

Stronge Performance Evaluation System for Teachers and Educational Specialists

**New Teacher Training
2019-2020**



stronge+associates

Why did we choose the Stronge model?



- Practical and research based
- Defines common purposes and expectations
- Promotes collaboration between the educator and evaluator
- Provides meaningful direction to foster professional growth
- Provides flexibility for customization
- Uniform system for teachers, educational specialists and administrators

Who are the Educational Specialists?

Educational Specialists are non-teaching educators and may include:

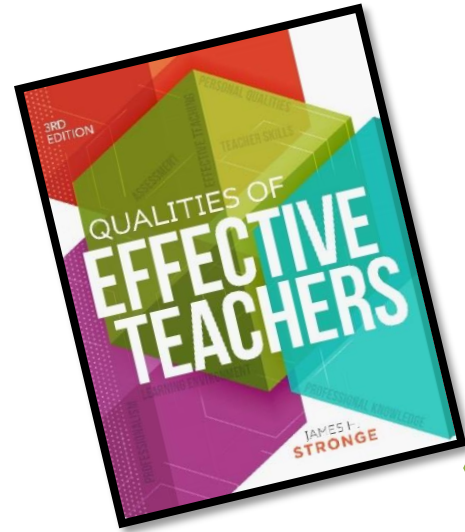
- Guidance Counselors
- Media Specialists
- School Nurses
- CST Members – School Psychologist, Learning Consultant, and Social Worker
- Occupational Therapists
- Speech-Language Specialists



Who are Educational Specialists? Activity

- Think about your roles and responsibilities.
- In particular, think about the responsibilities that you have that are unique to you... “I am the only one who...in our school.”
- Share with the group.

Framework for Effective Teaching



Two Foundational Questions

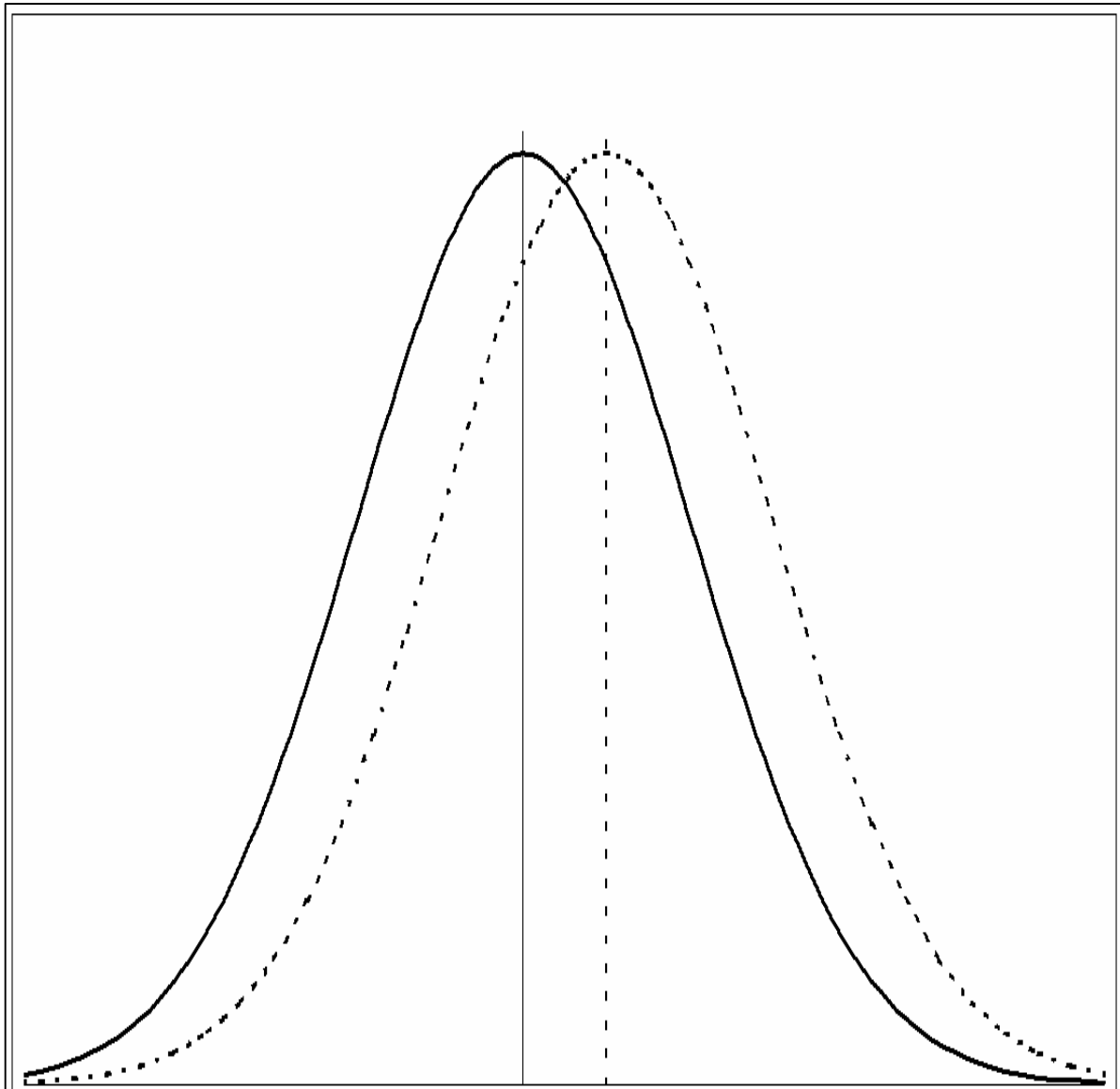


1. Why are effective teachers so important?
2. What characterizes an effective teacher?



Why are effective teachers so important?

Effect Size



Effect Size	d
Small	0.20
Medium	0.40
Large	0.60

Improvement Initiatives

Put these Improvement Initiatives in order of the impact of each on student achievement:

- Ability grouping
- Quality feedback from teachers
- Teacher credibility
- Grade retention
- Class size
- Teaching strategies
- Student socio-economic status

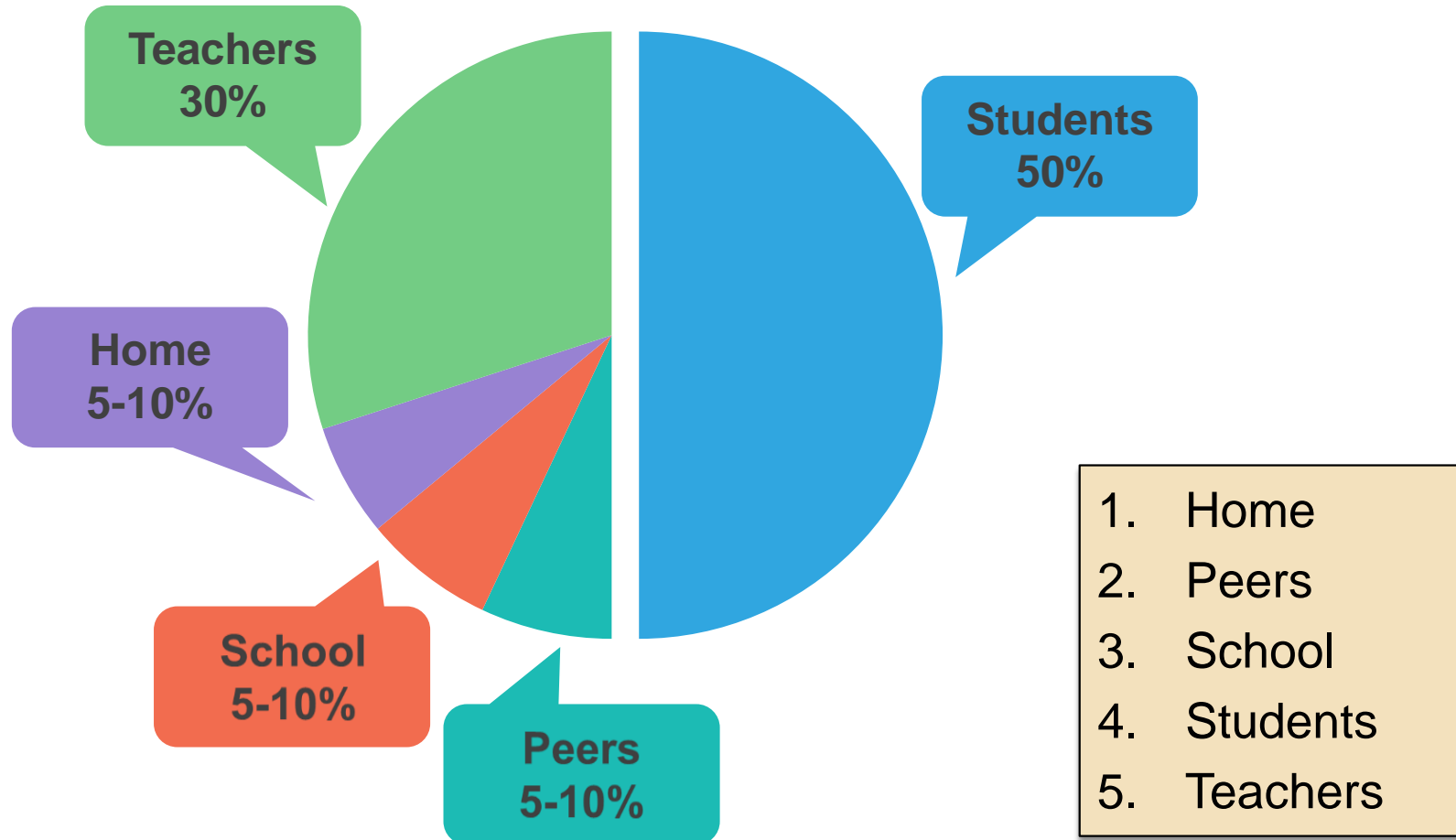
Initiatives in Rank Order

Improvement Initiative	Rank Order	Effect Size
Grade retention	7	
Ability grouping	6	
Class size	5	
Student socioeconomic status	4	
Teaching strategies	3	
Quality feedback from teachers	2	
Teacher credibility	1	

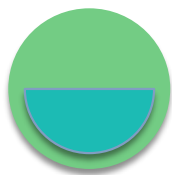
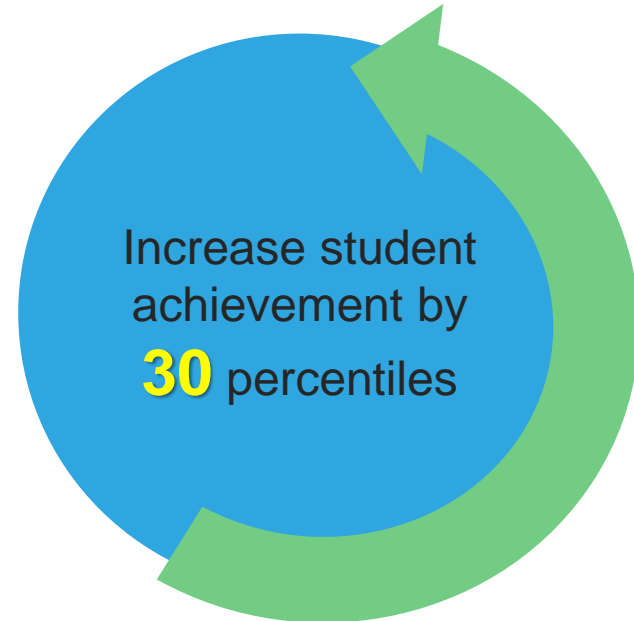
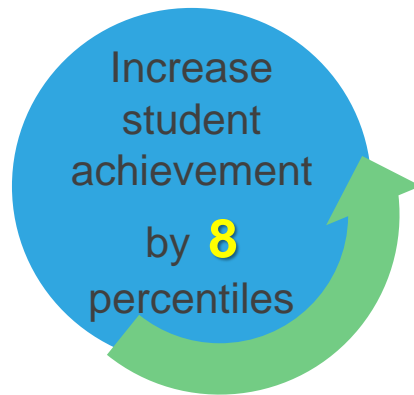
Effect Size

Improvement Initiative	Rank Order	Effect Size
Grade retention	7	-0.16
Ability grouping	6	0.12
Class size	5	0.21
Student socioeconomic status	4	0.57
Teaching strategies	3	0.60
Quality feedback from teachers	2	0.73
Teacher credibility	1	0.90

Influences on Student Achievement

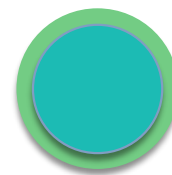


Annual Student Achievement Gains



Class Size Reduction

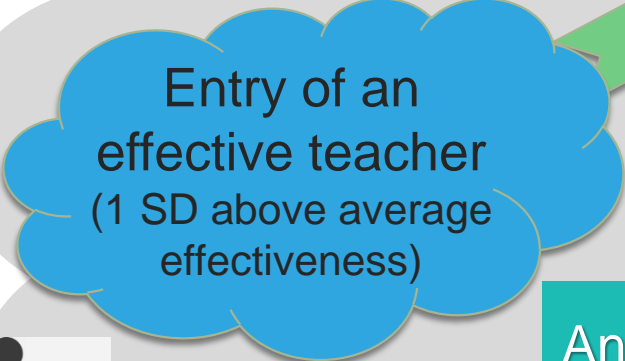
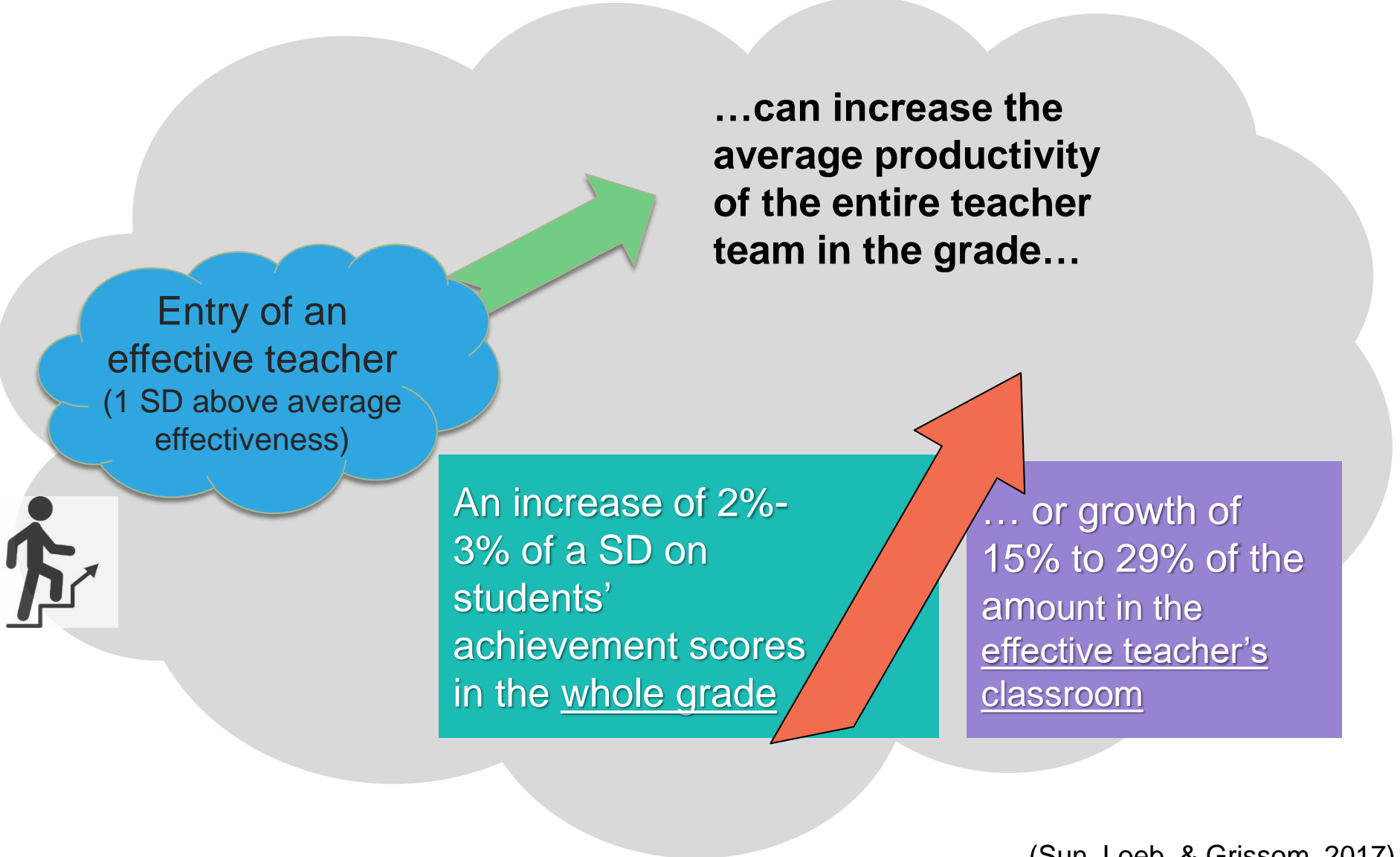
24:1 to 15:1



Teacher Quality Improvement

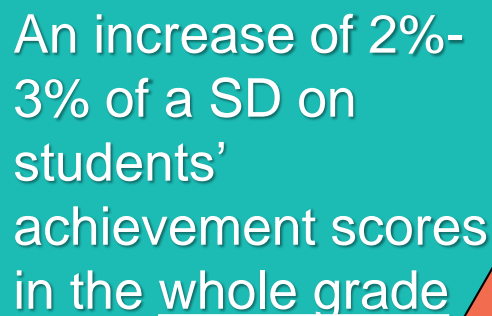
25th vs 75th percentile

Teacher Spillover Effect

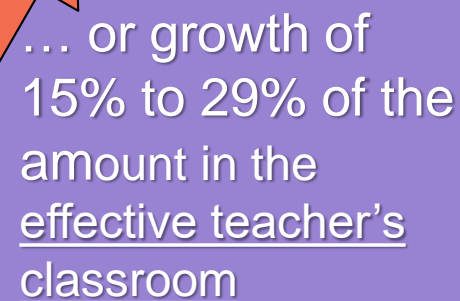


Entry of an
effective teacher
(1 SD above average
effectiveness)

...can increase the
average productivity
of the entire teacher
team in the grade...



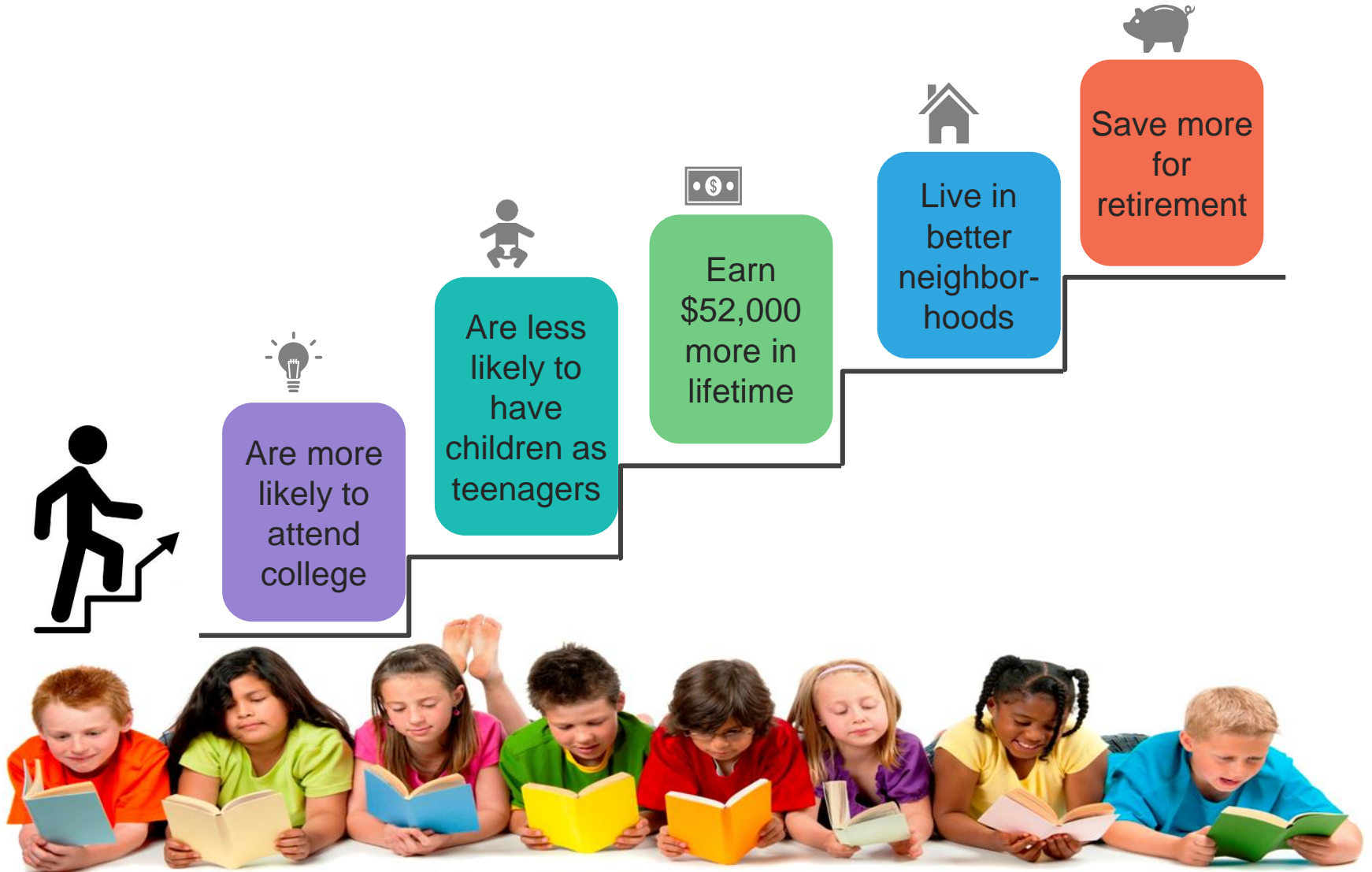
An increase of 2%-
3% of a SD on
students'
achievement scores
in the whole grade



... or growth of
15% to 29% of the
amount in the
effective teacher's
classroom



Students of Highly Effective Teachers



(Chetty, Friedman, & Rockoff, 2011)



What characterizes an effective teacher?

Framework for Effective Teaching



Stronge⁺ Performance Standard 1

Professional Knowledge



The teacher demonstrates an understanding of the curriculum, subject content, **and** the developmental needs of students by providing relevant learning experiences.

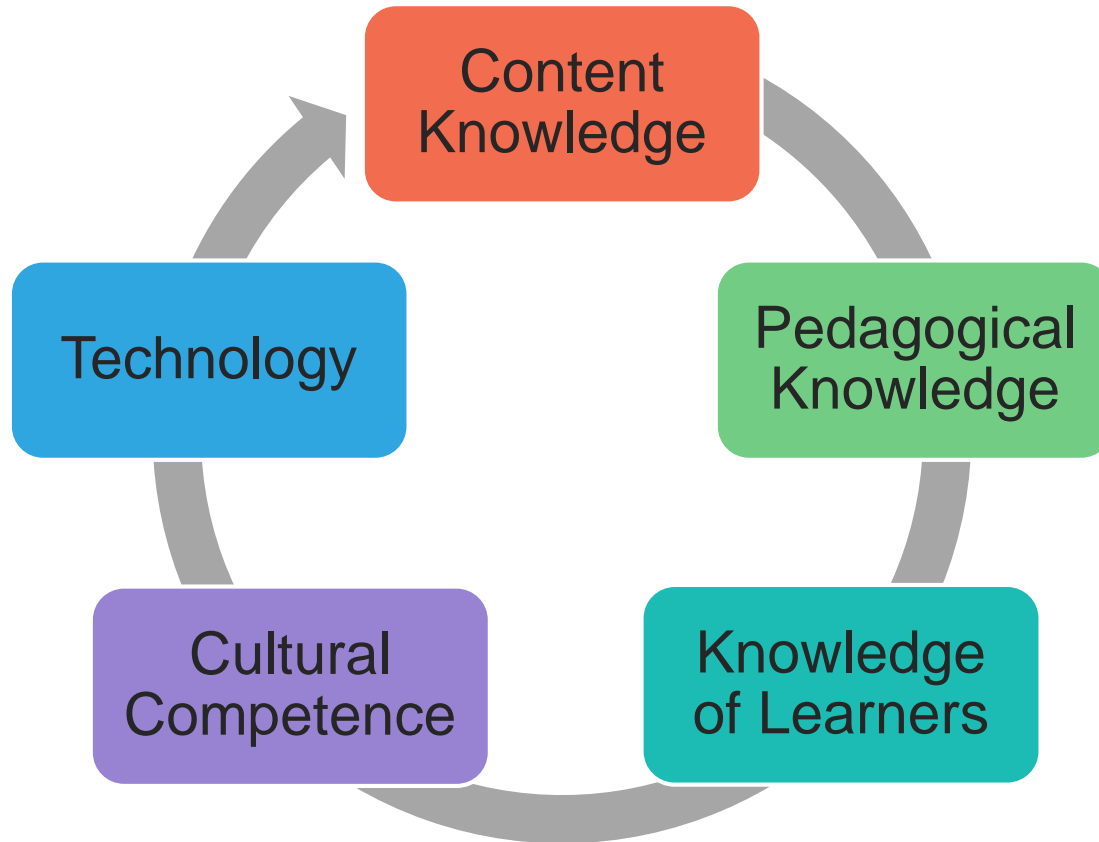
Stronge⁺ Performance Standard 1

Professional Knowledge



The teacher demonstrates an understanding of the curriculum, subject content, **and** the developmental needs of students by **providing relevant learning experiences.**

Professional Knowledge



ES Performance Standard 1: Professional Knowledge

The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.

Framework for Effective Teaching



Stronge+ Performance Standard 2

Instructional Planning



The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

Stronge⁺ Performance Standard 2

Instructional Planning



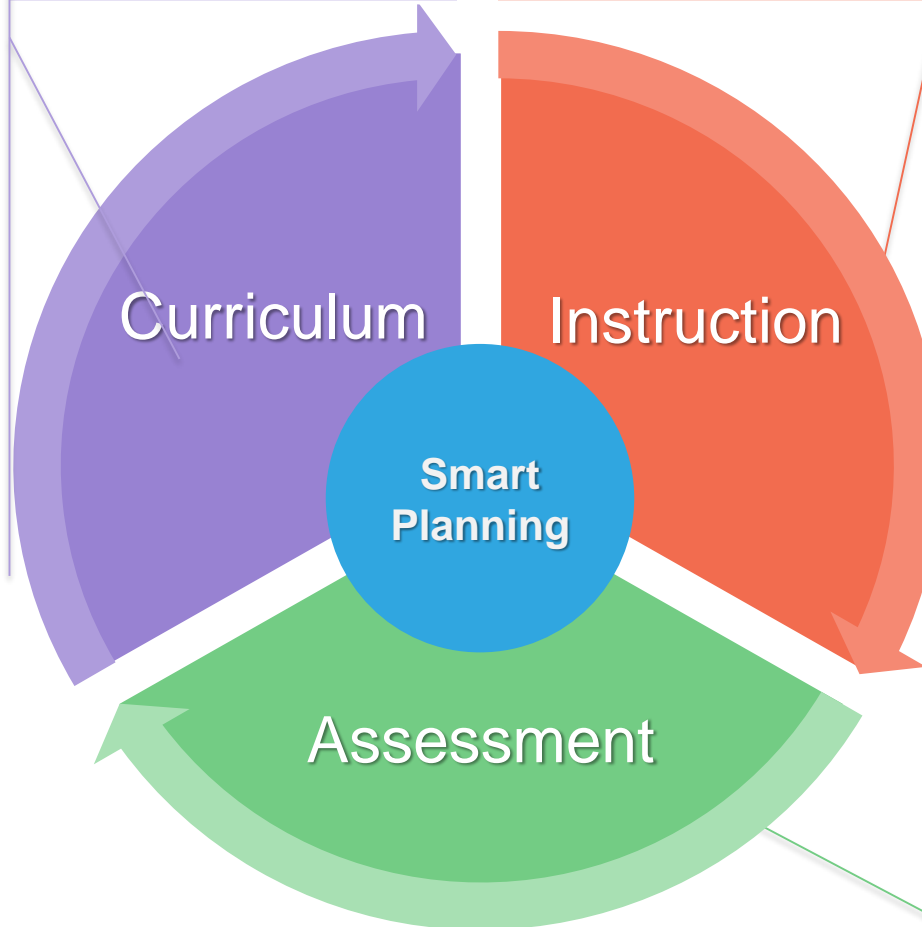
The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to **meet the needs of all students.**

Instructional Planning Model

- Unpacking curricular standards
- Outlining the scope and sequence of subject topics
- Setting learning objectives
- ...

Q1: What should be taught?

Q2: How should it be taught?



Q3: How do we know if students learn what we taught?

- Selecting meaningful and purposeful learning materials
- Designing learning activities
- Organizing the use of classroom time
- ...

- Designing assessment that's aligned with curriculum and instruction
- Using student data to inform planning
- ...

ES Performance Standard 2: Program Planning & Management

The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.

Framework for Effective Teaching



Stronge⁺ Performance Standard 3

Instructional Delivery

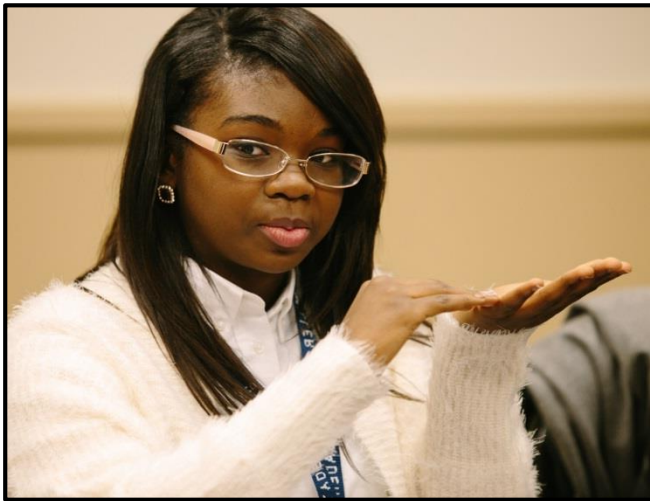


The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, **and** to meet individual learning needs.

Handout, page 1

Stronge⁺ Performance Standard 3

Instructional Delivery



The teacher uses a variety of research-based instructional strategies relevant to the content area to **engage students in active learning**, to **promote key skills**, **and** to **meet individual learning needs**.

High-yield Instructional Strategies

Variable	Effect Size
Feedback	1.13
Instructional Quality	1.00
Direct Instruction	.82
Homework	.43

ES Performance Standard 3: Program Delivery



The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.

Stronge+ Performance Standard 4

Assessment of/for Learning



The teacher systematically gathers, analyzes, **and** uses relevant data to measure student progress, guide instructional content and delivery methods, **and** provide timely feedback to students, parents, and stakeholders.

Stronge⁺ Performance Standard 4

Assessment of/for Learning



The teacher systematically gathers, analyzes, **and** uses relevant data to **measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.**

Monitoring Student Progress and Potential

- Test - Teach - Test **+1.0 SD**
- Pre-requisite Skill Assessment **+.70 SD**
- Feedback **+.70 SD**
- Mastery Learning **+ .57 SD**
- Challenging Goals **+.56 SD**
- High Expectations **+.43 SD**



ES Performance Standard 4: Assessment

The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.

Framework for Effective Teaching



Stronge+ Performance Standard 5

Learning Environment



The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Stronge+ Performance Standard 5

Learning Environment



The teacher uses resources, routines, and procedures to provide **a respectful, positive, safe, student-centered environment that is conducive to learning.**

Off-task Behaviors and Class Management

	Less Effective Teacher (bottom quartile)	Effective Teacher (top quartile)
Study 1¹ Grade 3	12 minutes	2 hours
Study 2² Grade 5	20 minutes	1 hour

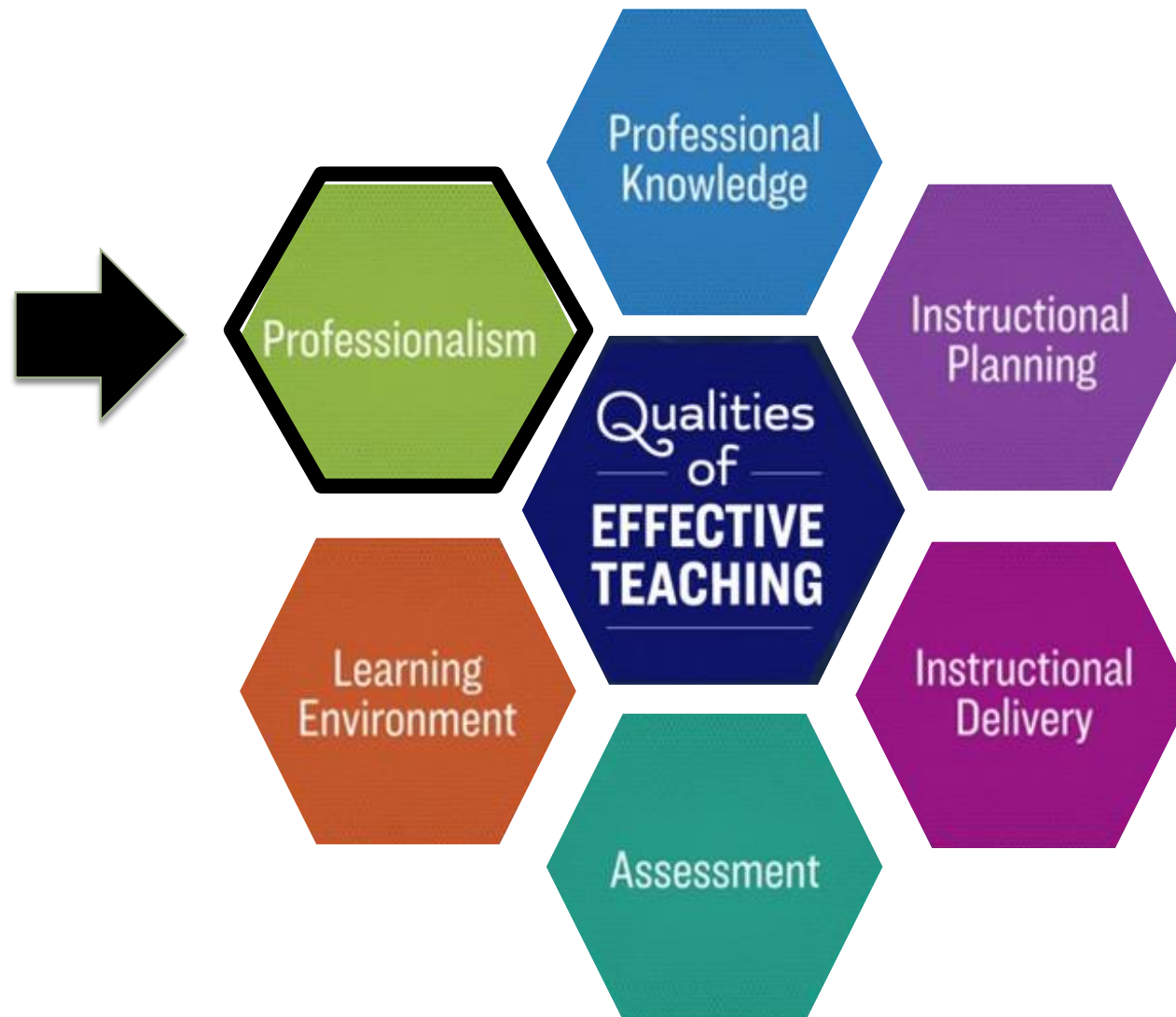
¹ Stronge, Ward, Tucker, & Hindman, 2008
² Stronge, Ward, & Grant, 2011

ES Performance Standard 5: Communication & Collaboration



The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.

Framework for Effective Teaching



Stronge+ Performance Standard 6

Professionalism



The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, **and** takes responsibility for personal professional growth that results in the enhancement of student learning.

Stronge+ Performance Standard 6

Professionalism



The teacher (1) **maintains a commitment to professional ethics**, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Stronge+ Performance Standard 6

Professionalism



The teacher (1) **maintains a commitment to professional ethics**, (2) **collaborates and communicates appropriately**, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Stronge+ Performance Standard 6

Professionalism



The teacher maintains a **commitment to professional ethics, collaborates and communicates appropriately, and** (3) **takes responsibility for personal professional growth** that results in the enhancement of student learning.

Stronge+ Performance Standard 6

Professionalism



The teacher maintains a **commitment to professional ethics**, **collaborates and communicates appropriately**, and **takes responsibility for personal professional growth** that results in the **enhancement of student learning**.

ES Performance Standard 6: Professionalism

The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.

Stronge⁺ Performance Standard 7

Student Progress



The work of the teacher results in acceptable, measurable, and appropriate student progress.

ES Performance Standard 7: Learner/Program Progress

The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.

-
- Brain brake



Teacher of Lasting Influence



Which of these qualities is closest to your response?

Used cooperative learning

Gave great tests

Maintained control of the classroom

Had a major in mathematics

Cared about me

Made learning fun

Pushed me to succeed

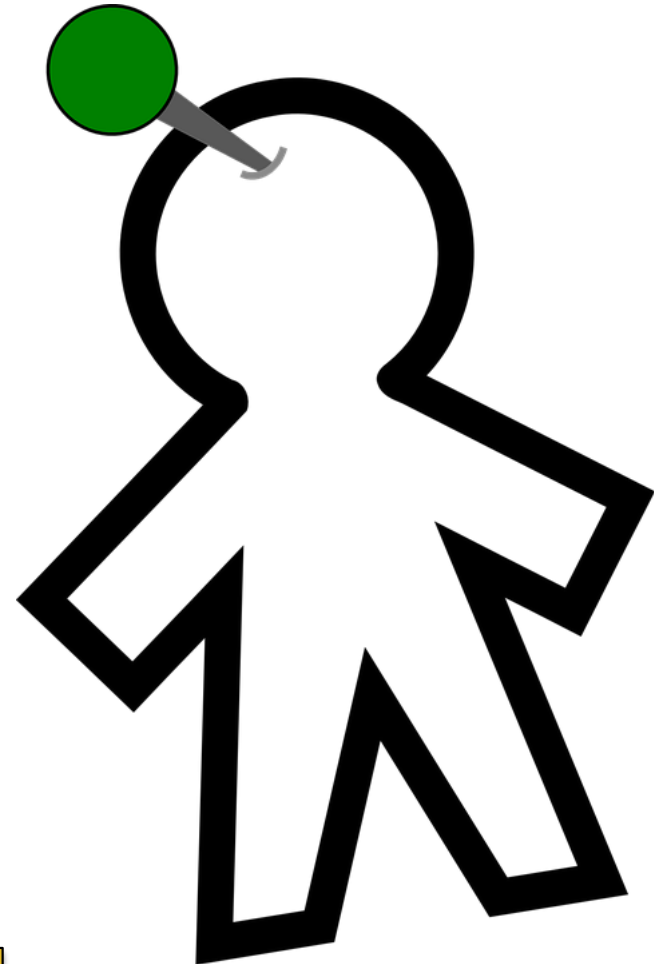
Other?



With that beloved educator in mind...

Design the ideal teacher

- Working individually, write the characteristics you would look for if you were designing the ideal teacher.
- Compare your notes with a neighbor.
 - What was similar?
 - What was a quality you had not thought of?




Handout, page 3

Remember that teachers matter most!



“The quality of an education system cannot exceed the quality of its teachers.”



Overview of Stronge Teacher Effectiveness Performance Evaluation System

Stronge Effectiveness Performance Evaluation System



Effectiveness is the goal.

Evaluation is merely the means. ©



What is the basis of the teacher evaluation system?

The Components
The Standards

Main Components

(Note: Same format for Teachers and Ed Specialists)



Standard 2: Instructional Planning

The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the learning needs of all students.

Performance Standard

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 2.1 Analyzes and uses multiple sources of student learning data to guide planning.
- 2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- 2.3 Consistently plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- 2.6 Plans and works collaboratively with others to enhance teaching and learning.

Performance Indicators

Performance Appraisal Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the state standards, school's curriculum, data, or strategies and resources to meet the needs of all students.	The teacher fails to plan, or plans without adequately using the state standards, school's curriculum, data, or strategies and resources to meet the needs of all students.

Teacher Performance Standards



1. Professional Knowledge



2. Instructional Planning



3. Instructional Delivery



4. Assessment of/for Learning



5. Learning Environment



6. Professionalism



7. Student Progress

Educational Specialist Performance Standards



1. Professional Knowledge



2. Program Planning & Management



3. Program Delivery



4. Assessment



5. Communication & Collaboration



6. Professionalism



7. Student Progress



How is performance documented?

Multiple Data Sources

Multiple Data Sources for Teachers and Ed Specialists (T/ES)

Student Growth or Program Growth Objectives

- Appropriate measures of academic progress are determined
- T/ES set objectives for improving student/program progress based on the results of performance measures
- Quality of the objectives and their attainment provide an important data source for evaluation

Observations

- All T/ES are observed: tenured – twice, non-tenured times per year
- NJDOE specifies observations must be at least 20 minutes
- Additional observations at building administrator's discretion
- Multiple observers required for non-tenured

Documentation Log

- Includes specific district/school-required artifacts
- Includes T/ES-selected artifacts
- Artifacts provide evidence of meeting selected performance standards
- Provides T/ES with opportunity to demonstrate quality work

Student or Client Surveys

- Teachers survey their students using one of 4 survey instruments And... Education Specialists survey clients
- T/ES enter summary of results in their Documentation Log
- Surveys provide T/ES with perceptions of the receivers of their services

Data Collection Responsibility

Data Collection Procedure	Form(s)	Evaluator	T/ES
Measures of Academic Progress	Student Growth/Program Growth Objectives Progress Form	Reviews/ approves	Selects/ develops
Observations	Various Observation Forms	✓	
Student/Client Surveys	Student Survey Forms (K-2, 3-5, 6-8, 9-12) Client Surveys Student or Client Survey Summary		✓
Documentation Logs	Documentation Log Cover Sheet		✓
Self-Assessment (optional)	Self-Assessment Form		✓



How is performance evaluated?

4-Point Rating Scale
Evaluation
Weights & Calculations

Evaluations

Interim Evaluation

- Used to document evidence of meeting standards
- Does NOT include rating of performance

Summative Evaluation

- Comes at end of evaluation cycle
- Four point rating scale
- Performance rubric for every standard

Terms Used in Summative 4-Point Rating Scale



Cat.	Description	Definition
Highly Effective	The teacher maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard.	Exceptional Performance <ul style="list-style-type: none"> ▪ Sustains high performance over period of time ▪ Behaviors have strong positive impact on learners and school climate ▪ Serves as role model to others
Effective	The teacher consistently meets the standard in a manner that is aligned with the school's mission and goals.	Proficient Performance <ul style="list-style-type: none"> ▪ Meets the requirements contained in job description as expressed in evaluation criteria ▪ Behaviors have positive impact on learners and school climate ▪ Willing to learn and apply new skills
Partially Effective	The teacher is inconsistent in meeting the established standard and/or in working toward the school's mission and goals.	Below Acceptable Performance <ul style="list-style-type: none"> ▪ Requires support in meeting the standards ▪ Results in less than quality work performance ▪ Leads to areas for teacher improvement being jointly identified and planned between teacher and evaluator
Ineffective	The teacher consistently performs below the established standards or in a manner that is inconsistent with the school's missions and goals.	Unacceptable Performance <ul style="list-style-type: none"> ▪ Does not meet requirements contained in job description as expressed in evaluation criteria ▪ Results in minimal student learning ▪ May result in employee not being recommended for continued employment

Summative Evaluation Form (abbreviated)

EXAMPLE



Performance Standard 1: Professional Knowledge

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
<p>The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and development needs of students.</p>	<p>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p>	<p>The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</p>	<p>The teacher demonstrates an inadequate understanding of the curriculum, content, or student development, or fails to use the knowledge in practice.</p>
<p><i>Comments:</i></p>			

Summative Evaluation Form (abbreviated)

Standard 1 Evidence (01/01/2011 - 12/31/2012)

Professional Knowledge Comments:
**TPES Formal Classroom Observation Form (TPES : Formal Observation 1) - 3/25/2012 Snow, Dan*
 Teacher presents a real world experience when introducing the lesson.

Standard 1 Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
Artifact #1	Student work - problem solving		*TPES Performance Standard 1: Professional Knowledge	Professional Knowledge	4/16/2012	

*** TPES Performance Standard 1: Professional Knowledge**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Professional Knowledge	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

Enter Notes

abc Tahoma **B** *I* U

Typical Teacher & Education Specialist Evaluation Weighting

Teacher - Education Specialist Evaluation (100%)

Standards 1-6

Standard 7

Teacher – Ed. Specialist Practice

70% for tested teachers
85% for non-tested teachers
and ed. specialists

Student - Program Growth

30% for tested teachers
15% for non-tested teachers
and education specialists

Overall Weighting 2019-2020

Component		Teachers in Tested Grades and Subjects	Teachers & Ed Specilaists Non-Tested Grades and Subjects
Practice (Standards 1-6)	Standard 1	11.66%	14.16%
	Standard 2	11.66%	14.16%
	Standard 3	11.66%	14.16%
	Standard 4	11.66%	14.16%
	Standard 5	11.66%	14.16%
	Standard 6	11.66%	14.16%
Student-Program Achievement (Standard 7)	SGOs/PGOs	25%	15%
	SGP	5%	N/A

Summative Calculation: Tested Grades

SAMPLE



Component	Raw Score 1 = Ineffective 2 = Partially Effective 3 = Effective 4 = Highly Effective	Weight	Weighted Score
Standard 1	3	11.66%	.349
Standard 2	3	11.66%	.349
Standard 3	3	11.66%	.349
Standard 4	4	11.66%	.464
Standard 5	3	11.66%	.349
Standard 6	2	11.66%	.232
SGOs	3	25%	.75
SGP	2	5%	.10
			2.94

Ineffective	Partially Effective	Effective	Highly Effective
1.00 – 1.84	1.85 – 2.64	2.65 – 3.49	3.50 – 4.00

Summative Calculation: Non-Tested Grades

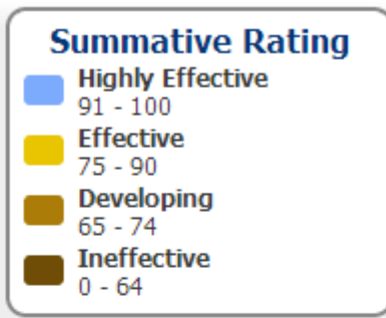
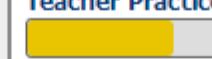
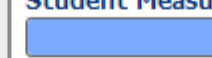
SAMPLE



Component	Raw Score 1 = Ineffective 2 = Partially Effective 3 = Effective 4 = Highly Effective	Weight	Weighted Score
Standard 1	3	14.16%	.424
Standard 2	3	14.16%	.424
Standard 3	3	14.16%	.424
Standard 4	4	14.16%	.566
Standard 5	3	14.16%	.424
Standard 6	2	14.16%	.283
SGOs/PGOs	3	15%	.45
			2.99

Ineffective	Partially Effective	Effective	Highly Effective
1.00 – 1.84	1.85 – 2.64	2.65 – 3.49	3.50 – 4.00

Composite Score

<u>Rating</u>	<u>Score</u>	}	Teacher Practice (37.5/50)	Summative Rating 
Effective	87.5		 Student Measures (50/50) 	

Multiple Measures Score Report

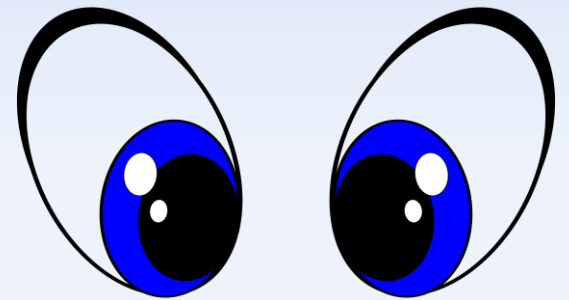
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
*TPES Performance Standard 1: Professional Knowledge	0 of 1	4	4	1	4	N/A
*TPES Performance Standard 2: Instructional Planning	0 of 1	1	4	1	1	N/A
*TPES Performance Standard 3: Instructional Delivery	0 of 1	3	4	1	3	N/A
*TPES Performance Standard 4: Assessment of and fo...	0 of 1	3	4	1	3	N/A
*TPES Performance Standard 5: Learning Environment	0 of 1	4	4	1	4	N/A
*TPES Performance Standard 6: Professionalism	0 of 1	3	4	1	3	N/A
TOTAL:		18	24	6	3	

Student Measures Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
*TPES Performance Standard 7: Student Academic Pro...	0 of 1	4	4	1	4	N/A
TOTAL:		4	4	1	4	



A Closer Look: The Standards



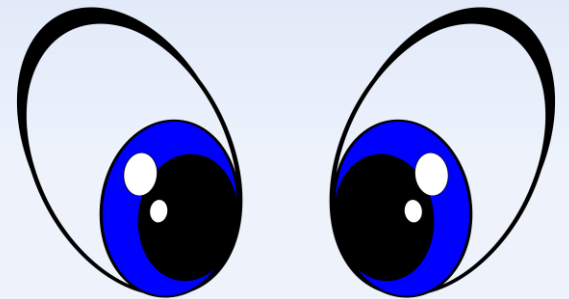


Look-Fors and Red Flags Activity

- Start at your assigned standard.
- List 2-3 observable behaviors you would be looking for to indicate the teacher is meeting expectations for the standard.
- List 2-3 observable behaviors that would be red flags to indicate the teacher is performing below expectations for the standard.
- Rotate to the next standard and add to the list when your facilitator tells you to.
- Please refer to HANDOUT pages 6-9.
- **Educational Specialists** – refer to ES MANUAL pages 28-34 and discuss what you would do to demonstrate proficiency in each of the ES standards.



A Closer Look: Data Sources



Multiple Data Sources

Documentation
Log

Observations

Student
Surveys

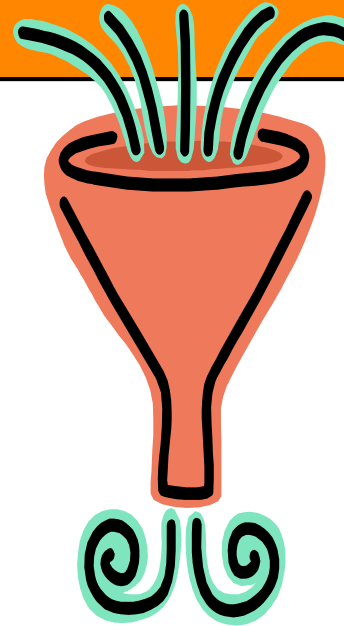
Student Learning
Objectives



Evaluation



Data Source: Observations



Formal Observations

- Directly focused on teacher performance standards
 - May not see all standards in one observation
 - May include review of teacher artifacts or student data
- Announced or unannounced / “long” or “short”
- New Jersey requires that all non-tenured teachers are observed 3 times each school year. Additional observations are at the building administrator’s discretion.
- Pre-observation conference required for announced observations
- Evaluator provides feedback during post-observation conference

Observation Form (abbreviated)

*TPES Formal Classroom Observation Form

User Information

Name: Teacher Stronge

Building: Kennedy Elementary School

Grade: None

Assigned Administrator: Snow, Dan

Saved By: N/A

Finalized By: N/A

Title:

Department: Elementary

Evaluation Type: Stronge TPES

Date Completed: Incomplete

Date Acknowledged: Unacknowledged

Evaluation Cycle: 09/01/2011 - 06/30/2012

Directions: This form is to be used for non- tenured teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

Date Observed

Time

The teacher is:

Non-tenured

Continuing Contract

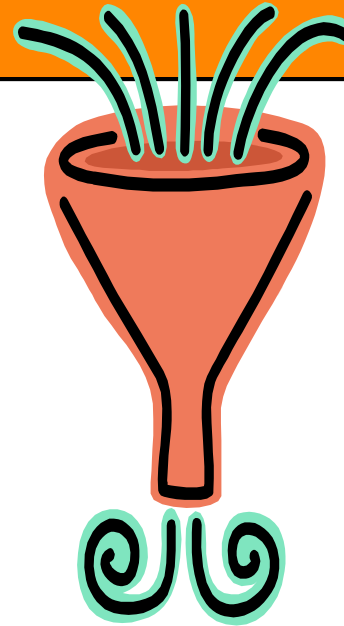
1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world.



Data Source: Documentation Log



Documentation Log

- Demonstrates professional competence in regard to meeting performance standards – **YOUR** voice in evaluation
- Complements the observation
- Includes both specific required artifacts and self-selected artifacts as determined by the district
- Should include analysis and reflection
- More concise than portfolios (check to see if the district has other expectations)
- **YOUR** property-- reviewed by evaluator at least annually
- Other?

Documentation Log (abbreviated)

Upload all artifacts in the section below for your evaluation cycle. Remember to reflect on your artifacts and their connection to your professional practice as well as student learning. When your documentation log is complete, submit to your evaluator as part of your evaluation process.

Artifacts					
+ Add an Artifact					
Name	Date Uploaded	Upload User	File		
test	11/4/2012	Demo5, Teacher	Course_Template.docx		

Standard : 1. Professional Knowledge

Artifacts					
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

Documentation : Teacher Selected Items

Examples of Artifacts Included:

- Transcripts of coursework
- Annotated list of instructional activities
- Journals/notes that represent reflective thinking and professional growth
- Others (Specify , If any)
- Professional Development certificates
- Lesson/intervention plan
- Samples of innovative approaches developed by teacher

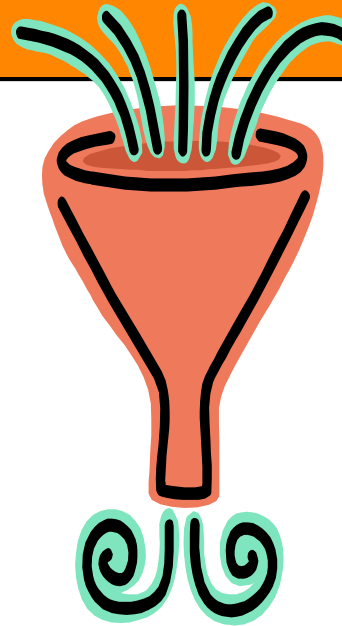
Others :

Artifact Summary/Reflection:

abc Tahoma B I U A⁺ A⁻ A ab



Data Source: Surveys



Student Surveys

- Provide perceptions of how you are performing – they have direct knowledge of your practices
- Assist you in setting goals for continuous improvement (formative evaluation)
- Age considerations for survey
- Surveys are anonymous
- Actual responses seen only by individual teacher
- Survey summary form included in Documentation Log

Student Survey Summary Form

Survey Version Given: Grades K-2 Grades 3-5 Grades 6-8 Grades 9-12

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Student Satisfaction Analysis

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions:

A) What did students perceive as your **major strengths**?

B) What did students perceive as your **major weaknesses**?

C) How can you use this information for **continuous professional growth**?



Fistful of Fives

**Try to get your partner
to say each of these
five words or phrases**



Fistful of Fives



Try to get your partner to say each of these words or phrases:

1. Rubric
2. Professionalism
3. Documentation Log
4. Professional Knowledge
5. Student Surveys



Switch places... **5** and try these!



1. Effective
2. Learning Environment
3. Corrective Action Plan
4. Partially Effective
5. Observation



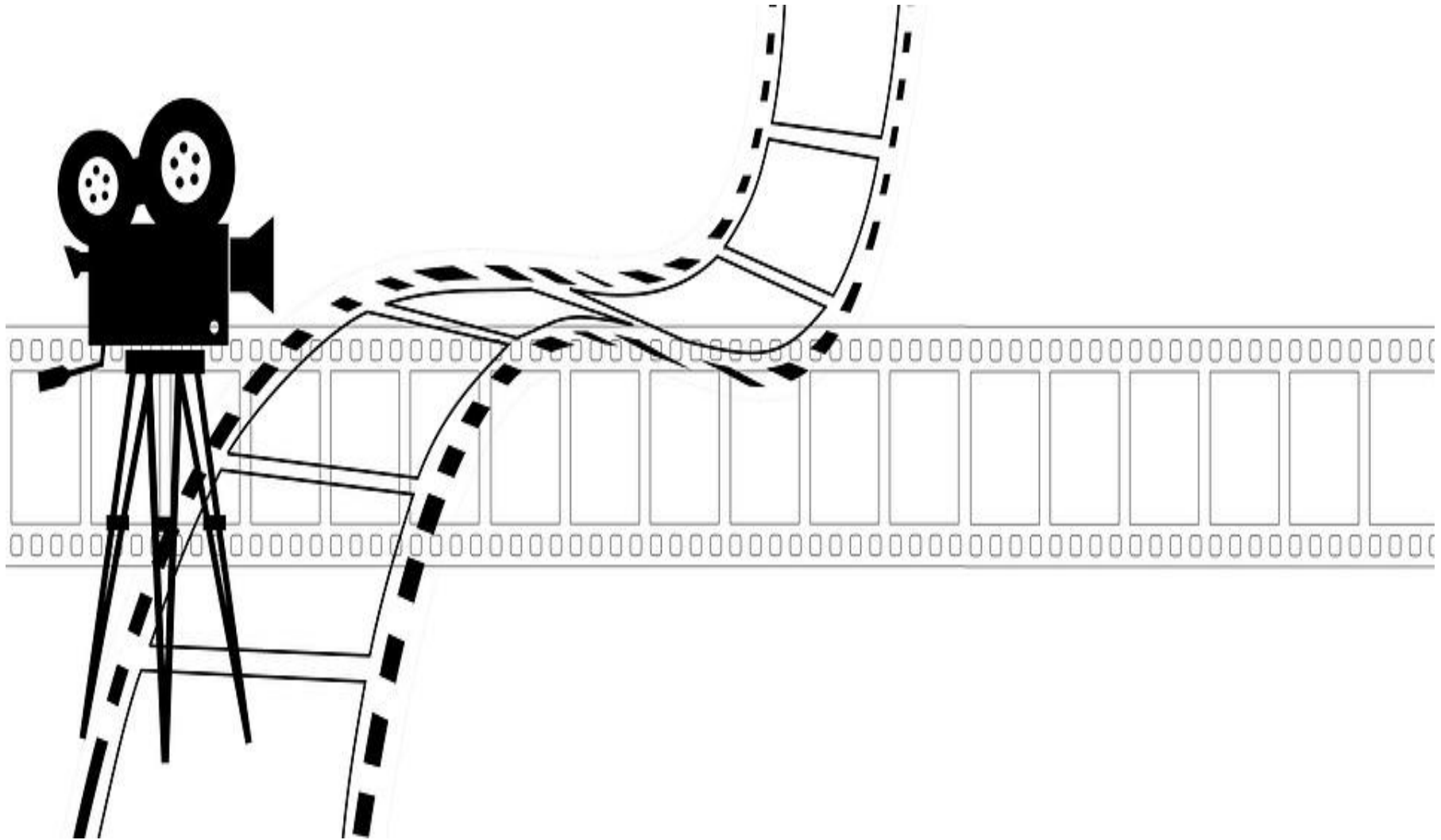
Applying What We Know to a Lesson



Katherine Brown Video Simulation Grade 3 Math

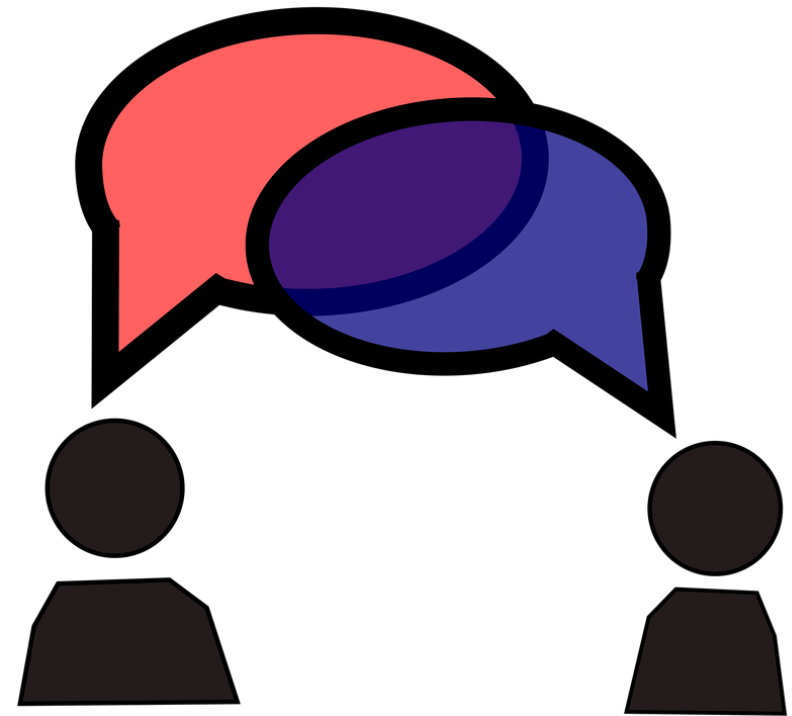
- Look at the lesson plan. **(HANDOUT pages 13-15)**. You will watch an abbreviated segment of this lesson.
- Collect evidence from the video for the performance standards you are assigned **(pages 21-24)**.
- Discuss the evidence from the video.

Let's Go To the Video



Small-group Debrief

- What did you observe during the lesson that might represent a **strength**?
- What did you observe during the lesson that might represent an **area of concern**?
- What **suggestions** might you give her to improve her lesson?



In Closing: An A-B-C Review

- Reflect on what we have discussed today. Create a sentence or phrase that states something you have learned today.
- The first word of your sentence or phrase must begin with the letter you were given.
- For example, if you have the letter “A”, you might say, “Assessment of/for Learning is Standard 4 in the Stronge Teacher Evaluation model.”



Questions?

