

Teacher Quality Panel Agenda

8/1/16

1. Self-Evaluation to Rubric mismatch review.

Minor adjustments needed to Nurse and LMS. School Counselor and Therapeutic specialists need to be matched 1:1. George will fix.

2. Literature review of other “model teacher” programs in the US (see Research doc)

Review of NYC system:

- What can model teachers do to model?
- What about lab classrooms?
- What about term as a resource to their teams?
- A menu of responsibilities?
- Should they have a role in developing novice and developing teachers?

Review of San Jose:

Much of our agreement language lifted from this contract. Models and Master teachers leaders have three year term. Progression from Model to Master Teacher Leader.

Review of Baltimore system:

Baltimore format (not content) may be useful fodder for our rubric with suggested artifacts.

Kate and George will draft a rubric that contains artifacts for review at 9/20 meeting

3. Looking at “A Unifying Thread” - What would Distinguished Practice look like in Component 3C?

Review and discussion of Danielson “Unifying Thread” Article.

<http://schools.nyc.gov/NR/rdonlyres/4D286288-D643-485A-B591-FFA3BC889629/0/danielsonrubricdomain3.pdf>

Difference between effective and highly effective here largely the difference in student agency. What are kids doing as a consequence of the teaching?

How would a teacher evidence this component that’s refers to what students do?

- K-2 would be hard to evidence without video or observation.
- Independent centers work. Teacher as facilitator and not sage on stage.
- Pictures of students engaged on whiteboard
- Student commentary on class/course critique
- Video
- Student work samples that show student agency
- Conversation transcript (eg., student articulating thoughts around open response question in math and teacher response)
- Student testimonial.
- Parent testimonial.

4. Other. Team will create lists of suggested artifacts for each component.

Domain 1: Phil, Kristen

Domain 2: Tobey, Mary

Domain 3: Kate, Roxanne

Domain 4: George

Next meeting 9/20/16

Parking lot assignment:

- Each TQP member takes a component and determines what “distinguished” looks like within that component.
- Do we need a protocol for decisions? Currently consensus, but may move to a super majority or other format.
- Mechanism for teachers who sit on TQP to be evaluated for model teacher.
- Application process: rolling or deadlines.
- Compensation process for model teachers