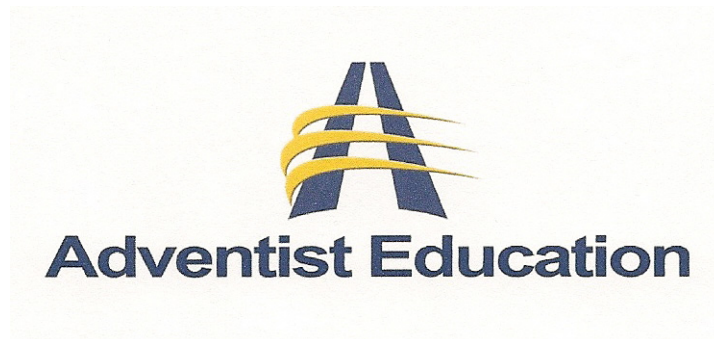


Supervision and Evaluation of Instructional Personnel

A Guide for Principals and Supervisors
Fourth Edition



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What's new in the fourth edition

EDUCATIONAL practice is continually changing and this edition reflects some of those changes. The most significant changes focus on the following themes.

Effective Teaching Practices

Section VI “Helping Teachers Grow” has been rewritten to incorporate recent research and practice regarding effective teaching practices. This section was authored by Dr. Sandra J. Balli, Professor of Curriculum and Instruction at La Sierra University.

Differentiated Evaluation

Traditional teacher evaluation practices are primarily top-down models with no specific ways to customize evaluation to meet individual teacher needs. This fourth edition presents a differentiated evaluation model which places greater emphasis on each teacher’s professional development.

Small schools, conference supervisors and technology

This edition continues to provide suggestions for using differentiated evaluation models and technology tools to assist supervisors and teachers in small schools to practice more effective supervision and evaluation.

Acknowledgements

IN preparation of this fourth edition, special thanks are due for the assistance of a number of individuals or groups:

Differentiated instruction model

Thanks to the K-12 teaching staff of San Diego Academy for their enthusiastic cooperation and participation in the pilot study for the differentiated evaluation model presented in this edition.

Thanks to the Education Office staff of the Southeastern and Central California Conferences for their foresight in implementing the differentiated evaluation model for their conferences.

Sample evaluation forms

Thanks to the Southeastern California Conference for the development of many of the teacher evaluation forms used as samples in this handbook.

Technology tools

Thanks is due to a number of individuals and groups for piloting and providing information about the various technologies for distance supervision mentioned in this handbook.

- Gary Kruger, Educational Superintendent, Kansas-Nebraska Conference
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- Rayan Farjo, Media-Technology Coordinator, School of Education, La Sierra University

Use of video

Thanks to Martha Havens, Associate Director of Education, Pacific Union Conference for her pioneering work in the use of video recording and its significant role as a teacher supervision tool.

Portfolio documents

Thanks to Janet Mallery, Retired Professor of Curriculum and Instruction at La Sierra University for her work with teaching portfolios and the teacher portfolio documentation suggestions in this handbook.

Using this Handbook

SCHOOL principals, conference superintendents and associates¹ are expected to be instructional leaders. The purpose of this handbook is to provide information and suggestions to help them more effectively fulfill that role.

Sections

The handbook is divided into eight sections.

Section I includes some fundamental issues that must be resolved in the development and application of teacher evaluation policies and practices in any school or conference.

Section II provides a discussion of different evaluation models that may be adopted and applied in a school or conference.

Section III focuses on the different sources of data that supervisors may use in the process of evaluating teachers.

Section IV examines the different means that supervisors use in the process of observing and analyzing instruction.

Section V explores the complex issue of effective communication with teachers. Effective communication is especially critical when supervisors are working with teachers who are new or who may be experiencing difficulties as well as helping experienced teachers maintain their skills.

Section VI focuses on those activities designed to help teachers grow professionally. The section includes the latest research on effective teaching practices and how supervisors work with teachers to promote maximum professional development.

Section VII deals with the end-of-year activities that close the evaluation year. Considered are the processes for preparation and submission of the appropriate teacher evaluation documents.

Section VIII examines some policy issues that may reflect upon the quality of evaluation in a school or conference.

Section IX is the appendix and includes sample forms and references.

Finding Information

The Table of Contents contains two sections

1. List of Chapters
2. List of Frequently Asked Questions



1. In this handbook, the term “supervisor” is used to describe the work of principals, conference superintendents, and associates.

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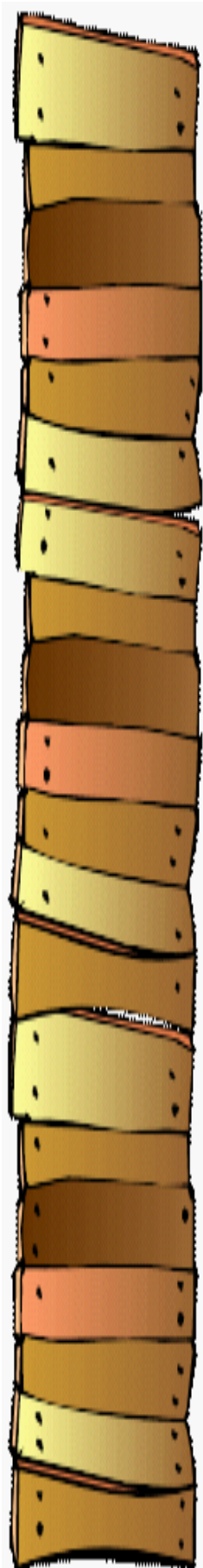
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Section I

Building the Foundation

AN effective teacher evaluation system in any school or conference requires that quality thought be given to the principles that underlie effective practices. This section includes a presentation of fundamental issues that must be resolved in the development and application of teacher evaluation policies and practices.

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Beliefs about Evaluation

chapter 1

REFLECT on your current beliefs about teacher evaluation. Why do we evaluate? Should all teachers be evaluated? Can teachers evaluate themselves? What skills are needed to effectively evaluate teachers? How important is it for principals, conference superintendents, and associates to monitor the instructional processes in the school?

Purposes for Evaluation

One purpose of evaluation is, simply put, to monitor the quality of instruction in the school. Supervisors, whether they are conference or site based, need to be aware of the quality of education occurring in all classrooms. An on-going process of observing and evaluating instruction will assure that supervisors are aware of the quality of instruction taking place. This function is essential to effective supervision practice regardless of what teacher evaluation policies or practices are in place. Thinking specifically about teacher evaluation policies or practices, focus on the following:

1. Purpose #1: Teacher Development

It is a fundamental principle that the function of evaluation, by policy and by practice, is to help teachers grow professionally. This principle must be built into and recognized by principals, supervisors and conference administrators. It is an essential legal element in due process.

There is some concern, as noted in a number of recent studies, that there is very little relationship between current teacher evaluation practices and teacher improvement¹.

2. Purpose #2: A Competent Teacher in Every Classroom

Students are the first responsibility of any educational system or institution. It follows that one purpose of evaluation is to discover and remediate or remove teachers who are not performing properly and who are harming students. From both ethical and legal perspectives, eliminating incompetent teachers cannot be a goal of evaluation, but if teacher evaluation is practiced properly, it may certainly be an appropriate result.²



1. You may wish to review recent studies by two organizations:

www.americanprogress.org

www.principalspartnership.com

(see Appendix B)



2. For further clarification regarding evaluating to terminate refer to Chapter 8, Due Process

Purpose #3: To Make Effective Decisions about Teachers

All new teachers are placed on provisional status when they are first hired by a conference. Even experienced teachers, when transferring from another conference or union may be placed on provisional status. This provisional status is always for a specified number of terms after which the teacher is either released or given regular status. An effective teacher evaluation practice will provide supervisors with the information about that teacher necessary to make appropriate decisions at the end of the teacher's provisional term.¹



1. For further information about these three purposes and evaluation practices, see Chapter 4

Beliefs about Teaching

Effective teaching practices can be defined, identified, and observed.

Without a defined body of knowledge regarding effective teaching skills, observing teachers is a meaningless exercise.

Teaching is the most important function of a school.

Teaching is, in fact, the "business" of the school. Administration and other support services exist only to support the teaching process.

Beliefs about Teachers

Teachers are a school's greatest asset.

Since teaching is the primary function of a school, teachers need to be viewed as the school's greatest asset. Supervisors and principals need to recognize that their function is to support teachers. An early pioneer in educational thought, John Dewey, expressed concern that teachers needed to be viewed as reflective practitioners rather than conduits of the thinking of supervisors².



2. See: Simpson, Douglas J. and others. *John Dewey and the Art of Teaching* (Appendix B)

Teachers' professional growth must be intrinsically motivated.

Professional growth in a teacher does not occur merely because that teacher has been told or shown how to change. Change will occur only when that teacher has inwardly determined that change is desirable and possible, and where a working environment rich in professional resources, mutual respect and appreciation exists. Ultimately, instruction improves only when teachers have been empowered to make changes in their own professional life.

Self evaluation is a prerequisite to professional growth.

No matter how much the leader is convinced that a teacher needs to improve, that improvement will not occur unless the teacher comes to a similar conclusion in his or her own mind.

Reflective practice is a significant hallmark of effective teachers.

The ability to reflect on one's own teaching practices is a critical characteristic of effective teachers. Supervision and evaluation practices are most effective when designed to encourage teachers' reflective practice¹.



1. For more information about the importance of teachers as reflective practitioners, see:

- (a) John Loughran*
 - (b) Marilyn Cochran-Smith,*
 - (c) Jennifer York-Barr and others.*
- (Appendix B)*

INSTRUCTIONAL leadership incorporates many functions including instructional supervision, coaching, and evaluation¹. The distinctions among these functions are often unclear in practice. In this handbook, the following terms and definitions are used.

Supervisors

This handbook is designed for use by school principals, conference superintendents and conference associates. All are referred to as “supervisors” in this book. The term “instructional leader” is often used as well.

Supervision of Instruction

Traditional supervision of instruction is often thought of as a three part process: (a) formal and informal observation of instruction, (b) analysis of the teacher’s instructional strengths and weaknesses, and (c) providing effective feedback to teachers. Effective supervisory models include significant efforts to be collaborative and collegial in nature. Because the primary function of “supervision of instruction” is to assist teachers to improve their teaching, supervisors will implement practices most likely to elicit teachers’ professional development.

Coaching

Coaching is a term often used in sports. The term may be used in the teaching profession, as well. Coaching teachers to reach their potential, whether that coaching is by a supervisor or a colleague, is an important element in effective instructional leadership.

Teacher Evaluation

Evaluation of teachers is the administrative process of assessing the performance of teachers for the purpose of helping teachers and for making administrative decisions about teachers.

Evaluation is an ongoing process of obtaining information about the teacher from a variety of sources and consists of a series of events and activities described in this handbook.



1. *Many supervisors maintain the erroneous view that evaluation is an “event.” This event is perceived as consisting of an observation in the classroom, followed by a conference and a written report. This is not a valid understanding of the evaluation process.*

Formative Evaluation

In thinking about the evaluation process, it is useful to keep in mind two commonly used evaluation terms: formative evaluation and summative evaluation.

Formative evaluation is ongoing and has as its primary purpose the continued professional growth and development of the teacher.

Supervision of instruction and formative evaluation are both ongoing, and both may eventually relate to summative evaluation, but they differ in one important aspect. Whereas instructional supervision focuses on classroom instruction, formative evaluation is not focused on classroom instruction only but addresses any aspect of a teacher's professional performance.

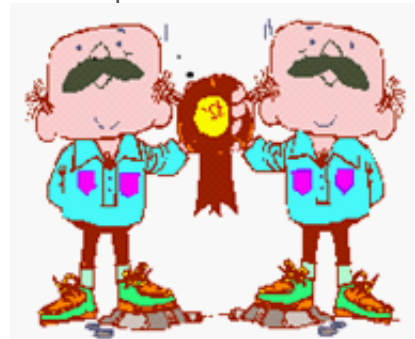
Summative Evaluation

Summative evaluation takes place at the close of some specified period of time, generally near the end of the school year. Summative evaluation brings closure to a process that has occurred over a period of time and results in some form of evaluative document. Summative evaluation is that aspect of an evaluation which fulfills the institution's requirements for periodic evaluation. Summative evaluation covers the range of the evaluative criteria and the teacher's experiences during the year relative to those criteria.

EVALUATING anything requires criteria. Who is to determine those criteria? It often seems that everybody has opinions about teachers. This chapter discusses the need to have established criteria and standards for evaluation. Supervisors recognize that teaching is more than a science. It is also an art. This often results in teachers being evaluated based on teaching views unique to that particular supervisor. To avoid this, it is essential that evaluation criteria be established.

It is important that supervisors do not evaluate teachers simply based on the way that particular supervisor likes to teach. Avoid the temptation to reward the teachers who “teach like me” as the cartoon illustrates.

It is, therefore, essential that conferences define their expectations for their teachers.



Defining a Qualified Teacher

The primary function of evaluation is teacher development. Every conference must, therefore, determine the criteria that will define quality teaching in the schools in that conference. Reflect for a moment about the characteristics of an ideal teacher. Think about the following four dimensions:

1. Having a “Gift” for Teaching

Some individuals are born with the gift of teaching. The most effective teachers are those who have developed that gift for service. Supervisors often have the opportunity to work with those gifted teachers. Gifted teachers are always seeking ways to improve their skills. Traditional teacher evaluation practices may have little impact on these teachers.

2. Having Knowledge of Subject Matter

No teacher can be effective if he or she does not have adequate knowledge of the subject matter being taught. Most school leaders assume the process of teacher credentialing assures that teachers know their subject matter. Supervisors are not necessarily trained in the content of the teachers they supervise. Supervisors must ask

themselves how they can address or identify the teachers in terms of the adequacy of their subject matter competence.

3. Practicing the Art and Craft of Teaching

Schools need teachers who are skilled in the art and craft of the teaching profession. Helping teachers to improve their teaching performance is at the heart of what most school leaders hope to accomplish in the evaluation process. School leaders want teachers who effectively manage a classroom environment and who understand and apply effective instructional techniques. An effective evaluation system will address these aspects through coaching, mentoring, and other approaches.

4. Having a Positive Attitude

Effective teachers know their subject matter and have attained a high level of expertise in the art and craft of teaching. Moreover, some of these teachers also bring with them attitudes that set them apart as truly excellent. These teachers have a high sense of self-efficacy; they truly believe they can make a difference. Imbued with an enthusiastic and willing spirit, they display a collaborative spirit positively impacting the entire school.

The importance of a positive attitude cannot be underestimated, yet teacher evaluation, as generally practiced, is probably not effective in enhancing or developing positive attitudes. An evaluation paradigm which empowers teachers to take responsibility for their own evaluation and professional growth may be most effective in the development and nurture of truly excellent teachers.

Evaluation Criteria

Most supervisors would be pleased to be able to work with a group of teachers who are blessed with these four positive characteristics. Conferences must translate these ideals into practical performance expectations for all teachers. Designing legally sound evaluation teacher evaluation policies requires that such a set of expectations be written and effectively communicated. Conferences need to examine existing state policies and laws to determine what criteria have already been defined by policy or by law.

Criteria for the evaluation of teachers generally fall into the following three categories:

Contractual Obligations

Teachers may be expected to perform the duties for which they were hired and to abide by the stated policies of the employing organization.



What criteria should be used to evaluate teachers?



Only the following are appropriate sources of teacher evaluation criteria:

- (a) contract terms
- (b) reasonable professional judgment
- (c) established performance standards.

Professional Judgment

Teachers may be expected to use good personal and professional judgment. While this usually refers to job-related issues, personal conduct that relates to the ability of teachers to perform their duties and conduct their personal life in such a way that benefits the school or school community is an appropriate area for their evaluation.

Performance Standards

Teachers may be held accountable for meeting specified performance standards for the position they hold.

“Performance standards” are the primary focus of this chapter.

Understanding Performance Standards

A school or system must establish performance standards for its instructional personnel. This is one of the first steps in developing evaluation policies for teachers. The governing board of the school or system must adopt these standards. The standards must be effectively communicated to, and be clearly understood by, its teachers, administrators and board members.

Without a written list of performance standards, every supervisor responsible for evaluation would evaluate according to his or her own unwritten expectations. These expectations may or may not agree with the expectations of members of the governing board.

According to Edwin Bridges of Stanford University, the establishment of written performance standards is one of those characteristics of a school system that contribute to effective teacher evaluation¹.

Because the governing board is that entity which holds the legal authority to make administrative decisions such as transfer, termination, reduction in rank, etc., it is the governing board which must establish the written performance standards for its teachers. In the Seventh-day Adventist school system, the local conference Board of Education is that governing authority.

The various states have adopted performance evaluation guidelines or performance standards. Conferences need to check their state for applicable teacher evaluation criteria. Typical of most states’ standards is that of California which has established the areas by which teachers are to be evaluated. Those areas are found in the California Education Code 44662. This law² calls for teachers to be evaluated in four performance areas.

Pupil Progress

“The progress of pupils toward the standards established . . .”



What is the first step in the development of an evaluation plan for a school or district?



The employing body must define and publish performance standards for teachers.



1. See Edwin Bridges (Appendix B)



2. The California Education Code is given as an example. This code does not apply to private schools in California. Local Conferences will need to determine if there are any state laws which impact private schools.

See <http://law.onecle.com/california/education/44662.html>.

Teaching Methodologies

“The instructional techniques and strategies used by the employee.”

Adherence to Curricular Objectives

“The employee’s adherence to curricular objectives.”

Learning Environment

“The establishment and maintenance of a suitable learning environment, within the scope of the employee’s responsibilities.”

Other

California has not restricted local school boards from establishing additional standards.

“Nothing in this section shall be construed as in any way limiting the authority of school district governing boards to develop and adopt additional evaluation and assessment guidelines or criteria.”

Guidelines for Writing Performance Standards

The teacher performance standards for a conference should conform to the following guidelines.

Professional Soundness

Each standard must be professionally sound. This means that members of the educational community should be able to agree that such expectations are based on sound educational theory and practice.

Appropriate Specificity

Each standard should be specific enough to be unambiguous, yet general enough to enable evaluators to make application to various educational settings and situations.

Breadth of Scope

The completed list of standards should cover the range of professional expectations.

Reasonableness

The standards must be both reasonable and enforceable.

Performance Based

Positive attitudes and other subjective teacher characteristics clearly enhance teacher performance. However, written performance standards must be performance based. Those responsible

for establishing the standards must ask what teacher performance behaviors are to be expected and demanded of all teachers. If a particular attitude is important, think about the behaviors that are demonstrated by those who possess that attitude.

Universal

The performance standards must describe the absolute expectations of every teacher employed by the conference. Think, "Is the standard written in such a way that a teacher could be terminated for failure to meet the standard?"

Sample Performance Standards¹

A sample list of performance standards is provided here. Included is a category for spiritual or religious standards that are vital for Seventh-day Adventist Schools.

Standard #1. Teachers will engage and support all students in learning (by)

- 1.1. Creating a learning environment that engages all students
- 1.2. Connecting learning goals with students' prior knowledge, life experience, and interests
- 1.3. Facilitating learning experiences that promote autonomy, interaction, and decision-making
- 1.4. Engaging all students in problem solving and critical thinking
- 1.5. Promoting self-directed, reflective learning for all students

Standard #2. Teachers will create and maintain an effective learning environment (by)

- 2.1. Creating an environment that stimulates intellectual development
- 2.2. Creating an environment that is conducive to moral development
- 2.3. Establishing a climate that promotes fairness and respect
- 2.4. Promoting social development and group responsibility
- 2.5. Establishing and maintaining standards for student behavior
- 2.6. Applying classroom procedures that promote student learning
- 2.7. Using instructional time effectively
- 2.8. Maintaining a physical environment that is clean, orderly, and safe



1. These standards have been adapted from the California Standards for the Teaching Profession. Check to see if your state or province has adopted teacher performance standards.

Standard #3. Organizing Subject Matter and Designing Learning Experiences *(by)*

- 3.1. Demonstrating knowledge of subject matter content and student development
- 3.2. Following adopted curriculum and frameworks
- 3.3. Interrelating ideas and information within and across subject matter areas
- 3.4. Integrating faith with learning across subject matter areas
- 3.5. Using a variety of instructional strategies and resources appropriate to the subject matter
- 3.6. Developing and sequencing instructional activities and materials for student learning

Standard #4. Monitoring and Assessing Student Learning *(by)*

- 4.1. Establishing and communicating learning goals for all students
- 4.2. Collecting and using multiple sources of information to assess student learning
- 4.3. Involving and guiding all students in assessing their own learning
- 4.4. Using the results of assessments to guide instruction
- 4.5. Communicating student progress with students and appropriate others in a timely manner.
- 4.6. Maintaining complete, accurate and confidential student records

Standard #5. Developing As a Christian Professional Educator *(by)*

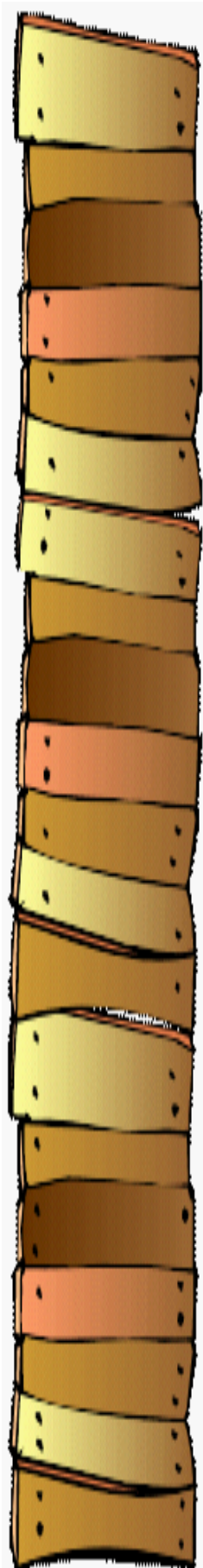
- 5.1. Modeling a positive and growing relationship with Christ
- 5.2. Demonstrating a life style consistent with accepted Seventh-day Adventist standards
- 5.3. Creating and maintaining an environment that encourages students' spiritual development
- 5.4. Promoting opportunities for student involvement in outreach activities
- 5.5. Establishing professional goals and showing initiative in professional development activities
- 5.6. Working with colleagues and communities to improve professional practice
- 5.7. Communicating effectively with parents and families
- 5.8. Maintaining a professional appearance appropriate to one's teaching assignment
- 5.9. Fulfilling adjunct duties as required



Can a conference legally support the inclusion of performance standards with spiritual elements?



Yes. However, such standards must be reasonable and must be definable according to that organization's generally accepted beliefs and practices.



Section II

Choosing Evaluation Models

THERE are certain elements or practices that should be a part of any system of teacher evaluation. Beyond those essential elements, however, there are different ways to design a system of evaluation. This section includes a presentation of those essential elements of evaluation and describes three different evaluation models. The purposes, advantages and disadvantages of those models are presented.

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THIS chapter presents elements and issues of teacher evaluation that are common to any system of evaluation. Evaluation is not a single event. It is an ongoing process consisting of a number of events and activities. Effective teacher evaluation is more than just one or two visits to a classroom with a form or forms filled out.

Effective instructional leaders know what is happening in their school. They are familiar with the needs and teaching styles of their teachers. They are frequently in and out of classrooms. Therefore, these supervisors are already spending time in classrooms and having informal conversations with teachers.

However, before implementing a set of evaluation practices and policies, some more specific reasons for evaluation must be examined. When considering the different evaluation models in this handbook, think about the following three purposes of evaluation and which model would best address those purposes.

1. Teacher Professional Development

As laid out in Chapter 1, the fundamental purposes of any teacher evaluation practice or system is to assist teachers to grow professionally to achieve their full potential. Teachers who grow professionally do not do so due to external influences but because they reflect on their own teaching performance. The teacher evaluation model which reflects this important purpose will include:

- goal setting,
- systems for teacher accountability,
- provision for support and resources,
- encouragement and recognition of teacher achievements, and
- activities to help teachers reflect on their own teaching.

2. A Competent Teacher in Every Classroom¹

Remain ever alert to the possibility that some teachers may not be meeting the performance standards. Maintaining such vigilance requires frequent classroom visits and conversations with teachers. To meet this need, an evaluation model must include such elements as:



What are the aspects or phases that should be included in any teacher evaluation process?



This chapter discusses three identifiable phases that need to occur in any effective evaluation system.



1. An understanding of the characteristics of effective teaching is essential if supervisors are to successfully address and document inadequate teacher performance.

Careful review of Section VI of this handbook is critical.

- informal classroom observations,
- formal classroom observations or videos,
- identification and communication of areas of concern,
- documentation of inadequate performance and/or progress, and
- provision for appropriate support and remediation.

3. To make effective decisions regarding teacher status

New and transferring teachers are on provisional status for a specified number of years after which supervisors must make decisions regarding those teachers' future. This requires the collection of evidence of the quality of their performance. Collection of that evidence requires an evaluation model that includes such elements as:

- informal classroom observations,
- formal classroom observations or videos, and
- teacher support and resources.

Because each teacher is unique, no set of evaluation activities will best suit every teacher. Consider carefully the differentiated evaluation model described in chapter 6 of this handbook.

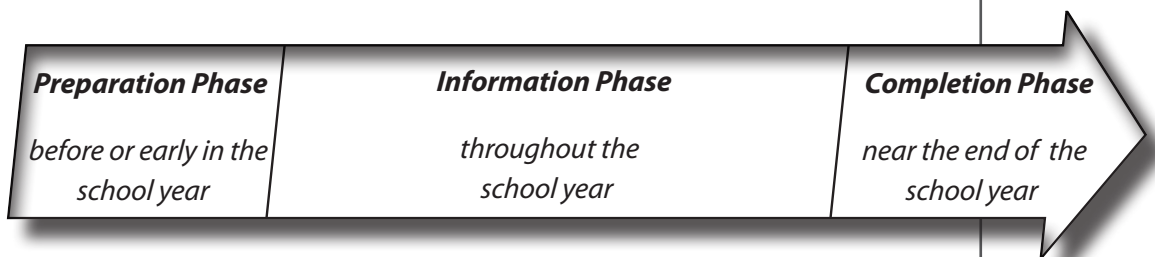
Regardless of the evaluation model applied, effective supervisors will practice a more complete evaluation process spanning a school term and consisting of at least three identifiable phases.

Three phases¹ of evaluation

All teacher evaluation models include three identifiable phases:

1. **Preparation phase** – preparation for the evaluation year.
2. **Information phase** – collecting information and working with teachers.
3. **Completion phase** – completing the evaluation year and submitting reports

Consider the actions or activities included during each of these phases.



1. Remember the phases in this diagram.

They should be included in any evaluation model.

You will see a small version of this diagram in the next few chapters.

1. Preparation Phase

Before school begins or early in the school year, supervisors will meet with teachers to make sure that the evaluation plans for the year are clearly understood by all.

Faculty Orientation

Faculty orientation can be conducted in various ways. This orientation may be a regularly scheduled annual event. Supervisors may choose to conduct the orientation only with those teachers scheduled for evaluation that year. What is essential is to keep faculty fully informed. All faculty should be aware of:

- the purposes of evaluation,
- the basis for evaluation,
- the performance standards,
- how evaluation results are used,
- which faculty are to be evaluated, and
- the evaluation events.

This information will be provided at a faculty meeting before school begins or early in the school year to involve faculty in the critique of the evaluation policies and practices. Such an orientation may be necessary only for new faculty.

Faculty members deserve regular updating about practices and policies that affect them.

Individual Planning Conferences

The first step in formalizing the evaluation process is to conduct an individual planning conference with each teacher to be evaluated during the year. The conference should be a collaborative one, allowing both supervisor and teacher input on the evaluation process and plans. This conference should cover such topics as:

Information About Evaluation

- The evaluation model to be followed
- Choices the teacher may have regarding evaluation activities
- The teacher's general goals and aspirations
- Specific professional goals for the current school year

Setting Goals

Supervisors should expect that as a result of the evaluation process each teacher will make identifiable progress toward becoming a better teacher. Supervisors should help the teachers develop a specific goal for professional improvement for the year.



What information about the evaluation process should be shared with the entire faculty?



The entire faculty should know early about what is involved in evaluation. Faculty members need to be familiar with information noted in this chapter.



Should teachers be involved in planning for their own evaluation?



Yes. In fact, the first step in formalizing the evaluation process is to conduct an individual planning conference with the teacher.

Early in the school year supervisors become aware of their teachers' performance through various sources of information such as:

- informal or unplanned observations of teaching
- other informal contacts with the teachers
- comments (or complaints) from peers, parents, or students
- written documents
- out of class observations

Supervisors should use this information to work with teachers to develop meaningful goals. Often, teachers are not fully aware of their own strengths and weaknesses. They may need assistance from the supervisor to help focus their efforts toward professional improvement.

The supervisor may provide tools for assisting the teachers to reflect on their own teaching and professional needs.

Self Assessment

One tool would be to ask the teacher to complete a self-assessment survey¹.

Chapter 1 of this handbook reminded us of the importance of reflective practice on the part of teachers if the goal of teacher professional growth will be met. Providing a self-assessment instrument to teachers can assist them to reflect on their teaching performance.

After completing the survey, the teacher and supervisor may collaborate in the preparation of a professional growth goal that is appropriate for that teacher.

Evaluation of teachers must be based on the approved Teacher Performance Standards. The sample self-evaluation form in Appendix A is based on the sample performance standards from Chapter 3.

2. Information Phase

During the course of the school year a supervisor is continually learning about the performance of the teachers. Supervisors may learn about teachers through²:

- Formal classroom observations
- Information classroom observations
- Interactions throughout the year in various settings and situations
- Interviews with parents, students, and colleagues
- Interviews with other members of the school constituency

This information, appropriately processed, becomes the basis for the summative evaluation reports written and submitted at the end of the school year.



Is it OK to let teachers evaluate themselves?



Teachers may participate in self-evaluation by completing a self-assessment form as discussed in this chapter.

See also Chapters 6 and 7 for evaluation models that involve teachers more actively in the evaluation process.

Ultimately, however, supervisors must be held responsible for effective teacher evaluation.



1. See Appendix A for a sample teacher self-evaluation instrument.



2. See Chapter 9 for more information about using information sources

3. Completion Phase¹

At or near the end of the school term, supervisors will complete the analysis of the information collected about each teacher, prepare the appropriate documents and lead out in appropriate completion activities. This phase should be designed to meet the conference's policy requirements for evaluation.

Implementing all of these three phases is essential to a successful evaluation experience in any evaluation model.

Different Models

This chapter has presented those elements of effective evaluation practice that are essential for any meaningful teacher evaluation practice. The next three chapters provide additional information about different teacher evaluation models. Read and think thoughtfully about these different models. It is possible that conferences or supervisors may adopt and apply different features of these different models.



1. See Chapters 28-30 for information regarding the completion phase.

DIRECTIVE teacher evaluation tends to be top-down. The supervisor is in charge of collecting data, making observations, and preparing the summary evaluation documents. The directive model is likely to be form-driven. Supervisors will probably concern themselves about what “forms” are needed in order to complete the evaluation process.

Features of this Model

Following are some concepts or features that are associated with directive evaluation.

Supervisor Control

Directive evaluation is administrator centered and supervisors may feel more comfortable using a structured model where they are more fully in charge of the process.

However, lack of active teacher involvement may result in a process less meaningful to teachers.

Role of Forms

Directive evaluation tends to be form driven and proper completion of the form or forms may help assure a comprehensive and sound evaluation result.

However, supervisors may place too much reliance on completion of the forms rather than analysis of the teachers' growth needs.

Teacher Role

The teacher may not be asked to assume an active role in a directive evaluation process.

However, evaluation may often be seen as something that “happens to” the teacher.

Classroom Observations

In directive evaluation, classroom observations are seen as the primary source of data. Supervisors are likely to be familiar with conducting traditional classroom observations.

However, teachers are often skeptical regarding the value of classroom observations. Supervisors often have anxieties or may lack the skill to conduct effective classroom observations.

The Time Line¹

Preparation Phase



Faculty Orientation

Conduct appropriate *faculty orientation* as described in Chapter 4.

Individual Planning Conference

Early in the school year, based on events and observations, the supervisor will build a conceptual basis for evaluative opinions. These opinions may become the basis for the supervisor's input during the collaborative individual planning conference. The supervisor will expect the teacher to participate in the preparation.

The supervisor will ask teachers to:

- Bring copies of long range and short range instructional plans
- Conduct the teacher self-assessment and bring the completed form to the conference.
- Make suggestions for the professional growth goals for the year.

The following elements will assist the supervisor in preparing for and conducting this collaborative planning conference.

Instructional Plans

The teacher's planning skills and knowledge will probably be a part of the school or system's performance standards. The teacher's ability to plan effectively on a short-range basis will be readily apparent in classroom observations. However, long-range planning skills may be less apparent. Each teacher should provide at least one long-range unit plan before the conference for the supervisor to examine.

This long-range plan will provide a basis for evaluating the teacher's planning skills as well as providing a basis for planning videos or classroom observations.



1. See Chapter 4 to review the three evaluation phases

A productive conference will include positive feedback about those aspects of the unit plan which are sound; questions for clarification, if needed; and suggestions based on the school's performance standards relative to long-range planning skills.

Self Assessment¹

The supervisor will already have certain opinions about the teacher developed through the informal awareness building that has taken place to this date. To help make the planning conference a meaningful, collaborative experience, a self evaluation instrument can be used by the teacher to prepare the teacher for the conference.

Professional Growth Goals

Writing personal professional growth goals can help a teacher achieve focus. Written professional growth goals should be an outgrowth of the individual planning conference.

Such professional growth goals should be translated into a professional growth plan². The plan will include selected professional development activities for the teacher which will contribute to the attainment of the professional growth goals. These will be mutually agreed upon by the supervisor and the teacher.

Administrative support for the teacher's goals must also be an essential part of the plan. The supervisor should ask the teacher for the nature and kinds of support needed to achieve the stated professional growth goal. Such support may consist of release time, materials, budget, etc. The goals and the support elements must be mutually agreed upon by the supervisor and the teacher.

This professional development plan will then contain

- The teacher's personal professional growth goals,
- The professional development activities necessary to support achieving the goals, and
- The appropriate administrative support committed.

The personal professional growth plan will greatly strengthen professional development activities. The preparation and implementation of the professional development plan should be a part of the evaluation policies of the school or conference.

Be sure to keep a record of the teacher's professional development plan.

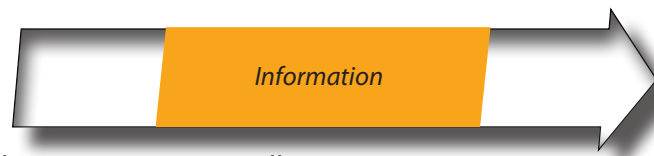


1. See Appendix A for sample teacher self assessment forms.



2. See Appendix A for sample teacher professional development plan form.

Information Phase



Throughout the school year supervisors will continue to monitor teachers' performance. They will make classroom visits, observe teachers, and collect information about teacher performance from various sources. Most of the information comes from:

1. Supervisor observation of teachers and teaching¹
2. Information from other sources²

In addition, it is important to monitor each teacher's progress toward meeting their improvement goals and in providing appropriate support to help the teachers.

Completion Phase



At or near the end of the school term, supervisors will complete the analysis of the information collected about each teacher, prepare the appropriate documents and lead out in appropriate summative activities. The summative phase should be designed to meet the system's policy requirements for evaluation. In the directive evaluation model, the summative phase will consist of a summative conference with each teacher and a completed summative evaluation form³.

Chapters 28 and 29 provide further information regarding designing and conducting summative evaluation.



1. See Chapters 11-15 for information about observing teachers and analyzing instruction.
2. See Chapter 9 for information about collecting and filing information about teachers.



3. See Appendix A for sample summative evaluation forms.

Differentiated Evaluation

chapter 6

CHAPTER six presents a purpose driven evaluation model. This model incorporates elements and activities that address different teacher needs and different evaluation purposes.

What is Different

- 1. It differentiates among different groups of teachers.** Different evaluation components apply for (a) teachers on regular status, (b) underperforming teachers, and (c) teachers on provisional status.
- 2. It is individualized.** Each teacher is evaluated based on progress toward a personal professional growth goal established for that year for that teacher.

What are the Benefits

Consider some tangible benefits of the Differentiated Evaluation Model.

Recognizes Different Evaluation Needs

Teachers are expected to practice differentiated teaching. Supervisors may model this by practicing Differentiated Evaluation. The process is differentiated in two dimensions:

1. Specific focus on each individual teacher's professional growth needs
2. The different needs of different categories of teachers

In the Directive Evaluation model the process is pretty much the same for all teachers. The only difference being the frequency of the required evaluations.

Focuses on Professional Growth

The Differentiated Evaluation model recognizes that professional development is the number one evaluation priority. Teachers are held accountable for demonstrating professional development in at least one specific area.

Teacher growth may or may not occur as an outcome of directive evaluation models.



Do all teachers have to be evaluated the same way regardless of their abilities and experiences?



No. This chapter considers an evaluation model that is differentiated in a number of different ways according to different teacher needs and situations.



1. For information about a Burlington, Vermont plan for differentiated evaluation, see: Differentiated Teacher Supervision and Evaluation System. Appendix B

Encourages Reflective Practice¹

The model recognizes the importance of reflective practice. The process engages the teacher in examining his or her own teaching practices. Teachers are actively involved in the evaluation process, taking ownership of their professional growth plans and activities.

Directive evaluation may not include elements to encourage reflective practice.

Simplifies Evaluation for Many

Teachers on regular status and who are performing satisfactorily do not need to be evaluated comprehensively. The supervisor is able to plan more meaningful time with new or underperforming teachers while monitoring individualized professional growth of all teachers.

Traditionally, all teachers are evaluated comprehensively, in effect assuming the possibility that all teachers are potential underperformers.

What are the Three Teacher Categories

Differentiated Evaluation relates differently to each of the following three different teacher groups.

Teachers on Regular Status

This is an employment category as defined by the conference or union.

The Underperforming Teacher

This is **not** an employment category. Teachers are considered to be *underperforming* only after supervisors conclude, through careful analysis, that a teacher's performance fails to meet acceptable levels.

Teachers on Provisional Status

This is also an employment category and includes teachers new to the school, conference or the profession.



1. Loughran, John.
Effective Reflective
Practice.

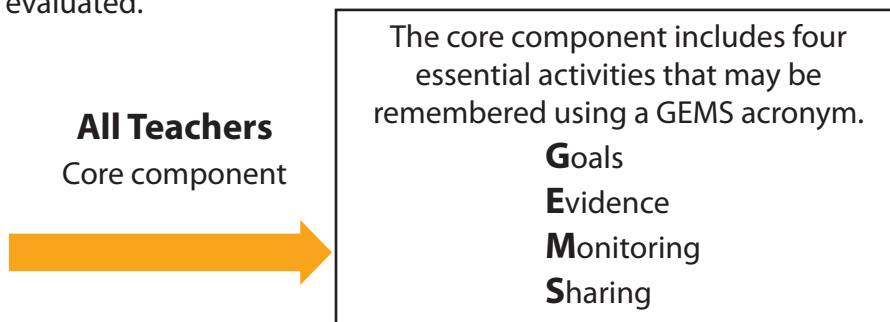
See Appendix B

Three Components of the Model

The Differentiated Evaluation model consists of three identifiable components. These components are based on the three evaluation purposes¹ and the three defined categories of teachers.

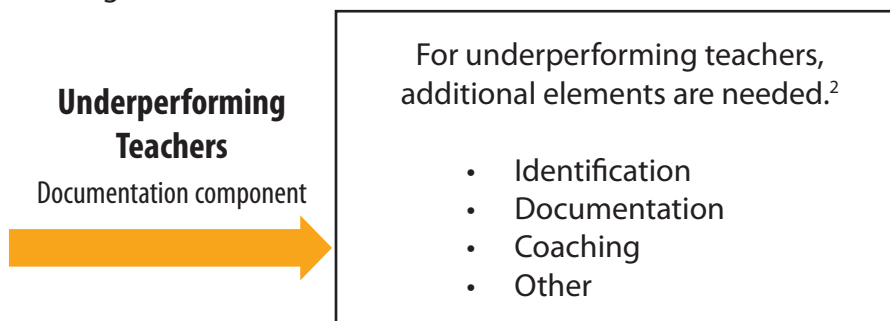
Purpose #1. Teacher Professional Development

The “Core Component” of Differentiated Evaluation focuses on teacher professional development and applies to all teachers being evaluated.



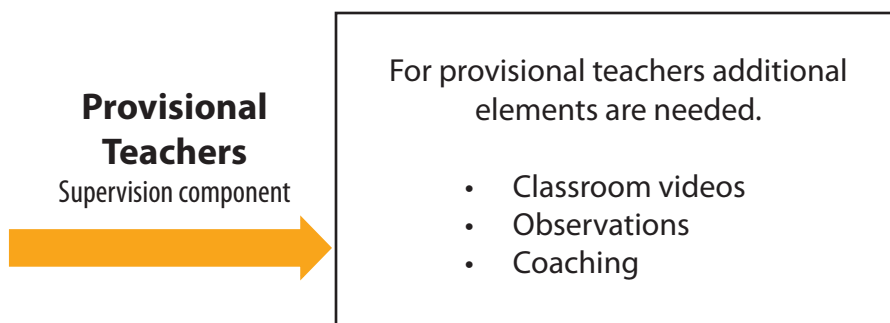
Purpose #2. A Competent Teacher in Every Classroom

This component recognizes that some teachers’ performance may be unsatisfactory. Supervisors must determine if teachers are meeting the performance standards and to focus time and resources on assisting those teachers who are not.



Purpose #3. Effective Decisions Regarding Teacher Status

Supervisors have the responsibility to recommend when teachers on provisional status shall be moved to regular status. Additional evaluation elements and activities are necessary to provide the basis for such recommendations.



1. Review Chapter 4 for the three evaluation purposes..



2. For discussion about due process and documentation of inadequate performance, see Chapters 8 and 10.

The Three Components Detailed

1. All Teachers: The Core Component

The Core Element applies to all teachers being evaluated and includes four steps. Remember **GEMS**.

Goals

Conduct a conference with each participating teacher to establish a personal professional goal. This goal will focus on improving the teacher's professional performance. The goal must reflect one or more of the teacher performance standards. Consider the impact of this goal on student learning. Depending on the situation, this conference will be collaborative in nature so that teachers will feel ownership over the goal.

Evidence

Once the goal has been established the nature of evidence of the goal attainment needs to be determined. Supervisors will work collaboratively with the teacher to determine what evidence will be presented to show that goal has been met. The evidence may consist of a video of the teacher in action, a video of students participating in a learning activity, or a demonstration. A display of student work might be appropriate.

Monitor and Support

During the course of the school year, the principal or supervisor must meet regularly with the teacher to monitor how the teacher is progressing toward meeting the goal. Support must be provided and appropriate resources such as materials or supplies should be made available. For some teachers, coaching from the principal, supervisor, or other teachers could be useful.

Share and Celebrate¹

At or near the end of the school term, opportunities need to be provided for supervisors and teachers to celebrate the teachers' attainments. The evidence established in the goal-setting step will be showcased. Provide a special event with all teachers invited. Each participating teacher will present their videos, demonstrations, or displays. Make this a special event with teachers being the highlight of the program. More information about this event is presented later in this chapter.



1. See Chapter 30 for further discussion of a teacher celebration event.

2. Underperforming Teachers: Documentation Component

Most summative procedures and forms used by schools or conferences do not provide adequate documentation for dealing effectively with underperforming teachers. More extensive documentation will be required for those using the differentiated evaluation model. When dealing with underperforming teachers the following elements are essential.

Identification

Effective supervisors regularly receive information about teacher performance. This information comes from classroom observations, and others such as colleagues, parents, and students. In time, the supervisor may conclude that a teacher's performance does not meet the conference teacher performance standards. In such a case, additional supervisor interventions are required.

Documentation¹

Whenever concerns about a teacher's professional performance arise, conference administrators will work with supervisors and site principals to assure that due process steps are followed and appropriate support is provided. Conference-site collaboration will result in the production and appropriate filing of the necessary documentation. Use the guidelines in this book and/or in the resource mentioned below.

Documentation Refresher Resource²

A documentation refresher resource is available for conferences who wish to provide documentation guidelines to school administrators. Review this resource, especially, the "documentation steps" section when a teacher is believed to be underperforming.

Monitor and Support

Due process and ethical conduct require that supervisors carefully monitor the performance of teachers whose performance levels are under question. Effective and appropriate support must be provided for these teachers.

3. Provisional Teachers: Supervision Component

At the end of each teaching year supervisors must make decisions for each teacher regarding their continued employment. Additional evaluation data is necessary for teachers on Provisional Status. In some cases decisions will need to be made regarding placement of teachers on Regular Status. These decisions must be based on appropriate and adequate evaluation data.



1. For information about documentation, see Chapter 10.



2. Check with your conference superintendent for information about this electronic resource.

Supervisors will, therefore, conduct formal instructional observation of teachers on provisional status. This formal observation may take the form of personal supervisor visits or video recordings.

Supervisor visits

Traditional supervisor classroom visits provide opportunities for the supervisor to observe first-hand the teacher in action. Informal classroom visits must be a part of every supervisor's regular practice. Formal classroom observations may be critical for new teachers or for teachers experiencing difficulty.

Using video¹

Use of video may hold a number of advantages for helping teachers grow professionally. Making and viewing videos promote reflective practice on the part of the teacher. Teachers may choose, if dissatisfied with a video, to redo the video.



1. For additional discussion regarding the benefits and procedures for using video recording as a supervisory tool, see Chapter 14.

The Time Line

How Differentiated Evaluation applies to the different teacher categories and the nature of the three different evaluation components have been described. What would this model look like in practice? This next sections examines what the model would look like when applied over a school term.

Chapter 4 described the three phases that are essential in the implementation of any evaluation model. In Differentiated Evaluation those three phases would include the following types of evaluation activities:

Preparation phase



Faculty Orientation

Refer to Chapter 4 for the common elements important in faculty orientation.

If this model is being implemented for the first time, a clear description of the new program will be presented. Be sure all faculty understand the differences, advantages, and implications of the model. Supervisors may wish to give teachers a choice between traditional and differentiated evaluation.

If Differentiated Evaluation has been in effect for some time, such an orientation may be necessary only for new faculty.

Faculty members deserve regular updating about practices and policies that affect them.

Individual Planning Conference

An individual planning conference is a part of any effective evaluation process. Listed here are the specific elements needed to be addressed when using this differentiated evaluation model.

Setting the Goals

Supervisors will meet individually with each teacher to establish their professional growth goal or goals. The conduct of this meeting will differ according to the teacher's needs. New teachers or underperforming teachers will need more direction from the supervisor in establishing the growth goals for the teacher. The teachers on regular status who are highly motivated and successful may need very little guidance from the supervisor.

To help teachers reflect on their own practices, consider using a self-evaluation tool¹.

These goals must be based on the conference teacher performance standards. When the goals are written consider the impact of the attainment of the goal on student learning.

Deciding on the Evidence

After the professional growth goal has been established, the teacher and supervisor will determine the nature of the evidence that will demonstrate the attainment of the teacher's goal. This evidence may be a video recording of a lesson. It may be a demonstration of student work. It may be student progress data. This evidence will be showcased in the teacher sharing and celebration event at the end of the year.

Information Phase



The information phase is year-long. Information about a teacher is collected. The following two elements are essential when practicing this model.

Monitor and Support

Working with teachers to help them grow is a continual process. The supervisor will work throughout the school year to monitor and mentor as needed to help each teacher meet the goals that have been established. In addition, an effective educational leader will provide resources and other kinds of support for teachers' efforts to grow professionally and meet their objectives.

While monitoring the teachers' progress, also monitor the preparation and completion of the evidence of attainment that has been established and will be showcased at the end of the year.



1. See sample teacher self evaluation tool in Appendix A.

For new or provisional teachers, frequent informal classroom observations are essential. Instead of conducting formal classroom observations consider the benefits of using video recordings. The use of video encourages teachers' reflective practice.

Evaluate All Teachers' Performance¹

Throughout the school year supervisors will continue to monitor teachers' performance. They will make classroom visits, observe teachers, and collect information about teacher performance from various sources. Most of the information comes from:

1. Supervisor observation of teachers and teaching
2. Information from other sources

Completion Phase



Sharing and Celebration Event²

For this differentiated evaluation model, it is important to provide an event where teachers can showcase their accomplishments with their peers or others.

Forms³

If the conference or supervisor wishes a completed summative form, the form can be quite simple, reflecting the goal established and to what extent that goal was met and demonstrated. For the underperforming teacher, a more comprehensive form is not necessary because adequate, and possibly extensive, documentation should be a part of that teacher's file. A somewhat more comprehensive form may be appropriate for the provisional teacher.

Instead of a form, a letter may be adequate. The letter needs to include the following elements:

1. Teacher's name, date, and other appropriate identifying information
2. The professional development goal
3. The extent to which the goal was attained and demonstrated
4. For provisional teachers, other relevant performance data

What are Some Potential Challenges

Consider some potential challenges supervisors may face in the implementation of differentiated evaluation.



1. Refer to Chapter 9 for a discussion of the information sources appropriate for monitoring teacher performance.



2. See Chapter 30 for information about the sharing and celebration event.



3. See Appendix A for sample summative evaluation forms for differentiated evaluation.

Use of Video

While use of video has some clear advantages in terms of the teacher's professional development, supervisors may find some teachers reluctant. Supervisors may work with teachers to reduce their anxiety.

Professional Goals

Under a traditional evaluation model, teachers may be passive participants. They may object to an evaluation model that holds them accountable to demonstrate some specific professional attainments. Work toward processes that reduce teacher anxiety and encourage teachers to share and celebrate with one another.

Comprehensive Evaluation

Some supervisors may be uncomfortable with the absence of comprehensive evaluation and classroom observations for the high-performing teachers. Effective supervisors will not eliminate informal classroom visits and will follow through on concerns that may arise about any teacher. If concerns do arise, teachers may need to be redefined as "underperforming."

Conference Planning and Implementation

Conferences choosing to implement Differentiated Evaluation will need to plan carefully. Following are three essential planning steps.

Adopt Performance Standards¹

If the conference has not already adopted performance standards for teachers, adoption of standards is the first step.

Provide In-service for Supervisors

Provide principals and supervisors the opportunity to discuss the performance standards, their meaning and what they look like in practice. Reinforce the fact that all teacher evaluations must be based on a performance standard. Also stress that teachers' professional goals should be based on one or more performance standards. Review the three teacher categories and the GEMS steps for the Core Element.

Provide in-Service for Teachers

Supervisors must provide a similar discussion opportunity for teachers. They need to have a clear understanding of the meaning of each standard and what the standards look like in practice. Review the three teacher categories and the GEMS steps for the Core Element. Explain that each teacher's professional goal or goals should be based on one or more performance standards.



1. Review
Chapter 3 for
the process
for developing
performance
standards.

PORTFOLIO evaluation assigns major responsibility to teachers to demonstrate their own professional competence.¹

What is Different

1. **Teachers assess their own performance.** Teachers prepare documents demonstrating their competency in the various performance standards.
2. **Teachers document their own performance.** Documents come from the teacher's actual performance of their duties.

What are Some Benefits

Consider some benefits associated with portfolio evaluation.

Focus on Teacher Improvement

The goal of teacher evaluation is teacher improvement. When developing portfolios, teachers have a higher level of involvement in the evaluation process. A well designed and well managed portfolio helps teachers understand their needs, affirms their growth, and improves their ownership of the evaluation process.

With a top-down evaluation system in place in most educational organizations, ways to increase teacher involvement or ownership are limited.

Authentic Assessment

Authentic assessment of students is becoming more and more widespread. Why not increase the use of teacher portfolios as a part of the supervision and evaluation process? Artists and university professors have, for years, maintained professional portfolios.

Teachers Held Responsible

With this model, teachers are responsible for their own evaluation while maintaining accountability to the educational school or system.



What about teacher portfolios and teacher evaluation?



Teacher portfolios may assume a role in the teacher evaluation process in various ways. This chapter considers a number of ways to use portfolios and to help teachers build evaluation portfolios.

Teachers are more active in reflecting on their own performance and empowered to reach the highest level of excellence and efficacy.

Teachers with Greatest Needs

This model provides the supervisor opportunity to spend more time with teachers with greater needs. Supervisors may be released from the responsibility of some of the traditional “top-down” supervisory activities with teachers who have already proven to be effective.

Defining of this Model

Teachers are responsible for providing documentation of their own professional performance by building a portfolio of evidence for each of the conference’s performance standards. Supervisors may choose to work with teachers to select certain standards each school year so that a completed portfolio may be a multi-year process.

Supervisors do not relinquish their supervisory responsibility to assess teacher needs and to document performance as necessary when concerns about teacher performance arise.

Portfolios¹

To implement a portfolio teacher evaluation system, a greater understanding and appreciation of portfolios is essential.

Definition

A portfolio is a collection of artifacts that demonstrates the teacher’s accomplishments. These artifacts may be on paper or on some electronic media such as video or tape. The artifacts may include items produced by the teacher solely, the teacher jointly with others, or by others.

Sources of Portfolio Artifacts

Artifacts produced by the teacher

Artifacts produced by the teacher might include class handouts, long-range lessons, results of a special project, or journals or other forms of reflections.

Artifacts produced jointly

Artifacts jointly produced could include notes prepared with a consultant, products of committee work, a jointly produced instructional plan, or professional development plans jointly produced with a supervisor.



1. For additional information about teacher portfolios, see:

Bullock, A. and Hawk, P.

Campbell, D. and others

Appendix B

Artifacts produced by others

Artifacts produced by others could include letters of recommendation, letters from parents, supervisor's observation notes, parent's letters or notes of praise, student rating results, diplomas, licenses, or examples of student achievement.

The Time Line

Chapter 4 described the three phases that are essential in the implementation of any evaluation model. In Portfolio Evaluation those three phases would include the following types of evaluation activities:

Preparation phase



Faculty Orientation

As in the other evaluation models, faculty need to be kept continually informed about the evaluation policies and plans. Orientation to the evaluation process should be provided at a faculty meeting before school begins or early in the school year to involve faculty in the critique of the evaluation policies and practices. Faculty members deserve regular updating about practices and policies that affect them.

If this plan of evaluation has been in effect for some time, such an orientation may be necessary only for new faculty.

Individual Planning Conference

At the beginning of the school year, the supervisor and teacher will collaboratively develop a professional development plan for the year.

Goals

Supervisors will assist their teachers in selecting their professional development goals for that school year. These goals will be based on teacher performance standards.

Portfolio Documents

The supervisor and teacher will discuss the nature of the documentation to be collected that will provide evidence of attainment of the goals and related performance standards.

Activities

The professional development activities and relevant supervisor support will also be planned and discussed during this conference.

Information Phase



The information phase is a year-long process. Evaluation information about a teacher is collected and the supervisor monitors and supports the portfolio development.

Evaluate All Teachers' Performance

Throughout the school year supervisors will continue to monitor teachers' performance. They will make classroom visits, observe teachers, and collect information about teacher performance from various sources. Most of the information comes from:

1. Supervisor observation of teachers and teaching
2. Information from other sources

Monitor and Support

Working with teachers to help them grow is a continual process. The supervisor will work throughout the school year to monitor and mentor as needed to help the teacher meet the goals that have been established and supervise the collection of the portfolio artifacts.

For new or provisional teachers, formal and informal classroom observations, along with appropriate coaching and supporting, are the supervisor's responsibility.

The supervisor is to be a resource person for teacher professional growth. Based on each teacher's specific growth needs, think of such resources as financial resources for in-service or equipment. Provide information resources through books, periodicals, or internet sources. For the underperforming teacher, providing resources is an essential due process element.

Completion Phase



Sharing and Celebration Event¹

When teachers have spent a school year growing professionally and building their portfolio, it is important to provide an event where teachers can showcase their accomplishments with their peers or others.

Documentation²

Schools or conferences using a portfolio evaluation model will need to find ways to evaluate the documents relative to the teacher's performance to determine satisfactory completion of the evaluation process.



1. See Chapter 30 for information about a sharing and celebration event.

2. See Chapters 28 and 29 for more information about summative evaluation and summative documents.

Some Application Issues

Before applying a portfolio evaluation model, consider some of the following issues.

New Teachers

Many new teachers have recently graduated from a teacher training program where their professors have required them to develop a portfolio. These teachers are already accustomed to building a portfolio. Supervisors will help these teachers create an authentic portfolio that may assist them in their continuing education.

Experienced Teachers

The experienced teachers may be most resistant to building a portfolio if they have not done so before. Supervisors may wish to make portfolio evaluation optional for these teachers while encouraging them to develop portfolios as beneficial to them. As these teachers attend year-end sharing and celebration activities, they may be encouraged to develop their own portfolio.

Provisional Teachers in Transition

It is unlikely that any new teacher or any teacher will develop a complete portfolio during any single school year. Consider working with provisional teachers over the course of their provisional status term so that at the end of their provisional status, a portfolio will be the evidence presented to transition the teacher to regular status.

Helping Teachers Build Their Portfolio¹

Supervisors may wish to provide teachers with resources and ideas to help them develop their portfolio. Following is a list of the sample Performance Standards from Chapter 3. Following each standard is a list of suggested documents that could demonstrate competency in that standard.

Standard #1: Teachers Will Engage and Support All Students in Learning

- Copies of lesson plans demonstrating (a) higher level thinking, (b) varieties of instructional strategies, (c) cooperative learning, (d) multiple intelligences
- Samples of student work
- Copies of I.E.P's and policies regarding S.S.T's
- Sample of teacher feedback
- Information about parent-conferences



1. For two resources that deal directly with preparing portfolios to meet standards, see the following:

National Board Certification Workbook: How to prepare your portfolio and Teacher's Guide to National Board Certification: Unpacking the standards.

to order, see: www.Heinemann.com

Standard #2: Teachers Will Create and Maintain an Effective Learning Environment

- Photos of classroom, bulletin boards, etc.
- Notes from parents, students, others
- Copies of classroom management documents. Rules, discipline plan, etc.
- Copies of documents produced by students related to student government
- Copy of discipline philosophy

Standard #3: Teachers Will Organize Subject Matter and Design Learning Experiences

- Photos of learning activities/field trips
- Student projects (group and individual)
- Copies of instructional plans, (a) daily, (b) unit, (c) yearly

Standard #4: Teachers Will Monitor and Assess Student Learning

- Copies of grading rubrics used
- Samples of tests
- Student portfolios

Standard #5: Teachers Will Develop As a Christian Professional Educator

- Materials from conferences or conventions attended
- Documents demonstrating professional memberships
- Evidence of participation in school leadership projects
- Copy of personal mission statement
- Letters from colleagues, administrators
- Copies of articles published or convention presentations
- Documents or photos illustrating church related projects
- Newsletters published
- Samples of letters used for parent communication
- Products from committees served or led
- Letter(s) from local pastor(s) or community leaders
- Photos from church or other community projects

Technology¹

The suggested documentation includes “low-tech” options such as documents and photographs. Teachers may choose “high-tech” options such as PowerPoint, videos, etc.

Challenges

Supervisors may wish to consider some potential challenges they may face in the implementation of portfolio evaluation.

Developing a Portfolio is Work

Supervisors will keep in mind that preparing evidence of their own accomplishments is additional work for teachers. Even though many teachers do not welcome traditional “top-down” evaluation, they may still prefer that to the additional work involved in preparing the portfolio.

Schools or conferences will need to decide if the potential advantages outweigh the disadvantages. If a school or system chooses to test such a system, incentives need encourage teachers to participate. In the pilot studies, many participating teachers expressed appreciation for what the process had done for them.

Additional Portfolio Information

A wealth of information has been written in educational literature about portfolios. This last section provides some additional information that may not directly relate to portfolios as an evaluation model, but may be found useful.

Types of Portfolios

The teacher in collaboration with the supervisor needs to determine the nature of the portfolio. The portfolio may be a capstone portfolio, a showcase portfolio, a working portfolio, or a combination.

Capstone Portfolio

A capstone portfolio might be designed to demonstrate the results of a specific project, or it might reflect the achievement during a particular term of evaluation such as the period of time leading to granting of tenure or regular employment. This may be a logical portfolio choice for a teacher evaluation portfolio.

Showcase Portfolio

A showcase portfolio would be designed by the teacher to reflect positive accomplishments. A showcase portfolio might be used in



1. The technology oriented teacher may wish to examine the following web sites, keeping in mind that web sites may be short lived:

<http://eduscapes.com/tap/topic82.htm>

<http://www.glencoe.com/sec/teachingtoday/weeklytips.phtml/43>

the process of application for a new position or a promotion to a position of greater responsibility.

Working Portfolio

A working portfolio is designed to demonstrate professional development. Artifacts reflect the true nature of the teacher's growth even if negative elements may be present. Such a portfolio will be kept active and up to date to show the latest achievements or needs of the teacher. Supervisors will need to develop a high level of trust in order to encourage teachers to maintain such a portfolio for evaluation purposes.

Ownership of the Portfolio

Teachers may choose to develop and maintain a teacher portfolio of their own design. However, to make the portfolio an authentic part of the teacher evaluation process, the supervisor and teacher should discuss together the process of portfolio development and ownership.

The Teacher's Evaluation File

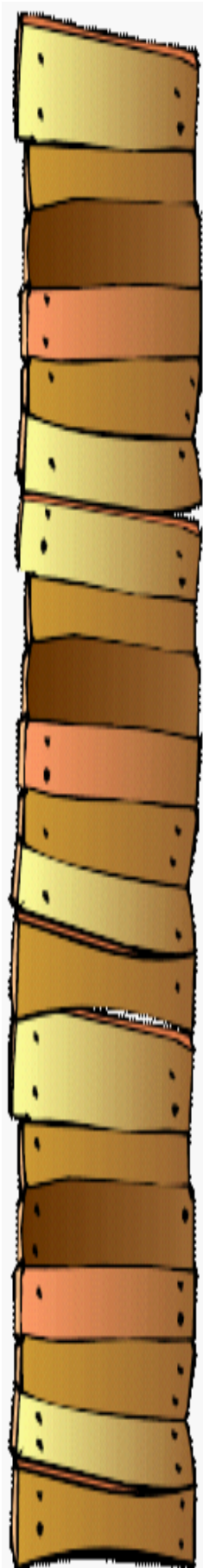
If the portfolio becomes a formal part of the teacher's evaluation file, then ownership resides with the employing organization. The advantage for the teacher would be that he or she would have greater voice in the design and contents of the evaluation file.

Teacher Owned and Controlled

Teachers may choose to develop and maintain portfolios on their own, in which case the file will be the property of the teachers, as long as any documents or artifacts placed in the file are within the appropriate control or ownership of the teachers.

Combination Ownership

The supervisor and teacher may agree on a joint ownership where the teacher would maintain access to the file for purposes of removing documents or artifacts and the supervisor would consider the portfolio to be a jointly owned or controlled adjunct to the evaluation file.



Section III

Collecting Evaluation Data

THIS section focuses on the different sources of data that supervisors may use in the process of evaluating teachers. As evaluation documentation is collected, supervisors need to be sure that the process of documentation follows legally sound guidelines. Chapter 8 discusses standard due process elements. Chapter 9 reviews the different types and sources of documents including how to understand and screen information about teachers that comes to a supervisor from various sources. Chapter 10 provides details about how legally sound and educationally appropriate documents are developed and recorded.

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IT is important to treat teachers fairly, sensitively, and with due concern for their rights and feelings. In this chapter, “due process” considerations are presented. These steps to be followed have been defined over time through the process of judicial law. A responsible supervisor will follow these steps out of concern for teachers, rather than out of mere concern for litigation.

In dealing with a teacher with problems, or one who does not perform up to the school or system’s expectations, remember the following due process steps. These steps must be taken and documented before any administrative or punitive action for incompetence may be taken against a teacher. Regardless of the effort made to follow these steps, legal counsel should be sought whenever due process becomes an issue.

Due Process Steps¹

1. Identify and clearly communicate to the teacher specific weaknesses or concerns. These weaknesses or concerns must be related to the school or system evaluative criteria.
2. Document these area of concern with objective data, following the documentation guidelines described in chapter 10.
3. Provide remedies for the teacher in order to help that person improve. These remedies should include provision for in-service or other staff development opportunities as well as appropriate support from the supervisor.
4. Give the teacher reasonable time for improvement to take place. “Reasonable” is, of course, a judgment term, and the amount of time considered reasonable would be determined by the nature of the problem and the development of an appropriate strategy for the solution of that problem.
5. Give frequent and appropriate feedback to the teacher concerning his or her progress toward expected improvement. If a teacher has been asked to improve and has been given professional development opportunities, plan to devote enough time to that teacher to determine the kind of progress that is being made and to provide feedback and assistance or support as needed.



What procedures must I be concerned about when dealing with an ineffective teacher?



In dealing with a teacher who does not perform up to the school or conference’s expectations, the due process steps listed here must be followed.



1. *These five steps are based on generally accepted processes. Local or conference policies and state laws may be much more explicit in terms of steps, details, and time frames than these steps.*



For a parable of Jesus and due process, see Luke 13: 6-9.

TEACHER evaluation must be objective and based on a wide variety of sources of data. Such sources may include, but not necessarily be limited to, classroom observations, interviews, and various documents. A detailed discussion of each follows:

Observations

Classroom Observations

Classroom observations will probably be the most useful source of evaluation data about teachers. Classroom observations usually take place in two forms, informal and formal classroom visits. This data source will be discussed in considerable detail later in this handbook.

Other Observations

Supervisors have many opportunities to be in contact with teachers out of their classrooms. These include informal teacher conversations on campus as well as observation of the teacher while performing various campus duties.

Interviews

In the course of their work, supervisors interview various individuals relative to teacher performance. Many of these interviews are unsolicited and are likely to be in the form of complaints.

Complaints must be handled very carefully and with sensitivity to all parties. Often the individual, or individuals, making a complaint feels that the complaint must be kept confidential, yet any resolution may require that the teachers be informed of such criticism.

Any reasonable complaint deserves follow up with an attempt to validate the complaint through first hand observation or further investigation. Such investigations must be conducted with tact. The dignity of both the teacher and the person or persons making the complaint must be maintained during the process.

If the complaint cannot be validated through such a process, then the record must reflect the nature of the complaint and the results of follow



What kind of information or data is used to evaluate teachers?



Evaluation should be based on a broad variety of information sources. Sources may include, but not necessarily be limited to, classroom observations, interviews, and various documents.

up observations or investigations by the supervisor. Additional details regarding documentation procedures are discussed in Chapter 10.

Complaints are likely to come from such sources as:

Students

Dealing with student complaints may be especially sensitive as teachers may expect support from the supervisor in the face of any complaint from students. Supervisors must, however, provide appropriate follow-up to student complaints.

Aside from dealing with complaints, informal discussions with students can provide valuable information about trends or patterns of teacher performance.

Parents

It is wise to consider a policy that parents wishing to register a complaint put such a complaint in writing. The complaint then becomes a written document as described later in this chapter. Policies in certain states or districts may, in fact, require that complaints be made in writing if the complaint is to be considered.

Colleagues

Supervisors frequently hear complaints from a teacher's colleagues. When listening to teachers complain about their colleagues, supervisors should use good listening skills but maintain a neutral posture.

Others

Community members, other school staff members, members of the school board all may, at times, provide the supervisor with information about teachers. All such observations or complaints need to be investigated appropriately.

Documents¹

Relevant documents may be produced by the teacher; they may be generated by the supervisor, or they may come from other sources.

Written Complaints

Procedures for follow-up to written complaints are similar to those for verbal complaints or interviews; in addition, a written complaint may immediately become a part of the teacher's evaluation file. If a written complaint does become a part of an evaluation file, a follow-up investigation must occur with teacher responses also becoming part of that file. Local policies and employment contracts should provide for procedures regarding the disposition of written complaints.



1. *The listing of a document here means that the document can be a valid source of information about a teacher's performance.*

It does NOT mean that every document listed here must be placed in the teacher's file.

Student Work

Supervisors should make a point of examining samples of student assignments, practice, projects, and homework.

Test Scores

While norm referenced standardized test scores should not be used to evaluate teachers, supervisors need to be aware of patterns indicated by the scores that may warrant further investigation.

Lesson Plans

Even if collecting lesson plans on a regular basis is not practiced, examining a teacher's long-term or short-term lesson plans can provide valuable data about the teacher's professional competencies.

Course Outlines or Syllabi

Course outlines can help determine the degree to which the teacher is in harmony with the established curriculum.

Teacher Made Tests

The supervisor should, from time to time, examine teacher-made tests. Such tests provide valuable data about the degree to which teachers hold students accountable to the established curriculum.

Pupil Progress Records

Performance standards will probably specify the school or conference's expectations regarding the means by which teachers maintain academic records and assign grades. It is generally considered the prerogative of the teacher to determine what grade any individual student should receive. However, it is the school or conference's responsibility to specify the means and standards for issuing grades. Examining teachers' records will indicate the degree of compliance with the school's expectations.

Student Evaluations¹

The appropriateness of using student evaluations in the teacher evaluation process can be debated. Limited evidence exists to indicate that student evaluations are reliable indicators of teacher performance. However, certain teacher performance standards may deal with student-teacher interaction skills for which student evaluation may be useful. If student evaluation is used at all, it should be used only as one indicator of teacher performance.



1. See Appendix A for two sample student evaluation forms, one appropriate for secondary school and one appropriate for younger children.

When deciding on the use of student evaluations, the evaluator must consider the age of the student. Secondary schools may wish to use student evaluation regularly. Elementary schools are more likely to use student evaluation, if at all, as a tool to help teachers in the self-evaluation process where the teacher has agreed to participate.

DOCUMENTATION or an evaluation file must be maintained for all teachers. A major weakness of some evaluation practices is the failure to prepare appropriate documentation and to maintain a file of that documentation.

This chapter considers the file and its contents, providing guidelines for the preparation and writing of evaluation documents.

A written document should be prepared when an incident occurs to demonstrate that a teacher has been out of compliance with established policies or expected standards of professional performance. The supervisor will generally meet with the teacher and thereafter provide a written document describing the incident, details of any investigation, and details of the meeting with the teacher.

File Documents

Any document that relates to concerns or questions about a teacher's performance becomes part of the teacher's evaluation file. Documents in the file may include such as:

- Notes of interviews with:
 - the teacher
 - students
 - colleagues
 - parents
 - others
- Written complaints
- Examples of student work, if appropriate
- Examples of the teacher's lesson plans
- Course outlines or syllabi
- Examples of teacher-made tests
- Copies of pupil progress records, where appropriate
- Letters or notes

The Evaluation File

It is essential to keep in mind that regardless of location, anything written about a teacher, whether on a scrap of paper, calendar, electronic device, etc., instantly becomes part of the teacher's evaluation file and



How do I write or document concerns about a teacher's professional performance?



Generally, a certain sequence of events leads up to the preparation of written observations about a teacher's performance.

Whatever is written must be written objectively and factually. See also Chapter 13 regarding objective writing.



What kinds of evaluation documents or information about a teacher should be kept on file?



Anything that has been written to or about a teacher may become part of the teacher's file. This chapter contains very important guidelines relative to a teacher's evaluation file.

subject to the same accessibility principles as a locked and labeled file. Therefore, it is wise that those notes be made a more formal part of the evaluation file as soon as it is reasonable. It is important to maintain the formalized evaluation documents in a single secured location.

The following three points about an evaluation file should be observed:

1. By law, the teacher must be fully aware of all documents that are placed in this file.
2. When requested by the teacher, the teacher should be provided opportunity to see this file (in the presence of the supervisor).
3. The teacher's right to remove documents from this file are limited.

Documentation Issues

Confronting teachers who are not meeting expectations is difficult. Reflect on the following do's and don'ts:

Do not:

- Ignore inadequate performance.
- Write notes or memos without first speaking to the teacher.

Do:

- Find out the facts.
- Have a conversation with the teacher to determine his or her point of view.
- Indicate clearly the nature of the inadequate performance.
- Usually follow up the conversation with a note or memo.

Documentation Steps

Think about the moment when a supervisor first has concerns about a teacher's performance. What should be done first? What should be done next? Consider the following steps:

Step 1: Working Notes

A supervisor's concerns about a teacher, whether they arise from verbal complaints or incidents may turn out to be without basis. An investigation of the facts is essential. Until further clarification or information is obtained, the supervisor may be keeping notes on a calendar, note pad, or some kind of electronic file. During the process of investigation the supervisor is likely to keep notes of phone calls made, activities observed, and interviews held. Similarly, these notes should be kept in some sort of current activities file.



If I have concerns about a teacher's performance, what do I do first?



All situations are not the same, but there are some constants. Carefully examine the five steps noted in this chapter.

These kinds of informal reminder notes or observations may be called “working notes.” These working notes should eventually either be discarded or made to become an integral part of the file.

Step 2: Verbal Instructions

If the supervisor determines that the teacher’s behavior or performance was inappropriate or inadequate, a verbal request to change a behavior or practice needs to occur.

Whether such a request is put in writing will depend on the nature of the concern and seriousness of the performance or conduct. In some instances, the first step will be a verbal request or reprimand with no further written documentation.

Step 3: Incidental Memos

An “incidental memo” should be written to the teacher if it is determined that the incident is serious enough that a written request for a change of behavior is necessary. Also, an incidental memo will need to be written if verbal requests have gone unheeded.

An incidental memo is characterized as being a fairly simple memo in which the nature of the inappropriate behavior or practice has been described and the request for a change is explained.

A personal visit or conference with the teacher should always precede the memo.

It is important to specify what changes in the teacher’s performance need to be made.

Incidental memos should become a part of the teacher’s evaluation file, and the teacher should be given the opportunity to respond in writing. The response will also become part of the teacher’s evaluation file.

Note: Keep in mind the “due process” step that requires the supervisor to provide underperforming teachers with appropriate resources to assist them in improving their performance when necessary.

Step 4: Summary Memos

The time may come when an incident occurs that causes the supervisor to conclude that the inadequate performance has become a pattern. At the time of that latest incident or complaint, it is important that the teacher be made aware that a pattern of inadequate performance is evident.

Such a pattern should be documented. Conduct a conversation with the teacher. Share the documents in the file showing the pattern.



1. See Chapter 8,
Due Process.

Follow up that conversation with a written memo documenting the pattern. Include the events, dates, and previous conversations and memos. Repeat the nature of the changes that the teacher needs to make.

This memo also becomes a part of the teacher's file.

Step 5: Letter of Reprimand

When verbal requests, incidental memos, or summary memos have not resulted in appropriate changes in the teacher behavior or practice, a full scale letter of reprimand may be necessary.

Elements in a Letter of Reprimand

For a letter of reprimand to be legally sound as well as professionally appropriate, certain elements should be included. The following elements for a letter of reprimand have been adapted from the California School Leadership Academy manual, *Increasing Staff Effectiveness through Accountability*.

The Facts

A simple statement of facts surrounding the incident in question should be made. This statement should be objective and include:

- a statement of occurrences
- teacher responses
- statements of others

In each case record, as accurately as possible, dates and times.

Reference to Authority

The letter should include the reasons why the incident in question is cause for complaint. Was there:

- a violation of policy? what policy?
- a failure to follow reasonable instructions? what instructions?
- a failure to meet evaluative criteria? what criteria?
- a failure to use good judgment? explain.

Impact of Conduct

The letter should indicate to what extent others were affected by the incident or actions. The letter should indicate:

- who was affected
- the extent to which this conduct impacted others
- the extent to which the conduct is known
- if the conduct represents a pattern that would demonstrate likelihood of recurrence
- any extenuating circumstances surrounding the conduct

Time Proximity

The document must be written within a reasonable time from the date of the incident or conduct.

Teaching Credential

Depending on the circumstances, it may be appropriate to state the credential the teacher holds. This statement indicates the level of expected conduct of the teacher based on the credential(s) or special training the teacher holds.

Teacher's Statements

In order to maintain a documented record that is as objective and fair as possible, the letter should include statements the teacher has made such as:

- The teacher's stated motive for the conduct
- The teacher's stated explanation for the conduct

Prior Help¹

The letter should also state what help or suggestions were offered in previous related incidents.

Follow-up

At this point in the letter expectations in terms of future teacher actions or change in conduct should appear. Include such items as:

- a list of the specific areas for the teacher to improve or to enhance performance or conduct
- a list of the professional development activities in which you expect involvement of the teacher
- an indication of how the improved or satisfactory performance will be defined or measured
- a schedule of follow-up activities including teacher activities, follow-up observations, or conferences, and a time table for demonstrating improvement

Right to Respond Statement

The employee must be given the right to make a written statement of response, which must become part of the document, and the document must show that the employee was made aware of this right.

Teacher Signature

At the end of the letter, a line for the teacher's signature indicates receipt of document, not agreement with the contents of the document. If a teacher refuses to sign the document, it should be delivered to the teacher in the presence of a witness, with a notation on the letter that the teacher declined to sign.



1. "Help" may be instructions, suggestions, in-service opportunities, etc.

Sample Letter of Reprimand¹

Dear Mrs. Toolate:

The purpose of this letter is to put on the record some serious concerns that I have about your tardiness and the recent events that were related to that tardiness. I believe that you really do have the desire to perform up to the expectations that I and the profession have of you. I sincerely hope that this letter will be the last document of this nature that will have to be written about these matters.

On October 2, during recess, Mr. Dogood reported an incident to me which involved your class. At approximately 8:05 that morning, he heard loud noises coming from the direction of your classroom, including crashing sounds and students yelling and laughing. Mr. Dogood left his class under the supervision of a student teacher in order to investigate. He stated that he arrived in your room shortly after 8:05 to find one of the student chairs unbolting and in pieces and a girl sprawled on the floor nearby. The student said her name was Jane J. and that two boys in the class, Brian B. and David D., had unbolting her chair. When Jane sat down, the chair had collapsed.

Mr. Dogood observed a cut on Jane's knee which was bleeding. He said you then entered the room and informed him that you would handle the situation. As he left the room, Mr. Dogood asked one of the students, Mike O., if you had been in the classroom at all that morning. The student answered, "No, she never gets here till after the bell rings."

During the lunch hour that day, you and I spoke about your repeated tardiness and the incident with Jane. You stated your reason for the tardiness yesterday morning and on five other occasions (September 1, 9, 13, 24, 28) was "car trouble."

Since car trouble was a repeated explanation for your tardiness, I suggested the possibility of using public transportation or car pooling with other teachers. You told me, "If teachers earned higher salaries, I would be able to afford a more reliable car."

On page 13 of the Teacher's Handbook is a statement that certificated staff members are to be at school at 7:30 a.m. Your conduct has violated that policy. You are directed to be on campus on school days at 7:30 a.m.

Today, one day later, I was informed by another neighboring teacher, Mr. Nozey, whose classroom is adjacent to yours, that his class was interrupted this morning by shouting from your students. Mr. Nozey stepped out of his classroom just as you were arriving at 8:05. This was five minutes after the class was to have begun, and thirty-five minutes late according to your required arrival time. He said ten of your students were running in the corridor and dashed into your room as you approached.



1. This sample letter of reprimand is adapted from the California School Leadership Academy manual, Increasing Staff Effectiveness through Accountability.

Also, during lunch on October 2, we discussed the injury to Jane and your failure to attend to her. I reminded you that school regulations require you to send an injured student to the school nurse. Page 22 of the Teacher's Handbook states, "When a student is injured in school, the student must immediately be examined by the school nurse." You stated that you did not send Jane to the nurse because "it was only a scrape." I told you that you should never make medical judgments and should always send injured students to the school nurse immediately. Your response was, "I am an excellent teacher, and I earned my degree from Yale, cum laude."

You hold a general elementary teaching credential. The importance of classroom supervision is a basic component of your training. When you are tardy and your class is unsupervised, there is a high risk of injury, like that which occurred with Jane.

As the students in your class have a right to education within a safe and supervised environment, I direct you to be present on campus no later than 7:30 a.m. every morning and provide supervision at all times in the classroom.

In-service is available on the topic of time management. I am enrolling you in the next workshop, which will be held Thursday, November 10, at 1:00 in the Board Room. Your attendance is required. A substitute will be provided to cover your class.

For the next four weeks, you are directed to sign in at my office with my secretary, Mrs. Green, when you arrive at school. We will meet during your 5th period prep in my office on November 1, to discuss what time management techniques you will apply to insure your timely arrival at school.

A copy of this memorandum will be placed in your personnel file in ten (10) days. You have the right to respond and to have that response attached to this document.

Sincerely,

Tom Terrific, Principal

Signature _____ Date _____

Your signature indicates that you have received this memorandum, but does not mean you are in agreement with its contents.

Analyzing the letter

Note how the example satisfies all of the criteria for a letter of reprimand:

The Facts¹

On October 2, during recess, Mr. Dogood reported an incident to me which involved your class. At approximately 8:05 that morning, he heard loud noises coming from the direction of your classroom, including crashing sounds and students yelling and laughing. Mr. Dogood left his class under the supervision of a student teacher in order to investigate. He stated that he arrived in your room shortly after 8:05 to find one of the student chairs unbolted and in pieces and a girl sprawled on the floor nearby. The student said her name was Jane J. and that two boys in the class, Brian B. and David D., had unbolted her chair. When Jane sat down, the chair had collapsed.

Mr. Dogood observed a cut on Jane's knee which was bleeding. He said you then entered the room and informed him that you would handle the situation. As he left the room, Mr. Dogood asked one of the students, Mike O., if you had been in the classroom at all that morning. The student answered, "No, she never gets here till after the bell rings."

I was informed by another neighboring teacher, Mr. Nozey, whose classroom is adjacent to yours, that his class was interrupted this morning by shouting from your students. Mr. Nozey stepped out of his classroom just as you were arriving at 8:05. This was five minutes after the class was to have begun, and thirty-five minutes late according to your required arrival time. He said ten of your students were running in the corridor and dashed into your room as you approached.

Also, during lunch on October 2, we discussed the injury to Jane and your failure to attend to her.

Reference to Authority

On page 13 of the Teacher's Handbook is a statement that certificated staff members are to be at school at 7:30 a.m.

Page 22 of the Teacher's Handbook states, "When a student is injured in school, the student must immediately be examined by the school nurse."

Impact of Conduct

When you are tardy and your class is unsupervised, there is a high risk of injury, like that which occurred with Jane.



1. Note that certain of "the facts" are given in the letter as statements made by other teachers or individuals because those statements were, in fact, made, whereas to state the truth of the facts represented by the statements would be an assumption rather than statement of fact.

The students in your class have a right to education within a safe and supervised environment,

Time Proximity

Today, one day later. . .

Teaching Credential

You hold a general elementary teaching credential. The importance of classroom supervision is a basic component of your training.

Teacher's Statement

You stated your reason for the tardiness yesterday morning and on five other occasions (September 1, 9, 13, 24, 28) was "car trouble."

You told me, "If teachers earned higher salaries, I would be able to afford a more reliable car."

You stated that you did not send Jane to the nurse because "it was only a scrape."

Your response was, "I am an excellent teacher, and I earned my degree from Yale, cum laude."

Prior Help

I suggested the possibility of using public transportation or car pooling with other teachers.

I told you that you should never make medical judgments and should always send injured students to the school nurse immediately.

Follow-up

I direct you to be present on campus no later than 7:30 a.m. every morning and provide supervision at all times in the classroom.

In-service is available on the topic of time management. I am enrolling you in the next workshop, which will be held Thursday, November 10, at 1:00 in the Board Room. Your attendance is required. A substitute will be provided to cover your class.

For the next four weeks, you are directed to sign in at my office with my secretary, Mrs. Green, when you arrive at school. We will meet during your 5th period prep in my office on November 1, to discuss what time management techniques you will apply to insure your timely arrival at school.

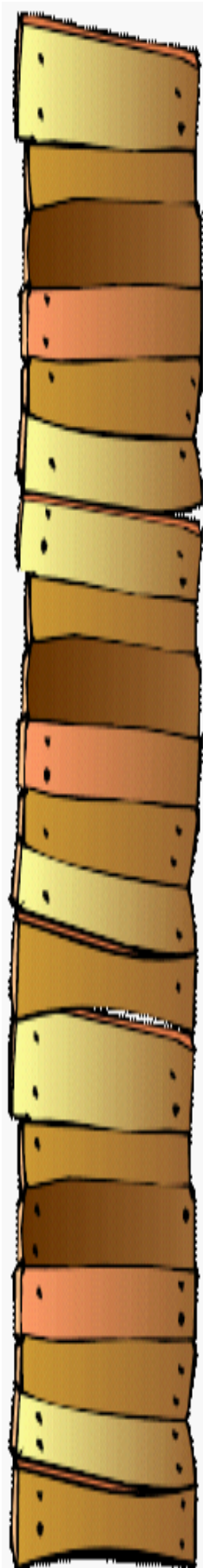
Right to Respond Statement

A copy of this memorandum will be placed in your personnel file in ten (10) days. You have the right to respond and to have that response attached to this document.

Teacher Signature

Signature _____ Date _____

Your signature indicates that you have received this memorandum, but does not mean you are in agreement with its contents.



Section IV

Observing and Analyzing Instruction

SUPERVISORS collect various types of teacher evaluation data during the school year. It can be argued that information from classroom observations may be among the most useful evaluation data.

Section IV provides supervisors with information about how to collect, analyze, and record evaluation data from classroom observations.

Classroom observations focus on the teacher's instructional skills. In this handbook, informal, formal, and video classroom observations are considered.

The most effective supervision practice will most likely include a combination of different forms of observations.

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How important are classroom observations in the evaluation process?



The classroom observation is a significant data source for supervisors. Classroom observations generally take three forms, informal, formal, and video observations. The procedures, roles, and functions of each will be discussed in detail.

Informal Classroom Observations

chapter 11

CLASSROOM visits to make informal observations are not announced in advance. These observations may be for very brief periods of time or for an entire lesson. Informal observations, over time, provide the supervisor the opportunity to see the teacher at various times and during different types of activities. The informal visits should give a “cross section” view of the teacher’s classroom performance.

Benefits and Uses

Recent research¹ suggests that regular and frequent informal classroom observations may have more value in terms of evaluation data than do one or two formal classroom observations.

A comparison of an informal and formal classroom observation might look like the following:

Formal Observation

- The teacher demonstrates his or her best work.
- Lesson planning and presentation skills are observed.
- A complete lesson from beginning to end is observed.

Informal Observation

- Classroom management skills are demonstrated.
- Effective use of instructional time is observed.
- Supervisor can observe the degree to which teachers plan effective lessons when a visit is not anticipated.

The informal visits generally fall into two categories, planned and routine.

Planned

Planned informal observations are sometimes called “walk-through” visits. In a planned walk-through, time is specifically set aside to spend a few minutes making unannounced visits in various classrooms. These visits give the supervisor a “feel” for the school as well as a “feel” for individual teachers’ performance.



What is the role of informal classroom observations in the evaluation process?



Informal observations provide opportunities for the supervisor to see different kinds of activities through observation of a “cross section” of the teachers’ activities and abilities.



1. See *Principals Partnership*, Appendix B.

Routine

Another kind of informal observation occurs as a result of a supervisor's routine campus activities. The various tasks of a supervisor keep him or her continually visible on the campus and in classrooms. A supervisor may deliberately choose to deliver messages personally to students or teachers. By doing such tasks rather than delegating, the supervisor has an opportunity to linger a few minutes in various classrooms to make observations of teaching.

Feedback

Supervisors may or may not choose to keep a written record of the observation. If something is observed that is of significance in terms of the teacher's performance that must be written, it can be written as an incidental memo but not as formal classroom observation notes. Other chapters of this handbook deal with writing notes, memos, or letters about the teacher's performance and about providing feedback to the teacher after an observation.

Conference Supervisors

Frequent routine and planned informal classroom observations present a challenge for a conference supervisor due to the distances involved. One technique that can allow conference supervisors more opportunities to visit classrooms is the use of video telephoning.

Video telephone is possible through a program called Skype¹. This is a free service available at skype.com. Participants need a computer with a video camera, a high speed Internet connection and the free Skype software downloaded from skype.com.

Using Skype, teachers may place a video camera in one corner of a room and a conference supervisor may observe the classroom live from a distant location.

Even though setting up and using Skype is not difficult, some teachers find employing technology somewhat challenging. It is possible for a conference supervisor to access a teacher's computer remotely using a free program called TeamViewer. Check out this program at Teamviewer.com.



1. Technology changes rapidly. Skype and Teamviewer are applications available at the time of this printing.

Formal Classroom Observations

chapter 12

THE primary purpose of the formal observation is to observe the teacher's ability to plan and implement an effective lesson. In the formal observation, the supervisor should be able to observe the teacher at his or her "best." Arrangements are made in advance for this observation, and both parties have the opportunity to plan for the visit.

Characteristics

A formal formal classroom observation will be defined by the following characteristics:

Advance Arrangements

Make an appointment, in advance, with the teacher to visit the class. By making arrangements in advance, the teacher has the opportunity to demonstrate his or her best work. Remember, the formal visit is to observe lesson presentation skills. If the classroom visit is unexpected, you may find the class involved in independent study, routine management tasks, or other kinds of activities that may be less "informative" relative to the teacher's lesson presentation skills. Later in this chapter is a suggested form to assist in setting up the appointment.

New Material

Tell the teacher when making the appointment for the visit that you expect to see a complete lesson with new material being presented. This requirement gives you the opportunity to observe the teacher's lesson planning and presentation skills.

Entire Lesson

Make a commitment of time so that you can see the entire lesson. In order to effectively evaluate an instructional episode, you need to see if the teacher completes the appropriate phases of a good lesson design, if the students are provided appropriate practice, and if the level of student success is appropriate and monitored.

Follow-up Conference¹

Follow the observation with a formal conference with the teacher. The primary purpose of all aspects of teacher evaluation is to provide



What is a formal classroom observation?



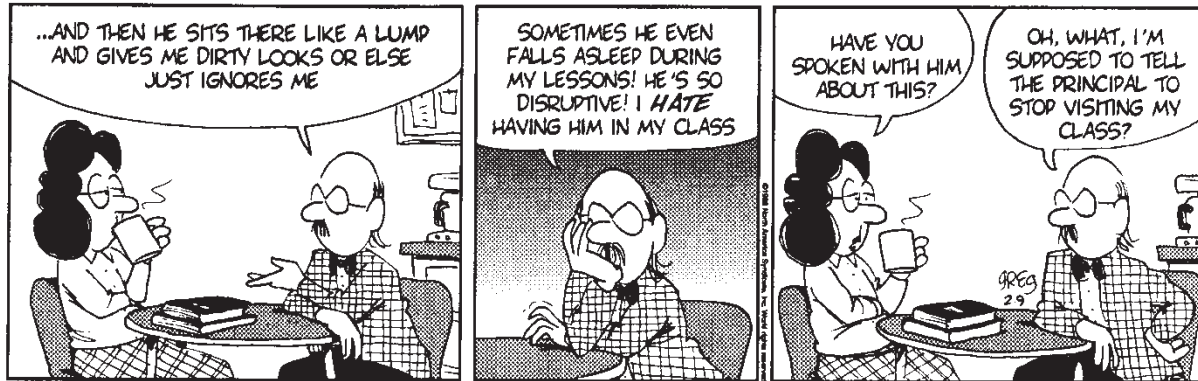
A formal classroom observation focuses on the teacher's lesson presentation skills, includes an entire lesson, and is announced and prepared for in advance.



1. See Chapter 17 for information about conducting a follow-up conference.

opportunities for teachers to improve. Improvement is more likely to take place if feedback is provided. Preferably, this feedback conference should be the same day as the visit, or the next day at the latest. Any conference conducted after that will have limited value.

Supervisors should assure that classroom observations are as unobtrusive as possible. (see below¹)



Preparing for the Formal Observation

As already noted, arrangements should be made in advance for the formal classroom observation. The teacher and the supervisor should agree together on the date and time.

Pre-Conference²

The need for a pre-conference is debated in the literature of supervision. A pre-conference, where the lesson is discussed with the teacher in advance so that the observer knows what to expect, has certain advantages in terms of the teacher's focus on professional growth. Some busy supervisors may choose to include some basic information about formal observations in the individual planning conference for each teacher held at the beginning of the year.

Teacher Preparation

The teacher should be informed about what the observer will be looking for in terms of teacher performance. The teacher should also be reminded that the observer will wish to see an entire lesson presentation and will be staying for the full lesson; the observation will be followed by a conference.

Materials

The observation will be more meaningful if the supervisor asks the teacher to provide at least two items before the observation. These two items are:

- A written lesson objective
- Copies of individual student written materials



1. Reprinted with permission from United Media, Inc.



2. See Chapter 4 for more information about pre-conferences.

Classroom Observation Appointment Form

This appointment is for a classroom observation of teaching. Please schedule a time when you will be presenting a lesson with new material.

Please provide a written statement of the learning objective(s) for the lesson and any written materials that you will give to the students.

This visit should be followed by a conference within 24 hours.

I would like to request the following time:

Observation Date: _____ Time: _____

Follow-up conference Date: _____ Time: _____

Teacher's signature

Supervisor confirmation



On this page is a suggested appointment form that can be used in arranging the formal observation visit and conference.

Frequency of Observations

A school or conference's evaluation policies should indicate the number of classroom observations to be included. Such policies may need to address the number as well as kinds of classroom observations. Generally, the number of formal visits would be defined in evaluation policy, but the number of informal visits is left undefined.

Properly conducted, the more frequently that formal classroom observations are conducted, the greater the likelihood that those visits will provide opportunities for the teacher to grow professionally and the greater the opportunity for the supervisor to gain information to provide a fair and complete evaluation of the teacher's performance. Realistically, however, practical considerations will place a limit on the number of formal classroom observations made. A school or conference requiring a minimum of three formal classroom observations will more likely have useful data to include in teacher evaluations.

When reading policy, supervisors may confuse the term "number of evaluations" with the number of observations. An observation is one piece of data to be used in evaluations, it is not "an evaluation." Avoid using the term, "making an evaluation" when you are referring to making an observation.

No limit should be placed on the number of informal classroom observations allowed, but the supervisor should determine to be as active and involved as possible in being visible on the campus and in classrooms, making frequent informal visits to classrooms.



How many classroom observations should occur during a school year?



No single answer can satisfy this question. What may be most effective is to make frequent informal observations combined with two or three video recordings.

See Chapter 14 for more information about video recording.

Alternatives to Formal Observations

As mentioned earlier, some current research literature¹ raises questions regarding the value of the formal classroom observation. Supervisors should give serious consideration to the use of video recording² as an alternative to some or all of the planned formal observations.



1. See *Principals Partnership, Appendix B.*



2. See *Chapter 14 for information about the use of video recordings.*

Recording Observations

chapter 13

SUPERVISORS often feel the need to create some kind of form to use when observing instruction. Conferences often create forms that are required for all classroom observations. Often, the use of this form is a result of confusion over the role of a classroom observation in the evaluation process. Supervisors should remember that an observation is not the same as an evaluation. The observation is an important source of data, but it is only one of many sources.

This handbook will present three recording methods.

Check Sheets

A check sheet is usually a list of “look fors” that has been designed to give the observer an opportunity to indicate whether certain prescribed events or characteristics were seen in the instructional episode. Such a check sheet suggests that the characteristics of good teaching can be condensed into a few descriptors that can be written on a piece of paper. Use of such a check sheet can label a supervisor as one who is concerned only about “certain things.” Recognition of the complexities of the educational profession as well as recognition of differences among teachers and situations make the use of a check sheet inadequate in most cases.

Rating Scales

A rating scale is similar to a check sheet in that it provides a list of certain “look for’s.” The observer, rather than merely indicating whether a certain event or characteristic was observed, may indicate the degree to which that characteristic was in evidence. The observer may have the opportunity to indicate such degrees as “outstanding,” “satisfactory,” or “needs improvement.” A rating scale is not much of an improvement over a check sheet, and it has the further disadvantage of “grading” teachers based on subjective judgments.

Blank Paper

Rather than forcing either teachers or supervisors into a certain mold by using a prescribed observation form, it is better to record observations



What kind of form or other record should I use for recording classroom observations?



A prepared form is usually not the most effective way to record observations. The most important characteristic of an observation record is objectivity and forms tend to result in a less objective record. Read this chapter for a discussion of a “blank paper” method.

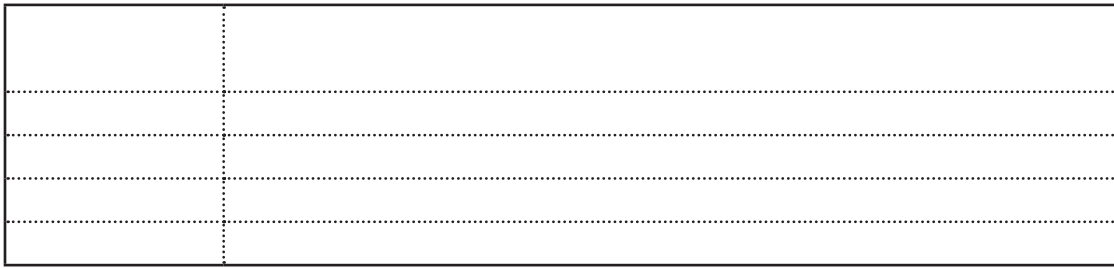


What should classroom observation notes look like?



Take notes on blank paper. There are two perspectives for using this method of recording observations. One is the “verbatim” approach, the other is the “narrative” approach.

on a blank sheet of paper. The most satisfactory kind of paper to use is lined paper with a left hand margin indicated, as illustrated by the following:



The left hand margin provides space for writing subsequent notes or codes relative to interpretation of the instructional events.

There are two basic perspectives for using the “blank paper” method of recording observations. One perspective is the “verbatim” approach; the other is the “narrative” approach.

Verbatim

The verbatim method of note taking suggests that the observer write a word-for-word record of everything said by the teacher or student during the instructional episode. Unless the observer is proficient in shorthand, a complete word-for-word record is probably not feasible. In practice, observers who use this method follow a procedure that might be more accurately called a “selective verbatim” approach. In this approach, the observer records what is said by both teacher and student but records only selected words or phrases so that the major ideas or interactions are documented. Also, the recorder using this method will very likely devise his or her own abbreviations or shorthand.

Narrative

An alternative to a verbatim record is the narrative record. Observers who use this method do not write a word-for-word record of the instructional episode. Instead, they create a narrative description of the events and the teacher and student interactions of the session. It is important to keep in mind when using the narrative record method that the narrative be an objective description of the events, not an analysis or evaluative record. More will be said about objective statements later in this chapter.

Combination

The most practical and useful note-taking method is a combination of the selective verbatim and narrative note-taking methods. The record may begin the observation with a narrative description of the classroom and the lesson preparations and then use a selective verbatim

method as the teacher begins the lesson presentation. Narrative records may be made whenever the verbal interchanges become too many to record, or when the presentation becomes somewhat repetitive. The approach ultimately needs to be personalized by the observer as long as the following principles are met:

Characteristics of Effective Notes

Effective notes will be characterized by the following three essential elements.

Completeness

Do everything possible to ensure that the observation record you have made is a complete record of what transpired.

Accuracy

Be sure that your record is accurate and readable.

Objectivity

The record must be an objective record of the events and statements of the instructional episode.

At first thought it may seem difficult, if not impossible, to determine what is significant to record and what an adequate record will include, but observational practice will dispel such difficulty. Note the following two examples of records of instructional episodes.

Sample Classroom Observation Notes

Following are two samples of the notes taken from classroom observations. Sentence structure, punctuation, etc., is not a concern; rather the essence of what was said and what happened is recorded. In each case, the information identifying the occasion appears on the top line.

Sample #1

The first sample are observation notes of a lesson by Timothy Anderson¹, a ninth grade algebra teacher.

In this sample, the supervisor has used a mix of narrative and teacher verbatim notes, each of which is easily identifiable.

The supervisor has used the abbreviation "t" for teacher and has indented certain portions of the notes representing things written on the board and student responses. Each supervisor will develop personal methods, shortcuts, and abbreviations to make note taking easier.



Is it ever appropriate to include subjective comments in the observation notes?



Yes, at the close of the lesson, the supervisor should spend some time editing the notes for readability. At this time, he or she writes questions and other comments or observations relative to general impressions. The language or positioning of these comments should clearly indicate that they are impressions, not objective statements.



1. Fictitious name

Timothy Anderson - 9th grade algebra - January 22

open your books to page 45.

we have two new concepts to study today - exponents, roots

they are used to simplify problems

t wrote on board

$$7 \times 7 \times 7 \times 7 \times 7 \times 7$$

t asked student how else to write

$$\text{you can call it } 7^6$$

yes, those two mean the same

an example...

what does 3^6 mean

$$3 \times 3 \times 3 \times 3 \times 3 \times 3$$

correct

today you will solve terms like this

$$4^2 + 3^4 + 2^3$$

let's simplify it together

$$16 + 51 + 8$$

one of the terms is wrong, which one
let's do together

$$3 \times 3 \times 3 \times 3$$

$$81$$

yes, 81 is correct

we have done a lot of multiplying

what is the opposite of multiply

division

so $2 \times 2 \times 2 \times 2$ is 16

the opposite is $\sqrt[4]{16} = 2$

teacher asked what is $\sqrt{16}$

$$4$$



You may note that objectivity and completeness may be more important than proper punctuation, etc.



Note that items teacher wrote on the board such as $(7 \times 7 \times 7 \times 7 \times 7 \times 7)$ and student responses (you can call it 7^6) are indented.

what is 8×8

64

so $\sqrt{16}$ cannot be 8

so; what is $\sqrt{16}$

4

yes

now someone do $\sqrt[4]{81}$

81 to the 4th root

right, Sheri, perfect thinking

rest of class didn't understand so the t referred back to $\sqrt[4]{16}$ and did several easier examples.

*teacher then gave out the day's written assignment
teacher went around to several desks to give some
individual help to certain students.*

six students were passing around some candies

$$4(3-2+8)+2^2 - \sqrt[3]{27} + 3.$$

*t then went back to board and wrote
t walked through the problem in sequence
the students who were passing the candies quit, and paid
attention*

any questions?

*now start your written assignment page 97, the even
numbered problems*

teacher gave individual help as needed

NOTES

Questions to ask

- Was there a reason why he didn't present some correct models early before asking students for answers?
- It appeared that students had more trouble understanding the roots than they had learning the exponents. Any idea why?
- Ask teacher for some clarification on his practice strategy.

Commendations

- Teacher appears to have a relaxed and comfortable rapport
- Students demonstrated respect for teacher.
- Teacher gave positive recognition to correct or thoughtful responses.
- Teacher avoided direct criticism of incorrect answers.
- Teacher used effective voice control.

General observations/concerns

- Anticipatory set was very brief, although students appeared to give attention promptly.
- Teacher relied a lot on student modeling early in the input phase.
- Input phase appeared rushed and lacked some clarity, For $\sqrt[4]{81}$ why did he not write out $81 = __x__x__x__$ and have students fill in blanks?
- There was no real guided practice session, although teacher did do some circulating....It was not easy to tell if all students were checked.
- There was one period of some loss of attention and control, but non attentive activity stopped by itself. Pay attention to this aspect in some informal visits.

Sample #2

The second sample reports observations of a lesson by Philip Johnson¹, a third grade teacher.

In this sample, the supervisor has used primarily a narrative note taking approach. This supervisor has also used the abbreviation "t" for teacher.



Philip Johnson - 3rd grade reading - October 12

*Students were lining up from recess
t mentioned 2 or 3 names that were "standing in line
quietly"*

other students quickly quieted

t made other positive comments

*Students came into room, went to seats, began to work on
papers that were already on desks*

t called for group A

t had chart w/ new vocab words

t read each word - gave definition

t asked various students to read & use words as he pointed

Students then read in turn - Jack missed 4 or 5

t gave help to Jack

*about half of others had finished - were wandering around
room*

*t was interrupted five times by student questions from
those students*

t answered those questions without criticizing students

Students in group A finished

t gave instructions for the workbook page

Group A went to seats

t called the rest, groups B & C to attention

t gave group answers to the 2 questions that had been causing trouble for some

Students in group B & C then worked without interruptions while t circulated

More than half of students in group A had to have extra help with workbook page

NOTES

Questions to ask

- *What advance instructions had group B & C been given re: the worksheets?*
- *Did those worksheets represent new information or review?*
- *What was the specific objective for group A*

Commendations

- *Use of positive reinforcement as management tool*
- *Positive feeling tone*
- *Worksheets available in advance*

Concerns

- *Didn't see evidence of a clearly defined planned student outcome.*
- *Not sure that the lesson plan was appropriate to the apparent planned outcome.*

Using and Filing the Observation Notes

The primary purpose of the classroom visit and subsequent conference is to help teachers improve their instructional skills. Keeping notes of the observations will enable the supervisor, when preparing for subsequent visits, to remember what was observed on previous visits.

For ongoing evaluation, it is wise to keep the notes for a reasonable period of time, possibly for the duration of the school year, or until the teacher's next evaluation cycle. The notes should become a permanent part of the teacher's evaluation file if it appears that the notes contain pertinent information relative to evaluation concerns.

Most conferences define a period of time during which new teachers are given temporary, or provisional employment status, before reaching regular status. The notes should remain in the teacher's file at least until the time or other requirements for ending provisional status have been fulfilled.



What becomes of the notes taken during a classroom observation?



The notes are

- a. Used for an analysis of the lesson*
- b. Used as a reference during the follow-up conference (See Chapter 17)*
- c. Filed for future reference*

QUESTIONS are often raised regarding the effectiveness of using video devices to record or observe teaching episodes. Is making a video recording easier than handwritten notes? Would video provide a more accurate and objective record than handwritten notes? This chapter will attempt to address these and other questions regarding the potential for the use of video as a means of observing and recording an instructional episode.

Chapter 11 referred to research which suggests that traditional formal classroom observations may be of limited value in terms of helping teachers grow professionally¹. In view of this information, serious consideration of video recording needs to occur. Video recording of teacher episodes has particular value in encouraging teacher reflective practice².

Benefits of Video

Consider some of the specific benefits of the video recording. First of all, it will probably be a more objective record of the lesson than handwritten observer notes. In addition, it provides greater opportunity for review, recall, and self analysis. Conference supervisors who have limited opportunity to visit teachers in person will have more opportunities to view lessons if they are in video.

Review and Recall

Video recordings may be used for reviewing and remembering the events of the lesson. Even with the best handwritten notes, key lesson events and the dynamics may be forgotten quite soon. In a traditional lesson observation, the supervisor completes his or her observation notes, analyzes the lesson, and conducts a post-observation conference with the teacher. The teacher is doing his or her best to remember the lesson as the supervisor is providing feedback. With a video recording, the lesson can be reviewed as often as necessary by teachers, supervisors, or others.

Self-Analysis

A video recording of a lesson does not require the presence of a supervisor or other third party. A teacher may make a video recording



Is a video camera as effective as a formal observation and supervisor notes?



In many ways it is probably more effective. A video recording can be made by the teacher or a supervisor and encourages reflective practice. Watching a video enables a teacher to see things he or she is unaware of doing. Explore this chapter for information about using video.



1. See "Principal Partnerships"
2. See Elizabeth Aaronsohn Appendix B

by simply using a tripod and presetting the video camera. Once the recording has been made, the teacher may view the lesson recording at their leisure as soon as it is convenient. The teacher may critique the lesson independently. The critique may be more thoughtful and honest if it is conducted in the absence of the supervisor.

Sharing and Coaching

Teachers who record their lessons may share these videos with a conference supervisor. They can be easily shared using electronic¹ means.

Possible Drawbacks

When comparing video to direct supervisor observations, there are certain potential drawbacks to consider.

Incompleteness

It may be a false assumption that a video recording of a lesson is more complete than handwritten notes. A video recording may not provide a holistic view of the classroom and its general learning atmosphere as well as a human observer who is present during the lesson. Many significant lesson events may happen outside the focus of the video camera at any given time in the lesson.

Intrusion

The addition of a video camera in a classroom setting will change the dynamics of the classroom. It may be difficult to determine to what extent that intrusion affects the lesson and its dynamics. A human observer, of course, also represents an outside intrusion, so the relative degree of intrusion has to be evaluated.

Making multiple recordings over a period of days may minimize the intrusiveness and holds other possible advantages:

- Students become accustomed to the presence of the camera.
- Operator becomes more skilled in following the teacher and focusing on specific lesson elements.
- Students and teachers may conduct themselves more naturally.
- More complete information may be recorded over time.

Setup and Technical Issues

Making video recordings does require setup time. This may be a disadvantage when being considered by busy teachers and supervisors. Equipment must be purchased. Later in this chapter, some specific technical issues are addressed.



1. Means of electronic sharing is discussed later in this chapter.

Video and Reflective Practice

In spite of some of the disadvantages noted, video recordings have significant potential for empowering teachers to assess their own teaching for the purposes of professional growth. Reflective practice is encouraged regardless of whether the supervisor or teacher makes the video.

Creating the Video

Who is in the best position to make the video, the teacher or the supervisor? Each has advantages and disadvantages to consider.

Recording by Supervisor

When the supervisor makes the video, the teacher can proceed with the lesson without concern about creating the video. Following the recording, the teacher and supervisor may each view the lesson, either separately or together. The teacher may be more likely to analyze and self-assess without the supervisor present to “point out” significant lesson events. However there may be advantages for the supervisor and teacher to view the video together and collaboratively share their analyses.

Recording by Teacher

A video camera allows a teacher to record, review, and analyze a lesson without a supervisor present. If the teacher has access to a video camera and other related equipment, only time, enthusiasm and the desire for personal professional growth can limit the teacher’s use of the video recording as a means for professional growth. Teachers who record their own videos may be less fearful to record lessons that they may consider their weak points. This will provide more opportunity for self-assessment and growth.

Another powerful feature of self-recording is that of allowing teachers to make more than one video. After their own analysis, the teacher may be dissatisfied. The teacher is practicing reflective practice and may be motivated to repeat the video with a different lesson so they can demonstrate improvement. The teacher may also video and submit a couple of consecutive lessons to show a more natural ebb and flow of teaching. Teachers all have great days and regular days and multiple recordings could show this trend. Some of the anxiety may be reduced when teachers know that they may have opportunity to submit more than just a single lesson record.

Video and the Conference Supervisor

Consider the value of the use of video recordings for teachers in small schools and their conference supervisors.

Most conference supervisors have a heavy work load. They are geographically separated from most of the teachers in the small schools. Travel time and lack of regular daily face to face communication may serve to reduce or limit the impact of the supervisory responsibilities.

The use of video recordings holds two possible advantages specifically for the conference supervisor. Conference supervisors are usually limited in the number of classroom visits to the small schools. Effective use of video recordings can increase the potential impact of each visit.

Also, teachers may make their own video recordings and send the videos to the supervisor. This will provide more opportunities for supervisors to observe lessons with less travel.

Suggested Procedures

The procedures suggested here have been written with the conference supervisor specifically in mind. However, the principles involved may be effective for the use by school principals as well.

These procedures focus on instructional techniques because a teacher's professional performance is where the video recording of classroom instruction is most useful and appropriate.

These procedures are designed to accomplish two major goals: empowering the teacher to assume a greater sense of ownership over the professional improvement process and assisting the conference supervisor to expand his or her supervisory opportunities with the teacher.

Step #1. Establish Goal(s)

Video recordings are most useful as an analysis tool when specific goals for improving teaching practice have been established. These goals will most likely be established collaboratively between the teacher and supervisor.

The first classroom observation of the year (or evaluation cycle) may be made in person by the supervisor. At the time of this first classroom observation and the accompanying visit, the supervisor and the teacher can discuss improvement goals for subsequent observations.

Step #2. Make Video

Having an agreed upon goal for the improvement of teaching, the supervisor and teacher can implement the next step. In this step, the teacher prepares a video recording of a lesson in which the agreed upon instructional improvement strategies are applied in the classroom setting.

Step #3. View and Critique

The teacher views the video before the recording is seen by the supervisor. Thus, the teacher assumes greater responsibility for the process and is given the opportunity for reflection and the development of improvement strategies. The teacher may determine that he or she is not satisfied with the level of growth and may choose to record a different lesson before sending it to the supervisor for review. In either case, the teacher prepares a set of analysis notes, self-critiquing the lesson presentation.

Step #4. Submit Video for Analysis¹

Once the recording has been viewed by the teacher and the analysis is complete, both the video and the analysis notes are shared with the supervisor.

Step #5. Supervisor View and Analysis

Upon receiving the recording, the supervisor views the lesson along with the analysis notes by the teacher. The supervisor determines to what extent his or her analysis agrees with the analysis submitted by the teacher.

Step #6. Follow-up Conference

Ideally, significant agreement will exist between the supervisor's and the teacher's analysis of the lesson. If so, a follow-up conference may be as simple as a phone call or a note. If significant disagreement exists between the two analyses, follow up visits and conferences with the teacher will need to occur. In either case, the effectiveness of the supervisor's visits to the school has been optimized.

The steps described in this section are suggestions and will certainly be adapted by the successful and effective supervisor.

Technology Issues

Effective implementation of strategies regarding the use of video recordings requires attention to certain technological issues.

Equipment

The most inexpensive dedicated video camera will generally work fine for making videos of teaching episodes. If teachers are to make their own video the teacher will need a small tripod and a camera which can be attached to a tripod.

Most video cameras today will record in solid-state media. This allows a teacher to easily download video clips to a computer for viewing and transmitting to the supervisor.



1. See the technology notes at the end of this chapter for suggestions regarding submitting the videos.

Some older video cameras use removable recording media such as a cassette or DVD. If the recording media is DVD, you will need the appropriate software to download a readable version to your computer. If the recording media is a cassette, you will need additional hardware and software to convert to a format for viewing on and transmitting from a computer.

Submitting Videos for Viewing

In the case of a conference supervisor, the video may need to be sent to the conference office. With removable media, such as cassette or DVD, the video can be mailed.

If the video is recorded on solid state media, or has been converted to a video clip, the video can be submitted electronically. A video clip is generally too large a document for submitting as an email attachment, so the video will need to be attached to a web site for retrieval by the other party.

A free video-sharing service can be found at www.vimeo.com¹. If you subscribe to this service, you can upload your video to this site. You will then receive an email giving the web address of the video. Send that web address to anyone that you wish to view the video and that person or persons can view the video at that site. Another kind of service can be found at www.dropbox.com¹. This service will allow you to put any or all of your files from any or all of your computers, phones, etc. and retrieve them from any location. With this service, your videos are placed in a dropbox folder and instructions shared with the supervisor for retrieval.

Both of these services allow the user to control the level of security of the videos.

Viewing

The teacher may view the completed video recording directly in the camera. Again, this method requires the least technological knowledge on the part of the teacher. Other viewing methods are available but not necessary.

Distribution of Equipment

Unless a conference is able to purchase multiple video cameras, the supervisor will need to provide a way to distribute the video recording equipment to different schools at different times. Most camera stores will stock sturdy carrying or mailing cases for video equipment. At reasonable cost, a mailing case can be purchased that will hold one camera and a small table top tripod.



How can teachers submit a teaching video to a conference supervisor?



Technology has made sharing videos much easier than in the past. Included in this chapter are some ideas for secure sharing using Internet resources.



1. *Technology changes rapidly. Vimeo and Dropbox are applications available at the time of this printing.*

Editing

More advanced use of video recording capabilities are also available. With additional equipment and appropriate software, the process may be adapted to include editing. For example, a teacher may insert into a video recording small clips of explanation or background information. A supervisor may choose to return the video recording to the teacher with inserts for the teachers benefit. Those inserts might include comments specific to a particular event in the lesson or a lesson sequence that has been modeled by the supervisor or a master teacher.

Video-Telephone

Video telephoning also has potential for conference supervisors. The teacher and the supervisor will need to have high speed internet connections and a video telephone service such as Skype¹ which is available at no cost.

A web camera is required. Most laptop computers now come with built in web cameras. Inexpensive web cameras are available to use with a desk top computer. The web camera may be set up in an appropriate place in the classroom so that the teacher and classroom will be visible. The supervisor will be able to view in real time.

Use of video telephoning will significantly increase the time that conference supervisors will be able to allot to informal classroom visitations.



1. Technology changes rapidly. Skype is a popular application available at the time of this printing.

Analyzing Instruction

chapter 15

TEACHING is a complex art. During a single lesson, effective teachers are making decisions moment by moment depending on a number of student, content, and environmental variables.

Supervisors cannot be expected to make a complete and perfect analysis and judgment about lesson decisions easily. Furthermore, analysis of the lesson requires some subjective judgment upon the part of the observer. It is essential that appropriate procedures be followed and acceptable criteria used as a basis for analysis.

Whether the supervisor has personally observed a lesson or viewed the video of a lesson, certain analysis principles apply.

Timing of the Analysis

Initial analysis of the lesson should occur immediately after seeing the lesson and the observation notes completed. The observer needs some conceptual framework in order to “make sense” out of what has been observed and to make judgments related to the effectiveness of the instruction. The six templates mentioned in this handbook are the tools that can be used to analyze and make sense out of the lesson, using observational notes¹.

Some Principles of Lesson Analysis

Flexibility

Supervisors need to maintain a certain degree of flexibility recognizing that all teachers may not teach using the same methods or teaching style that is most comfortable to the supervisor. They will also recognize that a single lesson observation may leave a number of questions unanswered. Supervisors will, therefore, maintain an open mind during the analysis and feedback sessions with a teacher so that the teacher’s perceptions may be understood.



1. You may wish to review Chapter 13 on note-taking.

Knowledge Base

Supervisors need to possess a broad base of knowledge of effective teaching competencies. The observer must be able to recognize and identify the various elements of effective teaching as listed in the templates and be able to effectively explain to the teacher the reasons why teaching can be improved by the use of those principles and practices.

Reflective Practice

Supervisors will keep in mind that the purpose of any supervisory or evaluative activity is to promote teachers' professional growth. The most effective way to accomplish that is to assist the teachers to understand and analyze their own teaching. For this reason, when providing teacher feedback think of ways to involve the teacher in analysis. After supervisors complete an observation, the analysis should include questions¹. Ask the teacher to critique the lesson. If the supervisor has concerns about an aspect of the lesson, ask the teacher to explain.

Teacher Needs

The needs of the teacher are more important than the needs of the observer. Supervisors should recognize that different teachers face different challenges in terms of their professional growth. The observer will not focus on his or her own biases in terms of elements of effective teaching but will use those templates² which are most relevant to the teacher's needs at the time of the observation.

Prioritization

The supervisor may determine that there are a number of performance standards not being adequately met by the teacher. Avoid discouraging the teacher by asking the teacher to "fix" everything at once. The supervisor can be selective in mentioning areas for remediation. The templates² provide a frame of reference for prioritizing and making recommendations that are based on the following criteria:

• Impact on Learning

Of those areas where the teacher needs to improve, think about which areas would have the greatest impact on student learning.

• Likelihood of Remediation

Of the areas where the teacher needs to improve, think about those which areas would be the easiest for the teacher to change.

In other words, a focus is needed in terms of strategies to help the teacher grow. It is unreasonable to assume that a teacher who



1. See Chapter 17 for more information about feedback to teachers.



2. See Chapter 21 for information about the observation templates.

needs help today can be perfect tomorrow. Prioritizing can be achieved by using these two criteria to select the focus for efforts to help that teacher grow.

Maintaining Objectivity

The written notes of the classroom observation is not a summary evaluation document. It is to be used in analyzing the lesson for the purpose of determining appropriate strategies for helping that teacher improve his or her teaching. For this reason, the document needs to be an objective record of the instructional episode.

An objective record consists of statements of fact with no judgment or evaluative terms. Notice the following examples of objective and non-objective statements.

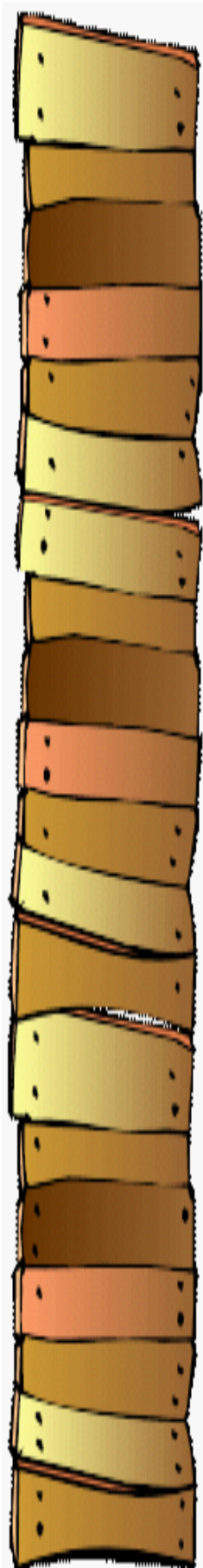
Objective Examples

- Three students threw paper from their seats to the wastebasket.
- Other students worked at their seats without interrupting while the teacher worked with the group.
- The teacher did not state the objective to the students.
- The teacher did not provide a written objective or lesson plan to the supervisor.
- During the lesson, five students participated in the class discussion by asking questions or responding to questions. The other students studied quietly or read other books or materials.

Non Objective Examples

- The teacher had good classroom management.
 - *The word "good" is an evaluative term.*
- There was no indication of a lesson plan.
 - *What was observed that gave the impression there was no lesson plan?*
- The teacher did not have good class control.
 - *Again, "good" is not objective.*
- The room was a zoo.
 - *To you it may have looked like a "zoo," but what exactly did you see?*
- The teacher permitted too many interruptions.
 - *How many interruptions were there? How many are too many?*
- The teacher uses lecture too much.
 - *How long was the lecture? What were the students doing during the lecture? Was the lecture related to the stated objective?*

- The teacher does not pay enough attention to the slower students.
 - *What did you see the slower students doing? What was the teacher doing?*



Section V

Communicating with Teachers

HAVING conversations with teachers regarding their performance can be difficult. Never engage in such a conversation without planning. This section contains three chapters which will help supervisors understand the importance of planning for such conferences and which provide some specifics about the nature of some specific types of conferences.

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Preparation for Evaluation Conferences

chapter 16

MEEETING with teachers to discuss their performance is an important experience in the life of the supervisor and the life of a teacher. Teachers are very likely to be fearful or defensive if they perceive that their performance is going to be criticized.

The supervisor must plan carefully for such a conference. This chapter presents some of the elements that are important in planning a successful evaluation conference.

Understanding Teacher Needs

Carl Glickman¹, in his developmental approach to supervision, suggests that a teacher's readiness for growth depends on a number of dimensions. Two of these dimensions are the ability dimension and the willingness dimension. The willingness level refers to the degree to which the teacher has the willingness and desire to work hard and to achieve. The ability level represents that teacher's state of professional competence. The following grid can provide a useful perspective when considering these two dimensions.

	Low willingness	High willingness
High ability	Quadrant #1	Quadrant #2
Low ability	Quadrant #3	Quadrant #4

Think about this grid and reflect upon some possible scenarios that could define certain types of teachers according to these two dimensions.

Quadrant #1

This may be a teacher who has taught for years and suffers from partial burnout.



How important is advance planning when preparing to conduct an evaluation conference?



An evaluation conference is meaningless without a goal. Do not expect to meet the goals without careful advance planning.



1. See Glickman, Appendix B

Quadrant #2

This may be a master teacher who needs very little direction.

Quadrant #3

This teacher may be already, or on the verge of, experiencing burnout.

Quadrant #4

This teacher might be a young teacher who is enthusiastic but needs support, coaching, and/or direct assistance.

Thinking about Directiveness

Some supervisors do not like to be directive. It may seem too “bossy.” Other supervisors, by their nature, tend to be directive. When preparing for an evaluation conference with a teacher is not the time to simply “be yourself.” The supervisor needs to carefully reflect upon that teacher’s needs according to the two dimensions considered above or upon other characteristics of that teacher known by the supervisor. The degree of directiveness will, therefore, be based on the needs of that particular conference situation.

Once the teacher’s readiness level is better understood, the supervisor will be able to plan how directive or collaborative this conference will need to be. The following three types of conferences, directive, collaborative, or non-directive represent a framework that will assist the supervisor in planning.

The supervisor will remember that the nature of the conference will be dependent on the teacher’s readiness needs, not on the principal’s or supervisor’s style.

The Non-Directive Conference

A non-directive conference is used with a teacher who has demonstrated a high level of readiness. This teacher will continue to grow professionally and needs only support, ideas, and encouragement from the principal.

The usual communication flow in a non-directive conference would include such characteristics as:

- allowing the teacher to verbalize problems
- probing for further information
- paraphrasing to demonstrate understanding
- allowing the teacher to verbalize possible actions
- allowing the teacher to commit to a plan
- asking the teacher to set criteria for action and a time frame

To facilitate a non-directive conference, the supervisor would demonstrate the following kinds of behaviors:

- encouraging two-way communication
- questioning, cuing/probing
- allowing and listening
- delegating

The Collaborative Conference

A collaborative conference is used with a teacher whose readiness level demonstrates needs for some input from the principal. This teacher will probably continue to grow professionally but needs guidance, as well as support, ideas, and encouragement from the principal.

In a collaborative conference, input from both the principal and the teacher are reflected in the conference conversations.

The usual communication flow in a collaborative conference would include such characteristics as:

- problem identification by the teacher, if possible
- listening to the teacher's perception of the problem
- verifying the teacher's perceptions
- providing the evaluator's point of view
- listening to the teacher's understanding of the principal's perception of the problem
- mutual exchange of opinions
- accepting conflict, if it arises
- finding an acceptable plan for next steps
- agreeing on the details of the plan
- agreeing to a final plan

To facilitate a collaborative conference, the principal would demonstrate the following kinds of behaviors:

- facilitating, accepting
- providing for two-way communication
- verifying
- sharing and supporting
- listening and participating
- providing ideas

The Directive Conference

When the teacher is at a lower level of readiness and is in need of unambiguous directions from the supervisor, a directive conference may be necessary. Usually, a directive conference would not be used

unless the teacher has demonstrated an inability to follow through appropriately following other kinds of conferences.

The usual communication flow in a directive conference would be as follows:

- identifying the problem
- allowing teacher input into the problem
- directing expectations for the teacher
- directing details of the plan for support or assistance
- directing follow-up activities

To facilitate a directive conference, the principal would demonstrate the following kinds of behaviors:

- goal setting and controlling
- defining and asserting
- establishing and telling
- organizing

Observation Feedback Conferences

chapter 17

THIS chapter considers the planning and conduct of a conference following an observation of teaching, whether in person or by video. The teacher deserves useful and meaningful feedback. Without effective feedback the observation may become a useless exercise and the teacher will not benefit from the supervision.

Both formal and informal feedback conferences are discussed in this chapter.

A conference with a teacher is very likely to evoke feelings of concern or anxiety from the teacher. No matter how “collegial” a supervisor may be perceived, it is a mistake to assume that the teacher shares those relaxed or open feelings of collegiality. The supervisor needs to be sensitive to those feelings of anxiety and conduct a post-observation conference conducive to developing attitudes of self confidence and motivation for growth.

Planning the Formal Feedback Conference

The feedback conference should occur the same day or the next day, at the latest. Planning for the conference should begin immediately. The steps in the planning are as follows:

- Analyze the lesson.
- Prepare conference statements.
- Reflect on teacher needs.
- Determine the type of conference.

Analyze the Lesson

The first step is to analyze the lesson. Review the observation or video notes. Initial analysis notes should include positive aspects noted, questions to ask, and the supervisor’s concerns.

The supervisor may wish to review the observation templates¹ to help the supervisor prioritize possible areas of concern that may be more critical than others. It is unproductive to expect the teacher to accept too many suggestions or criticisms. Normally, teachers should be asked to focus on only one or two areas for immediate improvement. When prioritizing concerns, keep two questions in mind:



What kind of feedback is most useful for teachers after a formal or informal classroom observation?



In the case of a **formal** classroom observation, a formal post-observation conference should be conducted promptly.

After an **informal** classroom observation, feedback can be of a less formal nature.

This chapter examines both types of feedback.



¹. See Chapter 21 and beyond to review the observation templates.

- What changes would have the greatest impact on student learning?
- What changes would be the easiest for the teacher to implement?

Prepare Conference Statements

A supervisor can never know for sure the direction an observation conference will take. However preparing tentative statements for use is an important element in effective advance planning. The typical conference statements will include of the following:

- **Positive Aspects.** List those items in the lesson that merit commendations.
- **Questions.** List the clarifying, reflecting, and eliciting questions that arise from your analysis of the lesson.
- **Concerns.** List the concerns that you have.

Reflect on Teacher Needs

Give thought to the teacher. A supervisor must understand the teacher well enough to design a conference that matches the teacher's needs and readiness for growth. Carl Glickman¹, in his developmental approach to supervision, suggests that a teacher's readiness for growth depends on a number of dimensions. Two of these dimensions are the ability dimension and the willingness dimension presented in the previous chapter.

Determine the Type of Conference

Reflect on the most likely type of conference to be conducted whether directive, non-directive, or collaborative. It may be that the supervisor would need to be very directive, taking a leading role. It may be that the supervisor will need to be collaborative, with both the supervisor and the teacher reaching conclusions together. Possibly the conference will need to be non-directive with the teacher accepting full responsibility for his or her own professional growth with minimal supervisor input. However, any conference style chosen should be subject to adjustments "mid-stream" if necessary.

Think about the following scenarios:

Non-Directive Conference

The lesson observed may have been presented by one of the best teachers. The lesson seemed to go as well as could be expected. It is possible that the teacher demonstrated a level of expertise similar to that of the supervisor. In such a situation, The supervisor will highlight and comment on the positive aspects of the lesson. The supervisor will



1. See Glickman,
Appendix B

probably ask some of the questions that were prepared. Encourage reflective practice by asking the teacher about areas where they intend to continue growing professionally.

It is possible that a non-directive conference may also apply to a new teacher or a new supervisor, where the primary goal is to establish a working rapport so that specific suggestions for improvement may be postponed for future visits.

Collaborative conference

The lesson observed may have contained elements that could be improved upon. Such a conference will definitely include some eliciting questions. The supervisor may ask a very general question such as, "How do you think the lesson went?" The teacher's response may demonstrate that he or she had the same concerns as the supervisor thus illustrating reflective practice. If the teacher's response did not demonstrate adequate awareness of the issues of concern, the supervisor will follow up with more probing questions. The goal is to assist the teacher in self-analysis. It is more productive for the teacher to recognize where growth is needed rather than being told where to improve. If a teacher continues to be unaware, the supervisor will need to be more direct in making specific suggestions. Subsequent conversation will help the teacher develop strategies for improving.

Directive conference

Often, supervisors will be observing teachers who have demonstrated a pattern of inadequate performance. Previous visits have identified the areas of concern and the teacher has failed to demonstrate appropriate improvement. In such a situation, the conference is most likely to be directive. The supervisor will review the areas of concern previously noted and critique the current lesson and make suggestions. When a teacher fails to make the necessary professional growth after multiple lesson observations, the supervisor will need to apply due process and document¹ appropriately.

Conducting the Conference

A properly conducted conference will consist of at least the following phases:

- Setting the tone
- Positive conference statements
- Questions
- Recommendations or suggestions
- Follow-up



1. You may wish to review Chapters 8 and 10, Due Process and Documentation.

Set the Tone

The location, preferably selected by the teacher, should be one which is most likely to reduce the teacher's anxieties. The teacher's own classroom or office is generally best if distractions are not present. When beginning the conference the following preliminary aspects deserve attention:

Appropriate Small Talk

To set a positive tone for the conference, begin the conversation with relaxed and positive comments. The teacher is very likely to have feelings of anxiety relative to this conference, and relieving those feelings will increase the likelihood of a productive session together.

Seating Arrangement

Select a seating arrangement that contributes to good communication and avoids putting either individual in a position of superiority. The preferred seating position is away from a desk and with both participants seated side by side, slightly facing each other.

Once the preliminary comments and small talk have ended, the actual content of the conference should contain the following carefully chosen sequence of conference statements:

Positive Conference Statements

Start the conference by making one or more positive statements. A positive statement consists of something observed in the lesson that was positive and effective. When making a positive statement, consider the elements noted below.

• Cite evidence

Using your observation notes, relate what you saw. Show your notes as you relate the observation. This sharing of the notes emphasizes to the teacher that your observations are valid and objective. This sharing also sends the teacher a message that you are a serious observer, and the contents of this conference are important.

• Provide a label

Use appropriate educational terminology. The vocabulary used should be as specific as possible based on the degree of training of the teacher. Don't talk over the head of the teacher, but also provide evidence that you are a trained observer and knowledgeable regarding the elements of effective teaching.

- **Provide a reason**

State the reason, in terms of benefit to the students, why this event that you observed was educationally sound. Avoid making such statements as “I like that,” or “That was a good thing you did.” Show the teacher that what you are commending improved student learning.

Example: Notice the evidence, label, and reason.

“I noticed that Susan responded to your question about the Pilgrims without raising her hand. You ignored her response and called on Peter who had raised his hand. This was an example of using “extinction” to avoid giving reinforcement to Susan for failure to raise her hand and also giving positive reinforcement to Peter who was following your instructions. By using reinforcement appropriately and consistently this way, you will continue to encourage the students to follow instructions and maintain an effective classroom climate.”

Of course, all supervisors have their own personal communicating style, but including the elements noted above when giving feedback helps the teacher to more effectively understand the reasons underlying instructional decisions. Avoid statements such as “I liked,” “that was really great,” and “good job.” Specific feedback is the most useful.

Questions

The second kind of statement in the conference is a question or questions. Three kinds of questions are appropriate here: the clarifying question, the reflecting question, and the eliciting question.

The clarifying question provides information about parts of the lesson that were not clear to the observer or decisions the teacher made for which the observer needs background explanation or other rationale. This kind of question should come first.

The reflecting question is designed to provide the teacher an opportunity to critique his or her own lesson in a general sense. The question will probably be something like this: “If you were to teach this same lesson again, is there anything that you would do differently?” The rationale for this kind of question is to elicit teacher reflection. If the teacher effectively and accurately reflects and self-identifies the concern, the necessity for the supervisor to criticize the lesson is eliminated.

The eliciting question is asked in cases where concerns were raised and the teacher’s response to a reflecting question failed to identify them. The eliciting question is probing in nature and designed again to assist the teacher in self-evaluation. The eliciting question may be something like this: “When a number of students were answering without raising their hands, what other kinds of responses could you have made?”

Suggestions (negative conference statements)

If, through reflecting or eliciting questions, the teacher has been unable to identify those areas where improvement is necessary, the next part of the conference needs to include specific suggestions for improvement. These may be called “negative conference statements” to contrast them with the “positive conference statements” described previously. Because the first goal is always to help the teacher’s self-evaluation, direct criticism may be necessary only when the teacher is unable to identify or understand the supervisor’s concerns.

The negative conference statement includes the same three parts as does the positive conference statement, following these guidelines:

- **Cite evidence**

As with the positive conference statement, use and show your observation notes to relate what you saw.

- **Provide a label**

Again, use appropriate educational terminology.

- **Provide a reason**

State the reason, in terms of benefit to the students, that a particular event you observed interfered with effective learning. Do not merely criticize; show how an alternate teacher decision would have provided for more effective learning.

Example: Notice the evidence, label, and reason.

“I noticed that Susan responded to your question about the Pilgrims without raising her hand. In responding to her, you ignored responses of three students who had raised their hands. This was an example of giving reinforcement to Susan for a behavior which you did not want and ignoring, or using “extinction,” to those who raised their hands as you had instructed. If you practice using reinforcement appropriately and consistently you will encourage the students to follow instructions, and it will be easier to maintain a more effective classroom climate.”

Follow-up

In order to improve the likelihood that teacher growth will occur as a result of the observation and the conference, follow-up procedures need to be established. Follow-up procedures should include elements such as:

- **Recommendations**

These can be specific recommendations for changes in management or instructional practices. The recommendations should be based on the observations that were made and discussed.

- **Encouragement**

Provide encouragement for the teacher's own ideas and plans for instructional improvement.

- **Provision for resources**

It is essential that when asking the teacher for improvement, the resources necessary for empowering the teacher to implement the recommendations or suggestions be made available.

- **Follow-up schedule**

The follow-up schedule may include professional development activities expected of the teacher as well as follow-up visits to monitor the teacher's growth.

Informal Post-Observation Feedback

Some feedback should be given to the teacher following even a brief "walk through" or other type of informal classroom observation. The kind of feedback given depends on whether or not the classroom observations were primarily positive in nature or whether some activity was observed that caused concern.

Positive feedback

If the feedback for the teacher is positive in nature, it can be provided informally. Before leaving the classroom, the observer may catch the teacher's attention and provide some sort of non-verbal signal indicating a positive reaction. More effective, if possible, would be a verbal statement identifying the positive aspects observed and the reasons why such teacher behavior is positive. Such a statement could be oral if convenient, or the statement could be on a short note given to the teacher

Negative feedback

When informal observations elicit concern about the teacher's performance, the feedback needs to be more carefully planned, following one of these suggestions:

- **Request a formal observation.**

A formal observation will allow a more comprehensive observation and analysis of the performance issues that caused concern in the informal visit. Then, after conducting the formal observation, use the guidelines and conduct a post-observation conference to provide the appropriate feedback in a more formal setting.

- **Conduct a conference to discuss the question or concern.**

This conference could be conducted in a fashion similar to a formal post-observation conference, or it could be conducted as an evaluation conference to discuss specific concerns. The procedures for conducting an evaluation conference are provided in this handbook.

EVALUATION conferences are formal and planned meetings where teachers and supervisors sit down for the purpose of communicating evaluation information. Such conferences are followed by a written document to be placed in the teacher's evaluation file. Evaluation conferences may occur at various times in the evaluation process.

The most important evaluation conference is probably the summative evaluation conference that takes place at the end of the evaluation cycle. However, certain evaluation conferences may occur at any time during the school year. Considered here are the following topics relative to evaluation conferences:

- purposes of evaluation conferences
- the scope of evaluation conferences
- planning the evaluation conference
- conducting the evaluation conference
- follow-up activities

Purposes of Evaluation Conferences

Typically, an evaluation conference has these purposes:

- To deal with specific areas of concern
- To make a commendation
- To provide guidance toward improved performance
- To provide evaluation information regularly during the year in order to keep teachers informed as to the supervisor's perceptions of their performance
- To provide a year end summary of the year's evaluation

The Scope of an Evaluation Conference

Depending on the purpose of the particular conference with the teacher, the conference will have either a specific focus or be deliberately broad or general.

Specific Focus Conference

Many evaluative conferences are conducted because of the need to address one or two particular areas of concern or areas of strength. Because this conference deals with just one or two areas, it is a “specific focus” conference. It is important to focus that conversation on the issue at hand. Do not use that conference as an opportunity to make critical comments about other areas of the teacher’s performance. If, over time, a teacher regularly or often performs inadequately, other kinds of conferences may be required. Following are some of the situations where a specific focus conference may be employed.

- commending the teacher for specific exemplary professional behavior,
- pointing out areas of concern in the teacher’s performance,
- reprimanding the teacher for particular breaches of professional conduct, or
- providing guidance to the teacher where appropriate.

Summary Evaluation Conference

A summary evaluation conference may be required if a teacher has failed to improve performance after one or more conferences with a specific focus. The time to employ this kind of conference is when a pattern of inadequate performance has become apparent and the teacher’s failure to improve becomes a part of that pattern.

General Evaluation Conferences

A general evaluation conference is not focused on one particular aspect but may cover more than one, or several, aspects of the teacher’s performance. This kind of conference will occur if it is necessary to be directive with teachers who are consistently underperforming¹. Supervisors practicing a directive evaluation model will close the year with a general evaluation conference for all teachers being evaluated that year.

Planning the Evaluation Conference

An evaluation conference is too important to conduct without carefully planning the conference in advance. The following dimensions need to be considered in planning a formal evaluation conference:

- The teacher’s readiness level
- The purpose and scope of the conference



1. Review
Chapter 8,
Due Process.

The sequence of steps in planning such a conference would be as follows:

1. Teacher's Readiness Level

Reflect on the teacher's readiness level. Then decide which type of conference is most likely to be productive in terms of the conference objectives. Are you going to conduct a conference which is:

- directive,
- non-directive,
- or collaborative?

2. Conference Objective

Think about what needs to happen as a result of the conference. Are you expecting some specific improvement on the part of the teacher? What kind of evidence will you be looking for in order to determine if your expectations for the teacher have been met. What follow up activities by the supervisor, the teacher and/or others need to occur. Determine all of these issues in advance of the conference. There is no reason to conduct a conference if you have no expectations for the teacher to improve. The improvement objectives for the teacher should be:

- doable,
- reasonable, and
- potentially most effective for student learning.

Also keep in mind the appropriate scope of the conference so appropriate focus can be maintained.

Conducting the Evaluation Conference

The sequence of steps in conducting the conference would be as follows:

1. Set Tone

Begin the conference by using general comments to set the appropriate tone dependent upon the situation.

2. State Purpose

Let the teacher know why this conference is being conducted. Is it to communicate a specific commendation, to express concern, to provide interim general evaluative information, or to provide a required year end summative evaluation?

Let the teacher know if this is a specific focus conference, a summary conference or a general evaluation conference.

3. Reference Specific Areas of Strength or Concern

Refer to the teacher's strengths or areas of concern using appropriate data from the evaluation file.

4. Solicit Response

If needed, encourage the teacher to respond. Responses may be questions, suggestions, explanations, concerns, areas of disagreement, or responses to follow-up activities suggested or requested. Solicit and obtain enough responses so that you know you have communicated effectively.

5. Follow-up Plan

Develop, with the teacher, a follow-up or "next steps" plan. This plan should have a definite expected outcome or behavioral change. Give the teacher a follow-up schedule for monitoring those outcomes, and indicate what kind of support you will provide. *See "Follow-up Activities" below.*

6. Summarize

Bring closure to the conference by repeating or having the teacher repeat the decisions that were made in the conference.

7. Follow Through

Agreeing on follow-up activities is an important step. However, make sure after the conference, that you follow through on the supervisor's part of the agreed upon "next steps."

Follow-up Activities

An evaluation conference must close with a plan for further professional development of the teacher regardless of the readiness or ability level of the teacher. The goal of evaluation is teacher improvement and only an organized follow-up plan can ensure that growth plans are developed and monitored.

These follow-up activities or "next steps" should be chosen because they meet the following criteria:

- they are doable,
- they are reasonable, and
- they would have the greatest effect on students

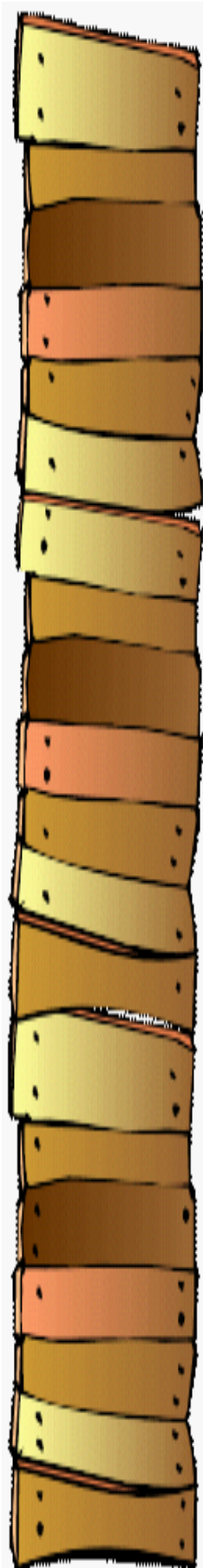
These follow-up plans will differ according to the type of conference that was held.

- In a non-directive conference, the “next steps” will probably be teacher initiated.
- In a collaborative conference, the teacher and the supervisor should agree on the “next steps.”
- In a directive conference, the teacher will be directed to participate in a “next step” activity.

Supervisors will maintain appropriate written documentation for all evaluation conferences¹.



*1. Review
Chapter 10:
Documentation.*



Section VI

Helping Teachers Grow

THE fundamental purpose of all evaluation activities is teachers' professional growth regardless of which form or model of evaluation is used.

The supervisor is responsible for providing resources to assist teachers who are having difficulty meeting performance expectations.

This section is devoted to the issue of helping teachers grow. The chapters in this section are designed to assist supervisors in understanding what effective teaching looks like in practice.

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Professional Development chapter 19

DURING the evaluation year, supervisors will be observing teachers and making recommendations. Specific professional development activities may be needed. It is the responsibility of the school or conference to provide these opportunities.

An essential element in due process for poorly performing teachers is provision for professional development support and activities. Schools or conferences may not lawfully terminate or otherwise discipline teachers for failure to meet certain performance standards without having provided appropriate and meaningful professional development opportunities.

According to Edwin Bridges¹ of Stanford University, the ability and willingness of the system to provide growth opportunities is an important characteristic of schools, systems, or districts that are able to successfully evaluate teacher performance. The kinds of resources which should be considered may include the following:

- providing in-service opportunities
- making other teachers available as mentors or coaches
- providing funds for release time for teachers to attend workshops or work with mentors
- direct coaching
- providing counseling services



1. See Edwin Bridges.
Bridges.
(Appendix B)

SUPERVISORS can find many ways to encourage teachers to form collegial relationships which can promote professional growth. This chapter describes the following three different ways that colleagues can be employed:

- colleagues as mentors
- colleagues as peer coaches
- colleagues as evaluators

Colleagues as Mentors

In many public school districts and some conferences, the mentor teacher concept has been employed for some time. In these systems the process of selection and use of mentors is highly defined. For a school or conference which has not employed mentors, two effective approaches to the use of mentors are described here.

New Teacher Mentors

It can be very intimidating for a new teacher, fresh from college, to enter the real world of teaching. During student teaching, the master teacher was there to provide support and assistance if things got out of hand.

To help bridge this gap between the more secure world of student teaching and the world of teaching in one's own classroom, an experienced teacher mentor may be assigned to the new teacher. This mentor teacher should be assigned with care using one who has demonstrated patience, understanding, and good communication skills.

Expert Mentors

In the process of supervision of instruction or evaluation of teachers, the supervisor may find even experienced teachers in need of assistance in certain aspects. The supervisor needs to help that teacher develop his or her teaching skills. The supervisor may choose to work with that teacher, or he or she may choose to assign a mentor to work with the teacher.



Can teachers' colleagues be effective in the formative evaluation process?



Teachers' colleagues can help one another grow through such activities as mentoring and peer coaching.

Such a mentor must have the same skills that the new teacher mentor possesses: patience, understanding, and the ability to communicate effectively. In addition, such mentors must also have demonstrated skill in the specific areas in which they will be asked to provide assistance, from time to time, to other teachers. Further, the mentor needs to have earned the respect of others by maintaining a record of success, enabling the mentor to be fully trusted to offer suggestions.

Training of Mentors

Guidelines for the practice of supervision of instruction are described in this handbook. Such practice includes the development of observation skills, analysis skills, and communication skills. In order for teachers to serve most effectively as mentors, they must receive training in those skills.

Policy Implications

The school or system that chooses to use mentor teachers must make some decisions and adopt policies relative to the following four aspects:

- The design and adoption of a process for selection of mentors
- The determination of any special employment status provided to mentors
- Consideration of additional pay or other benefits for mentor teachers
- Budgetary considerations for providing release time for mentors' coaching and observing teachers

Colleagues as Peer Coaches

A number of models of peer coaching exist. The most effective model is probably the model that uses peer coaching as an integral part of specific teacher in-service or skill development training.

Before receiving the specific in-service, the teachers divide themselves into pairs. These pairs should be based on the teacher's own preferences, not on particular characteristics as defined by the supervisor. These individuals are true peers, of similar teaching abilities. Following the in-service, the two individuals in the peer coaching pair observe one another teach and provide feedback and coaching in the implementation of the skills learned in the in-service.

Just as with mentors, peer coaches should receive training in the development of observation, analysis, and communication skills.

Colleagues as Evaluators

Can or should mentors or peer coaches also function as evaluators? Teachers' colleagues should not be placed in the position of evaluators. Even teachers who serve as mentors should not be asked to evaluate. Whatever kind of assistance new teacher mentors, expert mentors, or peer coaches have been asked to provide, a supervisor should never ask for feedback from that colleague relative to the teacher's progress or performance.

A New Teacher Mentor

A new teacher mentor may be tempted to provide negative feedback to the supervisor about the problems the "new teacher" is having. The supervisor should clarify to both teacher and mentor that he or she will not solicit or receive negative feedback. The mentor must be allowed to maintain the trust and confidence of the new teacher. Where special support from the supervisor may be needed, the mentor and teacher can find ways to obtain the support without breaking that trust.

An Expert Mentor

An expert mentor becomes involved when the supervisor decides that assistance is needed to help a teacher improve his or her practice in some specific area. The supervisor will ask the expert mentor teacher and the teacher in need to spend time together in activities designed to provide the development or improvement of the particular skill. Once these activities have been satisfactorily completed, the mentor's role is completed. The mentor does not evaluate or report to the supervisor. It is the responsibility of the supervisor to make his or her own evaluation by making additional classroom visits or other supervisory activities.

If the school is led by a teaching principal, the job description should clearly identify the evaluation or supervision roles that he or she is expected to carry. Those expectations should be clearly understood by all teachers in that school.

A Peer Coach

A peer coach is a colleague, not an evaluator. The relationship between each pair of coaches is privileged and must remain confidential.

Observation Templates

chapter 21

THE final six chapters of this section are designed to assist coaches and supervisors to help teachers improve their teaching performance. These six chapters describe six different observation templates. Each of the six templates represents a different frame of reference for analyzing and understanding what is observed in a teaching situation. Because teachers and situations differ so much, it is impossible to go into any classroom on any given day and have an appropriate list of “look fors” on a piece of paper. Each of these templates provides a different frame of reference that can be applied, or not, to any given instructional situation.

The supervisor must be familiar with these templates and have them in his or her mind so that appropriate application can be made. (No one ever said that instructional supervision was easy!) To best understand these templates the following concepts are helpful:

Template Format

The templates are first defined and described and, at the end of each chapter, certain teacher performance descriptors are provided in terms of “look fors.”

Improvement

The templates provide tools for the supervisor to help teachers improve their teaching. Therefore, the descriptors in these templates are not to be considered performance standards as such, although some may be.

Sequence

The templates are presented here in a sequence that represents the most likely needs of teachers in terms of assistance.



What do I look for during a classroom observation?



Because teaching is a complex profession, supervisors, in any classroom observation, must focus on those elements which would help the teacher most.

This chapter provides six different ways that supervisors can focus their observations in order to be most helpful.

Classroom Management chapter 22

IN terms of coaching teachers, this may be the most useful template of the six. Teachers often experience stress and frustration when unable to maintain a classroom environment conducive for learning. Supervisors, also, become frustrated when they recognize that a classroom environment is unsatisfactory, but they often find it difficult to diagnose and prescribe useful recommendations.

Therefore, in an attempt to identify environmental factors teachers can control and supervisors can observe and label, this template defines seven dimensions of effective classroom management.

Effective Teachers Provide for . . .

1. Efficient Classroom Organization

Materials

Classroom materials are organized in such a way that necessary instructional materials are readily accessible to the teacher or students when needed for instruction.

Room Arrangement

High traffic areas are free of congestion. Students and the teacher can easily see each other.

Effective Teachers Provide for . . .

2. Comfortable Physical Surroundings

Aesthetics

The classroom environment is clean and aesthetically pleasing.

Comfort

The classroom environment is physically comfortable. The teacher monitors air temperature, freshness, odors, etc.

Image

The classroom environment demonstrates a focus on learning and Christian principles.

Effective Teachers Establish . . .

3. Rules and Procedures

The teacher will establish pertinent rules and procedures that represent a coherent and appropriate classroom management philosophy.

Rules

Students understand and the teacher consistently and fairly enforces a few (4-8) general rules that cover classroom behavior.

Procedures

The teacher has established routines for classroom functioning and needs so that students transition between activities with minimum loss to learning time.

Effective Teachers Provide for . . .

4. Efficient Use of Instruction and Learning Time

Instruction

Instruction is organized, focused, and well-paced.

Learning

Students are on task and actively engaged in learning activities.

Effective Teachers Provide for . . .

5. Effective Communication

Age-appropriateness

The teacher has established, taught, and implemented expected classroom behaviors in a manner appropriate for the grade level.

Clear Expectations

Classroom expectations are clearly communicated to students, parents and others involved.

Non-Verbal Skills

The teacher uses effective non-verbal skills to maintain desired student behaviors and respond to inappropriate behaviors.

Vocal and emotional equilibrium

The teacher maintains personal self control.

Effective Teachers Provide for . . .**6. An Appropriate System for Responding to Misbehavior****Problem Behaviors**

The teacher understands the difference between problem behaviors that are minor irritants and brief in duration and behaviors that indicate an escalating or spreading problem.

Intervention Strategies

The teacher is skilled in using intervention strategies that effectively stop inappropriate behavior in the shortest time with the least negative impact to the student or the class.

Consequences

The teacher implements appropriate consequences for misbehavior. The consequences are fairly and consistently applied.

Tangible Recognition

The teacher uses concrete symbols to recognize and reinforce desired behaviors.

Key “Look Fors”

Materials

- Are the room furnishings and materials orderly and in place?
- Do all participants know where things belong?

Room Arrangement

- Are high traffic areas free of congestion?
- Can students and the teacher easily see each other at all times?

Physical Environment

- Is the room aesthetically pleasing?
- Is the room orderly and clean?
- Are adequate light and fresh air present?
- Does the physical environment reflect learning activities and objectives?

Rules

- Is there evidence that the teacher has carefully thought through his/her expectations for student behaviors?
- Are there a few (4-8) rules that establish mutual respect, self-control, and use of time in the classroom?
- Does the teacher spend an appropriate amount of time teaching expected behaviors at the beginning of the year?

Procedures

- Are there procedures for classroom functioning such as use of rest room, interacting in groups, transitions, obtaining materials, and collecting homework?
- Are all procedures clearly understood?
- Does the teacher provide review/practice of these procedures?
- Are relevant activities available and in use during “extra time”?

Instruction and Learning

- Is the lesson well-organized and implemented at a suitable pace?
- Is instruction at the appropriate level for all learners?
- Is the appropriate time allotted for each subject or activity?
- Does the teacher use available time effectively?
- Are students on task and actively engaged in learning?

Classroom Communication

- Have the teacher's expectations been clearly communicated?
- Does the teacher use nonverbal communication skills effectively (standing/moving about while teaching, successive proximity)?
- Does the teacher exercise verbal and non-verbal self-control in response to classroom situations?

Responding to Misbehavior

- Does the teacher understand the difference between minor irritants of short duration and escalating problem behaviors?
- Does the teacher skillfully use suitable intervention strategies to respond to misbehavior?
- Does the teacher fairly and consistently employ consequences germane to misbehaviors?
- Does the teacher recognize and reinforce appropriate behaviors?

The Learning Atmosphere chapter 23

THE classroom management template focused on those classroom characteristics which provide a place where learning can take place without undue tension and disturbances. The classroom template is essential because a secure classroom is necessary for effective teaching and learning.

Once a secure and safe classroom has been established, it is useful for the supervisor to focus on deeper issues that form the spirit of a class. This template is called the "Learning Atmosphere." It seeks for an environment where learning is engaging and transcendent and where the students feel safe to participate in classroom life and take academic risks. Although it may be more difficult for the supervisor to identify specific observable teacher strategies in support of such an environment, this template attempts to provide the supervisor with some tools.

This template is divided into the following characteristics of a stimulating learning environment.

- The ability of the teacher to provide an environment that is safe and where there is mutual respect. Students and teachers care for one another's well being. This aspect of a classroom is sometimes referred to as "feeling tone."
- The ability of the teacher to provide, through personal modeling and instruction, an atmosphere which stimulates moral growth.
- The ability of the teacher to develop an environment that enables students to focus on learning effectively. Effective learning is undergirded by theoretical understandings that explain how students learn. Three theoretical understandings include: (1) behaviorism, (2) cognitivism, and (3) constructivism. Effective teachers use strategies to engage students in learning that are supported by one or more learning theories.

A Positive Feeling Tone

A welcome environment, or a positive feeling tone, can be enhanced when teachers pay attention to the following aspects of the classroom climate:

Rapport

Teachers have established rapport with students by demonstrating an interest in all students and their emotional, social, and academic needs.

Teacher Expectations

Teacher demonstrates high expectations for all students.

Positive Attitude

Teacher uses positive comments frequently and avoids negative comments.

Mutual Respect

Teacher demonstrates respect for all students and requires students to demonstrate respect for others.

Moral Atmosphere¹

A positive feeling tone in the classroom is enhanced through moral character development. In any school, secular or religious, the development of moral character is important in shaping responsible citizens who can relate respectfully to others in the world. Although no supervisor or observer would attempt to evaluate a teacher's own moral character, certain teacher-student interactions and certain aspects of classroom life can contribute to students' moral development.

Discussion in this section includes the following:

Formal Moral Instruction

In a religious school, formal moral instruction is a vital part of the school curriculum. A teacher provides evidence that formal moral instruction receives high priority through attention to lessons that include moral underpinning and student learning outcomes. In a public or secular school, formal moral instruction may be more challenging to integrate depending on the curriculum of the district.

Informal Moral Instruction

In every content area, opportunities arise for teachers to make moral statements. Teachers who find these opportunities and make all lessons clearly moral in tone encourage higher order thinking about morality and promote systematic moral character growth. Observers will be alert to note the teacher's adeptness at connecting ordinary classroom events to moral insights.



1. For more information about the learning environment and moral development, see:

Johnston, D. K. (2006). *Classroom Relationships & Moral Action*.

Philip W. Jackson and others. (1993) *The Moral Life of Schools*.

Appendix B.

Traditions

All classrooms have traditions and ceremonies, such as opening activities, classroom celebrations, classroom guest visits, and service learning. These opportunities can have a clear moral impact when the activities are designed to engender feelings of loyalty, inspiration, reverence, piety, thankfulness, and dedication.

Visual Elements of the Classroom

Visual displays within the classroom need not have a specifically religious theme to be morally uplifting. Classroom posters, bulletin boards, and displays of student work are a common and expected part of a classroom environment. The observer will want to see to what extent these displays represent content that is uplifting and inspiring.

Moral Content of the Teacher's Expressions

Teachers communicate verbally and non-verbally. The classroom observer will continually look for the moral messages conveyed. The teacher takes a clear stand in favor of honesty. The teacher's communication contributes to a feeling of well-being and mutual respect. The power of a teacher's communication to uplift or demoralize cannot be underestimated.

Trustworthiness

Trustworthiness may be the most powerful moral influence that a teacher can demonstrate. Biblical religious theology places trustworthiness at the heart of the moral experience. Just as God can be trusted with our best interests, students grow in moral character with a trusted teacher.

Focus on Learning

When observing instruction, how apparent is the direction or focus of the learning? If the focus or direction is not clear to an observer it is probably not clear to the students. The following learning theories offer observable strategies that teachers use, alone or in combination, to help students focus on the lesson and their learning:

Behaviorist Learning Theory

Behaviorist learning theory posits that learning is shaped by the environment resulting in a change in observable behavior. Instruction is direct or teacher centered. Supervisors may observe the teacher do one or more of the following:

1. Clearly state student learning outcomes including learning products.
2. Break down information or skills into small parts or sub-skills that are taught separately.
3. Direct the learning process with lectures, drills, demonstrations and other teacher controlled instruction.
4. Engage students in learning facts and basic skills for use when students graduate, rather than in authentic or real situations while in school.
5. Monitor and check student work providing reinforcement to shape learning.

Cognitive Learning Theory

Cognitive learning theory asserts that the brain's memory system actively processes and organizes information to store it in long term memory to retrieve when needed. Supervisors may observe the teacher do one or more of the following:

1. Elicit prior knowledge from students' long term memory by asking students questions about what they already know about a topic or by giving students a pre-test.
2. Teach lessons that are developmentally appropriate according to what students already know.
3. Explicitly connect students' prior knowledge to the new information being taught by letting students know through examples how the lesson relates to previous lessons or to students' experiences.
4. Organize lesson information in a systematic way with illustrations, visual aids, student activities, stories and the like to help students as they actively process and store new knowledge.
5. Emphasize important points in the lesson to help students extract essential information from a larger body of information.
6. Summarize what students have learned and preview the next lesson to help students cognitively develop schema for what they have learned.

Constructivist Learning Theory

Constructivist learning theory is based on the understanding that students construct knowledge and make meaning from their own experiences. Supervisors may observe the teacher do one or more of the following:

1. Make use of primary resources, data, manipulatives, field trips, experiments to engage students in a variety of experiences.
2. Engage students in authentic tasks conducted in the real world such as writing for a newspaper, giving speeches, acting out plays, balancing a checkbook, cooking, measuring, and building so that students can learn from experience.
3. Focus on tasks that are relevant to student interests.
4. Encourage students to explore multiple ways to view issues and solve problems.
5. Engage students in learning activities that build toward an identifiable end product.
6. Empower students to develop a sense of ownership of their endeavors.
7. Encourage risk taking where students are free to formulate solutions or express opinions without fear of reprisals.
8. Learning is integrated and builds toward a whole. Subject matter is not taught in isolation from other disciplines.
9. Assess students specifically and continually so students understand their progress and can make adjustments.
10. Provide time for dialog, discussion, and reflection.

Key “Look Fors”

Feeling Tone

- Does the teacher take a personal interest in each student?
- Does the teacher verbalize high expectations for all students?
- Is the teacher a good listener?
- Do the students know the teacher cares?
- Does the teacher treat each student with respect?
- Do students demonstrate respect for the teacher and each other?

Moral Learning

- Do learning activities, formal and informal, reflect a high priority given to moral issues?
- Do classroom traditions reflect positive moral principles?
- Do visual displays reflect positive moral principles?
- Does the teacher’s verbal and non-verbal communication create an environment of kindness and mutual respect?
- Do classroom rules contribute to positive moral development?
- Do the students appear to have a high level of trust toward the teacher?

Focus on Learning

Teachers may integrate any combination of learning theories such as behaviorism, cognitivism, or constructivism to achieve student-centered objectives.

- Does the teacher clearly state the student learning outcomes?
- Are instructional strategies and student activities appropriate for the expected outcome?
- Does the teacher reinforce student work to shape learning behaviors?
- Does the teacher elicit prior knowledge and connect prior knowledge to the current lesson?
- Does the teacher organize the lesson content in a systematic way to help students process and store important concepts?
- Does the teacher summarize what students have learned and preview the next lesson?
- Does the teacher use a variety of lesson materials and opportunities such as primary sources, data, manipulatives, field trips, and visual aids?
- Are lessons focused on tasks that are relevant to student interests?

- Does the teacher encourage risk taking where students are free to formulate solutions or express opinions?
- Is content integrated across disciplines?
- Are tasks authentic and real world?
- Does student learning build toward an identifiable end product?
- Does the teacher provide time for reflection on learning?

EFFECTIVE teachers have a broad repertoire of teaching strategies that they use interchangeably to maximize student learning. Effective supervisors recognize and encourage the use of various teaching strategies and evaluate the appropriateness of the strategies based on the student learning outcome.

The teaching strategies described in this template draw on theoretical understandings from the three learning theories presented in Chapter 23: Behaviorism; Cognitivism; and Constructivism. Because Constructivist Learning Theory has been the learning theory often cited in scholarly research and at education conferences over the last decade, most contemporary teaching strategies fall within a constructivist framework. However, there is a great deal of overlap among all the teaching strategies and various theoretical understandings about how students learn.

Behavioral Teaching Strategies

Direct Instruction or Lecture

Direct instruction is a strategy often used for teaching basic skills or new information. This strategy lends itself to efficiency of delivery. The teacher (or other resource) elicits prior student knowledge, connects prior knowledge to new information, and then provides new information in a sequential, organized manner. As students receive information, they study and practice first with teacher guidance and then independently. When students master the concepts being taught, instruction advances to new material.

Computer-assisted Instruction

A variation of direct instruction, computer-assisted instruction uses computer drill and practice programs to facilitate delivery and mastery of new information.



Cognitive Teaching Strategies

Concept Attainment

A concept is a set of concrete objects, symbols, abstract ideas, or events that are grouped together and categorized based on shared attributes. Students learn concepts by distinguishing examples and non-examples of a particular concept. Teachers can provide a definition of the concept along with examples and non-examples, and students can practice with the concept. Students can subsequently offer their own examples and non-examples to demonstrate their understanding of how to categorize and store the concept into long-term memory.

Memorization and Mnemonics

Mnemonics is a strategy for memorizing content, concepts, or procedures through association with the familiar. This method includes organizing, ordering, linking, and visualization to help students store content into and retrieve content from long-term memory through the use of familiar cues. Cues typically take the form of acronyms, songs, poems or raps.

Constructivist Teaching Strategies

Inquiry

The inquiry approach is designed to teach students to examine and explore ideas through questioning. Questions can be generated by students or by the teacher. Activities such as observing, hypothesizing, and experimenting helps students develop theories. Application of the scientific method is an example of inquiry learning. Although inquiry is often used in science, it has broad application in other content areas as well. Using inquiry strategies can help students think and reason inductively.

Role playing

Role play means asking students to imagine themselves as concepts, objects, or as people in a situation. Teachers orchestrate role play by warming-up all students to the role-play situation, helping role-players to think through the enactment prior to the role-play, and by preparing student observers to listen and discuss issues and concepts portrayed in the enactment. Student observers do not evaluate acting skills. An assumption of role-play is that students have the capacity to grow and deal with concepts and issues in an open and safe classroom.



Cooperative Learning

Cooperative learning strategies can be used in any content area and in any grade level. Cooperative learning is more than putting students into groups and hoping for the best. Johnson, Johnson, & Holubec¹ advance five basic elements to ensure success with this strategy.

These five basic elements include:

- **Positive interdependence** – students must have a shared goal and each group member must have a specific role.
- **Face-to-face interaction** – students are placed in small working groups of two-three persons to ensure optimum verbal exchange.
- **Individual accountability** – cooperative groups are only successful when every member has learned the content or helped complete a task and is prepared for individual assessment .
- **Interpersonal and small group skills** – teachers teach and monitor the social skills needed for successful small group collaboration.
- **Group processing** – student groups are given time to process how well their groups are functioning and determine new goals for improved functioning based on student and teacher feedback.

One example of a cooperative learning strategy is a jig-saw. In a jig-saw, individual students within a small group are assigned responsibility for reading and synthesizing information for later sharing with their original small group. Students may learn and practice their section of the information with others who have been assigned the same material. A jig-saw is useful for enabling information from a larger amount of reading to be disseminated within a small group. This strategy is a useful alternative to lecture for learning new information.

Multiple Intelligences

Multiple intelligences strategies help teachers develop a richer understanding of all students, and helps students maximize their preferred way of relating to material to be learned. Multiple intelligences² theory proposes that each individual has a unique combination of eight (or more) intelligences that have a biological and cultural basis.

Understanding these eight intelligences provides the teacher with two powerful benefits in designing instruction. First, the theory provides a way to understand students' unique ways of thinking,



1. See: Johnson, Johnson, & Holubec (2008)

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2. See: Gardner, H. E. (2006). *Multiple intelligences*.

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and a way to design activities suited to a broader range of students. Second, the theory provides a basis for more fully appreciating each individual student for his or her unique intelligence.

Multiple intelligences strategies can be effectively integrated with any of the other instructional strategies already mentioned. The following is a list of the eight intelligences identified in multiple intelligences theory:

Verbal-linguistic intelligence

- ***Use of words***

This intelligence refers to the student's ability to use words effectively, orally or in writing. Traditional instruction has often emphasized this intelligence over others.

Logical-mathematical intelligence

- ***Use of logic, deductive reasoning, and relationships***

This intelligence refers to the ability to detect patterns, reason deductively, think logically, and manipulate numbers.

Visual-spatial intelligence

- ***Understanding space and relationships***

This intelligence enables a student to manipulate and create mental images, and see visual relationships among objects and ideas.

Bodily-kinesthetic intelligence

- ***Using movement to express ideas and feelings***

This refers to the ability to more fully learn through movement and to understand one's own body.

Musical-rhythmic intelligence

- ***Capacity to work with musical forms***

This refers to the student's ability to perceive, discriminate, transform and express musical forms.

Interpersonal intelligence

- ***Understanding others***

This refers to the ability to work in groups and to perceive distinctions among the moods and feelings of others.

Intrapersonal intelligence

- ***Self-knowledge***

This refers to the ability to be introspective about one's emotions and to reflect on those feelings.

Naturalistic intelligence

- ***Understanding the natural environment***

This refers to the ability to perceive and understand patterns in the natural environment.



See next page for a chart that can be used by teachers to implement multiple intelligences theories in the classroom.



Just a few of many teaching and learning strategies have been mentioned here.

Provide teachers with opportunities to expand their repertoire of instructional strategies and to develop skills for matching an appropriate strategy with the intended learning outcome.

Multiple Intelligences Instructional Strategies

This chart illustrates various instructional strategies that may be effective with learners of different intelligences.



Armstrong, T. (2000).
Multiple intelligences
in the classroom.

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Intelligence	Sample teaching activities	Sample teaching materials	Instructional strategies
Linguistic	lectures, discussions, word games, storytelling, choral reading, journal writing, etc.	books, tape recorders, word processors, stamp sets, books on tape, etc.	read about it, write about it, talk about it, listen to it
Logical-mathematical	brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking, etc.	calculators, math manipulatives, science equipment, math games, etc.	quantify it, think critically about it, conceptualize it
Spatial	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization, etc.	graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library, etc.	see it, draw it, visualize it, color it, mind-map it
Bodily-kinesthetic	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.	building tools, clay, sports equipment, manipulatives, tactile learning resources, etc.	build it, act it out, touch it, get a "gut feeling" of it, dance it
Musical	superlearning, rapping, songs that teach	board games, party supplies, props for role plays, etc.	sing it, rap it, listen to it
Interpersonal	cooperative learning, peer tutoring, community involvement, social gatherings, simulations, etc.	self-checking materials, journals, materials for projects, etc.	teach it, collaborate on it, interact with respect to it
Intrapersonal	individualized instruction, independent study, options in course of study, self-esteem	formation of boundary between self and others during early years	connect it to your personal life, make choices with regard to it
Naturalistic	natural events, environment, processes, phenomenon applied to content	field trips, natural products, outdoors	connect content to nature

Key “Look Fors”

- Does the teacher use a variety of teaching strategies?
- Does the teacher use a teaching strategy that is apparently appropriate for the learning situation and for diverse students?
- Does the teacher implement the steps in the strategy carefully and correctly?
- Are all students engaged in the lesson with the implementation of the strategy?
- Does the strategy work equally well with the majority of the students?
- Is the teacher aware of all students in the classroom in terms of how well the teaching strategy is engaging students in learning?
- Is the teacher able to make adjustments quickly and effectively when students are not engaged in the lesson when a particular strategy is being implemented?

Instructional Planning

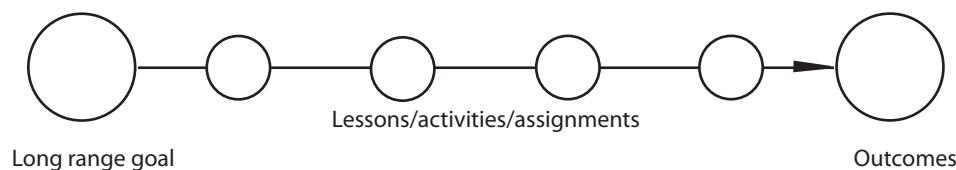
chapter 25

Effective instructors begin with effective instructional planning. Planning must take into account curriculum standards, subject-matter sequences, school expectations, and the learning needs of all students. Effective instructors will be able to . . .

- determine appropriate lesson objectives for desired student learning outcomes
- identify the basic components of lesson design common to most types of instruction
- recognize the appropriateness of various elements of a lesson design as they apply to various instructional models
- make adaptations in the instructional plan to meet the needs of special student populations

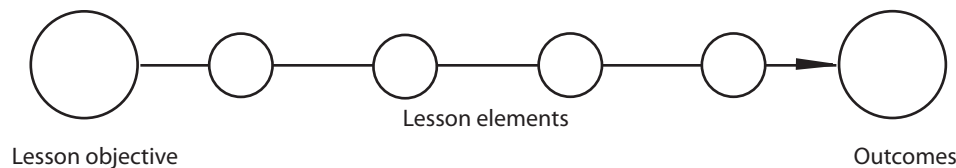
Teachers must engage in both long-term and short-term planning beginning with establishing goals and objectives. Goals are long-term desired student outcomes that may take a year or more to accomplish. In order to achieve long-term goals, teachers must break goals into smaller measurable objectives to be accomplished in each lesson as student learning outcomes.

Long-Term Planning



Each lesson, activity, or assignment leads the learner toward accomplishment of course goals.

Short-Term Planning



Effective teachers teach so that every element in the lesson leads to the intended student learning outcome.



Is there a “best” lesson model that all teachers are expected to use?



Not really. The best lesson design is that which fits the content with the needs of the students.

This chapter examines two forms of lesson planning models, as well as situations that may call for adaptations.

Determining Lesson Objectives

In 1956, Benjamin Bloom and his colleagues established a taxonomy of educational objectives that has guided teachers for nearly 50 years as they planned instruction. Bloom's original taxonomy was updated by one of his colleagues¹ to reflect what we currently understand about teaching and learning. Teachers who use the taxonomy of objectives as they plan lessons will be able to effectively design specific learning activities based on the complexity of student thinking required.

The taxonomy of objectives includes the following six levels of complexity along with examples of verbs to describe student activities at each level:

- Remember:** *list, identify, name, recall (this level requires students to retrieve facts)*
- Understand:** *classify, summarize, predict (this level requires students to comprehend meaning)*
- Apply:** *solve, use, demonstrate (this level requires students to carry out a procedure)*
- Analyze:** *organize, select, integrate, determine (this level requires students to break information into parts and explain how the parts relate to each other)*
- Evaluate:** *defend, test, judge (this level requires students to assess based on evidence)*
- Create:** *formulate, design, compose (this level requires students to assemble information to make a new idea or structure)*

Effective teachers begin lesson planning by writing an objective that can be used to measure whether or not students meet the intended learning outcome. Following the stated objective, an effective teacher plans a series of learning activities that facilitates student progress in meeting the lesson objective.



1. See Anderson &
Krathwohl, 2001
Appendix B

Lesson Planning Model #1

The following lesson design model is similar to models used in many schools and school systems and is based on work by Madelyn Hunter.

The elements (or steps) in this lesson design are sequential in nature and are highly effective for direct instruction lessons.

A. Introductory phase

1. Anticipatory set

Effective teachers begin the lesson with a brief introduction that produces a state of anticipation or interest.

2. Stating the objective

Effective teachers will clearly communicate expected learner outcomes to the students.

3. Stating the purpose

In addition to communicating the expected learning, effective teachers help students find the relevance of the learning.

B. Information phase

4. Input

In direct instruction lessons, the specific concepts or skills are communicated in a clear, well organized format.

5. Modeling

Effective teachers provide for clear and correct modeling of the intended learning or outcome.

6. Checking for understanding

Effective teachers elicit feedback from students to test the effectiveness of the teaching/learning activities.

C. Practice phase

7. Guided practice

Effective teachers provide for feedback activities so that each student has provided evidence that individual practice is likely to be done correctly.

8. Independent practice

Effective teachers provide for practice that is appropriate to the expected learning.

Lesson Planning Model #2

For years, teachers have been exposed to the “Madelyn Hunter” lesson design model of 5 steps, 8 steps, or variations thereof. Still widely regarded as useful, this model may offer a number of strengths, but it is lacking some important dimensions.

Whereas the “Madelyn Hunter” model is primarily sequential, the following lesson design model is intended to be conceptual rather than sequential:

Application (meaning)

- To what extent were the students able to see the relevance of this lesson to real aspects of their lives?
- To what extent did the lesson encourage students to look within themselves for new meanings for their own lives?
- To what extent did the lesson provide students a framework to see the linkages with other academic areas?

Individualization

- To what extent did the lesson provide opportunities for students of varying intelligences or learning styles to work in their best mode? Or, to what extent were students encouraged to work in learning modalities, or intelligences other than their strengths?
- To what extent did the lesson encourage and generate non-traditional approaches to problem-solving or application?
- To what extent did the lesson generate higher level thinking skills?

Motivation

- To what extent did the students appear motivated to put forth their best efforts? Did the teacher give evidence of having deliberately considered the motivational aspects of the lesson?

Structure

- To what extent did the lesson appear to be well organized in terms of allowing the students to have an acceptable level of comfort (or discomfort) relative to expectations?
- To what extent did the lesson appear to have a planned purpose in terms of the school curriculum, or student development?

Resources

- To what extent were a variety of resources and/or a variety of media used to provide information relevant to the lesson?

Closure

- To what extent did the lesson lead to some identifiable new learning, skill, or application that the student could define or describe?

Lesson Adaptations

Once a general instructional plan is underway, effective teachers consider the diverse students in their classroom to determine how best to adapt the instructional plan to meet the specific learning needs of all students. For example, many classrooms include students whose first language is not English or students who have a particular behavioral difference, learning difference, or physical need. Effective teachers plan for ways to make the lesson content more accessible to the needs of special populations of students.

English Language Learners

Examples of strategies that effective teachers use with English Language Learners include: using extensive visual aids, repeating and clarifying instructions, previewing vocabulary along with visual aids, speaking slowly and clearly, avoiding idioms, adjusting assignments to parallel progress with English, checking frequently for understanding, providing written lesson summaries.

Special Needs Students

Effective teachers seek to identify a special need a student may have. For example, has a student been diagnosed with Attention Deficit Disorder, a learning difference, Autism, or a hearing impairment? Whatever the special need, teachers should seek well-researched information to determine how best to adapt instruction to make content accessible for the special needs student.

Key “Look Fors”

Objectives

- Does the teacher have a written measurable instructional objective appropriate to the student learning outcome?
- Does the teacher, over time, include instructional objectives at various levels of Bloom’s Taxonomy to challenge students to more complex levels of thinking?

Lesson Model

- Does the teacher use an effective lesson design model appropriate to the learning needs of the students?
- Does the lesson presentation have a structure and clarity so that students are provided a sense of purpose and direction?

Learner Set

- Does the teacher have the attention of all students before beginning?
- Does the teacher provide appropriate review or transfer so that the students are mentally prepared for the new learning or application?

Objective and Purpose

- Has the expected learner outcome been clearly communicated to the students?
- Has the teacher made the purpose of this learning clear and relevant to the students?

Lesson Input

- Does the teacher provide clear directions?
- Does the teacher provide the necessary concepts?
- Has this teacher input been provided in ways that are sequential and useful?
- Has the teacher provided a correct model of the intended learner outcome?
- Has the model been provided in the same modality as will be expected of the learner?
- Does the model emphasize the critical attributes of the learning?

Understanding

- Does the teacher use effective means for eliciting feedback concerning the effectiveness of the lesson?
- Is that feedback obtained from an adequate sample of the learners?
- Is the feedback elicited in such a way as to avoid the appearance of understanding where inadequate understanding exists?

Practice

- Has each student been given independent opportunity to demonstrate acquisition of the intended learning?
- Has the guided practice adequately sampled a cross section of the various difficulty levels of the intended learning?
- Has opportunity been given for immediate practice by each student of the intended learning?
- Does the teacher provide an appropriate amount of immediate or “massed” practice?
- Does the teacher also provide, over time, reduced amounts of review or “distributed” practice?
- Is the homework designed so that it follows checking of understanding and guided practice?

Closure

- Has the teacher summarized the lesson content and previewed tomorrow’s lesson?
- Have the teacher and students celebrated today’s learning?

Adaptations

- Has the teacher identified student populations such as English Language Learners or students with special needs?
- Has the teacher made adequate lesson adaptations to meet the learning needs of these students?
- Is the teacher clearly aware of all students’ engagement with the content throughout the lesson?
- Is the teacher able to quickly make additional adaptations in the lesson if something is not working for particular students?

ONE of Ellen White's most widely recognized quotations regarding education states, "It is the work of true education . . . to train the youth to be thinkers, and not mere reflectors of other men's thought"¹ In accordance with this vision, observers should be sensitive to the teacher's skill in designing instructional activities and questions which encourage students to think deeply and at higher levels.

The previous chapter referred to Bloom's revised taxonomy of educational objectives, listing six levels of required thinking needed as students engage in various learning activities. These thinking levels include: Remember, Understand, Apply, Analyze, Evaluate, and Create. In order for students to use their thinking skills to apply, analyze, evaluate, or create, however, they must first be able to remember information and understand concepts. In other words, learning consists of building blocks from the simple to the more complex. If students are lacking in the prerequisite skills, the chance of success in subsequent learning is reduced.

While it is important for students to learn basic knowledge and skills as building blocks for higher level thinking, research suggests that a great deal of classroom instructional time is centered on the least complex areas of remember and understand, which leaves little time for more of the complex thinking required in application, analysis, and creative activities.

Higher Level Questioning

In their guide to critical thinking, Paul and Elder provide teachers with intellectual standards and questions to encourage students to develop higher level thinking. These intellectual standards and questions that lead to higher level thinking include²:

Clarity

- Can you elaborate further?
- Can you give me an example?



1. See: White, 1903, p. 17. See Appendix B.



2. See: Paul & Elder, 2008, p. 10. Appendix B.

Accuracy

- How could we verify or test that?
- Where can we seek additional information to help with that?

Precision

- Can you be more specific?
- Can you give me more details?

Relevance

- How does that relate to the problem?
- How does that help us with the issue?

Depth

- What are some of the complexities of this question?

Breadth

- Do we need to look at this from another perspective?

Logic

- Does all this make sense together?
- Does what you say follow from the evidence?

Significance

- Which of these facts are most important?
- Is this the central idea to focus on?

Fairness

- Do I have a vested interest in this issue?
- Am I accurately representing the viewpoints of others?

Bloom's Taxonomy

Understanding the role of Bloom's taxonomy in designing questions is an important first step in expanding students' thinking skills.

For more assistance for teachers see the references noted in the side panel¹.



1. See: Paul, R. and Elder, L. (2008), Appendix B.

and
www.
criticalthinking.
org.

Habits of Mind

The consistent use of higher level questions and activities helps students develop the habits of mind that characterize “thinkers and not mere reflectors.” Building on the work of Robert Marzano and other educators, Costa and Kallick¹ developed a model of 16 habits of mind that can be encouraged as teachers challenge students to pursue ideas and strive for excellence:

1. Persisting
2. Communicating with clarity and precision
3. Managing impulsivity
4. Gathering data through all senses
5. Listening with understanding and empathy
6. Creating, imagining, innovating
7. Thinking flexibly
8. Responding with wonderment and awe
9. Thinking about thinking (metacognition)
10. Taking responsible risks
11. Striving for accuracy
12. Finding humor
13. Questioning and posing problems
14. Thinking interdependently
15. Applying past knowledge to new situations
16. Remaining open to continuous learning

As teachers go about the business of educating children and youth, are they creating opportunities for students to think by questioning them beyond the level of rote memorization? Are teachers orchestrating a classroom where students feel safe to take academic risks, where they seek accuracy, provide evidence, listen to the perspective of others with respect, remain open to expanding ideas, and work collaboratively and curiously?



1. See: Costa and Kallick¹ (2000), Appendix B.

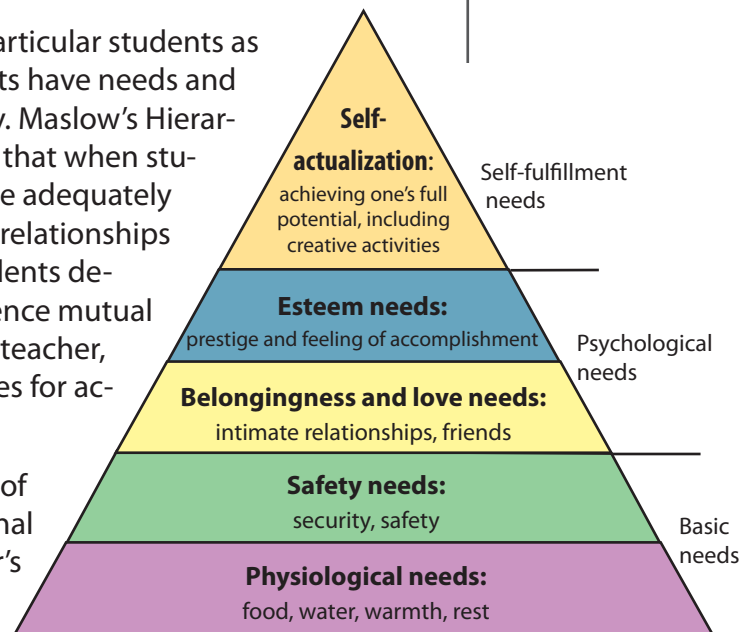
Key “Look Fors”

- Does the teacher work with students beyond memorization to more complex levels of Bloom’s taxonomy?
- Does the teacher hold students to high intellectual standards?
- Does the teacher design questions which encourage higher level thinking?
- Does the teacher consistently encourage higher level thinking habits of mind?

Motivation is a psychological construct evidenced in the classroom by sustained student interest, energy, effort, and self-direction in learning. Motivated student behaviors enhance academic performance.

Although some teachers may identify particular students as unmotivated, the truth is that all students have needs and desires that they are motivated to satisfy. Maslow's Hierarchy of Needs¹ suggests [See illustration] that when students' basic physical and safety needs are adequately met, students are then open to forming relationships with classmates and the teacher. As students develop classroom friendships and experience mutual respect among their peers and with the teacher, they are then more open to opportunities for accomplishment.

Effective teachers understand the value of motivation and how effective instructional decisions can positively impact a learner's level of motivation. Many of these elements have been included in the previous five chapters. But, if it is true that the great teacher is a great motivator it may be useful to address motivation, specifically, in this final template.



The Structure of Teaching

Consider some of the previous templates as they relate to motivation.

Classroom Management

Teachers who are able to maintain a secure learning environment, free from excessive distractions, can focus their time and effort on the learners and their motivational needs.

The Learning Atmosphere

A learning atmosphere that is intellectually stimulating will encourage the development of motivation. An emotional climate in which students feel safe and respected contributes to a sense of belonging and opens the way for students to engage in learning activities.



1. See Maslow (1987)
Appendix B

Teaching and Learning Strategies

Diversity in motivation is more typical than uniformity. Although students share basic needs evidenced in the foundation of Maslow's hierarchy, they are likely to have a wide variety of interests, abilities, priorities, goals, and learning styles. Motivation is most likely to be stimulated where teachers provide a variety of teaching strategies and activity choices to meet the variety of learner needs.

Instructional Planning

Typically, classroom lessons are planned to be teacher-directed. Increasingly, however, educators recognize the motivational value of choice as demonstrated in learner-directed instruction with the teacher as a facilitator and coach. Ultimately, planning decisions should be based on instructional goals and the knowledge and skills that students bring to the lesson. Supervisors will expect to see more motivated students when lessons are presented in a well organized way in which learners clearly understand the expected outcomes.

Higher Level Thinking

Teachers who have provided for students' basic and psychological needs can foster motivation by pressing students to think and work at higher and more complex levels once they have mastered basic skills. Self-actualization is increasingly within reach for learners who experience "ah ha" moments where their intellects are being stretched to places they may have never gone before.

Specific Motivational Variables

It is useful for supervisors to also be aware of some additional factors related to motivation.

Extrinsic vs. Intrinsic Motivation

Students who are extrinsically motivated have learning goals external to the task such as good grades, money, or recognition. Students who are intrinsically motivated have learning goals inherent to the task itself and engage because the task is exceedingly interesting or helps them develop a skill they believe to be important. Students who are intrinsically motivated are more likely to set long term goals and regulate their academic behavior. Extrinsic motivation is not all bad, however. Many students are simultaneously motivated by extrinsic and intrinsic factors. Supervisors should recognize when teachers entice or prod students with external rewards or threats and when teachers orchestrate learning activities based on relevance, interest, variety, and choice.

Rewards

The use of rewards to encourage motivation is a controversial topic. We are all aware of the stickers, prizes, awards, parties, etc. that are often used by teachers. Such rewards can be effective, but they may be counterproductive. More effective may be acknowledgement of successes and providing simple words of encouragement.

Concern or Tension

Teachers can vary the state of expectancy or anxiety in a classroom. If the level of concern in a classroom is too low, students may become lazy or develop careless work habits. On the other hand, a level of concern that is too high may cause undue stress resulting in discouraged students. Effective teachers understand how to manage that level to encourage optimum motivation to learn.

Relevance and Interest

Learners are more motivated to engage in a learning activity if they perceive that the activity is relevant to their real lives outside the classroom. We refer to relevance in classroom tasks as authentic learning. Authentic learning stands in contrast to a steady stream of textbook assignments and lower level worksheets. Additionally, teachers can use such variables as humor, enthusiasm, and novelty to maintain student interest.

Success

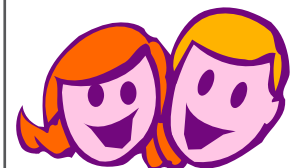
Motivation for learning is quickly extinguished if the learner is unable to experience success. Success requires an element of challenge accompanied by teacher support. For success to be experienced, the task must be difficult enough to be challenging, but not so difficult that success is out of reach.

Feedback and Attributions

When students make efforts to learn, evidence of success is needed in order to maintain motivation. When students are repeatedly unsuccessful, they begin to attribute the failure to lack of ability. Effective teachers offer feedback to help students attribute failure to a need for different study strategies or another approach to the learning task. Feedback must be specific, timely, and must build students up to look to the future with expectancy for success.

Active Participation

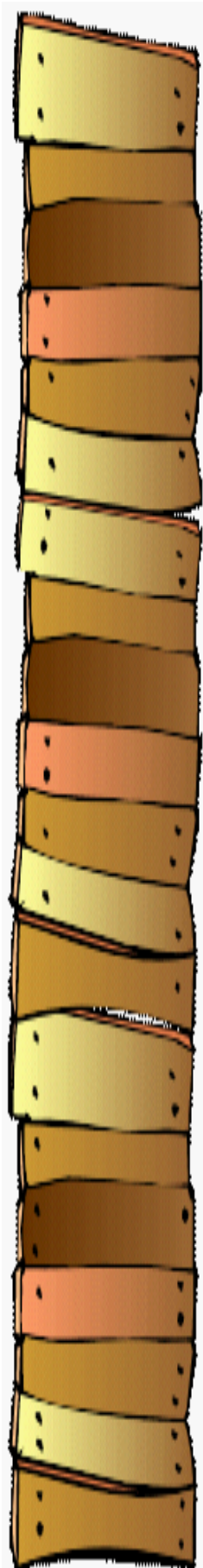
Active participation on the part of the learner is essential for the maintenance of motivation. Teachers should be deliberately conscious of teaching/learning activities which stimulate active participation by



all learners. Effective teachers use multiple intelligences strategies to encourage active and motivated task engagement.

Key “Look Fors”

- Is the learning environment safe and secure?
- Does the teacher foster classroom friendships and respect?
- Is the learning environment intellectually stimulating?
- Does the teacher select a variety teaching/learning activities appropriate for diverse learners?
- Are lessons presented in a manner where students clearly understand their expectations?
- Are learning goals and activities relevant to the real lives of students outside the classroom?
- Are students given opportunities to choose their learning activities related to the objective?
- Does the teacher encourage intrinsic motivation rather than overly rely on external rewards and prodding?
- Are students continually stimulated to develop their thinking skills?
- Does the teacher demonstrate the ability either to raise or lower the level of concern according to the learning needs at the time?
- Does the teacher use appropriate humor?
- Does the teacher frequently use novel, new, or surprising approaches?
- Does the teacher ensure that the learning objective is within the ability range of the learner?
- Does the teacher offer learning experiences to challenge students while providing a high level of support for student efforts?
- Does the teacher use questioning strategies which enable students of varying ability to experience success?
- Is immediate and specific feedback that helps students attribute success to effort along with ability and failure to a need for a different approach rather than a lack of ability?
- Does the teacher ensure that all of the students are involved in verbal learning interchanges?
- Does the teacher allow wait time between asking a question and calling on a student?



Section VII

Ending the Evaluation Year

EVALUATION is a year long process, not one or two single events. This section considers the events and documents that happen at or near the end of the year. These end of year activities should reflect on the evaluation events of the year. In evaluation terms, these end of year activities are a part of summative evaluation.

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SUMMATIVE evaluation is the culmination of any evaluation system. It will result in a document that will meet conference guidelines and become part of the teacher's evaluation file. A copy should be filed at the conference office as well. Most schools or systems require periodic teacher evaluation, and the summary evaluation document is the primary evidence of the completion of that requirement. It is essential, therefore, that considerable care and thought go into the preparation of the summative evaluation.

In preparation for the summative evaluation, the supervisor will review the year's evaluation activities that have been collected during the year. In a directive evaluation model, the evaluation should be broad based, depending on a number of kinds of information. In the differentiated evaluation or portfolio evaluation models summative evaluation is more focused.

Using the Evaluation Information Sources

Chapter 9 explored the various evaluation information sources that are used in the evaluation process. The evaluation file may contain information from several of these sources.

The teacher should not receive surprises at this time. Any concerns or criticisms of the teacher's performance that are part of the final summative evaluation should have been previously communicated in conference with the teacher. Teachers will have opportunity for improvement if any concerns have been noted. A record of these previously communicated concerns should already be a part of the teacher's evaluation file.

Determining the Teacher's Rating

It may be necessary during the final evaluation phase to make decisions regarding a teacher evaluation rating. Such a rating may be one of two types, a general teacher rating or an administrative rating. If either of these two ratings is required, the appropriate decisions should be made at this time.



How does the supervisor prepare for the teacher's summary evaluation?



The supervisor should review the entire year's evaluation activities using the evaluation documents that have been collected during the year.

General Teacher Rating

Some schools or conferences require an overall teacher rating each time the teacher is being evaluated. One example of such a system of ratings would be the use of the following four rating levels:

- Outstanding
- Satisfactory
- Needs improvement
- Unsatisfactory

Rating teachers on such a scale is not usually productive. The teacher needs information that is useful and specific for growing professionally. Such scales should be avoided unless the particular school or conference requires such ratings¹.

Administrative Rating

More likely is that certain administrative decisions will need to be made based upon the teacher's performance. The kinds of administrative decisions referred to here could include, but not be limited to:

- promotion of the teacher from a lower to a higher employment status such as from provisional to regular status,
- change in the teacher's employment status,
- transfer of the teacher, or
- termination.

Summative Evaluation Events

It is important to reflect upon the events that occur during the summative evaluation phase. Those events may differ according to the nature of the evaluation model used and by the various teachers' professional growth needs.

Directive Evaluation

Evaluation Document

Most schools or conferences require that a specific summative evaluation form or letter be completed and submitted to the conference office. It is the supervisor's responsibility to complete the required summative evaluation form or forms².

Evaluation Conference

In addition to completion of a form, the supervisor will conduct an evaluation conference with each teacher. Some supervisors may choose to give the completed evaluation form to the teacher at the



1. See Chapter 29 for information about the selection and preparation of a summative document.



2. See Appendix A for sample forms for traditional evaluation.

time of the conference. Other supervisors may choose to hold the conference with the teacher first. In either case, it is important to have a conference with the teacher rather than simply mailing or handing the completed form to the teacher. Supervisors need to monitor the professional growth of the teachers and simply handing the teachers a completed form is not conducive to teacher growth.

Differentiated or Portfolio Evaluation Model

Evaluation Document

The local conference office will probably expect some form of summary evaluation document even for the non-traditional evaluation approaches. Because the teacher has produced file documents demonstrating professional growth, summative forms may be much simpler than a document expected in traditional evaluation models. The nature of the document may differ according to the teacher's employment status¹.

Evaluation Conference

In non-traditional evaluation models, supervisors and teachers communicate regularly during the school year in the preparation of the teachers' documents that have been prepared for this summative evaluation phase.

More comprehensive evaluation conferences will need to be conducted with teachers on provisional status. They need to be kept well informed relative to their being rehired each year and relative to achieving regular status.

Sharing or Celebrating

One of the strengths of the non-traditional evaluation models is the opportunity for teachers to share their professional growth evidence with their colleagues. When a non-traditional evaluation model is being followed, supervisors should make sure that such an opportunity is provided².



1. See Chapter 29 for information about summary evaluation forms and their completion. See also Appendix A for sample forms for differentiated or portfolio evaluation.



2. Chapter 30 provides information about planning a teacher celebration day.

Summative Documents

chapter 29

MOST conferences require that a written summative document be prepared for the files at the close of the school year or evaluation cycle. This document must reflect the evaluative criteria that have been established by the conference.

The written summary evaluation document may be one of three styles. It may be a check list or rating scale, an open-ended response type form, or an evaluation letter. Each of these three types is described in this chapter.

Whichever written document style is chosen, the written evaluation must reflect the evaluative criteria in general and the performance standards specifically that have been adopted by the conference. In the case of the check list or rating scale or the open-ended response form, the performance standards should be reflected in the form itself. In the case of the evaluation letter, no prepared form exists, but the end product must be based on the school's criteria. In the examples of summary evaluation documents provided in Appendix A, the sample performance standards from an earlier chapter in this book are used¹.

Check Lists or Rating Scales

A check list or a rating scale most directly reflects the printed performance standards. The standards are listed, and the supervisor responds to each standard with a check mark.

The Check List

The check list is the simpler of these two types. If using a check list, the supervisor merely checks off whether or not the teacher's performance is satisfactory for each performance standard. Items would include something like the following:

1. Maintains complete and accurate records.	
2. Assesses student progress using objective data.	
3. Uses student performance data to adapt teaching strategies.	



What does the written final summary evaluation document look like?



It may be one of the following:

- a check list or rating scale
- an open-ended response type form
- an evaluation letter.



1. See Appendix A for some sample summative evaluation forms.

The Rating Scale

The rating scale differs from the check list in that it requires an evaluation of the degree of effectiveness of the teacher relative to each of the performance standards. The supervisor will be asked to rate the teacher by indicating the degree to which the performance standard has been met. Items would look something like the following:

	Needs Improvement	Satisfactory	Good	Superior
1. Maintains complete and accurate records.				
2. Assesses student progress using objective data.				
3. Uses student performance data to adapt teaching strategies				

The check list and rating scales may have the advantage of ensuring that evaluation will be based on the standards and not on other issues, but they also share significant disadvantages. These forms may not require written justification for the evaluation given, and they force the supervisor to respond to every item on the form regardless of whether that particular standard has been discussed during the year. Thus, the supervisor must make a decision for every performance standard, either indicating that the performance is satisfactory or less than satisfactory. Use of these forms makes it very difficult for the supervisor to follow the guideline of fairness meaning that no negative evaluation should appear on the final form that has not previously been discussed with the teacher.

Open-Ended Response Format

The open-ended response format allows for more flexibility as well as more objectivity on the part of the supervisor. In an open-ended response format, the supervisor writes evaluation comments rather than merely checking a box. These evaluation comments or "observations" consist of objectively written statements documenting strengths and areas of concern regarding the teacher's performance relative to the performance standards. The supervisor should also include, where appropriate, recommendations for professional improvement or enhancement along with a statement of progress the teacher has made toward meeting those recommendations.

An open ended response format looks something like the following where the standards are listed followed by a section of the form for the supervisor's observations.

Standard #1. Teachers engage and support all students in learning (by)

- 1.1. Creating a learning environment that engages all students
- 1.2. Connecting learning goals with students' prior knowledge, life experience, and interests
- 1.3. Facilitating learning experiences that promote autonomy, interaction, and decision-making
- 1.4. Engaging all students in problem solving and critical thinking
- 1.5. Promoting self-directed, reflective learning for all students

Summary observations for standard #1

A completed summary observation might look something like the following:

Summary observations for standard #1

At the beginning of the school term, particularly following a formal classroom observation on October 14, Mr. Smith's tests and questioning appeared to focus primarily on lower level thinking skills. During the course of the year, Mr. Smith designed and applied lesson strategies which included more higher-level thinking activities. In terms of engaging all students, Mr. Smith's lessons are designed to elicit responses from most, if not all, students.

This approach allows the supervisor to make reference only to those areas that have been part of the year's evaluation activity as reflected in the evaluation file. The sample open-ended response form in Appendix A includes all of the performance standards in order to assist the supervisor in completing the report. The supervisor has the option to make no observations in certain areas.

Sample Teacher Evaluation Forms

Appendix A includes samples of two different forms of open-ended response format teacher evaluation forms. Also included in Appendix A is a set of directions for supervisors to accompany the evaluation form.

Summary Evaluation Letters

An effective approach to preparation of a summary evaluation document is the use of a summary evaluation letter. This approach is even more "open ended" in that it does not involve the use of a "form" at all. The supervisor writes a structured letter to the teacher.

Properly written, the letter is probably the most effective type of summary evaluation document described in this chapter. To be effective, however, the letter must satisfy certain criteria so that it is both legally sound and educationally appropriate.

Schools or conferences that choose to use an evaluation letter as the summary evaluation form should follow the outline below to ensure both legal and educational appropriateness. This outline as well as the two sample evaluation letters has been adapted from the California School Leadership Academy manual, *Increasing Staff Effectiveness through Accountability*.

Schools or conferences that choose a system of evaluation that focuses on self-directed evaluation through portfolios as described in chapter 25 can use this letter format for the summative evaluation document.

Outline for a Summative Evaluation Letter

The summary evaluation letter should be written using the following sequence of parts:

1. An introductory paragraph including the teacher's assignment, credential, and the purpose of the letter.
2. A series of objectively written sentences or paragraphs reviewing the year's evaluative activities with the teacher. Based on information in the teacher's evaluation file, the teacher's strengths and areas of concern regarding the teacher's performance relative to the system's or school's evaluative criteria should be documented.
3. Commendations (where appropriate) based on objective data.
4. Recommendations for improvement or enhancement of the teacher's performance, based upon data from the teacher's evaluation file and previous discussion with the teacher.
5. The follow-up activities or "next steps" that have been agreed upon or that have been directed.
6. The teacher's performance rating (where required) based upon defined criteria.
7. A right to respond statement and a signature line.

Sample Summary Evaluation Letter

The following sample letter has been written to a fictitious secondary teacher who has received a less positive evaluation.

Dear Ms. Hardcase:

This letter serves as your summative evaluation for the school year. Your assignment has been five periods of graphic arts and art appreciation. You hold a standard secondary credential with a major in art.

The evaluation is based upon reviews of your long-range and daily instructional plans, classroom observations, and reviews of student homework, student projects and grades.

During this school year I made formal observations in your class five times as well as a number of informal visits. I have given you written feedback on a total of eleven observations. This written feedback included the following suggestions:

1. The need for the completion of administrative tasks, such as taking roll and reading the daily bulletin.
2. The need to establish and communicate to the students your expectations regarding classroom conduct.
3. The need to develop procedures for assessing student learning needs.
4. The need to vary your instructional methods to meet the objectives.
5. The need to involve greater numbers of students in the lesson activities.
6. The need to display student work.
7. The need to prepare and use learning activities during transitional times.

I reviewed your lesson plans, both long and short range, on several occasions. The long-range plans that we reviewed in the fall did not include adequate assessment procedures for students. However, the latest amended plan, submitted in February of this year, was considerably improved although still needing improvement in some areas in terms of pre-assessment activities. In terms of your short-range plans, I found that your presentations in the classes I observed later in the year included more variations in teaching approaches than were the case earlier. This improvement occurred after you started working with your department chairperson.

I also reviewed student work folders - on 11/10, 11/16 and 4/14 - and student grades for each grading period. Most of the assignments in those folders had not been evaluated. This lack of evaluation makes it

difficult to monitor progress. In November I requested that all student work be graded and returned within two school days from the due date of the assignment. This request has not been followed. In terms of grading students, you have consistently based six weeks grades on one test rather than on a variety of student products or other work. Your rate of failures has improved from about 30% of the class to 10% for the latest grading period although 10% for art classes is still too high. In October and again in March, I asked for plans outlining individual student help.

Based on my observations of your performance first semester and the objectives contained in last year's assistance plan, I targeted four areas for improvement:

1. Organizational tasks
2. Monitoring student progress
3. Greater variety in teaching methods
4. Improved learning environment and more positive interactions with students

I provided or arranged for assistance in each of these areas. My assessment of your progress to date is summarized below:

Organizational Tasks - You have made considerable improvement in taking correct, regular attendance and reading the daily bulletin. Organization of classroom materials and student behavior are somewhat improved but are not yet satisfactory.

Monitoring Student Progress - Throughout the year you failed to give regular feedback to students regarding their progress. Assignments were not routinely corrected, and unit tests at the six-week point determined the entire grade. You had a somewhat high failure rate as mentioned earlier in the letter - more than 30% first semester, improving to 10%+ second semester. I made suggestions and directed you to develop plans for improvement.

Greater Variety of Teaching Methods - Your daily lesson plans and classroom delivery tend to follow the routine of lecture, individual student work and a test. Class discussions are brief and focused at the recall level. Second semester your department chairperson, Marilyn Wilson, spent one period per week planning with you and two periods per week demonstrating different teaching methods. She coached you on questioning skills. She also arranged for you to observe other teachers. You have slowly made attempts to change and to improve your instructional skills.

Improved Learning Environment and Interactions with Students - Based on observations in your class and conversations with you, it appeared that early in the year you tended to prejudge some students

as low or non-achievers. It was noted that subsequently you failed to involve these students in class discussions and provided them no extra assistance as your instructional plan indicated.

In summary, you have made some progress in the four areas of concern. In terms of teaching methods, you did not employ a variety of teaching strategies as referenced, but your learning environment has improved somewhat in terms of organizational tasks and management of materials. I am making the following commendations and recommendations:

Commendations:

- You have lowered the failure rate of the students.
- You have improved in the maintenance tasks of taking attendance and reading the bulletin in class.

Recommendations:

- That you change your feedback and grading procedures to more closely monitor student progress.
- That you alter your assessment procedures to include such things as homework, various student products or projects, essays, and quizzes. You will be expected to use fewer written work sheets and more student activity projects. I will talk with you the first two weeks of school concerning your assessment plans for the individual units you have planned.
- That you attend a program of training in cooperative learning and active participation beginning June 25. When school begins, Mrs. Alice Jones from Staff Development will provide coaching in lesson plan preparation and lesson delivery to include techniques for improved student participation in the learning process. I will follow up with a series of observations to assess your progress in transferring the skills.

Sincerely,

Tom Terrific, Principal

This letter will become a file document after ten working days. You have the right to respond to this letter and have the response attached to this letter.

Teacher Signature

(Does not signify agreement with content of letter)

Summative Evaluation Letter (annotated)

On the following pages, the summary evaluation elements are listed followed by the section of the letter that meets the stated element.

1. An introductory paragraph including the teacher's assignment, credential, and the purpose of the letter.

Dear Ms. Hardcase:

This letter serves as your summative evaluation for the school year. Your assignment has been five periods of graphic arts and art appreciation. You hold a standard secondary credential with a major in art.

2. A series of objectively written sentences or paragraphs reviewing the year's evaluative activities with the teacher. Based on information in the teacher's evaluation file, document the teacher's strengths and areas of concern regarding the teacher's performance relative to the conference's evaluative criteria. This would include compliance with policies or performance standards.

The evaluation is based upon reviews of your long-range and daily instructional plans, classroom observations, and reviews of student homework, student projects and grades.

During this school year I made formal observations in your class five times as well as a number of informal visits. I have given you written feedback on a total of eleven observations. This written feedback included the following suggestions:

1. The need for the completion of administrative tasks, such as taking roll and reading the daily bulletin.
2. The need to establish and communicate to the students your expectations regarding classroom conduct.
3. The need to develop procedures for assessing student learning needs.
4. The need to vary your instructional methods to meet the objectives.
5. The need to involve greater numbers of students in the lesson activities.
6. The need to display student work.
7. The need to prepare and use learning activities during transitional times.

I reviewed your lesson plans, both long and short range, on several occasions. The long-range plans that we reviewed in the fall did not include adequate assessment procedures for students. However, the latest amended plan, submitted in February of this year, was considerably improved although still needing improvement in some areas in terms of pre-assessment activities. In terms of your short-range plans, I found that your presentations in the classes I observed later in the year

included more variations in teaching approaches than were the case earlier. This improvement occurred after you started working with your department chairperson.

I also reviewed student work folders - on 11/10, 11/16 and 4/14 - and student grades for each grading period. Most of the assignments in those folders had not been evaluated. This lack of evaluation makes it difficult to monitor progress. In November I requested that all student work be graded and returned within two school days from the due date of the assignment. This request has not been followed. In terms of grading students, you have consistently based six weeks grades on one test rather than on a variety of student products or other work. Your rate of failures has improved from about 30% of the class to 10% for the latest grading period although 10% for art classes is still too high. In October and again in March I asked for plans outlining individual student help.

Based on my observations of your performance first semester and the objectives contained in last year's assistance plan, I targeted four areas for improvement:

1. Organizational tasks
2. Monitoring student progress
3. Greater variety in teaching methods
4. Improved learning environment and more positive interactions with students

I provided or arranged for assistance in each of these areas. My assessment of your progress to date is summarized below:

Organizational Tasks - You have made considerable improvement in taking correct, regular attendance and reading the daily bulletin. Organization of classroom materials and student behavior are somewhat improved but are not yet satisfactory.

Monitoring Student Progress - Throughout the year you failed to give regular feedback to students regarding their progress. Assignments were not routinely corrected, and unit tests at the six week point determined the entire grade. You had a somewhat high failure rate as mentioned earlier in the letter - more than 30% first semester, improving to 10%+ second semester. I made suggestions and directed you to develop plans for improvement.

Greater Variety of Teaching Methods - Your daily lesson plans and classroom delivery tend to follow the routine of lecture, individual student work and a test. Class discussions are brief and focused at the recall level. Second semester your department chairperson, Marilyn Wilson, spent one period per week planning with you and two periods per week demonstrating different teaching methods. She coached you on questioning skills. She also arranged for you to observe other teachers. You have slowly made attempts to change and to improve your instructional skills.

Improved Learning Environment and Interactions with Students

- Based on observations in your class and conversations with you, it appeared that early in the year you tended to prejudge some students as low or non-achievers. It was noted that subsequently you failed to involve these students in class discussions and provided them no extra assistance as your instructional plan indicated.

In summary, you have made some progress in the four areas of concern. In terms of teaching methods, you did not employ a variety of teaching strategies as referenced; your learning environment has improved somewhat in terms of organizational tasks and management of materials. I am making the following commendations and recommendations:

3. Commendations (where appropriate) based on objective data

Commendations:

- You have improved the failure rate of the students.
- You have improved in the maintenance tasks of taking attendance and reading the bulletin in class.

4. Recommendations for improvement or enhancement of the teacher's performance, based upon data from the teacher's evaluation file and previous discussion with the teacher.

Recommendations:

- That you change your feedback and grading procedures to more closely monitor student progress.
- That you alter your assessment procedures to include such things as homework, various student products or projects, essays, and quizzes. You will be expected to use fewer written work sheets and more student activity projects. I will talk with you the first two weeks of school concerning your assessment plans for the individual units you have planned.

5. The follow-up activities or "next steps" that have been agreed upon or that have been directed.

- That you attend a program of training in cooperative learning and active participation beginning June 25. When school begins, Mrs. Alice Jones from Staff Development will provide coaching in lesson plan preparation and lesson delivery to include techniques for improved student participation in the learning process. I will follow up with a series of observations to assess your progress in transferring the skills.

6. The teacher's performance rating (where required) based upon defined criteria.

Not required in most conferences.

7. A right to respond statement and a signature line.

This letter will become a file document. You have the right to respond to this letter and have the response attached to this letter.

Teacher Signature

(Does not signify agreement with content of letter)

THIS chapter deals specifically with summative evaluation options for schools or conferences using a differentiated or portfolio evaluation model. In those evaluation models, teachers are responsible for the collection and presentation of the evaluation data.

In the differentiated evaluation model, teachers focus on one or more specific areas of professional growth and provide evidence of attainment of that goal. That evidence is presented at the end of the school term in some form. In the portfolio evaluation model, the evaluation data is organized in a portfolio or dossier.

The end of the year is the time for the teachers to showcase and share the evidence of their professional attainments. The nature of that evidence was established at the beginning of the school year and the teacher's supervisor has been monitoring progress throughout the year.

Celebration and Sharing Event

In traditional evaluation, the summative phase consists of a written evaluation report and a conference with the supervisor. That is often viewed by teachers and supervisors as a chore at best and something to be feared at worst. In the non-traditional evaluation models the summative evaluation phase should be a positive experience, an event where teachers share their professional growth experiences with their peers or others. Normally, teachers have few structured opportunities to share ideas with one another. Since professional growth is the goal of all evaluation systems, this event should be designed to celebrate teacher successes.

Designing the Celebration Event

The event should be at or near the end of the school term. All teachers should be invited and the supervisor will find ways to make the event special, such as providing refreshments. The supervisor needs to plan for appropriate equipment and a room arrangement which facilitates each teacher's presentation.



How can the summative evaluation events be a more positive experience for teachers?



Teacher evaluation should be about teachers' professional growth. Growth should be celebrated. This chapter discusses an end-of-year event to celebrate teacher growth. Review Chapters 6 and 7 for those evaluation models that focus on teacher growth.

Attendees

In designing this event, the supervisor and faculty need to consider who will attend. Most teachers may be most comfortable with a presentation to their own peers and their supervisor. However, it may be appropriate to consider attendance of others such as school board members, pastors, or other school and teacher supporters.

Colleagues

It is important that teachers have opportunity to share with their colleagues. This gives other teachers opportunity to learn from their colleagues' experiences. Teachers can celebrate their attainments while learning from one another. Some of those teachers most appreciative of the event may be among the teachers not being evaluated that year.

Administrators or Supervisors

The teacher's supervisor will be present at the event, although the supervisor will already be aware of the nature of the presentation and the teacher will most likely have already shared with the supervisor.

School Board Members

Many teachers might find it uncomfortable to include board members as invitees to the celebration day event. However, it is certainly appropriate for the supervisor and the teachers to collaboratively consider their inclusion. Whether or not board members attend, the supervisor or administrator will share the results of the celebration event with the school board.

Other School Supporters

Other individuals such as Home and School leaders or other supportive parents could be included. As the case with school board members, teachers should be involved in the decision making about their inclusion as attendees.

Small Schools Issues

The celebration event as described can easily be designed and conducted in a larger school with a few or several faculty members. In smaller schools, especially one teacher schools, designing a sharing event will be more difficult. Following are some ideas for small schools.

Conference or Regional Meeting

Some conferences have one or more conference wide teacher meetings during the school year. Consider including the celebration event with one of those meetings. Teachers in small schools may often have a greater feeling of isolation than teachers in the larger schools. Bringing together the faculty of small schools in a conference wide or regional meeting would be a very special event for those teachers. There would be costs involved which may or may not make such an event prohibitive for some conferences.

Local Supporters

Teachers in small schools may have certain parents or pastors who have become close supporters of the school. A local meeting including those lay people to help the teachers celebrate their success could have positive impact on the teachers and the school.

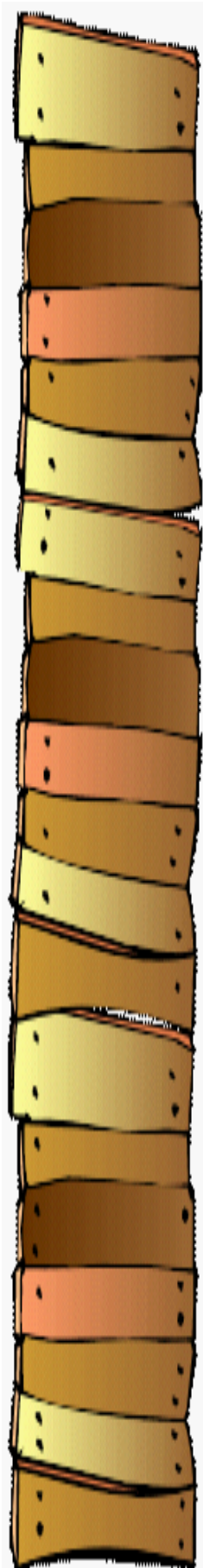
Using Technology¹

Available technology presents opportunities for designing the teacher celebration event. If each school has high speed Internet connection and video cameras, group video conference or group video telephone could be set up. Video conferencing services² such as "Skype," "oovoo" and "go to meeting" are possibilities. Some of these services are available free or at low cost. Teaching videos can also be shared during such an event using "vimeo.com."



1. *Technology changes rapidly. The technology suggestions included here represent services available at the time of this printing.*

2. *See Appendix B for technology references for Skype, "oovoo," "go-to-meeting" and "vimeo."*



Section VIII

Exploring Policy Issues

THIS section addresses some issues where conferences or unions may wish to explore creating local policies or practices to assist supervisors in conducting meaningful teacher evaluation.

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31 Teaching Principals	168
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OFTEN, schools are too small to support the hiring of a full-time or release time principal. In those cases, one of the classroom teachers is usually asked to assume the responsibility of local leadership. Conference supervisors may provide more effective teacher evaluation if they are able to involve the small school principals in some aspects of the teacher evaluation process.

Functions

Because of their teaching responsibilities, teaching principals cannot be expected to assume all of the functions that are carried by full-time principals in larger schools. Each conference should prepare a job description for the teaching principal that clearly defines the functions of that principal as it relates to the various aspects of teacher supervision and evaluation. These responsibilities must be clearly understood by all parties.

The interests and skills of teaching principals may vary from school to school. The conference may need to define those responsibilities individually for each school and its principal.

This handbook makes no recommendations regarding which teacher evaluation functions should be assigned to a teaching principal. However, in the process of defining those responsibilities, certain functions and issues must be kept in mind.

The following paragraphs discuss the various functions that may be asked of a teaching principal.

Supervising Instruction

Because teaching principals also have classroom teaching responsibilities, release time must be provided if they are asked to assume any responsibility for making classroom observations. A teaching principal could assist the conference supervisor with the use of video recordings of teachers. Depending on the conference expectations, the teaching principal could act as the direct supervisor in the critique and teacher feedback of video recordings.



Are teaching principals expected to supervise instruction or to evaluate teachers?



The roles of a teaching principal may differ from school to school. Those roles must be clearly defined by the conference.

If teaching principals are asked to assume responsibilities for classroom observation and analysis, appropriate in-service must be provided.

Maintaining Evaluation Data

Information about teachers that may be related to performance may come from varied sources and at varied times. Since the teaching principal is at the site it is reasonable to assume that he or she may be asked to assume responsibility for the appropriate collection and disposition of these various data following the guidelines in this handbook. Such data could include but would not be limited to written or oral complaints. Documentation of classroom observations, personal or video, could also be included. The guidelines for documentation of evaluation data provided elsewhere in this handbook should be carefully followed.

Summative Evaluation

Summative evaluation and the accompanying file documents are very significant for all teachers and their evaluation files. It is most essential that the conference and the local teaching principal define the summative evaluation responsibilities with great care. A teaching principal could very likely assist the conference supervisor in planning and implementing a teacher sharing and celebration event.

Small School Issues

Certain issues regarding teacher evaluation may be unique to small school environments. Regardless of ability, the authority of a small school principal may be diluted due to his or her teaching responsibilities and inability to devote as much time as a full-time principal to issues that arise. Furthermore, the efficacy of conference superintendents and associates may be diluted due to their lack of geographic proximity.

The result of these special small-school situations is that individual teachers are often somewhat less protected from local criticism. Following are some practices that may help alleviate some of these problems.

Community Leaders

School boards and other significant community leaders need to receive effective orientation regarding teacher performance standards, due process, conference personnel policies, and the respective authority of the teaching principal and conference educational superintendents.

Teachers and Local Pressure

Small school teachers may be more vulnerable to career damaging complaints because of the closeness of small school communities. Personality issues may form the basis for complaints. It is essential that supervisors clearly understand the implications of personality related problems and performance issues.

Responding to Complaints

When concerns or complaints about teachers are received, the information must be processed promptly. It is not uncommon for serious problems to develop between a small school teacher and the community, including the school board. Often the conference supervisor is, early on, unaware that such problems exist.

Crises

Frequently, a crisis may have developed before the conference is even aware of a problem. The school board may be ready to terminate the teacher but no evaluation documents exist which make mention of the perceived problem.

Collaboration and Communication

To avoid such personnel crises, the relative roles and responsibilities of the conference educational representative and the teaching principal should be carefully defined and clearly understood by all parties. Parents should be told, in writing, who is responsible for teacher supervision and how to contact that person. Whenever complaints about teachers arise the conference personnel and the local leadership must collaborate closely in dealing with the complaints and preparing appropriate documentation.

THIS chapter addresses some sensitive and difficult issues relative to teachers who are at risk of non-renewal of their teaching contract. There are two categories of teachers who could be in this kind of situation. These two categories include teachers on provisional status and teachers facing possible change of status to probationary status.

Teachers on Provisional Status

In most conferences or unions, teachers on provisional status are subject to non-renewal of their teaching contract at the end of any school year. Policies generally allow non-renewal without documentation of inadequate performance. This can be a frightening situation for a provisional teacher. The situation can also lead to unrest in a school community. Schools and conferences can often find it difficult to maintain a high quality of teaching in all schools while also protecting teachers. Furthermore, as Christian educators, certain standards of due process and ethical behavior should be expected.

Suggested policy

For the reasons noted above, conferences should consider the following guidelines to be followed, or to be implemented as policy.

When a recommendation for non-renewal is presented to the Board of Education, the recommendation must be accompanied by:

- 1. Documented evidence that the recommended number of written evaluations and conferences have been conducted*
- 2. Documented evidence of the nature of the teacher's inadequate performance*
- 3. Documented evidence of the activities and efforts that have gone into providing assistance to the teacher*

Teachers Facing Probationary Status

Even more challenging is dealing with the underperforming teacher who is facing possible change in status from regular to probationary. This situation can easily become very politically charged. The underperforming teacher can have supporters in the community and among the teachers.

In most conferences or unions, such an action is subject to appeal to the Conference Board of Education. At that time, supervisors will be subject to serious scrutiny regarding their adherence to due process.

This handbook suggests that conferences consider a policy that could be applied to underperforming teachers before facing a possible change to probationary status. That policy refers to an “improvement contract” applied to poorly performing teachers.

Improvement Contract

Many organizations employ a personnel practice for underperformers that is often called an “improvement contract.” An improvement contract could have a number of positive aspects.

1. This step allows for a formal process for clearly communicating to a teacher that his or her professional performance is not satisfactory.
2. This step would precede consideration of probation allowing the teacher and school to focus on professional growth without the negative aspects of probation.
3. This step includes requisite due process steps so that subsequent (if necessary) action to place teacher on probation would have a stronger basis in due process.
4. This term “improvement contract” is teacher centered and focused on improvement, an essential due process element.

Suggested Conference Policy

Personnel Committees may place teachers on an “Improvement Contract.” This action shall take place if, upon documented concerns, it is deemed that the teacher’s professional performance is less than satisfactory.

The Improvement Contract may be developed by the administrator or it may be developed collaboratively depending on the circumstances. The terms of such a contract shall include the following elements:

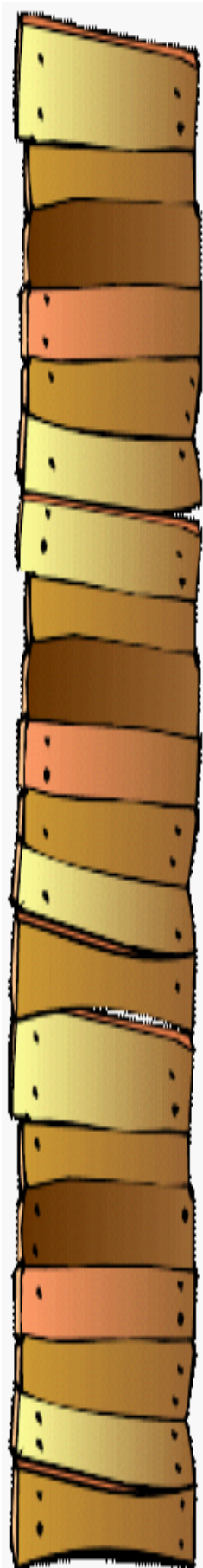


How does a supervisor prepare to recommend probationary status for a poor performing teacher?



No easy answer exists. First, be sure that all due process elements are in place (See Chapter 8). Secondly, conferences may wish to consider an “improvement contract” policy described in this chapter.

1. *The specific areas of concern as related to the Teacher Performance Standards.*
2. *A time line to include:*
 - *length of the Improvement Contract*
 - *schedule of teacher-administrator conferences*
 - *schedule of classroom observations*
 - *other relevant events*
 - *The criteria for expected changes in the teacher's performance*
 - *appropriate professional development activities*
 - *appropriate administrative support*
3. *The Office of Education staff shall review for approval each Improvement Contract to insure that the required elements are present.*



Section IX

Appendixes

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B. References.....	190

Forms

appendix **A**

APPENDIX A includes forms that local conferences or schools may wish to adapt and use.

Open ended response forms may includes boxes for the supervisor responses. When putting into use, these boxes need to be made larger or expandable.

1. Teacher Professional Development Plan Form (Traditional) 178
2. Teacher Professional Development Plan Form (Differentiated)..... 179
3. Teacher Self Evaluation Form 180
4. Student Evaluation Form (Elementary Students)..... 182
5. Student Evaluation Form (Secondary Students) 183
6. Teacher Evaluation Form #1 (Traditional) 184
7. Teacher Evaluation Form #2 (Traditional) 185
8. Directions for Completing Teacher Evaluation Form 189
9. Teacher Evaluation Form, Provisional Teachers (Differentiated)..... 190
10. Teacher Evaluation Form, Regular Status Teachers (Differentiated)..... 191

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Teacher Professional Development Plan

for use with traditional evaluation

Teacher's Name _____

Date of Individual Planning Conference _____

Directions: Please write your professional growth goals, activities, and support expected as agreed upon in the individual planning conference.

A. Personal professional growth goal:

B. Professional development activities:

C. Administrative support/expectations:

Teacher's Signature: _____

Supervisor's Signature: _____

Office of Education

Northern State Conference of Seventh-day Adventists

Teacher Professional Development Plan

for use with differentiated evaluation

Teacher's Name _____

Date of Individual Planning Conference _____

Directions: Please write your professional growth goals, activities, and support expected as agreed upon in the individual planning conference.

A. Personal professional growth goal(s):

B. Professional development activities:

C. Administrative support/expectations:

D. Evidence that will be presented to demonstrate attainment of the stated goal(s):

Teacher's Signature: _____

Supervisor's Signature: _____

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Teacher Self-Evaluation

Directions: Circle #1 if this is one of your strongest characteristics.
Circle #2 if this is neither your strongest nor weakest characteristic.
Circle #3 if this is an item you think needs improvement.

1. Engaging and Supporting All Students in Learning

I create a learning environment that engages all students	1	2	3
I connect students' prior knowledge, life experience, and interests with learning goals	1	2	3
I facilitate learning experiences that promote autonomy, interaction, and decision-making	1	2	3
I engage all students in problem solving and critical thinking	1	2	3
I promote self-directed, reflective learning for all students	1	2	3

2. Creating and Maintaining an Effective Learning Environment

I create an environment that stimulates intellectual development	1	2	3
I create an environment that is conducive to moral development	1	2	3
I establish a climate that promotes fairness and respect	1	2	3
I promote social development and group responsibility	1	2	3
I establish and maintain standards for student behavior	1	2	3
I plan and implement classroom procedures and routines that support student learning	1	2	3
I use instructional time effectively	1	2	3
I maintain a physical environment that is clean, orderly, and safe	1	2	3

3. Organizing Subject Matter and Designing Learning Experiences

I demonstrate knowledge of subject matter content and student development	1	2	3
I follow adopted curriculum and frameworks	1	2	3
I interrelate ideas and information within and across subject matter areas	1	2	3
I integrate faith with learning across subject matter areas	1	2	3
I use a variety of instructional strategies and resources appropriate to the subject matter	1	2	3
I develop and sequence instructional activities and materials for student learning	1	2	3

4. Monitoring and Assessing Student Learning

I establish and communicate learning goals for all students	1	2	3
I collect and use multiple sources of information to assess student learning	1	2	3
I involve and guide all students in assessing their own learning	1	2	3
I use the results of assessments to guide instruction	1	2	3
I communicate student progress with students, and appropriate others in a timely manner	1	2	3
I maintain complete, accurate, and confidential student records	1	2	3

5. Developing as a Christian Professional Educator

I model a positive and growing relationship with Christ	1	2	3
I demonstrate a life style consistent with accepted Seventh-day Adventist standards	1	2	3
I create and maintain an environment that encourages students' spiritual development	1	2	3
I promote opportunities for student involvement in outreach activities	1	2	3
I establish professional goals and demonstrate initiative in professional development activities	1	2	3
I work with colleagues and communities to improve professional practice	1	2	3
I communicate effectively with parents and families	1	2	3
I maintain a professional appearance appropriate to my teaching assignment	1	2	3
I fulfill adjunct duties as required	1	2	3

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Student Evaluation Form - Elementary

Directions: Please respond thoughtfully. The information on these forms will not be made available to your instructor until the grades for this course have been recorded.

For each statement below, circle one number. Circle a number only for those statements which you regard as applicable. If the allowed responses to a statement seem insufficient, please feel free to write a response at the bottom of the page or on the back of the page.

Use the following rating system:

- 1 = all of the time
- 2 = most of the time
- 3 = some of the time
- 4 = never

- | | | | | |
|--|---|---|---|---|
| 1. My teacher is interested and enthusiastic about the subjects. | 1 | 2 | 3 | 4 |
| 2. My teacher explains and answers questions. | 1 | 2 | 3 | 4 |
| 3. My teacher is friendly and courteous. | 1 | 2 | 3 | 4 |
| 4. My teacher makes classes interesting. | 1 | 2 | 3 | 4 |
| 5. My teacher makes me feel welcome to ask for help. | 1 | 2 | 3 | 4 |
| 6. My teacher makes assignments and directions clear and easy to understand. | 1 | 2 | 3 | 4 |
| 7. My teacher's test and quiz questions are the same as what was taught. | 1 | 2 | 3 | 4 |
| 8. My teacher's test and quiz questions are easy to understand. | 1 | 2 | 3 | 4 |
| 9. My teacher makes learning fun. | 1 | 2 | 3 | 4 |
| 10. My teacher makes learning seem easy. | 1 | 2 | 3 | 4 |
| 11. My teacher explains the grades I get. | 1 | 2 | 3 | 4 |
| 12. My teacher gives grades that are fair. | 1 | 2 | 3 | 4 |
| 13. My teacher treats all students fairly. | 1 | 2 | 3 | 4 |
| 14. My teacher listens to me if I have problems. | 1 | 2 | 3 | 4 |
| 15. My teacher encourages and praises students. | 1 | 2 | 3 | 4 |
| 16. My teacher has a good sense of humor. | 1 | 2 | 3 | 4 |
| 17. My teacher has confidence in me. | 1 | 2 | 3 | 4 |

Comments

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Student Evaluation Form - Secondary

Directions: Please respond thoughtfully. The information on these forms will not be made available to your instructor until the grades for this course have been recorded.

For each statement below, circle one number. Circle a number only for those statements which you regard as applicable. If the allowed responses to a statement seem insufficient, please feel free to write a response at the bottom of the page or on the back of the page.

Use the following rating system:

- 1 = superior
- 2 = above average
- 3 = average
- 4 = below average
- 5 = poor

- | | | | | | |
|---|---|---|---|-------|---|
| 1. Instructor's ability to stimulate interest in the subject | 1 | 2 | 3 | 4 | 5 |
| 2. Your perception of the instructor's knowledge of the subject matter of this course | 1 | 2 | 3 | 4 | 5 |
| 3. Instructor's ability to make the course material understandable | 1 | 2 | 3 | 4 | 5 |
| 4. Organization of the course | 1 | 2 | 3 | 4 | 5 |
| 5. Clarity of the instructions provided for assigned work | 1 | 2 | 3 | 4 | 5 |
| 6. Instructor's preparation for the class sessions | 1 | 2 | 3 | 4 | 5 |
| 7. The instructor's regularity and promptness in conducting class | 1 | 2 | 3 | 4 | 5 |
| 8. The extent to which the graded materials (tests, papers, projects, etc.) reflected the course objectives | 1 | 2 | 3 | 4 | 5 |
| 9. The extent to which graded materials were returned in a reasonable time | 1 | 2 | 3 | 4 | 5 |
| 10. The helpfulness of written or oral comments made by the instructor on student work | 1 | 2 | 3 | 4 | 5 |
| 11. Instructor's receptiveness to students' comments and questions | 1 | 2 | 3 | 4 | 5 |
| 12. Overall quality of the instruction in this course | 1 | 2 | 3 | 4 | 5 |
| 13. Clarity of course requirements presented in writing | 1 | 2 | 3 | 4 | 5 |
| 14. Grade expected for this course | A | B | C | other | |

Comments

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Northern State Conference of Seventh-day Adventists

Teacher Evaluation Form

Teacher _____ Date _____

Directions: Write a summary of the teacher's professional performance during this year for each area of the performance standards. The summary statement should reflect the year's evaluation activity as reflected in the evaluation file and should not include negative observations unless these have first been made in conference with the teacher with opportunity given for improvement.

Note: The specific performance standards are listed here for reference only. The supervisor is not expected to refer to each specific standard.

Standard #1. Teachers will engage and support all students in learning *(by)*

- 1.1. Creating a learning environment that engages all students
- 1.2. Connecting learning goals with students' prior knowledge, life experience, and interests
- 1.3. Facilitating learning experiences that promote autonomy, interaction, and decision-making
- 1.4. Engaging all students in problem solving and critical thinking
- 1.5. Promoting self-directed, reflective learning for all students

1. Summative Statement for Standard #1 (see directions)

Standard #2. Teachers will create and maintain an effective learning environment *(by)*

- 2.1. Creating an environment that stimulates intellectual development
- 2.2. Creating an environment that is conducive to moral development
- 2.3. Establishing a climate that promotes fairness and respect
- 2.4. Promoting social development and group responsibility
- 2.5. Establishing and maintaining standards for student behavior
- 2.6. Applying classroom procedures that promote student learning
- 2.7. Using instructional time effectively
- 2.8. Maintaining a physical environment that is clean, orderly, and safe

2. Summative Statement for Standard #2 (see directions)

Standard #3. Organizing Subject Matter and Designing Learning Experiences *(by)*

- 3.1. Demonstrating knowledge of subject matter content and student development
- 3.2. Following adopted curriculum and frameworks
- 3.3. Interrelating ideas and information within and across subject matter areas
- 3.4. Integrating faith with learning across subject matter areas
- 3.5. Using a variety of instructional strategies and resources appropriate to the subject matter
- 3.6. Developing and sequencing instructional activities and materials for student learning

3. Summative Statement for Standard #3 (see directions)

Standard #4. Monitoring and Assessing Student Learning *(by)*

- 4.1. Establishing and communicating learning goals for all students
- 4.2. Collecting and using multiple sources of information to assess student learning
- 4.3. Involving and guiding all students in assessing their own learning
- 4.4. Using the results of assessments to guide instruction
- 4.5. Communicating student progress with students and appropriate others in a timely manner
- 4.6. Maintaining complete, accurate and confidential student records

4. Summative Statement for Standard #4 (see directions)

Standard #5. Developing As a Christian Professional Educator *(by)*

- 5.1. Modeling a positive and growing relationship with Christ
- 5.2. Demonstrating a life style consistent with accepted Seventh-day Adventist standards
- 5.3. Creating and maintaining an environment that encourages students' spiritual development
- 5.4. Promoting opportunities for student involvement in outreach activities
- 5.5. Establishing professional goals and showing initiative in professional development activities
- 5.6. Working with colleagues and communities to improve professional practice
- 5.7. Communicating effectively with parents and families
- 5.8. Maintaining a professional appearance appropriate to one's teaching assignment
- 5.9. Fulfilling adjunct duties as required

5. Summative Statement for Standard #5 (see directions)

Administrator's Signature

Date

Teacher's Signature

Date

Notes:

- a. The teacher's signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.
- b. The teacher has the right to attach a statement to this document which will become a part of the teacher's file

Office of Education

Northern State Conference of Seventh-day Adventists

Teacher Evaluation Form

Teacher _____ Date _____

Directions: Write a summary of the teacher's professional performance during this year for each area of the performance standards. The summary statement should reflect the year's evaluation activity as reflected in the evaluation file and should not include negative observations unless these have first been made in conference with the teacher with opportunity given for improvement.

Note: The specific performance standards are listed here for reference only. The supervisor is not expected to refer to each specific standard.

Standard #1. Teachers will engage and support all students in learning *(by)*

- 1.1. Creating a learning environment that engages all students
- 1.2. Connecting learning goals with students' prior knowledge, life experience, and interests
- 1.3. Facilitating learning experiences that promote autonomy, interaction, and decision-making
- 1.4. Engaging all students in problem solving and critical thinking
- 1.5. Promoting self-directed, reflective learning for all students

1. Summative Statement for Standard #1 (see directions)

Standard #2. Teachers will create and maintain an effective learning environment *(by)*

- 2.1. Creating an environment that stimulates intellectual development
- 2.2. Creating an environment that is conducive to moral development
- 2.3. Establishing a climate that promotes fairness and respect
- 2.4. Promoting social development and group responsibility
- 2.5. Establishing and maintaining standards for student behavior
- 2.6. Applying classroom procedures that promote student learning
- 2.7. Using instructional time effectively
- 2.8. Maintaining a physical environment that is clean, orderly, and safe

2. Summative Statement for Standard #2 (see directions)

Standard #3. Organizing Subject Matter and Designing Learning Experiences *(by)*

- 3.1. Demonstrating knowledge of subject matter content and student development
- 3.2. Following adopted curriculum and frameworks
- 3.3. Interrelating ideas and information within and across subject matter areas
- 3.4. Integrating faith with learning across subject matter areas
- 3.5. Using a variety of instructional strategies and resources appropriate to the subject matter
- 3.6. Developing and sequencing instructional activities and materials for student learning

3. Summative Statement for Standard #3 (see directions)

Standard #4. Monitoring and Assessing Student Learning *(by)*

- 4.1. Establishing and communicating learning goals for all students
- 4.2. Collecting and using multiple sources of information to assess student learning
- 4.3. Involving and guiding all students in assessing their own learning
- 4.4. Using the results of assessments to guide instruction
- 4.5. Communicating student progress with students and appropriate others in a timely manner.
- 4.6. Maintaining complete, accurate and confidential student records

4. Summative Statement for Standard #4 (see directions)

Standard #5. Developing As a Christian Professional Educator *(by)*

- 5.1. Modeling a positive and growing relationship with Christ
- 5.2. Demonstrating a life style consistent with accepted Seventh-day Adventist standards
- 5.3. Creating and maintaining an environment that encourages students' spiritual development
- 5.4. Promoting opportunities for student involvement in outreach activities
- 5.5. Establishing professional goals and showing initiative in professional development activities
- 5.6. Working with colleagues and communities to improve professional practice
- 5.7. Communicating effectively with parents and families
- 5.8. Maintaining a professional appearance appropriate to one's teaching assignment
- 5.9. Fulfilling adjunct duties as required

5. Summative Statement for Standard #5 (see directions)

6. Overall summary statement (see directions)

7. Summary report of this teacher's professional development goals (see directions)

Administrator's Signature

Date

Teacher's Signature

Date

Notes:

- a. The teacher's signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.
- b. The teacher has the right to attach a statement to this document which will become a part of the teacher's file

Office of Education

Northern State Conference of Seventh-day Adventists

Directions for completing the teacher evaluation form

General Directions:

1. This form is to be completed by the responsible administrator as assigned.
2. Complete the form for each teacher for whom an evaluation report is required during this academic year.
3. Complete this form in conjunction with a conference with the teacher.
4. The administrator and the teacher must sign the form.
5. The teacher must be provided the opportunity to prepare his or her own statement to attach to this report.

Directions for Entering Data:

6. Type the teacher's name and evaluation data directly onto this electronic form. The form has been designed to expand as needed as you enter the data.
7. Once all the data has been entered, print a hard copy for signatures.
8. Submit the hard copy with signatures to the Superintendent of Education.

Directions for Completing Boxes 1-5:

9. The written summative statements are to reference the events, issues, documents, etc., that pertain to the performance standard indicated. Do not reference events or issues not previously a part of your communication with that teacher. Be sure that all statements can be supported by evidence from the teacher's file. Use as much space as needed; as this electronic form is expandable (see direction #9).

Note: Directions for completing box #6 and Box #7 apply to the second of the two teacher evaluation form samples.

Directions for Completing Box 6:

10. Provide a brief summary statement of the teacher's major strengths and areas of concern.

Directions for Completing Box 7:

11. Refer to the teacher's professional development plan and summarize the teacher's progress toward the attainment of those goals. You may wish to attach a copy of the teacher's "Professional Development Plan" or a locally developed form.

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Teacher Evaluation Form – Provisional Teachers for use with Differentiated Evaluation model

Formal Classroom Observations *(video or in person)*

Observation #1 – Date(s): _____

Summarize the classroom visit(s) by indicating teacher actions that were noted, recorded and discussed with the teacher during the first formal classroom observation.

Observation #2 – Date(s): _____

Summarize the classroom visit(s) by indicating teacher actions that were noted, recorded and discussed with the teacher during the first formal classroom observation.

Teacher Professional Development

Summarize the teacher's professional activities of the year by indicating the goal, process, and evidence presented at the teacher sharing and celebrating activity.

Summary Observations

Optional: *Complete this section if relevant. Use this space to make relevant summary observations regarding this teacher's classroom performance during the school year which relate to his or her professional performance.*

Administrator's Signature

Date

Teacher's Signature

Date

Notes:

- The teacher's signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.
- The teacher has the right to attach a statement to this document which will become a part of the teacher's file.

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Northern State Conference of Seventh-day Adventists

Teacher Evaluation Form – Regular Status Teachers for use with Differentiated Evaluation model

Teacher Professional Development

Summarize the teacher’s professional activities of the year by indicating the goal, process, and evidence presented at the teacher sharing and celebrating activity.

Summary Observations

***Optional:** Complete this section if relevant. Use this space to make relevant summary observations regarding this teacher’s classroom performance during the school year which relate to his or her professional performance.*

Administrator’s Signature

Date

Teacher’s Signature

Date

Notes:

- c. The teacher’s signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.
- d. The teacher has the right to attach a statement to this document which will become a part of the teacher’s file

References

appendix *B*

Appendix B includes two reference lists, Literature References and Internet References.

Literature References

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Internet References

Remote Access

TeamViewer

- <http://teamviewer.com/index.aspx>



*Web sites may be
subject to changing.*

Video Conferences

Skype

- Skype.com

GoToMeeting

- Pricing: http://www.gotomeeting.com/fec/gotomeeting_pricing

OOVVOO

- Pricing Information: <http://www.oovoo.com/Buy.aspx>
- Two-way free video chat: <http://www.oovoo.com/Buy.aspx?pname=Free>
- Pay-per-month plans : <http://www.oovoo.com/Buy.aspx?pname=Plans>
- Pay-per-use plans: <http://www.oovoo.com/Buy.aspx?pname=Credit>
- How to use OOVVOO : <http://www.oovoo.com/HowToooVooList.aspx>

Video Sharing

- <http://www.vimeo.com>
- <http://www.dropbox.com>

Video Telephoning

OOVVOO

- <http://www.oovoo.com>
- How to use OOVVOO: <http://www.oovoo.com/HowToooVooList.aspx>

Skype

- Free video-telephoning: <http://www.skype.com>
- Conference calls : <http://www.skype.com/intl/en-us/features/allfeatures/conference-calls/>
- FAQs about Conference calls : <https://support.skype.com/search/?q=conference+calls>