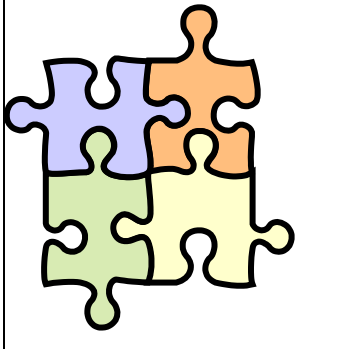
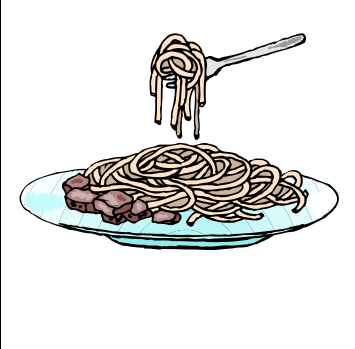




Considering System Interactions

Step 1: Review the images below. Which of the four images best reflects your mental model of the relationship you see between principal, teacher and student evaluations? Once you select a picture, move to the spot in the room indicated below.

| | | | |
|---|---|--|---|
|  |  |  |  |
| Puzzle pieces | Spaghetti | Jenga Blocks | Silos |
| Front of Room – Left | Front of Room – Right | Back of Room – Left | Back of Room – Right |

Step 2: In your “picture alike” groups, consider the question:

What are the most pressing issues and problems related to our approaches to principal, teacher and student evaluation?

Step 3: Use the chart paper on the wall to list your group’s thinking. Please use only one color. During this first round of discussion, the goal is to generate as many issues or problems as you can. List one issue or problem per line and clarify the issue or problem so that it is as explicit as possible.

Step 4: Using a different colored marker, code your responses using the following criteria. To the extent that you can, reach consensus around what level of the system has control over that aspect of principal, teacher, or student evaluation.

Underline the items that are within the locus of control of NYSED or the NYS Legislative

Put a box around items that are within the locus of control of BOCES personnel

* Put an asterisk next to items that are **within the locus of control of districts**

+ Put a plus next to the items that are **within the control of teachers**

@ Put an “at” symbol next to the items that are **within the control of students and their families**

Step 5: Review the patterns of your coding. In the first column, take note of the patterns you observed. In the second column, note the implications of these patterns. In the third column, consider some next steps that could be taken to address the issue or problem.

| Here's What?[1] What patterns do you see in the coding? | So What? What implications do these patterns hold? | Now What? What next steps could be taken to address issue or problem? |
|---|--|---|
| | | |

Step 6: As a group, debrief the following question:

1. What might it take to enable greater attention and alignment among teacher and principal practices to support student learning?

Step 7: Self-Reflective Questions

1. What did you notice about the discussion your group engaged in?
2. How would you describe your role in the discussion?
3. How did the rest of the discussion participants' impact your thinking?
4. What did this activity accomplish?