

# Kickoff Meeting: Teacher and Principal Evaluation Design Project

January 11, 2020, 9:00 a.m.–3:00 p.m. Mountain Time

Santa Fe Indian School  
1501 Cerillos Rd.  
Santa Fe, NM 87505

## Facilitator Agenda

### Session Goals and Objectives:

- Introduce REL Southwest staff and discuss REL research goals and objectives.
- Introduce participants to the teacher and principal evaluation design project goals and objectives, timeline, and participant expectations.
- Review SFIS purpose statement for/and commitment to improve the teacher and principal evaluation systems.
- Identify the characteristics of effective teachers and principals as they relate to the development of an effective evaluation system.
- Think critically about the integration of Native American education pedagogy into evaluation systems.
- Preview February meeting's activities and goals.

### Session Materials:

- Handout 1: Participant Agenda
- Handout 2: Principal Evaluation Guidebook Example (note that we will turn to this for examples throughout the day)
- Handout 3: PowerPoint Notes
- Handout 4: Lunch Time Discussion Participants:

### Participants:

#### REL Southwest

Matt Clifford, Ph.D., Principal Researcher

Jason LaTurner, Ph.D., Principal Technical Assistance Consultant

Janice Keizer, Senior Technical Assistance Consultant

#### Santa Fe Indian School

Anya Dozier Enos, Educational Development Director

15 members of SFIS Educator Evaluation Team

Time	Agenda Item
9:00– 9:30 a.m.	<p><b>Welcome, introductions, REL Southwest overview</b></p> <p>Handout 1—Participant Agenda</p> <ul style="list-style-type: none"> <li>• Dozier Enos will welcome participants and lead introductions of all participants (slides 1–4).</li> <li>• Keizer will present an overview of the REL Southwest mission, goals, and objectives, including a brief description of the research partnerships (slides 5–9).</li> <li>• Keizer will also help participants understand how the REL Southwest can support their exploration and decision-making processes for this project (slides 10–11).</li> </ul>
9:30– 10:30 a.m.	<p><b>Project overview: Teacher and Principal Evaluation Project</b></p> <ul style="list-style-type: none"> <li>• Keizer will present an overview of the Teacher and Principal Evaluation Design Project, including the goals and objectives for the project, timeline, and products that will be developed throughout the process (slides 12–15).</li> <li>• Dozier Enos will take a few minutes to remind participants about the work that was done in summer 2019 to develop a purpose statement to guide the teacher and principal evaluation design process (slide 16).</li> <li>• Clifford will discuss the value of investing in performance evaluation systems (slide 17).</li> <li>• Next, Clifford will ask participants to work in small groups to talk about the goals of their system, and to make a list of key performance evaluation tenets/non-negotiables, and then have the groups share their lists with the whole group. Keizer will create a common list on poster paper (slides 18–21).</li> <li>• Clifford will present on key components of performance evaluation systems (slides 22–26).</li> <li>• Keizer will then conduct a discussion with the whole group about each of the non-negotiable items on the common list. Participants will discuss and confirm (and possibly revise) the items on the list in light of the research on key components of performance evaluation systems. Next participants, individually, will categorize each item according to how sure they are that the item must be a priority in the system. Each participant will put one of three colored sticky flags on each item representing: <ul style="list-style-type: none"> <li>– <b>Green flag</b> = Yes, I am good with this and supportive.</li> <li>– <b>Yellow flag</b> = Yes, I can live with this option though I have lingering concerns.</li> <li>– <b>Red flag</b> = Nope. We have to talk more and resolve some issues before we can move on.</li> </ul> </li> </ul> <p>Wrap up conversation in light of the consensus or lack of consensus on these items. We will likely identify some items that will require continued conversation (that is, items with a lot of yellow flags) (slides 27–29).</p>
10:30– 10:45 a.m.	<p><b>Break</b></p>

Time	Agenda Item
10:45– 11:45 a.m.	<p><b>Introduction to the resources that will be used in the development of the teacher and principal evaluation system</b></p> <ul style="list-style-type: none"> <li>• Clifford will provide an overview of the resources that will be used to inform and support participants’ individual and group work throughout the development of the teacher and principal evaluation design project (these include the sample guidebook and the webpages noted in the project proposal) <ul style="list-style-type: none"> <li>– Professional Standards for Educational Leaders</li> <li>– InTASC Standards</li> <li>– Maine’s principal evaluation system</li> <li>– Danielson framework for teachers (slides 31–32)</li> </ul> </li> <li>• After reviewing the resources, Clifford will facilitate a discussion to help guide participants to identify which of these resources would be most useful at various points in the development of the evaluation design project. Participants will be encouraged to briefly explore the resources and note whether or not they feel the current resources are enough/not enough to initiate this project work. Keizer and LaTurner will note participant thoughts/ideas about the resources as well as note the types of resources that are still needed (slides 33–34).</li> </ul>
11:45 a.m. – 1:15 p.m.	<p><b>Working Lunch (slides 35–36):</b></p> <ul style="list-style-type: none"> <li>• Participants will be asked to read and discuss the practices considered to be culturally responsive in the REL Mid-Atlantic “Teaching Diverse Learners Using Culturally Responsive Pedagogy” FACTSheet, in light of their experiences.</li> <li>• What personal lived experiences as teachers and principals have shaped your understanding of what it means to be a highly effective teacher and/or principal of Native American students?</li> <li>• What evidence do you see that your current evaluation system is or is not culturally responsive to Native American teaching and learning approaches?</li> </ul>
1:15– 2:15 p.m.	<p><b>Characteristics of effective teachers and principals</b></p> <ul style="list-style-type: none"> <li>• After lunch, LaTurner will ask participants to work with the people at the table to develop a list of characteristics of effective teachers. Each table of participants will be asked to identify a note-taker and a presenter. Participants will be given 15 minutes to develop a list of characteristics for an effective teacher. Next, LaTurner will facilitate a group discussion whereby each table group presents 2–3 key characteristics from their lists. Keizer will document participant responses on poster paper as groups present. Characteristics that are repeated by different groups will be identified with an asterisk (*) to indicate level of importance. The same process (table discussion and group share out) will be repeated for the characteristics of an effective principal. Before concluding this section, LaTurner will review both lists of characteristics (effective teachers and effective principals) to validate that the key characteristics are documented. Participants will have one more opportunity to add to or refine the two lists (slides 37–46).</li> </ul>

Time	Agenda Item
<p><b>2:15– 2:45 p.m.</b></p>	<p><b>Next time: Introduction to rubric design approach</b></p> <ul style="list-style-type: none"> <li>• Clifford will introduce participants to sample teacher and principal rubric designs that may be used to inform the development of SFIS’s new teacher and principal evaluation rubrics (slides 47–50). <ul style="list-style-type: none"> <li>– Example of principal rubric</li> <li>– Example of teacher rubric</li> </ul> </li> <li>• Participants will have an opportunity to study and discuss the sample rubrics with the people at their tables. A note-taker at each table will document questions, concerns, and comments about the sample rubrics. A reporter for each table will be asked to share the group’s comments/observations about the sample rubrics during the whole group discussion.</li> <li>• Next, Clifford will facilitate a whole group discussion about the sample rubrics. REL Southwest facilitators will document on poster paper each group’s contributions to the discussion.</li> </ul>
<p><b>2:45– 3:00 p.m.</b></p>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Keizer will briefly review the activities of today’s session and give participants an opportunity to revisit any topic that they wish to discuss or add to (slides 51–54).</li> <li>• Next, Keizer will provide a brief preview of the convening to be held on February 16–18, 2020.</li> </ul>
<p><b>3:00 p.m.</b></p>	<p><b>Adjourn</b></p>