Strategies for Prioritizing and Managing Teacher Effectiveness Work[1]

Organize Your Team

How might your leadership team divide responsibilities?

- Each AP supports instructional planning and observes and provides feedback to teachers at one grade level or subject area, while the principal supports staff based on their individual need.
- Each administrator observes and provides feedback to a group with which they share a field of content expertise (e.g., science).
- The principal focuses on a specific group of teachers (e.g., previously U-rated teachers, those up for tenure).

> *"We rotate administrative days. Each of the 4 school administrators will have one day they are 'on-call' for any school issue. They walk the halls and are present for concerns. They are responsible for protecting the instructional time of the other administrators."*
> –Andrew Jackson ES

How might your team stay on the same page, in terms of the feedback staff have received and the development paths they are on?

- Record observations and feedback in an online tracking system, such as the Advance Web Application that other administrators can view.
- Provide 5 minute updates in weekly meetings of teachers that have been observed, when feedback was provided and when and what type of support they are receiving.
- Share information on teacher practice monthly as a cabinet, speaking to trends in observations and feedback, including alignment to the CCLS to make evidence-based adjustments to school-wide practices.

How might you and/or your team empower teacher leaders in this work?

- Leverage teachers with expertise or in leadership roles to support peers in development areas.
- Set up a process for inter-visitation and include teachers in the design, goals, and implementation.
- Incorporate conversations about the Danielson *Framework for Teaching* into existing teacher support structures (e.g., grade teams, mentorship).
- Invite teachers to facilitate professional conversations with their content-area peers where they: 1) examine how the planned learning outcomes align to the Common Core and/or content standards; and 2) identify instructional choices that best align to those learning outcomes and ensure access for all learners.
- Share a newsletter featuring successful instructional practices.

How could you delegate non-instructional work to other staff?

- Confer with staff and UFT chapter leader on compensatory time and Circular 6 activities to increase opportunities for teacher leadership while protecting time for administrators to be in classrooms.
- Create a safety team of teachers and school aides, to address student behavior in problem areas like attendance, tardiness, and disruptive behavior – so that administrators can focus on instruction.
- Involve parent coordinators and/or guidance counselors to support development of safety and school culture plans.
- Empower and train parent coordinators to be ambassadors of the work to the parent community (e.g., hold a meeting with families and parent coordinators to determine ways to keep the community informed; prepare coordinators to help parents understand why classroom supervision is important for student learning and may cause administrators to be unavailable at times).

> *"A lot of times the interruptions to my teacher observations were dealing with student behavior or parent requests. This year, I ensured my safe and secure team understands their role, and I asked teachers to join the team."*
> –Academy of Innovative Technology
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> *"I shared the importance of being in the classroom with the PTA and informed them that in order to be in the classroom I needed to schedule my time more effectively, including meetings with parents."*
> –PS 77, Lower Lab

[1] From 2011-12 Talent Management Pilot, 2012-13 Teacher Effectiveness Program Schools, and 2013-14 *Advance* Implementation

- Delegate key responsibilities to your secretarial staff (e.g., scheduling observations, attendance, directing parent/visitor requests in a way that protects administrators' time).

Organize Your Time

How might you plan out the school year?

- Set weekly goals for the number of observations and feedback you/your team will complete, and collaborate to stay on track; or set a number of hours to be spent on observations and feedback each week.
- Establish a timeline for observing, giving feedback, and following up.
- Plan regular meetings to discuss student data and curriculum.
- Set a timeline on when to review observation, feedback, and student data to adjust/differentiate the school wide professional development plan.
- Calendar ongoing professional development sessions that deepen the understanding of the Danielson *Framework for Teaching.*
- Consider budget allocations and adjustments to your master schedule that will allow you to prioritize teacher evaluation and development work.

How might your leadership team prioritize teacher effectiveness work among its responsibilities?

- Prioritize observation cycles with new or struggling teachers to ensure students are receiving instruction that meets their needs.
- Prioritize observations and feedback for teachers up for tenure.
- Use observation and feedback cycles with strong teachers to try out any new strategies or structures.
- Block out consistent time every day/week to work on observations and feedback.
- Make use of the Danielson *Framework* language in the *Advance* Web Application to decrease time spent writing evaluator forms.
- Consider writing evidence/feedback on the highest leverage components rather than on every component and verbally sharing feedback on the other observed components.
- Use bullets rather than narrative text to prepare written feedback.
- Learn from your teachers what they most value in the observation and feedback cycle and have that inform which strategies you use for sharing feedback.
- For teachers who particularly value verbal feedback, schedule 15-minute sessions and communicate with the teacher that fewer details will be written in the evaluator form.
- Write the evaluation form and/or share feedback as soon as possible after the observation to avoid having to spend extra time "remembering" (one principal sets a "24 hour rule" as a goal).
- Calendar ongoing progress checks as a team and with staff.

How will your leadership team protect time devoted to teacher effectiveness work?

- Have a signal when conducting observation or feedback, as a "do not disturb" message (e.g., carrying a purple notebook) so students, staff, and parents understand not to interrupt unless there is an emergency.
- Set an "Out of Office" email message, stating when you will return.
- Post a list of responsibilities/potential issues and the person who is "on call" to address them in the main office.
- Set up times to observe and prepare feedback together to calibrate.