

Teacher Evaluation
A Differentiated Approach

One Size Does Not Fit All Teacher Evaluation

Teacher Evaluations

- Does it "work"?
- Is it individualized?
- Does it build team spirit or cohesiveness?

Purposes

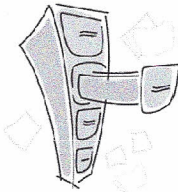
- To promote teacher growth
- To monitor new teachers
- To assure quality teaching in every classroom

Traditional Evaluation Practices

- Top-Down
 - Rarely encourages teacher growth.
- Uniform
 - All teachers have different evaluation needs.
- Form driven
 - Once an evaluation form has been filed, rarely seen again.

Scenario:

Concerns about a teacher's performance have arisen.



- You review the file.
- You read previous year's written evaluations.
- What do you find?

Characteristics of Effective Evaluation Practice

- Focus on teacher growth
- Differentiate according to teacher needs
- Encourage teacher reflective practice
- Develop spirit of collegiality

Scenario

What do evaluation practices need to do for...

- Experienced, successful teacher
- New teacher
- Underperforming teacher

The Model *overview*

1. CORE Element
 - Every teacher
2. Added Element
 - New teachers
3. Added Element
 - Underperforming teachers

CORE = GEM(S)

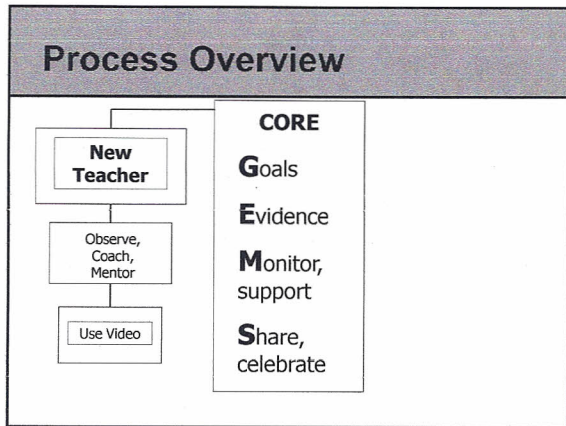
CORE

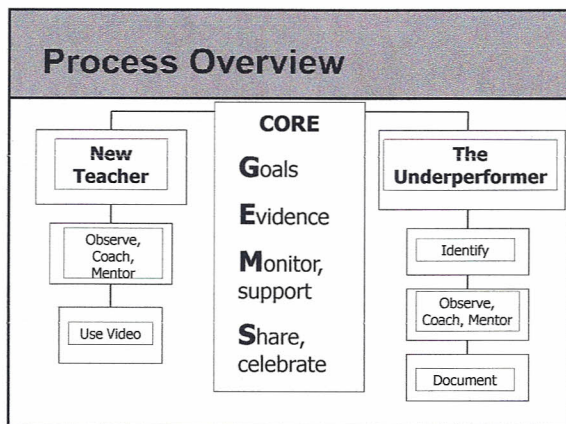
Goals

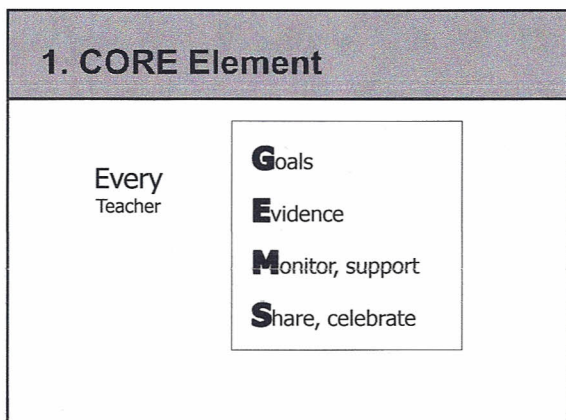
Evidence

Monitor,
support

Share,
celebrate







Setting Goals

- Written in terms of the teacher's professional growth.
- Collaboratively* developed.
- Based on performance standards.

* Collaborative development is an essential element for applying the principle of *differentiated* evaluation.

What are those GOALS?

- Professional Growth Goal
- Classroom Management Goal
- Curriculum Goal
- Video Idea (*meets a goal*)

Teacher signature _____

Date _____

Principal signature _____

Date _____

Establishing Evidence

- Student projects?
- Video clips of lessons?
- Demonstrations?
- Student surveys?
- Collaboratively* developed.

* Collaborative development assures no misunderstandings will occur when the teacher is preparing his or her evidence of growth.

Monitor and support

- Funds?
- Inservice?
- Resources?
- Research?
- Equipment?
- Other?

Share accomplishments

- End of year celebration event
- Showcase evidence
- All faculty invited
- Others invited?
- Refreshments or other enhancements to the "event"

2. Added Element

New
Teachers

- Classroom observations
 - Formal
 - Informal
 - Video*
- Coaching
- Mentoring/Supporting
- Documenting

Using Video

The value of the video camera should not be underestimated in this alternative evaluation system.

- In lieu of classroom observations for new teachers
- Reflective practice and "retakes"
- As evidence for end of year showcase

Benefits of video use

- Focus on the teacher
 - Focus on professional growth of the teacher.
- Goal orientation
 - Reflects each teacher's needs.
 - Based on performance standards.
- Reflective practice
 - Engage the teacher in examining his or her own teaching practices.
 - Teacher evaluates video before supervisor.
 - Teacher may choose to retake the video.
- Supervisor role changes
 - Supporting, coaching, not "telling."

Suggested Procedures

1. *Establish goal(s)*
2. *Make video*
 - Preferably, the teacher makes the video
3. *Teacher view and analysis*
4. *Submit video for analysis*
 - Consider "vimeo.com"
5. *Supervisor view and analysis*
6. *Follow-up conference*

Some Issues

- **Teacher reluctance**
 - Teachers often prefer the traditional.
 - Being "passive" requires less effort.
- **Set up issues**
 - Some support required
 - Tripod, other assistance, older students
- **Technology**
 - User friendly video recorder
 - User friendly viewing technology
 - Use the cloud such as "vimeo.com"

3. Added Element

Underperforming
Teachers

- **Identify**
 - Due process elements
 - Performance standards
- **Coach and Mentor**
 - Classroom visits?
 - Personal or video
- **Document**
 - Written evidence of the teacher's performance
 - due process steps

What gets filed?

- **Summary with teacher and supervisor signature.**
 - Includes goals, if and how met, areas of strength, areas of growth.
- **Sample of "Just Walking Through"**
- **Sample of evidence**
 - Surveys, student work, test scores, etc.

Remember...

- The goal of teacher evaluations is to help a teacher grow, not find a reason to fire them.
- Consider a "collaborative" method over "top-down."
- Make sure your school has performance standards while still allowing the teacher freedom to be themselves.

Con't

- Don't subject your teachers to your own "whims" or "teach like I teach" mentality.
- When observing in a classroom, respect the teacher as the host or hostess and you are a guest. Do not disturb the class or interfere...be as unobtrusive as possible

Con't



Con't

- Be careful, thorough and objective in your notes of the lesson.
- Give feedback within 24 hours using Christian tact and respect.
- Nothing should be filed (positive or negative) without teacher's knowledge
- Follow due process

References

- Datha Tickner,
dtickner@orangedwoodacademy.com
- Norman Powell,
normanandroxie1956@gmail.com
- Todd Whitaker, "What Great Principals Do Differently, Fifteen Things That Matter Most" 2003
