Administrator Academy #1448:  
Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators (Part 1 of 3)

Materials Developed by:  
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Consultants
Welcome & Introductions

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

Participants will be able to:
• assign components of acts of teaching to the Danielson evaluation rubric with a high degree of accuracy;
• provide constructive and supportive feedback to teachers based on data from observations of teaching;
• control for bias when evaluating teachers;
• conduct effective evaluation conferences that utilize data from the evaluation rubric in a way that delivers constructive and supportive feedback, controls for bias, gives teachers the opportunity to deliver instruction that improves student achievement; and
• determine levels of proficiency in Domains 2 and 3 which correspond to the master trainers’ score, indicating a level of inter-rater reliability.
The Formal Observation Process

Pre-conference Observation Data Collection

Evaluation Rating PD

Post-conference

Observation Data Collection

Analysis: Evidence & Alignment

DuPage ROE
Bias in Teacher Observation

• Read the article from the Association of American Educators found in your Participant Packet (P-1 to P-4)
• At your table, discuss the article and your reactions to it
• Discuss the question at the end of the article
• Be prepared to share your table discussion with the larger group
Bias

When you make value judgments based on a teacher’s or the students’ age, race, gender, appearance, perceived economic status, or accent, these judgments may influence both how you collect evidence and make scoring decisions based on that evidence.

Example: if a teacher is wearing jeans, it would be bias to assume that the teacher has established a casual, laid-back classroom atmosphere.

Bias may also exhibit itself when personal preferences about teaching practices, materials, and classroom environment influence your judgment.

Example: if you think that using technology is the best way to teach and let that opinion get in the way of identifying evidence of what is actually happening in the classroom when no technology is used, then bias interferes with your collection of evidence and determining the appropriate level of performance.

Warning flags- could have, should have, must have, ought to have, and so on.
Going Deeper: Opinion Definition

• **Opinion**
  ▫ **Bias**: an inclination one possesses or a prejudice
  ▫ **Interpretation**: what one thinks they see/hear or their preference or opinion about teaching

• **Trigger Points** - something outside of the rubric (e.g. race, ethnicity, etc...) that causes one to judge a performance more harshly or leniently than warranted.
Principal Novice (a second year principal in this school) is evaluating 7th year female Math teacher Veteran who has been rated Excellent in her 3rd and 5th years. Teacher Veteran frequently and informally supervises throughout the school even though not assigned (e.g., bus, lunchroom, hallway). Teacher Veteran voluntarily runs after school activities for students. Teacher Veteran is a strong asset as she provides direct intervention for students in partnership with principal Novice. Principal Novice observes Veteran and finds two components rated E, two components rated NI and the remaining components generally strong P. Principal Novice is concerned that if she rates Teacher Veteran as P with two areas of NI:

a. Teacher Veteran will become angry and cease many volunteer activities of value to the school; and
b. Teacher Veteran may seek other employment in another school district.

Discussion Prompt

How would you proceed as Principal Novice?

Discuss at your table.
Tips for Controlling Personal Bias

➢ Be self-aware.

➢ Thoroughly understand the Framework.

➢ If you can’t provide evidence, you are likely exhibiting personal bias.

➢ Focus on evidence, not opinions or assumptions.
The Pre-Observation Conference: Domain 2 & 3 Connections

Video #1: Grade 1 Reading Workshop
Activity Packet A-1

a. Observe & script the pre-conference
b. Based on the pre-observation conference discussion, identify 1 to 3 “look-fors” during the classroom observation.
c. As a table team share & compare
d. Prepare to share with whole group
Classroom Observation: Domains 2 & 3

Video #2: Grade 1 Reading Workshop
Activity Packet A-2

Individually:

a. Observe & script the classroom video
b. Align and rate teacher evidence with Domain 2 & 3 components
c. Without discussion, chart your component ratings with the dots provided.
d. Discuss the data posted in the room
e. Be prepared to share
Developing Probing Questions

a. Draft Probing Questions for your assigned D2 or D3 component to facilitate teacher reflection on the lesson observed (4a)

b. Document your questions on chart paper and post in the room as directed

c. When indicated conduct a gallery walk adding to and/or providing feedback.

d. Upon returning to your original chart, prepare a presentation for the larger group.

Resource: Pocket Guide to Probing Questions
National School Reform Faculty Participant Packet P-5 to P-7
Plan the Post-Observation Conference

Video #3: Grade 1 Reading Workshop Activity Packet A-3

a. Observe & script the post-conference and discuss the following:
   a. What did the evaluator do well in this post conference?
   b. How would you improve the post conference you observed?
   c. Does the evidence you collected during the classroom observation support the teacher’s self reflection?
   d. If not, how would you deliver constructive and supportive feedback to increase this teacher’s accuracy in reflecting on practice?
   e. If it does, how would you facilitate this teacher’s reflection on professional growth?

b. Prepare to Share with Whole Group
Supervisory Behavior Continuum

Glickman, Gordon, & Ross-Gordon (2007)

Directive
- Control

Directive
- Informational

Collaborative

Non-directive

- Listening
- Clarifying
- Encouraging
- Reflecting
- Presenting
- Problem Solving
- Negotiating
- Directing
- Standardizing
- Reinforcing
Discuss at your table:

- A teacher in your school that may need the directive approach to supervision; and
- A teacher in your school that may need the non-directive approach to supervision
- How would you structure feedback conversations with each?

Participant Packet P-8
Constructive & Supportive Feedback: Thinking about the “Hard Conversation”

At your table, read and discuss the excerpt from Having Hard Conversations by Jennifer Abrams. You can find the excerpt in your Participant Packet (P-9).
What’s holding you back?

A thousand things are unspoken in schools every day, and the lack of truth telling enforces an ineffective status quo. Change—personal and institutional—requires that we speak out loud about what we know and believe. We need to be liberated from those of our beliefs that limit us. We need to find our voice around what matters most.

Jennifer Abrams
Having Hard Conversations, 2009
Competing Commitments

Think about a time in your school or department when a difficult conversation was in order, but you chose not to address it. At your table, share this situation and discuss the following questions:

- What stopped you from having the conversation?
- What was the outcome as a result?
- If you could rewind the tape, what would you have done differently?
Any of these sound familiar?

- A desire to please
- Personal safety
- Personal comfort
- Fear of the unknown
- No sense of urgency (for you)
- I don’t fit in here
- Waiting for the perfect moment
- Perfectionism
- Distrust of oneself and/or others
- Lack of authority
- Distrusting our own judgment
- Fear of kicking somebody who is already down
- Too big a shift in role expectations
- This wasn’t in the job description
- Too close to home
- Conflict with beliefs or values
- Fatigue
- Personality or intent

Abrams, 2009
The Importance of Confronting Behavior That Violates Purpose and Priorities

As a table team:

- review the quotes found in your Participant Packet P-10 (The Importance of Confronting Behavior That Violates Purpose and Priorities);
- develop a summary statement that supports the importance of difficult but crucial conversations in a PLC culture; and
- be prepared to share with the whole group.
Framing the Hard Conversation

What’s your approach?

- “Ready, Aim, Fire”
- “Ready, Aim, Aim, Aim, ...Aim”
- “Ready, Fire”
- “Get Clear, Craft, Communicate”
What should you ask yourself before you dive in?

Abrams talks about the following categories:

✓ Timing
  ✓ Is this the right time? for them? for me?

✓ Stakes
  ✓ What might be the impact (ripple effect) on others?

✓ Likelihood of Success
  ✓ What do I think the outcome will be? Am I prepared well enough to support the change needed?

✓ Options
  ✓ Is there a better way to address the issue?

✓ Consequences for Failure
  ✓ Can I effectively anticipate a negative outcome? What can I do if that occurs?

✓ Personal Perspective
  ✓ Is my personal bias interfering with my judgment?

✓ Feasibility
  ✓ Is the change I want to see actually possible?
A Processing Guide

What if you took the time to process the issue to be addressed? Would developing a plan increase the likelihood of success? Would a plan increase your confidence in holding a difficult but crucial conversation or a non-directive conversation?
### Understanding Processes that Increase the Likelihood of a Successful Conversation

<table>
<thead>
<tr>
<th>Abrams, 2009</th>
<th>Patterson, et.al., 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity</strong></td>
<td><strong>Start with the heart</strong></td>
</tr>
<tr>
<td>▫ Knowing why I hesitate</td>
<td>▫ Knowing what you want</td>
</tr>
<tr>
<td>▫ Asking myself the right questions at the right time</td>
<td>▫ Learn to Look</td>
</tr>
<tr>
<td><strong>Craft</strong></td>
<td>▫ When is the conversation crucial</td>
</tr>
<tr>
<td>▫ Finding professional language</td>
<td>▫ Make it safe</td>
</tr>
<tr>
<td>▫ Making a plan</td>
<td>▫ Establish mutual purpose</td>
</tr>
<tr>
<td><strong>Communicate</strong></td>
<td>▫ Listen</td>
</tr>
<tr>
<td>▫ Scripting initial comments</td>
<td>▫ Master my stories</td>
</tr>
<tr>
<td>▫ Listen</td>
<td>▫ Make sure you know the facts in order to take charge of your emotions</td>
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<tr>
<td>▫ Take action</td>
<td>▫ STATE my path</td>
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<tr>
<td></td>
<td>▫ Share your facts</td>
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<tr>
<td></td>
<td>▫ Talk tentatively</td>
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<tr>
<td></td>
<td>▫ Explore others’ paths</td>
</tr>
<tr>
<td></td>
<td>▫ Move to action</td>
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Practice: Classroom Observation

On your own:

1. Observe & Script (A-4)
2. Align & Rate Evidence Collected
3. Select 1 Area for Focus During a Post Conference
4. Use the Processing Guide (A-5 to A-6) to Plan the Conference
5. Be Prepared to Role Play
Practice: Role Play a Difficult Conversation

- Form triads:
  - assign roles
    - Teacher
    - Supervisor
    - Observer
  - “Supervisor” selects one component to focus a conversation with the “teacher” just observed in the video
  - Use Processing Guide to prepare for the conference
  - Supervisor conducts 5 minute conversation
  - Observer provides feedback
  - Switch roles until all have a turn
References


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Questions/Concerns/Suggestions
Application Dissemination

On your own:

Activity Packet A-7 to A-8

- Observe & Script the following classroom video
- Using the AD form provided, document the evidence you collected for each D2 & D3 component.
- Rate your collected evidence referring to Danielson 2013 Critical Attributes.
- Be prepared to share your reflections upon review of the facilitators’ feedback.