EEF Feedback- Reflections

**Submitted by: Andrew Rollins, Eliot K-8**

12 February 2013

**Educator Effectiveness Facilitator Reflection**

Although our schedule has been a bit thrown off by the weather of late, I have had the opportunity to share out in a few different meetings. First of all, I shared out and disseminated information in a teacher-liaison meeting in late January. Teacher-liaisons represent the various grade level cluster teams at our K-8 school. There is a continuous flow of information from the teachers to the administration through the liaisons and vice versa. Thus, by meeting with the teacher liaisons, I was able to send out information that could then be shared at grade level cluster meetings.

At our school, there has been relatively little dissonance in converting to the new evaluation model. Teachers are comfortable with the process on the whole. Thus, the questions that came up in the liaison meeting and in more informal discussions have centered primarily on logistics. For example, teachers wondered how many artifacts they should be uploading, whether they should be uploading artifacts as evidence for all of the standards, indicators and/or elements, and how they should document progress toward their student learning and professional practice goals. With some of these issues, I needed to synthesize information from our previous Educator Effectiveness Facilitator session with information I gathered in discussions with our principal. However, we were able to come up with some specific guidelines for teachers (i.e. 8- 10 artifacts, artifacts should document all four standards, but not necessarily each indicator and definitely not each element, and that data-based evidence needed to be uploaded to document progress toward the student learning goal).

On another occasion, each of our facilitator roles was able to briefly weigh in at our January professional development. I was able to briefly review some of the same information that was disseminated and discussed at the liaison meeting. Since our school campus has two distinct buildings, it was also a great opportunity to just be able to make sure that everybody knew that I was serving in the EEF role (I did not start until just before Christmas vacation) and that I was available to help with the technical components of the process as well as advise on the more strategic aspects of the evaluation process from a teacher perspective.

**Submitted by: Alison Galanter, EMK Academy for Health Careers**

Hi Angela,

Here is my reflection on breaking down Standard 1 with my colleagues at a recent staff meeting.  I provided them with the quiz that we went over and they said they found that useful and it helped them see which areas of the rubric and evaluation process that they were still unfamiliar with.  We then looked at breaking down Standard 1 using the worksheet that you provided to us in our last meeting.  Here is what we put on the slide with which teachers shared out their thoughts of what essential components go into a well-structured lesson and then how they would show this through artifacts:

Breakdown Standard I – Well-Structured Lessons

Essential Components –
- Clear objectives, Activities, Agenda for the day, Materials, Lesson Plan, Assessments, Meet Curriculum and Practice Standards, Established routines, Student centered component,  EBA lesson

Artifacts –
Teacher lesson plan, completed student work, Modified materials, Pictures/Videos of students doing work, Power Point, Extension activites (indep work)

The staff seemed to enjoy the exercise and it helped them see how best to use the rubric to help guide them in which artifacts to upload.  We also discussed the good, better, and best options for an artifact, where the best artifact truly shows that student engagement and learning occurred.

I told the staff that I went through the entire rubric and wrote down artifacts on the rubric itself that I knew showed my proficiency level for each element and indicator.  This then helped me to see what I could upload online.  Through this exercise I realized that many of my artifacts can be used for several different standards.  They seemed to like this idea.  Our staff has gone through portfolio reviews before for our charter renewals, so we are used to this process.  The problem I foresee is more the technical side of helping my staff upload documents online.

I hope this is the reflection you were looking for?!  Let me know if you would like any other information.

**Submitted by Carla Zils, Edison**

EEF Reflection

**Jan 22nd- Meeting with 5th Grade Teachers**

Purpose of meeting: I walked these teachers through the artifacts uploading process. We started by identifying and collecting artifacts that are connected to their student learning goals. Then we discussed the rational for each activity and uploaded supporting documents.

Reflections: What I noticed is that at the start of the meeting teachers were feeling very overwhelmed by the process of uploading artifacts and confused about appropriate artifacts. Once we began the discussion about their student learning goals and then I asked about what activities students engaged in connected to the goal the teachers started to list off various activities, projects, assessments, games, etc. So once teachers realized that all of these ‘activities’ were connected to their goal and could be used to show growth towards their goal they were so relieved and felt silly about their concern.

**Feb 7th: ILT Meeting unpacking standard. Please see agenda attached.**

This ILT meeting served as a structured adult learning activity. Mixed grade levels worked together to unpack the rubric and list non-negotiables. A piece that I added to this activity was for ILT members to analyze both the proficiency rating and the exemplary rating. Our school administrators and ILT members felt as though we still have some learning to do around the differences and similarities of these 2 rating categories. This meeting was full of very rich discussions about practice, observables, beliefs and opinions. We were not able to get through the whole agenda and it has been placed at the top of next week’s agenda. One ILT member offered to take the poster and pull out the trends and compile the data so we can look at that during our next meeting. Following the meeting many different ILT members approached me and said ‘thank you for a great meeting, it was really helpful to spend more time unpacking the evaluation document’. So based on this feedback it leads me to believe this was an effective meeting and an effective adult learning experience that is to be continued.

**Submitted by: Colin O’Dwyer, Otis**

Hi Angela,

I met with the ILT yesterday and we unpacked the "Student Engagement" element II-A-2.

**BRAINSTORMING**:

-modifies instruction

-motivates students

-variety of methods

-enthusiastic teacher

-good student report

-humor

-persistence

-driving home objectives

**READING**:

The ILT felt this was not necessary as they felt improving upon the description of what was proficient would just become exemplary within the rubric.

**REFLECTING**:

-modify based on data

-plan

**TAKEAWAYS**:

**Prior to class:**

-planning

-gathering materials

-prepping

-posting objectives

-arranging room

-researching

-realia

-multi-media

**During Class:**

-modeling

-small group

-scaffolding

-differentiating instruction

-variety within lesson

-choice

-ownership

-encouraging independence

-I, we, you (together), you (alone)

-go beyond....Bloom's

**After Class:**

-assessment

-self-assessment

-self-reflection

-go beyond...Bloom's

-modify

-next steps

Thanks,

Colin

**Submitted by: Elizabeth Bishop, Perkins**

EEF Meeting 2 Homework

**Summary:**

After our initial meeting, I met with my principal to go over some of the key points that were discussed as well as the time frame for action steps and artifacts. I informed my principal that I needed to lead a PD on unpacking the rubric, but he was adamant that I lead a PD on artifacts since that was where most of the staff members were in the evaluation process. The PD that I led outlined clear expectations for the artifacts step of the evaluation process. I also provided a clear timeline for the formative and summative evaluations. In my PD I shared some examples of artifacts that aligned with different elements of the rubric. I also walked staff members through logging on to the EDFS system and actually uploading artifacts. I also created a summary sheet that staff members could use for reference. This sheet contained important dates, expectations for artifacts and step by step instructions for uploading artifacts. I have attached this sheet to this email.

**Reflection:**

While many of the staff members at my building found my PD informative and helpful, I am extremely frustrated by the negative messages my principal is sending regarding the new evaluation process. While my principal is supportive of my role as EEF when we meet one on one, he is constantly undermining the evaluation process. Staff members are confused because they are hearing about expectations and timelines from me, and the principal is saying he is not going to meet the deadlines and we should not expect to receive formative evaluations. I feel that staff members in my building are not getting a fair introduction to the new EDFS system because the principal is impeding the process.

# **Submitted by: Holly Fraser James Chittick Elementary School**

 Our meeting was held on January 10, 2013 during the fourth and fifth grade teachers’ Common Planning Time. Attendees were two fourth grade teachers, two fifth grade teachers, Ms. Steele, assistant to Principal Burnett, and Ms. Fraser, ESL teacher and LATF. Ms. Steele and I wanted to present a condensed version of our first EEF Session #1 meeting.

Part 1: We discussed some important points from our EEF Session 1, including improved student learning, clear student objectives and goals and intentional engagement of all.

Part 2: Focusing on student engagement:

We completed a brainstorm activity independently. Participants were given the question: “Student engagement: What does it look like to you?”

The variety of answers was tremendous, including:

\*participation by all \*group projects

\*accountable talk from students \* debates/discussions

\*Looking at student work (LASW) by students

\*alternative ways of assessment-plays, skits, poetry, role play, music

\*students looking at speaker

\*participation in a way that suits each student’s learning style

\*Think-Pair-Share \*Reading independently

\*Students who are ELLs or an IEPs-participation may look different

\*completing classwork in a timely manner

Part 3: As a group, we reviewed the Effective teaching practice rubric. We focused on IA4, IB2, 2D3, 3A1 and 4A2.

We also got some interesting feedback pertaining to each element. For element IB2, teachers suggested the following practices: LASW, revisiting skills, student conferences and using data to drive instruction. For element IVA1, teachers suggested the following practices: LASW during Common Planning Time and observing colleagues and giving feedback using the CCL model. For element IID3, teachers suggested differentiating instruction and pre-teaching vocabulary as best practices.

Part 4:We watched the 7th grade ELA lesson video from our first session.

Evidence of proficient practice:

1)Clear objectives for students

2)Use of technology

3)Students organized into teams

4)Praise and compliments to students

5)Cooperative learning activity

6)Positive teacher attitude: “We’re the best and you’ll get there.”

7)Respectful teacher attitude: “Thank you. I appreciate that.”

Evidence of exemplary practice:

1)Structured lesson

2)Gave each member a clear task to keep engagement

3)High ratio of positive comments compared to negative comments/corrections

Next step for this teacher: Perhaps this teacher could build in a second task/activity for students who completed first task to continue full engagement.

How did all of this impact student learning? One teacher said that watching the ELA video made her think of her own practice. She said that she would try to increase her use of encouraging words and compliments. Another teacher stated that after watching the video, she would pay more attention to how she responds to students. After discussing the teachers’ response to the brainstorming activity, the teachers also discussed that engagement may look different for each student. For example, ELLs may use oral language and discussion more because that’s what they are trying to develop.

**Submitted by: Heidi Clement, Harvard Kent**

February 4, 2013

 I presented the Rubric of Effective Teaching to my ILT team. We unpacked the Student Engagement Standard II-A-2. Specifically, we looked at the expectations for proficient and exemplary teachers. At first, I had them look at the rubric and then take a few minutes to brainstorm ideas about what effective instruction should look like around student engagement. I also had the team ponder what the difference would look like for a proficient teacher and an exemplar teacher in the area of student engagement. The team was pretty quiet when responding to both questions. There was not a lot of feedback in terms of what student engagement is and how the class should look. I facilitated the meeting but also felt like I was giving them all the ideas that we wrote down during our EEF meeting. When it came to comparing proficient verses exemplar teachers, no one at the meeting had any idea how they should be different. I explained that an exemplar teacher can be used as a model or coach to other teachers in the building. The students of an exemplar teacher internalize the skills they learn so that they are able to modify and adapt them in different settings. Overall, I did not feel like it was a great discussion but more like I was giving the team information to think about. I think people found it helpful even though it didn’t go exactly as I had planned.

**Submitted by JoAnn Brown (100145)**

**Dr. William W. Henderson Inclusion School**

**EEF Homework For Session 2**

**Grade 4 Inclusion Teacher**

**Homework:** Summarize and reflect on the meeting(s) in which you unpacked an element of the rubric or discussed other evaluation-related information. Email notes to:  arubenstein@boston.k12.ma.us by February 15.

On Saturday, January 12, 2013, our principal hosted a full day professional development for all teaching staff. I was given an hour to present information from EEF Session 1 and to guide staff through the “Unpacking the Rubric of Effective Teaching” activity. Prior to the professional development I asked my principal for her thoughts about which element of “Standard 1: Curriculum, Planning and Assessment” to unpack with staff and she suggested that we focus on I-A-4 Well-Structured Lessons. I then modified the PowerPoint presentation that was shared by OEE and approached a fellow colleague to video tape her math lesson for the staff to utilize during the “defining” stage of the activity.

Overall, I feel that the presentation went very well. The staff were engaged and actively participated in the discussion. Some staff were appreciative of the fact that I used a video of fellow colleague to view, rather than a video of an unknown teacher, because it provided concrete examples of evidence of proficient practice listed in the rubric and also gave them ideas/strategies to take back to their own classrooms.

We ended the activity with the “takeaways” component and identifying artifacts observed in the video that one could collect to illustrate the work listed under proficient or exemplary practice. Below is a chart that was created by the staff, based upon the teams’ discussion of “Thinking about the specific students and content that you work with, what work do you do before, during and after class to produce the behaviors identified?”

|  |  |  |
| --- | --- | --- |
| Prior to Class | During Class | After Class |
| * Understanding of the content
* Prepare all materials, classroom structures (grouping), assessments
* Review past data to assess where to go next
* Identify objectives, goals, big picture (takeaways of lesson) to determine a way to execute lessons effectively and that allow students to practice the skill.
* Identify and create accommodations and/or modifications for students who need them.
 | * Anticipating what students may need and being flexible
* Listen to and engage with students
* Observation of student practices and see what’s working or not. (Observe for engagement/ check for understanding)
* Monitor student progress (observational assessment/ taking notes)
* Ask probing and clarifying questions to further understanding/ scaffold and differentiate lesson as needed
 | * Reflect on and adapt practice
* Reflect – Where are my students? How effective was the lesson? What is next?
* Review student assessment informal or formal data
* Review the product to determine what needs to be addressed in the next lesson
 |

**Submitted by: Jayson Smith, East Boston High**

EEF Reflection from Meeting #2

After the first EEF meeting I lead an ILT meeting and I feel that after unpacking the template that was used in the meeting I feel that administration had something to go back to their CPT meeting with. A fellow teacher followed up with what they had made to help keep him self organized during his evaluation. This ILT meeting was a little more useful than other but still not that great of a meeting.

The meetings that I held after school to share what I have done and submitted for my evaluation have mixed reviews. The first few meeting were how I was writing my rational for each artifact. Some teachers were looking for ideas and others were looking for a template to use. I think that some teachers are still looking for an easy way out of having to reflect on their profession. While other teacher’s have no idea of what their administrator wants because they’re not communicating as well as the really should be.

After showing other teachers what I was doing for my rational I held meeting on the technology side of the evaluation. Many veteran teachers needed help creating zip files, creating folders on their computers desktop, how to name a file or how to upload an attachment. These meetings were painful. Many teachers needed extra one-on-one help after these meeting so I’m thinking about holding a few more meetings in the coming weeks to possible save me some time when the summative evaluation comes.

The next series of meetings I held was to share my formative assessment with other teachers. I volunteered to be the first person evaluated in the building so that any feedback that my evaluator had I could share with others so they wouldn’t make the same mistakes. I was also hoping that my evaluator would share my evaluation with the rest of the administration team so they could also be able to have examples of what they liked and didn’t like about mine and share that with in their CPT meetings. I’m not sure if this happened.

There are a few things that I’m coming away with after all these meetings:

* Administration as a whole isn’t communicating well with their teachers.
* Many teachers don’t know how to use a computer/L4L.
* Teachers aren’t seeing this as a way to show all the great work they’re doing.
* It’s difficult to tell explain to other teachers which elements to list on their artifacts.
* Many teachers don’t want to have conversations with their evaluators.

**Submitted by: K. McCarthey, Brighton High**

 I held a professional development session on February 7, 2013. As there was no free time during our weekly Wednesday professional development meetings or ILT (for the upcoming month). It was held after school in my room on a Thursday. I advertised via flyers in the main office and in the Teachers Room. Beforehand, I spoke to both my school’s administrative team and instructional coach to obtain their insights into where to best focus this professional development. The instructional coach echoed what I head heard in both faculty meetings and in our Teachers Room; currently the primary concern of teachers is how to document their practice with appropriate artifacts. The administration was concerned that not all teachers clearly connected (in their rational) how the artifact showed that it met one of the four goals and/or either of their goals.

 I had prepared a PowerPoint with slides from the EEF presentations that pertained to artifacts and had available several handouts photocopied from the Weebly site (e.g., “Evidence of Effective Teaching Practice: Artifacts,” “Guide 8: Evidence Collection: Artifacts,” “One Teacher’s Artifacts,” The DESE rubric, etc.). While I planned and put up flyers one week in advance, very few teachers showed up. I suspect this was in part due to the looming blizzard that would arrive the following day and had cancelled school. Teachers were leaving with glee—off to pick up their children, fill their gas tanks, or gather emergency groceries. I had about five teachers stop by, each stopped through for about ten minutes. Teacher seemed to appreciate the handouts; the list of possible artifacts seemed particularly helpful as well as the example of “One Teacher’s Artifacts” because it showed the rational. We discussed if it might be better to be even more explicit in our rationales as the administration specifically requested that we do so. We left things with them knowing that I was a resource and would be happy to look at their artifacts, help them upload documents or anything they might need.

 I felt mildly disappointed that more teachers did not come by. I often think about the types of professional development that would support our faculty and feel frustrated that we do not have more time to meet as a faculty, in grade levels, or content departments to work on various issues that affect teaching and learning. I hope to

**Submitted by: Keri Purple, Mason School**

Hours and hours of planning and it’s over in the blink of an eye! Isn’t that always the way? I was amazed at how long the preparation for the professional development took me. But I really wanted to make sure the session was engaging, productive, and informative. I had a two hour session with my staff and was able to use the first half to address the EDFS website and the uploading of artifacts. The second half was utilized to unpack a portion of the teacher rubric.

 To cover some information on the evaluation system, the EDFS website, and uploading artifacts, I designed my own version of the TV game show “Cash Cab.” Luckily two teachers volunteered to play and were good sports. I had been a little nervous that nobody would volunteer. The game turned out to be a big hit, and I feel confident that teachers were engaged while I covered important information about the evaluation system. I had left time after the game for questions/answers but only one question was asked. I couldn’t tell whether staff felt confident in understanding the process or just didn’t feel comfortable speaking up at that time.

 For the second portion of the session, I chose to lead the staff in activities and discussions around the student engagement element in standard II. Before the PD I spent time finding an assortment of videos for the staff to watch. I had videos that spanned different grade levels as well as subjects taught. I asked them to watch them with this question in mind: Are students engaged and motivated throughout these lessons/activities? After watching the video clips, staff discussed student engagement in small groups and then shared out ideas with the whole group at the end. I popped around to listen in to as many small group conversations as I could. Teachers had a lot to say and were also sharing what engagement looks like in their own classrooms. When we shared out with the whole group, there were opposing opinions of one particular video clip. It was interesting to hear different points of view, and I was impressed that people were able to respect those differences in opinion.

 All in all, I left the session feeling successful. Many teachers spoke with me at the end of the meeting, thanking me for a fun, productive session.

**Submitted by S. Sweeney & M. Johnson, ELC West**

Good Morning Angela,

Susan Sweeney and I facilitated our ILT meeting on Tuesday January 15.  Attached you will find our agenda for the meeting, and two photos.  One photo is the chart our staff generated and the other is a photo of us working. this is our entire teaching staff.  We are a small school (6 classrooms) and we teach only early childhood age students.

The meeting went well and the other teachers were engaged and appeared to appreciate the process we were trying to share. It took some "talking through" for our team to come to an understanding of the piece of the rubric (well structured lesson) we were exploring, but once we went through the exploring, brainstorming and discussion, everyone was on board.

We have also scheduled time on Tuesday January 22nd for our staff to meet so that we can help with downloading artifacts.

If you have any questions, please feel free to contact us.

Meg Johnson and Susan Sweeney

Early Learning Center West

**Submitted by Christine Avila, Hale School**

I sent out a packet to staff with the January tips as well as an example of an elementary teacher's artifacts.  Then during our team meeting I discussed the packet with my team and allowed them to ask questions.  Most people were concerned with uploading the proper artifacts.  We prepared a time the following week for all of us to sit down together, along with our Data facilitator and begin uploading.  We hit a snag due to all of the recent snow days but are rescheduling our meeting time to get things moving.  I think our staff feels confident in their ability to show what they do each day to reach their goals as well as goals for their students.  It is just some of them are need additional support in managing the computer component.  Overall I feel it went well and people felt better after talking and seeing that they are not alone in this.

Caitlin Hollister, Murphy School

I had two meetings this week, one with my grade-level team (3rd grade) and one open to all staff (3 people attended...) to discuss the rubric and evaluation system. Folks were most interested in artifacts so we focused more on those technical details than with unpacking the rubric. It was a helpful opportunity to talk with colleagues about how we can drive this process and how artifacts can help us to do this. Rather than see the process as something done "to" us, I encouraged my colleagues to see this as a form of professional development. Using the artifacts to show what we're doing well and how we are meeting our goals, we can demonstrate our success and also challenge ourselves to do more in areas that we know to be weaknesses. People were very receptive and found the uploading process to be straightforward. I have communicated with all staff that I am available as a resource on any evaluation issues. So far everyone on the faculty and admin has been very supportive.

Craig Belaney, Mendell

I unpacked Element II-A-3 (Meeting Diverse Needs) at the Mendell's school wide monthly SPED team. This meeting is attended mostly by our inclusion teachers. Thus, I felt unpacking this element would be most appropriate as they are faced with meeting a wide range of learning needs within their inclusive classrooms.

The following were described as essential components in being a proficient teacher with respect to this element:

- hold all students to grade level standards -writing appropriate objectives for all students

- Whole group lessons for all all students

- mini-lessons/small groups for opportunities to reteach, to use manipulatives, to clarify, to think aloud, to use visuals

- "teasing back of standards" to meet needs of students struggling with the curriculum -"teasing up of standards" to meet needs of more advanced students -different scaffolds depending on ability level of students -data binder- student & teacher collaborate on goal setting

The following were noted as challenges these teachers face in attempting to "Meet Diverse Needs":

- For KO integrated classroom- there is no district curriculum

- time

- Stafffing!!!!- particularly for small groups -correct interventions in place and availability of those interventions

- planning time

Reflection:

The teachers at the Mendell tend to be very driven and hard-working so they were open and willing participants in this process. Also, this is only our second year at inclusion, so we are working through issues with it. Doing this activity allowed them the opportunity to think aloud about what they are already doing and what they can continue to develop. I felt the most beneficial aspect of this process was it provided them a chance to think about how they may use artifacts to demonstrate some of the things that they are implementing in their classrooms. I feel it was beneficial as I do not think many have really thought very in depth about the evaluation process beyond artifacts. This was an opportunity to think about what the standards really mean and how they allow to them and the work they are doing in the classroom.

Nicole Field, EEF @ Roger Clap Innovation School

As part of the EEF session 2 homework, I held a meeting for all teachers. The topic was artifacts and formative eval. as that was a pressing issue at my school. The meeting took place on 1/22 and I reviewed the evaluation cycle, standards, and formative evaluations/artifacts. As a result of attending your meeting, I was knowledgeable and could answer questions and show teachers how to navigate your department's website. Overall, it was an effective meeting for teachers and they were able to leave with some relief about artifacts.

I have attached the agenda for my 1/22 meeting. I used the cloze sentence strategy to keep participants engaged.

Meghan Biscoe, EEF @ the Guild

Reflection Re: Student Engagement

I presented the information about the rubric to the members of ILT. During the meeting, we had a discussion regarding what student engagement looks like. I also shared the video that we had watched at the EEF meeting.

The discussion regarding student engagement resulted in many of the same ideas that were discussed at our large EEF meeting. The ILT produced a fairly lengthy list of what effective student engagement looks like, keeping in consideration what both engaged students look like and what teacher moves help facilitate effective student engagement. The members agreed to have a similar discussion at their common planning times.

After viewing the video, several members of ILT expressed interest in increasing the number of opportunities we have for peer observation and feedback. I found this somewhat interesting, considering I used to hear a lot of push back regarding CCLs. However, I think the way the feedback was presented in the video was not only helpful, but was presented in a professional and “safe” way. The coach seemed genuinely interested in helping the teacher improve his practice, and he was not looking for ways to “catch” what the teacher was doing wrong. Sadly, this is how many teachers view feedback from their evaluators (and with good reason).

I have since begun a conversation with my principal about broadening my role as EEF next year in order to help create an environment where helpful observation and feedback become regular practices in our school. He is on board with the idea, and the role is evolving as I type. I am excited about this opportunity, and would be greatly appreciative of any and all help from the your office.