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|  | **TEACHERS** | | **PRINCIPALS** | |
|  | **KNOW** | **DO** | **KNOW** | **DO** |
| **FRAMEWORK** | * Research basis for framework * Organization of Framework * Levels of Performance * The type of evidence for each component * Evidence for Domains 2&3 will be collected during observations * Evidence for Domains 1&4 will be collected across the teacher’s work – discussed in conferences * Evidence for Domain 5 (student growth will be collected through the growth goal process | * Self Assess against the rubric * Use the framework for reflection purposes * Determine performance rating using evidence from peer/supervisor observations using the framework rubric | * Research basis for framework * Organization of Framework * Levels of Performance * Evidence vs. Interpretation vs. Bias * Matching evidence to all components * Effective conferencing strategies (needed in all areas) | * Calibrate observation skills against the Teachscape Proficiency system * Collect evidence from multiple sources (facts, artifacts, observations) * Use of evidence to inform the interpretation of the framework for a rating * Use of evidence in the conferencing process so that teachers are active participants in the process |
| **PGP** | * PGP is about the knowledge or skill that the teacher will focus on for the current year: “Learning vs. doing” * Process/Timeline for the Year * Data resources that are available for needs assessment * Quality PGP goals * SMART goal process * Professional learning that matches identified needs | * Analyze available data to identify focus area for growth * Collaborate with principal to create a quality PGP goal * Create an Action Plan * Monitor progress through reflection across the year * Modify Action Plan as needed based on data and reflection | * PGP is about the knowledge or skill that the teacher will focus on for the current year: “Learning vs. doing” * Process/Timeline for the Year * Quality PGP goals * SMART goal process * What Professional Learning resources are available to support teachers or know where to go to find out * Effective conferencing strategies | * Collaborate with teachers to create quality PGP goal * Analyze PGP goals for quality * Provide feedback to ensure quality PGP goals * Use conferencing skills that lead to collaboration with teachers * Connect teachers to available resources for professional learning |
|  | **TEACHERS** | | **PRINCIPALS** | |
|  | **KNOW** | **DO** | **KNOW** | **DO** |
| **STUDENT GROWTH** | * Process/Timeline for the Year * Data resources that are available for needs assessment * Identifying appropriate assessments to use for student growth goal * Using data effectively – how to analyze the student results to make appropriate changes to instruction * Quality student growth goals * SMART goal process | * Analyze available data to identify focus area for growth * Identify/create quality assessments that match criteria for assessments * Assess students for baseline, interim and summative data * Collaborate with principal to create a quality student growth goal and Implementation Strategies * Analyze the data throughout the year to monitor student progress * Modify Implementation Strategies as needed based on reflection | * Process/Timeline for the Year * Data resources that are available for needs assessment * Identifying appropriate assessments to use for student growth goal * Using data effectively – how to identify whether teachers are using the data effectively so that it impacts student results * Quality student growth goals * SMART goal process * Effective conferencing strategies | * Develop structures within the school so that quality assessments are available for the local student growth goal * Provide teachers the professional learning to ensure quality assessments are used/created as needed * Collaborate with teachers to create quality student growth goal * Analyze student growth goals for quality * Provide feedback to ensure quality student growth goals * Use conferencing skills that lead to collaboration with teachers |
| **STUDENT VOICE** | * What is the Student Voice Survey? * Research behind the use of student perception surveys * Questions being used with students and what common themes they correlate to | * Use the survey data to impact the classroom and student achievement | * What is the Student Voice Survey? * Research behind the use of student perception surveys * Questions being used with students and common themes they correlate to * Logistics for the survey | * Organize your school to prepare for the student voice survey? * Share ways that teachers can use the data to inform their practice |