**NELA Cohort III**

***Formative Assessment Day***

**Tuesday, December 10, 2013**

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**Agenda**

9a Welcome and Overview of the Day (Wachovia)

9:15a Triad Scenarios

Facilitators will choose three scenarios from the attached set. In each scenario choice, three roles exist. Each Fellow should change his/her role in the three scenarios. The recorder should use the camera of the school leader and tape the activity for that Fellow.

9:45a Break

During the break, all Fellows must watch the following 1 minute video clip: <https://www.youtube.com/watch?v=dxPVyieptwA>

10:15a 1:1 Teacher Feedback Session

One facilitator must play the role of the teacher in this session. Instruct each Fellow to engage in a post observation conference with the teacher based on the video clip. Tell the students that facilitators will be looking for the following:

* Addressing the teaching issues revealed in the video
* Engaging in crucial conversation skills
* Utilizing elements form *Teach Like a Champion*, specifically high expectations, student engagement, and classroom culture; and
* Co-producing a plan of action to move forward.

11:15a 1:1 Feedback Sessions with Facilitators

Fellows need to create a 1-2 minute video reflection of their performance. For homework, Fellows will add 1-2 minutes to the video focused on a plan to move forward based on their reflection *and* the feedback from the facilitators. The videos must be posted on students’ own NELA website no later than December 13.

Noon Facilitators Lunch Meeting (Nortel) | Lunch Break for Fellows

1p Complete Assessment Day | Fellows’ Class with Dr. Jeni Corn

(Wachovia)

**NELA Cohort III Formative Assessment Teams**

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| --- | --- | --- | --- |
|  | **Facilitators** | **Fellows** | **Room** |
| Team 1 | Lance Fusarelli  Ken Branch | Viola Gilbert  Michelle Mobley  Jennifer Wilker | Nortel A |
| Team 2 | Bill Harrison  Drew Tonissen | Nafeesha Irby  Tawanda Smallwood  Cindy Walker | Nortel B |
| Team 3 | Matt Militello  Laura Soto | Joey Briggs  Trena Sutton | Clark |
| Team 4 | Andy Overstreet  Amy Mattingly | Karyn Pleasant  Matthew Smith  Melissa Strickland | Logan |
| Team 5 | Bonnie Fusarelli  James Ellerbe | Chad Geary  Sophelia McMannen  Katie Row | NELA Office |
| Team 6 | Nicole Smith  Andrew Behnke | Stephanie Cottle  Misty Rushing  Ronica Watford | Wachovia (A) |
| Team 7 | Mike Ward  Lorenzo Watson | Karen Branch  Allie Pearson  Lauren Prudenti | Wachovia (B) |

**Triad Scenarios**

**Scenario 1**

You are a high school assistant principal. The ninth grade pre-algebra teacher is constantly complaining about a student in class. He has reported a number of referrals based on class disruption and lack of engagement. The teacher arranges a meeting with you to discuss the removal of the student from the class. Your task is to talk to the faculty member to create a plan to keep the student in class because there is no other class to put the student.

Role Tasks: AP, Faculty Member, Recorder

**Scenario 2**

You are a high school principal. You have been working with students in your school to develop a new Lesbian, Gay, Bisexual, and Transgender (LGBT) club. One day a number of students, who all happen to be on the football team, wear t-shirts that say “It’s Adam and Eve, NOT Adam and Steve.” There is a clear disruption in the school as various forms of heckling and tension are apparent.

*Your task is to have the football players to remove the shirts.*

Role Tasks: Principal, Football Player, Recorder

**Scenario 3**

You are an elementary school principal. Yesterday, you suspended a 3rd grade student for bringing a toy gun to school. You thought you worked through the issue with the parent and that the parent understood that the repercussions clearly fit within the guidelines of the school and district policy. As you begin your day a camera crew and reporter from the local news station are at your office door. With very limited preparation time you are charged with answering a series of questions.

*You must respond to the questions posed.*

Role Tasks: Principal, Reporter, Recorder

**Scenario 4**

You are a middle school principal. You have an angry parent waiting for you. Her daughter was suspended yesterday by one of your assistants. There has been some racial tension in the halls between classes between Latino students and White students. Yesterday a White student got in a verbal argument with a Latina student who she claimed called her a “Cracker.” The White student got physical with the other student. The Latina student adamantly rejects making the comment. Friends confirm stories on each side. Two weeks ago the White student was suspended for making a racial slur in the hall. The AP did not send the Latina student home but suspended the White student. The parent is not happy.

*You must settle the parent and assure her that you are unbiased in your approach to student discipline.*

Role Tasks: Principal, Parent, Recorder

**Scenario 5**

You are a middle school principal. A parent wants to talk to you about school safety. He is concerned that there is harassment (verbal and physical) that takes place in the halls before school and during passing times. He wants something done about it. He also has come prepared to gather other parents together to monitor the halls themselves.

*You must assure that parent that the school is in fact safe and also discuss a strategy to keep the parent involved in the school.*

Role Tasks: Principal, Parent, Recorder

**Scenario 6**

You are a high school principal. You arrive to school in the morning and receive a phone call that a 10th grade student had committed suicide last night. You immediately meet with the lead counselor. You have 20 minutes before school starts. You do not have any indication of how many students may already know what has transpired.

*You must create an action plan for the day.*

Role Tasks: Principal, Counselor, Recorder

**Scenario 7**

You are an elementary principal. Your superintendent is conducting an annual site visit in your school. You accompany her on a learning walk where you visit five classrooms for 5-10 minutes each. After the visits the superintendent meets with you and asks you a series of questions about what you saw in the classrooms. She is clearly critical of the kinds of teaching that were observed in the classrooms.

*You must walk a fine line of supporting your faculty as you know the full scope of the teaching and learning that transpire while at the same time, acknowledge the superintendent’s concerns without sounding defensive.*

Role Tasks: Principal, Superintendent, Recorder

***Rubric for Triad Scenario (1 of 3)***

*Candidate Name: Facilitators:*

*Scenario:*

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| --- | --- | --- | --- |
| **Scenario Rubric** | | | |
|  | *Inadequate* | *Adequate* | *Superior* |
| Framing & Rapport-building | Crucial Conversation Skills | ⬜Candidate does not attempt to put the teacher at ease, and/or does not frame the conversation, and/or the conversation feels awkward or adversarial throughout | ⬜Candidate attempts to frame the conversation and put the teacher at ease, but may not be completely successful | ⬜Candidate frames the conversation and puts the teacher at ease early in the discussion, and the candidate and teacher engage in an open dialogue |
| Problem Identification  *(to be “adequate” or “superior,” the candidate should identify actual problems from the video)* | ⬜Candidate does not identify specific strengths and problems in classroom, and/or incorrectly identifies strengths and problems | ⬜Candidate identifies strengths/problems in classroom, but problems identified may not be the most pressing issues | ⬜Candidate identifies critical strengths/problems in classroom, and may also identify root causes of problems |
| Solution Orientation | ⬜The conversation ends without an attempt to identify logical next steps | ⬜A next step is identified/suggested, but it may not be the most logical or appropriate course of action given the problem | ⬜A logical next step is identified/suggested, and it is likely to lead to an appropriate solution to the problem |
| Influencing & Motivating Skills | ⬜Candidate does not attempt to arrive at agreement with the teacher (may be overly aggressive or passive) | ⬜Candidate uses strategies (questioning, candidly sharing observations, etc.) to move the teacher to agreement on a problem and next steps; the teacher may still appear somewhat skeptical | ⬜Candidate uses effective strategies (questioning, candidly sharing observations, etc.) to successfully and efficiently reach agreement with the teacher on a problem and next steps |
| Resources & Support | ⬜Candidate does not offer support, and/or enables teacher by offering an unreasonable amount of support | ⬜Candidate offers resources and support, but the offer may appear shallow (i.e. ending conversation with, “Let me know how I can help,” or “Stop by my office and pick up this book.”) | ⬜Candidate incorporates a reasonable amount of support into the plan for addressing problem. |
| Notes |  |  |  |

Overall impression (circle one):

Inadequate Adequate Superior

***Rubric for Triad Scenario (2 of 3)***

*Candidate Name: Facilitators:*

*Scenario:*

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| --- | --- | --- | --- |
| **Scenario Rubric** | | | |
|  | *Inadequate* | *Adequate* | *Superior* |
| Framing & Rapport-building | Crucial Conversation Skills | ⬜Candidate does not attempt to put the teacher at ease, and/or does not frame the conversation, and/or the conversation feels awkward or adversarial throughout | ⬜Candidate attempts to frame the conversation and put the teacher at ease, but may not be completely successful | ⬜Candidate frames the conversation and puts the teacher at ease early in the discussion, and the candidate and teacher engage in an open dialogue |
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Overall impression (circle one):

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***Rubric for Triad Scenario (3 of 3)***

*Candidate Name: Facilitators:*

*Scenario:*

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| **Scenario Rubric** | | | |
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| Notes |  |  |  |

Overall impression (circle one):

Inadequate Adequate Superior

***Rubric for 1:1 Teacher Feedback Session (1 of 3)***

*Candidate Name: Facilitators:*

*NOTE: Given the time limit, you may not have an opportunity to observe each of the competencies in the rubric.*

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| --- | --- | --- | --- |
| **Teacher 1:1 Rubric** | | | |
|  | *Inadequate* | *Adequate* | *Superior* |
| Framing & Rapport-building | Crucial Conversation Skills | ⬜Candidate does not attempt to put the teacher at ease, and/or does not frame the conversation, and/or the conversation feels awkward or adversarial throughout | ⬜Candidate attempts to frame the conversation and put the teacher at ease, but may not be completely successful | ⬜Candidate frames the conversation and puts the teacher at ease early in the discussion, and the candidate and teacher engage in an open dialogue |
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| Resources & Support |*Teach Like a Champion* | ⬜Candidate does not offer support, and/or enables teacher by offering an unreasonable amount of support | ⬜Candidate offers resources and support, but the offer may appear shallow (i.e. ending conversation with, “Let me know how I can help,” or “Stop by my office and pick up this book.”) | ⬜Candidate incorporates a reasonable amount of support into the plan for addressing problem. This includes specific strategies from *Teach Like a Champion* book. |
| Notes |  |  |  |

Overall impression (circle one):

Inadequate Adequate Superior

***Rubric for 1:1 Teacher Feedback Session (2 of 3)***

*Candidate Name: Facilitators:*

*NOTE: Given the time limit, you may not have an opportunity to observe each of the competencies in the rubric.*

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| --- | --- | --- | --- |
| **Teacher 1:1 Rubric** | | | |
|  | *Inadequate* | *Adequate* | *Superior* |
| Framing & Rapport-building | Crucial Conversation Skills | ⬜Candidate does not attempt to put the teacher at ease, and/or does not frame the conversation, and/or the conversation feels awkward or adversarial throughout | ⬜Candidate attempts to frame the conversation and put the teacher at ease, but may not be completely successful | ⬜Candidate frames the conversation and puts the teacher at ease early in the discussion, and the candidate and teacher engage in an open dialogue |
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| Notes |  |  |  |

Overall impression (circle one):

Inadequate Adequate Superior

***Rubric for 1:1 Teacher Feedback Session (3 of 3)***

*Candidate Name: Facilitators:*

*NOTE: Given the time limit, you may not have an opportunity to observe each of the competencies in the rubric.*

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| --- | --- | --- | --- |
| **Teacher 1:1 Rubric** | | | |
|  | *Inadequate* | *Adequate* | *Superior* |
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| Notes |  |  |  |

Overall impression (circle one):

Inadequate Adequate Superior

***Feedback to Fellows (1 of 3)***

*Candidate Name: Facilitators:*

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| **Activity** | **Feedback** |
| Scenarios |  |
| 1:1 with Teacher |  |

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| **Specific area that need to be addressed** | **Recommendations to address issues** |
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***Feedback to Fellows (2 of 3)***

*Candidate Name: Facilitators:*

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| **Activity** | **Feedback** |
| Scenarios |  |
| 1:1 with Teacher |  |

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| **Specific area that need to be addressed** | **Recommendations to address issues** |
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***Feedback to Fellows (3 of 3)***

*Candidate Name: Facilitators:*

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| --- | --- |
| **Activity** | **Feedback** |
| Scenarios |  |
| 1:1 with Teacher |  |

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| **Specific area that need to be addressed** | **Recommendations to address issues** |
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