TEACHER EVALUATIONS

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Improving Instruction Through Effective Teacher Evaluation: Options for States & Districts

- Research clearly shows that some teachers = student achievement, some don't—But why?

- Teacher evaluations should identify & measure: instructional strategies, professional behaviors, and delivery of content that AFFECT STUDENT LEARNING

- Two types of evaluations
  - Formative (feedback)
  - Summative (evaluate)

Improving Instruction Through Effective Teacher Evaluation: Options for States & Districts

- Both formative *and* summative can inform professional development decisions

- This may improve how **$** is being spent, message to teachers that their professional growth is valued, & decrease turnover rates

- Well-substantiated personnel decisions (LA School District example)

Improving Instruction Through Effective Teacher Evaluation: Options for States & Districts

- 3 descriptive studies to date
  - 1987, 1996, 2007
  - Various Findings of 1987 & 1996 Studies:
    - Evaluations emphasized summative not formative
    - Most policies did not require performance standards & evaluator training
    - Few permitted external or peer evaluations
    - 1987: Superintendents presented policies more favorably than independent reviewers
    - 1996: Sup's reported need to revisit and revise
    - 2007: See summary on page 4

'Taint As Easy As It Looks

- Group 1: pages 5-8
- Group 2: pages 9-12
- Group 3: pages 13-16
- Discuss and gather important points (20 min.)

- At signal, mix participants from 1, 2 & 3
- Large group discussion
- Discuss with reconfigured group (5 min. ea.)

Whole Group—Major Points

- Variety of processes in evaluation (peer, surveys, etc.)
- Importance of frequency
- Creating a culture of professional learners, useful for everyone
- Time constraint is a big issue

H.B. 264 Substitute
Educator Evaluation Amendments -- Menlove, R.

http://le.utah.gov/~2009/htmdoc/hbillhtm/HB0264S01.htm

Principal's Time…

Where	Time Spent
■ Office area	■ 65 %
■ Hallways/Grounds	■ 17%
■ Off campus	■ 11%
■ In classrooms	■ **7%**

Howell (1981), Morris (1981), Kmetz & Willower (1982), Stronge (1988)

"The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good works of others but from sharing what we know with others... .

By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.

(Roland Barth)

Classroom Walk-Through

is a focused classroom visit for a brief period of time followed by reflection

is NOT intended for

evaluation purposes

WHAT—What are Classroom Walk-Throughs (CWTs)?

A collegial organized visit (or a visit by the principal) through a school's learning areas to focus on:

1. What are students learning in this classroom?

2. How are students being taught?

3. How will the student/teacher know if the student has learned what is being taught?

4. What does the teacher do if the student didn't learn it?

5. How is the classroom organized to enable students to achieve standards?

WHY—What are the Purposes of CWTs?

CWTs assist educators

- To develop a learning community focused on improving learning and instruction.

- To involve teachers and principals in a discussion about teaching and learning and meeting the needs of all learners.

- To provide support of the vision that every child in every classroom can meet or exceed high standards.

WHO Participates in CWTs?

Principal, teachers, counselors, central services, and board members move in and out of classrooms looking at student work.

SO WHAT—Why Use CWTs?

1. It demonstrates instructional and curriculum leadership to the staff and students.

2. It generates the conversation about instruction and curriculum.

3. It is a structure that collects data about teaching and learning.

4. It is a springboard for professional development based on data.

5. **It focuses attention on implementation of best practices.**

6. It quickly identifies the teacher's instructional objective, the instructional methodology, the level of mental engagement required by the student, and the evidence of instructional support on the classroom walls.

7. It provides a vehicle to implement sustained school improvement.

8. **It helps educators become reflective and see examples of best practices.**

WHY Do We Talk To Students?

We want to discover if students:

- Know what they are learning and why they need to know it.

- Know if their work is good and how to make it better.

- Are expected to solve problems, to construct explanations, to justify responses, to raise questions, about what they are learning.

- Are involved in extended projects that result in authentic products.

How To Conduct a CWT

Prior to entering a classroom

- Participants establish trust. Principal has informed staff of the CWT focus.

- Participants determine what focus to concentrate on while visiting. Identify evidence that would support the focus and determine which team members will collect each type of evidence.

- **Participants become familiar with the CWT format.**

Entering A Classroom

- All participants enter the classroom at the same time, smile, and nod to the teacher.

- Do not intrude on instructional process or speak to each other during the visit.

- Do not disrupt students during direct teaching.

During The Visit

- Record evidence – what you see and hear.

  o Evidence that students are learning rigorous content focused on achieving the standards.

  o Evidence that students are engaged in high level thinking and conversations about the concepts they are learning.

  o Evidence that students know what good work looks like, and how they can make their work better.

  o Evidence that students are aware of how they learn and have developed the habits and skills to assess their own learning.

- Ask students predetermined questions.

- At the end of the agreed-upon time, all participants leave the classroom together.

After The Visit

- If a group CWT, the participants assemble to give an overview and specific evidence of what was seen, identify trends, areas of strength, and a **reflective question**.

- Participants provide teacher:

  o Written descriptive feedback about what was seen and heard.

  o Question(s) that may help advance efforts to improved learning and instruction.

  o Principal can discuss with teacher:

  - What the students were learning. (instructional objective and methods)
  - What is the level of student mental engagement. (Bloom and Marzano)
  - What was seen on learning displays. (instructional support)
  - What the students said in response to the questions.
  - What was seen in the work assignments and products.
  - What questions might be asked to provoke deep thinking about ways to advance student learning.

  o NOTE – if more than one person conducted a CWT, the participants can meet and discuss evidence and provide a "group" feedback form to the teacher.

For Sustained School Improvement

Invite teachers from the same grade level to visit each other and conduct a CWT. Follow the above procedures. Also, provide a time and place for collegial, focused, instructional conversation around the CWT event. Or invite cross curricula dialog after a focused CWT.

An example of sample questions:

1. How would you rate the level of mental engagement of the students?

2. Are there other ways this lesson could be presented that would increase student engagement?

3. How do you decide what methodology to use to teach a given math concept?

4. What kinds of things do you have in your room to facilitate student learning?

Principal can discuss with the entire building at a staff meeting or send a staff memo indicating the global aspects noted and ideas for future implementation.

NOTE: Give all CWT forms and papers to the teacher.

More Reflective Questions

Reflective questioning is a technique in which one person prepares and asks questions that are designed to provide opportunities for the respondent to explore his or her knowledge, skills, experiences, attitudes, beliefs, and values.

Is what you are doing working?

Is what you are doing helping to get your work done? How?

Is what you are choosing to do helping you get what you want? How?

Are you willing to do something different from what you have been doing?

Are you taking the responsible course? How?

Is there any other way it could be handled?

If you could do better, should you?

Are you satisfied with the results?

What do you think an extraordinary person would do in this situation?

Classroom Walk-Throughs should take NO MORE than *two to four* minutes

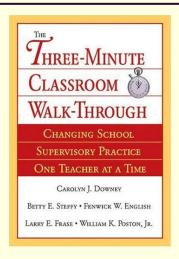# Reflective feedback should take **NO MORE** than *two to four* minutes

Video Examples

- http://shop.ascd.org/flash2/ascd_express_225.html
- http://shop.ascd.org/flash2/ascd_express_226.html
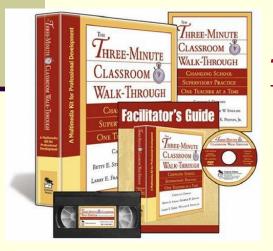- http://teachingtoday.glencoe.com/videos/view/congruence

Resources

- http://www.tqsource.org/
  - National Comprehensive Ctr. for Teacher Quality
- http://www.pes-sports.com/pe06000.htm
  - Walk-Through software for a palm
- http://www.education-world.com/a_admin/
  - Various resources for administrators, including articles about observations & evaluations

From Amazon.com

The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time
Buy new: $27.50 / Used from: $23.50

The Three-Minute Classroom Walk-Through (Multimedia Kit): A Multimedia Kit for Professional Development by Carolyn J. Downey
Buy new: $267.61 / Used from: $406.97