

1: Reconceptualizing Supervision and Evaluation

To express support for improved systems of teacher supervision and evaluation and provide recommendations for federal, state, and local policymakers to help schools ensure effective, fair, and meaningful teacher evaluations that improve their capacity to enhance the learning of the students they serve.

Just a month earlier, he and his colleague administrators had taken part in a professional development program that provided in-depth information and simulation activities in a process called Performance-Based Supervision and Evaluation PBSE. Gary had arranged for his teachers to have their own training in the process during the two professional development days in August. After the workshop, she had found Performance-Based Supervision and Evaluation even more appealing. To Marcia, the model made sense, connected with many of the best-practice recommendations she continued to hear and read about, and seemed realistic about the challenges of the classroom. But as much as the PBSE model appealed to her, Marcia was unsure about how to begin using it herself. She had thought about the model as she considered potential areas for professional growth, but the annual plan she was about to propose to her principal was more a reflection of her old habits than the new approach. In light of current events, this certainly seemed to be an authentic and appropriate consideration for social studies. It was part of the 8th grade curriculum and a topic that she found personally interesting. Economic globalization seemed to fit the bill. Marcia arrived at her meeting with the principal with a proposed professional objective in hand. When Marcia had finished explaining her idea, Gary smiled and took a breath. It was fully in line with the type of supervisory process he had used with staff members for many years. But it was not in line with the plan to implement Performance-Based Supervision and Evaluation. To bring Marcia on board, he would need to help her bridge the divide between past practices and the new approach: The State of Supervision and Evaluation Teacher supervision and evaluation is an important focus for principals and other administrators. Since the s, our body of professional knowledge on this topic has grown, supported by the work of Acheson and Gall , Goldhammer, Anderson, and Krawjewski , McGreal , Manatt and Manatt , Peterson , Stanley and Popham , Hunter , Eisner , Scriven , Stufflebeam , and other pioneers. We have come to understand more clearly the nature and importance of specific aspects of quality teaching, such as building on prior learning, effective questioning techniques, productive and intellectually challenging activities, and reinforcement of lesson objectives Marzano, We can identify student engagement, self- and peer assessment, and the opportunity for children to work collaboratively as important components of effective classrooms. Most classroom teachers believe that both children and adults need to take an active role in their own learning. This focus is evident in the typical pattern of supervision and evaluation: This traditional process is not without merit. One-on-one goal discussions with a supervisor help teachers understand what school leaders believe to be important for professional growth. The traditional process also provides performance feedback and underscores that teachers are accountable for the work they do with students. The Call for an Alternative Model So why revisit supervisory practices? Why do we need a different paradigm for teacher evaluation? Here are some reasons to consider. The focus in education has shifted from the centrality of teaching to the importance of student learning. Over the past 10 years, this idea has been embraced not only by educators, but also by parents, communities, and legislators. The now-widespread use of content standards as benchmarks for student learning is a prime indicator. National professional organizations, state departments of education, and many local school districts have identified and publicized what students should know and be able to do at each grade and within grade clusters for many of the content areas. We live in an age of ever-greater accountability. There is near-ubiquitous sentiment that educators need to demonstrate through performance that their efforts are resulting in student learning. Educators are expected to be able to prove that students are learning what they need to know at challenging levels of understanding and as a result of what and how teachers are teaching. Education literature and professional development initiatives are increasingly focused on data-based decision making. For the classroom teacher, data-based decision making means looking at student work carefully and analytically and using the findings to inform instructional planning. Yet, many teachers have not received the training they

need to confidently examine student work from an analytical perspective. During traditional classroom observations, supervisors are the persons collecting data: Outside of any pre- and post-observation conferencing, teachers rarely participate in analyzing and drawing conclusions from these data or, more importantly, from student performance data. Once classroom teachers become familiar with and even expert in effective teaching strategies, they usually maintain their proficiency but are less likely to continue refining their practices and striving for further improvement. Traditional teacher supervision and evaluation may not explicitly link instruction and student learning or provide for differentiated instructional contexts. However, to make a real difference in student learning, supervisors and teachers must follow a more strategic and contextualized process. Traditional methods of teacher evaluation rarely help teachers make a direct link between their professional growth and what the standardized test results and school improvement plan indicate are the real student learning needs. Will it benefit them when they encounter standards-based assessments? Will it help the school achieve its overall improvement goals? Linking the work of many faculty members through the focused goals of the school improvement plan helps create a sense of professional community in which members from diverse curriculum areas can contribute to the growth of all students.

Overview of Performance-Based Supervision and Evaluation

The process of supervision for learning described in this book offers both teachers and their supervisors the opportunity to work together to improve student learning. It draws on assessment research Darling-Hammond, ; Iwanicki, ; Peterson, ; Stiggins, and extends best practices in teacher supervision and evaluation in the following ways: It focuses more on instructional results than instructional processes. It emphasizes setting meaningful and achievable professional goals, measured in terms of improved student performance. It asks educators to individually and collectively analyze student work, and use these data to address learning needs in areas of essential knowledge and skill throughout the curriculum. It asks teachers to design focused interventions to strengthen and enhance student learning in the target area. It asks teachers to develop a plan for continuing professional growth that is related to the focus for improved student performance and that further establishes them as role models of lifelong learning. It requires teachers to use evidence of student performance to demonstrate that learning has taken place. It asks them to make different decisions and use different procedures; to focus narrowly and deeply on content related to essential learning; and to commit to improving their diagnostic and problem-solving skills along with their instructional skills. They are organized into six phases, or distinct components, of a full cycle of teacher growth. This is the process by which the teacher begins to collect information about student learning needs and to develop an emerging idea for a clear, narrow, and standards-based area of essential learning as an appropriate focus for an improvement objective. The teacher and supervisor analyze student data more deeply and finalize the focus and details of the improvement objective and the professional development plan. The teacher begins to participate in professional development and to implement strategies that support student learning, making necessary adjustments as the process unfolds. At mid-year, or another appropriate midpoint, the teacher and supervisor review progress to date, examining artifacts related to teacher initiatives and, if possible, student work, and modifying the plan as needed. The teacher continues to carry out the professional development plan and deepens learning related to student needs by using more refined assessment methods to inform instructional decisions. At the end of each cycle, the teacher and supervisor review evidence linking teaching strategies to student learning outcomes, and develop written reflections that detail teacher growth and suggest ideas for further development in the next cycle. At first glance, the Criteria of Excellence resemble a traditional cycle of teacher supervision and evaluation: That said, they are distinguished by two important purposes: The Criteria of Excellence establish a clear process for supervision and evaluation, offering a generally sequential roadmap for the teacher and supervisor to follow throughout their work together. The chapters that follow offer a more detailed portrait of how the Criteria of Excellence work in practice, with special emphasis on the Teacher Preparation, Initial Collaboration, and Summative Review Phases. The Initial Monitoring Phase, Mid-Cycle Review Phase, and Secondary Monitoring Phase, while less fully detailed in this text, contribute to the cycle of professional growth by providing an opportunity for the teacher to acquire and apply new learning, collect and analyze student performance data, and receive formative feedback from the supervisor and perhaps other resource personnel as well. They are a clear guide for the work of the teacher

and supervisor, but they are not prescriptive. While working within any phase of the Criteria, the teacher and supervisor may decide that the teacher needs additional professional learning to achieve full competence for any specific indicator. However, it may not be necessary for the teacher to be fully competent with every indicator in sequence before she participates in other activities outlined in the Criteria of Excellence. For example, although a teacher may be working on the preliminary skills of identifying essential areas of learning and analyzing student performance data associated with indicators in the Teacher Preparation Phase, she will still create a plan for professional development associated with indicators in the Initial Collaboration Phase and go on to review new learning and accomplishments with her supervisor at mid-cycle and end-of-cycle conferences associated, respectively, with indicators in the Mid-Cycle and Summative Review Phases. KEYSTONE Performance-Based Supervision and Evaluation gives teachers a higher degree of control over the evaluation process as they work on a self-selected improvement objective aimed at bringing their students to higher levels of knowledge and understanding. In doing so, they determine not only what teaching and learning data will be the focus of their professional reflections, but also the agenda for supervisory discussions. As you will see, all three educators work most directly with their primary supervisor, the building principal. Proximity suggests that this administrator will be in a strong position to communicate easily with the teacher, observe her work firsthand, and offer appropriate guidance. In these cases, a district administrator with expertise in the targeted content area may well serve as the primary supervisor. Some districts implement these plans to the letter; others treat them more as loose guidelines. They become an opportunity for the supervisor to collect related data, to observe for specific elements of effective teaching, and to offer focused feedback. The model supports collaboration and collegial discourse about student learning and is directly linked to the school improvement process. PBSE is appropriate for use with teachers and administrators at all stages of their careers; specific growth targets and interventions can be differentiated according to individual learning, group, or team needs. Make no mistake about it: For this process of supervision and evaluation to be successful, both teachers and administrators need to study the process, work through the phases, and support each other in the effort to improve student learning. Nonetheless, the potential rewards are great: Our students deserve nothing less. No part of this publication— including the drawings, graphs, illustrations, or chapters, except for brief quotations in critical reviews or articles— may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from ASCD. Requesting Permission For photocopy, electronic and online access, and republication requests, go to the Copyright Clearance Center. Enter the book title within the "Get Permission" search field. To translate this book, contact permissions@ascd.org. Learn more about our permissions policy and submit your request online.

2: Pages - Chapter 8: Teacher Professional Growth, Supervision and Evaluation

First, as with any initiative in education, effective teacher supervision and evaluation starts with school leadership. Both district and school leaders are the lynchpin to ensure teacher.

Guidelines for Evaluating Teaching Introduction Just as there is no simple system for evaluating the quality of faculty research, there is no simple system for evaluating the quality of faculty teaching. However, by thinking carefully about the purposes of evaluation, and by crafting multiple methods of evaluation that suit those purposes, one can devise evaluation systems that are reliable, valid, and fair. Equally important, the process of discussing and crafting evaluation systems focuses attention on the practice of good teaching and helps to create a culture in which teaching is highly valued. Some Principles of Teaching Evaluation Multiple methods. The most important consideration in teaching evaluation, both for improvement purposes and for personnel decisions, is the use of multiple methods of teaching evaluation involving multiple sources of data. Faculty, departmental and school responsibilities. To ensure that the evaluation system adopted is credible and acceptable, faculty members must have a strong hand in its development. Before departments and schools adopt teaching evaluation systems, the faculty members should determine their criteria for effective teaching. Departments and schools can then take responsibility for developing their own evaluation methods and evaluation criteria. Since different disciplines require different methods and settings for instruction, they require different methods and criteria for evaluation. This is also true for interdisciplinary instruction. Teaching evaluation systems can be flexible to accommodate diversity in instructional methods e. To promote compatibility within the university, standards should be reviewed, understood, and accepted by all groups involved in the promotion and tenure review process. Effective teaching evaluation must be individualized. A uniform system discriminates against some individuals, so a plan sensitive to individual variation should be developed. Consideration can then be given to changes in emphasis and interest that will naturally occur in an academic career. What may be assessed. Teaching evaluation has as its central element the assessment of the quality of classroom instruction. Since teaching includes activities broader than classroom instruction, evaluation of teaching must assess more than classroom performance. While departments and schools may identify additional items, among the teaching activities that may be assessed are the following: Some Sources of Data for Evaluating Teaching: Students, Colleagues, and Self-Reflection Students: Multiple Sources End-of-course rating forms and written comments. Generally, students are able to report on the extent to which a teacher appears prepared for class sessions, communicates clearly, stimulates interest, and demonstrates enthusiasm and respect for students; research shows that student responses on these dimensions are valid and reliable. Generally, students are less able to judge the knowledge of the instructor or scholarly content and currency of a course. When using student ratings for personnel decisions and teaching improvement, institutions often include the following among their guidelines: Questions about instructors and courses should be relevant. They should fit the instructors and courses being evaluated. Multiple sets of ratings of faculty courses over time should be considered; personnel decisions should be influenced only by ratings from several courses over several terms. Because global ratings of the teacher or course tend to correlate higher with student learning than do more specific items, personnel decisions should rely more on global items e. Comparative data such as departmental, school, or institutional norms should be provided so that individual evaluations can be interpreted within a meaningful context. For example, information about course characteristics e. When results from student evaluation forms are used in personnel decisions, it is essential that standardized procedures for administering the forms be followed. Procedures should indicate who will distribute, collect and return questionnaires; when the evaluations should take place; and when the evaluation results will be made available. Student rating results should be considered in personnel decisions only when most of the students in a class have completed the surveys. The use of optional items chosen by the instructor customizes and makes the forms more useful for teaching improvement purposes. Rating forms should include open-ended questions so that students can write their own comments. Written comments are particularly helpful in improving classroom performance. A knowledgeable colleague or teaching improvement consultant

should be available to discuss evaluation results with individuals in order to help them interpret scores, provide encouragement, and suggest teaching improvement strategies. Alumni letters and surveys. Many institutions request information from recent alumni e. Alumni have the additional advantage of being able to judge the relevance of course work to their present situation. Focus-group interviews, exit interviews, and surveys of students. Interviews can provide a depth and breadth of information, elicit unanticipated responses, and allow for clarification of student satisfaction and concerns. Mid-course and periodic student feedback. Feedback from students throughout the term is particularly helpful for teaching improvement purposes. Faculty may ask students to provide informal assessments of their teaching effectiveness at mid-semester by means of focus-group interviews with teaching consultants or through the use of student rating forms, especially ones that include open-ended questions. Throughout the term, faculty also may invite students to comment informally -- perhaps by e-mail or by writing short evaluations at the end of a class period. Mid-course feedback should not be used for summative evaluation unless an instructor chooses to include the feedback in a teaching dossier. Evaluation of student learning. Throughout the term, faculty members may act as "classroom researchers," gathering measures of student learning in order to improve their teaching. Faculty may also wish to provide examples of student learning as evidence of their teaching effectiveness for personnel decisions. Peer Review In most institutions, faculty and administrators have relied on student ratings of teaching effectiveness for teaching improvement purposes and for personnel decisions. Now, however, surveys about how teaching is evaluated on college and university campuses demonstrate an increase in use of faculty colleagues as raters of teaching effectiveness. Colleague review of teaching can play as significant a role as does peer evaluation of research. Colleagues who have expertise in the discipline being taught and training in what to observe can provide important evaluative information through classroom visits and review of course materials and instructional contributions. Evaluation of classroom teaching -- Colleagues can provide important evaluative information through classroom visits. There is consensus that peer observation has enjoyed more success as a strategy for teaching improvement than for personnel decisions. When used for personnel decisions, it is important to have explicit criteria by which colleagues make evaluations. A standardized observation form will yield systematic and comparable data, especially if participating faculty are trained in what and how to observe. The evaluation process is enhanced when, prior to classroom visits, colleagues review the syllabus and course-related materials and discuss course goals and class objectives with the instructor. Evaluation of course materials -- Colleagues can evaluate course materials, such as syllabi, textbooks, handouts, assignments, graded exams, graded papers, etc. Examination by colleagues offers several advantages: It properly uses faculty expertise, can be done in a reasonable period of time, and can be done anonymously just as is done with peer review of research. It is also appealing because it can be used for both personnel decisions and for teaching improvement purposes. Teaching Dossiers The development of a teaching dossier or portfolio is a method that allows individuals to collect and display multiple sources of information regarding their teaching effectiveness for examination by others. It contributes both to sound personnel decisions and to the professional development of individual faculty members. The purpose of the dossier will drive decisions about format and content. The purpose will also guide decisions about what materials will be reviewed and by whom. There is no single prescription for how a teaching dossier should be structured or what specific information it should contain. Each unit will need to decide what is important and relevant. Units might want to consider including information in the following three areas: The background of the faculty member. The dossier may contain reflective statements by the faculty member on the development of and changes in his or her teaching philosophy, strategies, and objectives; efforts to evaluate and improve teaching and changes resulting from having done so; ways in which he or she has kept up with the professional field in areas related to teaching performance; and his or her future teaching goals. The environment in which the faculty member works. For example, the faculty member may describe his or her current expectations regarding distribution of effort among teaching, research, and service activities; include a list of classes taught; discuss important details about these classes that may affect teaching, such as class size and the characteristics, abilities, and motivations of the students; and provide a list of other teaching-related responsibilities and accomplishments. The faculty member may provide the following: Concluding Remarks

Evaluation of teaching is not a science; there is still much to learn. However, as indicated in this brief set of guidelines, there is already a considerable body of knowledge about teaching evaluation. The academic community has a strong incentive to add to that knowledge since we will not be able to recognize and reward teaching adequately until we craft a better system for evaluating it. Selected Bibliography Benton, S. Challenging misconceptions about student ratings of instruction. Enhancing teaching and determining faculty effectiveness. A handbook for college teachers 2nd ed. Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees. Studies in Educational Evaluation, 54, Capturing the scholarship in teaching. American Association for Higher Education. How administrators can improve teaching: Moving from talk to action. The teaching portfolio 2nd ed. Anker Publishing Company, Inc.

3: EVALUATION IN SUPERVISION - School of Education - Syracuse University

This rubric is a tool for self reflection and goal setting and the basis for the Supervision and Evaluation process WCSU Professional Teaching Standards.

The evaluation process must reflect the central importance of the Teaching Quality Standard and be consistent with Alberta Education Policy 2. The evaluation process must be reasonable and in keeping with procedural fairness and the rules of natural justice. These include the following: The teacher knows the expectations of the position. The teacher receives written notification that an evaluation of professional practice is to be undertaken and the reasons for it. The teacher is a full participant in the evaluation process. The basis for the evaluation process is identifiable data which is made available to the teacher. The teacher is made aware when expectations of the position are not being met. This includes copies of any notes or letters. The teacher is provided with appropriate assistance and time to address any identified performance deficiencies. The teacher understands the possible outcomes of a failure to improve performance. The evaluation process is consistently applied to all teachers recognizing that expectations for the beginning teacher may not be as rigorous as those of an experienced individual. Effective systematic communication is a key component of fairness in any evaluation process, where the evaluation process is conducted in a cooperative and supportive climate that fosters mutual trust. The teacher has the right to consult with the Association during any part of the evaluation process. Teacher Growth, Supervision and Evaluation Policy The policy reflects a major change in philosophy about supervision and evaluation. It reflects a professional model based on teacher growth rather than teacher deficiency. The policy takes seriously the professionalization of teaching. Basic Positions There is an assumption of teacher competence. Professional growth is a major focus of the policy. All teachers are required to create individual professional growth plans. Teachers who do not hold a continuing contract or permanent certificate will be evaluated. Supervision is a fundamental component of the policy and is pivotal to its success. Growth Teacher professional growth means a career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard. Teachers employed under probationary or continuing contracts are required to complete an annual growth plan. The teacher is required to submit his or her plan for review or approval. At the end of the year, the completed plan is reviewed. Responsibility for receiving and reviewing growth plans may be delegated to a body of teachers. Unless a teacher agrees, the content of an annual growth plan shall not be a part of the evaluation process of a teacher. A teacher who does not complete a plan may be subject to discipline. A fundamental component of the policy is ongoing supervision of teachers by the principal or superintendent including providing support and guidance to teachers, observing and receiving information from a variety of sources about the quality of education a teacher provides to students and identifying the behaviors or practices of a teacher that are not in keeping with the Teaching Quality Standard. Teachers should be willing to receive collegial advice and assistance. Evaluation Evaluation means the formal process of gathering information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the Teaching Quality Standard. The evaluation of a teacher by a principal or superintendent may be conducted under any of the following circumstances: Upon the written request of a teacher For the purpose of gathering information related to an employment decision For the purpose of assessing the growth of the teacher in specific areas of practice When, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the standard On initiating an evaluation, the principal or superintendent shall communicate explicitly to the teacher the reasons for and purposes of the evaluation; process, criteria and standards to be used; timelines to be applied; and possible outcomes. The notice of remediation describes the required change in behaviour or practice; strategies the teacher is expected to pursue; how it will be determined whether the required changes have been made; applicable time lines; and the consequences of not achieving the required changes. Following the notice of remediation, the following steps are recommended: A program of assistance is offered to the

teacher. The principal provides feedback to the teacher on concerns raised during supervision. The principal provides guidance, support and assistance to the teacher to address concerns identified through supervision. The teacher demonstrates improvement or the teacher seems unable to respond to the assistance and suggestions offered during supervision. The principal meets with the teacher to discuss the concern or evidence that the teaching may not meet the Teaching Quality Standard. This meeting may result in the teacher continuing under the supervision process or a written notice of evaluation being given to the teacher. The principal and teacher meet to discuss and draft an evaluation plan. Appropriate time is provided to carry out the evaluation as described in the evaluation plan. The principal writes and presents the evaluation to the teacher who has the opportunity to append notes to the report. The evaluation report may recommend one of three options: The teacher, having met the expectations of the Teaching Quality Standard, continues in the supervision process. The evaluation timeline is extended with specific actions outlined. The teacher is issued a Notice of Remediation because the evaluation shows that the teacher did not meet the expectations of the Teaching Quality Standard. The program of remediation as outlined in the remediation plan is implemented. Evaluation at the end of the remediation process may result in:

Reasons for the initiation of an evaluation of a teacher on continuing contract can be quite diverse but they should not be frivolous, petty or vindictive. In short, they must first be professionally defensible. A single complaint about a teacher should not, as a matter of course, start an evaluation. A series of complaints or a complaint accompanied by other concerns may be sufficient. Professional Practice Review Process The Teaching Profession Act, section 4 b vii , provides for the Association to assess the professional competence of its members by means of a practice review process provided for in the bylaws of the Association. Any individual can make a complaint to the superintendent regarding the practice of a teacher. Before proceeding to a formal investigation, the superintendent must meet with the complainant to determine the nature of the complaint and to ensure that the complainant has made reasonable attempts to address the matter with the teacher and principal concerned. The superintendent must also gather details to determine if the complaint is appropriate to the practice review process and if the actions occurred less than two years prior to the complaint being made. In many instances, when a concern is raised, the superintendent can resolve the matter informally by meeting with the complainant to discuss possible solutions that would be acceptable to all the parties involved. If the complainant believes that it is necessary to proceed to a formal complaint under the Practice Review Bylaws, he or she must submit a written, signed complaint. In cases where there has been no complaint submitted by another person, but the superintendent has reasonable grounds to question the professional competence of a teacher, he or she may initiate an investigation in accordance with the bylaws. Making a Complaint 10 1 Any person may make a complaint concerning the professional competence of a teacher with respect to teaching students. The superintendent must also ensure that the provincial Teacher Growth, Supervision and Evaluation Policy 2. If the superintendent decides that an evaluation is to be conducted, the process for that evaluation must also be in accordance with the provincial Teacher Growth, Supervision and Evaluation Policy 2. Investigation 11 1 Subject to section 10 4 , upon receiving a complaint under section 10 1 or upon initiating an investigation under section 10 6 , the superintendent shall investigate whether the investigated teacher is meeting the Teaching Quality Standard and shall advise the complainant, if any, and the investigated teacher that an investigation is being conducted. Following an investigation arising out of a complaint, the superintendent will advise the complainant and the investigated teacher of the outcome of the investigation. A copy of the notification to the complainant shall be provided to the Executive Secretary. When the superintendent, whether acting on a complaint or not, concludes that a teacher is not meeting the requirements of the Teaching Quality Standard, that the Teacher Growth, Supervision and Evaluation Policy 2. On receiving such a referral, the executive secretary of the Association must order a hearing. As is the case during the investigation process conducted by the superintendent, the teacher, if he or she so requests, may be represented at the hearing by the Association in accordance with Association guidelines. Representation Before the Professional Practice Review Committee 16 1 The investigated teacher, the Association and the hearing committee may each be represented by counsel or an agent at a hearing before the hearing committee. The Practice Review Bylaws provide for the establishment of three committees, which have distinct roles in the process. The Professional

Practice Complainant Appeal Committee is composed of at least three persons—two to four Association members and one member of the public—who receive representations from the complainant on those occasions when the superintendent has determined that the matter should not be referred to the executive secretary for further action. The Professional Practice Review Committee is composed of not fewer than seven Association members and three public members. The Professional Practice Appeal Committee consists of not fewer than three and not more than five Association members and one public member. The committee hears appeals of decisions by hearing committees. In the hearing itself, all evidence is taken under oath and must, in general, conform to the rules of evidence as they would apply to other legal proceedings. Witnesses may be subpoenaed and compelled to attend. If the investigated teacher, after having been served an appropriate notice of hearing, fails to attend, the hearing committee may proceed in the absence of the teacher and act, decide and report on the matter in the same way as if the investigated teacher were in attendance. Proceedings in Absence of Investigated Teacher 23 A hearing committee, on proof of service in accordance with these Bylaws of the notice of hearing on the investigated teacher may: A teacher may voluntarily request the cancellation of his or her teaching certificate by the registrar. The practice review process goes beyond employment. Before finalizing a report, the evaluator should arrange for a discussion with the person concerned. This discussion should be solely between these two people. A copy of a report by any person should be given to the person reported on before it is sent to anyone else. The person about whom a report is written should have the right to comment on it and submit it to the author of the report. The author of the report should file both the original report and the commentary jointly, or subsequently file a copy of the commentary, with all parties who received a copy of the report. Code of Professional Conduct 14 The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report. In conclusion, it must be remembered that related policy and relevant clauses of the Code of Professional Conduct make certain demands on a principal with respect to relationships with staff members. They make equivalent demands of a teacher, and principals have every right to expect to receive the same professional courtesies that they are required to extend.

4: Marzano Teacher Evaluation - Teacher Evaluation for Student Achievement

*Teacher Supervision and Evaluation [James Nolan Jr., Linda A. Hoover] on www.enganchecubano.com *FREE* shipping on qualifying offers. This concise new edition equips teachers with the knowledge and skills needed to transform teacher supervision and evaluation into a powerful vehicle for maximizing growth and enhancing student learning.*

In order to enhance the professional functioning of the supervisee and assure quality of care, the supervisor constantly monitors and provides feedback regarding supervisee performance. As important as evaluation is to supervision, both supervisors and supervisees may find it stressful. Supervisors are charged to balance an understanding of individual differences in conducting counseling sessions with the notion of competent practice as ascribed by the profession. The supervisor utilizes two general methods of evaluation: Formative Evaluation Formative evaluation is the process of facilitating professional development through direct feedback. Formative evaluation is part of the foundation of supervision. The supervisor constantly monitors and provides feedback regarding supervisee performance. Because formative evaluation is consistent and tends to focus on process and progress, rather than outcome, it tends to be less stressful and threatening for both the supervisor and supervisee. Hawkins and Shoet recommend that formative evaluation be:. Supervisor needs to be clear about the message being delivered. The feedback that supervisors give is their rooted in their own perceptions and is not ultimate truth. Feedback should be given regularly and in a timely fashion. A balance of negative and positive feedback should be created over time. Generalized feedback is difficult to learn from. Positive and negative evaluations should be accompanied by specific examples. When supervision is linked to practicum or internship experiences, summative evaluations typically occur at the mid-point and end of the experience. The summative evaluation process tends to cause more stress for the supervisor and supervisee. By definition, summative evaluation should be the culmination of the evaluation process, if formative evaluation has occurred throughout the process, there should be no real surprises for the supervisee. In addition, more specific behavioral feedback may also be provided. Evaluation Process Considerations It is acknowledged that evaluation can be an anxiety provoking experience. There are steps that can be taken to facilitate a growth-producing experience. Supervisees students , instructors if part of practicum or internship , and supervisors should discuss grading and evaluation from the outset. The rationale for evaluation, criteria, and methods should be explicit. The supervisee and supervisor should share the responsibility for evaluation. Supervisors and supervisees could each complete evaluations separately, and then bring them together to compare impressions. Students in practicum and internship need to understand that clinical experience is fundamentally different from other academic work. Grades do take on a different meaning. Supervisees should communicate with their supervisors about any concerns they may have or ideas for improving supervision. Evaluation of the Supervisor In addition to the flow of feedback from supervisor to supervisee, part of on-going evaluation could include feedback from the supervisee to the supervisor. Attention to the process of supervision helps to facilitate a positive growth experience for all involved. In addition to regular feedback, supervisees should have an opportunity to evaluate the supervisor.

5: Guidelines for Evaluating Teaching | CRLT

An alternative model of teacher supervision and evaluation that fits the standards-based approach focusing on student learning was developed by Kim Marshall (, ,) and is based on increased classroom observations and reflective conversations with teachers.

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