

INSIGHT Protocol (Modified by TZC)

1. What is it that we are trying to create/accomplish?
2. Where are we now? What progress have we made?
3. What are the areas of strength in our current product?
4. What are the areas of needed improvement?
5. How should we address them?

NOTES FROM 10.17.07 MEEETING

1. *This is a tool to assist teachers in their own professional development and to be used for accountability. The tool identifies a path of good practice in ISD 16, recognizing that we're not all perfect- so, we need a clear path of 'where to go'. Clear=there are no questions about "why" we fall into a particular box on the rubric. We need to remain cognizant of alignment with Q-Comp. This can e emotional as we are trying to measure something that is infinitely complex on a few sheets. This needs to be consistently implemented with all teachers.*
 2. *We appreciate having a starting document that includes multiple voices. Having 5 columns (ratings) is also appreciated.*
 3. *Essential questions, 5 domains are generally accepted, multiple points of view, language used in business and education.*
 4. *There are multiple things being measured in each category. How do we measure certain things (i.e. family relations) objectively? What happens if you don't observe it? Where does evidence/artifacts come into play? There's a lot of word-smithing to be done (i.e. do we start with all verbs, etc.) for consistency purposes. Change the categories (rating names). Definition of where we want our teachers to be 1 year, 2 years, 3 years, etc. Defining exemplary or innovative (message=outstanding), not something that is easily obtained. We talk about students having 21st Century skills, we should identify that for teachers too and include on tool.*
 5. *The B Group will define the process (i.e. implementation, when to write an action plan, next steps). We are the writing group and will focus on the language of the rubric. We need to break it down and build it up and agree on some structural things first and make sure that we're all on the same page first. Definitely, consider the feedback from the A Group and accept that there will be some additional tweaking by the B Group. We need to be honest that it will never be completely objective but we will try our best to get it as close as possible. In reference to creating options, the options aren't in what is quality instruction- what we include in the rubric as identifying that. The options are in the process (i.e. one of the domains (professional responsibilities as a separate rubric tool but part of the overall evaluation process). We need to add a comments section and an option for "Not Observed". We can possibly write a definition for the domains after the rubric has been completed if we feel that it is necessary. We should include an appendix or definition of terms. We should tie questions to each element (i.e. in a full version for teacher, not on the tool used for recording). We need to be=ring our laptops to the meeting.*
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