



Respond to the following questions:

Reflect on successes and challenges of the first month of classroom observations in your center/school using the new rubric:

- What went well when conducting observations/assigning ratings using the new literacy rubric over the past month?
- What has been challenging?

If you are in a non-director role:

- How can you use the content of the rubric in your role? How can you use it to support center or school leaders who you work with?

Observing and Rating Teacher Performance Revisited

Nevada Early Childhood Leadership Series

Session 3

Session Objectives

- Reflect on successes and challenges of the first month of classroom observations using the new rubric in your center/school
- Become familiar with the Leadership Series Data Tracking Tool
- Provide accurate ratings on teacher performance by taking low-inference notes and rating a teacher on a rubric

Agenda

Opening

Leadership Series Data Tracking Tool

Revisiting Effective Classroom Observations

Next Steps and Closing

Leader Development Goals

Focus Area: Prioritize the development of teachers through **effective observation, clear feedback**, and coaching

Goal: Increase **the quantity of observations** teachers receive and the **quality of the feedback** they receive.

✓ **Measure 1:** On an end of year survey, teachers report an **increase in the number of observations** they receive, with an **average of 3 observations per teacher** for most teachers by Session 6.

✓ **Measure 2:** On end of year survey, more teachers report that the **feedback they receive from their leader is high quality.**

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Tracking the results of each coaching and observation session ensures we maximize our support for teachers and inform our work in the Leadership Series.

Contribute to the larger NV ECE community

- Trends across schools/centers in the leadership series provide insights that allow for potential shifts in practice for the entire cohort.
- Trends across the NV ECE cohort provide opportunities for knowledge and resource sharing.
- Results are used to show funders our efforts and progress.

Pinpoint teacher areas of support

- Use previous results to prepare for upcoming observations.
- Quickly record the progress you see during an observation on your cell phone, tablet or computer.
- Results are then sent to your email for easy access and recording to prepare for the next observation.

Results are securely stored. Each center/school's results are only accessible to the individual center/school and TNTF.



How will looking at teacher performance data inform your approach to teacher development, particularly related to language and literacy?

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Collecting Good Data in the Classroom

Key Idea:

When observing classrooms, you want to absorb as much as possible about what is happening so that you leave with an accurate understanding of teacher and student performance.



Low-Inference Note-Taking: Describe what is taking place without drawing conclusions or making judgments about what you observe.



Your notes should:

- Be objective and focus specifically on what is happening.
- Notes capture specific evidence.
- Contain actual teacher and student quotes.
- Be void of emotion or judgment.

Practice: Observing and Rating a Teacher - Pre-Kindergarten Classroom




Handouts, Page 4



As we watch [this video](#) of a Pre-Kindergarten classroom, use what you have learned about effective note-taking to collect data on this classroom.

How to Rate Overall Performance

1. Decide on your rating for each **indicator**.
2. Consider the ratings for all the indicators under a particular **competency** (i.e.. Building Oral Language Skills).
3. Using your evidence and indicator ratings, assign an **overall rating** to that competency: Ineffective, Minimally Effective, Developing, Proficient.
4. Write **2-3 evidence statements** that support your rating.
5. **Repeat** for each relevant competency.

-  Take the next twelve minutes to score this teacher on each overall competency. Make sure to think concretely about the evidence you collected during the video. Don't be afraid to be critical!
-  After assigning an overall score for each of the three competencies (Building Oral Language Skills, Worthwhile Texts, and Building Knowledge by Engaging with Texts), input your scores into the data tracker using the fake teacher name "Ms. Nancy".
-  Be prepared to discuss your normed ratings and evidence.

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BUILDING ORAL LANGUAGE SKILLS

RATING: 2-APPROACHING DEVELOPING

Evidence Summary

- The teacher modeled a significant amount of complex vocabulary and language throughout the entirety of the story. She modeled words that included nocturnal, predator, cozy, disappeared, dependent, huddled, and familiar, among others. When modeling the vocabulary, she often pushed in a quick definition, used repetition, or used a synonym to help students access the vocabulary
- Students did not have any opportunities to determine meanings on their own. The teacher did all of the work in defining the vocabulary.
- The teacher did use self-talk consistently throughout the lesson when narrating her own thinking as she read the book. She often paused between pages to think aloud about the illustrations or events in the book. For example, early in the read aloud, she says, "I'm thinking, since it is nighttime, owls are nocturnal which means they stay awake at nighttime, but you sleep when it's daytime. That's why these baby owls just woke up. They wake up at nighttime and their mother is gone." She continues to narrate her thoughts throughout using self-talk and sentence starters like "I'm thinking" or "I'm noticing".
- Students had no opportunities to have conversations with each other throughout the course of the lesson. The teacher did close the lesson by asking an open-ended inference question: "Why do you think that Sarah said her mother will bring her some mice, and other things nice to eat. Why do you think she said that?" Very few students (5 or fewer) had the opportunity to respond one-on-one to that question.

Master Ratings: Worthwhile Text

WORTHWHILE TEXTS

RATING: 3-DEVELOPING

Evidence Summary

- The text that was chosen for this lesson, "Owl Babies", is at the complexity level expected for students of this age and time in the school year.
- The text has exceptional craft, provided useful information, and was very richly illustrated.
- Students were able to build some content knowledge over the course of the lesson, but since they did not interact significantly with the text, it is unclear how much content knowledge they truly absorbed.

Master Ratings: Building Knowledge by Engage with Text

BUILDING KNOWLEDGE BY ENGAGING WITH TEXTS

RATING: 2-APPROACHING DEVELOPING

Evidence Summary

- The lesson included very few opportunities for students to discuss the text. There was only one opportunity at the end of the lesson, and only 3 students had a chance to respond.
- The one question that students were able to think about did return them to the text. They needed to use clues from the text to infer why Sarah said that her mother will probably bring them back some mice.
- The question that the teacher asked of students at the end of the text did not require students to focus on the words and phrases in the sentences. To access and think about the book, however, students were exposed to a significant amount of complex vocabulary, including the most important words and phrases.
- The lesson did not include any activities that are connected to the text.

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Discuss the following questions:

- What will be most important for you to keep in mind when observing teachers? For those in non-director or coach roles: How will you support other leaders in applying this skill?
- What questions do you still have about using the rubric to observe teacher performance?