Today’s Presenters

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Introductions
Outcomes

• Explore the Evaluation Process

• Explore the relationship between Evaluation and Supervision

• Provide opportunity to participate in inter-rater reliability activity

• Provide updated information about Standard VI
Resources
WIKI SUPPORT FOR PRESENTATION

http://ncees.ncdpi.wikispaces.net/Stokes+County
Online Module-Phase I Modules

North Carolina Professional Teaching Standards

http://center.ncsu.edu/nc
Additional Resources:

- http://ncees.ncdpi.wikispaces.net
Email specific questions about educator effectiveness to:

educatoreffectiveness@dpi.nc.gov
Process for Evaluating Teachers
Scramble Time

- Pre-Conference Discussion
- Principal Electronic Signature
- Draft SMART Goals based on data
- Review data & Complete Self-Assessment
- Complete PDP
- Teacher Signature
Principal’s Responsibility

- Manage
- Supervise
- Ensure
- Identify
- Know

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction
Before Week 3 of School Year

Component 1: Training
Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation
Within two weeks of teacher’s first day, the principal will provide:

A. The Rubric for Evaluating North Carolina Teachers;
B. Teacher Evaluation Policy ID Number: TCP-C-004
C. A schedule for completing evaluation process.

STEP 1: Training and Orientation
Component 4: Pre-Observation Conference
Before the first formal observation, the principal meets with the teacher to discuss: self-assessment, professional growth plan, a written description of the lesson(s) to be observed.
Goal: To prepare principal for the observation.

Component 3: Teacher Self-Assessment
Using the Rubric, the teacher shall rate their performance and reflect on his or her performance throughout the year.

STEP 2:
Self-Assessment, Goal Setting and Pre-Conference

Before First Formal Observation
Within the 1st nine weeks

STEP 3: Observation Cycle
(Administrative and Peer)

Component 5: Observations

A. Formal observation:
   45 min. or entire class period

B. Probationary Teachers:
   3 formal by principal and 1 formal by peer

C. Career Status Teachers: Evaluated annually.
   During the renewal year: 3 total- 1 must be formal
   Observations shall be noted using the Rubric.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation.
Discuss and Document strengths and weaknesses on the Rubric.
Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

A. Give rating for each Element in Rubric
B. Comment on “Not Demonstrated”
C. Overall rating of each Standard
D. Provide teacher with opportunity to add comments to the Summary Rating Form
E. Review completed Teacher Summary Rating Form with teacher and
F. Secure the teacher’s signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 8: PD Plans

Individual Growth Plans—“Proficient” or better
Monitored Growth Plans—At least 1 “Developing”
Directed Growth Plans—“not Demonstrated” or “Developing” rating for 2 sequential yrs.

Before the End of the School Year

STEP 4:
Summary Evaluation and Goal Setting
Teacher Evaluation Process

**Component 1: Training**
Before participating in the evaluation process, all teachers, principals, and peer evaluators must complete training on the evaluation process.

**Component 2: Orientation**
Within two weeks of a teacher's first day, the principal will provide:
- The Rubric for Evaluating North Carolina Teachers;
- Teacher Evaluation Policy ID Number: TCP-C-004; and
- A schedule for completing evaluation process.

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Observations shall be noted using the Rubric.

**Component 6: Post-Observation Conference**
The principal shall conduct a post-observation conference no later than ten school days after each formal observation. Discuss and document strengths and weaknesses on the Rubric.

**Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form**
Prior to the end of school year, the principal conducts a summary evaluation conference with the teacher to discuss components of the evaluation. At the conclusion:
- A. Give rating for each Element in Rubric
- B. Comment on "Not Demonstrated"
- C. Overall rating of each Standard
- D. Provide teacher with opportunity to add comments to the Summary Rating Form
- E. Review completed Teacher Summary Rating Form with teacher and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

**Component 8: PD Plans**
- Individual Growth Plans: "Proficient" or better
- Monitored Growth Plans: At least 1 "Developing Directed Growth Plans": not Demonstrated" or "Developing" rating for 2 sequential yrs.
Reflection Activity

Which part of the evaluation process has been most challenging for you and why?
Break

15 minute timeout to reflect and refresh
Inter-rater Reliability
Describe the relationship between principal supervision and evaluation.
**Teacher Evaluation Process**

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A. Give rating for each element in the Rubric
B. Comment on “Not Demonstrated” C. Overall rating of each standard
D. Provide teacher with opportunity to add comments to the Summary Rating Form
E. Review completed Teacher Summary Rating Form with the teacher and F. Secure the teacher’s signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

**Component 8: PD Plans**
- Individual Growth Plans: “Proficient” or better
- Directed Growth Plans: At least 1 “Developing” “Not Demonstrated” or “Developing” rating for 2 sequential yrs.
Silent Fast Draw

Divide chart paper in half either vertically or horizontally

• Draw your version of supervision
• Draw your version of evaluation
• Accomplish task without talking
• Choose reporter, recorder, and task master
• Share
Standard IV
Teachers Facilitate Learning for their Students

Review the elements and descriptors within standard IV.

• What does facilitating learning look like?
• Use the rubric form to observe and evaluate the lesson.
Inter Rater Reliability

How did we rate this lesson?
Classroom Lesson
Element D
Element E
Element F
Element G
Element H
Reflecting on Data

Table 2b: District Report of Aggregate Teacher Evaluation Ratings for All Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Not Demonstrated (1)</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Accomplished (4)</th>
<th>Distinguished (5)</th>
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</thead>
<tbody>
<tr>
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<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
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<td>21.0</td>
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<td>19.0</td>
<td>2.4</td>
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<td>0.0</td>
<td>25.0</td>
<td>3.1</td>
<td>388.0</td>
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<tr>
<td>Standard5</td>
<td>0.0</td>
<td>0.0</td>
<td>33.0</td>
<td>4.1</td>
<td>391.0</td>
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</table>

These data represent only a portion of the educators employed by this local education agency. Not all teachers were evaluated during the 2010-2011. If the number of individuals in a school is fewer than 5, then results are shown as a N/A.

How does your school compare to the district data? What trends do you see with your district’s data?

School’s Data

• Which of the standards show the need for the most growth?

• Which standard do you need coaching in so you can help teacher grow whether its by PD or one-on-one assistance?
Discuss Results

• Compare the responses at your table
Reflection Activity

How do you ensure that ratings teachers receive from administrators mirror student performance?

Sharing: Stixyboard

Solutions
Standards 6 and 8

Incorporating student growth into the NC Educator Evaluation System
SBE Policy on Standard 6

- The Department of Public Instruction will complete the sixth and eighth standard ratings after the results of the 2011 – 2012 testing program have been finalized and approved by the State Board of Education, and the EVAAS value-added scores have been calculated. This population should take place in late September 2012.
What We Have

Evaluation Tools
- Standards 1-7
- Standards 1-5

Some Assessments to Measure Growth
- End of Grade
- End of Course
- VoCATs

From the MET...
- Observation Tools
- Assessments to Measure Growth
- Student Survey

Exploring Pilot in 47 LEAs in 2011-12
Observation + Other Measures

- **Standard 6 and 8**
  We need a state-adopted growth model and a fair 6 & 8 rating strategy

- **Status**
  We need an overall method to determine educator effectiveness status

- **Measures of Student Learning (MSLs)**
  For those grades and subjects that are currently non-tested, we need ways to measure growth
## Standards 6 & 8 – The Basics

### Teachers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Leadership</td>
<td>Establish Environment</td>
<td>Know Content</td>
<td>Facilitate Learning</td>
<td>Reflect on Practice</td>
<td>Contribute to Academic Success</td>
</tr>
</tbody>
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### Principals (and other Administrators)

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<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Strategic Leadership</td>
<td>Instructional Leadership</td>
<td>Cultural Leadership</td>
<td>Human Resource Leadership</td>
<td>Managerial Leadership</td>
<td>External Development Leadership</td>
</tr>
</tbody>
</table>
Growth Model

Teachers
Contribute to Academic Success

Principals
Academic Achievement Leadership

Standard 6 and 8 are measures of Growth
Growth Model

Teachers
Contribute to Academic Success

Principals
Academic Achievement Leadership

We will use Educator Value-Added Assessment System EVAAS for standards 6 & 8 when possible
How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year. *Every student must grow based on where they start.*
How will the ratings on Standards 6 & 8 work?
Principal Rating Categories

Principals

5 Rating Categories
- Not Demonstrated
- Developing
- Proficient
- Accomplished
- Distinguished

3 Rating Categories
- Does Not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

Leadership Areas:
- Strategic Leadership
- Instructional Leadership
- Cultural Leadership
- Human Resource Leadership
- Managerial Leadership
- External Development Leadership
- Micro-political Leadership
- Academic Achievement Leadership
Teacher Ratings Categories

Teachers

Demonstrate Leadership
Establish Environment
Know Content
Facilitate Learning
Reflect on Practice
Contribute to Academic Success

5 Rating Categories
Not Demonstrated
Developing
Proficient
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3 Rating Categories
Does Not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth
Ratings

Teachers

1. Demonstrate Leadership
2. Establish Environment
3. Know Content
4. Facilitate Learning
5. Reflect on Practice
6. Contribute to Academic Success

5 Rating Categories
3 Ratings Categories

Why the difference?

Identifying only three rating categories on standard 6 & 8 improves certainty of categorization.
Teacher Ratings in 2011-12
Rationale - MET Research - Standard 6 & 8 - Status - Support

Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

Note: In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.
Teacher Ratings in 2011-12

Yearly Rating
- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

Teacher-level EVAAS reports available on September 11 (estimated)

Teacher sixth standard ratings available at end of September

Sixth standard ratings available in two locations:

1. Rating only will be back-populated into the McREL tool and available to see on the 2011 – 2012 summary rating forms

2. Rating and component data available in EVAAS
Teacher Ratings in 2012-13

2012 – 2013 is the first year of data for all teachers and school administrators who have their own data.

Yearly Rating
- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

Weighted Average

Possible additional element

Student Surveys (?)
Principal Ratings

- Standards 8 rating will be determined using school-wide EVAAS growth

School-wide EVAAS Growth = Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth
Ratings

Key Note on Ratings

- Every educator is evaluated every year
- Each standard and rating stands on its own (1 out of 6, not 1/6)
- Ratings are used to create professional development plans each year
- Ratings are used to determine status
Effectiveness Status

Using multiple measures to gauge overall effectiveness of educators
What is the difference between Ratings and Status?
Status

Ratings

• Teachers
  6 separate ratings to help teachers grow each year

• Principals
  8 separate ratings to help principals grow each year

Status

• A single overall status that is determined once a principal or teacher has three years of growth data to populate 6 or 8

• Categories for Status
  1. In Need of Improvement
  2. Effective
  3. Highly Effective
Status and Standard 6 & 8

• An educator receives an effectiveness status only once she has 3 years of data on Standard 6 or 8

• A 3-year rolling average of growth data from standard 6 or 8 is used as part of determining overall status
3-Year Rolling Average

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Standard 6</td>
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<table>
<thead>
<tr>
<th>Growth</th>
<th>Expected Growth</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9</td>
<td>Met Expected</td>
<td>1.2</td>
</tr>
<tr>
<td>-2.5</td>
<td>Did not meet</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
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</tr>
</tbody>
</table>

\[ 1.9 + (-2.5) + 1.2 = 3 \]
\[ = .2 \]
Met Expected Growth
3-year average rating on standard 6 for determining status

Note: A similar methodology applies to principals as well.
Note: The values above represent values from the MRM model in EVAAS.
Three Years of Data

Any three years of data attributable to a teacher or principal will be combined and used:

• Any grades
• Any subjects
• Any schools
• Any districts

The three years of data do not start until they are specific to that teacher and his or her students
So once a educator has a three-year average rating for Standard 6 or 8, how is status determined?
Status

• The Three Status Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective
# Teacher Status

## Standards 1-5

<table>
<thead>
<tr>
<th>In the year</th>
<th>In Need of Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Any rating lower than proficient</td>
<td>Proficient or Higher on Standards 1-5</td>
<td>Accomplished or Higher on Standards 1-5</td>
</tr>
<tr>
<td>2</td>
<td>And/Or</td>
<td>And</td>
<td>And</td>
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<tr>
<td>3</td>
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### Standard 6

Three-year rolling average

\[
\frac{\left( \text{2 years ago} + \text{1 year ago} + \text{This year} \right)}{3}
\]

- Does Not Meet Expected Growth
- Meets or Exceeds Expected Growth
- Exceeds Expected Growth
## Principal Status

### Standards 1-7

In the year

- **In Need of Improvement**
  - Any rating lower than proficient
  - And/or
  - Standard 8
    - Three-year rolling average
      - \( \frac{2 \text{ years ago} + 1 \text{ year ago} + \text{This year}}{3} \)

- **Effective**
  - Proficient or Higher on Standards 1-7
  - And
  - Accomplished or Higher on Standards 1-7

- **Highly Effective**
  - Meets or Exceeds Expected Growth
  - Exceeds Expected Growth
What Will Teachers See?

- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**
<table>
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**Overall Status**

- Needs Improvement
- Effective
- Highly Effective

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Overall Status

| Needs Improvement | Effective | Highly Effective |

Determined by lowest standard score

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<tr>
<td></td>
<td>Distinguished</td>
</tr>
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<td>Standard Three: Teachers know the content they teach.</td>
<td>Not Demonstrated</td>
</tr>
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<td></td>
<td>Distinguished</td>
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<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>Distinguished</td>
</tr>
<tr>
<td>Standard Five: Teachers reflect on their practice.</td>
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<td>Developing</td>
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<tr>
<td></td>
<td>Distinguished</td>
</tr>
<tr>
<td>Standard Six: Teachers contribute to the academic success of their students.</td>
<td>Does Not Meet Expected Growth</td>
</tr>
<tr>
<td></td>
<td>Meets Expected Growth</td>
</tr>
<tr>
<td></td>
<td>Exceeds Expected Growth</td>
</tr>
<tr>
<td>More Details</td>
<td></td>
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</tbody>
</table>

**Overall Status**

- Needs Improvement
- Effective
- Highly Effective

Determined by lowest standard score

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### Detail on the Sixth Standard Rating

**Report:** School Value Added  
**School:** Turrentine Middle  
**District:** Alamance-Burlington Schools  
**Test:** End of Course  
**Subject:** Algebra I  
**Year:** 2011

<table>
<thead>
<tr>
<th>Standard</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard One: Teachers demonstrate leadership.</td>
<td>Not Demonstrated</td>
</tr>
<tr>
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</tr>
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</tr>
</tbody>
</table>

**Standard Six: Teachers contribute to the academic success of their students.**

### More Details

- **Year One (2009-2010)**
  - Individual Student Growth: 1.8
  - School-wide Student Growth: 1
  - Year One Growth: 1.22
- **Year Two (2010-2011)**
  - Individual Student Growth: 1.2
  - School-wide Student Growth: 0
  - Year One Growth: 1.11
- **Year One (2011-2012)**
  - Individual Student Growth: 1
  - School-wide Student Growth: 0
  - Year One Growth: .70

**Three Year Rolling Average:** .21

<table>
<thead>
<tr>
<th>Overall Status</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Effective</th>
</tr>
</thead>
</table>

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Standard VI

• How many of your teachers would need professional intervention based on your school’s data?
• What conversations do you need to have?
• What professional development do you need to provide?

THINK-PAIR-SHARE
Lunch
Reflective Coaching for Professional Growth
Purpose

• To provide principals and assistant principals with coaching strategies used to support student academic achievement through the conceptual lens of the NC Professional Teaching Standards.
Reflective Coaching

Reflective Coaching encourages reflection through questioning and is adapted from Costa and Garmston (1985) Cognitive Coaching Framework.

- **Reciprocal learning**: A non-judgmental approach to guide a person to self-directed learning.
- **Focus on a teacher’s thinking, perceptions, beliefs, and assumptions**.
- **Observation**: Seen as an opportunity to collect data.

*Public Schools of North Carolina State Board of Education | Department of Public Instruction*
Reflective Coaching is not...

- Reflective coaching has nothing to do with evaluation. Observations are not evaluations...they are single points in time.

- The evaluation is the Summary Rating Form completed at the end of the evaluation process.

- Mentoring
Research Based Benefits

1. Coaching is linked with higher test scores
2. Teachers who are coached report higher teacher efficacy
3. Teachers who are coached demonstrate more reflective, complex thinking about their practice
4. Coached teachers report higher job satisfaction
5. Coaching schools have higher self-ratings for professionalism
6. Coaching schools have more collaboration
7. Coached teachers report feeling more supported professionally and personally
Reflection Activity

What am I currently doing that is very effective when it comes to coaching my staff?

Sharing: Stixyboard
Requirements for Reflective Coaching

• Trust
• Communication Awareness
• Appropriate Responses
• Knowledge
• Structure
• Probing
Components of Trust

- Being present
- Being aware of oneself, others and the environment
- Being open
- Listen without judgment and with empathy
- Seek to understand
- View learning as mutual
- Honor the person
- Honor the process
“Your words and what you say must be congruent with your body language.”

~Unknown
# Communication Awareness

<table>
<thead>
<tr>
<th>65% Non Verbal Components</th>
<th>35% Verbal Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Posture</td>
<td>• Pitch</td>
</tr>
<tr>
<td>• Gesture</td>
<td>• Volume</td>
</tr>
<tr>
<td>• Proximity</td>
<td>• Inflection</td>
</tr>
<tr>
<td>• Muscle Tension</td>
<td>• Pace</td>
</tr>
<tr>
<td>• Facial Expression</td>
<td>• Words</td>
</tr>
</tbody>
</table>
Appropriate Responses

• Silence
• Acknowledging
• Paraphrasing
• Clarifying
• Providing Data & Resources
Knowledge

Deep understanding of Professional Teaching Standards
North Carolina Professional Teaching Standards

STANDARD I: Teachers demonstrate leadership.

STANDARD II: Teachers establish a respectful environment for a diverse population of students.

STANDARD III: Teachers know the content they teach.

STANDARD IV: Teachers facilitate learning for their students.

STANDARD V: Teachers reflect on their practice.

STANDARD VI: Teachers facilitate academic growth.
- **Distinguished**: Consistently and significantly exceeded basic competence
- **Accomplished**: Exceeded basic competence most of the time
- **Proficient**: Demonstrated basic competence
- **Developing**: Demonstrated adequate growth toward achieving standards, but did not demonstrate basic competence
Knowledge

Deep understanding of Professional Teaching Standards

Ability to identify skilled 21st century teacher behaviors
Implementation with Fidelity

Deep understanding of Professional Teaching Standards

Ability to identify skilled 21st century teacher behaviors

Capacity for providing thoughtful feedback on individual performance.
Structuring

- Establishing a common understanding of the purposes for the coaching
- Communicating expectations about the use of resources and materials
- Establishing a common understanding of teaching standards and ratings
Questioning

“It’s not the answers that enlighten us, but the questions.”

- Questions are intentionally designed to engage and transform thinking and perspective.

- Questions must meet three criteria:
  - Invitational in form
  - Engage complex cognitive processes
  - Intentional
Judgmental vs. Non-Judgmental Questioning

Example:

• *Why did you do it that way?*

• *What would you do differently next time if you could?*
A reflective coach collects data and learns to pose questions to engage the teacher in reflective thinking.

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<thead>
<tr>
<th>Cognitive Operation</th>
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<td>What did you do to cause....?</td>
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Questioning Practice

Scenario: Imagine a teacher says the following:

"My third period class is so rowdy, I just cannot do anything with them!"

Formulate questions to influence this teacher’s thinking.

Think-Pair-Share
“People are like dirt. They can either nourish you and help you grow as a person or they can stunt your growth and make you wilt and die.”

~Plato
Teacher Evaluation Process

For more information regarding the evaluation process, go to http://ncees.ncdpi.wikispaces.net/

STEP 1: Training and Orientation

STEP 2: Self-Assessment, Goal Setting and Pre-Conference

STEP 3: Observation Cycle (Administrative and Peer)

STEP 4: Summary Evaluation and Goal Setting
Pre-Conference Coaching

Planning Map

• Clarifying Goals
• Determining the success indicators
• Anticipating approaches, strategies and decisions
• Identifying a personal learning focus
• Reflecting on the coaching process
Pre-Conference Coaching Reminders

• Eliminate Fear of “Gotcha”
• Build Trust and Relationships
• My goal as observer*
The Observation

- Look for indicators of success
- Look for the effectiveness of approaches, strategies, and decisions
- Collect data as deemed necessary during the pre-conference
The Observation: More than meets the eye

You are observing the teacher’s decision-making process concerning:

- Planning (prior to instruction)
- Interacting (instruction)
- Reflecting (after instruction)
Post-Conference Coaching

Reflecting Map

• Summary of impression and recalling supporting information
• Analyze causal factors that impacted the event
• Construct new learning
• Commit to the application
• Reflect on coaching process and design refinement
Post-Conference Coaching

- Begins with open-ended question
- Teacher does most of the talking
- Coaches comments are grounded in facts
- Paraphrasing shows that you value what you are hearing
Reflective Coaching during Teacher Evaluation Process

**CONTINUOUS REFLECTION**
What were the teacher’s feelings and impressions through the process?
Continue to synthesize/construct new knowledge.
Plan to transfer that knowledge and build upon it.
Reflect on the coaching process and explore refinements.

**GOAL SETTING**
Assess growth and revise plan or begin new inquiry

**STEP 1:** Training and Orientation

**STEP 2:** Self-Assessment, Goal Setting and Pre-Conference

**STEP 3:** Observation Cycle (Administrative and Peer)

**STEP 4:** Summary Evaluation and Goal Setting

**PRE-CONFERENCE COACHING**
What are the teachers goals? (before lesson or PDP)
What actions are planned?
What are the Indicators of success?
What new learning might occur? (for the teacher).

**OBSERVATION**
Observe teacher’s actions/activities;
Observe students for indicators of success

**POST-CONFERENCE CONFERENCE**
Summarize impressions and recall supporting information
Analyze causal factors: compare, analyze, infer, and determine cause-and-effect relationships.
Construct new learning and applications
Commit to applications.
Developing Questioning Fluency

- Invitational
- Non-judgmental

Cognitive Function
- Recall
- Predict
- Infer

Question Stems

Question Focus
- Internal Experience (skills/attitude)
- External Stimuli (goals/data)
Question Stems

- As you...
- What are some of...
- How might you...
- How did you...
- What led to...
- What possible...
- What might...
Cognitive Thought Processes

- Describe
- Envision
- Predict
- Sequence
- Estimate
- Define
- Metacogitate
- Self-Assess
- Describe
Cognitive Thought Processes

- Recall
- Assess
- Recall and Relate
- Compare
- Infer
- Draw Conclusions
- Metacogitate
- Infer from Data
- Analyze
- Describe Cause and Effect
- Synthesize
- Self-Assess
- Apply
- Evaluate
North Carolina Professional Teaching Standards

STANDARD I: Teachers demonstrate leadership.

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## Question Focus

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<th>Standard III</th>
<th>Standard IV</th>
<th>Standard V</th>
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<tbody>
<tr>
<td>Teachers demonstrate leadership</td>
<td>Teachers establish a respectful environment for a diverse population of students</td>
<td>Teachers know the content they teach</td>
<td>Teachers facilitate learning for their students</td>
<td>Teachers reflect on their practice</td>
</tr>
<tr>
<td>Teachers lead in their classrooms.</td>
<td>Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>Teachers align their instruction with the North Carolina Standard Course of Study.</td>
<td>Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</td>
<td>Teachers analyze student learning.</td>
</tr>
<tr>
<td>Teachers demonstrate leadership.</td>
<td>Teachers embrace diversity in the school community and in the world.</td>
<td>Teachers know the content appropriate to their teaching specialty.</td>
<td>Teachers plan instruction appropriate for their students.</td>
<td>Teachers link professional growth to their professional goals.</td>
</tr>
<tr>
<td>Teachers lead in the profession.</td>
<td>Teachers treat students as individuals.</td>
<td>Teachers recognize the interconnectedness of content areas/disciplines.</td>
<td>Teachers use a variety of instructional methods.</td>
<td>Teachers function effectively in a complex, dynamic environment.</td>
</tr>
<tr>
<td>Teachers advocate for schools and students.</td>
<td>Teachers adapt their teaching for the benefit of students with special needs.</td>
<td>Teachers make instruction relevant to students.</td>
<td>Teachers integrate and utilize technology in their instruction.</td>
<td></td>
</tr>
<tr>
<td>Teachers demonstrate high ethical standards.</td>
<td>Teachers work collaboratively with the families and significant adults in the lives of their students.</td>
<td>Teachers help students develop critical thinking and problem-solving skills.</td>
<td>Teachers help students work in teams and develop leadership qualities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers communicate effectively.</td>
<td>Teachers use a variety of methods to assess what each student has learned.</td>
<td></td>
</tr>
</tbody>
</table>
Tips for Successful Coaching

• Provide Positive Feedback
  – Specific and genuine

• Integrity Builds Trust
  – Be honest
  – Stick to the facts – DOCUMENT!!
  – Use student data

• Collaborate
  – Set goals
  – Plan the next meeting and/or observation
Tips for Successful Coaching

• Build In Support
  – Provide resources
  – Always offer solutions

• Always Focus on School Vision and Student Growth

• Celebrate Success!!
Questions

Wiki Page

• Online Evaluation
• Ticket out the Door
References

Retrieved from: http://csuscognitivecoachingflc.wikispaces.com/file/view/CognitiveCoaching- 
UofTexas.pdf

Educational Leadership, 42 (5), 70-80.

Teacher support specialist instructional handbook. Winterville, GA: Northeast Georgia 
RESA, pp. 91-96.