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

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Consultants
Welcome & Introductions

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

Facilitators record expectations on chart paper.
Review outcomes; outcomes are directly from the approved AA 1448 outline.
Remind participants that the formal observation process is more than what is seen/heard in the classroom. The process is a cycle that leads to professional growth based on a research based framework that defines levels of performance in teaching (Danielson, 2013). This AA focuses on this entire process leading to effective and supportive feedback.
After participants read and discuss the bias article at their tables (Participant Packet pages P-1 to P-4), lead an open discussion about how/why bias sneaks into our judgments about practice. If time permits, these ideas may be recorded on chart paper by the facilitator.
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.

The Trigger Points lead into the next slide which is a discussion activity.
Facilitator reads the scenario. As table teams, the discussion prompts are deliberated and then shared with the larger group.
Here are some tips to prevent bias from creeping into your monitoring and evaluating activities:

➢ Be self-aware. Identify your own biases and work to overcome them.

➢ Thoroughly understand the IL Performance Standards and how they apply to the job.

➢ If you can’t provide evidence aligned to the job description or the IL Standards, you are likely exhibiting opinion based on personal bias.

➢ In difficult situations, always ask, “what does the evidence say?” Focus on evidence, not opinions or assumptions.

➢ Seek out training on conducting effective supervisory conversations so that your personal bias does not impact your ability to provide accurate and constructive feedback.
Direct participants to open their Activity Packets and use page A-1 to complete this exercise.
Use one piece of chart paper for each of Domains 2 and 3. Create a grid with each component listed down the left side and ratings listed across the top. Refer participants to Activity Packet A-2 to complete this exercise. After viewing the video, participants will align and rate components in Domains 2 & 3. Participants will then place a dot for each component on the chart to represent how they would rate that component. If some components are not observed in the video, no dot will be placed for that component.
Table teams will be assigned a specific D2 or D3 component. Can use index cards placed on tables. Refer participants to the Guide to Probing Questions found in their Participant Packets (P-5 to P-7)
Facilitate per slide instructions. Refer participants to Activity Packet A-3 to complete this exercise.
Handout to explain Staff members are at various career stages, ranging from novices who need more direction and support, to experienced staff members still learning their craft, to master teachers needing relatively little supervisor support. **Supervision must be differentiated to address the individual growth needs of staff members**, and approaches will range from direct to indirect behaviors. Although teachers indicate a preference for observers who emphasize a supportive, caring style, sometimes directive behaviors are appropriate (example: when a teacher does something that would obviously hurt a child). A highly skilled, master teacher most likely will benefit from a nondirective approach, with the supervisor providing the teacher with the space and freedom to experiment, helping to clarify concerns or misunderstandings about teaching practices, and providing a “listening ear” as the teacher strategizes new approaches. A novice teacher, one who is highly resistant to supervision or is very ineffective, may need more structure and directive behaviors. In this instance, the supervisor may give the staff member limited choice, so that practices can be standardized and reinforced. The majority of the staff likely will be best supported with collaborative supervisory behaviors: jointly engaging in problem-solving and reflection. This chart and page 44A provide Carl Glickman’s developmental approach to supervision, noting four supervisory approaches ranging from heavy, prescriptive involvement of the supervisor (directive control) to a more informal, supportive approach (nondirective). **The goal is to match the supervisory approach to the individual staff member’s developmental stage, and as he/she grows as a professional to adjust the approach to allow the staff member to assume more control.**
Use Supervisory Behavior Continuum handout in participant packet (P-8) for this discussion.
Mention that hard conversations may not only include those with struggling teachers. Each conversation is hard in that the evaluator should always attempt to facilitate professional growth (even with those teachers who demonstrate excellence). Article found in 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?

PEAC
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

Connect some of these with the comments made through the discussion in the previous slide.
Refer to Participant Packet P-10.

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.
This slide is **not** for discussion purposes; facilitator poses these to get participants to think about how they have processed feedback conversations they have conducted.
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?

Introduce Processing Guide found in Participant Packet P-11 to P-12.
Understanding Processes that Increase the Likelihood of a Successful Conversation

**Abrams, 2009**
- Clarity
  - Knowing why I hesitate
  - Asking myself the right questions at the right time
- Craft
  - Finding professional language
  - Making a plan
- Communicate
  - Scripting initial comments
  - Listen
  - Take action

**Patterson, et.al., 2012**
- Start with the heart
  - Knowing what you want
- Learn to Look
  - When is the conversation crucial
- Make it safe
  - Establish mutual purpose
  - Listen
- Master my stories
  - Make sure you know the facts in order to take charge of your emotions
- STATE my path
  - Share your facts
  - Talk tentatively
- Explore others’ paths
- Move to action
Direct participants to their Activity Packets A-4 through A-6. Show 15 min of this video. This will prepare participants to role play in triads (per next slide).
Facilitator rotates and listens in on the role play discussions. Facilitate brief discussion after all have had a chance to role play the supervisor.
References


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Questions/Concerns/Suggestions

time for feedback

PEAC
Refer participants to Activity Packet A-7 to A-8 for completion of their individual AD plans. Upon completion of Application Dissemination plans, the facilitator opens discussion about participant assessment of D2 and D3 as compared to that of the facilitator. Individual feedback is provided.