

PROJECT NARRATIVE ATTACHMENT

c) Professional Development Additional Information – Educator Effectiveness Process (EEP)

What follows is a completed description of what happens at campuses implementing the job-embedded components of EEP as a part of the Evaluation system with professional development supports. All of the professional development presented is based upon disaggregated information generated by the evaluation system and the resulting supports help to identify the professional development needs of individual educators and schools.

The Leadership Team Meeting is a weekly Job Embedded Professional Development that all teacher leaders, other leadership team members and principals attend. During the leadership team meeting the members discuss data, EEP Implementation, teachers in need of assistance, Needs, Inter-rater reliability on teacher observations by watching a video or observing a teacher to ensure that the leaders are observing the teachers with the same consistency. The leaders also create the Unit Meeting agendas based on walk-throughs and the teacher observations. The leadership team members and the principal are able to create a plan to move all educators to effectiveness.

Weekly Leadership Meetings – “Having regular leadership meetings has helped us make better decisions and be better prepared when discussing our school improvement goals with our teachers.” (2012 quote from teacher leader.) The campus leadership team lead by the principal includes the expert teacher leaders, the career teacher leaders. Other professionals are required to be a part of the team per each LEA’s discretion. The number of ETL’s and CTL’s is determined by the number of career teachers on a campus to be served in during the weekly unit meetings. The relevant research indicates that small groups of six – eight educators result in better learning among all group members. CTL’s are identified to directly support, counsel and mentor groups of no more than 6-8 educators. An ETL exists for each group of 18 – 20 teachers and provides oversight to each CTL supporting each of the small groups. Leadership team meetings are scheduled for one hour each week with a preplanned agenda created by the principal and ETL. The agendas are out-come-based agendas and are limited to two – three well-thought-out topics based upon the specific campus needs in the area of evaluation, evaluation supports including coaching, mentoring, walk-throughs with feedback, observation data, student data, individual group plans, unit meeting planning and inter-rater reliability on observation scoring. Topics not listed here, but aligned with the evaluation system and the PBCS are also available for discussion. All topics have action items, with tasks and follow-up results included. Collaboration between leadership members happens as the topics are discussed. Revision of school goals results from these collaborative discussions, decisions are made regarding TINA’s and levels and types of specific support to be provided

to individual teachers as well as discussions on specific strategies the expert teacher leader will be field-testing and implementing. Actions that need to be taken, decisions are made and each leader is assigned follow up tasks.

Unit Meetings – These weekly, 45-60 minute teacher-leader led meetings are the foundation of the job-embedded professional development that all educators receive throughout the school year. The agenda is prepared in advanced based upon strategy being taught to the educators connected to the EEP Rubric indicator so that immediate integration in the week’s lesson can occur. The unit meeting protocol keeps the Unit focused and allows time for the teachers to experience the strategy from the students’ point of view, plan implementation into their current lesson plan, scheduled follow-up observations or support in the classroom through modeling or team teaching with a mentor, and reflect on the connection of the strategy. The unit meeting protocol includes a) review the need-5min., b) learn/facilitate the topic for the day’s meeting, c) develop/plan on how to implement the topic (instructional indicator or strategy), d) schedule all educators in for a walk through during the upcoming week to check the implementation of the rubric indicator or strategy, e) reflect and review the learning that just occurred. It is important that the leadership team strategically chooses Unit meeting topics that addresses areas of need for professional development that will facilitate the achievement of the school goal. Educators are better able to identify critical attributes or any modifications required for students to demonstrate mastery of the targeted skill. Beginning the unit meeting with the need includes focusing on the school goal and connecting to the previous unit meeting. These connections tie directly to aggressive growth in student achievement and individual growth plans of teachers.

Weekly unit meetings have a focus of the Evaluation rubric and consist of 6-8 people. Each meeting is led by teacher leaders that are specifically assigned to the teachers in that specific Unit meeting. The unit meeting agendas are based on data from the teacher observation and/or the walkthroughs that are done weekly. During this meeting, teachers receive professional development based on the need of each teacher. The learning that happens during this meeting is relevant, robust and is used immediately in each classroom. Once teachers have mastered the instructional rubric, the Unit Meeting agendas focus on strategies that are field tested by the teacher leaders on the campus. The teacher leaders does the **Field Testing** on their campus by going into a classroom on their campus and facilitating a lesson using a strategy. Once the teacher leader learns that the specific strategy is effective with the specific students on their campus the teacher leader then provides professional development to the teachers on the strategies. Once the professional development was facilitated the teacher leader provides supports with modeling and walkthroughs to make sure the teachers are implementing the effective strategies correctly. This is done so teachers are more than prepared to be effective educators for their

students. The unit meetings are scheduled based upon campus needs but are 40 – 60 minutes in length. There are action agendas for the unit meetings are emailed out to teachers in advance, so teachers are aware of the focus for the meeting. During the meeting the teachers are collecting their learning in an “Individual Growth Plan” journal so they are able to refer back to it. The agendas are prepared during the leadership team meeting that include all teacher leaders, principals and other leadership staff members. During this meeting the agendas are created based on the data that is collected from weekly walk-throughs and teacher observations (3 a year for each teacher). There are using 30 weekly unit meeting scheduled within the 36-week school year. This is 30 hours of specifically, targeted PD, relevant to each indicator in the rubric and the weekly walk through information on each campus. One teacher stated, **“I am learning more in Unit meetings than I did in my Masters’ program.”**

Unit Meeting Facilitation – During the leadership team meetings, decisions are made as to the teacher leader and or principal who will lead the week’s planned unit meeting. The agendas are designed so that time is allowed for educators to practice the new learning fully for immediate and real-time application. The Unit Meeting Records are used to plan and carry out unit activities. Unit meeting leaders include three essential parts in facilitating each unit, 1) student analysis – analyzing student work samples to identify gaps related to the instructional strategy that was taught, 2) developing new strategies based upon a gap that was identified in the student work samples to “tweak” and make relevant strategies for specific students and student groups, and 3) time management – time is managed to allow teachers to beginning the planning processes so that teachers are not rushed to “hurry up” the implementation of the strategy but are instead encouraged to allot enough to time to integrate the strategy into the scope and sequence of the curriculum and the instructional calendar.

Walk-Throughs – are specifically tied to the evaluation instructional rubric and the strategies being implemented and are part of the cornerstone of identifying specific professional development support that can be immediately provided to assist struggling educators. The major focus of the walk-through observations will be to help the educator improve their teaching strategies and activities immediately within the actual lesson while the lesson is being presented immediately occurring after the unit meeting has concluded and before the next unit meeting occurs. The walk-through observation process has changed the culture of the campus as it provides constant learning opportunities and is very motivating to the educators. It has become a major factor in improving educator effectiveness and ensures increased student achievement. The specific walk-through protocol is used extensively throughout and within each EEP LEA. The *Boston Collegiate Protocol* (BCP was obtained from the involvement with a 2006 TIF project called EPIC) is a process that was developed to observe lessons, meetings and presentations using videos. The BCP was modified by EEP and became an effective tool to provide

insight on changing strategies and activities to provide more effective teaching. The BCP is a comprehensive note-taking process that allows educators to document everything seen and heard during a quick walk-through that lasts from 5 – 15 minutes. A strict adherence to 15 minutes or less is important to maintain that the observation is on a walk- through and not a part of the evaluation system of observations that last the entire class period.

Pre-Observation Conferences are scheduled at least once each year for the “announced observation” and precedes the observation by allowing the career teacher and the teacher leader to discuss what the career teacher has planned to teach when the teacher leader comes to observe. During this meeting the teacher leader is able to have a one-on-one preview of featured premiere, the lesson the teacher will facilitate during the observation. The professional development that occurs during this 45 minute-session is based upon the teacher and the teacher leader discussing the lesson plan, the lesson objectives, the rubric indicators to be utilized and emphasized during the lesson, the formative assessment processes to be used during the lesson and other factors that may determine the success of the lesson. These opportunities for growth have been invaluable in helping to help teacher become more effective in daily lesson prep and presentation.

Post-Observation Conferences are scheduled three times each year after each “ teacher observation, both announced and unannounced. Post-observation conferences are scripted to ensure that each educator is allowed to experience a “reinforcement objective” indicating what the educator has been effective at implementing as part of the lesson and should be continued to doing and a “refinement objective” indicating an area of growth specific to the educator becoming more effective, based on the lesson that was just observed. These 45 minutes sessions have produced some of the greatest “learning” experienced by individual educators as they use the “refinement discussions” to improve their lessons the very next time they enter the classroom. One quote from a participating educator sums this level of professional development in this way, *“After every observation I am given a refinement and reinforcement. These are very helpful because I know what is working so I can continue to do those things in my classroom and I also know what I need to make better.”* (taken from the 2013 APR) These PD sessions have been powerful tools that have helped the participating educators grow into becoming more effective based upon the needs of the individual educator.