

OPTION 1

Training for Rubric Adoption

To facilitate consistent and efficient implementation of the rubric, Pearson offers New York State local education agencies (LEAs) the following approach option for support. Pearson will work with LEAs to finalize training approaches as appropriate to effectively serve the LEAs.

This approach option includes a three-part training. Each training will be delivered face-to-face, with training cohorts of up to 30 participants per session. Each session will include training for both formative and summative observation (for both administrators and coaches).

TRAINING SESSION 1: Inter-Rater Reliability (Two Days). This training is designed to train administrators and/or coaches on observation protocols to measure fidelity of implementation. The goal of the training is to establish inter-rater reliability, a measure ensuring that all participants' ratings are accurate and reliable when compared with the expert rater. Participants who achieve inter-rater reliability agreement over 80% will be able to independently observe classrooms to collect classroom observation data.

Participant Outcomes

- Participate in rich discussion and reflection with which to deepen understanding of the indicators within the classroom observation tool
- Enrich knowledge of the classroom observation tool through hands-on training and observation resulting in reliable use of the classroom observation tool as a data collection instrument
- “See” and rate indicators on the classroom observation tool in the same manner, giving schools and districts confidence that trained participants are calibrated to observe and rate the fidelity of implementation in classrooms.

As previously mentioned, the training will be customized to match domains, components, indicators and descriptors of the target rubric, in general the training unfolds as follows:

Time	Day 1 Activities
8:00 AM	Welcome & Day 1 Overview
	Discussion of Observables for first subset of components in the classroom observation tool
	Observation #1, data entry, debriefing and rating calibration
	Observation #2, data entry, debriefing and rating calibration
	Observation #3, data entry, debriefing and rating calibration
	Observation #4, data entry, debriefing and rating calibration
4:00 PM	Wrap-Up & Next Steps

Time	Day 2 Activities
8:00 AM	Review & Day 2 Overview
	Discussion of Observables for second subset of components in the classroom observation tool
	Observation #5, data entry, debriefing and rating calibration
	Observation #6, data entry, debriefing and rating calibration
	Observation #7, data entry, debriefing and rating calibration
	Observation #8, data entry, debriefing and rating calibration
4:00 PM	Establish Inter-Rater Reliability

During the training participants watch classroom videos and observe indicators on the classroom observation tool. After each observation, individuals rate and submit their ratings. The participant ratings are used to drive the calibration discussion, as well as provide data to calculate inter-rater reliability between each participant and the expert rater.

Armed with a clear understanding of rubric observables and how to rate them, observer training will move to the principles and processes that will drive teacher evaluations.

TRAINING SESSION 2: Effectively Evaluating Teachers to Advance Student Performance (One Day). This is a one-day leadership development training that helps school and district leaders understand and implement a research-based approach to teacher evaluations.

Participant Outcomes

- Understand how a systematic evaluation process helps change teaching practices and improve student learning
- Implement rigorous, transparent and fair evaluations based on indicators of effective teaching
- Ensure consistent and fair evaluations across different observers, settings and teachers
- Use formal and informal evaluation data to identify opportunities for instructional improvement and personalize professional development
- Create an action plan for building- or district-level implementation

Key Takeaways

1. Use a Research-based Approach:

- Collaborative
- Rigorous
- Action-Centered
- Fair
- Transparent

2. Implement a Systematic Process

- Rubrics and indicators
- Formal and informal observations
- Data analysis
- Feedback and coaching
- Personalized professional development

3. Build an Action Plan for successful implementation and adoption in your school or district

TRAINING SESSION 3: Using the Right Data to Drive Effective Instructional Practices (One Day). This is a one-day leadership development training that helps school and district leaders design and implement a strategy for analyzing and using data to inform policy decisions that lead to better instruction.

Participant Outcomes

- Use the right data – not just any data – to positively impact the classroom and work within your instructional improvement plan
- Understand a framework for analyzing data
- Cultivate stronger practices and behaviors within your school or district around the use of data
- Build a data action and implementation plan to use within your school or district

OPTION 2

Training for Rubric Adoption

To facilitate consistent and efficient implementation of the rubric, Pearson offers New York State local education agencies (LEAs) the following approach option for support. Pearson will work with LEAs to finalize training approaches as appropriate to effectively serve the LEAs.

This approach option features Pearson in collaboration with Research for Better Teaching (RBT). For nearly 30 years, RBT has provided training for teacher evaluators in observing and analyzing teaching. RBT currently has more than 50 certified trainers for their courses in LEAs around the country. The rigorous process provides for high-quality professional development for participants by requiring trainers to succeed as participants first, then manual-build with a certifier, and afterwards they co-teach with an RBT certifier. After successful co-teaching, candidates take an oral examination on the content of the courses. After certification, they are observed and supervised periodically by RBT personnel and supported with an annual meeting for new video clips, new materials, and course updates.

New York State’s LEA leadership will receive the following training to become effective teacher evaluators using Pearson’s proposed rubric.

TRAINING SESSION 1: Observing and Analyzing Teaching–Part 1 (Seven Days)

This seven-day course develops a common image of what good teaching and learning looks and sounds like, and establishes a common language and concept system for discussing it. These skills build on a deep study of the large and complex knowledge base about successful teaching. Participants develop skills for taking good literal notes about what is going on in a class, objectively and without judgment.

Next, participants interpret the events of the class, the behaviors of the teacher, and the impact on student learning. Participants carefully look at students, assess how well the learning is proceeding in the class, and identify the connections between teacher behavior, teacher decisions, and student learning. There is a focus on the quality of objectives, assessment, and the alignment of learning experiences with objectives.

Participants become proficient coaches for “planning conferences” with teachers for the design of effective lessons. They develop the ability to communicate clearly and credibly, both verbally and in writing, about the teaching and learning they observe. Participants learn both to speak and to write with a balance of claims, evidence, and impact on student learning. And finally, they develop reliability in evaluating so that two administrators have consistent rather than idiosyncratic views of the quality of teaching.

This seven-day course also includes nine on-site co-observation and coaching days focused on the skills of the course for each participant.

TRAINING SESSION 2: Observing and Analyzing Teaching–Part 2 (Seven Days).

This seven-day course builds on the skills developed in “Observing and Analyzing–Part 1” by going deeper into the knowledge base of teaching and learning and collecting data on student learning. Participants become proficient at diagnosing discipline and management problems and coaching teachers to overcome them. Participants gain a wider set of lenses for noticing and coaching on the use of sophisticated instructional skills and motivational approaches.

Finally, participants learn how to gather data and write comprehensive evaluations of teachers at all levels of development, looking outside of classroom performance. This includes areas such as interaction with colleagues, with parents and community, with conduct of routine professional business, and stretching one’s own professional development. These skills are applied and practiced with the forms and procedures of the districts evaluation instruments.

TRAINING SESSION 3: Differential Conferencing (Seven-Day Course). This seven-day course develops supervisors’ skills at holding productive conferences with teachers who are at different levels of professional maturity. For example, supervisors wonder what style of conferencing is best for giving teachers feedback about their practice, especially classroom teaching practice. Should I start by asking for a person’s own self-evaluation? Should I give suggestions to highly proficient teachers? How directive should I be with beginning teachers so as not to damage their confidence or cramp their thinking? What is the role of “Cognitive Coaching” in supervision of teachers? Where is the best place to be along a continuum or non-directive to directive?

“Differentiated Conferencing” means using different skills and different styles with teachers depending on their level of development. Participants will use video case studies, readings, modeling, practice, and role plays to learn how to hold five different kinds of conferences:

1. Non-directive
2. Collaborative
3. Directive-Choice
4. Directive
5. Difficult (meaning supervision when there is significant negative information on the table and significant resistance from the supervisee)

After completing this training, participants will be able to do the following:

- Identify and distinguish five kinds of conferences and the skills they require
- Use the skills for all five types of conferences
- Choose a conference style that matches the needs of different teachers

FOLLOW-UP TRAINING SESSION FOR CENTRAL OFFICE ADMINISTRATORS:

Supervising Evaluators for Rigorous and Reliable Teacher Evaluation (Three Days). To support the effective implementation of the educator rubric, our team proposes training for central office staff. Effective implementation of educator rubrics requires effective supervision and evaluation of those who evaluate. Therefore, central office administrators who evaluate the evaluators within a LEA will be expected to take the courses and demonstrate the same proficiency as building administrators.

Central office administrators who supervise evaluators will receive three days of additional training, plus onsite consulting in the supervision and improvement of evaluators' skills. This is a key component in implementing rigorous and reliable teacher evaluation in a LEA.