In This Issue: Learn more about how Idaho Digital Learning Alliance (IDLA) structures professional development to help provide both required and individualized professional development opportunities to teachers.
HELPFUL HINTS for putting standard into practice

Other helpful hints for aligning teacher evaluation and professional development:

- Align teams. If Supervision and Professional Development responsibilities lie with different team members, connect teams and team members as much as possible. The evaluation and professional development cycle is ongoing and regular. Consistent communication will ensure each team is informing the other so they can support the needs of their teachers.

- Create the cycle. Empower principals to use individual professional learning plans within the annual teacher evaluation cycle. Consider building a calendar for regular check-ins between principal and teacher for conversations reviewing progress toward the teacher’s annual growth goal.

- Resources! Utilize veteran teachers and principals in a coaching role, if possible. Provide both teachers and principals with the resources (people, information, and learning opportunities) they need in order to meet their specific goals.

- Create a culture of growth. Teachers working in an environment where evaluation is a hammer will not feel safe working with their principal to identify areas of growth. Teacher and principal conversations need to be a safe space where teachers can be open about their needs without fear of being penalized on their next evaluation.

- Align to standards. Align both teacher evaluation instruments and organization PD opportunities to the NSQ Standards. Conduct annual review of evaluation to determine possible gaps within professional development in the organization. The alignment to standards ensures the conversation, both with evaluation and PD, is in the same language.

- Choice. Provide teachers an opportunity to target specific professional growth needs as part of their annual professional development.

RESOURCES to support standard use (mostly practical)

- Framework for <Remote> Teaching - Self-Assessment & Reflection Tool
  Opportunities to self-reflect, before and after performance evaluation, can lead to deeper professional growth. Consider providing a self-assessment or reflection tool such as this one to guide teachers in this process.

- Acing Your Observation
  Change the teacher observation process from a dreaded song and dance to a cyclical conversation in which the teacher takes part.

- The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence
  Research shows that effective instructional coaching produces a positive impact both upon teacher instruction and student achievement.

- Getting Started with Peer Observation
  Value can come to both the observer and the observed in a peer-observation process. Consider partnering teachers in a peer-observation format to help teachers support each other in their professional growth.

Author/Organization Bio

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