PGES Time Management Ideas

Scheduling
- Schedule early and do not procrastinate! Make changes early in classrooms for maximum impact
- Be purposeful in your scheduling
- Email calendar out ahead of time
- Put observation and pre/post conference on the schedule
- Schedule conferences in Outlook and send invitations to teachers
- Stay in the classroom after an observation until all information is put in EDS
- Have regular meetings with teachers once a month to support process
- Develop a school timeline with individual teacher observation cycles
- Stick to your schedule
- Put all teachers on a new evaluation cycle to spread the summatives out so you don't have them all in the same year
- Use shared calendar in Outlook for scheduling peer observations
- Schedule observations ahead of time for the year
- Use timestamp spread sheet
- Be wise with your scheduling
- Plan out your calendar
- Safe guard time
    - Schedule not only the observation/conference but also the time right after the observation to clean up evidence
    - Stay in the room to clean up the evidence before you go back to your office
- Do observations on Thursday & Friday to allow time for reflection and to use/review evidence/videos
- Observation Cycle
    - Be intentional about teachers and their summative year of the cycle
    - Communicate with teachers so that they know when it is their summative year
    - Create a school timeline showing individual teacher observation cycles
- Block out a full hour when scheduling minis so you can get a head start on assigning data
- Planning calendar from KASA website. Make the planning calendar as a poster.
- Send out a schedule of when all observations will be completed.
- Make teachers a calendar to keep them on track and not freak out on timelines.

Conferences
- Provide questions to teachers before you meet
- Send out sentence starters ahead of the conference
- Use teacher leaders as mentors and additional layer of support for teachers before the principal conferences
- Model a conference for all teachers so that they can see the types of questions that will be asked.
- Have teachers create their own questions to discuss in the post conference
- Have an outline/agenda or ideas to discuss prior to post conference
- Have teachers' complete pre-post observation form and use it to conference before scoring.
- Read professional conversations book by Charlotte Danielson
- Complete the preconference over e-mail if approved in CEP

Framework
- Know the framework
- Provide training so the teachers and administrators have a better understanding of framework.
- Share "possible artifacts" document with teachers.

Observations
- Show training video from Teachscape to teachers and let them discuss and score.
- Scripting
  - Script, highlight evidence in different colors for different domains – copy and paste for evidence
  - Use a teacher/student scripting sheet with what teacher says on one side and what students say on the other side.
  - Script what you hear
  - Find scripting best practices that work best for you.
  - Scripting and then assigning standards
  - 2 column scripting – one side with questions/comments
  - Use the excel tool to script and send it to the teacher to select correct domains. Can then copy and past from the excel into word, merge cells , copy into CIITS
- Pick specific areas to focus in on during evaluation (in domains 2 & 3) instead of trying to evaluate/look at everything.
- Narrow down minis to a singular component – either from the teacher's PGP or decided on in the preconference
- Send the evidence to teachers 24-48 hours before the post conference. Have teachers score themselves using your scripting prior to post-conferencing
- Empower teachers to self assess and assign evidence to specific sub domains
- Utilizing the share feature in CIITS Scheduling in Advance (months) with opportunities for rescheduling
- Take a computer into observation and type/script

- Observe with someone else to share and calibrate
- Schedule small group meetings focused on specific topics or needs – both at the district and school level
- Communicate
- Train teachers up front about evidence, bias and interpretation
- Send questions out prior to Conferences (pre & post) so teachers have time to reflect and come in prepared
- Have 1 window for the year to keep the observation schedule more flexible
- Use a spreadsheet to record:
  - Pre observation conference
  - Observation
  - Post observation conference
  - Script into template with components (need to really know the framework for this one)
- "Double Dip" and enter a partial into CIITS and count the same visit as a formative under the old evaluation system for those districts using a dual system
- During mini observation focus on the component chosen by the teacher for PGG (especially if in domains 2 or 3) Discuss in post conference
- Use Other technology to support the process
  - Use Swivl – used for observations with IPad or IPhone
  - Use ONE NOTE to coordinate scheduling documentation
  - Use google docs to type notes from observation and then paste them into CIITS
  - Chromebooks
  - Electronic pen
  - Use HD Webcam to video lesson and give back to teachers for them to view and score using the framework. Principal stores on hard drive in event CIITS crashes.
- Use a cheat sheet that has domains and components to when placing evidence under the components.
- Try to glean information that directly affects each teacher and their classroom strategies. Channel information so that it makes sense and does not overwhelm.

- If you do walkthroughs modify so that you can use them for your minis. Focus on one domain or component. Share with teachers so that they can focus and practice. Use the rubric to give feedback.
- Video the observation:
  - Play it as you are connecting evidence to components as a reminder
  - Have the teacher view the video when there is a disagreement
  - Use it to go back when you have a question or need to clarify something from your notes

Domains 1 & 4
- Have teachers provide the evidence for 1 & 4
- Bring artifacts from Domain 1 to one conference and Domain 4 for the next post conference
- Use the PLC process to evaluate Domains 1 & 4. Develop a protocol for this. Have principal review the PLC work – not repeat it
- Focusing on one domain in the post conference
- Teachers upload documents with evidence of Domain 1 & 4 prior to post conference
- Have teachers collect evidence for Domains 1 &4 throughout the year and update as needed as an artifact of EDS
- Send Word Document to staff through email to list evidence for domains 1 & 4 – then upload it as an artifact
- Use template for domains 1 & 4 for teachers to bring evidence
- Organize the framework in a graphic organizer

CIITS
- Provide help sessions during planning with CIITS – walk through the process and have teacher inputting information as it is introduced.
- Type as you go into CIITS
- Type on word document or spreadsheet and upload as evidence in EDS
- Use comment section for questions and conversation starters. Send to teacher with evidence.

Overall Process
- Use Professional Learning to get people ready for each step of the process
- Use examples and non examples – goals, assessments, feedback, etc.
- Use PD money to train and free up personnel
- Don't stress teachers out – stress the idea that it is a learning process for all
- Give teachers a list of tasks/timelines to keep track
- Do the process together as a staff
- Plan for strong induction programs for staff
- Use faculty meetings to share small chunks in order to reduce frustrations

If multiple administrators – schedule time for each person to "cover" the office so that the other(s) can schedule observations/conferences