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| **Educator Growth & Evaluation Design Elements** |

**1. Educator Practice -**

·       **Standards and criteria** - what is the frame of reference for quality and shared language regarding effective practice?

·       **Goal setting process** - through what mechanism will goals be set in the process?

·       **Professional practice and performance** - what role will adult actions and performance play and how will it be compared to quality standards (standards and criteria) in the process?

**2. Student Growth -**

·       **Student growth and development** - what role will the work and results of students play in the process?

·       **Evidence/Artifacts & Observations** - through what mechanism will professional practice be captured - what artifacts, observations, and evidence will be part of the process?

**3. Professional and Stakeholder Engagement and Feedback -**

·       **Evaluator/observer feedback** - through what process will specific, timely, accurate, actionable, and reciprocal feedback be provided?

·       **External feedback/stakeholder engagement** - will there be a process from which feedback on instruction and growth beyond direct supervision will be included in the process - do stakeholders (parents, students for example) have an opportunity to be part of the process?

**4. Process -**

·       **Process Timeline/Outline** (including training and support meetings) - what guidance is there for how the timeline of the process will play out?

·       **Differentiation/Dispute resolution** - Under what circumstances will the process be differentiated and what process will be used to resolve disputes that arise throughout the process?

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**Our goal today is to move from our brainstormed conceptual bullet points to practical guidance for model redesign.  To achieve this, we are going to walk through the following steps:**

1. **Clarify for understanding -** *if you have questions about meaning or intent of any item ask for clarification - this is not a debate about quality or importance - just to ensure everyone has a shared understanding for each.*
2. **Combine and consolidate (if possible) and resolve any potential conflicts -** *are there any duplicates or overlaps among the principles listed - if so, combine them into one more succinct item.  Are there any listed principles that are actually conflicting - if so, resolve the conflict and keep the principle more in alignment with our 8 original priorities.*
3. **Determine if there is anything missing….**
4. **Prioritize/group the remaining design principles -** *sort and prioritize the principles that remain according to which we want folks to focus on first in considering redesign.*
5. **Analyze and describe each principle with the following information -** *provide as much detail as you can for each of the following:*
   1. **What does the principle compel you to do in practice?**
      * **Is this a non-negotiable or simply a guiding suggestion (you must pick one)?**
        1. **Is this an always or never proposition - or -** *(this is a requirement, must be a high bar)*
        2. **Is this a try to do more of this or less of that….**
   2. **How would this principle change how your current model works?**
   3. **Are there existing models in practice that are consistent with this principle?**
   4. **Questions or concerns**

**We are going to put you in working groups and have you work through our content….**

**Four working groups -**

1. **Standards and Criteria**
2. **Goal setting process**
3. **Professional practice/student growth**
4. **Engagement/Process/Dispute resolution**

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| **Design Principle** |  |
| **Non-negotiable?** | **In practice, always…**  **In practice, never…** |
| **Guiding Suggestion?** | **In practice, try to do more of….**  **In practice, try to do less of…** |
| **How is this different from the current guidelines?** |  |
| **Are there models or examples of this we can reference?** |  |
| **Questions or concerns:** |  |