share with Whole Group

Creating Post-Observation Conference Prompts

• Draft standard probing questions to facilitate a post-observation conference using the Domain 4 Evidence Collection Plan (Activity Packet A-4):

   • What standard questions would you establish to facilitate a post-observation conference? Refer to Domain 4 Components and their Critical Attributes as a guide.

   • What artifacts would you expect teachers to share in the post-observation conference?

   • How would you connect Component 4a to the remaining components in Domain 4?

   • Use the Domain 4 Evidence Collection Plan (A-4) to document the above.
Practice: Observe/Critique Post-observation Conference

- Observe and script post-observation conference (Activity Packet A-5)
- As a table team, refer to Danielson 2013 Domain 4a: Reflecting on Teaching in order to:
  - Reach consensus on a rating for Component 4a
  - Select a 2nd and 3rd component to focus a concept map
  - Generate at least 2 additional probing questions you would ask additional probing questions to build Danielson’s understanding
  - Create a concept map, connecting the components with the questions you generated

- Be prepared to share out

Practice: Post-observation Conference Role Play

- In your trial practice facilitating a post-observation with the teacher you just observed:
  - Assign roles: Teacher, Observer, Evaluator
  - Evaluator conducts 5 minute post-conference
  - Observer provides feedback, facilitates question “tune-up”
  - Switch roles until all have a turn.

You will need the materials found in your Activity Packet pages A-6 thru A-12.

On your own:
- Review the two Scenarios provided (one each for Domains 1 & 4)
- Using the AD form provided, document the evidence you collected for each 1 & 4 component.
- Rate your collected evidence referring to Danielson 2013 Critical Attributes.
- Be prepared to justify your ratings with the entire group.

Application Dissemination (AD)