



Legislative Education Study Committee

Overview of Training for School Leaders

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Session Objectives:

- To review the NMTEACH Observation Training Resources.
- To identify how the NMTEACH Rubric can be used to better support teachers.
- To compare the systems used in other states.
- To practice identifying strengths and areas of improvement using the NMTEACH Rubric.



Our Agenda:

- Review NMTEACH Administrator Training Outlines for the past three years.
- Review the Domains and Elements of the Rubric.
- Use the language of the rubric to determine strengths and areas of improvement for teachers.
- Identify resources and recommendations to support the improvement of classroom practices.



NMTEACH Training System





Year 1 Agenda At-a-Glance

Day 1—AM

Background Information
Review of Domain 2

Day 2—AM

Video Scoring-Domain 3
Review of Domain 1

Day 1—PM

Video Scoring –Domain 2
Review of Domain 3
Establish Homework

Day 2—PM

Action Steps for Domain 1
Review of Domain 4
Final Dissemination Plan



Year 1 Highlights

- Defining the duties of the principal as instructional leader
- Gaining a baseline understanding of the Rubric
- Identifying look fors, teacher-centered actions and resources
- Providing initial Calibration Scoring





More than a check-list—

Using observations to improve quality instruction and promote student success



The Process

Common Definitions are Established

Administrators/Leaders

All Faculty



Priorities for Teaching Are Communicated

Via PD

Within Observation Forms



Observation Feedback is Provided

Individually

Collectively Via Statistics



Year 2 At-A-Glance Review

Pages 2 + 3

Day 1

The Continuous Improvement Process

Targeted Professional Development

Walk-Through Data

Day 2

Supporting the Design of Instruction (D1)

Creating a Culture of Expectations (D2)

Creating Student-Centered Classrooms (D3)

Using PDPs to Support Growth (D4)

Day 3

Focusing Individual Teacher Feedback

Providing Large Group Feedback



Year 2 Highlights

- Addressing state-wide obstacles with the observation process
- Focusing evidence collected during the observation process
- Practicing aligning evidence to justify scores within the Teachscape System
- Providing individual and group feedback to improve instruction





The Process

- Gather the evidence
- Align the evidence
- Score the evidence



The Process





Changing Our Mindset





Using a Common Lens



Evidence = Concrete Facts



JUST THE FACTS:

Preponderance of the Evidence

49%

51%

Greater Weight of the Evidence

Year 3 Required Sessions

Understanding VAM

Using VAS & STAM to drive school decisions

Updates to the NMTEACH Rubric

Calibration





Year 3 Highlights

- Understanding VAS and VAM
- Determining how the NMTEACH Rubric updates support all of New Mexico's diverse learners
- Showcasing schools that are using the NMTEACH Rubric and system to support improvement
- Providing support and feedback to teachers





Our Focus

**Using Observations and the
Teacher Summative
Evaluation to Change the
Face of Instruction**



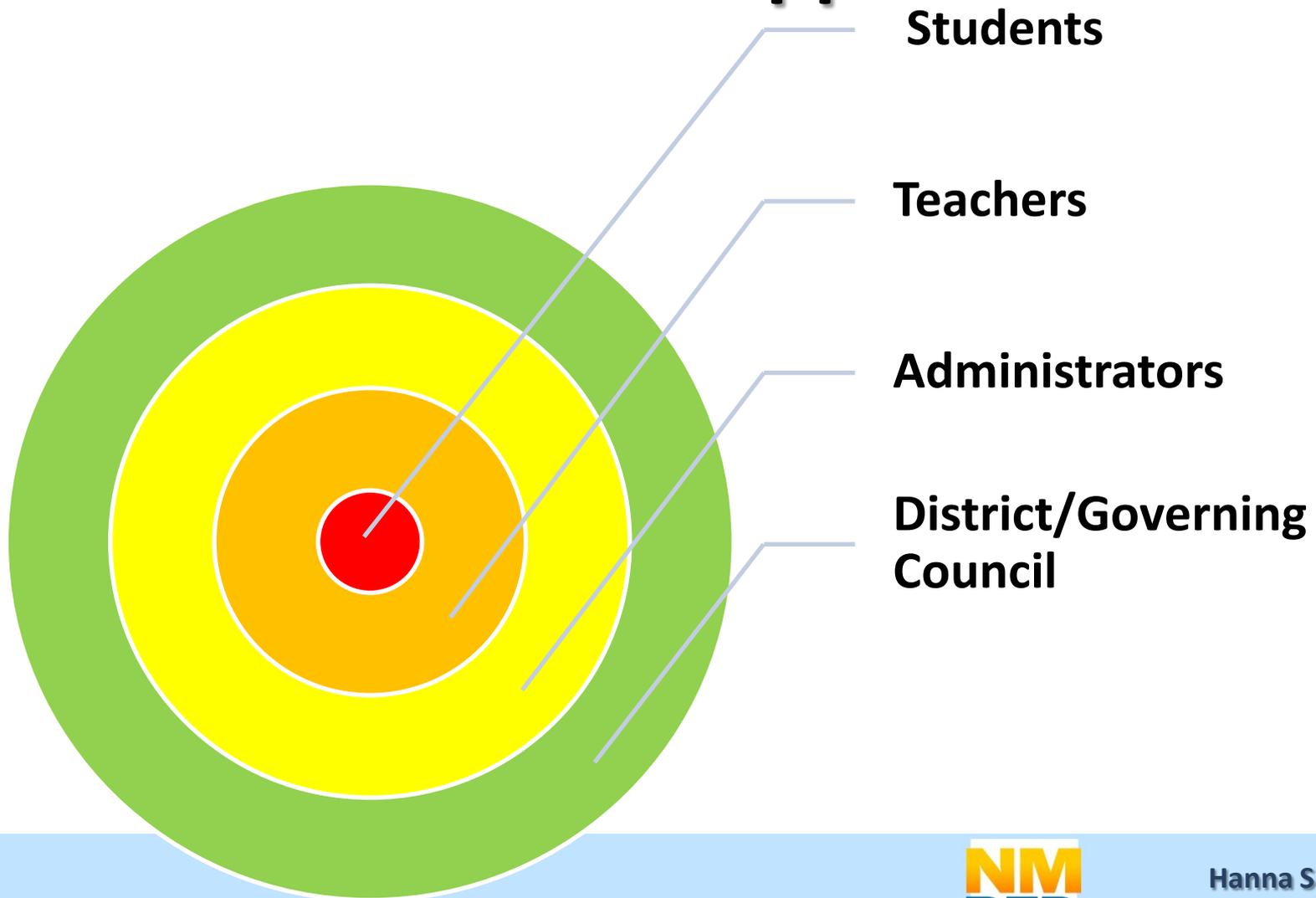


By “Coaching Up” Our Teachers





Consider the Layers of Support





Quick Overview

NM Observation Domains

**Planning and
Preparation**

**Creating an
Environment
for Learning**

**Teaching
for
Learning**

Professionalism



NM TEACH Observation Elements

2A
Rapport

2B
Physical Space

2C
Culture for Learning

2D
Procedures

2E
Behavior

3A
Communicating

3B
Questioning

3C
Engaging Students

3D
Assessment

3E
Flexibility



Key Elements of Domain 2

2A

**Environment of
Respect and Rapport**

2B

Physical Space

2C

Culture of Learning

2D

Classroom Procedures

2E

Student Behavior

**In the
Classroom**



First Review of Domain 2

- Individual Activity—**Handouts Page 6**

Step 1: Score the Observation Rubric for

DOMAIN 2 ONLY

**Complete the Rubric for
Your Best Teacher**

Step 2: You will place dots (provided at your table) to show how you scored each element on the posters around the room



Consensogram Report Out—Your Best

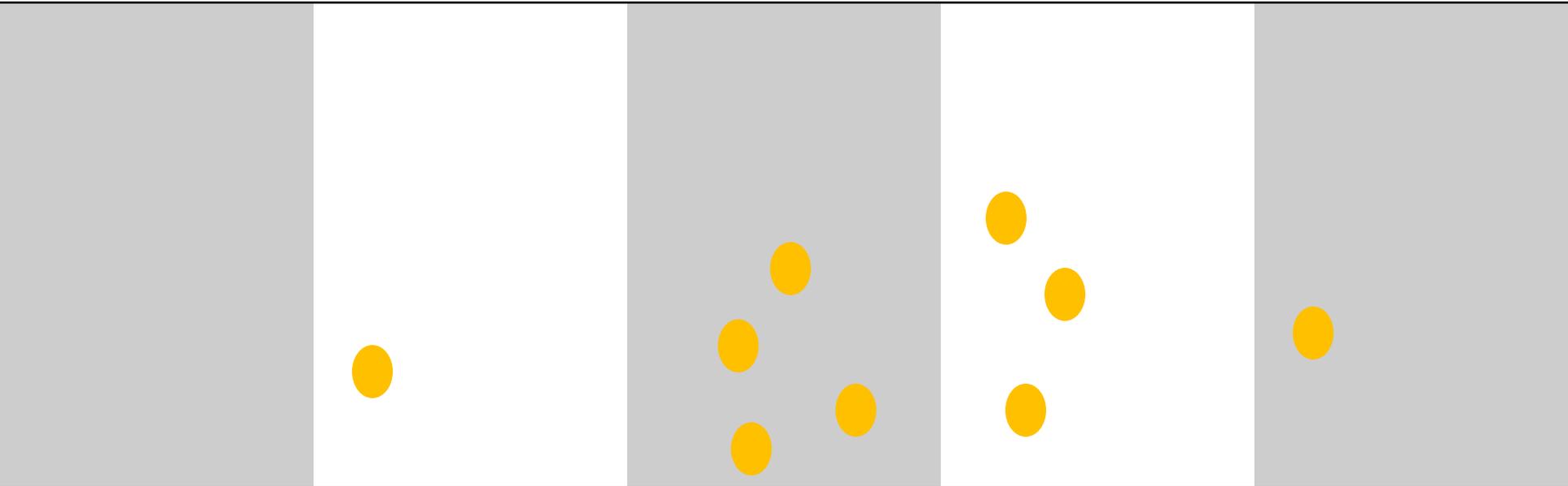
Ineffective

Minimally
Effective

Effective

Highly
Effective

Exemplary



Place Your Dots on the
Provided Charts



Trends within the Rubric Effective Or Highly Effective

Effective

Teacher has firm control of the classroom and is directly responsible for the success of the observed element.

Highly Effective

The teacher has created a culture where students are contributing to the success of the observed element. Student quotes would be evidence that the culture exists.



Trends within the Rubric

Min Effective

Teacher has inconsistent or little control of the classroom and is inconsistent in the mechanics for success of the observed element.

Effective

Teacher has firm control of the classroom and is directly responsible for the success of the observed element.



Teaching for Learning





Key Elements of Domain 3

3A

**Communicating
Learning Goals**

3B

Questioning

3C

Engaging Students

3D

Assessing Learning

3E

**Demonstrating
Flexibility**

**In the
Classroom**



ASK AN EXPERT



Deep Dive Review of Domain 3

Building Experts in the Room



Overview of Our Activity

You will work as a table team to become Experts on your assigned Element.

You will focus on how to communicate the expectations of your Element to classroom teachers.



Element “Tip” Sheet for Teachers –Pages 7 + 8

For your assigned element, your table team will be asked to identify

- 2 “look for” items in the classroom
- 2 actions that teachers can take to score at the effective level (feedback)
- 1 professional development tool/resource (previously provided or scheduled in the future)



Critical Actions for Teachers

3A Communicating with Students	<ul style="list-style-type: none">•Clearly state directions for activities•Use academic vocabulary
3B Questioning and Discussion	<ul style="list-style-type: none">•Use a set classroom procedure to support questioning (Cold Call)•Create higher order questions in the lesson plan•Use procedures or class norms to ensure that all students answer and or participate in discussions
3C Engaging Students	<ul style="list-style-type: none">•Connect new concepts to prior knowledge•Connect activities to learning goals•Group students to enhance engagement
3D Assessment	<ul style="list-style-type: none">•Use proximity to review student artifacts to check for understanding•Create summary questions connected to the day's learning goal
3E Flexibility and Responsiveness	<ul style="list-style-type: none">•Re-group students or change activities to address challenges with new material•Provide small group or individual re-teaching support



How does the Rubric compare?





Rubric Comparison Activity

- Each of you have been provided with a Rubric from another state (TN, OH and LA).
- You are to scan your rubric to look for similarities and differences to the NMTEACH Rubric.
- You will be asked to discuss your findings with your team.





Overcoming Challenges

FIXING CLASSROOM
OBSERVATIONS

HOW COMMON CORE
WILL CHANGE THE WAY
WE LOOK AT TEACHING



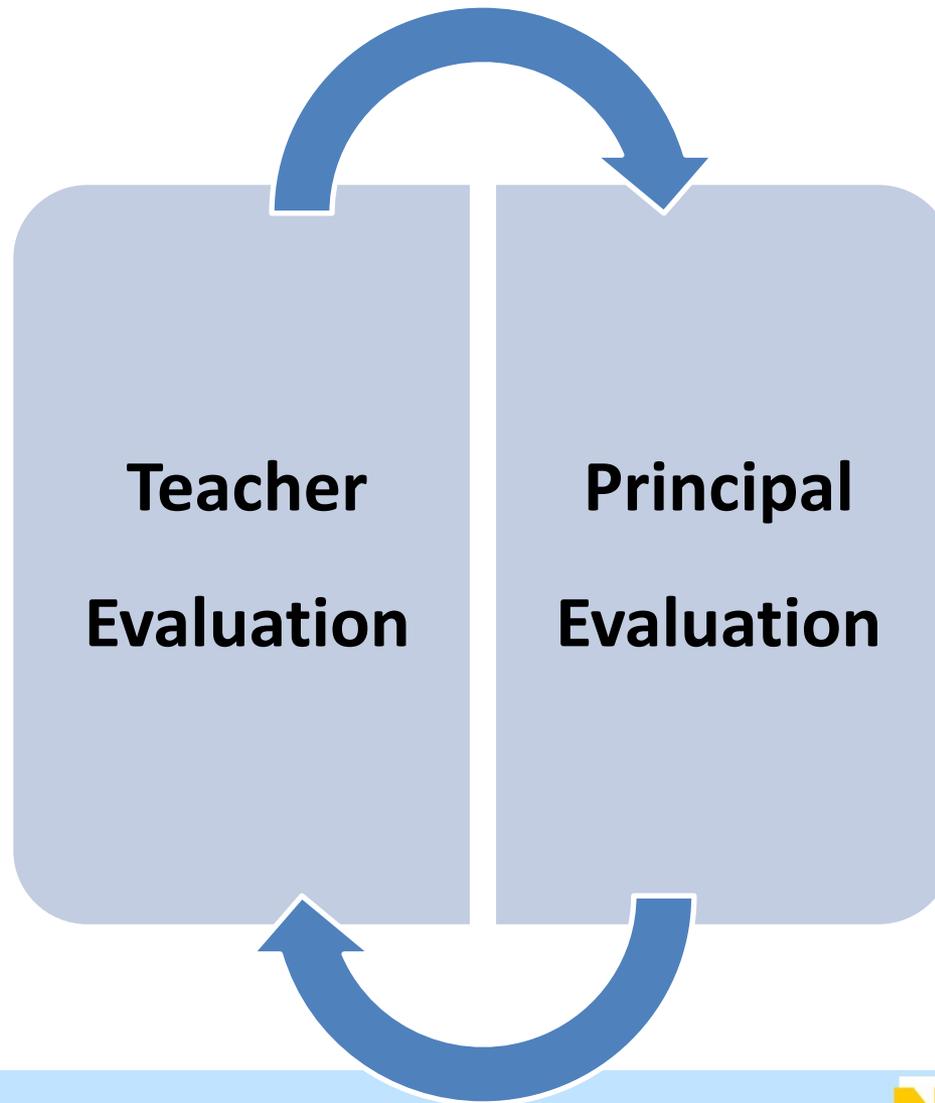
National Obstacles

- Observers are asked to do too much.
- **Rubrics are too complex.**
- Ratings are often inflated or inaccurate.
- **Observations do not focus enough on feedback.**



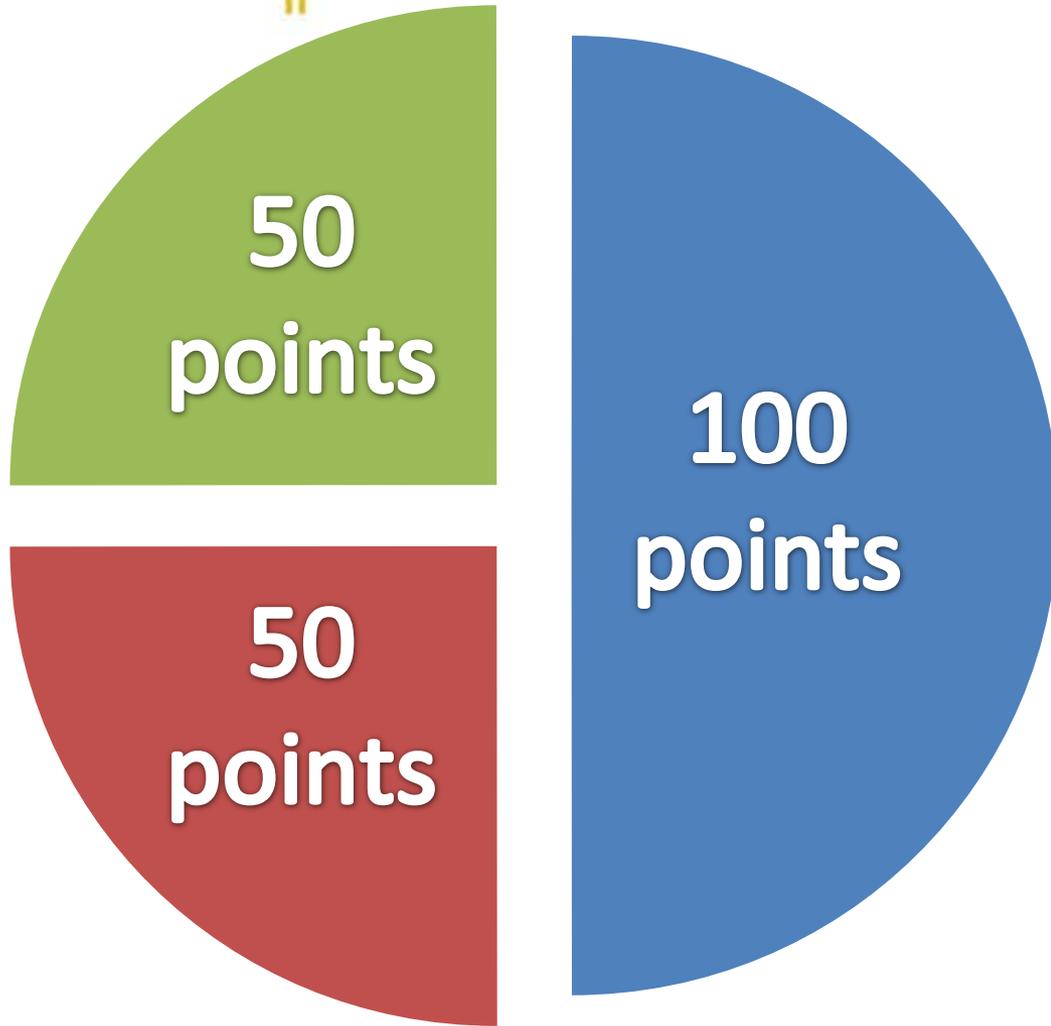
**Moving Instruction
Forward through
Individual Teacher
Feedback**

Connecting Structures





School Leader Overview



Components

- Student Achievement Measures-50%
- Observations-25%
- Multiple Measures-25%



Moving Beyond Wows and Wonders

- **Areas of Strength**
- **Areas for Growth**
- **Recommendations**
- **Additional Comments**





Feedback is intended to...

**Move the
quality of
instruction
forward.**





Why?

To improve student outcomes, we must improve student experiences.





Crafting Feedback





Real Life Examples

- Think about a time that you were provided feedback that helped you to improve.
- Share that example at your table.





Rigorous and Reliable Feedback...

- Engages teachers in a productive conversation that is **specific** to the observed classroom practices.
- Is crafted in a manner that **actionable**, emphasizing a “do now” focus.
- Provides resources and strategies to address the needed changes in a **supportive** way.



Framework for Feedback

No feedback	0
Feedback does not highlight strengths and weaknesses.	1
Strengths and weaknesses are identified, but they are loosely related to instruction (e.g., Teacher has good energy in the classroom).	2
Actionable feedback, but no specific direction or plan provided for implementing the recommendation(s). (e.g., Teacher needs to improve questioning.)	3
Actionable feedback with specific strategies for classroom implementation. (e.g., Teacher needs to improve questioning; she can use Webb’s DOK question wheel to prompt.)	4
Actionable feedback with strategies and resources to accomplish recommendation(s). (e.g., Teacher needs to improve questioning. Teacher can use Webb’s DOK question wheel to prompt, and I’ve arranged a sub so she can visit Ms. X’s class and observe her questioning techniques.)	5

Framework for Feedback

No feedback	0
Feedback does not mention strengths and weaknesses	1
Strengths and weaknesses mentioned but no specific instruction (e.g., Teacher needs to improve questioning.)	2
Actionable feedback, but no strategies or resources to accomplish recommendation(s) (e.g., Teacher needs to improve questioning.)	3
Actionable feedback with strategies and resources to accomplish recommendation(s), but not specific to the teacher (e.g., Teacher needs to improve questioning. Webb's DOK question wheel to prompt, and I've arranged a sub so she can visit Ms. X's class and observe her questioning techniques.)	4
Actionable feedback with strategies and resources to accomplish recommendation(s). (e.g., Teacher needs to improve questioning. Teacher can use Webb's DOK question wheel to prompt, and I've arranged a sub so she can visit Ms. X's class and observe her questioning techniques.)	5

• Specific
 • Actionable
 • Supportive



Feedback Activity

- We will watch a brief video of an 4th Grade Classroom.
- As you watch the video you will collect notes.
- As a team, you will identify the strengths of the lesson and growth opportunities.





Let's Focus Our Feedback

- From the list of strengths and growth areas, individually choose one or two you would like to focus on.
- Which area is of greatest concern?
- Or, which area, if improved, will cause improvement in the other areas?
- Complete the Target Growth Area Section on **Page 10.**



Organizing Feedback

- How do you know it was occurring? What is your evidence from the classroom, lesson plans, etc.?
- What steps can the teacher take to improve?
- What support or resources can you provide for that improvement?





An Example

- Take a minute to review the examples on the Feedback Organizer (**Page 12**).

Specific		Actionable	Supportive
Specific/ Target Growth Area(s)	Evidence	Action/ Recommendations	Support/ Resources



Organize Your Feedback

Complete the first 4 columns of the feedback organizer (**Page 12**) beginning with one of your targeted areas from our video.

Specific		Actionable	Supportive
Specific/ Target Growth Area(s)	Evidence	Action/ Recommendations	Support/ Resources



Perfecting our Feedback

- Switch your feedback organizer with your table partner.
 - Determine if your partner's feedback is specific, actionable and supportive.
 - **Enhance** the feedback to ensure a score of 5 on the Framework for Feedback (Page 11).
-
- A large, light blue circular arrow graphic is overlaid on the list, pointing clockwise. It starts near the top right, goes down, then left, then up, and finally right, forming a continuous loop.



Creating Dialogue through Feedback

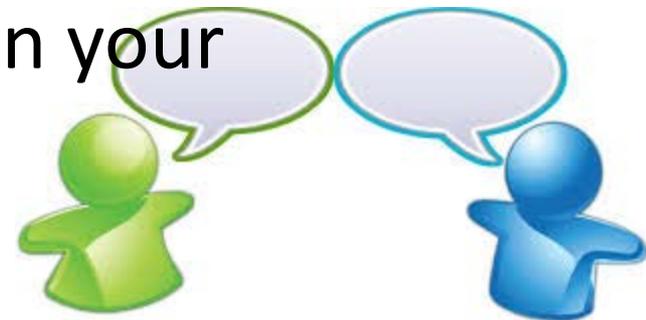
- Ask the teacher reflective questions that promote growth, introspection and dialogue.
- This can be done through Teachscape, the post-observation conference or your district or charter process.





Creating Dialogue

- What questions can you ask the teacher to promote reflective thinking or a conversation?
- Look at the Guiding Questions on Page **13-14**. Underline questions that may help facilitate dialogue or reflective thinking in the chosen growth area.
- Add these questions or create your own question(s) to the final column on your feedback organizer.





Post Observation Feedback

The information in your feedback organizer with guiding questions can be used ...

- to craft a plan for a post-observation conference (5 Steps for Courageous Conversations—Page 15).
- to include on the final screen in Teachscape.
- to design a Professional Growth Plan.

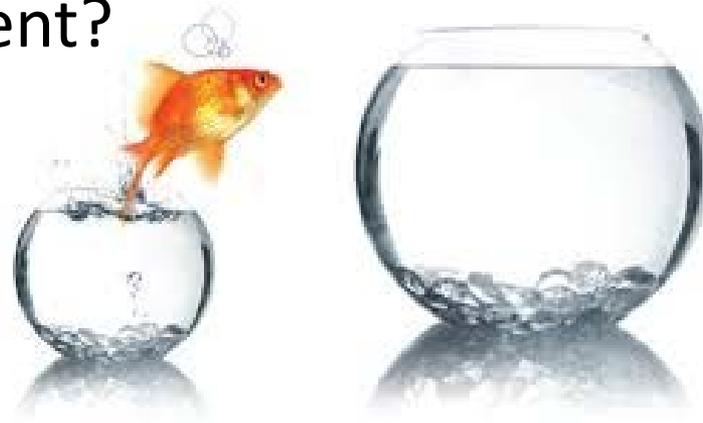




Reviewing the Session – Post Observation Feedback

As a table team, answer the following:

- What are three key points that you would use to summarize our learning in this session?
- How can observation feedback be used with teachers to set the stage for continuous improvement?





Remember!

In the end ...

Feedback is only truly effective when the teacher knows what to do next and how to do it better.



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Have a great afternoon!

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*Thank
You*



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Secretary of Education