



Power Up Teaching and Learning
REMC ASSOCIATION OF MICHIGAN



Toolkit - Educator Evaluation for School Leaders

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Power Up Teaching and Learning Resources Overview

REMC Power Up Teaching and Learning Resources provide guiding questions, learning activities, ideas, and resources geared towards helping educational professionals “power up” their common teaching or leadership practices using educational technology. These materials focus on implementing educational technology in common teaching or leadership practices. They can be used as they are or modified as wanted under our CC license.

Educator Evaluation

Supporting effective educator evaluation practices helps prepare teachers with the skills they need to impact student growth, achievement, and engagement positively.

What Is a Toolkit?

A toolkit provides guiding questions and resources around a specific topic. They are designed to help in designing professional learning experiences, or to give users a starting point for exploring a specific topic.

Our Power Up toolkits provide all of the following:

- **Description** of the focus of that section
- **Guiding questions** that can be used to focus professional development
- **Content resources** to support professional learning activities
- **Integrated technology connections** for easy integration into activities developed using these materials

The guiding questions and content resources provided were used to develop the companion resources found in the Guidebooks and Professional Learning Activities.

Some ways in which the toolkit may be useful to you include:

- Developing your own custom professional development around this topic
- Integrating these ideas/skills into other existing content or offerings
- Expanding on or modifying the pre-created resources provided in the Guidebook or Professional Learning Activities

The final section of the toolkit explains three protocols or thinking routines that are referenced in the Guidebook in case you would like to further explore and use those.

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Leadership to Support Educator Evaluation Processes

Description

This module focuses on supporting school leaders in managing the processes of educator evaluations so they can better support teacher growth. Resources include those focused on logistical considerations such as scheduling and calendaring meetings, capturing notes, facilitating pre- and post-observation meetings, and effectively conducting the observations and walkthroughs.

Resources

How can we effectively support the educator evaluation process?		
Guiding Questions	Content Resources	Integrated Technology Connections
What logistical structures support effective evaluation? How do I schedule observations, walkthroughs, and other key meetings to use time most effectively?	How to Schedule Observations (Video) This video shares how one administrator creates an observation schedule. Observation Scheduling Template (PDF) This PDF shares a weekly template that includes pre- and post-observation conversations for both informal and formal observations. Editable Observation Form (Form) This editable form allows you to customize your observation look fors. How to Create a Staff Calendar in Google Calendar (Video) This video will help the user create a common calendar for your school.	Building relational trust is important in school leadership. One way to build trust is by making sure you schedule and keep appointments. Implementing digital tools such as shared calendars helps you plan ahead to ensure the scheduled times for observations, walkthroughs, and pre- and post-observation conferences are embedded into everyone's schedules as "sacred time."



How can we effectively support the educator evaluation process?

Guiding Questions	Content Resources	Integrated Technology Connections
How do pre- and post-observation meetings support teacher growth? How do collaboratively designated focus areas help to enhance each teacher's professional practice?	Educator evaluation: Why it Matters and How We Can Do Better! (Article) This article identifies how and why teaching evaluations matter, leading to better instructional practices and student outcomes. Pre-Conferencing: A Critical Element of Effective Coaching (Blog) This blog explores one leader's journey into the power of pre and post-conferencing and how this becomes cyclical. Guiding Questions for Pre-Observation Discussion (Form) This form gives examples of pre-conference questions. Example: Post-Observation Conference Tool Guiding Questions (Form) This form gives examples of post-conference questions.	Creating and sharing a digital pre-, during, and post-observation form supports collaboration and growth throughout the evaluation process.



How can we effectively support the educator evaluation process?

Guiding Questions	Content Resources	Integrated Technology Connections
How can I conduct efficient, meaningful, and effective walkthroughs and observations? With all of the demands of my job, how do I best capture data to support and evaluate teachers?	The Power of Walk-Through Observations (NAESP) (Article) This article shares how the classroom walk-through can be a valued part of the instructional process. 14 Ways Principals Can Make Walk-Throughs and Observations Easier on Everyone (Article) Walk-throughs and Observations can be nerve-wracking - here are ideas to consider to make it welcoming and when to give grace. What to "Look-For" During Classroom Walk-Throughs and Teacher Observations (Article) Not sure what a "look-for" is? Here are some ideas and definitions to get you started.	Using digital tools to capture notes during walkthroughs and observations will help keep you organized, ensure you capture data at the moment, and allow you to use time more effectively. Keeping notes of key takeaways becomes invaluable so you can follow up later. Using a digital system such as Microsoft Word, Google Docs, or Evernote is a quick way to timestamp and organize the things you want to remember.



Leadership to Support Effective Communication

Description

This module focuses on supporting school leaders in developing or enhancing their effective communication skills so they can better support teacher growth. Resources include those focused on celebrating successes, providing actionable feedback, and supporting the ability to have difficult conversations.

Resources

How can we effectively communicate with our teachers throughout the evaluation process to celebrate their successes, provide actionable feedback, and engage in difficult conversations to grow their professional practice?

Guiding Questions	Content Resources	Integrated Technology Connections
How do we identify and celebrate success? Why is it important to highlight and celebrate success? Why is celebration important to empower teachers?	Maximizing Student Potential: How Data & Observation Drive Growth and Recognition in Education (Article) Using the data can be a valuable tool in celebrating staff achievements to motivate your team. This article will share some ideas and strategies to get the celebration started. 7 Ways to Celebrate Teacher Growth (Infographic) Here are 7 ways to easily remember how to celebrate your team. How to Celebrate Student Success EFFECTIVELY! Strategies that Really Work to Reward Students (Video) Learn some strategies to motivate your students and celebrate the learning in the process.	Schedule time to celebrate successes within a few days of observations. Use tools like Loom or Screencastify to create personalized video messages to celebrate individual or team successes. These tools provide quick, personalized ways to acknowledge achievements and foster a supportive environment.



How can we effectively communicate with our teachers throughout the evaluation process to celebrate their successes, provide actionable feedback, and engage in difficult conversations to grow their professional practice?

Guiding Questions	Content Resources	Integrated Technology Connections
What types of feedback lead to meaningful impact and professional growth? What skills do we need to provide effective feedback?	What is Constructive Feedback? (Article) Constructive feedback is a response to someone's actions that aims to help them improve their performance, skills, or effectiveness. This article looks at the four types of constructive feedback and how to give constructive feedback. 50 Teacher Feedback Examples with Meaningful Impact (Blog) At a loss for words, read through these suggestions and sentence starters to get your ideas flowing. The 3 Golden Rules and 5-Step Guide to Giving Feedback (Article) This article will give you suggestions for structuring your feedback sessions. Educator evaluation Comments from the Principal - ie Top Performers (Blog) This article has ideas and suggestions to address the top performers in your school. How do we keep the top tier motivated by our feedback? Necessary Elements to Providing Effective Feedback (Video) Join Dr. P. Witt in this video addressing some essentials for giving feedback.	As you provide feedback, consider using a collaborative digital tool such as a Google or Word document, Slack, Miro, or a similar tool to share follow-up information and support two-way interaction with your teacher(s). These types of tools allow users to engage in asynchronous idea-sharing. This can allow time for a teacher to process the feedback they have heard, ask you questions, and engage collaboratively with you to support their professional growth.



How can we effectively communicate with our teachers throughout the evaluation process to celebrate their successes, provide actionable feedback, and engage in difficult conversations to grow their professional practice?

Guiding Questions	Content Resources	Integrated Technology Connections
How do I build positive and meaningful relationships that support teacher growth by having difficult conversations? How can active listening support the ability to engage in difficult conversations?	Try this the next time you have an uncomfortable conversation - (Video) Join Simon Sinek in this video where he says "The best way to practice uncomfortable conversations is by actually having them." What is Active Listening? (Article) This article will explore 6 active listening skills and techniques to turn any conversation into a coaching opportunity. The Art of Listening (Video) - Simon Sinek Learning to understand the meaning behind words. How might this play into giving feedback? Cultivating Connections and Building Relationships - (Article/Video) Joe Sanfelippo and Jimmy Casas share a conversation about building relationships with intentional leadership.	Send a pre-conversation survey to understand teachers' perspectives and concerns before a difficult conversation using a tool such as Google Forms. This preparation allows you to address specific concerns more effectively and shows that you have taken the time to understand their viewpoint. Use tools like OneNote or Evernote to document the points discussed during difficult conversations and set clear action items. Follow up with emails summarizing the discussion and next steps.



Leadership to Support Instructional Practices

Description

This module focuses on supporting school leaders in helping teachers develop strong instructional practices so they can better support student growth and achievement. Resources include those focused on classroom management, lesson planning and assessment practices, and instructional strategies.

Resources

How can we support our teachers as they implement strong instructional practices to increase student achievement and engagement?

Guiding Questions	Content Resources	Integrated Technology Connections
How do I help teachers develop effective classroom management practices? What role does classroom management play in supporting student engagement?	Why are Classroom Management Strategies Important? (Article) Classroom management is a teacher's strategy for creating a safe, supportive, and calm learning environment by establishing expectations and rules that students understand and follow. This article will share ideas and strategies. Simplifying Classroom Management for New Teachers (Article) This article shares a toolkit of teacher-tested classroom management strategies designed for early career educators. 7 Habits of Highly Effective Classroom Management (Blog) Good classroom management is about building strong relationships with your students and encouraging them to participate in their learning. This article shares the importance of bringing yourself to the game.	Consider demonstrating the use of software like ClassDojo, GoGuardian, or Bloomz to demonstrate to your teachers how to monitor and manage classroom behavior in real-time. Share with teachers how the use of integrated, interactive tools like Kahoot!, Quizizz, or Pear Deck make lessons more engaging and keep students actively involved.



How can we support our teachers as they implement strong instructional practices to increase student achievement and engagement?

Guiding Questions	Content Resources	Integrated Technology Connections
How do I support teachers as they develop lesson plans and assessment practices that support student growth and achievement? What lesson planning resources help teachers to implement lesson plans that meet the differentiated needs of their students?	Ten Powerful Ways to End Your Lesson (Article) In this article, teachers can access 10 ideas to inform their instruction. Strategies for Effective Lesson Planning (Article) Are teachers having a hard time lesson planning? This article will share ideas to consider when thinking about the why and how. New Teachers: Lesson and Curriculum Planning and Resources Toolkit for New Teachers (Articles) These articles give guidance for those seeking curriculum, standards, and planning resources. 75 digital tools and apps teachers can use to support formative assessment in the classroom (Website) This site shares tools to support formative instructional strategies and assessments that assist in gathering real-time data on student learning.	Utilize tools like Google Docs, Microsoft OneNote, Monday.com, or Trello to create shared spaces where teachers can collaboratively develop lesson plans and assessments. Provide access to digital curriculum resources such as Khan Academy, Better Lesson, and GoOpenMichigan for diverse, high-quality instructional materials. Share digital libraries and resources such as the Michigan eLibrary (MeL), Epic!, Newsela, and the Lexile Framework, which offer materials at various reading levels. Show teachers how to use formative assessment tools like Socrative, Kahoot!, or Plickers to conduct ongoing checks for understanding and gather real-time data on student learning.



What resources are available that support evidence-based instructional strategies?

How can I assist teachers in finding resources to support their professional practice?

[Evidence-based Teaching Practices](#)

(Infographic) This infographic is a quick reference guide containing evidence-based practices that support instruction.

[37 Powerful Teaching Strategies to Level up Learning](#)

(Article) Looking for more ways to up your game. This article shares ideas for both the early career teacher and the seasoned veteran.

[20 Classroom Management Strategies and Techniques](#)

(Infographic) Looking for an easy strategy reminder, print this handy guide to keep a visual at your fingertips.

["The more innovative I've become, the less management I have to deal with."](#)

(Article) George Couros sums up the idea that the more students are part of the learning, the less management is needed.

Provide access to online research databases like [ERIC](#) (Education Resources Information Center), [JSTOR](#), or [Google Scholar](#) that provide a wealth of peer-reviewed articles, studies, and research papers teachers can use to find evidence-based instructional strategies relevant to their practice

Utilize platforms like [Edutopia](#), [The Teaching Channel](#), [MIT OpenCourseWare](#), or [ASCD Professional Learning Resources](#) that share evidence-based instructional strategies and practical examples of instructional strategies.

Maintain a library of educational books and e-books through platforms like the [Michigan eLibrary](#) (MeL), Amazon Kindle, [OverDrive](#), [Gale ebooks](#), or your school's digital library to help teachers explore in-depth evidence-based strategies and apply their insights to their teaching practice.

Develop a digital resource hub using [Google Sites](#), [Microsoft SharePoint](#), or a space within your school's learning management system where teachers can easily find and access instructional resources.



Protocols vs Thinking Routines

According to the [National School Reform Faculty \(NSRF\)](#), protocols are structured processes and guidelines to promote meaningful, efficient communication, problem-solving, and learning. Protocols give time for active listening and reflection and ensure that all voices in the group are heard and honored. Using protocols appropriately in meetings with colleagues, students, parents, and others helps you build the skills and the culture necessary for productive collaborative work.

Protocols may be used for text-based reading and annotating, collaboration and discussion, consultation and decision-making, sharing and presenting, and for critique. Protocols are built on:

- organized steps for the procedure (what participants must do);
- time frames for each step (when participants do each step and for how long);
- norms for participants (who participate and how they treat each other)

Protocols must be taught and practiced and require reinforcement. School leaders and teachers may be more successful when they choose and focus on 3 to 5 protocols that anchor their instruction. Anchor charts may be useful to help keep participants on task. Using protocols as the routine for certain tasks will allow participants or students to learn more effectively and develop the habits of taking responsibility for their learning and contributing to the collective understanding of the group.

[Thinking routines](#) are simple structures, for example, a set of questions or a short sequence of steps, that can be used across various grade levels and content. What makes them routines, versus mere strategies, is that they get used over and over again in the classroom so that they become part of the fabric of classroom culture. The routines become how participants or students go about the process of learning. Thinking routines form the core of the [Visible Thinking at Project Zero](#). What makes these routines work to promote the development of a participant's or student's thinking and the group or classroom culture is that each routine:

- Is goal-oriented in that it targets specific types of thinking
- Gets used over and over again in the classroom or professional learning setting
- Consists of only a few steps
- Is easy to learn and teach
- Is easy to support when participants or students are engaged in the routine
- Can be used across a variety of contexts
- Can be used by the group or by the individual

Routines are just patterns of action that can be integrated and used in a variety of contexts. You might even use more than one routine in teaching a single lesson or during a stand-alone workshop setting. Thus, you shouldn't think about the routine as taking time away from anything else you are doing, they should enhance what you are trying to do in the classroom. **On the next page are 3 protocols/routines that can be used in your professional learning experiences or by teachers in their classrooms to deepen understanding, promote active and engaged discussion, and build community:**



Protocols and Routines	
Protocol - Routine	Description
<u>Outside In</u>	This routine is for connecting personal interests to topics in school or professional learning experiences. At the broadest level, a connection is any type of relationship or association between two or more things. There is plenty of room for creativity because connections can be metaphorical as well as literal. One way to help participants or students find connections is to suggest that they look for certain types of connections. For example, they can look for connections related to form (e.g., how things are shaped physically or conceptually, what they look like, what things are made out of or what materials they use or involve); structure (e.g., how things are organized, how they work as a system), stories (e.g., the stories things tell or are told about them, or how things evolved over time); defining ideas (e.g., main themes, definitions, key concepts); learning (e.g., how people learn about them, the learning challenges they involve); and culture (e.g., the customs and traditions people associate with them, the significance they have for groups of people). Don't worry if participants or students make connections that at first seem broad or superficial. Most connections get more interesting once you spend some time thinking about them, and the 'imagine' step of the routine allows participants or students to dig into a connection and explore its depth. For example, a participant or student might make a connection between their dance lessons and science class in school by saying that dance involves the human body and the human body is a topic in science. On the face of it, this may seem like quite a broad connection. But, as the answer to the next question illustrates, with a bit of expansion it can become quite interesting.
<u>Ways Things Can Be Complex Thinking Routine</u>	Things can be complex in many ways. That is often what makes them complex. The diagram on the linked page identifies several different types of complexity. Each type is accompanied by a few questions that help point students toward the kind of complexity in question. Not all the categories apply equally well to a single topic. For example, a bicycle can be viewed as a complex object: it has many interacting parts, it may change over time, and so on. But it isn't really useful to consider the complexity of truth related to a bicycle. A bicycle just is. That is unless you are examining the environmental friendliness of bicycle manufacturing, in which case truth may well be an issue.
<u>Options Explosion</u>	This routine fosters creative thinking. It helps explore "hidden" options in a decision-making situation. Often people don't make good decisions because they miss the hidden options. It is also relevant to understanding. It helps in building an understanding of decision-making situations even when you are not the real decision-maker. Participants and students can use it for personal decision making or it can be used for group or classroom decision-making. Also, you can use it with participants or students as a way of exploring and understanding important decisions in the news, history, literature, science,



medical policy, etc. You can ask participants or students to make the decision link to their personal experiences by role-playing, imagining that they were in the situation.

Resource Materials

Support Video

- MI Streamnet Toolkit Overview video

Thinking Routines

- [Outside In Thinking Routine](#) template
- [Ways Things Can Be Complex Thinking Routine](#) template
- [Options Explosion Thinking Routine](#) template

Other Power Up educator evaluation for School Leaders Resources

- Power Up Teaching and Learning educator evaluation for School Leaders webpage
- [Facilitator Guide for Professional Learning Activities](#) - a checklist for preparing to run a professional learning activity.
- [Educator Evaluation for School Leaders Guidebook](#) (document)- includes links to slide decks (presentations), recordings, and ideas for ways to use the materials.
 - educator evaluation for School Leaders slide deck presentation
 - educator evaluation for School Leaders MI Streamnet recording video

