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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
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| **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
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|  | **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
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| **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
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