

In Celebration of Teachers

Teacher Evaluation
an Alternative Approach
Presented by Dr. Norman Powell

Traditional Evaluation Practices

The following terms or phrases might be used to describe traditional teacher evaluation practices:

- **Top-Down**
 - Evaluator in charge
 - Teacher passive
 - Evaluation is something that “happens to” the teacher
- **Teacher growth is background**
 - Teacher may or may not grow professionally as a result.
- **Uniform**
 - Process pretty much the same for all
 - All teachers treated as potential underperformers

Traditional Evaluation Practices

The following terms or phrases might be used to describe traditional teacher evaluation practices:

- Classroom observation at core
 - Viewed skeptically?
 - By supervisor
 - By teacher
- Form driven
 - Comprehensive
 - Legally sound (if properly completed)
 - Infrequently useful
 - A challenge to complete appropriately

Alternative Evaluation Practice

A more effective system of teacher evaluation would place the primary focus on the teacher's professional development.

- Focus on teacher growth
 - Professional development must remain the focus throughout the process.
- Reflective practice
 - The process must engage the teacher in examining his or her own teaching practices.
- Differentiated practice
 - The process must reflect each teacher's situation.

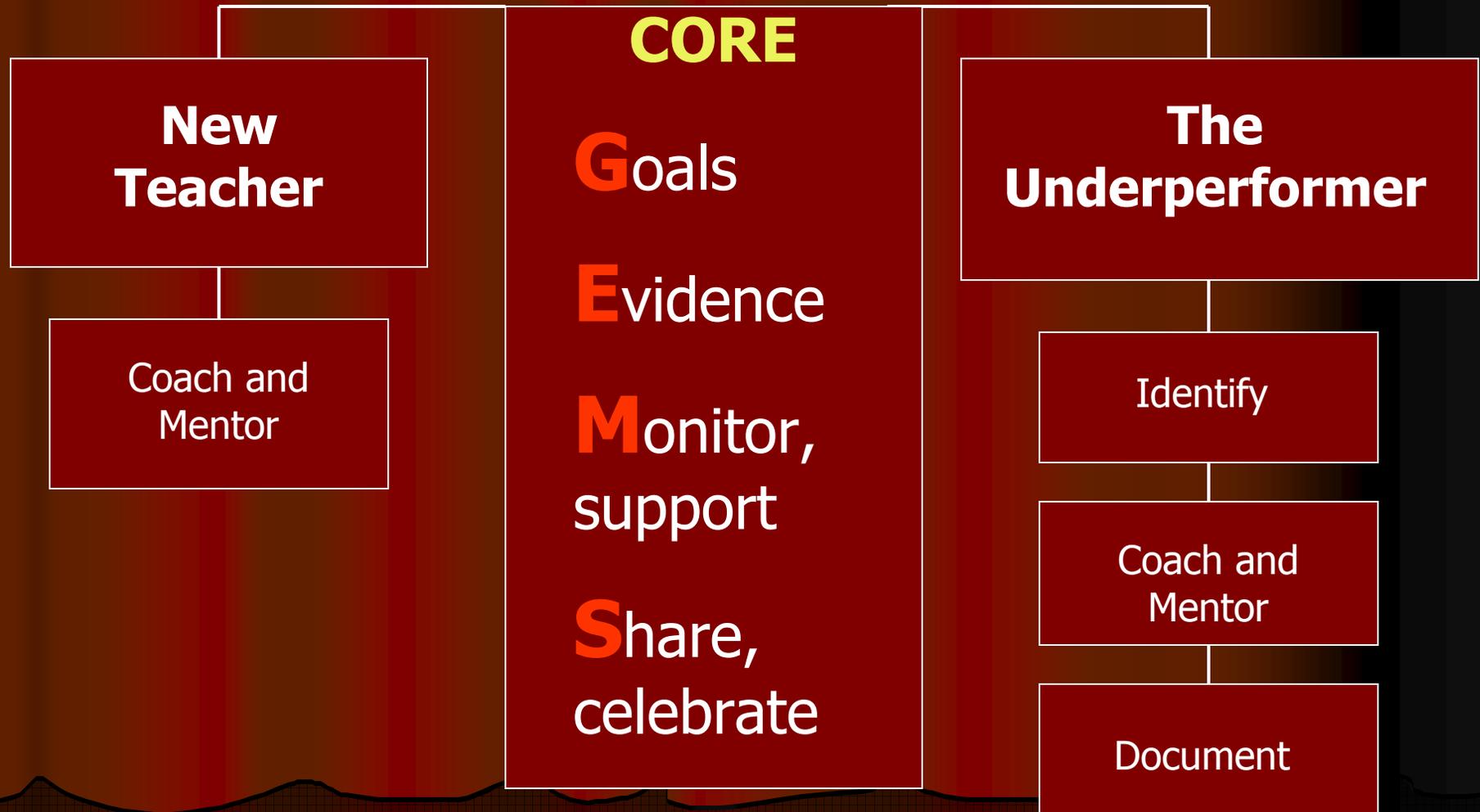
Differentiated Practice

This alternative evaluation practice recognizes, at the outset, the following three categories of teachers

- The experienced teacher
 - This teacher may be defined differently by different educational institutions or organizations.
- The “new” teacher
 - Each educational institution may have its own definition or description of “new” teachers.
- The underperforming teacher
 - Regardless of employment status, some teachers’ performance may fail to meet acceptable levels*.

*Based on adopted performance standards

Process Overview



CORE Element – The Four Steps

- 1. **G**oals
- 2. **E**vidence
- 3. **M**onitor
- 4. **S**hare

1 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.

2 Establishing Evidence

What evidence will be provided to show that the teacher's professional growth goals have been attained?

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

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

Goal Setting

Four teachers speak about their goals

Michelle Sarsoza
High School Social Studies

Andrew Clark
5th and 6th Language Arts

Jewel Lee
Second Grade

Cyrce Mellor
High School Science

3 Monitor and support

An effective educational leader recognizes that working with teachers to help them grow is a continual process.

The leader will work throughout the school year to monitor and mentor as needed to help the teacher meet the goals that have been established.

3 Monitor and support

An effective educational leader will support the teacher's efforts to grow professionally.

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

Professional Development

Professional development is the primary focus of this alternate evaluation system. Teachers were asked if they felt they grew professionally

Michelle Sarsoza

Jewel Lee

Andrew Clark

Andrew Clark also reflected about his students' learning from the experience

Andrew Clark

Cyrce Mellor

4 Share accomplishments

Here is the educational leader's opportunity to be a motivator and "cheerleader" for teachers.

- End of year celebration event
- Showcase evidence (step #2)
- All faculty invited
- Others invited?
- Refreshments or other enhancements to the "event"

Celebration Event – Observer Reflections

One of the benefits of the Celebrating Teacher Accomplishments event is that other teachers may grow from their observation.

Hear some observer reactions to the experience.

JoAnn Stevens
First grade

Julie Savino
Vice Principal

We asked Julie if she thought other teachers had learned from one another.

Julie Savino

Did Teachers Benefit?

Did the experience meet the criteria of helping teachers grow?
Did teachers feel that the experience was worth-while?

Andrew was asked if he "would do it again?"

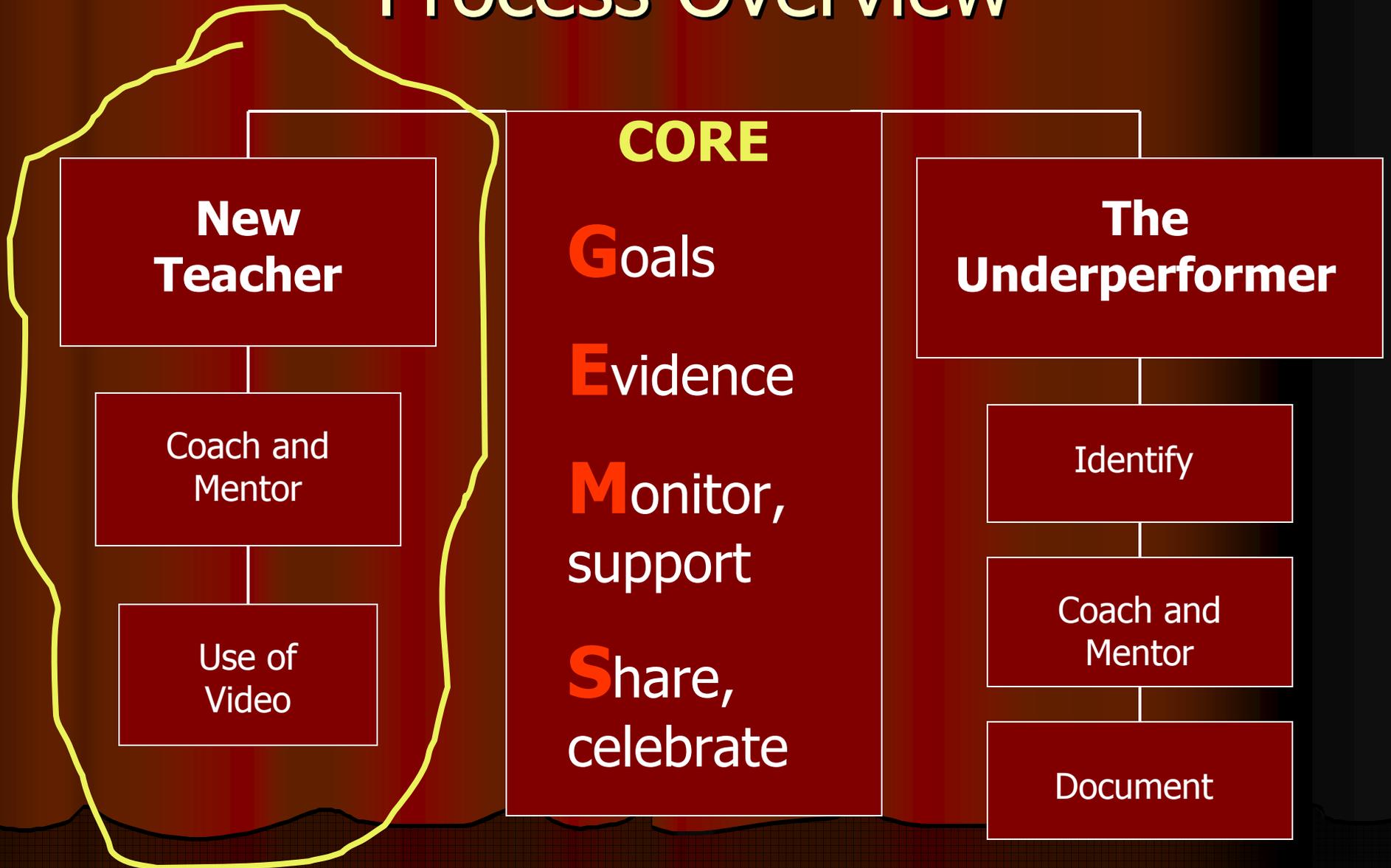
Andrew Clark

Michelle and Cyrce spoke of the total experience.

Michelle Sarsoza

Cyrce Mellor

Process Overview



The new or provisional teacher

- The **CORE** element
 - If on the alternative evaluation process
- Two formal classroom observation visits
 - Personal
 - Video
- Evaluation file
 - Report of the **CORE** element
 - Documentation of the classroom observations

Using Video

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

- As evidence for end of year showcase
- In lieu of classroom observations for new teachers
- Promotes reflective practice
- Benefits of retakes
- Recognition of difficulties

Video – Some Initial Reactions

Do not underestimate the possibility of finding resistance on the part of some teachers to video their teaching.

Michelle Sarsoza

Andrew Clark

Jewel Lee

Cyrce Mellor

You heard Cyrce Mellor say that doing video was “not for me.” But she changed her mind. Why?

Cyrce Mellor

Using Video – “Retakes”

One of the opportunities provided teachers is to allow them to retake their classroom videos if they are not satisfied.

Cyrce Mellor

**We asked her about the “retake” idea.
Here are her comments about that option*.**

*Listen for her students’
comments about “cheating.”

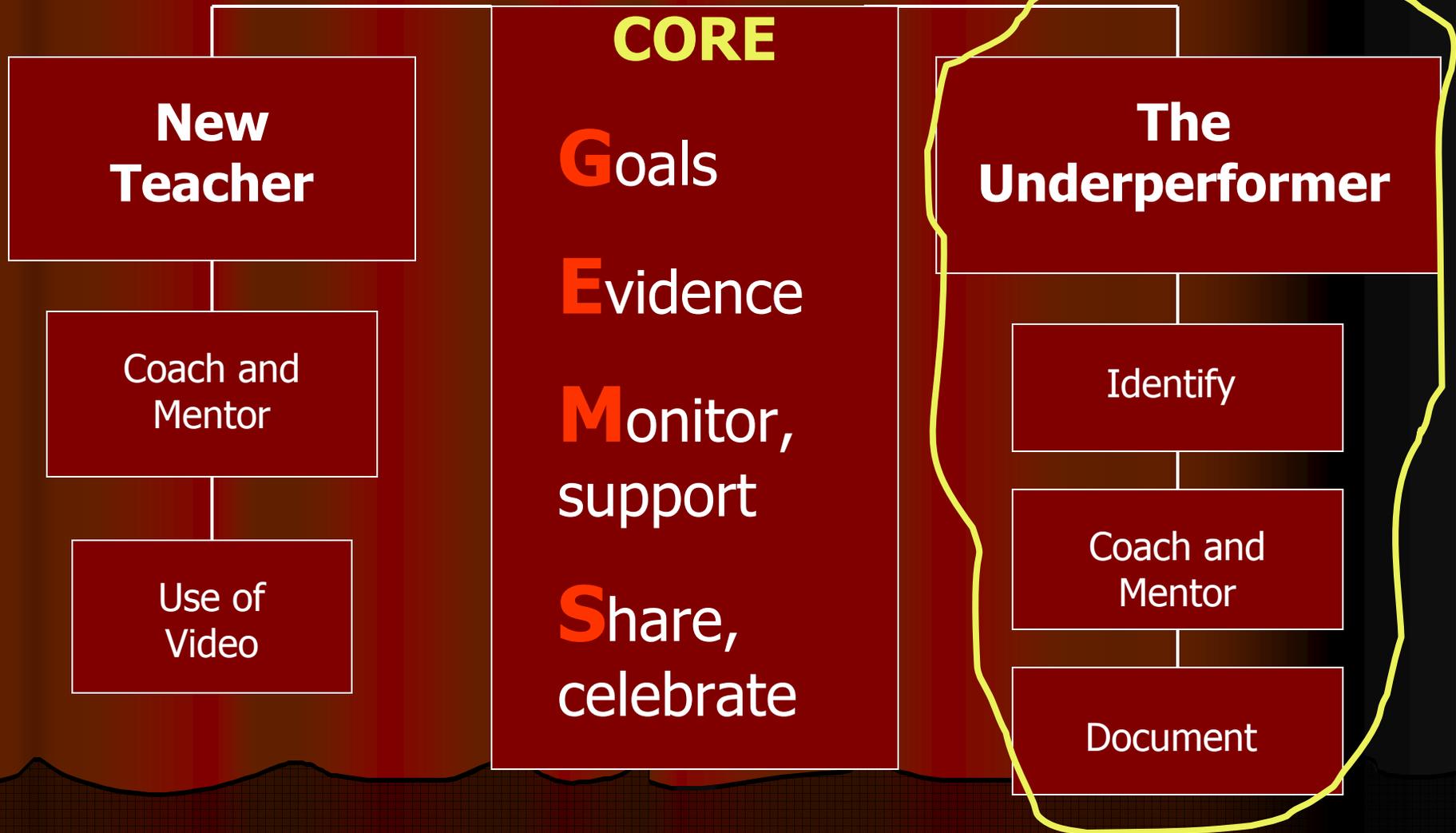
Video Results – Teacher Reflections

Having made videos of their classroom lessons, how do they value the experience?

Michelle Sarsoza

Jewel Lee

Process Overview



The underperforming teacher

This process will be as directive as needed.

- Identify
 - Due process element
 - Performance standards
- Coach and Mentor
 - Classroom visits if they would contribute to the resolution of this teacher's issues
 - Personal or video
- Document
 - Complete and appropriate file of documented evidence of the teacher's performance
 - Forms?

The underperforming teacher

This process will be as directive as needed.

- School system support

Documentation Tutorial