

Self-Advocacy in the Observation Cycle

Earning Your Best Possible Rating

SELF-CONSCIOUS
Anxious
Intimidated
Personal Reflection:
How do administrators
observations make you feel?
EMPOWERED
Defensive
BULLIED
Under-valued

Session Objectives

- *Understand the importance of self-advocacy.
- ***Identify ways that teachers can become better self-advocates during the observation cycle.**

Instructional Master
Contract
Implementation of the
Student Success Act
MOU
Section E, #3

The observation cycle has been designed to incorporate the elements of the NEAT process into the post-observation conference and reflection process. In the event that a principal determines that a teacher is performing at an “Unsatisfactory” or “Developing/Needs Improvement” level, the procedures outlined in Article VII, Section H-6 shall be implemented to the extent they are not included or already covered by the formal observation cycle. ***Teachers are entitled to union representation in meetings scheduled outside of the formal evaluation/observation cycle to discuss the teacher’s performance.***

What is Self-Advocacy?

Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights.

Self-Advocacy IS:

- *Speaking confidently about your classroom practices*
- *Showing the administrator what they may not have seen*
- *Shining a light on the positive while demonstrating an awareness of growth opportunities*

Self-advocacy is NOT:

- *A defensive, knee-jerk reaction*
- *A knock-down, drag-out argument*
- *An attack on the administrator's professional assessment*

2017-18 Observation Overview

Updating Electronic Observation Platform

- Expected to be complete in Qtr 2

DP (narrowed focus)

- Still includes Domain 3 in additive points
- Still required to create the DP Plan
- Now worth more!! (weighted at 20%)

Classroom Visits

- Informal (no required pre- or post-conferences)
- Unannounced
- May vary in length
- Domain1 finished anytime after second visit

Domains 2 & 4 will NOT be scored!!

Choosing Deliberate Practice

*Narrowed to 8 target elements:

- #1 – Providing Rigorous Learning Goals & Performance Scales
- #6 – Identifying Critical Content
- #11 – Helping Students Elaborate on New Content
- #12 – Helping Students Record and Represent Knowledge
- #17 – Helping Students Examine Similarities & Differences
- #18 – Helping Students Examine Their Reasoning
- #20 – Helping Students Revise Knowledge
- #22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Focus on growth opportunity, engage admin in DP discussions, gather evidences for elements in Domain 3

Remember that you can ask for an additional observation to be conducted at a SPECIFIC time if the administrator is unable to score your DP in the classroom visits

Domain 3 Evidence Examples

- DP in MyPGS
 - Self-assessment
 - Plan
 - Reflections
- PD Transcript (screenshot)
- Post-Conference Reflection Forms
- Assessment Reflection Tools
- Reflection on “Why” using the problem solving cycle

Classroom Visits

- **Be Proactive!** *Encourage your administrator to drop in during particularly interesting lessons*
- Don't forget to “**use your pass**” if you sense it won't go well...*invoke the “dead dog” clause*



Classroom Visits

- *Though they may be brief, admin must provide specific, scripted feedback within 10 days of visit IF data is to be used in the evaluation...*
 - *Date of visit*
 - *Elements observed*
 - *Specific evidence of the element*

Immediately After Classroom Visit

- *Make notes about the lesson that was observed*
 - *Focus on DQ5, DQ7, DQ8, & DQ9*
 - *Any particular relevant student behaviors*
 - *Any moments that you thought went very well*
 - *Any difficulties and how you addressed them*
- *If not collected in advance, revisit and revise the lesson plan to ensure it addresses Domain 2 elements*
- *Review observation feedback and gather artifacts tied to scored elements*
 - *Consider student work samples*
 - *Take pictures of classroom*

Post-Conference?

- *Within 10 days, but as close to observation as possible, you should have feedback on the observation*
- ***Request by email if 5 days without feedback***
- ***Ask for a conversation to discuss what was observed***
- ***Bring Evidence & Artifacts***
- *Be prepared to speak confidently about the learning strategies used during the lesson*
- ***Take Notes!***



Post-Conference Goal

*Because the shift in observation processes is intended to allow for evaluation over time, the individual classroom visits will **NOT** be scored.*

Meeting with your observing administrator gives you the opportunity to talk about where the current evidences might be scored and what would need to be seen to reach the next level.

Know What You Need:

- ***To be HE in Domain 1—***
 - ***No elements at Beginning or Not Using***
 - ***60% elements at Applying***
 - ***One element at Innovating***

Closing Domain 1

Once the administrator has collected sufficient evidence to support scoring of Domain 1, they can recommend that the results be finalized.

If the teacher believes that the score can be improved, he/she may request that the observation remain open and classroom visits will continue.

The Instructional Practices Score (D1 + DP) must be completed by the end of Qtr 3.

You Have Control!!!

Perhaps more than you think....

Self-Advocacy Makes A Difference...

Be **EMPOWERED!**

Become strong, confident
self-advocates!