

Overview

- ❖ Overview of the New System
- ❖ Outline for the Planned Resource Manual
- ❖ Sample Element Summary Sheet
- ❖ Group Exercise
- ❖ Questions and Discussion

Overview of the New System

- ❖ Encourage Professional Growth
 - ❖ (Not Compliance or At Standard Performance)
- ❖ Flexible and Fair Measurement of Teacher Performance
- ❖ Foundation for Planning and Establishing Professional Goals
- ❖ Facilitates Teacher Self-Assessment
- ❖ Provides a Basis for Instructional Improvement

The New Evaluation Process

- ❖ Training
- ❖ Orientation
- ❖ Teacher Self-Assessment
- ❖ Pre-Observation Conference
- ❖ Observation – Both Formal & Informal
- ❖ Application of the Rubric
- ❖ Post-Observation Conference
- ❖ Summary Ratings
- ❖ Professional Development Plan

Overview of the New System

- ❖ Standard I – Teachers Demonstrates Leadership
- ❖ Standard II – Teachers Establish a Respectful Environment
- ❖ Standard III – Teachers Know the Content They Teach
- ❖ Standard IV – Teachers Facilitate Learning
- ❖ Standard V – Teachers Reflect on Their Practice

Rubric Rating Scale

- ❖ Developing – *Awareness and Interest*
- ❖ Proficient – *Intentionality & Consistent Implementation*
- ❖ Accomplished – *Greater Depth and Frequency*
- ❖ Distinguished – *Leadership & Dissemination*

Outline for Manual

- ❖ Introduction to the Purpose of the Manual
- ❖ Overview of the Teacher Evaluation Process
 - ❖ TLU process introduced as one example
- ❖ An Overview of the New Standards as Related to ECE
- ❖ Resources for Principals and Administrators
- ❖ Detailed Explanation of Each Standard and Element
 - ❖ Text and Chart - Teacher Behaviors, Child Behaviors, Classroom Conditions, Artifacts
- ❖ Tips for Evaluators
- ❖ Evidences Summary Sheet (Cheat Sheet)

Standard IV: Teachers facilitate learning for their students.

IVg. Teachers help students work in teams and develop leadership qualities.

Developing	Proficient	Accomplished	Distinguished
<p><u>Teacher Behaviors</u></p> <ul style="list-style-type: none"> Encourages children to use verbalizations during circle time Has conversations with children during center time Know how to communicate effectively with students Acknowledges special days (e.g., birthdays, star of the day) Aware of special roles for individual children with the daily routines Aware of Becky Bailey's <i>Conscious Discipline</i> <p><u>Child Behaviors</u></p> <ul style="list-style-type: none"> Shares by using verbalizations with the teacher and other children during circle time Aware of special role during daily routines Participates in conversation with teacher during centers <p><u>Classroom Conditions</u></p> <ul style="list-style-type: none"> Work samples are displayed and portfolio information contains special day acknowledgements 	<p><u>Teacher Behaviors</u></p> <ul style="list-style-type: none"> Analyzes children's work samples Modifies class activities based on child's developmental level Shows children how to use classroom resources to investigate interests Values and respects child work samples Encourages children to participate in their own conference Encourages children to articulate thoughts and ideas Encourages inquiry Uses follow-up questions <p><u>Child Behaviors</u></p> <ul style="list-style-type: none"> Displays work in a designated location Interacts with teacher to identify the value and meaning of their work Has leadership role to present her/his work in a parent conference <p><u>Classroom Conditions</u></p> <ul style="list-style-type: none"> Well equipped areas for cognitive development (e.g., blocks, exploration and/or science supplies, math-related materials, sand/water, and technology) 	<p><u>Teacher Behaviors</u></p> <ul style="list-style-type: none"> Lesson plans show content to be achieved Questions are posed to help children discover content in lesson plans Guides children to listen to each other and adults Completes a personalized assessment of a child's work with the child Leads studies about a child's interest areas Consistently helps children find information and research a topic of interest consistently <p><u>Child Behaviors</u></p> <ul style="list-style-type: none"> Child explores and discovers content that is interesting to them Listens to other children and adults during activities Answers open-ended questions asked of teacher about content areas <p><u>Classroom Conditions</u></p> <ul style="list-style-type: none"> 	<p><u>Teacher Behaviors</u></p> <ul style="list-style-type: none"> Conducts workshops for teacher/parents and models how to listen attentively and respond positively to children Uses questioning, wait time, and knowledge of content goals to implement effective circle times and center work Teacher models leadership skills in everything they do Participates in inquiry and lifelong learning Shares discoveries with other teachers <p><u>Child Behaviors</u></p> <ul style="list-style-type: none"> Responds and answers questions appropriately and in well thought out manner <p><u>Classroom Conditions</u></p> <ul style="list-style-type: none">

Artifacts: Lesson plans, examples of children's work in portfolios, class materials to promote learning, anecdotal notes

Group Exercise

- ❖ Work in Pairs on the Draft By Element
- ❖ Suggestions, Additions, or Edits?
- ❖ Is the Placement of Each Indicator Correct?
 - ❖ (Developing, Proficient, Accomplished, Distinguished)
- ❖ Select the Most Important Teacher Behaviors, Child Behaviors, Classroom Conditions, and Artifacts for the Summary Pages