

**Race to the Top Teacher and Leader
Effectiveness/Standards and Assessment
Community of Practice Convening**

**Engaging Educators in Achieving
Higher Standards**

April 25-26, 2012

Boston, MA

Setting the Stage for Shared Work

Session Leaders

Matt Gandal, U.S. Department of Education

Aaron Pinter-Petrillo, U.S. Department of Education

Agenda – Day 2

8:00 am – 8:15 am	Setting the Stage for Shared Work – Day Two
8:15 am – 9:15 am	Panel Discussion on Educator Engagement
9:15 am – 9:30 am	Break
9:30 am – 10:15 am	Moving Educators from Knowledge to Participation and Leadership: A Guide on Educator Engagement
10:15 am – 11:45 am	State Team Time – Reflecting on Educator Engagement Strategy
11:45 am – 12:45 pm	Lunch on your own
12:45 pm – 1:45 pm	State Team Time – Planning to Enhance Engagement of Educators
1:45 pm – 2:00 pm	Transition to Cross-State Consulting Rooms
2:00 pm – 3:30 pm	Cross-State Consulting Protocol on Changing the Conversation
3:30 pm – 4:00 pm	Closing Session

Cross- State Team Rooms

Group and States	Room
Maximizing Observations to Provide Feedback States: MA and NC	Berkley
Maximizing Observations to Provide Feedback States: OH, TN, GA	Fairfax A
Who Does What? Coordinating among Stakeholders States: DE, IL, FL	Gardner
Alignment of CCR and Educator Evaluation States: AZ, NJ, CO	Hampton
Alignment of CCR and Educator Evaluation: SLO Focus States: NY, MD, HI, DC	Fairfax B



**Race to the Top Teacher and Leader
Effectiveness/Standards and Assessment
Community of Practice Convening**

**Engaging Educators in Achieving
Higher Standards**

April 25-26, 2012

Boston, MA

Panel Discussion on Educator Engagement

Moderator

Michael Sawyers, Ohio Department of Education

Panelists

Celine Coggins, TeachPlus

Audrey Soglin, Illinois Education Association

Tisha Edwards, Baltimore City Public Schools

Shakera Walker, Boston Public Schools/U.S.
Department of Education

Moving Educators from Knowledge to Participation and Leadership: *A Guide on Educator Engagement*

Session Leaders

Phil Gonring, Reform Support Network

Katie Cour, Reform Support Network

A Framework for Engaging Educators

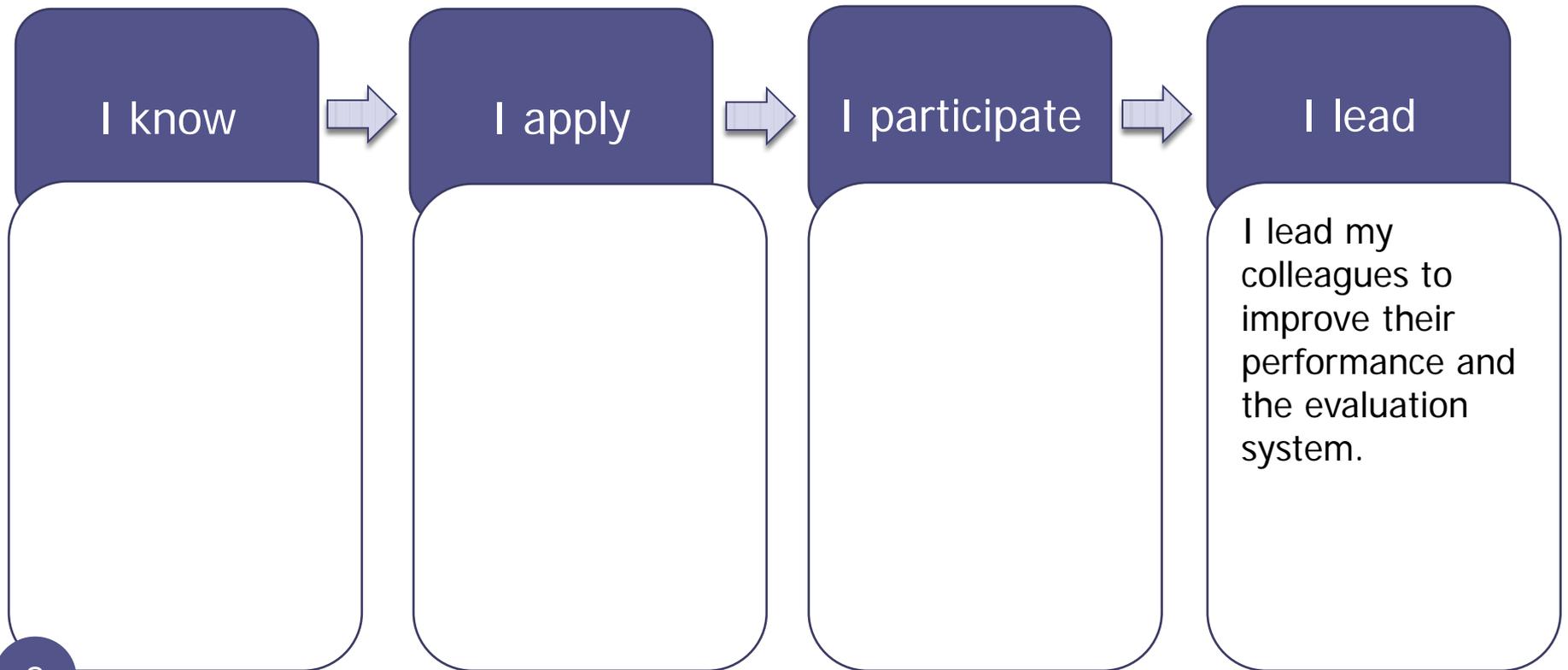


Table Discussion

- Reflect on the examples of educator engagement you brainstormed during the panel discussion.
- In which stage of the framework (I know, I apply, I participate, I lead) would you place your examples?

Examples of Engagement at Each Stage of the Framework

I know

I know and can describe the components of the system, including how they will be combined to create a summative rating of my performance.

I understand how my rating will inform specific district actions.

I know to whom I can turn for more support.



I apply

I use the expectations established by the observation framework to design my lesson plans.

I use information from other measures, such as student growth measures, to differentiate instruction.

I use feedback from my evaluation to design a professional growth plan.



I participate

I respond to surveys and participate in focus groups.

I review the observation rubric with colleagues so we can design an aligned school-based professional development program.

I am a member of a communication team that visits schools to explain the new evaluation system.



I lead

I am recognized as an excellent practitioner, open my classroom as a demonstration site and am called on to deliver model lessons.

I help revise policy through collective bargaining to make sure it is good for students and educators.

Cross- State Team Rooms

Group and States	Room
Maximizing Observations to Provide Feedback States: MA and NC	Berkley
Maximizing Observations to Provide Feedback States: OH, TN, GA	Fairfax A
Who Does What? Coordinating among Stakeholders States: DE, IL, FL	Gardner
Alignment of CCR and Educator Evaluation States: AZ, NJ, CO	Hampton
Alignment of CCR and Educator Evaluation: SLO Focus States: NY, MD, HI, DC	Fairfax B

**Race to the Top Teacher and Leader
Effectiveness/Standards and Assessment
Community of Practice Convening**

**Engaging Educators in Achieving
Higher Standards**

April 25-26, 2012

Boston, MA

State Team Time Room Assignments

AZ	Beacon H		MA	Berkeley
CO	Exeter A		MD	Beacon C
DC	Exeter B		NC	Beacon G
DE	Clarendon		NJ	Dalton
FL	Beacon F		NY	Hampton A
GA	Gardner A		OH	Hampton B
IL	Beacon A		TN	Gardner B
HI	Beacon B			

State Team Time

Reflecting on Educator Engagement Strategy

State Team Time

Planning to Enhance Engagement of Educators

Cross-State Consulting Protocol on Changing the Conversation

Group and States	Room
Maximizing Observations to Provide Feedback States: MA and NC	Berkley
Maximizing Observations to Provide Feedback States: OH, TN, GA	Fairfax A
Who Does What? Coordinating among Stakeholders States: DE, IL, FL	Gardner
Alignment of CCR and Educator Evaluation States: AZ, NJ, CO	Hampton
Alignment of CCR and Educator Evaluation: SLO Focus States: NY, MD, HI, DC	Fairfax B

Closing Session

Session Leaders

Brad Jupp, U.S. Department of Education

Aaron Pinter-Petrillo, U.S. Department of Education

Closing Session:

Following up and Moving Forward

- Monthly Webinar Series
 - May 17th - Convening Debrief and Calibration of Summer Supports
- New Individual Technical Assistance Process
- Thematic Small Workgroups
- Upcoming Publications
- Fall Convening Focused on Professional Development and Systems of Continuous Improvement

Thank You

Please visit us at:

<https://grantees.reformsupportnetwork.org>

Contact us with any questions at:

info@reformsupportnetwork.org

Race to the Top Teacher and Leader Effectiveness/Standards and Assessment Community of Practice Convening

This information is being provided as a resource for Race to the Top grantees and others engaged in education reform. Information and materials mentioned or shown in this resource are provided as resources and examples for the viewer's convenience. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this resource is intended or should be inferred.

In addition, the instructional practices discussed or shown in this resource are not intended to mandate, direct, or control a state's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction.