

## Growth Producing Feedback and the APPR

The new paradigm of teacher evaluation requires a shift in the conversations that administrators will have with teachers - conversations that neither teachers nor evaluators have ever had before. The tenants of *Cognitive Coaching* can help evaluators make these conversations growth-producing. This course is planned as a companion to Lead Evaluator Training and is offered at no charge to Network Team Districts. It is optional, but encouraged. Location: Barbagalos, 6344 E. Molloy Road, East Syracuse. [Register](#).

Focus	Dates	Supporting the Conversations with Cognitive Coaching
Beginning of the Year Meeting	August 22nd & 23rd, 2012	The Lead Evaluator and teacher will meet during the first month or so of the year. The overall focus of this meeting is to launch the year. The teacher will provide evidence of some of the Teaching Standards, particularly Standards I and II. The teacher will provide the baseline data on her students and the teacher and Lead Evaluator will review those data in the context of relevant historical trends and district decisions. Based on that discussion, targets for the Student Learning Objectives (SLOs) has to be determined. In some cases, Local Achievement Targets (LATs) will be set, too. The key to these conversations will be the balance between doing the necessary “business” that needs to be done within in the APPR as well as trying to develop or maintain trust in the relationship. The Cognitive Coaching elements that will be explored at these sessions include: Planning Map, Elements of Rapport, Listening, Invitational Questions, and Data-Driven Dialogue.
Ongoing, Evidence-based Conversations	November 1st, 2012	These are the typical conversations that go on all throughout the school year. Sometimes these are the conversations that occur in pre and post-observation meetings. In other cases, they are the conversations that are the follow-up to mini-observations (unannounced, shorter length, walk through-like). One of the things that has shifted in the new APPR system is that there is a transition from judgment about what was observed to an evidence collection orientation. This ought to be reflected in the conversation. The Cognitive Coaching elements that will be explored at this session include: Reflecting Conversation Map, Reflecting into Planning, Five Types of Feedback, and Support Functions.
End of the Year Meeting	March 18th, 2013	There will be a lot to get done at the end of the year meetings with teachers. First, it will be a time to reflect on the year as a whole, particularly on Teaching Standards VI and VII which have not been a focus during the year. Second, it will be the time at which SLO summative student data are considered and the points for the evaluation identified. Third, it will be the time when the years’ worth of collected evidence is compared to the rubric and the rubric is scored. Lastly, hopefully, the conversation can turn the corner from looking back at the year to looking forward to the next year. The Cognitive Coaching elements that will be explored at this session include: Reflecting Map, Reflecting Conversation Map, 3rd Point Data Work, Problem-Solving Map, and Nonverbals.