Agenda

• RTTT: The Big Picture
• Teacher Evaluation Road Map
• Purpose of Evaluation
• Common Language of Practice
  o NYS Teaching Standards
• Evidence-Based Observation
Training Components

- Understand the nature of learning for students and educators
- Understand how a common language creates and supports professionalism and a culture for learning
- Understand the relationship between research and the rubric criteria
Training Components

• Understand the relationship between the NYSED Teaching Standards and the rubrics by which the teaching standards are assessed

• Hone observation skills to focus on:
  – Evidence collection
  – Alignment of evidence with Standards

• Collaboration with colleagues
Training Overview

• Phase 1: Building observer skills and understanding the use of criteria in the observation process.
• Phase 2: (Fall/winter)-Application of observer skills
• Phase 3: (winter/spring)-Assessment of observer skills and calibration to attain inter-rater reliability and inter-rater agreement.
Remember

• The goal of this work is to have a standard for observers
• Teaching and learning is the point
• We will still have a lot of questions after this training
• Burning Questions and Parking Lot
What’s on Your Plate?
Support

• What supports do you have that make what’s on your plate more palatable?
RTTT: The Big Picture

- Common Core Learning Standards
- Principals Practice
- Teacher Practice
- Data Driven Instruction

STUDENT LEARNING
Road Map
Step 1: Select a teacher practice rubric from the State-approved list or apply for a variance

Does the district already use a rigorous rubric for teacher evaluation?

No

Choose one of the following rubrics:
1. Danielson’s Framework for Teaching
2. Marzano’s Causal Teacher Evaluation Model
3. NYSTCE Framework for the Observation of Effective Teaching
4. NYSUT Teacher Practice Rubric

The list of rubrics can be found here and will be updated as rubrics are approved:
http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics

Yes

Your district can apply for a rubric variance if it already has made a significant time and financial investment in the rubric and can demonstrate a history of effectiveness in differentiating teachers into multiple categories.

More information about the rubric variance process:
http://usny.nysed.gov/rttt/teachers-leaders/rubricvariance/

Keep in Mind:
• Districts should consider which rubric captures what they think is important to teacher practice.
• None of the currently approved rubrics require implementation support from the provider, districts may choose to do this on their own.
• More rubrics will be added to this list on a rolling submission/approval basis.
• Collective bargaining considerations.

Step 1: Pick a rubric

Step 2: Agree on 60 point measures

Step 3: Pick local student achievement measures
Step 2: Agree on classroom observations and any additional measures in the 60 point other category

Agree on classroom observation procedures and points (at least 40 of 60). Are there any points left?

Yes

Choose one or more of the following other measures of teacher practice:
1. A portfolio or evidence binder (student work or teacher artifacts)
2. Feedback from students, parents, and/or other teachers using a survey
3. Professional growth goals using self reflection (maximum of 5 points)

No

You’re done with Step 2.

Keep in Mind:
• Multiple observations must be conducted by principals, or other trained administrators.
• Other trained evaluators may conduct observations within the portion of points assigned to classroom observation including independent observers or peer evaluators.
• Observations may be done in different formats (i.e., they do not need to all be in-person, they can be done through video as well; there are no prescribed lengths).
• All standards must be assessed. Any standards not addressed in classroom observation will need to be assessed at least once a year.
• Collective bargaining considerations.

Step 1: Pick a rubric
Step 2: Agree on 60 point measures
Step 3: Pick local student achievement measures
Step 3: Select local measures of student achievement

Does the district want to select a comparable assessment measure of student achievement or growth that is currently in use across all classrooms in their grades 4-8 ELA/Math?

Yes  No

You’re done with Step 3.

Choose one of the following options that ensures comparability and rigor:
1. Pick an assessment from the list of State-approved 3rd party, State or Regents-equivalents
2. Use a district or BOCES-developed assessment
3. Set a school-wide, group or team metric based on the State or an allowable local assessment;
4. Use a district-wide goal-setting process with the State, local or school assessment.

The list of assessments can be found in the appendix and here:
http://usny.nysed.gov/rttt/teachers-leaders/assessments

Keep in Mind:
- Districts should select the same measure of student growth or achievement across all classrooms in the same grade/subject to ensure comparability.
- The State-approved list meets prescribed criteria for comparability and rigor; districts/BOCES who develop their own assessments will need to verify comparability and rigor.
- Districts may use more than one type of measure within a grade/subject if they prove comparability.
- The State will provide a framework to facilitate the growth goal-setting process.
- Collective bargaining considerations.

Step 1: Pick a rubric
Step 2: Agree on 60 point measures
Step 3: Pick local student achievement measures
Other Local Decisions

• Training for all evaluators
• Certification for lead evaluators
• Subcomponent and overall scoring
• Improvement plans
• Appeals procedures (e.g., NYSED model appeals procedure in guidance)

See Guidance:
Consider...

Do you want to be associated with *compliance* or do you want to be associated with a *principle*?
Teacher Evaluation

• What’s wrong with teacher evaluation?

• Why hasn’t it traditionally resulted in professional growth?
The Widget Effect

**FIGURE 12** | Number of classroom observations by evaluator, prior to evaluator assigning final evaluation rating(s).

**FIGURE 13** | Average minutes of a classroom observation, prior to a teacher being assigned a final evaluation rating(s).
What is the Purpose of Teacher Evaluation?

- Quality Assurance
- Professional Learning
- Improving Teacher Quality
- Others?
3 “Gates” for Effective Teacher Evaluation

• Fairness

• Validity

• Reliability
Turning It Around

• Why is it important to understand the 3 “gates” and best practices in educator evaluation?

• How will you present this information to teachers who may have very different experience with evaluation?
Observation vs. Evaluation
Best Practices in Evaluation

Basis for evaluation
- Quality of work – FfT based criteria
- Student progress
- State Assessment
- Benchmark assessments
- Common assessments
- Teacher-made assessments

Plan for gathering data
- Processes and procedures for gathering information about quality of work
- Procedures for gathering information about student progress

End result
- Student learning
- Teacher rating
- Direction for professional growth
- Determination of employment
- Compensation
- Career ladder
Best Practices in Observation

Basis for observation—Knowledge of the criteria

- Observers must understand the Criteria
- Observers must have a focus on constructing meaning through cognitive engagement
- Observers must be able to identify appropriate data (evidence) to paint an accurate picture of educators’ work

Plan for gathering data – Fidelity to process and procedures

- Observer must understand the process including its intent or purpose.
- Observer must follow process with fidelity, engaging the educator in discussion along the way
- Observer must maintain consistency and fairness from educator to educator

End result – Quality of the product

- Observer must align evidence to appropriate component
- Observer must level evidence accurately
- Observer must have sufficient evidence to support rating
- Observer must have skill in engaging educator in conversation around level and direction for future
What does the research say?

Six Best Practices

• Annual Processes
• Clear, rigorous expectations
• Multiple measures
• Multiple ratings
• Regular feedback
• Significance

Who’s HEDI Anyway?

- Highly Effective

- Effective

- Developing

- Ineffective
Levels of Performance

- **Ineffective** – Teaching shows evidence of not understanding the concepts underlying the component - may represent practice that is harmful - requires intervention

- **Developing** – Teaching shows evidence of knowledge and skills related to teaching - but inconsistent performance
Levels of Performance

• **Effective**—Teaching shows evidence of thorough knowledge of all aspects of the profession. Students are engaged in learning. This is successful, accomplished, professional, and effective teaching.

• **Highly Effective**—Classroom functions as a community of learners with student assumption of responsibility for learning.
Research on Levels of Performance and Student Achievement

Research Findings from Cincinnati
(National Bureau of Economic Research, 2010)

• Teachers have substantial effect on student achievement
• Correlation between FFT based evaluation and student achievement
• Evaluation using the FFT found:
  – Unsatisfactory and Basic: students had lower gains than expected
  – Proficient: students made expected gains
  – Distinguished: students made positive, and greater than expected gains

Reviewing the Levels of Performance

• Read the descriptors for Component 3c of the Danielson rubric or Element III.4 of the NYSUT rubric

• Highlight the verbs / phrases that distinguish the differences among the levels of performance
Levels of Performance
Burning Questions
What does highly effective teaching look like?

Imagine you are in the classroom of a highly effective teacher:

• What would you see?
• What would you hear?
• What would the students be doing or saying?

Individually, write one idea per post-it note.
What does highly effective teaching look like?

• With a partner, cluster your post-it notes together in a way that makes sense, grouping similar ideas together.
Assign your post-it notes to the appropriate Teaching Standard.
NYS Teaching Standards: On stage or Off Stage?

• Standard 1: Knowledge of Students & Student Learning
  • Knowledge of child development
  • Knowledge of research
  • Knowledge of diverse learning needs
  • Knowledge of individual students
  • Knowledge of economic, social
  • Knowledge of technological literacy…
NYS Teaching Standards: On stage or Off Stage?

• Standard 2: Knowledge of Content and Instructional Planning
  • Knowledge of content…
  • Connect concepts across disciplines
  • Uses a broad range of instructional strategies
  • Establishes goals and expectations
  • Designs instruction
  • Evaluate/utilize resources
NYS Teaching Standards: On Stage or Off Stage?

• Standard 3: Instructional Practice
  • Research-based practices
  • Communicates clearly...
  • High expectations...
  • Variety of instructional...to engage students
  • Engage students in multi-disciplinary skills
  • Monitor and assess progress
NYS Teaching Standards: On Stage or Off Stage?

- **Standard 4: The Learning Environment**
  - Creates a respectful, safe and supportive environment
  - Creates an intellectually stimulating environment
  - Manages the learning environment
  - Organize and utilize available resources (e.g. physical space, time, technology...)
NYS Teaching Standards: On Stage or Off Stage?

• **Standard 5: Assessment for Student Learning**
  - Range of assessment tools
  - Understand, analyze, use data for differentiation*
  - Communicates assessment system*
  - Reflect upon assessment system and adjust*
  - Prepare students for assessments

*assessed through multiple measures
NYS Teaching Standards: On Stage or Off Stage?

• **Standard 6: Professional Responsibilities**
  • Upholds standards and policies
  • Collaborate with colleagues
  • Communicate & collaborate with families
  • Perform non-instructional duties
  • Complies with laws and polices
NYS Teaching Standards: On Stage or Off Stage?

- **Standard 7: Professional Growth**
  - Reflect on practice
  - Set goals for professional development
  - Communicate and collaborate to improve practice
  - Remain current in knowledge of content and pedagogy
Element 1.1 Demonstrate knowledge of child and adolescent development including cognitive, language, social, emotional, and physical developmental levels.

A) Describes developmental characteristics of students
## A Rubric Crosswalk

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<thead>
<tr>
<th>NYSED Teaching Standards</th>
<th>FFT-Based Rubrics</th>
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<tr>
<td>Standard 1: Knowledge of Students and Student Learning Elements 1.1-1.6</td>
<td>Standard I: Planning and Preparation Element 1B: Knowledge of Students</td>
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<tr>
<td>Standard 2: Knowledge of Content and Instructional Planning Elements 2.1-2.6</td>
<td>Standard 1: Planning and Preparation Elements: 1A, 1C – 1E</td>
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<tr>
<td>Standard 3: Instructional Practice Elements 3.1-3.6</td>
<td>Standard 3: Instruction Elements: 3A-3F</td>
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<tr>
<td>Standard 5: Assessment for Student Learning Elements 5.1-5.5</td>
<td>Standards 1, 3, 4, 5 Elements 1F, 3D, 4A, 5C</td>
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</tbody>
</table>
A Closer Look at a Rubric

• Analyze your assigned element from the rubric
  • 3.1-3.6 or 5.1

• On the left side of the chart paper, summarize your element

• On the right side of the chart paper, describe what the students would be doing in the classroom of a teacher who is highly effective in this element.
Common Themes Across Elements

• Equity
• Cultural competence
• High expectations
• Developmental appropriateness
• A focus on individuals, including those with special needs
• Appropriate use of technology
• Student assumption of responsibility
Turning It Around

• Are teachers aware of these standards?
• How might we increase awareness of the standards?
• Would you do this activity with teachers?
• Which teachers?
• When?
• What would be the purpose?
To the Classroom!

• 3rd Grade Language Arts
• You are the observer!
Evidence

- Evidence is a factual reporting of events.
  - It may include teacher and student actions and/or behaviors.
  - It may also include artifacts prepared by the teacher, students, or others.
  - It is not clouded with personal opinion or biases.
  - It is selected using data-gathering by the observer and/or the teacher.
Types of Observation Evidence

• Verbatim scripting of teacher or student comments:
  “Bring your white boards, markers and erasers to the carpet and sit on your square.”

• Non-evaluative statements of observed teacher or student behavior:
  Teacher presented the content from the front of room.

• Numeric information about time, student participation, resource use, etc.:

• An observed aspect of the environment:
  Desks were arranged in groups of four with room to walk between each group.
Evidence or Opinion?

• Read each statement. Decide – is it evidence or opinion?

• Discuss your answer with your elbow partner.

• If you agree that the statement is an opinion, reword the statement so that it is an evidence statement.

• When finished, determine the domain and standard for each statement.

• Be prepared to discuss some of the statements, or statements about which you have questions.
Evidence Review

• Actions, by teacher or students
• Statements or questions, by teacher or students
• Observable features of the classroom
Evidence Review

Use the self-check questions to review your evidence collection

✔ Have I recorded only facts?
✔ Is my evidence relevant to the criteria being examined?
✔ Whenever possible, have I quantified words such as few, some, and most?
✔ Have I used quotation marks when quoting a teacher or student?
✔ Does my selection or documentation of evidence indicate any personal or professional preferences?
✔ Have I included any opinion (in the guise of fact)?
Welcome Back!

Ornithological studies performed by Dr. Worthington proved definitively that 4 out of 5 birds prefer apples to windows.
Day 2 Agenda

• Burning Questions
• Priorities in the Teaching Standards
• Review of the rubrics
• Culture of Learning
• Next Steps
BIAS

• Definition: *Attaching positive or negative meaning to elements in our environment based on personal or societal influences that shape our thinking*

• A biased judgment is based on outside influences of effectiveness.
  • Example: “Mrs. T does so much for the school, she is an excellent teacher.”

• The actual classroom evidence may not support the rating of the teacher as “excellent”.
Bias in an Educational Setting

• Imagine that you are the parent of a school age child. You are walking down the hall of your child’s school while classes are in session. The doors to several rooms are open and you have the opportunity to look in on teachers.

• What would cause you to think favorably about what you saw and what would cause you to think negatively?
Other Threats to Observer Accuracy

- Assessor bias
- Leniency
- Central Tendency
- “Halo” or “Horns” Effect
Individual Professional Bias

• As your reflect upon your individual and group responses to these activities, make your own personal list of biases to be aware of when you assess teaching performance.
• Determine if the bias leads you to assign a higher or lower rating when evaluating teacher performance.
The Evidence Cycle

1. Collect Data (Evidence)
2. Sort to align with your framework
3. Interpret: Clarify
4. Conclusions
   - Impact on learning...
   - Support needed...

NO!
Time to Practice

- 9th Grade Social Studies
- Evidence Collection
- Share with your partner:
  - What is your initial reaction?
  - What did you notice?
  - How does this compare to lessons you typically see?
Time to Practice

• Evidence check
• Label your evidence with the appropriate teaching standard and element (from 3.1-3.6).
• Any “noticings” or “wonderings”? 
Parking Lot
Closure

• Identify one thing you will stop doing as it relates to observation.

• Identify one thing you will start doing as it relates to observation.

• Identify one thing you will continue doing as it relates to observation.
What do you see?
What do you see?
Three Priorities in the Teaching Standards

• Cognitive Engagement
• Constructivist Learning
• 21st Century Skills
Cognitive Engagement

• Intellectual involvement with the content is required
• Minds-on learning
• Simultaneous and continuous throughout the lesson
• NOT “time on task”
Constructivist Learning

• Students making meaning
• Students making connections
• Relating to outside world
• Relating to personal future
21st Century Readiness

- College
- Career
- Citizenship
- Collaboration
- Communication
- Critical Thinking & Problem Solving
- Creativity
The Priorities

• Discuss what your priority looks like in the classroom
• Develop a group description
• Identify a list of evidence that would demonstrate this priority
• Be prepared to share with the whole group
Applying the Priorities

• The setting: 5\textsuperscript{th} grade blended physical education class (includes APE). Two teachers. Twenty-five students.

• Examples of what would be seen and heard:
  
  • Cognitive Engagement
  
  • Constructivist Learning
  
  • 21\textsuperscript{st} Century Skills
Applying the Priorities

• The setting: 5th grade blended physical education class (includes APE). Two teachers. Twenty-five students.

• Examples of what would be seen and heard:
  
  • Cognitive Engagement
    students talking to each other about the health and social benefits of walking. They refer to a rubric for walking. They look at maps of County Parks highlighting the walking trails with different color highlighters depending on the difficulty of the walk and whether it is wheelchair accessible.

  • Constructivist Learning

  • 21st Century Skills
Applying the Priorities

• The setting: 5th grade blended physical education class (includes APE). Two teachers. Twenty-five students.

• Examples of what would be seen and heard:

  • Cognitive Engagement

  • Constructivist Learning

  Student partners are making plans for how much walking they should be doing according to their fitness gram and goals. They prepare a chart that they will use to record the walks they take during the next month.

  • 21st Century Skills
Applying the Priorities

- The setting: 5th grade blended physical education class (includes APE). Two teachers. Twenty-five students.

- Examples of what would be seen and heard:
  - Cognitive Engagement
  - Constructivist Learning
  - 21st Century Skills
    - health literacy, meaningful collaboration, discuss the impact of unhealthy lifestyles on society
Applying the Priorities

• Setting A: 2nd grade literacy block (inclusion class). Twenty-four students. Two teachers. Eight students with IEPs.

• Setting B: 10th grade living environment class. Thirty-three students in the class. 14 ELLs and 6 SWD.

• Setting C: 7th grade accelerated math class. Thirty-three students in the class. Four were not recommended by placement process but parent insistence resulted in their being included on a trial basis.

• Examples of what would be seen and heard:
  • Cognitive Engagement
  • Constructivist Learning
  • 21st Century Skills
The Priorities

• As a table group, review your post-its from yesterday. Stick a colored dot on any of your post-it notes that reflect any (or all) of the priorities.
The Priorities & Levels of Performance

- Cognitive Engagement
  - **Effective** practice requires students to be *cognitively* engaged
  - **Highly Effective** practice requires cognition, meta-cognition, and student ownership of their learning

- Constructivist Learning
  - **Effective** and **Highly Effective** practice must have evidence of learning experiences designed to facilitate students’ construction of knowledge.

- 21st Century Skills
  - **Effective** and **Highly Effective** practice must plan for and have evidence of application of college career-readiness skills and dispositions
Time to Practice

• **Observe** specifically for evidence of the priorities. What are students doing that shows evidence of:
  - Engagement
  - Constructing meaning
  - 21st Century Readiness

• **Collect evidence** in a table, be prepared to share your evidence.

| Cognitive Engagement | Constructivist Learning | 21st Century Skills |
• Read the descriptors for Component 3c of the Danielson rubric or Element III.4 of the NYSUT rubric

• Highlight any references to the three priorities.
Supporting the Priorities

• The priorities of the framework are critically important to understanding the rubrics and the assessment of teaching practice. How might you respond to the following questions/statements:

  o We don’t have a lot of technology in our district so I don’t think we can hold teachers responsible for 21st Century skills.

  o We have embraced direct instruction in our district so we can’t expect teachers to be highly effective because direct instruction doesn’t allow for students to take control of the classroom.

  o How can students be cognitively engaged in something like PE? I don’t think these rubrics will work for all teachers.
Supporting the Priorities

• How might you work with teachers to improve their understanding of the priorities?
• What teachers?
• When?
Talking About Teaching

• Individually read the assigned text
  o As you read, “tag” portions of the text to guide your thinking:
    • Main points to highlight
    • An idea I want to remember
    • I have a question or need further clarification
    • Key words or phrases

• Group discussion
  o Discuss the important concepts and ideas
  o How do the concepts and ideas in the text related to teacher observation, evaluation, and professional growth?
Talking About Teaching

MY TEACHER IS SHY AND WITHDRAWN, BUT I'M SURE SHE'LL IMPROVE WITH TIME.
Some Thoughts About Feedback

- Growth producing feedback is better than praise.
- Specific feedback is better than global feedback.
- Feedback is the bridge between performance and the desired goal.
- Reflection is not about what went well. It is about what you noticed about the lesson.
- Some feedback is hard to give. Let the evidence do the talking!
Types of Feedback

- Directive—From evaluator to teacher
  - When behavior is immoral, illegal, dangerous, clueless
- Collaborative—Back and forth
  - Both evaluator and teacher have ideas to contribute
- Non-directive—From teacher to evaluator
  - The teacher deserves to take the lead
Table Talk

• Based on the evidence that you previously collected, craft three questions that you would consider using in a post-observation conference.

• Frame your questions to ensure that they are designed to promote a climate of professional inquiry.

• Share your questions with a partner. Consider the following:
  o How might this question make the teacher feel??
  o How might the teacher respond to the question?
The Complexity of Teaching

After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented. ..The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster.”

Lee Shulman, *The Wisdom of Practice*
A Culture of Professional Inquiry

• Professional learning never ends.
• It is every teacher’s responsibility to engage in professional development.
• Teaching is so complex that it is never done perfectly.
• Every educator can always become more skilled. Making a commitment to do so is part of the essential work of teaching.

Charlotte Danielson
The Handbook for Enhancing Professional Practice
A Culture of Professional Inquiry Should:

• Infuse a school’s practices related to professional development;
• Be reflected in the school’s practices surrounding mentoring and teacher evaluation; and
• Regard mentoring and evaluation as ongoing learning.

Charlotte Danielson
The Handbook for Enhancing Professional Practice
“Teacher evaluation can be an opportunity for genuine professional learning. When organized around clearly established and accepted standards of practice, teacher evaluation offers an opportunity for educators to reflect seriously on their practice, and promote learning.”

Charlotte Danielson
The Handbook for Enhancing Professional Practice
Table Talk

• Discuss the content of the previous 4 slides with your colleagues.

  • What cultural and structural conditions must be in place to create and sustain a climate of professional inquiry?

  • In what ways does the type of questions observers ask of teachers promote – or inhibit – such a climate?

  • How does your existing culture foster a culture of inquiry?

  • What changes, if any, need to be made in your existing culture to create a culture of professional inquiry?
Professional learning is not an add-on.

It is the job.

-Paula Bevan
Putting It All Together
Putting It All Together

Stars Who Have One Word Names
Putting It All Together

Cognitive Engagement
Putting It All Together

Evaluation
Rubrics
Putting It All Together

Constructivist Learning
Putting It All Together

Evidence
Putting It All Together

21st Century Skills
Putting It All Together

Teaching Standards
Putting It All Together

• 6th Grade Math
• Evidence Only
• Focus on the Priorities
## Monthly Tickler

### Monthly Tickler—On My Radar

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Next Steps

• Continued training in the nine required components
• Eight (?) half-days during the year
• Mini-sessions during CSDC, monthly principal meetings, on-site work
• Engageny.org
• SUPPORT
One last video

• Shirtless dancing guy
  • Who will be your first followers?
  • Who will be last?
  • How will you get them to dance?