**FACILITATOR’S INTERNAL AGENDA & GUIDE**

***RI Model Academy for Personnel Evaluating Support Professionals***

*We recommend the following steps to ensure a productive and organized training session*:

1. Secure adequate space for viewing, discussion, and movement
2. Identify a lead facilitator who is responsible for reading/discussing content according to the slide notes provided, as well time-keeping for planned activities
3. Consult and become familiar with this *Facilitator’s Guide* prior to the training date to ensure a productive and structured session
4. Have copies of handouts and posters made in advance of the session; have the SP Guidebook downloaded and available for easy reference
5. Allow – and protect! – approximately 5 hours of uninterrupted time to complete this session as it is intended (more time will be needed if you plan to offer breaks and lunch). *If 5 uninterrupted hours are unavailable for your team, the facilitator can divide the training into sections as they see fit based on local needs.*
6. For Student Learning, determine whether or not your school/district will employ one or more of the new Student Learning Options. If so, you’ll want to include information on the [Student Learning webpage](https://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/StudentLearning.aspx) & in the guidebooks.

***Session Objectives:***

By the end of this 5+ hour session, evaluators will:

* Understand the differences and similarities between the Teacher and Support Professional evaluation models
* Become familiar with the SP Professional Practice rubrics
* Understand the process for gathering and aligning evidence of professional practice for SPs in order to write evidence statements and to provide feedback
* Understand the process for approving Student Outcome Objectives (SOOs)
* Understand Professional Responsibilities and the approval of Professional Growth Goals (PGGs)

***Suggested Agenda:***

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| --- | --- |
| 8:30 a.m. | Overview and Reflection |
| 8:45 a.m. | Understanding Support Professionals |
| 9:15 a.m. | Professional Practice: The Rubrics |
| 10:00 a.m. | *Break* |
| 10:10 a.m. | Professional Practice: Model Details |
| 10:25 a.m. | Observing Professional Practice: Gathering Evidence |
| 11:00 a.m. | Observing Professional Practice: Writing Evidence Statements and Reviewing Feedback |
| 12:00 p.m. | *Lunch* |
| 12:30 p.m. | Approving Student Outcome Objectives (SOOs) |
| 1:15 p.m. | Understanding Professional Responsibilities |
| 1:45 p.m. | Planning for Implementation |
| 2:00 p.m. | Closure |

***Guidance & Materials Needed:***

* Laptop/computer with projector
* Timer
* Chart paper, markers, post-its
* Copies, [from online playlist](https://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelEvaluationResources.aspx#4114291-sp-training):
  + (5) SP one-pagers – *School Counselor, School Nurse, School Psychologist, Speech-Language Pathologist, and School Social Worker*
  + SP Handouts Packet *– Observation of Practice Notes Segment #1, Observation of Practice Notes Segment #1 with Evidence Statements, Priority Feedback for Professional Practice, Providing High-Quality Written Feedback to Educators, Feedback QRT, SOO, and SOO QRT)*
  + Professional Growth Goals (PGGs) – *ILP example and SEL example*

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| ***Slide(s)*** | ***Suggested Time in minutes*** | ***Materials*** | ***Notes*** |
| 1 | 2-3 | N/A | * *Attend to the slide notes provided* * Facilitator should ensure that participants are seated and attentive and understand that the next 5-6 hours will be uninterrupted and protected time to focus on evaluating SPs |
| 2 | 5-6 | N/A | * *Attend to the slide notes provided* * Ensure equity of voice among participants |
| 3-6 | 5 | N/A | * *Attend to the slide notes provided* |
| 7-9 | 15 | * Connector #1 written/printed on chart paper * Post-it notes/markers | * *Attend to the slide notes provided* * **Slide 9:** Allow participants to first discuss and then to add ideas to the poster. As the facilitator, consider synthesizing and then grouping ideas thematically for easy reference |
| 10-12 | 5 | * [Download SP Guidebook from website](http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelEvaluationResources.aspx) | * *Attend to the slide notes provided* * Participants may choose to download their own copy to their devices or okay to just download for the group and toggle between the presentation and the guidebook |
| 13 | 30 | * SP Professional Practice rubrics * Markers * 8 separate posters created with each of the components at the top: 1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D and the following prompts written:   + *What is valued in this component as explained in the descriptors?*   + *What are some general examples and non-examples of what this could like during an observation?* | * *Attend to the slide notes provided* * Facilitator should group participants in advance. Because this activity requires active discussion, ensure that there are at least 2 people/component(s). *If only 1-3 people in training, have them work as a group through all, or prioritize some, of the example.* * Participants will write answers to the two prompts and will share answers with the whole group * As the facilitator, you may choose to spend more time on this activity than the suggested 45 minutes. In this case, you will want to be mindful of the impact on the overall end time |
| 14 | 30 | * Copies of (5) SP roles one-pagers * Markers * Additional chart paper with the following prompt written:   + *Given the SP roles you discussed, what are some specific examples and non-examples of what this could like during an observation?* | * *Attend to the slide notes provided* * Participants will remain in the same groupings as the previous activity and will review one of the SP roles * Facilitators may choose to forego a role(s) based on small number of participants * Participants will write answers to the prompt and will share answers to the whole group * As the facilitator, you may choose to spend more time on this activity than the suggested 45 minutes. In this case, you will want to be mindful of the impact on the overall end time |
| 15-18 | 10 | N/A | * *Attend to the slide notes provided* |
| 19-22 | 30 | * Copies of Observation of Practice Notes: Segment #1 | * *Attend to the slide notes provided* * **Slide 21:** Depending on number of participants, assign each person note(s), accordingly, to align to professional practice components * As the facilitator, you may choose to spend more time on this activity than the suggested 30 minutes. In this case, you will want to be mindful of the impact on the overall end time |
| 23-25 | 25 | * Coded notes from Segment #1 * Paper/pens or laptop/device * SP Guidebook * Copies of Observation of Practice Notes: Segment #1 with Evidence Statements | * *Attend to the slide notes provided* * **Slide 25**: Depending on time constraints, you may decide to have participants only focus on an evidence statement from one domain instead of two * The RIDE-provided Answer Key is provided for reference and for discussion purposes. * As the facilitator, you may choose to spend more time on this activity than the suggested 30 minutes. In this case, you will want to be mindful of the impact on the overall end time |
| 26-27 | 30 | * Copies of Providing High-Quality Written Feedback to Educators * Copies of Feedback * Copies of the Feedback QRT | * *Attend to the slide notes provided* * **Slide 27**: Allow for sufficient time to discuss how the feedback provided could be enriched, as the example given has definite opportunities for improvement |
| 28-33 | 45 | * Post-its/markers * Copies of SOO * Copies of SOO QRT | * *Attend to the slide notes provided* * **Slide 33:** Once participants have independently reviewed the SOO and completed the QRT, adjust the calibration time accordingly. Depending on the size of your group, you may be fully calibrated in less than 20 minutes |
| 34-38 | 30 | * SP Guidebook (Page 53) * Copies of PGGs: ILP and/or SEL | * *Attend to the slide notes provided* * **Slide 38**: After participants have independently determined whether or not the PGG is approvable, allow time for a pair-share or whole-group share to explain reasoning |
| 39-40 | 15 | N/A | * *Attend to the slide notes provided* * **Slide 39**: Allow participants time to discuss and record answers to questions * **Slide 40**: Allow participants to voice feedback and concerns. Encourage them to email [edeval@ride.ri.gov](mailto:edeval@ride.ri.gov) while the training is still fresh |