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| Slide 1 |  | **Supplies Needed for Training:**   * Chart paper for: * Anchor charts listed below * Placemat Consensus activity (slide 8- one sheet for model; one sheet per table group ) * Markers   **The following posted on chart paper for the training:**   * Training Objectives (slide 3) * Session 1 Agenda (slide 4) * 3-step analysis process for the Rubric Deep Dives (slide 21)   **Table Materials Needed for Participants:**   * Markers * Highlighters * Sticky Notes   **Printed Materials Needed for Participants:**   * Louisiana Educator Rubric (LER) * Participant Guide   **Audience:** This one-day training is designed to introduce teachers to the Louisiana Educator Rubric and evaluation process. This slide deck includes detailed presenter notes, so a principal or other school can leader can lead the in-person presentation for teachers. Materials for the presentation are also included in printable format.  **Training Design:** This training is designed as a one-day training, with a total run time of 6.5 hours. The morning session is just over 3.5 hours, including a 10-minute break. The afternoon session is just under 3 hours. Time stamps for each side and periodic elapsed time notations are included to assist with pacing. Scripted notes are provided for the presenter to ensure consistency in teacher evaluation communication and support across the state. A “Presenter Guide” is provided for the presenter to use during training.  **1 min**  Say: *Welcome to the Louisiana Educator Rubric & Evaluation Training for Teachers*. *This purpose of this training is to introduce teachers to the Louisiana Educator Rubric and other key components of the Louisiana Educator Evaluation System.*  Transition: *Let’s begin by taking a couple of minutes to hear from our Louisiana State Superintendent of Schools, Dr. Cade Brumley. As you watch and listen, jot a few important takeaways that he shares regarding the new Louisiana Evaluation System, called LEADS: Louisiana Educator Advancement and Development System.* |
| Slide 2 |  | 4 min  Say: *As you listen to Dr. Brumley’s message about LEADS, take note of what resonates with you.*  Presenter plays video message from Dr. Brumley. Then, asks 1-3 teachers to share their key takeaways from Dr. Brumley’s message. |
| Slide 3 |  | 2 min  Presenter reads the session objectives and refers to the chart where the objectives are also posted.  Say: By the end of today’s training, we will accomplish the following objectives. We will:   * **Construct knowledge** of the **Louisiana Educator Rubric** to develop a foundational understanding and working knowledge of the indicators and descriptors. * **Examine** the Pre-Conference, Post-Conference, and Coaching and Support Cycle **evaluation components**. * **Apply connections** between evidence and the Louisiana Educator Rubric to **define instructional effectiveness**.   Say*: These objectives are also provided in your participant guide on page 3 and listed here on our chart. In bold print you will notice the key words that capture what you, the learner during today’s training.* (trainer emphasizes the bold language). *It is important for us to break these down so that we are all clear on our learning targets for this training. I want you to also take note of the “****signposts****” on some slides* (purple box) *that will identify pages in your participant guide to access information, take notes, or complete activities.*  Transition*: Now, that we know what our learning objectives are for this training, let’s review today’s agenda of activities that will support you in meeting the objectives.* |
| Slide 4 |  | 3 min  Presenter Note: Presenter will review the agenda for morning and afternoon sessions. Presenter should also reference this agenda on the chart that was created and posted in room.  Say: “*We will accomplish our learning objectives today by engaging in the following activities:*   * *This morning we’ll begin by identifying elements of an effective lesson. This will be an important activity to ground our learning today in what we already know about good teaching and learning.* * *Then, we’ll engage in an overview of the parts of the Louisiana Educator Rubric, or the LER.* * *Next, we’ll engage in multiple deep dives into the LER, where you will have the opportunity to develop a foundational understanding and working knowledge of the indicators and descriptors from the Instruction and Environment Domains.* * *We will begin the afternoon session by examining the pre-conference, which is a part of a formal announced observation.* * *Then, we will examine the post-conference, which is a part of each and every formal observation…announced* ***and*** *unannounced.* * *Next, we will examining the Follow-Up Coaching and Support Cycle, which is where teachers engage in activities to grow and develop in a particular area identified in the post conference.* * *To end our day, we will take time to reflect on what we’ve learned and consider next steps.*   Transition: *Now, let’s take a look at the training materials we will use today to engage in these activities.* |
| Slide 5 |  | 3 min  Presenter Note:  Say: *These are the 3 training materials you will need to be successful today:*   * *The training Participant Guide that you will use to complete activities throughout the day.* * *A copy of the Louisiana Educator Rubric, which will become your “working copy” of the rubric. I encourage you to make notes on it throughout today’s training and continue to add onto it and use it well beyond this training.* * *And, the LA Educator Rubric*   *You will use your participant guide to follow along in the training activities and have a place to capture notes and new learning.*  Transition: *So, let’s take a moment to think about our mindset as we transition to the new evaluation system…* |
| Slide 6 |  | 1 min  Presenter Note: Slide is animated. Notes prompt when to click.  Say: *Think for a minute- What is the Difference between a Fixed Mindset and a Growth Mindset?*  **(Click and share chart)**  *As we go through components and processes of the Louisiana Educator Evaluation System today, look for key features that promote and support a* ***growth mindset****…*  **(Click and share quote)** *Research from Pete Hall and Alisa Simeral conclude that “the more reflective we are, the more effective we are.” With a Growth mindset, we must engage in these characteristics. We have to all be more reflective… This improved evaluation system supports educators through the evaluation process to ensure reflection and growth.* |
| Slide 7 |  | 14 min into morning session at the start of this slide  1 min  Say: ***Effective*** *teaching and learning is clearly defined by the Louisiana Educator Rubric, and we all come into this new evaluation system already equipped with knowledge of what good teaching looks and sounds like.*  Transition: *So, let’s reflect on how we envision effective teaching and learning in classrooms.* |
| Slide 8 |  | 15 min  **3 min**  Presenter first provides directions and purpose for this activity and models how to engage in Placemat Consensus.  Say: *We are now going to engage in a collaborative learning structure called Placemat Consensus to generate elements of an effective lesson. But, before we begin, I will model the structure for you. I need 1 or 2 volunteers for the model. Who will join me?*  Trainer Models: On chart paper in the front of the room, the trainer and another 1-2 people (can be participants) will draw a placemat with enough sections for the two of them. They will use their section of the placemat (drawn on the chart) to identify things that are great in a salad or on a pizza. Each person will have their own color marker and write their ideas in their own section for **30 seconds** (individual accountability). Trainer will tell one ingredient and the others will agree or disagree. If they all agree/come to consensus, the trainer writes that ingredient in the center circle of the placemat. Then, the second person shares and the group either comes to consensus on the ingredient or not and the third person... Each person writes their ingredient in the middle if agreed upon. Do this for only a ***few*** ingredients to model. If they disagree, there is **not** “**consensus**” and it doesn’t get written in the center circle. (The model should only take about *2 min total*)  **2 min**  Say: *Now that we’ve modeled the structure for you, it’s your turn. Each table group has a piece of chart paper. Please take 30 seconds to create your placemat consensus map on your chart paper…Now, you will have* ***2 minutes*** *of* ***individual, quiet time*** *to respond in your space on the map to the prompt on the slide:* ***When you walk out of a lesson that was effective, what did it look and sound like?*** *Remember, each person in your table group needs a different color marker and should respond in their section of the chart.* *Go ahead and begin*.  Some possible elements of effective instruction teachers might list (presenter look fors):   * Teacher clearly communicates the learning objective(s) * Differentiation to address various student needs * Students talking the majority of the time * Students doing the thinking and problem solving * Teacher has planned intentionally for students to share their thinking * Teacher might be making their own thinking visible by modeling thinking (metacognition) through a process * Students asking questions of the teacher and each other * Students making corrections to their work * Students co-constructing success criteria with the teacher * Teacher provides opportunities for students to collaborate with and learn from other students * Students are able to articulate what they're learning, why they're learning it, and how they know they have learned it * Students setting personal goals for their learning that they are able to verbalize and that are based on their own data * Opportunities for students to reflect on what they’ve learned * Opportunities for students to self-monitor/assess   **3 min**  Say: *Now, your table group will take the next* ***3 minutes*** *to share ideas. Remember, the elements of effective instruction that you all agree upon should be recorded in the middle of your consensus map.*  **7 min**  Say: *Alright, now that you’ve come to consensus, let’s have one member of each table group stay with the team’s chart (on the wall) while everyone else sits back down. We’re going to generate a chart of elements of an effective lesson for our entire group.*  (**7 min**) The trainer will call on each team (6-8 teams randomly for a large group) to share 1 element from their group that they came to consensus about regarding what an effective lesson looks and sounds like. Someone should be designated to create the chart in the front of the room…to create a **running list** of “Elements of an Effective Lesson” that will be displayed and referenced throughout the rest of the training. Call attention to (and celebrate) the elements of effective instruction that are “student-focused” and emphasize that evidence of effective instruction is more than just what a “teacher” says and does (remember the impact…what impact does a teacher’s actions have on student learning?).  Transition: *So, our actions, as teachers, impact our students’ ability to learn.* |
| Slide 9 |  | 3 min  Presenter will ask teachers to reflect on the placemat consensus activity they just engaged in with the questions on the slide (why this question? Why this way?)  Say: *Why did we ask you to identify elements of an effective lesson and then come to consensus as a team on those elements?*  Presenter will call on a few participants to share their responses to “why this question” and “why this way”  Possible responses:   * We needed to have some ownership in the learning today * It is important to consider what background knowledge and understanding everyone in the room has collectively (what common language about rock solid teaching and learning do we already have as a collective group of educators/as a school) * So that we can all agree on some of the common elements of rock solid teaching and learning   Transition: *Great responses! Please also keep in mind, this activity was important because to set up today’s learning because we come into this learning already equipped with knowledge of instructional best practices…and many of these practices that you all generated are on the Louisiana Educator Rubric. You’ll have multiple opportunities throughout the rubric deep dives today to revisit your placemat consensus maps and make those connections. Now, let’s take a moment to see what research says are important elements of effective teaching and learning*…… |
| Slide 10 |  | 3 min  Say: *Take a moment to read over the elements of an effective lesson according to research and think about the things we just listed on our collective chart………(*give participants a minute to review)  Say: *What is the teacher’s role in achieving this vision of an effective lesson?* (“Think about it” question. Presenter will not field responses to the question.)  Say*: If we want classroom instruction to be* ***effective****, things don’t happen by chance. They’re not “happy accidents”. The teacher plays a critical role in intentionally planning to provide opportunities for students to take ownership of their learning, structuring instructional time and the classroom environment and leveraging the high-quality instructional materials to support student learning, and teaching students, through modeling, instructional supports and strategies, questioning and feedback.*  Transition: *In order to make these shifts and ensure effective teaching and learning, we need to have an understanding of the progression of learning*….. |
| Slide 11 |  | 5 min  Say: *Let’s define the progression of learning* ***for students*** *alongside effective instruction on p. 3 in your Participant Guide. The essence of the Louisiana Educator Rubric is highly effective instruction that results in deep student learning. And highly effective instruction moves beyond foundational student engagement. The rubric was developed to support a shift from student engagement to student* ***ownership*** *of learning.*    *The progression of student learning- from engagement to ownership- is described across the performance levels of the rubric. While student engagement is often cited as a goal of instruction,* ***it’s just one step on the way toward student learning and ownership****. In classrooms, we want to first ensure student engagement, (that students are* ***doing*** *the work), but also that students move toward* ***understanding*** *what they are learning and engaging in the cognitive dissonance of learning where student engagement goes beyond, “My teacher said I had to do this” to students having some purpose for engaging in learning. And, ultimately, we want students to truly take ownership of their learning, where they have an intrinsic motivation to learn and make their own real life/world connections and can articulate what they are learning, why they are learning it, and how they will know they are successful.*  *Each step of the progression of learning is important, and one doesn’t happen without the other. The LDOE believes in opportunities for students to engage in deep thinking and learning and structuring instruction in a way that promotes student ownership of learning. As we shift to take a look at the LER, we’ll recognize how this rubric was developed to support the shift in student ownership of learning. Consider an analogy of renting versus owning a car to better understand the difference between engagement and ownership: When you rent a car, you do what you have to do to use the car, just to get from point A to point B, and your investment in the car is at a bare minimum. Follow the rules/conditions set forth in the rental agreement and return the car in good condition. However, when you* ***own*** *a car, you have made an investment and the degree to which you care for and maintain the car multiplies exponentially. You own the car, therefore you are committed and have a strong purpose to maintain it for many years to come.*  Say: *This progression is what will anchor your learning process in this training as well as provide the structure for you to consider when it comes to student learning.* |
| Slide 12 |  | 2 min  Say: *Because the rubric and evaluation process reflects the relationship between teaching and student learning, research shows a strong and positive correlation between teacher actions and student outcomes. With data from nearly 5,000 teachers across nine states, NIET observed a strong and positive correlation between teacher observation scores and classroom value-added scores. So, we can conclude that as educators grow in their instructional proficiency as measured by the standards on the Louisiana Educator Rubric, student achievement also grows at a similar rate.*  *This connection between increased instructional proficiency and student performance is the ultimate goal, to grow educators to grow students. We have learned that an educator who is consistently teaching at that “Proficient/3” level, will result in students meeting the expected one year’s growth target. Note that consistently teaching within the 4 level results in student growth that is one standard deviation higher than a year’s growth and consistently teaching with the 5 level results in student growth that is two standard deviations above a year’s growth.*  Transition: *Now that you can see how these this rubric has been proven to grow teachers to grow students, let’s dive into the structure of the tool and then the domains, indicators, and descriptors.*  Presenter Notes on Research:  Hudgens, T. M., Logis, H. A., Leutscher, T., & Barnett, J. H. (2020). *LER research summary winter 2020: Examining the evidence and impact of LER’s initiatives*. Santa Monica, CA: National Institute for Excellence in Teaching. Retrieved from https://www.LER.org/assets/ResearchAndPolicyResources/edae0ae983/LER-research-summary-winter-2020.pdf  Consistent with extant research (i.e., Rivkin, Hanushek, & Kain, 2005; Sanders, Wright, & Horn, 1997), higher quality of instruction in the classroom is expected to lead to improved student achievement. **Previous studies have shown positive correlations between the NIET teacher observation scores and student achievement as measured by classroom value-added (CVA) scores** (Barnett, Rinthapol, & Hudgens, 2014; Daley et al., 2012). To represent the relationship between these scores, the figure below provides a trend line of how the two variables are related to one another. **Using data from nearly 5,000 educators across nine states, we observe a strong relationship between educator observation scores and classroom value-added scores.** |
| Slide 13 |  | 41 min into the morning session at the start of this slide  2 min  Presenter Note: Connection to Presenting Instructional Content indicator and Descriptor #1: **visuals that** establish the purpose of the  lesson, preview the organization of the lesson, and **include internal summaries of the lesson**  Say: *Before we move on, let’s take a moment for an internal summary. Looking back at our agenda* (chart posted in room)*, we have identified elements of an effective lesson and noted why it was important we do that first in this training. We’ve also noted the importance of the student progression of learning that is embedded across the Louisiana Educator Rubric. Now, we will move into the overview of the structure of the rubric and then our rubric deep dives.*  Say: *I just provide you with an internal summary of what we’ve done and learned so far. It is important to note that throughout this training, I will model some of the instructional best practices that are part of the LER, so you can actually experience the rubric through the lens of a learner in this training. This is essentially our classroom today. When I model a practice, I will “step out the learning” and make an intentional connection to the rubric for you.* |
| Slide 14 |  | 2 minutes  Say: *The Louisiana Educator Rubric will be used for all Kindergarten through 12th grade teachers. The LER consists of 4 domains and 23 total indicators.*   * *The Instruction Domain consists of 12 indicators. Please take a moment to review those indicators.* * *The Planning Domain consists of 3 indicators- Instructional Plan, Student Work, and Assessment.* * *The Environment Domain consists of 4 indicators- Expectations, Engaging Students and Managing Behavior, Environment, and Respectful Conditions.* * *And, the Professionalism Domain consists of 4 indicators- Growing and Developing Professionally, Reflecting on Teaching, School Involvement, and School Responsibilities.* * *Each of the 23 indicators from all 4 domains are assigned ratings/scores for each observation (evaluator ratings and teacher self-ratings)* |
| Slide 15 |  | 2 min  Presenter Note: Using arrows and animation, this slide will highlight the first two elements of the rubric (Domain and Indicator). The notes below include presenter CLICK prompts.    Say: *You can use your working copy of the LER as I give you an overview of how the rubric is structured. You may want to label these components on your copy. There are four domains represented within this rubric.* ***(CLICK)*** *In this example, we are looking at the* ***Instruction*** *domain as the arrow indicates.*  Say: *Each domain consists of a series of indicators which are identified in the first column of the rubric.* ***(CLICK)*** *Here you can see that the arrow is pointing to identify the Standards and Objectives* ***indicator*** *in the Instruction Domain of the Louisiana Educator Rubric. The* ***Instruction Domain*** *of the Louisiana Educator Rubric consists of* ***12 indicators****. Standards and Objectives is the first indicator in the* ***Instruction******Domain****. Each indicator is differentiated on three levels.* |
| Slide 16 |  | 3 min  Presenter Note: Using arrows and animation, this slide will highlight additional elements of the rubric (Descriptor, Performance Level, Description of Performance). The notes below include presenter CLICK prompts.  Once presenter advances to this slide (**CLICK again)**  Say: *As you can see, the arrow is now pointing to the bulleted “****Descriptors****” for the* ***Standards and Objectives Indicator***. *Descriptors provide clear guidance on what is expected within each of the indicators at each level. Additionally, the LER is based on a scale of 1-5.*  **(CLICK)**  Say: *Now the arrow is identifying the 3 different performance levels outlined on the LER . The rubric is based on a 1-5 scale. At the highest level of performance is “****Significantly Above Expectations/Exemplary/5****”; then, the “****At Expectations/Proficient/3 level*** *is outlined; and lastly, the “****Significantly Below Expectations/Unsatisfactory/1****” level is outlined..*  Say: *The* ***3 main performance levels are outlined*** *However, it is important to know that a performance level of* ***2*** *or* ***4*** *can also be assigned based on the preponderance and quality of evidence from the lesson.*  Say: *Lastly, we want to point out what each of these 3 performance levels mean.* ***(CLICK)*** *You can see that the arrow is now pointing to the row that describes the Exemplary (Significantly Above Expectations), Proficient (At Expectations), and Unsatisfactory (Significantly Below Expectations) levels. The description of performance level element of the rubric supports our understanding of the shifts from unsatisfactory to exemplary for teachers and students and takes into account the progression of student learning embedded in the rubric that we learned about earlier this morning.*  Say: *We stay focused on the “****At Expectations/Proficient/3 level****” as a starting point. Remember the research shows that by consistently teaching according to the Proficient levels of the LER , we will be growing students the expected one year’s target of growth for the school year. This Proficient level ensures that “Rock Solid/strong” teaching and learning is happening. This would be a teacher that I would want my own children to have.* ***Transitioning to the LER will involve a shift in mindset that is critical.*** *Unlike the Compass rubric, which was more of a “mastery tool”, the Louisiana Educator Rubric is a “growth tool”. This tool can be used to grow the most accomplished teachers, grow the newest teachers, and to grow all teachers in between.* |
| Slide 17 |  | 3 min  Say: *Take a moment to examine this model of the learning progression on p.3 in PG. You may make connections to the slide earlier this morning where we walked through the student learning progression alongside effective instruction.*  Say: *When students are engaged in work, “****Doing****” learning, the instruction is at the proficient level (3). The teacher is directing the learning for the majority of the lesson. This is “rock solid” and effective.* ***Then****, you’ll notice as we move forward in this progression of learning, students move to the next level, “****Understanding****” where the teacher shifts to more of a “facilitation” approach and students begin to shift from just procedurally engaging in the learning to taking some ownership of their learning.* ***Then****, at the exemplary level (5) on the rubric, the teacher* ***and*** *students co-facilitate their learning and students are truly and fully* ***Owning*** *their learning and are able to share what they have learned, apply and extend their learning, and take responsibility for their learning.*  *It is important to know that the rubric is developed to support teachers in shifting from proficient to exemplary instruction through the incorporation of student ownership language and expectations. As you continue to study the rubric and deepen your working knowledge of the rubric beyond this training, you will become more familiar with the language at the exemplary level that reflects student ownership of learning at its highest level.*  Transition*: Whew! Great learning so far, right?! So, let’s take a moment to recap the 4 main domains of the LER…* |
| Slide 18 |  | 1 min  Say: *Before we move forward and start diving into the LER itself, let’s take a moment to reflect back on components of the rubric*. *There are 4 domains of the Louisiana Educator Rubric, and each domain consists of a series of indicators and descriptors that are are defined at the Exemplary, Proficient, and Unsatisfactory levels. This is a 5-point rubric, and ratings/scores of 2 and 4 can also be assigned based on where the preponderance of evidence falls.*  Transition: *So, now that we’ve seen the big picture, let’s move on to the LER rubric deep dives* |
| Slide 19 |  | 54 min into morning session at the start of this slide  1 min  Say: *Engaging in the rubric deep dives is where we will really push our thinking to:*   * *construct knowledge of the rubric indicators and descriptors and* * *apply connections between evidence and the LER to define instructional effectiveness.* |
| Slide 20 |  | 1 min  Say: *Before you engage in the first rubric deep dive, I am going to model the process. As I model you can follow along and annotate and capture notes in your Participant Guide p. 4-5. Page 4 shows the descriptors for all levels of the Activities and Materials indicator. For the purpose of the model, we will only focus on the “Content” descriptors for the Activities and Materials indicator in the Instruction Domain of the rubric. You will need to have PG pages 4-5 ready along with a highlighter and pen.* |
| Slide 21 |  | 1 min  Presenter Note: Presenter should also refer to the anchor chart posted in the room while explaining the 3-step analysis process on the slide.  Say: *I will be modeling this analysis process for the rubric deep dives, following these 3 steps* **(refer to chart)** *to determine the overall* ***essence*** *of an indicator. This is an important process that we will engage in while digging into the rubric so that we can begin to get a deeper understanding of the practices in the rubric. After my model, you will follow this process for capturing the* ***essence*** *of other rubric indicators from the Instruction and Environment Domains.* |
| Slide 22 |  | 5 min  Say: *For the model, (and conservation of time), I am going to focus only on the first 5 descriptors (The “Content” focused descriptors) in the Activities and Materials indicator. You will find the essence of the rest of the indicators, using this process, in your table teams following the model. As I model my thinking and identify some essence words for this section of the Activities and Materials indicator, please jot these key essence words in your PG p. 5 in the space provided.*  **(Presenter Note: frequency vocabulary in orange on the slide: all, majority, few)**   * **Say: *Step 1****: Compare changes in descriptors across performance levels, focusing on frequency vocabulary: What I notice when I look at these descriptors is that the sole difference in language is in the frequency vocabulary* *. While this is not always the case with other indicators, this is true of Activities and Materials. I see the shift in language from* ***few*** *to* ***majority*** *to* ***all*** *across the performance levels. Why might that be important? Let’s look at the descriptor language and come back.*   **(Presenter Note: key words in green on slide; proficient (3) column)**   * **Say: *Step 2****: Highlight key words in each descriptor.. In the ‘****At Expectations****’ performance level, I see Activities and materials include* ***majority*** *of the following: support the lesson objectives, are challenging, elicit a variety of thinking, provide time for reflection and are relevant to students’ lives. I am thinking about what the key words are in those descriptors? Well, the activities and materials within the lesson have to support the* ***objectives****, they have to be* ***challenging****, they have to ensure attention and require* ***thinking****. Students are doing work that is meaningful and in direct connection to the lesson intention or objective. They also need opportunities to* ***reflect*** *on their thinking. And, the activities and materials must be* ***relevant*** *to the objective and students lives. This makes more sense now when I step back and think about the frequency vocabulary. If few or none of these ideas are present in a lesson, it can’t be adequately effective. Whereas when all of these concepts: alignment to* ***objectives****,* ***challenge****,* ***thinking****,* ***reflection*** *and* ***relevant*** *are present and engaged in by students, the lesson would ensure that expectations can be met.* * **Say: *Step 3****: After all key words are highlighted for an indicator, I need to identify the essence of the indicator and record in 2-3 words. So that said, if I stepped back and identify just a few/2-3 (sometimes 4) words that would describe this indicator in its entirety, using language from the descriptors, I might say the essence of this indicator is captured by the words* ***objectives****,* ***challenging****,* ***thinking****,* ***reflection****, and* ***relevant****.* **[CLICK for the essence words box to fly in]**. *So now I want to think about the environmental shifts that would need to be present for this type of instruction to occur. The expectations of the lesson would need to be communicated to students in order for them to engage with the activities and materials appropriately. I also know that when materials are relevant, challenging and require students to think and reflect, there is usually higher student engagement in a lesson, thus impacting their behavior.*   *Now, for time purposes, I only modeled this with a portion of this indicator “Content” descriptors. You’ll be working with all of the descriptors and your thoughts and decisions may change slightly.*  *I want to take a moment to make another connection to the rubric. The Presenting Instructional Content indicator includes a descriptor that states: presentation of content includes modeling by the teacher to demonstrate his or her performance expectations. By providing you the 3-step analysis process on a slide and on the anchor chart and modeling the process (steps and the thinking!) with an indicator, I demonstrated performance expectations to set you up for success.* |
| Slide 23 |  | 62 min into the morning session at the start of this slide  18 min total this slide activity  Presenter Note: Identifying the essence of each indicator is a very important exercise for teachers to engage in with support and feedback from school leaders (their evaluators/observers). Throughout the rubric deep dives, the presenter should keep in mind that teachers and evaluators/observers are taking the first step in this moment to build a common language and common expectations for instruction and student learning. Future support for teachers to deepen their understanding of the rubric will be rooted in this first learning opportunity and the common language and expectations that are established. Best practice would be for the Instructional Leadership Team, **before the teacher training**, to come to consensus on the essence of each indicator and to discuss any rubric vocabulary that may need further explanation and clarification when training teachers.  **3 min**  Say: *We are going to engage in 5 deep dives to determine the essence words for groups of indicators from the Instruction and Environment Domains of the rubric. After your table group determines the essence for each group of indicators, we will watch a short video lesson clip to gather evidence for each group of indicators. You can use your participant guide for the rubric deep dive activities. You will use pages 4-7 for this deep dive/set of indicators.*  *It’s important to note that we are not cycling through the rubric in the order it is presented in your copy of the rubric. For our training and your learning, we have intentionally grouped indicators together so you can begin to notice the connections across indicators. The rubric is interconnected, and there are core instructional best practices that show up across multiple indicators and multiple domains.*  *Now, it’s your turn to work with your table group to follow the 3-step analysis process with the rest of the Activities and Materials Indicator as well as the Thinking and Problem Solving indicators. Remember that we are focusing our work in the “****At Expectations/Proficient****” level (3) in our deep dives because by living here consistently, teaching practices will move student outcomes to meet the expected annual growth target of 1 year’s growth. You can annotate and* ***record*** *your essence words in your Participant Guide on pages 4-7. Don’t forget to identify and* ***record*** *your essence words.* ***Your essence words are very important, as they provide an accurate summary of each indicator.***  **10 min**  Presenter sets timer for table groups to determine the essence for these indicators.  **4 min**  Presenter has 3-4 tables share out essence words as a debrief prior to moving forward.  **Possible Essence Words to look for from participants:**  Activities and Materials:   * from the model for **content** A/M: objectives, challenging, thinking, reflection, relevant; Aligned, challenging, thinking, interaction * **Student-centered**: attention, interaction, curiosity & suspense, choices when appropriate * **Multiple materials**: appropriate standards based resources   Thinking: multiple types, engaged in thinking; Processes, ideas & alternatives, evaluate, explain/reason/justify, apply, create, explore multiple perspectives & viewpoints  Problem Solving: some types, engaged in problem solving; Products of learning, justify, solutions, generating ideas, creating & designing, thinking  **1 min**  Transition: *We started our rubric dive with* ***these 3 particular indicators*** *in the Instruction domain for a reason. The activities and materials that are utilized in a lesson must cognitively engage students to think and problem solve. That is what teaching is all about……teaching students* ***HOW*** *to think and problem solve. Before we view and script our first lesson video clip we will examine the types of evidence that are important to capture and some helpful scripting techniques.* |
| Slide 24 |  | 2 min  Say: *As we watch these video clips you will have an opportunity to step into the role of an observer. Collecting evidence for an observation of teaching and learning requires the observer to become a proficient scripter during a lesson. It is important to script as much as possible of what teachers and students say and do. Here are the 5 important types of* ***high quality evidence*** *to collect in this process. They are also noted in your Participant Guide on p. 8.*   * ***Student*** *evidence: What students say, do, make, and produce* * ***Teacher*** *evidence: What the teacher says and does* * ***Visual*** *evidence: Wording from visuals used during the lesson* * ***Task*** *evidence: Wording from tasks or assignments in which students engage* * ***Impact*** *evidence: What impacted student mastery of the lesson objective?*   Transition: *Now that we know the 5 important types of evidence to collect in this process, let’s examine some important techniques that will help you contextualize your evidence.* |
| Slide 25 |  | 4 min  Say: *These techniques will help you ensure that you are able to collect those 5 types of high-quality evidence. These techniques can also be found on p. 8 of your Participant Guide.*   * *Time: it is important to capture and note (in your lesson script) time stamps for different segments of the lesson such as: when the lesson began; anytime a transition occurred, time during each activity, the time the lesson was closed and ended* * *Abbreviate: When scripting a lesson, you are capturing everything said and done by teacher and students, and the most efficient observers use abbreviations. For example, T for teacher and S or Ss for student/students. Abbreviations for content and language heard through a specific lesson is also helpful. For instance, in a science lesson on photosynthesis, you may just abbreviate photosynthesis in your script with a “P”. Maximize the use of abbreviations, but make sure you are able to identify what you abbreviated after the lesson!* * *Verbatim: Some of the most powerful evidence collected is verbatim evidence….exactly what teacher or students say. You can’t argue with quoted evidence! Use quotes in your script to signify verbatim evidence.* * *Paraphrase: If necessary, you can paraphrase what you hear or observe during a lesson.. If you paraphrase, use parentheses to indicate. However,* ***verbatim*** *evidence is* ***the strongest evidence.*** * *Circulate: When observing and scripting a lesson, you must circulate to collect evidence when students are working in pairs or small groups and the teacher is providing feedback to students. It is also critical to script what you see and hear in the student work (what students are producing audibly and tangibly). You can use your cellphone or an ipad/tablet to capture pictures of the student work while they are working. Also remember, when you are circulating, do* ***NOT*** *assist or teach students. You are there to observe and capture an authentic snapshot of instruction and learning in the teacher’s classroom.*   Transition*: As part of our continued work to deepen our understanding of the Louisiana Educator Rubric, we’ll be watching short lesson video clips to (1) practice scripting and gathering evidence and (2) to better understand how the intentionally grouped indicators are connected. Another benefit of watching the lesson video clips is that you step into the role of observer and learn more about the observation process through that perspective.* |
| Slide 26 |  | 8 min total  2 min for introducing the clip/frontloading info for participants; 5 ½ min for watching and scripting the clip  Presenter shares key information on the slide for the video clip:  Say:***This clip was filmed during Covid, prior to the release of Louisiana’s current social studies standards.*** *The students in this virtual middle school social studies lesson were asked read and annotate text focused on events during the American Revolution. After reading text, the students were asked to write a response to the following questions in a blog format for this virtual lesson.* ***How did the American Colonists react to the acts and legislation that the British Parliament imposed upon them?******Were the colonists’ reactions, including the destroying of property and violence in their protests, justified?***  *When the clip begins, you will see the students’ written responses in a thread on the screen. This will be used to start a discussion/debate among the students.*  *As a reminder, your role while watching this clip is to gather teacher and student evidence by scripting for the Activities and Materials, Thinking, and Problem Solving indicators. You will record evidence in your participant guide page 4-7. It can be tempting just to sit back and watch the clip like a movie, but it is critical to script what you see and hear from the teacher and students. After the clip, we will zone in on your scripted evidence and connect it to the essence of the ACT, TH, and PS indicators.* |
| Slide 27 |  | 9 min  **3 min**  Say: *Take* ***3 min*** *with your table group,* s*hare evidence you captured for each indicator and think about the similarities between your evidence and the elements of effective instruction on your placemat consensus map. You can record your evidence on pages 4-7 of your participant guide as it aligns to these indicators.*  **3 min**  (Question 1) Have participants share evidence collected during the video and the indicator(s) that evidence aligns to the indicators; popcorn out a few. (For clarification and validation, evidence is provided for teachers on the next slide.)  Say: *What evidence did you capture for Activities & Materials, Thinking, and Problem Solving?*  **3 min**  (Question 2) Similarities between evidence captured and placemat consensus maps. (The purpose is to facilitate teacher validation that what they already know about effective instruction…on their placemat consensus maps…is part of this new rubric/best instructional practices/effective instruction.)  Say: *What similarities do you notice between the evidence you captured and the elements of effective instruction on your placemat consensus map?*  Transition: *You may also have some scripted evidence that supports the kind of learning environment in this classroom where students feel safe to take risks. Let’s take a few moments and I will model some very specific connections among ACT, TH, and PS from this middle school social studies lesson clip…..* |
| Slide 28 |  | 2 min  Presenter Note: The purpose of the evidence slides for the Instruction & Environment domain deep dives, is to validate and/or clarify for teachers evidence from the video clip that is aligned to the indicators of focus. The second purpose of these slides is to tag for teachers how the indicators are connected. The presenter will be able to do that, as some evidence across indicators is the same or similar.  Say: *Now that we’ve scripted the video clip and discussed possible evidence for Activities and Materials, Thinking, and Problem Solving, take 1 minute to review the example evidence on the slide. The bold print is language from the descriptors. Think about how your evidence is similar or different.* (Presenter allows participants 1 min to review.)  *Before we move on, I want to tag for you how these 3 indicators are connected, and because their interconnectedness, how evidence for one indicator can also serve as evidence for other indicators. The evidence that the prompt required students to develop a claim and justify it with evidence from the text and the evidence of the pop-up debate, where students shared multiple perspectives and supported their claims are 2 pieces of evidence that are aligned to all 3 of these indicators. The activity was challenging and allowed for student-to-student interaction, students engaged in multiple types of thinking and analyzed problems from multiple perspectives. And, the activity reinforced several problem-solving types.*  Transition: *Before we move into the second deep dive, let’s take a 10-minute break.* |
| Slide 29 |  | 1 hrs 45 min into the morning session at the start of this slide  10 min break  Set a timer to ensure the training starts up again promptly. |
| Slide 30 |  | 1 hrs 55 min into the morning session at the start of this slide  14 min  Presenter Note: Identifying the essence of each indicator is a very important exercise for teachers to engage in with support and feedback from school leaders (their evaluators/observers). Throughout the rubric deep dives, the presenter should keep in mind that teachers and evaluators/observers are taking the first step in this moment to build a common language and common expectations for instruction and student learning. Future support for teachers to deepen their understanding of the rubric will be rooted in this first learning opportunity and the common language and expectations that are established. Best practice would be for the Instructional Leadership Team, **before the teacher training**, to come to consensus on the essence of each indicator and to discuss any rubric vocabulary that may need further explanation and clarification when training teachers.  **1 min**  Say: *Now, you and your table group will continue engaging in the process for determining the essence of the indicators on this slide: Standards and Objectives, Teacher Content Knowledge, and Expectations. This time you have 2 indicators from the Instruction Domain (SO & TCK) and 1 indicator from the Environment Domain (EXP). Remember, focus on the “Proficient” (3) column and you are coming to a consensus on the essence words for each indicator. Use your PG to highlight and record your essence words on p. 9-11. You will have* ***9 minutes.***  **9 min**  Presenter sets timer for table groups to determine the essence for these indicators.  **3 min**  Presenter has 3-4 tables share out essence words as a debrief prior to moving forward. Presenter can point out for teachers that Teacher Content Knowledge is NOT just about whether or not the teacher can “do the math” or “knows grammar rules”, TCK is also about the teacher’s knowledge of the standards, the high-quality instructional materials including high-quality curriculum, and establishing expectations (learning objectives and success criteria) that sets students up to successfully master the objective and, ultimately, the standards.  **Possible Essence Words to look for from participants:**  SO: communicated, aligned to rigor & standards, HQIM, sub-objectives/prerequisite skills aligned, connect previous learning, expectations clear, displayed, evidence of mastery or progress toward mastery, mastery criteria  TCK: accurate content knowledge, understanding of standards, understanding of HQIM, subject-specific strategies, enhance student content knowledge  ES: clear, rigorous, academic, access to HQIM & resources, mistakes, criteria, all experience success, complete work to expectations  **1 min**  Transition: *These indicators are grouped together intentionally for your learning so that you can explicitly see the connections among them and the common language across them. As we go through the deep dives and make connections across indicators, the rubric will become “smaller”, meaning once you see how interconnected the indicators are and how the same instructional best practices show up in multiple indicators the rubric no longer feels so big and overwhelming. Now that your table groups have identified the essence words for these indicators, let’s take a peek into another classroom to find/script evidence for these indicators*…. |
| Slide 31 |  | 11 min total-this slide  **2 min**  Presenter will front load the clip before playing it.  Say: *Before we watch the clip, let me provide some context so you have an idea of where students are in this lesson. In this middle school ELA lesson, the unit of study has a culminating task where students will write an Expository paragraph. Right before this clip capture, the teacher shared an exemplar of an expository paragraph that she had developed with the students. The students each have that exemplar on their own laptops and use it to co-construct the success criteria of an expository paragraph with the teacher. Remember, your role during the clip is to script everything you see and hear from teacher and students.*  Play video clip: **4 min 11 seconds**  Presenter Information: Expository writing exposes facts; explains and educates readers rather than entertains or persuades.  **4 min** for partner activity  Say: *Now, work with your shoulder partner to share your scripting and discuss evidence you were able to script/capture for SO, TCK, and EXP.*  (Trainer Note: the purpose of participants sharing and discussing their scripts is to hold them accountable for engaging in scripting, not just watching video clips. They must practice in order to better understand the objectivity and careful attention observers put into the process.) |
| Slide 32 |  | 9 min  **3 min**  Say: *Take* ***3 min*** *with your table group,* s*hare evidence you captured for each indicator and think about the similarities between your evidence and the elements of effective instruction on your placemat consensus map. You can record your evidence on pages 9-11 of your participant guide as it aligns to these indicators.*  **3 min**  (Question 1) Have participants share evidence collected during the video and the indicator(s) that evidence aligns to; popcorn out a few. (For clarification and validation, evidence is provided for teachers on the next slide.)  Say: *What evidence did you capture for Standards and Objectives, Teacher Content Knowledge, and Expectations?*  **3 min**  (Question 2) Similarities between evidence captured and placemat consensus maps. (The purpose is to facilitate teacher validation that what they already know about effective instruction…on their placemat consensus maps…is part of this new rubric/best instructional practices.)  Say: *What similarities do you notice between the evidence you captured and the elements of effective instruction on your placemat consensus map?*  Transition: *Ok! Let’s keep moving forward and take a look at some evidence for these indicators captured in the video clip.* |
| Slide 33 |  | 3 min  Trainer Note: The purpose of the evidence slides for the Instruction & Environment domain deep dives, is to validate and/or clarify for participants evidence from the video clip that is aligned to the indicators of focus. The second purpose of these slides is to tag for participants how the indicators are connected. The presenter will be able to do that, as some evidence across indicators is the same or similar.  **2 min**  Say: *Now that we’ve scripted the video clip and discussed possible evidence for Standards & Objectives, Teacher Content Knowledge, and Expectations, take 1 minute to review the example evidence on the slide. The bold print is language from the descriptors. Think about how your evidence is similar or different.* (Trainer allows participants 1 min to review.)  **1 min**  *Before we move on, I want to tag for you how these 3 indicators are connected, and because of their interconnectedness, how evidence for one indicator can also serve as evidence for other indicators. Evidence that the teacher established clear expectations with students, that were aligned to the depth and rigor of state standards and co-constructed success criteria with students for an expository paragraph is aligned to and can be used for all 3 of these indicators. Establishing clear, standards-aligned expectations is an integral part of the Standards & Objectives and Expectations indicators. It is also an essential characteristic of “accurate” teacher content knowledge.* |
| Slide 34 |  | 2 hrs 31 min into the morning session at start of this slide  13 min total  Presenter Note: Identifying the essence of each indicator is a very important exercise for teachers to engage in with support and feedback from school leaders (their evaluators/observers). Throughout the rubric deep dives, the presenter should keep in mind that teachers and evaluators/observers are taking the first step in this moment to build a common language and common expectations for instruction and student learning. Future support for teachers to deepen their understanding of the rubric will be rooted in this first learning opportunity and the common language and expectations that are established. Best practice would be for the Instructional Leadership Team, **before the teacher training**, to come to consensus on the essence of each indicator and to discuss any rubric vocabulary that may need further explanation and clarification when training teachers.  Say: *Now, you and your table group will determine the essence of the indicators Presenting Instructional Content, Lesson Structure and Pacing, and Environment. Remember, focus on the “Proficient” (3) column and come to a consensus on the essence words for each indicator. Use your Participant Guide to highlight and record your essence words on pages 12-14. You have* ***8 minutes****.*  **8 min**  Presenter sets timer for table groups to determine the essence for these indicators.  **3 min**  Presenter has 3-4 tables share out essence words as a debrief prior to moving forward.  **Possible Essence Words to look for from participants:**  PIC: consistently, visuals, purpose, preview organization, internal summaries, examples, illustrations, analogies, modeling expectations, criteria for success, sequencing, segmenting, essential information  LSP: starts promptly, coherent (Beginning, middle, end), reflection, pacing appropriate, opportunities, different learning rates, routines efficient, little time lost  ENV: welcomes all, organized, promote learning for all, accessible materials & resources, displays student work, arranged, promote learning, individual and group  **2 min**  Transition: *These indicators are grouped together intentionally for your learning so that you can explicitly see the connections among them and the common language across them. Now that table groups have identified the essence words for these indicators, let me pause for a moment to make a connection to the rubric. Remember, in today’s training you are experiencing the rubric through the lens of a learner and I am modeling many of the best practices on the rubric. Think about the table group activities you’ve been engaging in during the rubric deep dives. The activities clearly establish your roles, tasks, and group work expectations so you can have meaningful and productive collaboration. That is a direct connection to Grouping Students indicator, descriptor #3.*  *Now, let’s take a peek into another classroom to find/script evidence for these indicators*…. |
| Slide 35 |  | 8 min total  **2 min**  Presenter will frontload the clip before playing it.  Say: *Before we watch the clip, let me provide some context so you have an idea of where students are in this lesson. In this Kindergarten ELA lesson, the learning focus is on students retelling a story (beginning, middle, end) using a retell strategy (retell sticks). You will see and hear students engaging in retelling the story of Leo, the Late Bloomer, which is a text they have read recently. While the video clip unfolds, you will hear a teacher ask student pairs how the retell sticks supported their success in retelling the story. You will also be able to capture evidence that aligns to the type of learning environment in this classroom. Remember, your role while watching the video clip is to script everything you see and hear the teacher and students saying and doing.*  Play video clip: **6 min 18 seconds** |
| Slide 36 |  | 9 min  **3 min**  Say: *Take* ***3 min*** *with your table group,* s*hare evidence you captured for each indicator and think about the similarities between your evidence and the elements of effective instruction on your placemat consensus map. You can record your evidence on pages 12-14 of your participant guide as it aligns to these indicators.*  **3 min**  (Question 1) Have participants share evidence collected during the video and the indicator(s) that evidence aligns to -popcorn out a few. (For clarification and validation, evidence is provided for teachers on the next slide.)  Say: *What evidence did you capture for Presenting Instructional Content, Lesson Structure and Pacing, and Environment?*  **3 min:** (Question 2) Similarities between evidence captured and placemat consensus maps. (The purpose is to facilitate teacher validation that what they already know about effective instruction…on their placemat consensus maps…is part of this new rubric/best instructional practices.)  Say: *What similarities do you notice between the evidence you captured and the elements of effective instruction on your placemat consensus map?*  Transition: *Ok! Let’s keep moving forward and take a look at some evidence for these indicators captured in the video clip.* |
| Slide 37 |  | 3 min  Trainer Note: The purpose of the evidence slides for the Instruction & Environment domain deep dives, is to validate and/or clarify for participants evidence from the video clip that is aligned to the indicators of focus. The second purpose of these slides is to tag for participants how the indicators are connected. The trainer will be able to do that, as some evidence across indicators is the same or similar.  **2 min**  Say: *Now that we’ve scripted the video clip and discussed possible evidence for Presenting Instructional Content, Lesson Structure & Pacing, and Environment, take 1 minute to review the example evidence on the slide. The bold print is language from the descriptors. Think about how your evidence is similar or different.* (Trainer allows participants 1 min to review.)  *Did you capture some verbatim evidence that is the same or similar to what’s on this slide? Did you categorize, or sort, your evidence similarly to how evidence is sorted for the 3 indicators on the slide?* (These are only “think about it” questions the presenter poses. Trainer does not field participant responses.)  **1 min**  *Before we move on, I want to tag for you how these 3 indicators are connected. The evidence of students using a retell rope and, in this lesson, retell sticks to support their identification and understanding of the 4 elements of a story (place, characters, problem, solutions), is evidence that supports each of these 3 indicators. The retell sticks were important to the Presentation of Instructional Content, as they provided labels for the 4 story elements and were used to model and concisely communicate to students how to engage in the activity. The retell sticks were important to Lesson Structure and Pacing, as their purpose and intention was part of the lesson reflection and they offered flexibility to support students at different learning rates as needed. The retell sticks are relevant to the Environment indicator as they were readily accessible to students at their desks, in individual bags.* |
| Slide 38 |  | 3 hrs 4 min into the morning session at the start of this slide  11 min  Presenter Note: Identifying the essence of each indicator is a very important exercise for teachers to engage in with support and feedback from school leaders (their evaluators/observers). Throughout the rubric deep dives, the presenter should keep in mind that teachers and evaluators/observers are taking the first step in this moment to build a common language and common expectations for instruction and student learning. Future support for teachers to deepen their understanding of the rubric will be rooted in this first learning opportunity and the common language and expectations that are established. Best practice would be for the Instructional Leadership Team, **before the teacher training**, to come to consensus on the essence of each indicator and to discuss any rubric vocabulary that may need further explanation and clarification when training teachers.  Say: *Now, you and your table team will continue determine the essence of the indicators Questioning, Academic Feedback, and Respectful Conditions. Remember, focus on the “Proficient” (3) column and come to a consensus on the essence words for each indicator. Use your Participant Guide to highlight and record your essence words on pages 15-17. You will have* ***7 minutes.***  **7 min**  Presenter sets timer for table groups to determine the essence for these indicators.  **3 min**  Presenter has 3-4 tables share out essence words as a debrief prior to moving forward.  **Possible Essence Words to look for from participants:**  QU: varied, mix, high-quality, purposeful, coherent, critical thinking, sequenced, aligned to goals, wait time, active responses, calls on variety of students, different perspectives, students respond  FEED: oral, written, academically focused, frequent, high-quality, throughout lesson, teacher circulates, supports, monitors, used to adjust instruction  RC: interactions positive, awareness, consideration, student backgrounds, respect, kindness, teacher receptive to interests & opinions  **1 min**  Transition: *These indicators are grouped together intentionally for your learning so that you can explicitly see the connections among them and the common language across them. Now that your teams have identified the essence words for these indicators, let’s take a peek into another classroom to find/script evidence for these indicators*…. |
| Slide 39 |  | 9 min total-this slide  **1 min**  Presenter will frontload the clip before playing it.  Say: *Before we watch the clip, i wll provide some context so you have an idea of where students are in this lesson. In this high school welding lesson, the learning focus is on students being able to successfully weld 2 pieces of metal together. You will see and hear the teacher giving students academic feedback on their welded pieces as well as having them reflect on and evaluate their own work the work of peers. You will also be able to capture evidence that aligns to the type of learning environment that has been established in this classroom. Remember, your role while watching the video clip is to script everything you see and hear the teacher and students saying and doing.*  Play video clip: **2 min 41 seconds**  5 min total for partner activity  Presenter Note: After video participants work with a partner to discuss evidence they were able to script/capture. Partners then swap scripts to see an example of another person’s script. Partners take turns discussing why it’s important for evaluators/observers to script for the 5 types of evidence.  **1 min**  Say: *Now, turn to your shoulder partner and take 1 minute to discuss the evidence you were able to capture in your script.* (Presenter provides 1 minute discussion time.)  **2 min**  Say: *Next, swap scripts with your partner. Let them see what you were able to capture. Then, talk with your partner about why it is important for evaluators and observers to script for the 5 types of evidence during a lesson observation- student evidence, teacher evidence, visual evidence, task evidence, and impact evidence.* (Presenter provides partners 2 minutes of discussion time.)  **2 min**  Say: *So, why is it important evaluators and observers script for the 5 types of evidence during a lesson observation? What did you or your partner say? Who would like to share?* (Presenter allows 2-3 teachers to share. The purpose of this question is to emphasize the careful attention evaluators and observers give to teaching and student learning during a lesson observation, the objective nature of the observation process, and the shift toward focusing more on the impact teaching has on student learning.) |
| Slide 40 |  | 9 min  **3 min**  Say: *Take* ***3 min*** *with your table group,* s*hare evidence you captured for each indicator and think about the similarities between your evidence and the elements of effective instruction on your placemat consensus map. You can record your evidence on pages 15-17 of your participant guide as it aligns to these indicators.*  **3 min**  (Question 1) Have participants share evidence collected during the video and the indicator(s) that evidence aligns to -popcorn out a few. (For clarification and validation, evidence is provided for teachers on the next slide.)  Say: *What evidence did you capture for Questioning, Academic Feedback, and Respectful Conditions?*  **3 min**  (Question 2) Similarities between evidence captured and placemat consensus maps. (The purpose is to facilitate teacher validation that what they already know about effective instruction…on their placemat consensus maps…is part of this new rubric/best instructional practices.)  Say: *What similarities do you notice between the evidence you captured and the elements of effective instruction on your placemat consensus map?*  Transition: *Ok! Let’s keep moving forward and take a look at some evidence for these indicators captured in the video clip.* |
| Slide 41 |  | 3 min  Trainer Note: The purpose of the evidence slides for the Instruction & Environment domain deep dives, is to validate and/or clarify for participants evidence from the video clip that is aligned to the indicators of focus. The second purpose of these slides is to tag for participants how the indicators are connected. The trainer will be able to do that, as some evidence across indicators is the same or similar.  **2 min**  Say: *Now that we’ve scripted the video clip and discussed possible evidence for Questioning, Academic Feedback, and Respectful Conditions, take 1 minute to review the example evidence on the slide. Again, the bold print is language from the descriptors. Think about how your evidence is similar or different.* (Trainer allows participants 1 min to review.)  *Did you capture some verbatim evidence that is the same or similar to what’s on this slide? Did you notice how the evidence for Questioning and Academic Feedback was closely related?* (These are only “think about it” questions the trainer poses. Trainer does not field participant responses.)  **1 min**  *Before we move on, I want to tag for you how these 3 indicators are connected. You will notice on the slide that the teacher’s question/feedback exchanges with students Cody and John are used as evidence for all 3 indicators. The questions the welding teacher asked both students varied and high-quality and provided a mix of question types. The questions engage both students in critical thinking. The questions the teacher asked led him to provide both Cody and John academic feedback- specific and clarifying feedback Cody could use to improve his welds and feedback that elaborated on the welds woud fair in competition and on a job-site. The nature of the question/feedback exchanges between teacher and students was respectful, and the teacher sought out opinions of other students and provided opportunities for students to assist one another- promoting positive relationships and interdependence in the classroom.* |
| Slide 42 |  | 3 hrs 36 min into morning session at start of this slide  Trainer needs to set timer and start again promptly after lunch |
| Slide 43 |  | Start of afternoon session at this slide  14 min  Presenter Note: Identifying the essence of each indicator is a very important exercise for teachers to engage in with support and feedback from school leaders (their evaluators/observers). Throughout the rubric deep dives, the presenter should keep in mind that teachers and evaluators/observers are taking the first step in this moment to build a common language and common expectations for instruction and student learning. Future support for teachers to deepen their understanding of the rubric will be rooted in this first learning opportunity and the common language and expectations that are established. Best practice would be for the Instructional Leadership Team, **before the teacher training**, to come to consensus on the essence of each indicator and to discuss any rubric vocabulary that may need further explanation and clarification when training teachers.  Say: *As we return from the lunch break, we are in the home stretch of our deep dive into the Instruction and Environment domains. This is our last deep dive into a group of indicators and evidence collection via a video clip.*  *Now, you and your table team will determine the essence of the indicators Motivating Students, Grouping Students, Teacher Knowledge of Students, and Engaging Students and Managing Behavior. Remember, focus on the “Proficient” (3) column and come to a consensus on the essence words for each indicator. Use your Participant Guide to highlight and record your essence words on pages 18-24. You will have* ***8 minutes****.*  **8 min**  Presenter sets timer for table groups to determine the essence for these indicators.  **3 min**  Presenter has 3-4 tables share out essence words as a debrief prior to moving forward.  **Possible Essence Words to look for from participants:**  MOT: content organized, HQIM, meaningful, relevant, inquiry, curiosity, exploration, regularly reinforce effort  GRP: arrangements enhance understanding and learning, expectations understood, responsibility, meaningful, productive, collaboration, accountable, composition varied, set goals, reflect, evaluate learning  TKS: anticipated learning abilities, needs, interests, backgrounds, differentiated supports, strategies, master grade-level standards  ESMB: behaviors optimize learning, established rules for learning and behavior, variety techniques, maintain engagement, promote positive environment, often, recognizes, motivates, no interruption allowed, addresses disruptions as appropriate  Transition: *These indicators are grouped together intentionally for your learning so that you can explicitly see the connections among them and the common language across them. Now that your teams have identified the essence words for these indicators, let’s take a peek into our last classroom for this session to find/script evidence for these indicators*…. |
| Slide 44 |  | 8 min total  **2 min**  Presenter will frontload the clip before playing it.  Say: *Before we watch the clip, I will provide some context so you have an idea of where students are in this lesson. In this high school math lesson, the learning focus is “apply what we learned with adding, subtracting, multiplying, and dividing polynomials”. You will see students work in small groups and display their work on chart paper so that their peers can provide feedback. You will see and hear the teacher giving students the directions for the collaborative and evaluative activities. You will also be able to capture evidence that aligns to how the learning environment is positive and productive. Remember, your role while watching the video clip is to script everything you see and hear the teacher and students saying and doing.*  Play video clip: **6 min 10 seconds** |
| Slide 45 |  | 9 min  **3 min**  Say: *Take* ***3 min*** *with your table group,* s*hare evidence you captured for each indicator and think about the similarities between your evidence and the elements of effective instruction on your placemat consensus map. You can record your evidence on pages 18-21 of your participant guide as it aligns to these indicators.*  **3 min**  (Question 1) Have participants share evidence collected during the video and the indicator(s) that evidence aligns to -popcorn out a few. (For clarification and validation, evidence is provided for teachers on the next slide.)  Say: *What evidence did you capture for Motivating Students, Grouping Students, Teacher Knowledge of Students, and Engaging Students and Managing Behavior?*  **3 min**  (Question 2) Similarities between evidence captured and placemat consensus maps. (The purpose is to facilitate teacher validation that what they already know about effective instruction…on their placemat consensus maps…is part of this new rubric/best instructional practices.)  Say: *What similarities do you notice between the evidence you captured and the elements of effective instruction on your placemat consensus map?*  Transition: *Ok! Let’s keep moving forward and take a look at some evidence for these indicators captured in the video clip.* |
| Slide 46 |  | 4 min  Trainer Note: The purpose of the evidence slides for the Instruction & Environment domain deep dives, is to validate and/or clarify for participants evidence from the video clip that is aligned to the indicators of focus. The second purpose of these slides is to tag for participants how the indicators are connected. The trainer will be able to do that, as some evidence across indicators is the same or similar.  **2 min**  Say: *Take 2 minutes to review the example evidence, including language from the descriptors, on the slide for Motivating Students, Grouping Students, Teacher Knowledge of Students, and Engaging Students & Managing Behavior. Think about how your evidence is similar or different.* (Presenter allows teachers 1 min to review.)  **2 min**  *I want to tag for you how these 4 indicators are connected. The way in which the content of the lesson (adding, subtracting, multiplying, and dividing polynomials) was organized with real world problems, small group collaboration, partner/peer feedback and support, and a gallery walk with feedback for groups…provided evidence for all 4 indicators of focus in this deep dive. Students were applying the learning to real world problems and exploring various ways to solve problems. Students were provided clear roles, responsibilities, and tasks which led to meaningful collaboration in grouping arrangements (pairs and table groups). Table group feedback was an example of differentiated instructional support. Lastly, when the teacher defined for students their roles, responsibilities, and task, she also established rules for learning, which led to students engaged in behaviors that optimized learning and increased time on task.* |
| Slide 47 |  | 9 min  **3 min**  Say: *We have now completed our deep dive into the Instruction and Environment domains. Congratulations! Let’s pause and reflect on what we’ve learned thus far and consider how it applies to our own practice.*  *Reflecting on what you learned today about the indicators from the Instruction and Environment domains, identify a rubric indicator that is a strength and a rubric indicator that is a challenge for you. On your working copy of the rubric:*   * *Draw a star next to the indicator which represents your strength.* * *Draw a delta (triangle) next to the indicator which is most challenging for you.*   (Presenter allows teachers 2 minutes to identify their personal strength and challenge indicators.)  **1 min**  Say: *With your working copy of rubric in hand, let’s stand up, put one hand up, and pair up with someone from another table to share our reflections.* (Presenter allows teachers 1 minute to find a partner.)  **3 min**  Say: *In just a moment, take turns with your partner sharing the strength and challenge indicators you selected and* ***why*** *you chose those indicators. The person with closer to the ceiling is Partner A and goes first. Go ahead and identify Partner A and begin.* (Presenter allows 1 minute for Partner A and then prompts Partner B to begin, allowing Partner B 1 minute also.)  **2 min**  Transition: *Please thank your partner and return to your seats. Before we transition to examining other key components of the Educator Evaluation System, I want to make another connection to the rubric. The activity you just completed was brief but connects to multiple indicators (instructional best practices) on the rubric. First, you were provided time for reflection to ensure your understanding of the indicators and descriptors. Reflection is an essential element of the rubric that be found within the Lesson Structure and Pacing and Activities and Materials indicators among others. The reflection prompt engaged you in critical thinking where you had to self-evaluate, which connects to the Questioning, Thinking, and Problem Solving indicators. The activity also allowed for student-to-student interaction and a paired grouping arrangement that enhanced your learning, connecting to Activities and Materials and Grouping Students indicators respectively.* |
| Slide 48 |  | 44 min into afternoon session at start of this slide  1 min  Say: *Now, we are going to examine other key components of the evaluation system that are part of the observation process.* |
| Slide 49 |  | 1 min  Presenter will introduce the 3 components that complete the pop cycle for an Announced Observation. (This visual model is included in their PG p. 22    *Say: When conducting observations of teaching and learning, we engage in a “POP” cycle. For the* ***announced observation*** *there is a pre-conference, observation, then post-conference with an teacher. For the* ***unannounced observation****, the observer will preview the lesson plan prior to the observation. For training purposes today,* ***we will focus on the announced observation process****.* ***We will break down each component of the cycle and the elements of each throughout our afternoon session.***  Transition: *First, let’s examine the Pre-Conference- the purpose of this conference and scheduling and planning considerations.* |
| Slide 50 |  | 4 min  Say: *The first component of the POP cycle for an announced observation is the pre-conference. Let’s review some key considerations for the pre-conference. You will find this graphic on page 22 in your Participant Guide*  ***Purpose-*** *The pre-conference provides an opportunity for the observer to ask questions and begin collecting preliminary evidence for the upcoming lesson. As part of this conversation, the observer asks questions about the lesson plan and assessment and gathers context of the lesson to be observed within the larger unit plan. The observer may also ask questions about grouping structures, differentiation, classroom configuration, specific students, etc. The observer is gathering context for the lesson observation and preliminary evidence with rubric indicators in mind, especially the Planning Domain indicators. In the pre-conference video you will observe today, you will hear evidence of planning articulated by the teacher that is based on students’ prior knowledge and relevant needs. Further, the pre-conference is the first opportunity for the observer* ***to coach the teacher*** *and address any issues that may negatively impact the lesson.*   * ***Scheduling-*** *The pre-conference should occur 2-3 days prior to the lesson observation and usually lasts 10-20 minutes. If this is a coaching opportunity that may result in a teacher revising plans for the observation in any way, it’s important to allow the teacher* ***time*** *do make adjustments before the actual lesson observation.* * ***Planning****- The observer plans for the pre-conference by analyzing the lesson plan and any supporting documents (e.g., handouts, assessments, visuals) in advance of the conference. Based on analysis of the lesson materials, the observer completes the Pre-conference Planning Template in advance. The observer will use the pre-conference plan to guide the conversation.*   Transition: *Now, let’s recap the steps to prepare for the pre-conference…* |
| Slide 51 |  | 2 minutes  Say: *Let’s review the steps a teacher takes to prepare for a pre-conference, also in your Participant Guide, p. 22*  *Share your lesson plan ahead of time with the observer.*   * *Be prepared to review handouts and/or assessments that will be used during the lesson.* * *Explain how the observed lesson fits within the unit or weekly lessons..* * *Be prepared to share information that helped establish the need of lesson (pre-assessments, student work analysis, standards/HQIM).*   Transition: *Let’s take a look at a template observers can use to plan and prepare for a pre-conference…* |
| Slide 52 |  | 6 min  **3 min**  Say: *On page 23 of your Participant Guide you will find pre-conference template. Please keep in mind the template includes* ***sample*** *questions. An observer may choose to ask questions that are different from what you see on the template. Questions can be changed, based on the observer’s analysis of the lesson plan and materials and what’s important to ask to (1) clarify for the lesson observation and (2) to coach and support the teacher.*  *Take 2 minutes to analyze the pre-conference template and consider the questions on the slide:*   * *What materials/documents will you need to share with your observer before engaging in a pre-conference conversation.* * *In what ways might you prepare for a pre-conference?* * *How might this template support an effective pre-conference?*   **3 min**  Presenter calls on a teacher to respond to question 1. That teacher then selects another teacher to respond to question 2. That teacher selects another teacher to respond to question 3. Presenter follows up by asking for 1 or 2 more responses to question 3.  Transition: *Now, we are going to watch a pre-conference and follow along with the pre-conference plan to better understand what the process looks and sounds like.* |
| Slide 53 |  | 15 min total for this slide  **1 min**  Presenter will frontload the clip before playing it.  Say: *This is an English I lesson with 8th grade students at Worley Middle School in Jefferson Parish. The curriculum used in this classroom is LA ELA Guidebooks, Curriculum Hub 3.0 version. This lesson was captured at the mid-year point, and students were preparing for the culminating task for the Romeo and Juliet Unit. The pre-conference plan can be found on pages 24-25 in your Participant Guide.*  *As you watch the pre-conference, follow along with the plan and think about the benefits of a pre-conference for all stakeholders.*  **14 min**  Play video |
| Slide 54 |  | 6 min  **3 min**  Say: *For 2 minutes, with your table group, discuss what you noticed about the pre-conference and how the conversation might be beneficial for the teacher.* (Presenter circulates and listens to discussions and highlights/shares 2-3 responses…restating/summarizing what was overheard.)  Trainer should be circulating to listen in on conversations.  **What did you notice?:**  ●Instructional Plans: All lesson activities, materials and assessments are aligned to the lesson objective and the Culminating Task (CT) success criteria and are scaffolded to build on the initial thesis statement developed in a previous lesson. The lesson activities are sequenced to build on students’ prior knowledge and deepen their understanding of developing thesis statements and identifying supporting evidence. Each lesson activity includes a model by the educator and opportunities for students to work either independently or collaboratively to reflect on the elements of their thesis statement, revise their claim, or locate supporting evidence for their claims. The lesson taught (Romeo and Juliet, Section 5/Lesson 2) is aligned with the grade level standard RL9.2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.  ●Instructional Plans & Student Work: There is a clear link between the lesson assignments, learning objective and grade-level standard. Throughout the lesson, the teacher will engage students in tasks that builds on their prior knowledge and work, responding to prompts and creating thesis statements with the objective to further develop their themes by locating supporting evidence across multiple mediums (including a Romeo and Juliet play and several Romeo and Juliet films), students engage in scaffolded activities that require various types of thinking and problem-solving. The lesson assignments include a Do Now activity in which students review and identify the critical elements for completing the Culminating Task. This requires students to engage in analytical and research-based thinking. Students worked with a partner to evaluate each other’s thesis statements and provide feedback on how to strengthen their statements, and then work independently to reflect on and apply the feedback received to revise their temporary thesis statements. This requires students to draw conclusions and then justify their solutions.  ●Instructional Plans & Assessment: The lesson concludes with students working to independently complete an exit ticket that is the first paragraph for the CT. Throughout the lesson, the educator asks a variety of pre-planned, scaffolding and probing questions to foster students’ reflection on developing their thesis statements and collecting evidence. The plan also includes an independent activity in which students gather and organize evidence to support their claims.  2 min:  Whole Group Discussion/Share out:  Say: **How was the conversation beneficial for the observer and the teacher?**  **Participant Responses may include:**  The leader planning helped the conversation **stay focused on the lesson**. For example, the leader’s **planning for questions** resulted in the teacher doing most of the talking, where she was articulating lesson expectations and reflecting on how she intentionally planned for certain lesson components. Ex. teacher was prompted to describe the learning expectations of students as a result of teaching about writing a comparative claim and how the theme is developed over multiple mediums, describe where students are in the progression of learning as they prepare for the culminating task.  Through planning, the leader was able to focus the teacher on discussing specific parts of the lesson. For example, what is the gist of the lesson? Allowing the teacher to talk through different segments of the lesson. Asking her to think about what will she see or hear from students during this segment of the lesson. What led you to plan for a model for this part of the lesson? Leading the teacher to identify where students might struggle most in the lesson.  The planning for the pre-conference allowed the opportunity for a positive comfortable interaction and discussion about the lesson being observed. Because of the leader’s preparation, the leader was able to guide and support the teacher’s reflective practice as well as gain clarity around the planned supports for students.  **3 min**  Whole Group Discussion/Share out:  Say: *How will the pre-conference benefit students, teachers, and the observer?* (Presenter calls on 2-4 teachers to share responses with the whole group.)  Possible responses:   * Benefit students: if the teacher is fully prepared and well planned, the students should have rigorous learning opportunities to meet grade level expectations/standards * Benefit teachers: provides the teacher with the first coaching opportunity in order to ensure that the plan is intentional, aligned to the rigor/demand of the grade level standards, provides opportunities for ALL students to be successful in mastering the learning objective * Benefit observer: gives the observer a clear picture/understanding of what the lesson will look and sound like to ensure that effective, high quality teaching practices will be utilized that are aligned to the standards and the HQIM (if applicable) as well as clarity around what success looks and sounds like for students when working toward mastering the lesson objectives |
| Slide 55 |  | 1 hr 19 min into the afternoon session at the start of this slide  1 min  Say: *As we continue examining the POP Cycle, we will learn more about the lesson observation.* |
| Slide 56 |  | 1 min    *Say: When conducting announced* ***and*** *unannounced observations of teaching and learning the POP cycle always includes an lesson observation.*  Transition: *Let’s examine the Observation- the purpose of the lesson observation and scheduling and planning considerations.* |
| Slide 57 |  | 4 min  Say: *This graphic can be found on page 26 of your Participant Guide*  ***Purpose****: The purpose of the observation is to give the observer another opportunity to collect evidence regarding the teaching and learning in the classroom. Some key components are for the observer to observe instruction in real time and script everything they see and hear/see from the teacher and students. So, it is critical to observe the impact that the instruction has on student learning toward meeting the lesson objective. Also, an observer might use their cell phone or ipad/tablet to take pictures of student work. Or, after the observation, the observer will collect any tangible/written student work, make a copy of it, and give the originals back to the teacher so he/she can reflect on the lesson.*  ***Scheduling****: For announced observations, the observer schedules the date of the observation with the teacher. For unannounced observations, the observer determines the subject and/or class they will observe and checks the school/class calendar to avoid scheduling conflicts such as field trips, testing, etc… And, last, but not least, the observer* ***observes the entire lesson****. This is critical. The observer must be in the classroom before the class begins to set up and get ready to script. Observers are advised to NOT arrive late/after the lesson has started and to NOT leave early. They must observe and script the entire lesson. Depending on the grade level, content, curriculum, schedule, some lessons may be 30–50 minutes while others are 60-90 minute lessons.*  ***Planning****: Observers must analyze the teacher’s lesson plan prior to the observation. When the content taught includes a high-quality curriculum, the observer should review the teacher’s annotated curriculum lesson plan. Observes will also need to review any supporting documents for the lesson such as graphic organizers, exemplars, exit ticket items/problems/prompts and texts to know what to look for in the student work. Observers must block out time in their schedule for the entire observation and also time to review the student work/artifacts/products collected from the lesson. Without the student work, high-quality feedback cannot be provided to teachers. Everything is rooted in the impact that instruction has on student learning.*  Transition*: Let me take you back to the 5 types of high-quality evidence to collect when observing a lesson…* |
| Slide 58 |  | 2 min  Say: *Collecting evidence for an observation of teaching and learning requires the observer to become a proficient scripter during a lesson. It is important they script as much as possible of what teachers and students say and do. For review, here are the 5 important types of* ***high quality evidence*** *observers collect in this process. They are also noted in your Participant Guide on p. 8.*   * ***Student*** *evidence: What students say, do, make, and produce* * ***Teacher*** *evidence: What the teacher says and does* * ***Visual*** *evidence: Wording from visuals used during the lesson* * ***Task*** *evidence: Wording from tasks or assignments in which students engage* * ***Impact*** *evidence: What impacted student mastery of the lesson objective?*   Transition: *Let’s also revisit the important techniques that will help an observer contextualize the evidence…* |
| Slide 59 |  | 3 min  Say: *These techniques help observers ensure they are able to collect those 5 types of high quality evidence. These techniques can be found on page 8 in your Participant Guide.*   * *Time: it is important to capture and note (in the lesson script) time stamps for different segments of the lesson such as: when the lesson began; anytime a transition occurred, time during each activity, the time the lesson was closed and ended* * *Abbreviate: When scripting a lesson, an observer is capturing everything said and done by teacher and students, and the most efficient observers use abbreviations.* * *Verbatim: Some of the most powerful evidence collected is verbatim evidence….exactly what teacher or students say.* * *Paraphrase: When needed, observers paraphrase what they hear or observe during a lesson and use parentheses or some notation to indicate. However,* ***verbatim*** *evidence is* ***the strongest evidence.*** * *Circulate: When observing and scripting a lesson, observers must circulate to collect evidence when students are working in pairs or small groups and the teacher is providing feedback to students. It is also critical for observers to script what they see and hear in the student work (what students are producing audibly and tangibly). When observers are circulating, they do* ***NOT*** *assist or teach students. They are there to observe and capture an authentic snapshot of instruction and learning in the teacher’s classroom.* |
| Slide 60 |  | 6 min  **3 min**  Say: *You’ve stepped into the role of observer today and scripted several lesson video clips. We’ve also reviewed the lesson observation guidance. For 2 minutes, with your table group, discuss what you are noticing about the lesson observation process.* (Presenter circulates and listens to discussions and highlights/shares 2-3 responses…restating/summarizing what was overheard.)  Possible responses:   * It is a rigorous process for observers and this is important to ensure that ALL students are given opportunities to think, problem solve, and master learning objectives that are aligned to the standards and HQIM * It’s about the student learning, not about the teacher in a personal way. The focus is always on student impact as a result of the instructional decisions a teacher makes   **3 min**  Whole Group Discussion/Share out:  Say: *How will the observation process benefit students, teachers, and the observer?* (Presenter calls on 2-4 teachers to share responses with the whole group.)  Possible responses:   * The observation process sets all stakeholders (observer, teacher, and students) up to have clarity around the learning intentions of a lesson, opportunities to engage in deep levels of thinking and problem solving, and assurance that learning will be assessed to meet the demands of the standards * Lead to more effective teaching practices, which directly benefit student learning outcomes * Contribute to identifying trends and patterns across classrooms, informing school-wide instructional strategies * Provides opportunities for powerful dialogue and collaboration between the observer and the teacher, creating a supportive school culture and climate |
| Slide 61 |  | 1 hr 36 min into the afternoon session at the start of this slide  1 min  Say: *As we continue examining the POP Cycle, we will learn more about the post-conference.* |
| Slide 62 |  | 4 min  Say: *This graphic can be found on page 27 of your Participant Guide*  ***Purpose****: The purpose of the post-conference is:*   * *To provide the teacher an opportunity for reflection on the areas of reinforcement and refinement from a lesson to inform and improve future practice.* * *To focus the conversation on two specific instructional practices that are areas* ***(descriptors)*** *from the rubric (one for reinforcement and one for refinement).* * *To cognitively coach the teacher through the use of reflective questions. Cognitive coaching puts the tasks of thinking and reflecting on the teacher, through guiding, focused questioning.*   ***Scheduling****:*   * *Bulletin 130 states that post-conferences should occur within 2-5 days of the observed lesson.* * *The post-conference usually lasts 20-30 minutes, so observers should schedule with the teacher a 30-minute block of time to meet.* * *The teacher should complete and submit the self-assessment prior to the scheduled post-conference. Systems and schools determine and communicate to teachers how far in advance the self-assessment for the lesson is submitted. It is recommended the teacher’s self-assessment is submitted within 1 or 2 days following the observation.*   ***Planning****: Both the observer and the teacher need to prepare for the post-conference.*   * *The observer and the teacher individually prepare by analyzing student work samples from the lesson.* * *The observer will categorize evidence and rate the lesson on the Planning, Instruction and Environment Domains. The evaluator, which is typically the principal or an assistant principal, will categorize evidence and rate the teacher on the Professionalism Domain. The evaluator will also be responsible for submitting the observation ratings and reinforcement and refinement areas into LES, the data management system.* * *The observer will review the teacher’s self-assessment/self-ratings for the observation.* * *The observer will develop the post-conference plan.* * *The observer will prepare any documents the teacher will need to sign.*   Transition*: Next, we’ll examine the 4 elements of the post-conference plan.* |
| Slide 63 |  | 8 min  Presenter Note: This slide is animated for the orange question box to appear after the presenter walks teachers through the 4 elements of the post-conference. The presenter notes below indicate when the presenter should click for the box to appear.  **4 min**  Say: *On page 27 in your Participant Guide you will find this graphic, which illustrates the 4 elements of the post-conference*. *As I walk you through the post-conference process, you might want to add notes/reminders on the graphic in your Participant Guide.*   * *The post-conference begins with an Introduction, where greetings are exchanged and the observer reviews the post-conference process. The observer will then open up the conversation by asking the teacher a general impression question about the lesson, such as “Based on your analysis of the student work, how do you think the lesson went overall?” This question will lead the observer and teacher into a broad analysis and discussion of student work samples from the lesson.* * *Next, the observer shifts the conversation to the reinforcement area by posing reflection questions that are focused on the specific indicator and descriptor the observer identified as a strength in the lesson (the reinforcement area). It is here the teacher has an opportunity to reflect on how that particular strength positively impacted student learning during the lesson. This is an important reflection opportunity, as we want to build awareness of teachers’ strengths and understanding of just how those strengths are impacting outcomes for students. With greater awareness of their strengths, teachers can begin to leverage their strengths to improve in other areas of instructional practice. The observer will also share teacher and student evidence from the lesson that demonstrates and confirms the indicator and descriptor was a strength in the lesson.* * *Then, the observer will shift the conversation to the refinement area by posing reflection questions. The observer typically begins with a broad question that points back to the student work: “Based on your analysis of the student work, if you could teach this lesson again is there anything you would do differently?” This allows the teacher to ground their reflection in student impact and student evidence. The observer will follow with more narrow questions that focus the conversation on the particular indicator and descriptor the observer identified as an area for growth (the refinement area). This is an important reflection opportunity for teachers as they are building reflective practices and habits where instruction (teacher moves) are always tied to student outcomes (what the results were for students). The observer will share with teacher and student evidence from the lesson that demonstrates room for growth in the particular indicator and descriptor (refinement area). The observer will also share a Recommended Action in this portion of the conference. A recommended action is a suggestion for improvement and growth in the refinement area. The observer will follow the Recommended Action with a Guided Practice opportunity where the teacher can think about and articulate how they might apply the suggested practice in future lessons. The observer might prompt the Guided Practice by saying, “Think about an upcoming lesson. How might this Recommended Action apply?”* * *Lastly, the conference concludes with the observer sharing the lesson ratings. The observer will have their ratings and the teacher’s self-ratings and will present to the teacher on the observation form. The observer and teacher will sign off on the lesson observation at the bottom of the form.*   **4 min**  **(CLICK for orange question box to appear)** Say: *Why do you think ratings are shared at the end of the post-conference rather than at the beginning? Turn and talk to your shoulder partner.* (Presenter allows 30 seconds for partner talk and then calls on 1-3 volunteers to share their responses.)  Possible Responses:   * This will ensure that the message is clear: this is about reflection and growth rather than a number * keeps the focus on the students and how their learning was impacted as a result of the instructional decisions made by the teacher * Delaying rating until the end allows the focus to remain on facilitating meaningful discussions and actionable steps for development * A learning opportunity through teacher and students evidence allows the educator to make deeper connections to the rating. This builds the teacher’s capacity around scoring over time.   Transition: *Now, let’s take a look at a sample post-conference plan…* |
| Slide 64 |  | 8 min total  **4 min**  Say: *Turn to p. 28-29 in your Participant Guide. This sample post-conference plan is for the same English I lesson for which we observed the pre-conference…the LA Guidebooks lesson where students are preparing for the culminating task for the Romeo and Juliet unit. Take 4 min with a shoulder partner to review the plan. Take note of the reinforcement and refinement areas:*   * *What indicator and descriptor are being reinforced?* * *What indicator and descriptor are being refined?* * *What do you notice about the reflection questions planned for the reinforcement? Refinement?*   **4 min**  (Whole group debrief. Presenter calls on 1-2 teachers to respond to each question.)  Say: *So, let’s debrief whole group now.*   * *What indicator and descriptor are being reinforced?* * *What indicator and descriptor are being refined?* * *What do you notice about the reflection questions planned for the reinforcement? Refinement?*   Possible Responses:   * **What indicator and descriptor are being reinforced?** (Indicator: Academic Feedback); (Descriptor language: students give specific and clear academic feedback to each other based on the teacher’s expectations. The reinforcement objective for the English I also features the language, “ownership” because the teacher’s reinforcement area is from the Exemplary (5) performance level and is reflective of student ownership of learning. * **What indicator and descriptor are being refined?** (Indicator: Lesson Structure and Pacing (Descriptor language: Students’ individual needs are attended to and pacing provides many opportunities for individual students who progress at different learning rates.) * **What do you notice about the reflective questions planned for the reinforcement? Refinement?** Language from the indicator and descriptor of focus are embedded in the self-reflection questions. The questions lead the teacher to reflect specifically on these best practices and how they impacted students.   Transition*: Now, we will watch the English I post-conference and see how the plan unfolds into a moment for reflection and coaching.* |
| Slide 65 |  | 24 min total  Presenter Note: There are 3 pause & discuss points in this video. In order to pause at the appropriate points in the video, the presenter will need to either track the run time of the video or listen for the cues. The pause time stamps and the cues are noted below.  **1 min**  Say: *We are going to watch the English I post-conference now. It has been edited to approximately 22 minutes. The full-length of the post conference was 30 minutes. Take note of the* ***questions asked*** *by the observer and the* ***discussion of reinforcement and refinement areas****. I will pause the video to note transitions and ensure that you see how each element of the post-conference unfolds.*  **21:30** total run time  Presenter plays the post-conference video and pauses video at the 3 time stamps/cues noted below.  Pause points:  **1st pause/stop point @ 0:55** – after post-conference leader says, “How do you feel about the lesson overall?”  Say: *The evaluator just completed the introduction segment of the post conference. Remember, this is the time to review the process, share the time length for the post conference, and ask the opening question to start the conversation and reflection.*  **2nd pause/stop point @ 9:08** – After leader says, “Who knows what the feedback would have been, right?  Say: *The leader is wrapping up the discussion for the reinforcement area. She shared evidence for academic feedback and the impact it had on student success. Now let’s see how she transitions to the refinement area.*  **3rd pause/stop point @ 18:40** – After leader says, “So let’s think about how we could have modified that.”  Say: *The leader just finished sharing evidence with the teacher for the refinement area. She is transitioning to the recommended action, which she calls a “model”. This is the conference leader’s opportunity to share with the teacher some concrete action steps to take to improve in the instructional practice identified as a refinement area that will positively impact student learning.*  **After the video:**  Say: *We do not show the observer sharing the ratings for the lesson because the focus and importance is on the reflective conversation that is specific to one strength (reinforcement) and one area for continued improvement (refinement) and grounded in evidence. Think for a moment how a post-conference is an opportunity to not only support the teacher in improving practice but also an opportunity to deepen understanding of the rubric. That’s why we have to stick to using language from the rubric descriptors during the conversation.*  Transition*: Now you’ll reflect on the post-conference.* |
| Slide 66 |  | 5 min total  Say: *With your table group, compare what you observed in the video to the post-conference plan.*   * *What did you notice?* * *How was the conversation beneficial for the teacher?* * *What changes might we expect to see for the students as a results of the post-conference?*   **2 min**  (Present provides time for table groups to engage in discussion around the 3 questions posed.)  **3 min**  (Presenter facilitates a whole group debrief. Calling on volunteers and non-volunteers.)  **Possible Responses:**   * The observer and the teacher were prepared –actual student work responses from the lesson. The observer kept student work at the forefront of the conversation with the reinforcement and refinement. * It was evidence the observer carefully prepared for the post-conference. * The observer referenced the pre-conference and the learning objectives set for students. In addition, through her questioning she connected to what students did well. * Through student work analysis, the observer built on what students could do on Monday compared to what the work showed on Tuesday. This video shows that observations in this school are not a "Gotcha!" (in a negative way), but rather an "I got you" (in a supportive, I'm here with you, open handed supporting you). * It was a conversation, and there was positive rapport between the observer and the teacher.   Transition: *We’ve now walked through the full POP Cycle. In our last segment of learning today we will examine the Follow-Up Coaching and Support Cycle.* |
| Slide 67 |  | 2 hrs 26 min into the afternoon session at the start of this slide  1 min  Say: *The Follow-up Coaching and Support Cycle is essentially what happens in between observations. It’s where the greatest opportunity for coaching and support and teacher growth and development lives.* |
| Slide 68 |  | 2 minutes  Say: *The goal of the Follow-Up Coaching and Support Cycle is to support teachers in refinement area growth*   * *It is an* ***extension of the refinement area and recommended action*** *from a teacher’s post-conference plan.* * *It’s grounded in a* ***Coaching Plan*** *that outlines the post-conference recommended action in a series of steps* * *It provides an opportunity for observers to support teachers in* ***applying post-conference feedback*** * *It ensures that the evaluation process is* ***not just a one-time event****. Remember the purpose of our new evaluation system is* ***to support and grow teachers in order to grow students!*** *This component of the evaluation system ensures teachers are engaged in and supported through an* ***ongoing cycle of continuous improvement.*** |
| Slide 69 |  | 4 min  Presenter Note: As the presenter walks teachers through the coaching and support cycle the steps are labeled/named. The presenter should verbally label/name the steps, as noted below.  Say: *The Follow-up Coaching and Support Cycle consists of six steps that occur between observations for a teacher. This cycle is reflected in your Participant Guide on p. 30*  *Following the post-conference, the teacher meets with the observer or another assigned coach to identify a student need* **(STEP 1)** *that is connected to the teacher’s refinement area/goal* **(STEP 2)** *and to collaboratively develop a Coaching Plan based on the refinement area and recommended action* **(STEP 3)***. The teacher and coach develop a Coaching Plan which outlines the action steps the teacher will take to improve in the refinement area.*   * *The coaching plan will drive the support, coaching, and reflection on impact that occurs over the next 2 to 6 weeks during the cycle. Also during the cycle, the coach will conduct at least 1* ***informal*** *observation and provide feedback***(STEPS 4 and 5)**. *The informal observation does* ***not*** *include ratings.* * *Now, fast forward to the teacher’s next formal observation (announced or unannounced) and post-conference…After the post-conference, the Coaching Plan will be revisited and adjusted, if needed, based on the new refinement area* **(STEP 6)** *and how it connects to student needs* **(back to STEP 1)***.*   *This is an instructional coaching model that shifts the focus from “fixing” teachers to* ***collaborating*** *with teachers to support their professional growth*  *.*  *Keep in mind, these plans are* ***individualized*** *based on refinement area and teacher need.* ***A final important note about the Coaching Plan is that it will become the teacher’s Professional Growth Plan (PGP).*** *Data from the Coaching Plan, or PGP, will be entered into the state’s evaluation system as the Coaching Plan is created, informal observations are conducted, and the plan is adjusted.*  Transition: *Since the Coaching Plan is the driving force for teacher growth and development, let’s explore it a little more.* |
| Slide 70 |  | 2 min  Presenter Note: The bullets on the slide name the components of the Coaching Plan (see bold print in notes below), which will be introduced on the next slide.  ​  Say: *The Coaching Plan extends and supports the teacher’s identified refinement area by:*   * *Breaking down the* ***Recommended Action*** *into a series of activities the teacher can take to improve;* * *Clearly defining* ***teacher “look-fors”*** *during activities;* * *Identifying* ***resources*** *the teachers will need for* ***activities****;* * *Defining* ***student “look-fors”*** *to assist the teacher in making the connection between their actions and impact on student learning;* * *Prompting the teacher to* ***reflect*** *on growth and improvement and think about* ***next steps****; and* * *Differentiating coaching and support based on teacher need.*   *Transition: So, let’s dig into this follow-up coaching support process….*  ​ |
| Slide 71 |  | 4 min  **4 min**  Say: *Turn to p. 31-33. in your Participant Guide. This is the PGP/Coaching Plan for the English I teacher. Take* ***3 min*** *with a shoulder partner to review the plan.*   * *As you review, take note of the of how the the plan aligns with the refinement objective and recommended action from the teacher’s post-conference plan.* * *Take note of how the activities ensure transfer to practice*. |
| Slide 72 |  | 6 min total  **2 min**  Provide time for participants to discuss with table groups their responses.  Say: *Take 2 minutes to discuss with your table group the following questions.*   * *How did the PGP/coaching plan align with the recommended action from the post-conference?* * *How might this plan be beneficial for a teacher?* * *What changes might we expect to see for the students as a result of the PGP/coaching plan?*   **4 min**  (Presenter facilitates whole group debrief.)  **Possible Responses:**  **How did the PGP/coaching plan align with the recommended action from the post-conference?**   * **Direct Alignment**: The PGP/coaching plan directly incorporated the feedback and strategies discussed during the post-conference. * **Addressing Specific Needs**: The post-conference highlighted areas for growth, such as student engagement and formative assessment techniques. The PGP/coaching plan addresses these by setting goals and providing resources for the teacher to enhance their skills in these areas. * **Goal Setting**: The plan aligns with the post-conference by setting clear, measurable goals that reflect the recommendations. This ensures that the teacher has a structured path to follow, making it easier to implement the suggested changes.   **How might this plan be beneficial for a teacher?**   * **Professional Growth**: The PGP/coaching plan provides a structured framework for the teacher to focus on specific areas of development, leading to professional growth and improved instructional practices. * **Personalized Support**: By tailoring the plan to the teacher's unique strengths and areas for improvement, it offers personalized support and resources that can help them overcome challenges and build on their existing skills. * **Increased Confidence**: As the teacher works through the plan and sees progress, their confidence in their teaching abilities is likely to increase, leading to more effective and engaging classroom experiences for their students.   **What changes might we expect to see for the students as a result of the PGP/coaching plan?**   * **Improved Engagement**: With a focus on strategies to increase student engagement, we might see students participating more actively in class discussions and activities, leading to a more dynamic learning environment. * **Higher Achievement**: As the teacher implements new techniques and refines their instruction, students may demonstrate higher levels of understanding and achievement, as evidenced by improved assessments and grades. * **Enhanced Critical Thinking**: The plan encourages the development of critical thinking and problem-solving skills in students. As a result, we might see students becoming more independent learners who can analyze and synthesize information effectively. |
| Slide 73 |  | 2 hrs 45 min into the training at the start of this slide  1 min  Say: *Now, as we wrap up our training, we will take time to reflect and consider next steps.* |
| Slide 74 |  | 5 min  **3 min**  Say: *We saw this slide at the beginning of our training and were introduced at that time to the mindset shift that we all need to embrace as we transition to LEADS. Now that we’ve deepened our understanding of the new Educator Evaluation System, let’s revisit the growth mindset.* ***How does the Louisiana Educator Evaluation System support a growth mindset?*** *Think for a minute.* (Presenter allows 30 seconds of think time.) *Turn to your shoulder partner and discuss.* (Presenter allows 2 minutes for partner talk.)  **2 min**  (Presenter calls on 2-4 volunteers to share their response or their partner’s response to the question.) |
| Slide 75 |  | 2 min  Presenter Note: The presenter should have teachers write their responses on a sticky note and collect responses for the Instructional Leadership Team (ILT) to review.  Say: *It’s important for us to reflect on what we’ve learned today and how it will impact our teaching and our students. Take a sticky note and record your reflections to the following 2 questions:*   * *How will the Louisiana Educator Rubric and Evaluation System support student growth in your classroom?* * *One thing I plan to do to grow as a teacher is…*   Say: *Please leave your sticky notes on the table. Thank you for your engagement and your ownership of learning demonstrated today!* |
| Slide 76 |  | 2 hrs 53 min into the afternoon session at this slide/end of training |