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School Name: Mary Castle Elementary

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Background Leading to My Inquiry (Slide 2)

We started the year with piloting a new evaluation tool. Over the past few years, we have worked to shift our instructional model to be more student-centered as we prepare students for the new economy. Often times, our own educational experiences shape how we create educational experiences for our students, but we had to make a shift. For me, this shift is taking place in my role as building leader. But how does my learning of this shift impact staff development, both individually and collectively? In this presentation, I will share how the implementation of the new evaluation model served to increase my effectiveness in conveying and connecting our instructional model.

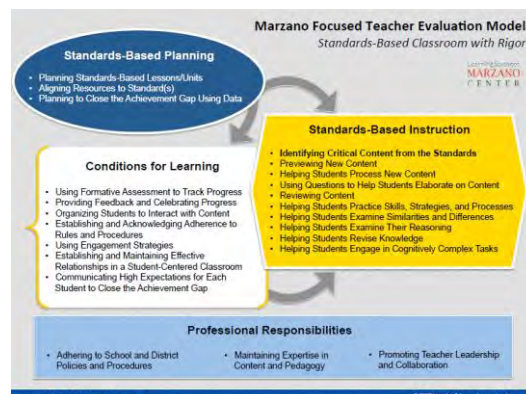
The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to increase my understanding of a new evaluation model through observing and engaging in professional development with teachers. As an instructional leader, my goal is to implement the new evaluation model in a way that increases my effectiveness in conveying and connecting our instructional model.

My Wondering (Slide 4)

With this purpose, I wondered how my understanding and implementation of the FTEM (new evaluation model) will impact Staff Development, both individually and collectively.

- In what ways do evaluation models effect instructional models?
- What relationship is there between an evaluation model and instructional model?



My Actions (Slide 5-7)

- **Engaged in professional development with my Instructional Leadership Team and FTEM Leadership Team on the FTEM Tool.**
 - Learned the why for shifting from Standards for Success (SFS) to the Focused Teacher Evaluation Model (FTEM)
 - Discussed the non-negotiable of no teacher being negatively impacted by trying the tool.
 - Learned the philosophy behind the FTEM Tool, created by Robert Marzano, and the alignment to our pedagogy.
 - Compared the FTEM to SFS throughout as we discussed the How.
 - Created an implementation plan for professional development
- **Provided professional development throughout the year that was chunked and manageable for staff to attain as we learned together with a new tool that would better align feedback with our instructional shift.**
 - Provided information about the FTEM Tool and its components
 - Compared the Marzano Teaching Map to the FTEM Model
 - Discussed the differences between SFS and FTEM and the Benefits of FTEM. Reviewed Implementation Plan: The FTEM Leadership Team went through the process first by selecting a domain/element for observation along with our building-side elements of focus. Administration observed the Instructional Team Leads and the Instructional Team Leads observed the FTEM Teacher Leaders. We met for reflection and discussion following (September-October). PLC Leaders went the process next following the process similarly (October-November). All certified staff went the process by the end of first semester. (November-December)
- **Held Beginning of the Year, Middle of the Year, and End of Year Conferences to:**
 - review school-wide achievement goals and data,
 - reiterate FTEM focuses,
 - reflect on teacher professional practice through self-assessment of deliberate practices
 - learn teacher's personal and professional goals for the year and review progress in meeting goals during the year
- **Scheduled Formal and Informal Observations of school-wide focuses as well as teacher choice of focus with instructional strategies**
 - Administration observed teachers after instructional team leads collaborated with teacher on the elements planned to observed.
 - Each teacher had one informal and formal observation each semester.

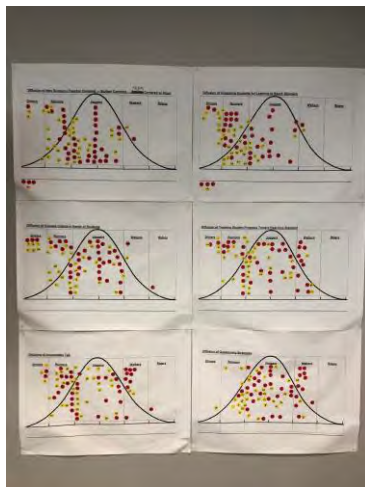
Data Collection (Slide 8)

Throughout this time, data was collected in the following ways:


- Diffusion of Deliberate Practice: Teachers self-assessed where they were with implementing our deliberate practices for instruction and student ownership which tied directly to the FTEM. Diffusion of Deliberate Practices is modeled after the Diffusion of Innovation. We took a slightly different spin and connected it to Ron Clark's classification of people represented in an organization; riders, walkers, runners, joggers, and drivers.
- Staff Feedback
 - FTEM Discussion Post: Throughout the process of learning how the evaluation model aligns with the instructional model, teachers were able to share thoughts regarding the tool and process within the evaluation tool, iObservation.
 - 3 Stars and 1 wish: At the start of second semester, teachers were given the opportunity to share feedback as our entire staff went through 1 cycle of evaluation. I asked teachers to share three starts (what they enjoyed about the tool and process) and one wish (what they thought could be improved or share a question/wondering).
- Teacher Effectiveness Ratings: This graph represents the score distribution of teachers based upon informal and formal observations that occurred throughout the year with the specific domains and elements for the building and teacher choice.

My Data (Slides 9-12)


Diffusion of Deliberate Practices:




FTEM Discussion Post




CARL BLYTHE




AMANDA MAYNARD



LAURA ROUSE



ANDREW TODD



KATHI GOODWIN

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The pre-observation questions were helpful in know what was expected and what would be looked at during the observation. I also think that in a case where the observation had to be rescheduled, it would be a lot to do a second time. The questions were very specific and can be difficult to complete since it's hard to know exactly what point of the lesson you would be on when the observer enters the room. I also appreciated the post-observation conference with Mr. Blythe so that I could add my insight, additional things that occurred after the observation was over.

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I liked the process of being able to have conferences before my formal observation, and it was also helpful for me to have the informal observation and reflection. I also agree that it is necessary to have the observation time scheduled in order to be able to fill out the pre-conference questions.

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I appreciated having the opportunity to conference with a team lead prior to my informal observation. I would have liked a post-conference, but the reflection questions were helpful. I can't speak to the formal observation process yet, but would agree that the pre-observation questions are very specific to the lesson. They were helpful in planning the lesson, but in the event that a formal observation has to be rescheduled, it would be a lot to do twice.

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I appreciated both the pre and post conference aspect of this process. As Ashley stated, however, the questions on the pre-conference form are very specific to the standard and day, so can be difficult to fill out. I think the opportunities for me to further my work in the areas of student organization and engagement were on point, as they were areas I am addressing in my classroom at the moment as well.

3 STARS & 1 WISH:



Teacher Growth Ratings:

Building Score Distribution by Element

Score Distribution by Element for MARY EVELYN CASTLE ELEMENTARY



Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, Marzano Focused Teacher Evaluation Model - Score Distribution

My Discoveries (Slide 13)

- Tight alignment with the evaluation model and instructional model reduces stress for the practitioner as well as the observer.
- An evaluative tool that supports professional development in deliberate practices for instruction helps to make feedback more meaningful and about growth for all.
- Utilizing the evaluation model as a resource for implementation of the instructional model helps both the practitioner and observer increase self-efficacy in practice.
- Teacher practice is seen and felt as more effective both individually and collectively (PLCs).

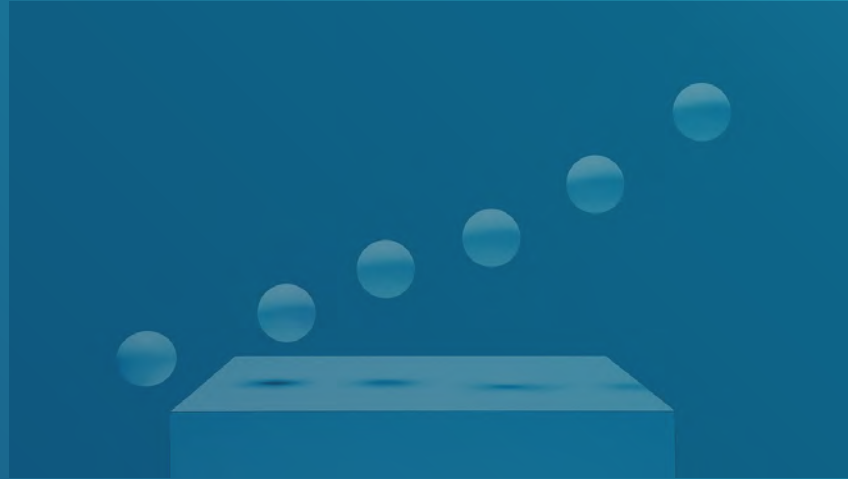
Where I Am Heading Next (Slide 14)

- Continue learning more about the Focused Teacher Evaluation Model and how it supports and aligns with the instructional model
 - Develop more of a system for utilizing the tool and connecting the instructional model with the evaluation model for thriving school results.
- Continue to make evident the alignment with the evaluation model and instructional model to validate and celebrate the hard work of teachers and their growth in professional practice
- Seek additional ways to provide coaching feedback and support to teachers on both their identified and unidentified next steps.
- Maintain opportunities for personal reflection in supporting growth for all as it relates to effectiveness

Bibliography (Slide 15)

- Clark, R. (2015). *Move your bus: An extraordinary new approach to accelerating success in work and life* (First Touchstone hardcover edition.). New York: Touchstone.
- Dana, N. F. (2009). *Leading with Passion and Knowledge*. Corwin: California
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Growing as an Instructional Leader Through a New Evaluation Process!



Mary Castle Elementary School

Carl Blythe
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Background Leading to this Inquiry

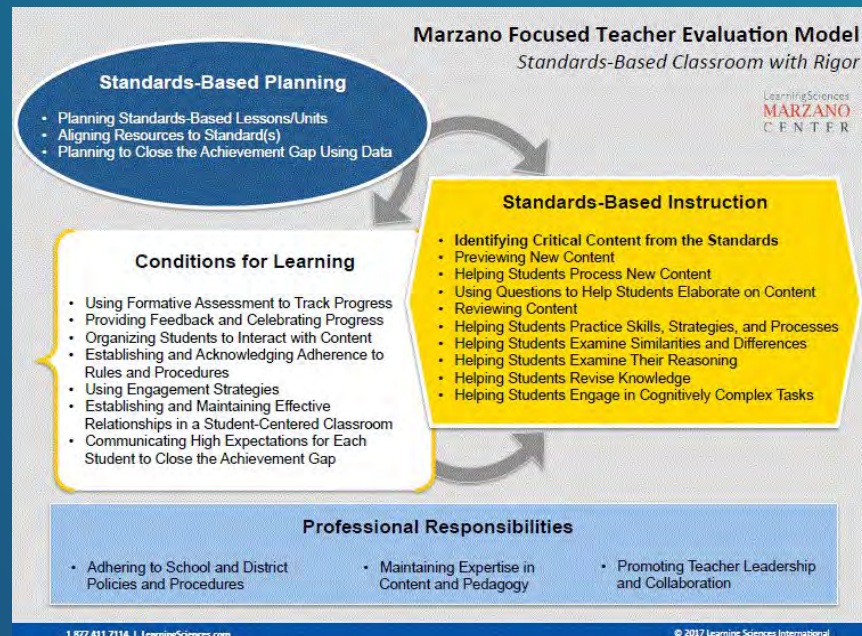
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Purpose of This Inquiry

- ◇ The purpose of my action research project is to increase my understanding of a new evaluation model through observing and engaging in professional development with teachers. As an instructional leader, my goal is to implement the new evaluation model in a way that increases my effectiveness in conveying and connecting our instructional model.

My Wondering

- ◇ I wonder how my understanding and implementation of the FTEM (new evaluation model) will impact Staff Development, both individually and collectively.
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Throughout this time, data was collected in the following ways:

- ◇ Diffusion of Deliberate Practice
- ◇ Staff Feedback
 - ◆ FTEM Discussion Post
 - ◆ 3 Stars and 1 wish
- ◇ Teacher Growth Ratings based upon observations

Diffusion of Deliberate Practices



- ◇ Teachers self-assessed where they were with implementing our deliberate practices for instruction and student ownership which tied directly to the FTEM. Diffusion of Deliberate Practices is modeled after the Diffusion of Innovation. We took a slightly different spin and connected it with Ron Clark's classification of people represented in an organization; riders, walkers, runners, joggers, and drivers.

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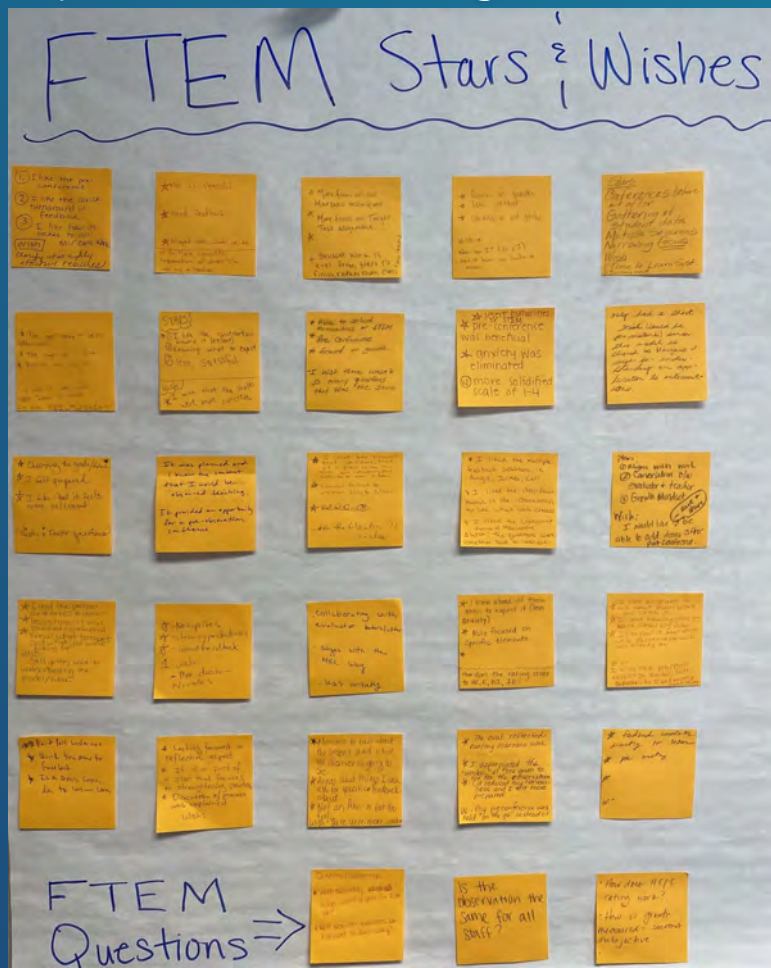
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* The eval. reflected our/my marzano work.

* I appreciated the "window" of time given to me for the observation

* It reduced my nervousness and I felt more prepared.

W - My preconference was held "on the go" instead of

* select humanities or STEM

* pre-conference was beneficial

* anxiety was eliminated

W more solidified scale of 1-4

Stars:

- Aligns with work
- Conversation b/w evaluator + teacher
- Growth Mindset

Wish:

I would like to be able to add items after post conference.

(save + store)

Teacher Growth Ratings

Building Score Distribution by Element

Score Distribution by Element for MARY EVELYN CASTLE ELEMENTARY



Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, Marzano Focused Teacher Evaluation Model: : Score Distribution

- ◇ This graph represents the score distribution of teachers based upon informal and formal observations that occurred throughout the year with the specific domains and elements for the building and teacher choice.

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