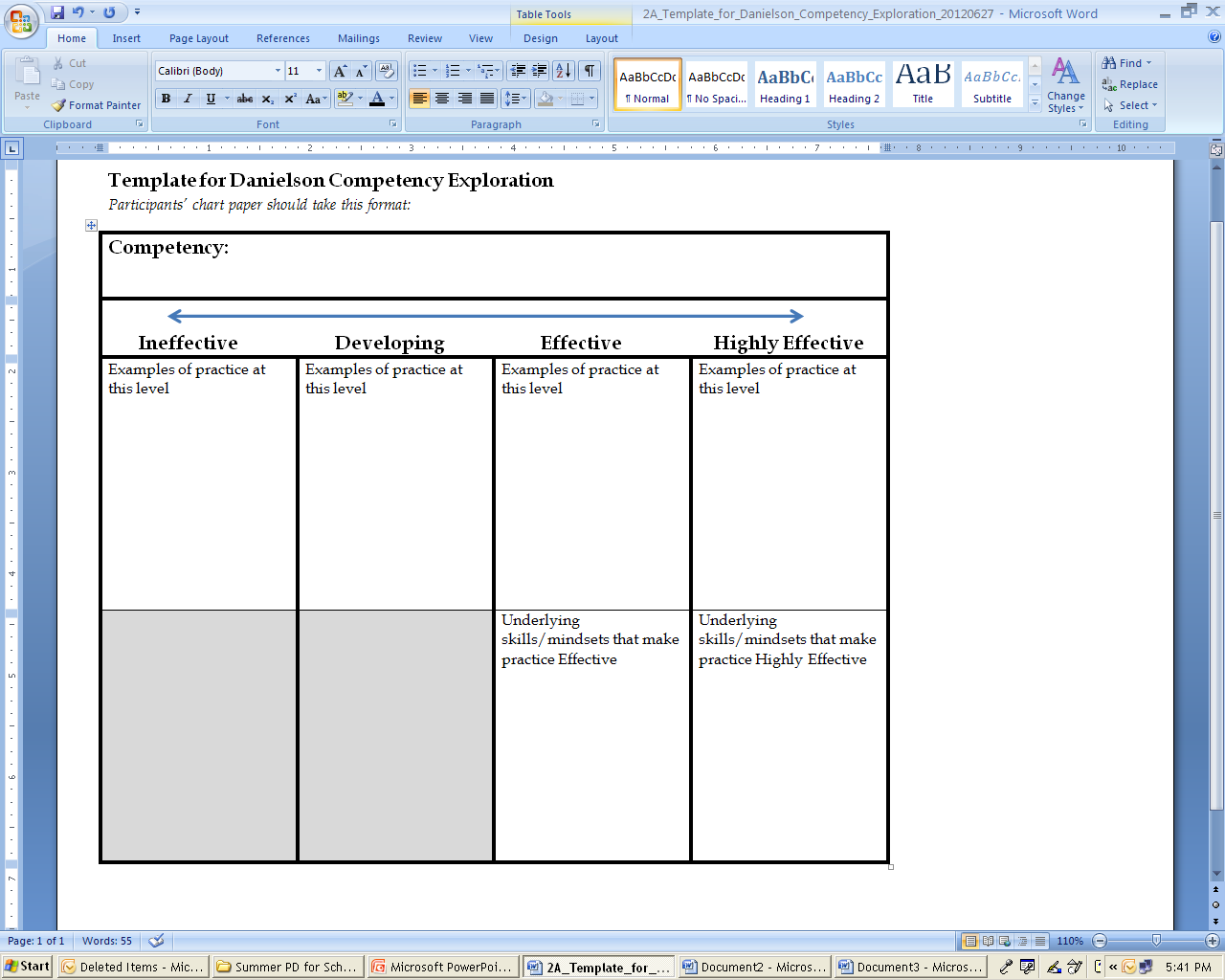
 **HEDI Practice and Mind Set for Specific Competencies**

(45+ mins)

**Purpose:** To get deeper knowledge about what teacher practice at the Effective and Highly Effective level might look like for specific competencies and the type of mindset a teacher has at these levels. (Note: This is the activity that we did at the summer PD for school leaders).

**Materials Needed:**

* Power Point?
* TEP Danielson Rubrics
* Markers
* Tape
* Group Chart Paper, Pre-formatted, see example to the right
* Facilitator Chart Paper, Pre-formatted for 1c, below.
* Facilitator Chart Paper, Pre-formatted for 3b, see example below.

**Directions:**

1. **Modeling for Part A (5 mins)**
   1. Explain the 1st step is to record on the chart examples of what teacher practice would look like at each level for the competency assigned.
   2. The 2nd step is describe in the second row of the chart the mindset or beliefs a teacher would have to have to achieve at the effective and highly effective levels. Do not fill in the “Mindset” for Ineffective or Developing Practice.
   3. Model part of the activity by giving one highly effective practice and one mindset for it. An example for 4E might be:
      1. Example of Teacher Practice at Highly Effective: Teacher presents his action research, articles read, lesson plans, students’ work, and his findings at a Network PD where he asks for feedback.
      2. Mind Set: Teacher believes that he will improve his practice by conducting action research on his own practice and sharing it with others to get feedback.
2. **PART A: Group Work (20 mins)**
   1. Divide participants into groups of 3-5. Give each group a pre-formatted chart paper
   2. Ask groups to select a scribe, facilitator, reporter 1, and reporter 2. Reporter 1 will share the examples, Reporter 2 will share the “Underlying skills/mindsets”
   3. Facilitator should start the discussion about what might be an example of practice at the ineffective level for the competency assigned.
   4. When finished hang the chart paper up
3. **PART B: Small Group Share Out (8 mins)**
   1. Each group should have two reporters, one should share the practices and the other the mindsets.
   2. The Whole Group Facilitator should chart just the mindsets mentioned into a T chart, see below, capturing the mindsets needed for all competencies at the Effective and Highly Effective level. This is a good chart to hang up in the faculty room or principal’s office as a reminder.

|  |  |
| --- | --- |
| **Effective**  Underlying Skills/Mindsets | **Highly Effective**  Underlying Skills/Mindsets |
|  |  |

1. **Part C: Whole Group share Out (10 mins)**
   1. Ask participants to look at the lists of underlying skills/mindsets and to choose one that resonates with them because it is surprising, it’s something they need to work on, it’s something they do well or believe strongly in.
   2. Turn and Talk to a neighbor about what you chose and why
   3. Whole Group Share: Ask, “What can we do as a community to nurture these types of skills and mindsets?” OR “Why do these mind sets not exist already?” OR “If they do exist, what’s driving them?”
2. **Summary:** It is easier to cultivate effective practice if you know the mind sets and skills that need to be cultivated.