Third Edition

Supervision
and Evaluation
of
Instructional
Personnel

A Guide for Principals and Supervisors

Norman D. Powell

About the Author

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What's new in the third edition

Educational practice is continually changing and this edition reflects some of those changes. The most significant changes focus on two themes.

Small Schools

Previous editions addressed primarily the role of the principal. This edition addresses the role and functions of both principals and conference supervisors. Strategies for the supervision of teachers in small schools are included, and the role of the teaching principal teacher is examined. Look particularly at two new chapters:

- Teaching Principals
- Using Video

Teacher Empowerment

This third edition focuses on some issues that pertain to empowering teachers to take more responsibility for their own professional growth and performance evaluation. Expanding use of teacher portfolios and the use of video techniques are explored. Look particularly at selected new or expanded chapters:

- Using Video
- Teacher Portfolios
- Teacher Fairs

Throughout this third edition, the term "supervisor" is used to describe the work of either principals or conference superintendents and associates.

Acknowledgements

In preparation of this third edition, special thanks are due the following individuals or groups:

Martha Havens

Martha is an associate director of education for the Southeastern California Conference with special responsibility for small schools. Martha has been developing strategies for empowering teachers to assume ownership in their own performance evaluation. Martha worked closely with the author specifically in developing strategies for using video-recording of lessons. Those strategies, included in this edition, have the potential to enhance the supervisory role of conference administrators as well as to empower teachers to take a greater responsibility in the professional development and teacher evaluation process.

Selected Pacific Union Conference School Leaders

- Deloris Trujillo, Superintendent
- Jerrell Gilkeson, Principal
- Ileana Espinosa, Associate Superintendent
- Denise White, Principal
- Bettesue Heid, Principal

These conference superintendents, associates, and principals took leadership in a pilot project designed to explore the possibilities for the use of teacher portfolios as an alternate form of teacher performance evaluation. The focus of the pilot was to explore the possibilities for designing a self-evaluation process appropriate for certain categories of experienced teachers. An expanded role for teacher portfolios is at the heart of this pilot. A report of this pilot is found in chapter 25, Teacher Portfolios, and chapter 30, Teacher Fairs.

Janet Mallery

Janet Mallery is Professor of Curriculum and Instruction at La Sierra University. She has conducted research with portfolios and provided the teacher portfolio documentation suggestions in this handbook.

Pacific Union Conference Superintendents and Associates

In preparation for this edition, the the author conducted interviews with the conference superintendents and associates of the Pacific Union Conference. Their insights were useful in the preparation of this edition.

Southeastern California Conference Superintendents and Associates

Charles McKinstry is Superintendent of Education for the Southeastern California Conference. He is also an attorney specializing in school law. He and his staff of associates provided useful suggestions and draft feedback for this handbook.

Using This Handbook

School principals, conference superintendents and associates 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.

The handbook focuses on two important aspects of instructional leadership: teacher evaluation and coaching for improved instruction.

Sections

The handbook is divided into six sections.

Section I includes philosophical and other issues related to teacher evaluation policies and practices.

Section II deals with evaluation criteria and evaluation data including determining what data can be appropriately collected and used in the evaluation process.

Section III focuses on the process of observing and analyzing instruction. Included are strategies for recording data using traditional observation methods and the use of video recording.

Section IV examines the coaching function of supervisors. Descriptors of effective teaching are explored in detail.

Section V is a new section in this third edition and explores evaluation policies and practices designed to empower teachers to take ownership for their professional development.

Section VI, the final section, examines the significant issue of summative evaluation. Processes, policies and written documentation are a part of this section.

Finding Information

There are two ways to find information in this handbook.

1. The user may find the topics of interest by pursuing a chapter-by-chapter approach.
   The Table of Contents provides chapter titles in sequence.

2. The user of the handbook may seek answers to specific questions posed throughout the handbook.
   The Table of Contents includes a list of frequently asked questions.

Table of Contents

Frequently Asked Questions

Preface

This book presents practical and pragmatic approaches to the real problems principals, conference superintendents, and associates face in their attempts to become effective instructional leaders.

Designed to be a "how to" book, the following pages explain and illustrate a step-by-step approach to designing and implementing an effective system of supervising and evaluating teachers.

Evaluation
Policies & Practices

Section I of this handbook explores the fundamental principles and policy issues related to teacher evaluation.

Purpose

The handbook has the following three purposes:

1. To provide a model for practice

This handbook provides principals, conference superintendents, and associates with a useful model for implementing a plan for supervising instruction and evaluating teachers.

2. To provide practical suggestions

This handbook provides useful suggestions and guidelines for helping instructional leaders become more effective in their practice of improving instruction and evaluating teachers. It is a "how to" book.

3. To provide suggested policies

Instructional leaders employed in the Seventh-day Adventist or other non-public school systems must operate under the policies of their organization. Often, those policies will provide enough flexibility to enable the supervisor to adapt existing or implement new policies in order to make the evaluation process more effective.

This handbook provides a basis for the design of supervision and evaluation policies for a school or system.

Philosophy

The models and suggestions made in this handbook are based on the following philosophical assumptions:

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.

Coaching for improved instruction and evaluation of teacher performance occurs for the purpose of helping teachers.

While school system requirements may at certain times impose other purposes, the improvement of teaching must remain the paramount purpose of teacher supervision and evaluation.

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.

Principals, conference superintendents, and associates have as a significant responsibility the monitoring of the instructional processes in the school.

Effective instructional leaders take an active role in monitoring the quality of the instructional processes. Effective monitoring will occur only if leaders have developed the necessary skills.

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.

Definitions

Instructional leadership incorporates many functions including instructional supervision, coaching, and evaluation. 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" will often be used as well.

Supervision of Instruction

Supervision of instruction is a term often applied to 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. Because the primary function of "supervision of instruction" is to assist teachers to improve their teaching, the term "coaching" is preferred in this handbook. Furthermore, the function of supervision of instruction is often mistaken for the more comprehensive function of teacher evaluation.

Coaching

The most important function of any instructional leader is that of assisting teachers to continually improve their teaching abilities. While evaluation also has improvement as a goal, coaching is often viewed more positively than is evaluation.

Evaluation of Teacher Performance

Evaluation of teachers is an administrative process 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.

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 on-going, 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 but relates to 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 period evaluation. Summative evaluation covers the full range of the evaluative criteria and the teacher's experiences during the year relative to those criteria.

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 view represents a misconception of what evaluation should really be.

Evaluation Model

As previously defined, evaluation is an ongoing process consisting of a number of events and activities. This process can be explained and described through an evaluation model, a very brief overview of which is presented here. This model is designed to take a full school year and occurs as frequently as the school or school system requires.

The process of teacher evaluation includes three identifiable phases: the planning phase, the data gathering phase, and the summative evaluation phase. Activities that should occur during each phase are described in this handbook.

The Model

Goal Setting Phase	Data Gathering (Formative) Phase	Summative Phase

Beginning of School Year

Evaluation Reports Due

Q

What aspects or phases does the process of teacher evaluation include?

A

The evaluation model used in this handbook is based on three distinct evaluation phases: the goal setting phase, the data gathering phase, and the summative phase.
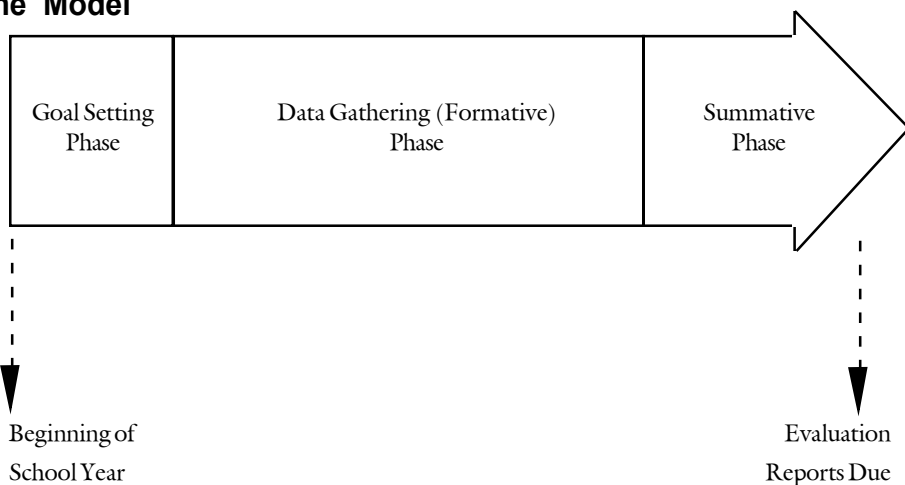
1. Goal setting phase
Events in the goal setting phase may take place even before school begins. See in particular, Chapter 6, Collaborative Planning.

2. Data gathering phase
The data gathering phase is ongoing, covers most of the year (or more), and is basic to objective evaluation. See Sections II through V in this handbook.

3. Summative phase
The summative phase should be designed to meet the system's policy requirements for evaluation. Data to be collected and prepared are described in Section II.

Teaching Principals

Q

Are teaching principals expected to supervise instruction or to evaluate teachers?

A

The roles of a teaching principal may differ from school to school Those roles must be clearly defined by the conference.

If a school is too small to support the hiring of a full-time principal, one of the classroom teachers is usually asked to assume the responsibility of local leadership.

Functions

Because of his or her teaching responsibilities, it is not expected that a teaching principal will assume all of the functions that are carried by a full-time principal in a larger school. Each conference must 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 instructional leadership 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.

Supervising instruction

Because the teaching principal also has classroom teaching responsibilities, release time must be provided if he or she is asked to assume any responsibility for making classroom observations.

If the teaching principal is asked to assume responsibilities for classroom observation and analysis, it is essential that appropriate inservice be provided.

Evaluation data

Information about teachers that may be related to performance evaluation 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 be responsible for the appropriate collection and disposition of these various data following the guidelines in this handbook. Such data include but would not be limited to written or oral complaints and documentation of classroom observations. 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.

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 are much more vulnerable to career damaging complaints because of the closeness of small school communities. Personality issues may form the basis for complaint. 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 unaware that such problems exist.

Avoiding 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 the summative evaluation documents make no 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.

Collaborative Planning

Q

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

A

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

Faculty Orientation

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 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.

If this plan of 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

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.

Early in the school year supervisors become aware of their teachers' performance through various sources of information. Even before the process of gathering evaluative data formally begins, the supervisor is getting information about teachers through such means 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

The information is informal in nature and, except in unusual cases, is not a part of formal evaluative communication, written or oral. However, the supervisor is building a conceptual basis for evaluative opinions that may need to be formalized at some time. These opinions may become the basis for the supervisor's input during this **collaborative** individual planning conference.

The following sections will assist the supervisor in preparing for and conducting this collaborative planning conference:
1. Instructional plans
2. Self-assessment
3. Professional growth goals

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 study.

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

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.

The discussion should also identify how this unit plan will affect what the supervisor looks for in classroom observations during the year.

Self Assessment

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 to prepare the teacher for the conference.

The philosophy statement of this handbook refers to the need for professional growth to be intrinsically motivated. Providing a self-assessment instrument to teachers can assist their introspection on their teaching performance. See in this chapter a sample of a self-assessment instrument for the teacher to complete and bring to the conference.

Q

To what extent are teachers involved in planning for their own evaluation?

A

The first step in formalizing the evaluation process is to conduct an individual planning conference with each teacher to be evaluated during the year.

Professional Growth Goals

Writing personal professional growth goals can help a teacher achieve a 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 plan. Administrative support for the teacher's goals must be an essential part of such a 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.

Another ingredient in such a plan is the professional development activities for the teacher that have been agreed upon and which will lead to the attainment of the professional growth goals. These, too, must be mutually agreed upon by the supervisor and the teacher.

This professional development plan will then contain

1. The teacher's personal professional growth goals,
2. The professional development activities necessary to support achieving the goals, and
3. The necessary administrative support promised.

Such a 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.

A suggested form for the Professional Development Plan follows.

Sample Form - Teacher Professional Development Plan

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: _____

Sample Form - Teacher Self-Evaluation

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 with students, families, and other audiences about student progress	1	2	3
I maintain complete and accurate student records	1	2	3

5. Developing as a Christian Professional Educator

I demonstrate a life style consistent with accepted Seventh-day Adventist standards	1	2	3
I demonstrate openly my relationship with Christ	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 families and communities to improve professional practice	1	2	3
I work with colleagues to improve professional practice	1	2	3
I fulfill adjunct duties as required	1	2	3
I maintain a professional appearance appropriate to my teaching assignment	1	2	3

Many different kinds of teacher self-evaluation forms are available. The form suggested here is based on the sample performance standards on pages 23-24. The form is not to be used in summative evaluation, but to assist the teacher in self-perception. Therefore it is useful but not essential that this form list exactly the same items as the adopted standards.

Frequency of Evaluation

Q

How frequently should teachers be evaluated?

A ————

Evaluation frequency is an issue of policy. Those kinds of policy issues are discussed in this chapter.

✔

Regardless of specific policies, all teachers should have some sort of periodic observation–even master teachers. "Observation," however, is not the same as "evaluation," as the handbook suggests.

In order to implement an evaluation plan, a school must develop a policy for the determination of teacher categories based on years of service and other considerations and frequency of evaluation for teachers in each category.

For most schools, the issue of frequency is answered in the conference policies or employment contracts.

A supervisor in a school or conference without evaluation policies should work with the governing board to see that such policies are established. Although this handbook is not designed to be a model for personnel or employment policies, the following example of policies relative to teacher categories and frequency of evaluation provides direction.

Frequency of Evaluation Policy Issues

This example does not include details necessary for the school or system's employment policy handbook, but it offers suggestions for the development of relationships between frequency of evaluation and employment categories.

Teacher Categories

New teachers

All teachers first hired in this school or system are generally placed on provisional status for three years. During these three years, the teacher shall be evaluated **annually**.

Teachers on regular appointment

Provisional teachers who have had three consecutive satisfactory evaluations shall become tenured teachers upon their fourth year of employment. This category of teachers is often referred to as teachers with "tenure." Tenured teachers might be evaluated **every second or third year**.

Probationary teachers

Any teacher who receives an unsatisfactory evaluation shall, upon proper notice, be placed in the succeeding year on "probationary" status. Teachers on "probationary" status shall be evaluated **annually**.

Master or mentor teachers

This teacher category is not often identified in terms of evaluation policies. To implement such a catetory, each conference would need to determine criteria for such a category. These criteria could include the following:

- Regular appointment
- A specified number of satisfactory evaluations
- Recognition as making outstanding contributions to the profession

A conference may choose to require teachers to apply and submit a portfolio to be evaluated for the purpose of receiving this category designation.

Evaluations for teachers in this category could be considerably less frequentand these teachers may even be put in charge of their own evaluation using a portfolio approach. (See Chapter 25, Teacher Portfolios.)

Two-tier Evaluation

Practitioners and researchers alike generally state that the primary purpose of evaluation is to help teachers grow. Since teacher growth is the fundamental purpose of formative evaluation, many wonder why, for most teachers, summative evaluation is even necessary. Most supervisors and most teachers do not like summative evaluation practices. Most or many would probably suggest that teacher growth does not frequently occur as a result. Summative evaluation practices are often considered by supervisors as an imposed and time expensive nuisance.

Given this situation, a two-tier evaluation has been suggested. The following two evaluation systems would be defined under such a practice:

Traditional "top-down" evaluation

Under the two-tier evaluation system, certain teachers, such as the following three categories, would continue to be evaluated by a traditional "top-down" practice.

- new teachers

  New teachers are defined by policy as those with less than a specified number of years in the system.

- probationary teachers

  This category of teacher are defined as those who have been identified as not currently meeting expected performance standards. Different districts would use different terminology to refer to this category of teacher.

- teachers on regular appointment

  Even though these teachers are now "tenured," they are generally still subject to traditional evaluation processes even though less frequently than new teachers.

Q

Must all teachers be evaluated by their supervisor?

A

Some conferences may choose a two-tier system of evaluation in which certain exemplary teachers are evaluated using a different model. This handbook defines a self-evaluation process that might be used effectively..

A self-evaluation process

Under the two-tier evaluation system, teachers whose performance has demonstrated a high level of teaching competence and professionalism may not be subject to traditional top-down evaluation. Rather, these teachers could be expected to take the initiative to demonstrate their own professional competence through a portfolio approach. (See Chapter 25, Teacher Portfolios, for a description of this process.)

Related policy issues

Schools and systems would need to have effective formative evaluation processes in place in order to monitor teacher and school effectiveness. In order to effectively implement such a two-tier evaluation system, some policy "triggers" would have to be set in place for identifying a teacher with previous satisfactory performance who is no longer performing satisfactorily. Such a teacher would need to be reclassified and subsequently subject to a summative evaluation process.

Due Process

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 considerations are listed as certain steps to be followed. These steps have been defined over time through the process of judicial law. A sensitive and 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, the following due process steps must be followed. 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 Steps

1. Specifically 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 areas with objective data, following the documentation guidelines described in chapter 11.

3. Provide remedies for the teacher in order to help that person improve. These remedies should include provision for inservice 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.

Q

What procedures should be followed when dealing with ineffective teachers?

A

In dealing with a teacher with problems, or one who does not perform up to the school or conference's expectations, certain due process steps must be followed. These steps must be taken and documented before any administrative or punitive action for incompetence may be taken against a teacher.

NOTE:

No administrative action should be taken until compliance with these steps has been assured.

These five steps are based on generally accepted process in dealing with teachers as well as with other kinds of employees. However, district policies and state laws may be much more explicit in terms of steps, details, and time frames than these five steps indicate here. The school's or conference's human resources department may specify more specific due process steps that are required.

Evaluation
Data

Section II of this handbook examines the issue of evaluation data. This section deals with the establishment of performance standards, handling evaluation information and effective and legally sound documentation.

Evaluation Criteria

A competent school leader will check the existing conference, district or 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:

Three Evaluation Criteria

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.

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 a teacher to perform for the benefit of the school or system is an appropriate area for 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.

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 performance expectations. These expectations might not agree with the expectations of members of the governing board.

Q

What criteria may be used for evaluating teachers?

A

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

Q

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

A

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

Because the governing board is that entity which holds the legal authority to make administrative decisions such as transfer, firing, reduction in rank, etc., it is the governing board which must establish the written performance standards for its teachers. Of course, the public school district must define its performance standards to fit within the parameters established by the state. Private school districts must determine which state guidelines, if any, apply.

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 evaluation.

The various states will most likely have adopted performance evaluation guidelines or performance standards. For example, the state of California has established the areas by which teachers are to be evaluated. Those areas are found in the California Education Code 44662. This law calls for teachers to be evaluated in the following performance areas:

Pupil progress
"*The progress of pupils toward the standards established . . .*"

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
"*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 performance standards for a school or system should conform to the following guidelines:

Professional soundness
The standards 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
The standards should be specific enough to be unambiguous, yet general enough to enable evaluators to make application to various educational settings and situations.

Broadness in scope
The standards should cover the range of professional expectations.

Reasonableness
The standards must be both reasonable and enforceable.

The quoted statements appear in California Education Code 44662

These provisions, of course, legally apply only to public schools in the state of California, but the outline can be useful in developing performance standards for any school or school system.

Sample Performance Standards

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.

1. Engaging and Supporting All Students in Learning

Teachers will:
1.1. Create a learning environment that engages all students
1.2. Connect learning goals with students' prior knowledge, life experience, and interests
1.3. Facilitate learning experiences that promote autonomy, interaction, and decision-making
1.4. Engage all students in problem solving and critical thinking
1.5. Promote self-directed, reflective learning for all students

2. Creating and Maintaining an Effective Learning Environment

Teachers will:
2.1. Create an environment that stimulates intellectual development
2.2. Create an environment that is conducive to moral development
2.3. Establish a climate that promotes fairness and respect
2.4. Promote social development and group responsibility
2.5. Establish and maintain standards for student behavior
2.6. Plan and implement classroom procedures and routines that support student learning
2.7. Use instructional time effectively
2.8. Maintain a physical environment that is clean, orderly, and safe

3. Organizing Subject Matter and Designing Learning Experiences

Teachers will:
3.1. Demonstrate knowledge of subject matter content and student development
3.2. Follow adopted curriculum and frameworks
3.3. Interrelate ideas and information within and across subject matter areas
3.4. Integrate faith with learning across subject matter areas
3.5. Use a variety of instructional strategies and resources appropriate to the subject matter
3.6. Develop and sequence instructional activities and materials for student learning

4. Monitoring and Assessing Student Learning

Teachers will:
4.1. Establish and communicate learning goals for all students
4.2. Collect and use multiple sources of information to assess student learning
4.3. Involve and guide all students in assessing their own learning
4.4. Use the results of assessments to guide instruction
4.5. Communicate with students, families, and other audiences about student progress
4.6. Maintain complete and accurate student records

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.

5. Developing As a Christian Professional Educator

Teachers will:

5.1. Demonstrate a life style consistent with accepted Seventh-day Adventist standards

5.2. Demonstrate openly their relationship with Christ

5.3. Create and maintain an environment that encourages students' spiritual development

5.4. Promote opportunities for student involvement in outreach activities

5.5. Establish professional goals and show initiative in professional development activities

5.6. Work with families and communities to improve professional practice

5.7. Work with colleagues to improve professional practice

5.8. Maintain a professional appearance appropriate to one's teaching assignment

5.9. Fulfill adjunct duties as required

The one who is "most like me" gets the reward.

Information Sources

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.

Out-of-class 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 up observations or investigations by the supervisor. Further details on documentation procedures are discussed later in this handbook.

Complaints are likely to come from such sources as:

Q

What are some of the data sources that can be used to obtain useful evaluation information?

———

A

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

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 registered.

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 or district governing board all may at times provide the supervisor with information about teachers. All such observations or complaints need to be investigated appropriately.

Documents

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.

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.

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.

Teacher Made Tests

The supervisor should examine teacher-made tests, if not regularly, periodically. Such tests provide valuable data about the degree to which teachers are holding students accountable to the established curriculum.

Pupil Progress Records

Performance standards will probably specify the school or system'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 district'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 Evaluations

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. Certainly, if student evaluation is used at all, it should be used only as **one** indicator of teacher performance.

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 in the teacher evaluation process, but 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.

On the next two pages two sample student evaluation forms appear. One is a form appropriate at the elementary school level, and the other form is appropriate for secondary level students.

Sample Student Evaluation Form - Elementary

		all of the time	most of the time	some of the time	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 tests 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

Sample 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

Documentation

Q

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

A ————

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.

During the data gathering phase, an ongoing documentation or evaluation file must be maintained. 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

Documents in the file may include
- 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

Any of these or other documents become, in fact, a part of the teacher's evaluation file regardless of the location of the file, or the places where files are kept. Therefore, it is wise, where practical, to keep all such documents filed in one place.

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.

Letter of Reprimand

It may be necessary for a supervisor to express in writing concerns about the performance of a teacher. At times, these written concerns may take on the serious aspect of a "letter of reprimand." The procedures used to write such a letter need careful consideration. In this chapter we look at the **evolution** of, or steps leading up to, the writing of such a document as well as the **criteria** for writing the document.

The evolution of a letter of reprimand

The decision to write a letter of reprimand should not be undertaken casually. Before a letter of reprimand is written, a carefully considered sequence of events should occur first.

Step 1: Working notes

A previous handbook recommendation that everything written about a teacher's performance should be filed in the same place has a notable exception. Frequently, verbal complaints or incidents observed about a teacher may be without basis. Until further clarification or information is obtained, the supervisor may be keeping notes on a calendar, note pad, or current activities file, but, if unsubstantiated, these notes should not be placed in the teacher's file.

Also, during the process of investigating a complaint or alleged inappropriate behavior, 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.

These kinds of informal reminder notes or observations may be called "working notes." Information on these working notes should eventually either be discarded or become an integral part of a written letter of reprimand.

Step 2: Verbal instructions

Once the supervisor has determined that an inappropriate behavior has occurred, unless the conduct is of a highly serious nature, the first step of the reprimand will be a simple verbal request to change a behavior or practice.

Whether such a request is put in writing will depend on the nature of the inappropriate conduct. However, in many 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.

An incidental memo should follow, or be accompanied by, a personal visit or conference with the teacher.

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.

Step 4: Letter of reprimand

Finally, where verbal requests and incidental memos have not resulted in appropriate changes in 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 or aggravating 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 help given

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.

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.

On the next page is a sample letter of reprimand, also adapted from the California School Leadership Academy manual, *Increasing Staff Effectiveness through Accountability:*

Sample Letter of Reprimand

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 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."

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.

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.

Inservice 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.

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

The facts

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.

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.

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.

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 given

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.

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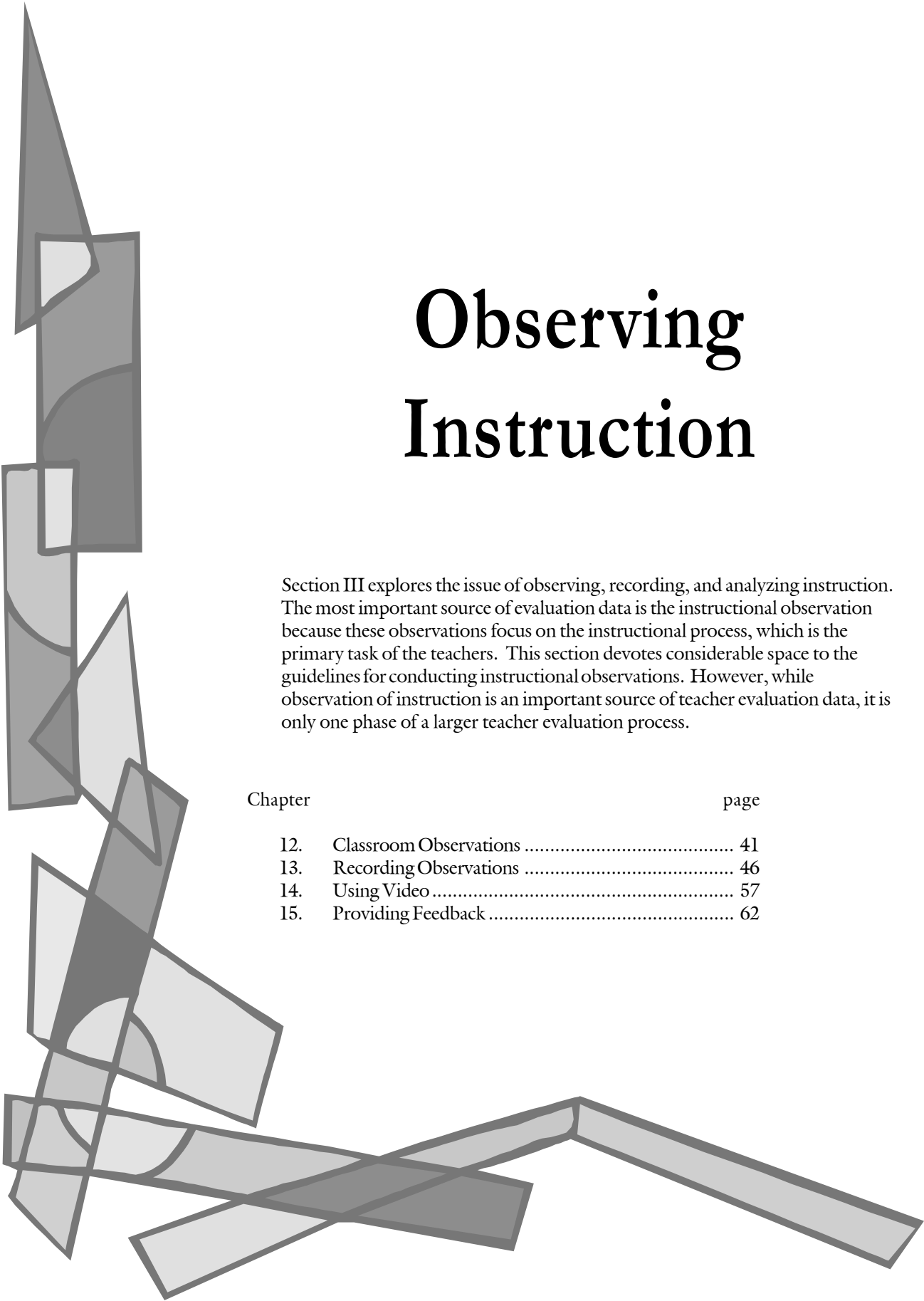
A copy of this memorandum will be placed in your personnel file in ten (10) days. You have the right to respond and to have that response attached to this document.

Signature

Signature _____ Date _____

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

"Help" may be instructions, suggestions, inservice, etc.

Observing Instruction

Section III explores the issue of observing, recording, and analyzing instruction. The most important source of evaluation data is the instructional observation because these observations focus on the instructional process, which is the primary task of the teachers. This section devotes considerable space to the guidelines for conducting instructional observations. However, while observation of instruction is an important source of teacher evaluation data, it is only one phase of a larger teacher evaluation process.

Classroom Observations

The practice of making classroom observations is frequently called **supervision of instruction**. The term "clinical supervision" is also used, but supervisors should avoid using that term since it refers to a specific model of instructional supervision.

Classroom observations focus on the teacher's instructional skills. In this handbook, classroom observations will be divided into two broad types, formal and informal. Each types of observation needs to be included in a plan of supervision of instruction.

Formal Classroom Observations

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.

Informal Classroom Observations

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. In the informal observation, the supervisor has 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.

Both the formal and the informal observations will be considered separately in this handbook in terms of specific purposes and practices.

Q

How important are classroom observations in the evaluation process

A

The classroom observation forms the heart of the supervisor's data gathering activities. Classroom observations generally take two forms, formal observations and informal observations. The procedures, roles, and functions of each will be discussed in detail.

Q

What is a formal classroom observation?

A ————

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

Formal Classroom Observations

Elements of a formal classroom observation

In planning a *formal classroom observation*, the observer follows these guidelines:

1. **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.

2. **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.

3. **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.

4. **Follow-up Conference**
   Follow the observation with a formal conference with the teacher. The primary purpose of all aspects of teacher evaluation is to provide 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 very limited value.

✓ Supervisors should do their best to prevent their presence in a classroom being disruptive to the normal flow of activities.
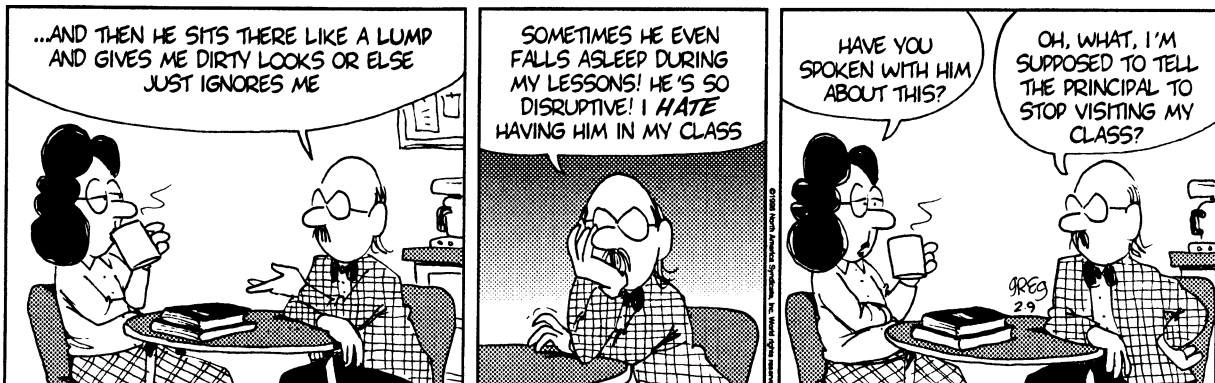
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Preparing for the Formal Observation

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-Conference

The need for a pre-conference is debated in the literature of supervision. Certainly a pre-conference, where the lesson is discussed with the teacher in advance so that the observer knows what to expect, has certain advantages. However, recognizing the time demands of supervisors, this handbook recommends an individual planning conference for each teacher at the beginning of the year (described in Chapter 6) to eliminate the need to have a pre-conference before each formal observation.

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

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

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 me with a written statement of your instructional objective 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   Confirmed - Supervisor

_____   _____

Q

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

A————

During the formal classroom observations the supervisor has the opportunity to "see the teachers at their best" and to see a complete lesson from beginning to end. However, it is also appropriate to see different kinds of activities through observation of a "cross section" of the teachers' activities and abilities. The informal observation provides this opportunity.

Informal Classroom Observations

Informal observations are not announced in advance, and they may be of different durations. Some informal observations may be for an entire lesson, some may be only a few moments in length.

In an informal observation, it is less important 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 any observation.

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.

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.

A **formal** classroom observation seeks to see the teacher demonstrate his or her best work in terms of lesson planning and presentation skills and to see an actual lesson demonstrated from beginning to end. In an **informal** classroom observation the supervisor still looks carefully at lesson planning and presentation skills, but additional emphasis may be on competencies such as

- classroom management skills,
- effective use of instructional time
- the degree to which teachers plan effective lessons when a visit is *not* anticipated.

Frequency of Observations

A school or system's evaluation policies should indicate the number of classroom observations to be included. Many public school districts have negotiated contracts that specify a maximum number and type of classroom observations that can be permitted. In the absence of such existing policies or contracts, the school or system may establish a minimum, or both a minimum and maximum number, of classroom observations.

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 system requiring a minimum of three formal classroom observations has a promising set of data to include in teacher evaluations.

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.

Recording Observations

Q

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

A ―――――

An important element to successful observation and analysis of classroom instructional episodes is the method used to record the events that occur during the observation. Several kinds of forms have been developed and used for recording observations. Many of these forms are either a check sheet or a rating scale.

Check sheets

A check sheet is usually a list of "look for's" 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.

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 method

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

The verbatim method of note taking suggests that the observer write a word-for-word verbatim 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 records

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.

A combination verbatim and narrative record

The most practical and useful note-taking method will probably be 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:

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.

Q

If I don't use a prepared form for recording classroom observations, what kind of notes do I take?

A

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.

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 comes from observation of a lesson by Timothy Anderson, 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.

The supervisor has also used the space at the far left to write abbreviations for the different steps in the lesson sequence. Other kinds of comments may be made in this margin during the taking of the notes.

	Timothy Anderson - 9th grade algebra - January 22
A.Set. Obj.	open your books to page 45. we have two new concepts to study today - exponents, roots
Input Model	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 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 $\sqrt{16}$
                8

what is 8x8?
                64

so   cannot be 8
what is 8x8?
                64

what is   ?

                4
yes

now someone do

        81 to the 4th root

right, Sheri, perfect thinking

$\sqrt[4]{16}$

check ? for under- stand	rest of class didn't understand so the t referred back to $\sqrt[4]{16}$ and did several easier examples. teacher went around to several desks to give some individual help to certain students. six students were passing around some candies. t then went back to board and wrote $$4(3-2+8)+2^2 - \sqrt[3]{27} +3.$$ t walked through the problem in sequence the students who were passing the candies quit, and paid attention any questions?
Ind (?) practice	now start your written assignment page 97, the even numbered problems
Guided ? practice	teacher gave individual help as needed

NOTES

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   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.

(notes continued on next page)

■ ■ ■ 50

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.

Commendations

Teacher appears to have a relaxed and comfortable rapport

Students appear to respect teacher.

Teacher gave positive recognition to correct or thoughtful responses.

Teacher avoided direct criticism of incorrect answers.

Teacher used effective voice control.

Questions to ask

Was there a reason why he didn't he present some correct models early before asking students for answers?

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.

Possible focus areas for remediation

lesson rushed with inadequate and somewhat unclear modeling and input lesson phase.

Sample #2

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

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

The supervisor has not used the space at the far left at this time. The analyses have been written at the end of the notes.

Philip Johnson - Grade 3, 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 on desks already.

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 well while t circulated

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

NOTES

Commendations

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

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?

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.

Possible focus areas for remediation

Lesson objective in terms of learner outcome, focused teaching, lesson planning.

Maintaining Objectivity

The record that the observer makes is a document. The document is not an evaluative document, but rather the document 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 is a simple statement of fact with no judgment or evaluative terms used. Notice the following examples of narrative statements.

Examples of objective statements

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.

Examples of subjective statements

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?

Analyzing the Lesson

Analysis of the lesson does require 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.

Analysis of the lesson should occur immediately after the lesson is over 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 earlier are the tools that can be used to analyze and make sense out of the lesson, using observational notes.

Effective use of these templates is based on the following essential prerequisites for the observer:

Knowledge base

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

Teacher needs

The needs of the teacher are more important than the needs of the observer. The observer recognizes that the teacher's needs in terms of improved instruction will vary according to a number of aspects such as training, type of students, type of lesson, etc. The observer will not focus on his or her own biases in terms of elements of effective teaching but will use those templates which are most relevant to the teacher's needs at the time of the observation.

Prioritization

If the teacher has a number of weaknesses, it is important not to discourage that teacher. Avoiding the temptation to ask the teacher to "fix" everything at once, the observer can be selective in mentioning areas for remediation. The templates provide a frame of reference for prioritizing and making recommendations that are based on these areas:

- Impact on learning

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

- Likelihood of remediation

  Of those areas where the teacher needs to improve, 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 that needs help today can be perfect tomorrow. Prioritizing can be achieved by using the two questions above to pick and choose the focus for efforts to help that teacher grow.

Q

What becomes of the notes taken during the formal observation?

A───────

The notes are

a. Used for an analysis of the lesson

b. Used as a reference during the follow-up conference (discussed in a different chapter)

c. Filed for future reference.

Using and Filing the Observation Notes

The primary purpose of the classroom visit and subsequent conference is to assist the teacher's improvement of instructional expertise. Keeping notes of the observations will enable the supervisor, when preparing for subsequent visits, to remember what it was that was observed on the last visit.

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.

In districts which define a period of time during which new teachers are given some temporary status such as "provisional" before reaching "permanent" or "tenured" status, the notes should remain in the teacher's file until the time or other requirements for ending temporary status have been fulfilled.

Using Video

Questions are often raised regarding the effectiveness of using video cameras to record teaching episodes. Isn't making a video recording easier than handwritten notes? Wouldn't a video be more accurate and objective than handwritten notes? This chapter will attempt to address these and other questions regarding the potential for the use of a video camera as a means of recording, for analysis, an instructional episode.

Benefits of video recordings

Video recordings do provide some advantages over traditional handwritten observation notes. A video recording will provide an unbiased record of a lesson.

Probably the greatest two benefits of video recordings are review and self-recording.

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. With a video recording, the lesson can be reviewed as often as necessary by teachers, supervisors, or others.

Self-recording

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 by simply using a tripod and presetting the video camera. This may position may limit the ability of the teacher to move around, but this problem can be addressed by training students to do the recording.

Teachers who self-record their lessons may share these videos by mail with a conference supervisor. This practice will enable supervisors to have more opportunities to view and analyze lessons.

Drawbacks of video recordings

Incompleteness

It is probably 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.

Q

Can video cameras be used instead of written notes to record instruction?

A

A video camera is an excellent tool for recording lessons. This chapter considers their value and their drawbacks.

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 regarding the use of video recordings.

Setup and technical issues

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

Video and teacher empowerment

In spite of some of the disadvantages noted above, video recordings have significant potential for empowering teachers to assess their own teaching for the purposes of professional growth.

Video recording by supervisor

In a traditional lesson observation by a supervisor, 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 teacher and supervisor may each view the lesson, either separately or together. The teacher will be more likely to analyze and self-assess without the supervisor needing to "point out" significant lesson events.

Self-recording

A video camera allows a teacher to record, review, and analyze a lesson without a supervisor involved. 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 use video-recording are more likely to record lessons that demonstrate their weak points since this offers more opportunity for self-assessment and growth.

Video and the conference supervisor

Probably the greatest potential value of the use of video recordings is for teachers in small schools and the conference supervisors who have responsibility for those teachers' supervision and professional growth.

Most conference supervisors have a heavy work load. Furthermore, 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 of the conference supervisor.

The use of video recordings holds two possible advantages specifically for the conference supervisor. Because of the travel and work-load issues, conference supervisors are limited in the number of classroom visits to the small schools. Given that the number of classroom visits may be limited, effective use of video recordings can increase the potential impact of each visit. Also, teachers may make their own video recordings and mail those recordings to the supervisor.

Professional athletes spend hours watching videos of their performances. Watching a video enables an individual to see things he or she is unaware of doing.

Suggested Procedures for using Video Recordings

The procedures suggested here have been designed 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 responsibility with the teacher.

Step #1. Supervisor and teacher establish goal(s)

Video recordings are most useful as an analysis tool when the teacher's goal for improving his or her teaching has 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) is 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. Teacher makes video of lesson.

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. Teacher views and critiques.

In this step, 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 introspection 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.

Step #4. Teacher sends video and self-analysis notes.

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

Step #5. Supervisor views recording and analyzes the lesson.

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 increased.

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

Repeated Recordings

Making multiple recordings over a period of days helps minimize the intrusive nature of the recording and may also help to provide a more meaningful and useful record of the lesson.

The quality of recording improves as the camera operator gets used to following the teacher and focusing on what is being taught and to whom. Repeated recordings help both teachers and students be more natural when the camera is recording.

Teachers can select the best video from among several or send 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. Also, some of the anxiety may be reduced as teachers recognize that they may have opportunity to submit more than just a single lesson record.

Technology issues

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

Equipment

The available technology in video-recording continues to advance. As of the date of this publication, the best choice for video camera equipment is a video camera that will record directly to mini-DVD disks. DVD disks can be easily mailed, provide the best viewing capability, and require the least technological capabilities and equipment on the part of the teacher. As of the publication of this handbook, Sony, Panasonic, and Mitsubishi produce digital video cameras with this capability.

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.

The supervisor will need to have a DVD viewer. This viewer can be installed in the supervisor's computer or the supervisor may choose to purchase separate DVD viewing equipment.

Distribution of the 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.

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.

Providing Feedback

Q

How do I provide effective feedback to teachers after making a formal or informal classroom observation?

A

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.

The supervisor should provide useful and meaningful feedback to the teacher following an observation of classroom teaching, remembering that the purpose of instructional supervision is to help teachers develop their potential. Unless effective feedback is received promptly, the teacher is unlikely to benefit from the supervision.

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

Supervisors need to remember that a conference with a teacher is almost certain to evoke feelings of concern or anxiety from the teacher. No matter how "collegial" a supervisor may perceive him- or herself to be, 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 Conference

Immediately after conducting the formal classroom observation, the observer plans the conference with the teacher. In planning the conference, three aspects must be kept in mind: analyzing the lesson, understanding the teacher's needs, and determining the type of conference to be conducted.

Analyze the lesson

The first step is to analyze the lesson. Rereading notes, making corrections or other adjustments will assist conference readiness. Additional notes in the margin, at the end of the written notes, or on other paper should include statements or questions for the conference.

Next, a mental check of the templates can determine whether any weaknesses appear that need improvement, with the selection going to templates representing those areas where improvement strategies appear most appropriate. *It is unproductive to expect the teacher to accept too many suggestions or criticisms; only one or two areas should be selected for suggesting improvements.* The prioritization criteria previously discussed, improvements that would have the most impact on student learning and improvements that would be the easiest for the teacher to implement can provide guidance in planning the conference.

Reflect on teacher needs

The observer then needs to give thought to the teacher's needs. A supervisor must understand the teacher well enough to design a conference that matches the teacher's needs and readiness for growth. Carl Glickman, in his developmental approach to supervision, suggests that a teacher's readiness for growth depends on a number of dimensions. Two of these dimensions may simply be called the ability dimension and the willingness dimension. The willingness level refers to the degree to which the teacher has a 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 Ability	High Willingness High Ability
Low Willingness Low Ability	High Willingness Low Ability

Determine the type of conference

Finally, selection of an appropriate conference style should be subject to adjustments "mid-stream" if necessary. 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, and the supervisor facilitating and supporting.

To provide a summary view of the various elements involved in selecting a conference type, four types of conferences are described starting on page 65. The conference, when conducted, will probably be one of those four conference types.

Conducting the Conference

In conducting the conference, the first step the supervisor should take is to set the proper emotional 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, follow this sequence:

- 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 from the templates. 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. You do not want to simply make 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.

Notice the evidence, label, and reason in this example.

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 a very good 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.

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 that teacher growth occurs only when there is self-evaluation. Such a question helps the teacher to reflect and, if weaknesses have occurred, may eliminate the necessity for the supervisor to criticize the lesson.

The last kind of question, the **eliciting** question, is asked in cases where weaknesses were observed 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 ask something like this: *"When a number of students were answering without raising their hands, what other kinds of responses could you have made?"*

Suggestions (or "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 that first goal is not achieved.

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 from the templates.

- 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.

Notice the evidence, label, and reason in this example.
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 a very good 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 to the teacher.

• Follow-up schedule

The follow-up schedule may include professional development activities expected of the teacher as well as follow-up visits for the purpose of monitoring growth.

Close of the conference

Before closing the conference, the observer should be sure that no misunderstandings are present in terms of future expectations relative to this conference and follow-up activities.

Four Types of Conferences

When applying the procedures noted above to specific conference situations, the supervisor must note that conferences are going to differ in nature according to the different kinds of teachers.

In order to provide a useful perspective for planning a post-observation conference, four different types of conferences are presented here:
(a) the relationship conference,
(b) the introspective conference,
(c) the guided growth conference, and
(d) the directive conference.

The readiness level of the teacher should be the primary determining factor in the selection of the type of conference. For each of the four types of conferences, each of the following five components of conference should be considered although certain of the components may not always be used:
- positive conference statements
- questions
- suggestions (or negative conference statements)
- follow-up
- closure

The Relationship Conference

The relationship conference is a "positive only" conference. After the preliminary stage is set, the supervisor provides positive conference statements, asks clarification questions if necessary, and closes the conference without making any suggestions or recommendations.

This kind of conference is used for building relationships, where confidence building or rapport building is the most important consideration. While providing no "suggestions" for improvement, this conference is designed to provide a readiness for growth. The assumption is made that future formal classroom observations will be followed by other kinds of conferences.

It would be a mistake to assume automatically that one must use this conference type with a new teacher or an outstanding "master" teacher. A new teacher may be anxious to learn and be surprised if the supervisor does not have some suggestions for improvement. The master teacher may not be "expecting" suggestions but could certainly be encouraged to reflect since a teacher is never in a position where no growth is possible.

The Introspective Conference

Since a teacher's own ability to evaluate him or herself is the most powerful motivation for growth or improvement, the introspective conference is usually the conference "of choice." After the stage has been set for this conference, the supervisor will make appropriate positive conference statements and use as many information or eliciting questions as necessary to come to an agreed understanding of the lesson and of those areas for recommendations for future growth.

With such a conference, direct suggestions or recommendations are unnecessary because the teacher has identified, through responding to the supervisor's questions, areas for growth that are most relevant. The supervisor is freed from the necessity to suggest or criticize, thus maintaining a positive rapport while collaboratively providing growth insights and opportunities.

The supervisor, however, should not relinquish the responsibility of holding teachers accountable for effective teaching. If a teacher does not, through the questioning process, identify the most important or necessary areas for improvement, another type of conference will probably be necessary.

The Guided Growth Conference

In a "guided growth" conference the supervisor provides direct suggestions for improvement based on the observation. The supervisor should not "plan" to conduct a "guided growth" conference. The conference often starts as with the introspective conference, using appropriate positive conference statements and as many information or eliciting questions as necessary to attempt to come to an agreed understanding of the lesson and of those areas needing growth.

This conference becomes different from the introspective conference when, as the conference progresses, the teacher demonstrates an **inability**, through response to the reflecting or eliciting questions, to identify those areas where improvement is needed. The supervisor then must include specific and direct suggestions or recommendations for improvement. (See the description of a negative conference statement described previously.)

As in all conference situations, the teacher's degree of willingness to improve is an essential consideration. By limiting the number of suggestions and prioritizing the teacher's needs using the two criteria of "impact on learning" and "likelihood of change," the supervisor can focus on one or two improvement areas.

The Directive Conference

Supervisors will always hope to avoid a directive conference. This conference differs from the three previous conferences mentioned in that it may or may not include any positive conference statements, it may or may not include questions, but it definitely includes direct suggestions for improvement. Furthermore, there may not necessarily be a limit on the number of direct suggestions or recommendations made.

This very directive conference is indicated with teachers who have not responded appropriately to the improvement recommendations arising in the "follow-up" parts of previous conferences.

Supervisors avoid this type of conference because it has disagreeable elements. However, if a teacher has reached the point in the supervisory process where this conference becomes necessary, a direct confrontation may be the only way to clarify the importance of changing certain practices. Avoiding the use of this conference may only postpone more unpleasant confrontations later.

Informal Post-Observation Feedback

Some feedback should be given to the teacher following any classroom observation, 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 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 in Chapter 27.

Coaching

Section IV provides supervisors the bases for understanding and analyzing what is observed in an instructional setting. The section is designed around a framework of six templates of effective teaching.

The section is entitled "coaching" because these templates and the accompanying descriptors are not performance standards to be used for teacher evaluation. Rather, they are coaching tools that supervisors can use to help teachers improve their professional performance.

Using the Templates

Each of the six templates in this section 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.

Q

What do I look for during a classroom observation?

A

Knowing what to look for and how to observe classroom instruction is the key to successful instructional supervision. This handbook is based on the assumption that the supervisor has been a successful teacher. Many successful teachers, however, teach "intuitively" and have not developed the vocabulary to communicate effectively the various aspects of good teaching.

Classroom Management

chapter 17

In terms of helping teachers in trouble, this may be the most useful template of the six. Teachers often experience great 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. An efficient classroom organization

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

Procedures. Routines for various classroom activities are established so that students can move from activity to activity with minimum time lost to instructional activities.

Instruction. Instruction is organized and focused.

Effective teachers provide for . . .
2. Appropriate physical surroundings

Esthetics. The classroom environment is clean, neat, and esthetically 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 provide for . . .
3. Efficient use of learning time

The teacher is committed to assuring that throughout the allotted learning time, students and teacher are actively engaged in learning activities.

4. Effective classroom communication

Clear expectations. Classroom expectations are clearly communicated to students, parents and others involved. Expectations are consistently applied.

Non-verbal skills. The teacher is skilled in using non-verbal skills appropriately to control student behaviors.

Vocal and emotional equilibrium. Teacher maintains personal self control.

Effective teachers provide for . . .
5. Appropriate use of reinforcement

Reinforcement variables. Teacher understands effective use of both positive reinforcement and extinction.

Reinforcers. Teacher understands and use reinforcers which are effective for the student(s) and avoids undue reliance on physical reinforcers.

Punishment. Teacher understands that punishment is most effective when positive reinforcement follow-up is used. (See model below.)

In this model, the first circle represents the undesired behavior of the student.

This circle represents the punishment. Undesired behavior may be suppressed, but other undesirable student behaviors may ensue. (arrows).

This circle represents the **desired** behavior that may follow punishment even if it may have to be elicited by the teacher.

This circle represents reinforcement follow-up that is applied following the desired behavior, thus increasing the likelihood of the desired behavior continuing.

Effective teachers provide for . . .
6. Effective teaching of desired behaviors

The teacher has "taught" the expected classroom behaviors in a manner appropriate for the grade level.

Effective teachers provide for . . .
7. The use of an effective discipline system

The teacher's discipline system is well designed, clearly communicated, and represents a coherent and appropriate discipline philosophy.

Key "Look Fors"

Materials
♦ Are the room furnishings and materials orderly and in place?
♦ Do all participants know where things belong?

Procedures
♦ Is time used effectively?
♦ Does "dead" time exist?
♦ Are appropriate "fill-in" activities available and used?
♦ Are all procedures clearly understood?
♦ Are directions given clearly (orally and in writing)?

Instruction
♦ Is good lesson design evident?
♦ Is instruction at the appropriate level for all learners?

Physical environment
♦ Is the room esthetically pleasing?
♦ Is the room orderly and clean?
♦ Are adequate light and fresh air present?
♦ Does the physical environment reflect learning activities and objectives?

Academic learning time
♦ Is the appropriate time allotted for each subject or activity?
♦ Does the teacher use available time effectively (time on task)?

Classroom communication
♦ Is there evidence that the teacher has carefully thought through his/her expectations for student behaviors?
♦ Have the teacher's expectations been clearly communicated?
♦ Does the teacher use nonverbal communication skills effectively (standing/moving about while teaching, successive proximity)?
♦ Is the teacher consistent?
♦ Does the teacher use his/her voice effectively?

Use of reinforcement
♦ Does the teacher understand reinforcement in theory?
♦ Does the teacher use all the variables (positive, negative, extinction)?
♦ Does the teacher follow up with a positive reinforcement strategy after using negative reinforcement?
♦ Are reinforcement statements specific enough to be meaningful?
♦ Does the teacher know how to write and use a reinforcement contract?

Teaching of appropriate behaviors

- ◆ Does the teacher spend an appropriate amount of time teaching appropriate behaviors at the beginning of the year?
- ◆ Does the teacher provide appropriate review/practice of these behaviors?

Discipline systems

- ◆ Are expectations (rules) clearly communicated?
- ◆ Are consequences to rule violations clearly defined?
- ◆ Are all aspects of the discipline system communicated to students, parents, administrators?
- ◆ Is positive reinforcement a part of the discipline system?
- ◆ Are all aspects of the discipline system consistently followed?

Learning Atmosphere

The classroom manasgement 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 exciting and transcendent and where the students feel emotionally safe. True, it is more difficult for the supervisor to identify specific observable traits in support of such an environment, but this template attempts to provide the supervisor with some tools.

This template is divided into the following five characteristics of a stimulating learning environment.

a. The ability of the teacher to provide an environment that is emotionally 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."**

b. The ability of the teacher to develop an environment which enables students to construct their own learning. This aspect is based on **constructivist learning** theory.

c. The ability of the teacher to provide learning opportunities for all students and to educate the whole student. This aspect is based on the **multiple intelligences** theory.

d. The ability of the teacher to **focus** learning on clearly established learning goals and outcomes which are clearly understood by all students.

e. The ability of the teacher to provide, through personal modeling and instruction, an atmosphere which stimulates **moral growth**.

These "powerful learning" indicators are derived from constructivist learning theory. The phrase "powerful learning" is from the California School Leadership Academy, *Ventures*.

A Positive Feeling Tone

An emotionally safe 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 interests.

Teacher expectations. Teacher demonstrates high expectations for all students.

Positive attitude. Teacher uses positive comments frequently and avoids criticism or other negative comments.

Mutual respect. Teacher demonstrates respect for all students and requires students to demonstrate respect for all.

Constructivist Learning Theory

While the following list of nine elements of powerful learning does not present the full theory of constructivist learning theory, it does provide a set of characteristics that teachers can employ and supervisors can observe.

1. Learning builds on prior knowledge.
In order to provide an atmosphere conducive to powerful learning, the teacher will build the learning activities in such a way that learning continues to build on existing concepts and ideas. The learner will continually be constructing knowledge through the development of new ways of thinking, based on these principles:
- Learning is not isolated, but relates to some previous student experience.
- Learning is relevant to the student's present and real world.
- Learning makes sense. There is logic and order.

2. Learners explore multiple solutions to problems.
Learners should be encouraged to explore different ways to view issues and solve problems.

3. Tasks are authentic.
Learning tasks should have a clear and direct relationship to the learning goals and expected learning outcomes.
- Learning tasks are relevant to the learner.
- Learning tasks build toward an identifiable end or product.
- Students are empowered to develop a sense of ownership of their endeavors.

4. Risk taking is encouraged.
A powerful learning environment is a risk-free environment. Learners are free to suggest answers, formulate solutions or express opinions without fear of the put down.
- Student efforts are respected as a process toward learning.
- A wrong answer is acceptable and is shown to be one step toward an effective solution.

5. Assessment and feedback are effective.

Students are provided continual, specific, and accurate feedback so that a student is always secure in knowing how he or she is progressing. Assessment activities are authentic, related to the expected learning.

6. Activities focus on the learner.

Learning activities and processes focus on the learners and their points of view and their world.

7. Time is provided for dialog, discussion and reflection.

8. Learning activities provide demonstration opportunities.

Students frequently provide demonstrations of their own learning
- They demonstrate knowledge (know and understand)
- They demonstrate skills (do)

9. Learning is integrated.

All learning activities build toward a whole. Subject matter is not taught in isolation from other disciplines.

Multiple Intelligences Theory

The multiple intelligences theory helps teachers develop a richer understanding of all students. This theory proposes that each individual has been given by the Creator a unique combination of seven (or more) learning modes or "intelligences."

Understanding these seven intelligences provides the teacher with two powerful benefits in designing learning. First, the theory provides a way to understanding different learning styles and to design learning activities more broadly. Second, the theory provides a basis for more fully appreciating each individual student for his or her unique strengths.

Following is a list of these seven intelligences.

Linguistic intelligence

- Use of words
  This mode 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 numbers, logic and relationships
  This category refers to the ability to manipulate numbers. Mathematics is an obvious application of this skill, but this intelligence goes beyond to the ability to think in logical or numerical relationship terms.

The next two pages contain charts that may be of use to supervisors and teachers. The first chart provides a more detailed list of characteristics of the seven intelligences. The second chart suggests instructional strategies appropriate for the various intelligences.

Spatial intelligence

- Understanding space and relationships
  This intelligence enables a student to see relationships among objects, even ideas.

Bodily-kinesthetic intelligence

- Using the body to express ideas and feelings
This refers to the ability to more fully feel and understand one's own body.

Musical intelligence

- Capacity to work with musical forms
  This mode refers to the student's ability to perceive, discriminate, transform and express musical forms.

Interpersonal intelligence

- Understanding others
  This mode refers to the ability to perceive and make distinctions among moods and feelings of others.

Intrapersonal intelligence

- Self-knowledge
  Self knowledge is the ability to act adaptively on one's knowledge of self.

Characteristics

This chart illustrates various characteristics of learners with different intelligences.[1] Do the teacher's lessons provide learning opportunities for learners with these differing learning styles?

Intelligence	Core Components	Developmental Factors	Cultural Values
Linguistic	sensitivity to sounds, structure, meanings and functions of words and language	"explodes" in early childhood; remains robust until old age	oral histories, storytelling, literature, etc.
Logical-mathematical	sensitivity to, and capacity to discern, logical or numerical patterns; ability to handle long chains of reasoning	peaks in adolescence and early adulthood; higher math insights decline after age 40	scientific discoveries, mathematical theories, counting and classification systems, etc.
Spatial	capacity to perceive the visual-spatial world accurately and to perform transformations on one's initial perceptions	topological thinking early gives way to Euclidean paradigm around age 9-10; artistic eye stays robust into old age	artistic works, navigational systems, architectural designs, inventions, etc.
Bodily-kinesthetic	ability to control one's body movements and to handle objects skillfully	varies depending upon component (strength, flexibility, etc.) or domain (gymnastics, baseball, mime, etc.)	crafts, athletic performances, dramatic works, dance forms, sculpture, etc.
Musical	ability to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness	earliest intelligence to develop; prodigies often go through developmental crisis	musical compositions, performances, recordings, etc.
Interpersonal	capacity to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people	attachment/bonding during first 3 years critical	political documents, social institutions, etc.
Intrapersonal	access to one's own feeling life and the ability to discriminate among one's own strengths and weaknesses	formation of boundary between self and other during first 3 years critical	religious systems, psychological theories, rites of passage, etc.

Instructional Strategies

This chart illustrates various instructional strategies that may be effective with learners of different intelligences.[1]

1. Armstrong, T. (1994). *Multiple intelligences in the classroom.*

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 other during early years	connect it to your personal life, make choices with regard to it

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. Clearly stated and mutually understood learning objectives given in terms of the learner contribute to more effective learning.

Thinking about Objectives

The "behavioral objective" was ascendent in the 60's. While education has been accused of sometimes being "trendy," this is a facet of education that has not disappeared from the repertoire of skills of good teachers. Even business leaders today use the phrase, "Start with the end in mind." Teachers who have the ability to translate educational goals into learning objectives stated in terms of LEARNER outcomes contribute to more effective learning. Objectives which assist in the development of more effective instructional strategies generally focus on the learner, are written in clearly understandable language, and state a learning outcome or product.

Moral Atmosphere

The following three questions deserve reflection: (a) Is any aspect of a teacher's performance more important than the teacher's ability to create an environment which encourages moral learning? (b) If it is so important, why is it buried as the last element in this template? or (c) Is it presumptuous to think that teacher behaviors that contribute to moral development can even be identified and observed?

The discussion here reflects the following philosophical points of view regarding these questions: (a) In any school, secular or religious, the development of moral character is of primary importance. (b) It is, in fact, listed last in this template because of its importance. The reader of this chapter will be left with these issues uppermost in mind. (c) Observable teacher actions which contribute to moral growth and development can be observed. Certainly, no supervisor or observer would attempt to judge a teacher's own moral sense or motivation, but research does suggest certain aspects of classroom life that can contribute to moral development.

Discussion of this section will include 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 lesson plan, delivery, and time allotted. In a public or secular school, formal moral instruction may be problematic depending on the curriculum of the district.

Informal moral instruction
In every subject matter, opportunities arise for teachers to make moral statements. Teachers who find these opportunities and make all lessons clearly moral in tone promote this higher order of thinking and learning.

Rituals

All classrooms have rituals and ceremonies, such as opening activities, parties, and classroom guests. These rites and rituals can have a clear moral impact when the activities are designed to engender such "feelings as pride, loyalty, inspiration, reverence, piety, sorrow, prudence, thankfulness, and dedication."[1]

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 which is "intended to be inspiring or morally uplifting."[2]

Spontaneous moral practice

Observers will be alert to note the teacher's adeptness at connecting ordinary classroom events to moral insights.

Classroom rules

A set of classroom rules is, in effect, a moral code. The rules should be examined. Are they posted? Are they clearly understood? Are they written in such a way as to make clear moral statements? Are they enforced in a way that impacts positive moral development? Have students been provided opportunity to participate actively in the development of the rules?

The moral content of the teacher's expressions

Teachers communicate through both verbal and non-verbal means. The classroom observer will continually look for the moral messages conveyed. Does the communication contribute to a feeling of well-being and mutual respect? The power of a teacher's communication cannot be underestimated. For example, when a teacher makes a depreciating comment to a student, two things occur. The receiving student gets the message that his or her worth is diminished. The other students receive the message that is OK to depreciate and show a lack of respect to other human beings. The observer should note verbal and nonverbal cues that trigger and build moral responses that demonstrate respect for God and His creation.

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. God's trustworthiness was challenged when Satan told Eve that she "would not surely die" as God had said.

Learning that they can depend on the teacher's spoken and unspoken word builds a foundation of trust in students. Teachers also have the responsibility to take a clear stand in favor of truthfulness and honesty on the part of the students as well.

1. Philip W. Jackson and others. (1993). *The Moral Life of Schools.* Jossey-Bass Publishers, Page 7.

2. Ibid, page 8.

Key "Look Fors"

Feeling tone (rapport)
- Does the teacher demonstrate empathy and concern for all?
- Does the teacher understand the learning needs of each student?
- Does the teacher understand the personal and developmental needs of each student?
- Does the teacher take a personal interest in each student?
- Is the teacher a good listener?
- Do the students know the teacher cares?
- Do students demonstrate respect for the teacher and each other?
- Does the teacher give more positive verbal feedback than criticism?

Feeling tone (teacher attitude)
- Does the teacher use praise more frequently than censure?
- Does the teacher treat each student with respect?

Constructivism
- Does the teacher have high expectations for each student?
- Does the teacher set high (but reachable) goals for each student?
- Is the teacher excited about learning?
- Does this excitement transfer to the students?
- Does learning build on prior knowledge?
- Are learners encouraged to explore multiple solutions to problems?
- Is learning meaningful and integrated?
- Are learning tasks and activities authentic?
- Is learner "risk taking" encouraged in terms of exploring for learning solutions?

Multiple Intelligences
- Is each student respected for his or her unique intelligence?
- Do instructional activities reflect the various intelligences?

Focus On Learning
- Do learning objectives have a learner focus?
- Are instructional strategies and student activities appropriate for the expected outcome?
- Are the teacher's evaluation processes authentic and related to stated learning outcomes?

Moral Learning
- Do learning activities, formal and informal, reflect a high priority given to moral issues?
- Do classroom rituals and visuals reflect positive moral principles?
- Does the teacher's verbal and non-verbal communication create an environment of kindness, mutual respect, and positive morality?
- Do classroom rules contribute to positive moral development?
- Do the students appear to have a high level of trust toward the teacher?

Learning Models

Effective teachers have a broad repertoire of teaching strategies. Effective supervisors recognize different strategies, encourage teachers to use different strategies, and make judgments as to the appropriateness of the teaching strategies selected by the teacher to the intended learning outcome.

Much has recently been written about different teaching strategies or models. "Multiple intelligences" and "cooperative learning" are among the terms frequently heard in education today. In an attempt to give supervisors a frame of reference for understanding the various teaching models, this lesson considers (a) the four families of teaching models, using the system of categorization from a book by Bruce Joyce and Marsha Wile, Models of Teaching, and (b) constructivist learning theories.

Effective supervisors will . . .
- be able to recognize teaching strategies from various families of teaching models
- be able to recognize if the teaching strategy used matches learner need

Four Families of Learning Models

The four families (Joyce and Wile) are (1) the behavioral family based on "behaviorist" theory, (2) the information processing family based on "cognitivist" theory, (3) the social interaction family based on "humanist" theory, and (4) the personal family based somewhat on cognitivism and somewhat on humanism. Brief descriptions of these models are presented here. A large body of literature is available for effective supervisors who wish to expand their knowledge of learning models.

The Behavioral Family

Teaching strategies from the behavioral family of models emphasize the delivery of information by a teacher or other means. The learner receives the information and practices for retention.
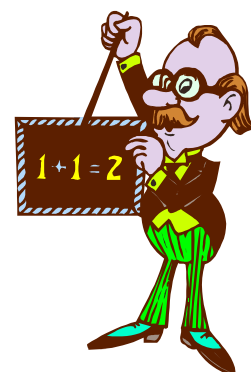
Examples of teaching strategies from this family include . . .

Direct instruction

Direct instruction is teacher-centered. The teacher (or other resource) provides information; students learn and practice.

Computer-assisted instruction

Computer information or drill and practice programs fall into this category.

Information Processing Family

Teaching strategies from the information processing family of models emphasize the processing of information by the learner. The learner receives cognitive stimuli from various sources, and the processing and ordering of those stimuli constitute learning.

Examples of learning from this family include . . .

Inquiry

The inquiry approach is designed to teach students to develop theories and insights from examples and observation. Application of the scientific method would be a use of inquiry learning.

Concept attainment and formation:

Concept attainment and formation are two models that are used to assist learners in the development of concepts and to help students become more efficient at learning concepts (concept attainment) and creating new concepts (concept formation).

Inductive thinking

Students are frequently taught deductive reasoning but less frequently explore ways to think or reason inductively. Joyce and Weil suggest teaching strategies in helping students develop the important skill of inductive thinking.

Mnemonics

Mnemonics is learning by association. This method includes learning through the use of acronyms, songs, poems or raps.

Social Interaction Family

Teaching strategies from the social interaction family of models emphasize learning as group endeavor. The learner receives and processes information in group settings. While actual learning is an individual responsibility, the learning products are often a group responsibility.

Examples of teaching strategies from this family include . . .

Role playing

Many concepts, skills, and attitudes can be learned through role playing activities.

Cooperative learning

Cooperative learning strategies put students together to solve problems in groups. Group activities take many forms, but a central theme is the concept of working together and solving problems with a group approach.

Jig-saw

In a jig-saw, individual students are assigned responsibility for reading and synthesizing information for later sharing in different group configurations. A jig-saw is useful for enabling information from a large amount of reading to be disseminated within a group.

Personal Family

Teaching strategies from the personal family of models emphasize learning as the development of each individual's uniqueness. The development of creativity is encouraged and emphasized.

Examples of teaching strategies from this family include . . .

Synectics

Synectics is a model for teaching creative thinking skills through the creation and use of analogies. Analogies have the advantage of allowing and encouraging each individual to create meaning that is personally relevant. Think of Jesus's parables as an example of this kind of learning.

Simulations

Involvement in and creation of simulations can enhance creative thought, allow individualized learning through a real life situation, and contribute to the development of relevant skills and attitudes.

Clustering

Clustering is a type of activity designed to encourage students to "brainstorm" ideas and then develop relationships among ideas. Similar activities are sometimes called "mind mapping."

Constructivist Learning Theory

Constructivist learning theory is based on the belief that *learning* is not synonymous with *instruction*. While instruction is teacher delivered, learning takes place within a student's mind. Learning takes place when the learner is able to actively construct meaning from new information or new experiences. The use of dilemmas (or creation of cognitive dissonance) contributes to learning in this model.

The chart[1] on the next page is designed to help identify some of the learning concepts of constructivist thought and implications for teachers and supervisors:

1. From: California School Leadership Academy, *Ventures*

Traditional	Constructivism
Curriculum is part to whole	Curriculum is whole to part.
Curriculum stresses basic skills	Skill development is an integral part of the problem
Curriculum is textbook driven	Curriculum applies a multidisciplinary approach
Students are passive learners	Students are active learners
Students work primarily alone	Learning occurs during collaborative dialogue
Teachers disseminate information	Teachers strive to facilitate and coach
Students strive for correct answers	Recognition that there is no single correct way of understanding
Assessment of learning is seen as separate from teaching	Assessment is not a separate activity, and it demonstrates student understanding.

Just a few of many teaching models or 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.

Key "Look Fors"

- ◆ Can the teacher use effectively the teaching strategy "Direct instruction?"
- ◆ Does the teacher use a variety of teaching strategies?
- ◆ Does the teacher use a teaching strategy that is apparently appropriate for the learning situation?

Instructional Planning

This template is the easiest to use and it is also the easiest template to abuse. The effective instructor will be able to . . .

- identify the key steps of lesson design appropriate for direct instruction
- identify the basic components of lesson design common to most types of instruction
- use lesson design as an effective "template" for analyzing instruction
- recognize the appropriateness of various elements of a lesson design as they apply to various instructional models

If teachers clearly understand the concept of translating learning objectives into measurable learner behaviors or products, then instructional planning takes on new meaning. Long-term planning must take place first, and short-term planning is evidenced by the teacher's use of certain elements of good lesson design.

Long-Term Planning

Lessons/activities/assignments

Long range goal   Outcomes
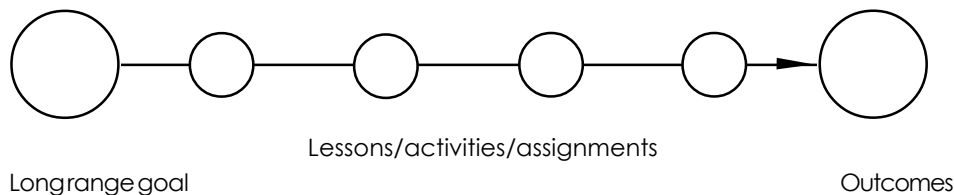
Each lesson, activity, or assignment leads the learner toward accomplishment of course goals and objectives.

Short-Term Planning

Lesson elements

Lesson objective   Outcomes
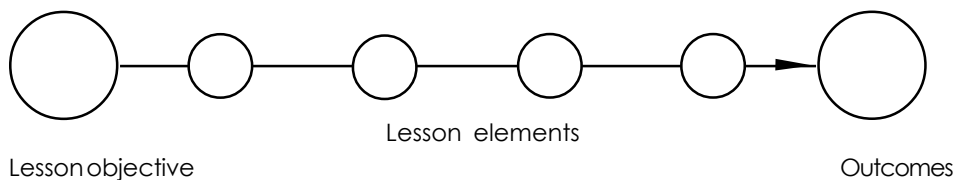
Effective teachers teach so that every element in the lesson leads to the intended outcome.

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 very 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 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?

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 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 teacher devised a learning objective stated in terms of learner outcome (behavior)?
♦ Has this 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?

Learning Level

The concept of "learning level" as used in this template refers to two different dimensions — the "difficulty level" and the "complexity level." A learning model and questioning strategies that contribute to more effective learning and thinking are a part of this template.

Level of Difficulty

The level of difficulty relates to the concept of sequence of learning as building blocks from the simple to the difficult. Certain kinds of skills need to be taught in a certain sequence. If students are lacking in the prerequisite skills, the chance of success in subsequent learning is reduced.

Rather than assume that all instructional materials provided by the school or district are at the appropriate level of difficulty, teachers should understand the concept of task analysis.

1. Definition of task analysis
In task analysis, the teacher identifies the specific prerequisite skills required before learners can successfully learn a new skill.

2. Uses of a task analysis
Task analysis determines the tools needed to design effective diagnostic instruments to use before new learning is presented.

Complexity Level

Complexity level may be determined by using Benjamin Bloom's six levels of cognitive thought. Observers should be sensitive to the teacher's skill at designing instructional activities and questions which encourage thinking at the higher levels. Following are the six levels, a brief definition, and some appropriate verbs for writing objectives at each level:

Bloom's taxonomy

1. Knowledge (simple recall, statement of facts)
*list, match, name, recite, define, identify, describe, recall. . .*

2. Comprehension/understanding (understanding of the concept, not just words; ability to translate)

explain, summarize, interpret, rewrite, estimate, convert, infer, translate, rearrange, paraphrase . . .

3. Application (applying knowledge to a practical situation)

change, demonstrate, compute, operate, show . . .

4. Analysis (categorizing, comparing, contrasting)

outline, breakdown, subdivide, diagram, order, categorize, distinguish . . .

5. Synthesis (using previous learnings at lower levels to create something new)

combine, compile, compose, create, design, rearrange, plan, produce, generalize . . .

6. Evaluation (Making judgments, using sound rationale)

justify, criticize, support, contrast, appraise, compare, conclude . . .

The hierarchical nature of Bloom's taxonomy suggests that for any idea or concept, the learner must progress through the levels of thought from low to high

Double Loop Learning

The following is a thinking model[1], based, to a large extent, on constructivist learning theories and is sometimes called th"double loop" model of thinking:
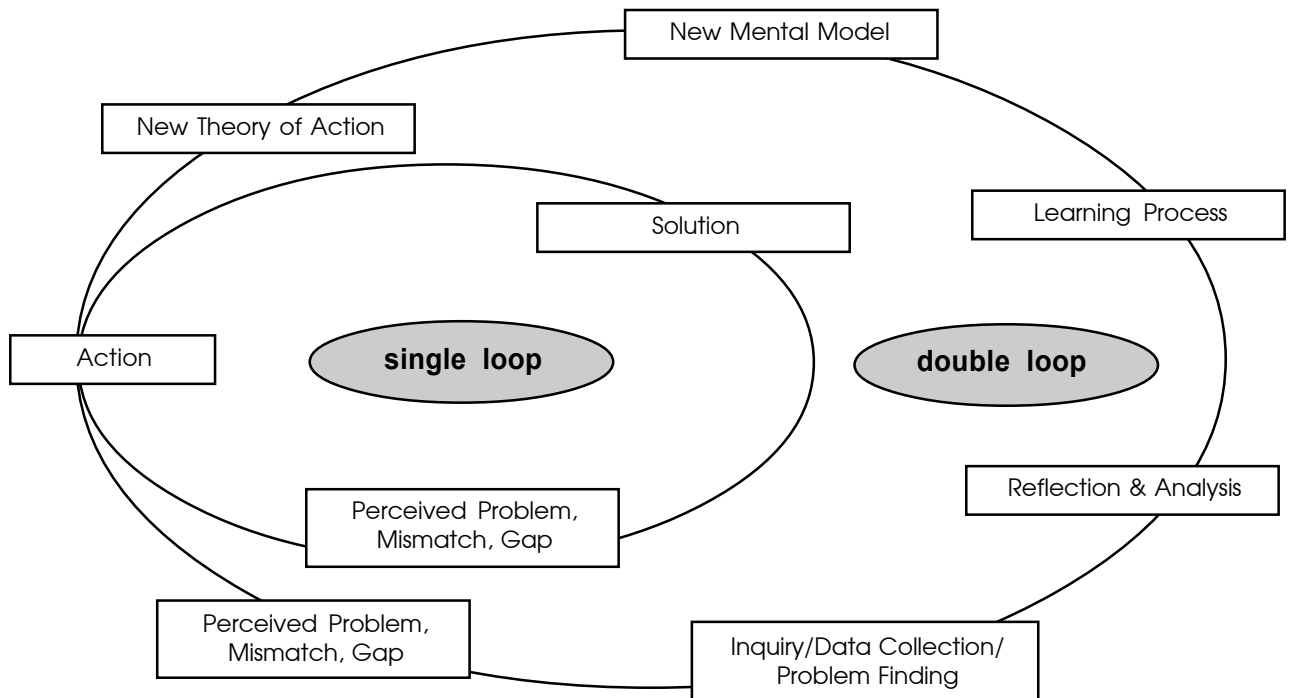
Elements of the Double Loop

Elements of the double loop thinking model explained below should assist the supervisor when observing instruction.

Perceived problem, mismatch, gap

Teachers may pose problems or raise issues for which a solution does not seem readily available. This step would occur in both single and double loop learning.

Solution

Students thinking in a single loop pattern are immediately directed toward generation of proposed solutions or answers to the problem. Single loop thinking goes directly from proposed solutions to actions.

Inquiry/data collection

Thinking in a double loop pattern requires data collection. What are the related questions? What kinds of data or information are needed that relate to this problem?

Analysis and reflection

The next step in double loop thinking is the analysis of the information or data that have been generated. What is the relationship between the information gathered and the problem? What kinds of meanings can be drawn from the information?

Learning

In double loop thinking, learning results from these kinds of analyses and reflection. New ways to look at the problem are generated.

New mental models

Constructivism suggests that learning takes place only when the learner has created a new mental model through the process of analyzing dilemmas and information and the creation of ways of thinking that make sense of the information and the issues involved. These mental models are sometimes referred to as our "assumptions."

New theory of action

The problem has now been associated with the individual's personal assumptions and ways of thinking. The proposed actions may be very dissimilar from single loop actions because the solutions or answers may be directed toward various underlying or related issues that provide more substantial and satisfying solutions or answers.

Action

In single loop thinking, the action immediately follows the proposed solution or solutions. In double loop thinking, actions or answers come only after looking at data, analyzing, and reviewing mental models or assumptions.

Effective Questions

Understanding the role of Bloom's taxonomy in designing questions is an important first step in expanding students' thinking skills.

Following is a very brief overview of characteristics of questions that promote higher level thinking. For more detailed assistance for teachers see the reference noted in the side panel.[1]

Questions should:

- reflect specific learning outcomes
- give students opportunity to contribute to their own learning
- require reflection
- promote further inquiry
- be open ended, not leading to immediate "correct" answer
- reflect something to think about
- be based on the learner's frame of reference
- be relevant
- demand appropriate levels of thinking

Key "Look Fors"

- ♦ Does the teacher conduct appropriate pre-assessment as a part of lesson planning?
- ♦ Does the teacher conduct learning activities at various levels of complexity of thought?
- ♦ Does the teacher design questions which encourage higher level thinking?

Learning Principles

This template looks at how learning principles can be used to stimulate MOTIVA-TION, RETENTION, and ACTIVE PARTICIPATION. Good teachers are aware of decisions they make that have an impact on these important learning goals.

Effective supervisors, in order to analyze instruction and be effective in helping teachers, will be able to . . .

- identify the variables that teachers can manipulate to affect student motivation
- identify the variables that teachers can manipulate to affect retention
- identify teacher decisions related to those variables
- differentiate between two kinds of learner active participation
- recognize strategies for increasing learner active participation

Since learning principles deal with how students learn, the supervisor needs to identify factors or variables teachers can change or manipulate in order to have an impact on . . .

1. Motivation
2. Retention
3. Active participation

Motivation

Motivation is a state of mind that stimulates the desire to learn. This desire may come from within the individual (intrinsic) or be an external stimulus (extrinsic). Teachers can create in the environment characteristics which may externally stimulate students to a higher state of motivation. Such higher degrees of extrinsic motivation tend to promote success and interest which in turn tend to stimulate the development of intrinsic motivation.

Effective teachers are aware of at least six (6) factors under their control that influence motivation.

Teachers can ...
1. Maintain an appropriate level of concern (or tension)

Level of concern refers to a state of expectancy or anxiety. A level of concern that is too high interferes with motivation. A level of concern that is too low does not stimulate motivation.

Looks like I better pay attention!

Teachers can ...
2. Keep up interest

Learners are motivated to learn something if the learning is interesting.

I never thought of that before.

Teachers can ...
3. Provide opportunities for success

Motivation for learning is quickly extinguished if the learner is unable to experience success. Success requires an element of challenge (appropriate level of difficulty) and feedback which provides evidence of successfully meeting the challenge.

I DID it!

Teachers can ...
4. Provide effective feedback

When students make efforts to learn, some evidence of the success and degree of success is needed in order to maintain motivation. Success must be specific and timely.

Now I know how to fix it!

Teachers can ...
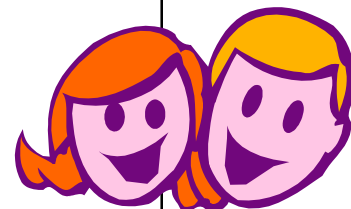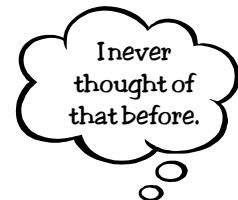## 5. Use rewards appropriately

All of us know that we are motivated by the promise of rewards. Effective rewards can be material or social.

I think I earned it!

Teachers can ...
6. Maintain a positive feeling tone

An emotional climate in a classroom in which students feel safe and respected contributes to motivation to learn.

This is a cool class!

Retention

Teachers always hope the students will remember what they have taught. Retention does not come by accident. Effective teachers are aware of at least six (6) factors under their control that influence retention.
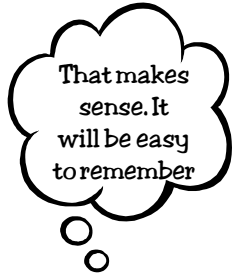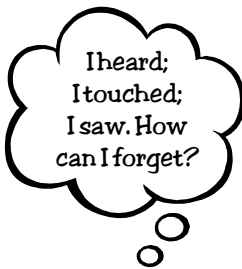
Teachers can ...
1. Provide meaning

In order to retain a concept, the learner must be able to perceive some meaning or sense from the learning. Meaning can derive from relevance or connections.

Note the following examples of teacher decisions that can help to provide meaning:
- clear explanations
- teacher speaks clearly, appropriate speed
- presentations (lectures) well organized
- use of advance organizers
- teacher checks for student understanding

Teachers can ...
2. Instruct, employing different learning modalities

No teacher can be expected to know the learning styles or preferences of every student. Teachers can use a variety of presentation styles, media styles, group study styles, or other instructional approaches designed to meet the needs of the variety of students they have.

Teachers should consider learning styles in the following dimensions:
   a. Sensory modality preferences
   b. Cognitive learning styles
   c. Personality styles/social preferences
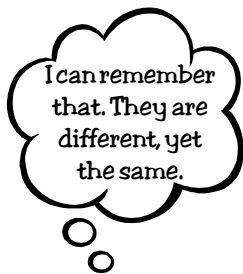
Teachers can ...
3. Recognize and use transfer learning

Transfer, the association of new learnings to past learnings, can have a positive or negative effect on learning.

In positive transfer, learning is enhanced by associating new learning with previous learnings.

Transfer may be based on
- similarities
- associations

Some examples of strategies to provide *association* would be
- jingles, poems
- mnemonic devices
- acronyms
- visual imagery
- slogans

In negative transfer, interference in learning is caused when new learning has strong similarities with previous learning, but with differences in critical attributes.

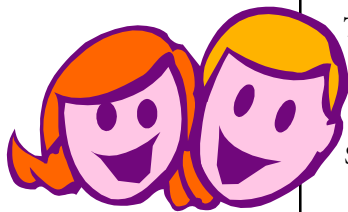Teachers need to be aware of the potential impact on learning of negative transfer. Negative transfer can be a positive retention tool if the teacher
- knows the critical attributes
- points out similarities
- points out differences

Teachers can ...
4. Provide models

Modeling is a variable that was described in the Planning Template as a step in a lesson design.
Modeling has a key concept . . .
- Model the critical attributes

After seeing that; How can I forget?

Teachers can ...
5. Provide appropriate practice

Practice is a variable that was described in the Planning Template as a step in a lesson design.

Short- and long-term retention need to be encouraged by effective practice strategies.
- massed practice

Massed practice immediately follows the learning activities, and is of adequate quantity to have a high likelihood of effective short-term retention.

If I practice just a few more, I won't forget.

- distributed practice

Distributed practice is smaller amounts of practice distributed over time. The time spans between instances of practice may increase as long-term retention is demonstrated.

Teachers can ...
6. Maintain a positive feeling tone

Providing a positive feeling tone has double benefits. Not only is feeling tone a variable of motivation, but it aids in retention as well.

Reflect on events in your life that you can recall. Isn't it true that the most vivid are connected with pleasant feeling tones?

Cool!
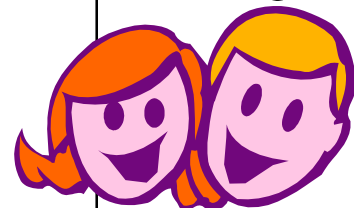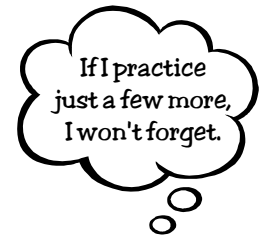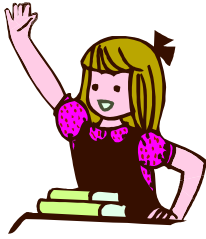
Active Participation

Active participation on the part of the LEARNER is essential if learning is to take place. While no one can "pour in" knowledge as we sometimes think we would like to do, teachers CAN follow certain strategies which increase the likelihood of active learner participation.

Active participation can be OVERT or COVERT.
- **Covert (unobservable)** Strategies which encourage active mental involvement.
- **Overt (observable)** Strategies which are observable such as answering, raising hands, writing, etc.

Key "Look Fors"

Level of tension
♦ Does the teacher keep an appropriate level of concern in the class?
♦ Does the teacher make specific statements designed to set the level of concern appropriately?
♦ Does the teacher demonstrate the ability either to raise or lower the level of concern according to the learning needs at the time?

Interest
♦ Does the teacher use appropriate humor?
♦ Does the teacher make the learning relevant?
♦ Does the teacher use real student names or situations in the learning activities?
♦ Does the teacher use a variety of methods or approaches?
♦ Does the teacher frequently use novel, new, or surprising approaches?

Success
♦ Does the teacher ensure that the learning objective is within the ability range of the learner?
♦ Does the teacher find ways to provide learning experiences to challenge more able students?
♦ Does the teacher appropriately adjust expectations for the less able students?
♦ Does the teacher use questioning strategies which enable students of varying ability to experience success?

Feedback

♦ Does the teacher return assignments in a timely manner?

♦ Is immediate feedback given whenever possible?

♦ Does the teacher provide feedback on graded papers that is specific enough so that learners know why they were successful or not?

♦ Are students given opportunities to obtain their own correct answers through appropriate means when possible?

Rewards

♦ Does the teacher understand how to provide rewards that are related to the learning in order to encourage the development of "intrinsic" motivation?

♦ Does the teacher use an appropriate mix of types of rewards?

Feeling tone
See Classroom Management template

Meaning

♦ Does the teacher provide frequent and clear models of the expected learning?

♦ Does the teacher attempt to make the new learning relevant to the lives of the students?

♦ Is the new material presented in clear, logical, and orderly fashion?

♦ Does the teacher make use of models, frameworks, or paradigms to demonstrate or represent complex concepts?

♦ Does the teacher make effective use of examples and non-examples to clarify concepts or ideas?

Modalities

♦ Does the teacher provide learning opportunities which include broad varieties of experiences in each of these various dimensions?

♦ Does the teacher frequently provide choices to individual learners in terms of these various dimensions?

Transfer

♦ Does the teacher use positive transfer whenever possible to strengthen new learning?

♦ Does the teacher emphasize similarities and differences when there is a likelihood of negative transfer interfering with new learning?

♦ During the Learner Set of a new lesson, does the teacher frequently use positive transfer statements as a way of introducing new concepts or learning?

Active Participation

♦ Does the teacher ensure that all of the students are involved in verbal learning interchanges?

♦ Does the teacher create scenarios to create mental images?

♦ Does the teacher frequently use such terms as "Imagine that . . . ," or "Think of yourself in this situation . . . ?"

♦ Does the teacher ask the question before calling on a student by name to respond?

♦ Does the teacher give time between asking a question and calling on a student?

♦ Does the teacher avoid reading in turn in a predictable order?

♦ Does the teacher mix the use of overt and covert responses on the part of the students?

♦ Does the teacher involve the class in the responses of individual students?

♦ Does the teacher ask the students for various kinds of hand or other response signals?

♦ Does the teacher use "closure" or summaries when appropriate in the teaching episode?

Clear Communication

♦ Does the teacher use appropriate voice speed?

♦ Does the teacher speak clearly?

♦ Does the teacher give clear directions?

♦ Does the teacher give directions orally and in writing?

Empowering Teachers

The content in Section V emphasizes the importance of empowering teachers to assume responsibility for their own professional growth. The section includes brief chapters about the involvement of colleagues and the importance of providing professional development activities and resources.

An important chapter in this section is teacher portfolios. The chapter asks readers to consider an alternate form of evaluation for certain categories of teachers; the portfolio is the vehicle for placing the responsibility for evaluation in the hands of the teachers.

Colleagues

Effective instructional leaders can find many ways to encourage teachers to form collegial relationships which can promote professional growth. This chapter describes uses and misuses of three specific aspects: the use of colleagues as mentors, the use of colleagues as peer coaches, and the use of colleagues as evaluators.

Colleagues as Mentors

In many school systems, the mentor teacher concept has been employed for some time. In these systems the process of selection and use of mentors is highly defined, and further consideration here would not be useful. For a school or system which does not employ 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 always 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 alone in one's own classroom, an experienced teacher can be assigned to a new teacher as a new teacher mentor. This mentor teacher should be assigned with care, using a mentor who has demonstrated patience, understanding, and good communication skills.

Expert mentors

In the process of supervision of instruction or evaluation of teachers, the supervisor frequently finds experienced teachers in need of assistance in certain areas. Possibly a teacher is having difficulty managing the students in the classroom. In such a case, the supervisor should have more than once choice. He may choose to work with that teacher, or he may choose to assign a mentor to work with the teacher to help in skill development.

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.

Q

How can teachers be effective colleagues in the formative evaluation process?

A

Teachers' colleagues can be very effective in helping in professional growth through mentoring and peer coaching.

Guidelines for the practice of supervision of instruction have been described in this handbook. Such practice includes the development of observation skills, analysis skills, and communication skills. If teachers are to serve most effectively as mentors, they must receive some kind of training in the use of 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 first policy consideration relates to the design and adoption of a process for selection of mentors.

- The second consideration relates to teacher status. Will mentor teachers be given special status as mentors? (See the list of teacher categories in chapters 14 and 25.)

- The third consideration closely relates to the issue of teacher status. Will teachers with official mentor teacher status receive pay increments?

- The final consideration relates to the need to provide financial support for the release time mentors need for observing and coaching teachers when appropriate.

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 inservice or skill development training.

Before receiving the specific inservice, 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 inservice, 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 inservice.

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

Colleagues 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 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.

In the use of an expert mentor, the supervisor may decide, in observing a teacher's instruction, that assistance is needed. The supervisor will ask the expert mentor teacher and the teacher in need to spend a certain amount of time together in activities designed to provide the development or improvement of the particular skill. Once these activities have been completed, the supervisor will make his or her own evaluation by making additional formal visits to the class.

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.

Professional Development

During the data gathering phase, while teachers are being observed, and suggestions and recommendations made, specific professional development activities may need to take place. It is the responsibility of the school or system to provide these opportunities.

An essential element in due process for teachers in trouble is professional development. Schools or districts 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 Bridges 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:

- inservice opportunities
- available mentor teachers
- funds for release time for teachers to attend workshops or work with mentors
- counseling services

Teacher Portfolios

The goal of teacher evaluation is teacher improvement. Teachers, themselves, ought to have a higher level of involvement in the evaluation process. With a top-down evaluation system in place in most educational organizations, ways to increase teacher involvement or ownership are limited. One possible means of increasing that involvement is the teacher portfolio.

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.

A well designed and well managed portfolio helps teachers understand their needs, affirms their growth, and improves their ownership of the evaluation process.

A portfolio may also be used as the basis for a system of performance evaluation for successful and experienced teachers. Such a system could replace the traditional "top-down" evaluation practices generally in use. At the end of this chapter is the description of such a system.

How can teacher portfolios provide authentic information for teacher evaluation?

Teachers may choose to create their own portfolios separate from the evaluation process. However a portfolio jointly designed by supervisor and teacher may play an authentic role in evaluation.

What is a portfolio?

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. Following is a short list of examples of artifacts that might be included in a teacher portfolio.

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.

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.

Portfolio purpose

An important step is 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.

Showcase portfolio

A showcase portfolio would be designed by the teacher to reflect positive accomplishments. A showcase portfolio might be used in the process of application for a new position or a promotion to a position of greater responsibility.

Working portfolio

A working portfolio, to demonstrate professional development, artifacts reflect the true nature of the teacher's growth even if negative elements may be present. Such a portfolio must be kept active and up to date to show the latest achievements or needs of the teacher.

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 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

Another option would be for the supervisor and teacher to 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.

Portfolios as part of an Evaluation System

In current practice, evaluation is a "top-down" system, meaning that a principal or supervisor is responsible for the preparation of the various evaluation documents, both formative and informative. In a two-tier evaluation system, discussed in chapter 7, Frequency of Evaluation, a category of teachers can be established and defined that may be evaluated by an alternative or self-directed approach. That approach makes use of a teacher portfolio and is described here.

Rationale

What are the purposes of the evaluation process? What is the degree of "fit" between evaluation practices, traditional or alternative, and evaluation goals? To form an argument for a revised teacher paradigm, these questions need to be considered. Three commonly perceived evaluation goals are often cited.

1. **Eliminating Incompetent Teachers**
   Students are the first responsibility of any educational system or institution. It follows that one purpose of evaluation is to discover and remove any teachers who are not performing properly and who are harming students. However, from both a moral and an ethical perspective, getting rid of incompetent teachers cannot be a *goal* of evaluation. It may be a result of evaluation, but not a goal. For further clarification of this issue, refer to Chapter 8, Due Process.

2. **Monitor School Quality**
   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. While monitoring school quality is important, it is not the primary goal of teacher evaluation.

Q

Can a teacher portfolio be a part of a different type of teacher evaluation system?

A

Many teachers use portfolios to evaluate the progress of their students. This chapter considers how teachers can use portfolios to evaluate their own performance..

3. Promote Teacher Quality

Excellence in teaching is certainly the primary goal of any system of teacher evaluation. This goal meets the legal, moral, and practical issues in evaluation. Certainly, every school or system wants to have a fully qualified and competent teacher in every classroom. Any system of evaluation then should contribute to having a qualified teacher in every classroom.

Defining a Qualified Teacher

If a qualified teacher in every classroom is the goal of evaluation, it would be useful to explore the different dimensions of a "qualified" teacher. Consider the following four elements:

1. 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. Evaluation will have little effect, however, in this aspect of a qualified teacher.

2. Knowledge of subject matter

No teacher can be effective if he or she does not know the subject matter being taught. Most school leaders assume the process of teacher credentialing assures that teachers know their subject matter. Often, therefore, supervisors using traditional evaluation methods, may not be able to effectively address this aspect of "quality" teaching.

3. 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. Positive Attitude

While effective teachers know their subject matter and have attained a high level of expertise in the art and craft of teaching, some teachers 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 an entire school.

Traditional evaluation, as generally practiced, is probably not that effective in enhancing these positive attitudes. For this reason, 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. The following section describes such a system.

The Teacher Empowerment Evaluation Paradigm

The teacher empowerment evaluation paradigm allows teachers to be responsible for their own evaluation while maintaining accountability to the educational school or system. The heart of the system is the teacher's professional portfolio. Teachers provide documentation demonstrating their attainment of the conference's adopted performance standards.

Overview of the system

At the beginning of the school year, the supervisor and teacher will collaboratively develop a professional development plan for the year and collaboratively plan for the nature of the documentation to be collected. During the course of the year, the teacher collects and assembles the appropriate evidence. The evidence is organized into a professional presentation portfolio, and at the end of the year or specified period, the teacher presents the portfolio at an appropriate showcase opportunity or event.

Accountability

Accountability must be a part of the teacher empowerment system. In any evaluation plan, the bases for evaluation are performance standards. In the teacher empowerment system, teachers are expected to use portfolio documents to provide evidence of their attainment of the performance standards. If accountability is to be assured, the conference must adopt a published set of performance standards. For a review of teacher performance standards, see chapter 9.

Teacher Empowerment Evaluation Model in Practice

The application of the teacher empowerment model described here has two potential advantages for schools or conferences. First, supervisors may be released from the responsibility of some of the traditional "top-down" supervisory activities with teachers who have already proven to be highly effective. Second, teachers are empowered to reach a higher level of excellence and efficacy.

A disadvantage to portfolio evaluation is 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.

Summative Evaluation

As described in elsewhere in this section this handbook, summative evaluation is the culmination of any evaluation system. The teacher empowerment evaluation system culminates in a summative activity that provides opportunities for teachers to showcase their portfolios in a group setting. This showcase opportunity may be the most exciting feature of the teacher empowerment model. This showcase opportunity might be called a "teacher fair." For details about this aspect, see chapter 30.

Teacher categories

The teacher empowerment model is designed to be applied to teachers who have been identified as highly successful in their practice. However, it might be useful to consider how to use the teacher portfolio as an element in the evaluation process for other categories of teachers. In most teacher preparation colleges or universities, student teachers are required to prepare a professional portfolio. States that have developed teacher preparation standards have determined that the development of a professional teacher portfolio is a valuable tool. Conferences or schools ought to consider evaluation policies that encourage teachers to maintain those portfolios. Following are some ways that this model could be applied in such a way that all categories of teachers could benefit from the portfolio approach:

Professional (master/mentor)
The teacher empowerment model is designed for these teachers. The school or conference must develop a set of criteria and a system for defining this category of teacher. The terms "mentor" or "mastor" might be considered for this catetory. For further details about defining a separate category of teacher, see Chapter 7. For these teachers, apply this evaluation model as described giving the teacher full authority to develop and present the portfolio. Supervisors may participate as supporters and advisors.
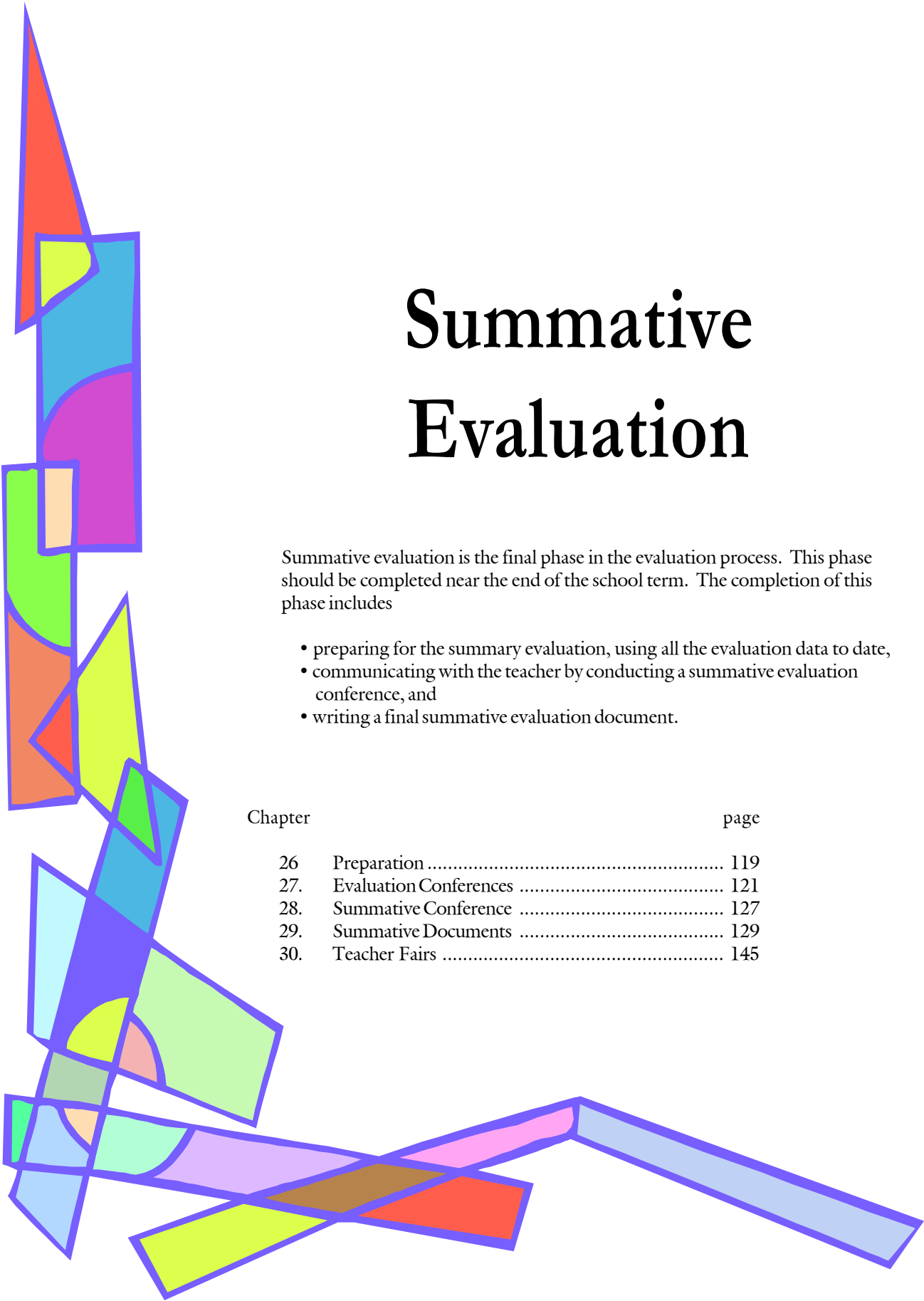
Regular Appointment
This category includes teachers who are on regular appointment but have not met the criteria for the specific teacher category that would define the "master" or "mentor" teacher. The teacher-empowerment paradigm can be applied for these teachers, but the supervisor participates more actively in the initial planning of the professional goals and actively but collaboratively works with the teacher in the determination of the documents to be developed and displayed. A traditional summative evaluation process will also be maintained.

New or Probationary
For new or probationary teachers, schools or conferences will wish to maintain the traditional teacher evaluation model. In this traditional process, however, teachers should be encouraged to begin building their portfolios as additional documentation of their professional development or improvement. Many of the new teachers have already developed a teaching portfolio as a required element of their teacher preparation program.

Summative Evaluation

Summative evaluation is the final phase in the evaluation process. This phase should be completed near the end of the school term. The completion of this phase includes

- preparing for the summary evaluation, using all the evaluation data to date,
- communicating with the teacher by conducting a summative evaluation conference, and
- writing a final summative evaluation document.

Preparation

The summative evaluation phase is important because the resulting document becomes a significant part of the teacher's evaluation file. 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 quality and thought go into the preparation of the summative evaluation.

Before the summative evaluation of the teacher, the supervisor should review the year's evaluation activities. For this review, the supervisor will depend on the evaluation documents that have been collected during the year. Evaluation should be broad based, depending on a number of kinds of information.

Using the Evaluation Information Sources

Section II of this handbook listed the various evaluation information sources that are used in the evaluation process. The evaluation file may contain information from several of these sources. Of course, one of the major information sources is the classroom observations performed by the supervisor.

The teacher should not receive surprises at this time. Any concerns or criticisms of the teacher's performance that need to be recorded as a part of the final summative evaluation should have been previously communicated in conference with the teacher, and, preferably, opportunity given for improvement. A record of these previously communicated concerns will, of course, be a part of the teacher's evaluation file.

Determining the Teacher's Rating

It is frequently 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 in the summary evaluation process.

General Teacher Rating

Some schools or systems 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:

Q

What must occur prior to the preparation of the teacher's summary evaluation?

A

The principal should review the year's evaluation activities. For this review, the supervisor will depend on the evaluation documents that have been collected during the year. In some schools or districts, a final teacher rating must be determined.

- Outstanding
- Satisfactory
- Needs improvement
- Unsatisfactory

If the particular school of conference does not require such ratings, it would be professionally sound to avoid the **regular** issuance of them. However, the decision to use or not use a rating system may be determined by the nature of the summary evaluation document that is ultimately used. The selection and preparation of that document is described in a subsequent chapter in this section.

Administrative Rating

The policies of the school or system may require certain administrative decisions to be based upon the teacher's performance as indicated in the summary evaluation. 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 tenured status,
- change in the teacher's employment status,
- transferral of the teacher, or
- dismissal.

Evaluation Conferences

An evaluation conference is a formal and planned meeting where the teacher and principal sit down for the purpose of communicating evaluation information about the teacher's professional performance. Such conferences are followed by a written document to be placed in the teacher's evaluation file. Evaluation conferences may occur at different times in the evaluation process.

The most important evaluation conference is probably the summative evaluation conference taking place at the end of the evaluation cycle. The summative evalution conference is described later in this handbook. However, certain evaluation conferences may occur during the data gathering phase. Considered here are the following topics relative to evaluation conferences:

- purposes of evaluation conferences
- the scope of evaluation conferences
- the degree of directiveness that is appropriate
- 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 a specific area of concern
- To make a commendation
- To provide guidance toward improved performance
- To provide evaluation information sometime during the middle of the year in order to keep teachers informed as to the principal's perceptions
- 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.

What guidelines should be kept in mind when preparing for an evaluation conference with a teacher?

This handbook has previously described two kinds of conferences, the individual planning conference and the post-observation conference. Another kind of conference that is a part of the evaluation process is the "evaluation conference."

Informal evaluative comments or conversations with teachers appropriately occur from time to time. Letting these conversations suffice, hoping to avoid the need to conduct a formal conference and document the concerns, is a temptation to be avoided.

Specific focus conferences

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 generally deals with just one or two areas, it becomes a "specific focus conference" and includes meeting with the teacher for such purposes as

- 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.

General evaluation conferences

A general evaluation conference is not focused on one particular aspect but may cover the full scope of the teacher's performance. General evaluation conferences are usually conducted two times during the evaluation cycle. One of these is during the middle of the year and is often called the "interim evaluation conference." The other time is at the end of the year when the "summary evaluation conference" is conducted.

- The interim evaluation conference

Sometime during the middle of the year, it is effective to conduct an evaluation conference with the teachers being evaluated, providing them with a summary of how things are going with their professional performance as the principal sees it.

The interim conference is not mandated in most evaluation policies, but it is conducted to provide the kind of feedback that teachers deserve so that the end-of-year summary evaluation will not be a surprise. This interim conference is sometimes referred to as a "mid-course correction" conference.

- The summary evaluation conference

The second kind of broad evaluation conference is the summary evaluation conference, discussed in further detail in Section VI.

Degree of Directiveness

As with the post-observation conference, before planning an evaluation conference with the teacher, the principal must understand the teacher's state of readiness well enough so that he or she can plan a conference that will suit the particular needs of that teacher. The two-dimensional grid, discussed earlier in regards to the post-observation conference, can assist assessment of a particular teacher's readiness for change.

Quadrant #1 Low Willingness High Ability	Quadrant #2 High Willingness High Ability
Quadrant #3 Low Willingness Low Ability	Quadrant #4 High Willingness Low Ability

The teacher who fits into quadrant #1 may be that teacher who has taught for years and suffers from partial burnout. The teacher in quadrant #2 is probably a master teacher who needs little direction. The teacher in quadrant #3 may be already, or on the verge of, experiencing burnout, and the teacher in quadrant #4 may represent the young teacher who is enthusiastic but needs support, coaching, and/or direct assistance.

Once the teacher's readiness level is identified, the directive, collaborative, or non-directive nature of the conference can be determined. The nature of the conference should be dependent on the teacher's readiness not on the principal's administrative style.

Carl Glickman suggests that the nature of the communication with teachers should be adapted according to the teacher's readiness level. The following is a detailed description of some of the characteristics of each of these three conference styles along with suggestions relative to the use of each.

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 of teacher's message
- 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 principal would demonstrate the following kinds of behaviors:

- encouraging two-way communication
- granting points or issues
- 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 go into final agreements for follow-up activities.

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

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 of the conference
- The scope of the conference
- The degree of directiveness of the conference

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

a. Plan your objective

Decide in advance what your expectations for the teacher are. There is no reason to conduct a conference if you have no expectations for the teacher. This objective should be something for the teacher that is

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

b. Make a judgment regarding the teacher's readiness level

With this in mind, 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?

Conducting the Evaluation Conference

a. Set an appropriate tone

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

b. State the 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?

c. Reference specific areas of strength or concern

Refer to the teacher's strengths or areas of concern using appropriate data from the evaluation file. Determine whether this is a specific focus conference or a general evaluation conference.

d. Solicit teacher's response

Appropriate teacher 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.

e. Develop a follow-up or "next steps" plan

The follow-up or "next steps" 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" next.)

f. Summarize

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

g. Follow through

Agreeing on follow-up activities is an important step. However, make sure after the conference, that you follow through on the principal'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.

Summative Conference

This chapter describes procedures for conducting the summary evaluation conference. Although the preparation of the written summary evaluation document is described in the next chapter, it is important here to consider the relationship between these two components.

How the conference and the document relate will vary according to the supervisor's style and/or the district policies. If the district's policies do not mandate a particular relationship or sequence, then the relationship will depend on the supervisor's own style and the particular situation.

Some supervisors may choose to prepare the summary evaluation document before conducting the conference and hand the document to the teacher during the conference. Other supervisors prefer to conduct the conference first, using information obtained in the conference to prepare the final summary evaluation document, and give it to the teacher later.

Chapter 27 described in detail how to plan for and conduct an evaluative conference. A very brief overview of the steps provided in that chapter is reviewed here as it relates to the summative evaluation conference. The steps are planning the conference, conducting the conference, and the conference follow-up.

Q

How is the summative evaluation information communicated to the teacher?

A

During the summary evaluation phase, the evaluation information that has been compiled during the preparation stage should be communicated to the teacher in two ways: First, in a formal evaluation conference, and, secondly, through the preparation of a written summary evaluation document.

Planning the Conference

In planning the conference, the supervisor must consider the following questions:

- What is the teacher's readiness level?
- Given the teacher's readiness level, how directive must the conference be?
- What recommendations need to be made for the teacher's further professional development?
- What evaluation rating, if required in this situation, will be given?

Conducting the Conference

The conference should include the following elements:

- Setting a proper feeling tone, dependent on the situation
- Discussing the teacher's performance since the last general evaluative conference during the year
- Referring to specific areas — the teacher's strong points or areas of concern, referencing these areas of concern with appropriate documentation from the teacher's evaluation file. *Note: This is a summary evaluation, not a new evaluation. It should not introduce new areas of concern.*
- Developing the next steps for the teacher in terms of performance expectations, or professional development activities. These next steps should indicate the support to be provided by the supervisor, or the school or conference.
- Soliciting responses from the teacher
- Summarizing

Providing Follow-up

Active monitoring of the agreed upon "next steps" or activities for the teacher's professional development should follow the conference.

Summative Documents

At the close of the evaluation period, a written summative document must be prepared for the files. This document must reflect the evaluative criteria that have been established by the school or system.

The written summary evaluation document may be any one of at least 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 school or system. In the case of the check list or rating scale or the open-ended response form, the performance standards will 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 given in this chapter, the sample performance standards from an earlier chapter in this book are used.

Q

What does the written final summary evaluation look like?

A

The written summary evaluation document may be any one of at least three styles. It may be a check list or rating scale, an open-ended response type form, or an evaluation letter.

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 simplest of these two types. In the 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.	

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:

	Superior	Good	Satis-factory	Needs Improve-ment
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 have the advantage of ensuring that evaluation will be based on the standards and not on other issues. They also share certain disadvantages. These forms do 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 that no negative evaluation 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 system's, or school's, 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.

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 performance standards on the sample form listed next are included on the form as a reference only to assist the supervisor. The supervisor, however, writes observations that relate to the general area. The supervisor has the option to make no observations in certain areas.

A sample of an open-ended response format summary evaluation form begins on the next page.

Sample Form -- Open-Ended Response Format

Teacher _____   Date _____

INSTRUCTIONS: 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.

1. Engaging and Supporting All Students in Learning
Teachers will:
1.1. Create a learning environment that engages all students
1.2. Connect learning goals with students' prior knowledge, life experience, and interests
1.3. Facilitate learning experiences that promote autonomy, interaction, and decision-making
1.4. Engage all students in problem solving and critical thinking
1.5. Promote self-directed, reflective learning for all students

OBSERVATIONS

2. Creating and Maintaining an Effective Learning Environment
Teachers will:
2.1. Create an environment that stimulates intellectual development
2.2. Create an environment that is conducive to moral development
2.3. Establish a climate that promotes fairness and respect
2.4. Promote social development and group responsibility
2.5. Establish and maintain standards for student behavior
2.6. Plan and implement classroom procedures and routines that support student learning
2.7. Use instructional time effectively
2.8. Maintain a physical environment that is clean, orderly, and safe

OBSERVATIONS

3. Organizing Subject Matter and Designing Learning Experiences

Teachers will:
3.1. Demonstrate knowledge of subject matter content and student development
3.2. Follow adopted curriculum and frameworks
3.3. Interrelate ideas and information within and across subject matter areas
3.4. Integrate faith with learning across subject matter areas
3.5. Use a variety of instructional strategies and resources appropriate to the subject matter
3.6. Develop and sequence instructional activities and materials for student learning

OBSERVATIONS

4. Monitoring and Assessing Student Learning

Teachers will:
4.1. Establish and communicate learning goals for all students
4.2. Collect and use multiple sources of information to assess student learning
4.3. Involve and guide all students in assessing their own learning
4.4. Use the results of assessments to guide instruction
4.5. Communicate with students, families, and other audiences about student progress
4.6. Maintain complete and accurate student records

OBSERVATIONS

5. Developing As a Christian Professional Educator

Teachers will:
5.1. Demonstrate a life style consistent with accepted Seventh-day Adventist standards
5.2. Demonstrate openly their relationship with Christ
5.3. Create and maintain an environment that encourages students' spiritual development
5.4. Promote opportunities for student involvement in outreach activities
5.5. Establish professional goals and show initiative in professional development activities
5.6. Work with families and communities to improve professional practice
5.7. Work with colleagues to improve professional practice
5.8. Maintain a professional appearance appropriate to one's teaching assignment
5.9. Fulfill adjunct duties as required

OBSERVATIONS

Signature of Supervisor: _____ Date: _____

Signature of Teacher: _____ Date: _____

Signature of the teacher acknowledges receipt of this document and does not imply agreement with all statements. The teacher is encouraged to write any comments, disagreements, explanations, or amendments on an additional sheet to be attached to this document.

Summary Evaluation Letters

Another approach to preparation of a summary evaluation document is the use of a summary evaluation letter. This approach is even more "open ended" than the open-ended response format in that it does not involve the use of a "form" at all. The supervisor simply writes a 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 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 have 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 and 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[1] 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.

1. The words "improvement or enhancement" imply that all teachers, whether having been judged highly competent, or incompetent, are expected to continue to develop professionally.

Sample Summary Evaluation Letters

Following are samples of two summary evaluation letters.

Sample #1 -- Summary Evaluation Letter

The first sample letter has been written to an elementary teacher who has received a very positive evaluation.

Dear Miss Perfect:

This letter serves as your summative evaluation for the school year. This year was your third year at this school. Your assignment consisted of teaching grade two and serving as grade two team leader. You hold a standard elementary teaching credential.

The evaluation is based on instructional plans that we reviewed early in the year, classroom observations, test scores, grades issued, and a review of various student projects.

The instructional plans that you submitted listed content, skill, and social or personal outcomes. In addition, you specified the instructional and behavioral management strategies you would use, and you outlined your plans for measuring and maximizing opportunities for student success.

I observed your classes three times formally and several times informally. In the first formal observation, you attempted a teaching lesson which used higher cognitive thinking questions. Your lesson objectives included developing critical thinking skills not just knowledge level skills. The student product was appropriate, and students' response indicated your objectives were adequately met.

In the second formal observation, you used a direct instruction lesson plan to introduce new vocabulary words. You included a sponge activity and an effective introductory set. Your instruction included the use of a chart for detail, practice and independent seat work. Students learned the objective as evidenced by the results on the assignment.

These lessons were quite different from one another, calling for two specific teaching skills. You were equally skilled at both. In addition, on drop-in visits I have observed your use of cooperative learning strategies.

You have used strategies from both direct instruction and cooperative learning models, and we have discussed your interest in further developing your expertise by learning more about the information processing and personal models of learning.

Another area of emphasis in your instructional plans was the development of social/personal skills. You have used cooperative learning strategies in the area of classroom management. I observed that students felt comfortable with the process. I have observed the use of low level interventions and escalation where necessary when behavior problems arose. You have created a classroom climate which fosters student participation. I have observed that you interact positively with students. Students' self esteem was promoted and preserved even when disciplinary interventions were used.

You have demonstrated a high quality of leadership in the second grade team this year. The other teachers have indicated that they are pleased and comfortable working with you, and the pupil progress report system that your team developed is further evidence of the quality of leadership that you have provided in this first year as team leader.

Contracted duties were performed satisfactorily. You also have frequently volunteered or appeared at student events.

Below are a series of commendations resulting from our final conference:

1. You have contributed greatly to an improved school climate.
2. You have mastered several teaching strategies and use them with ease.
3. Students are motivated to learn in your class.
4. Aggregate data have indicated that students have met the content, process and social/personal outcomes written in your instructional plans.
5. You have demonstrated leadership ability in the grade two team.

I encourage you to continue to extend your abilities to work with different teaching models by learning and developing teaching strategies in the information processing and personal learning model families.

Our school's professional library includes material on these teaching models. These are, of course, available, and I have also indicated that I will support your attendance at one or more of the workshops on teaching models next year as details can be arranged.

In addition, as mentioned in our summative conference discussion, I will support you in your training of other staff in the use of cooperative learning strategies.

Joan, you are an exemplary teacher. In accordance with school policies, I am recommending that you be given status as a tenured teacher as of the beginning of next school term.

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's Signature
(Does not signify agreement with content of letter)

Sample #1 -- Summative Evaluation Letter (annotated)

The sample is repeated here, noting how the letter includes the elements of the summative evaluation letter outline.

> *1. An introductory paragraph including the teacher's assignment, credential, and the purpose of the letter.*

> Dear Miss Perfect:

> This letter serves as your summative evaluation for the school year. This year was your third year at this school. Your assignment consisted of teaching grade two and serving as grade two team leader. You hold a standard elementary teaching credential.

> *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 system's, or school's, evaluative criteria. This documentation would include compliance with policies and performance standards.*

> The evaluation is based on instructional plans that we reviewed early in the year, classroom observations, test scores, grades issued, and a review of various student projects.

> The instructional plans that you submitted listed content, skill, and social or personal outcomes. In addition, you specified the instructional and behavioral management strategies you would use, and you outlined your plans for measuring and maximizing opportunities for student success.

> I observed your classes three times formally and several times informally. In the first formal observation, you attempted a teaching lesson which used higher cognitive thinking questions. Your lesson objectives included developing critical thinking skills not just knowledge level skills. The student product was appropriate, and students' response indicated your objectives were adequately met.

> In the second formal observation, you used a direct instruction lesson plan to introduce new vocabulary words. You included a sponge activity and an effective introductory set. Your instruction included the use of a chart for detail, practice and independent seat work. Students learned the objective as evidenced by the results on the assignment.

> These lessons were quite different from one another, calling for two specific teaching skills. You were equally skilled at both. In addition, on drop-in visits I have observed your use of cooperative learning strategies.

> You have used strategies from both direct instruction and cooperative learning models, and we have discussed your interest in further developing your expertise by learning more about the information processing and personal models of learning.

> Another area of emphasis in your instructional plans was the development of social/personal skills. You have used cooperative learning strategies in the area of classroom management. I observed that students felt comfortable with the process. I have observed the use of low level interventions and

escalation where necessary when behavior problems arose. You have created a classroom climate which fosters student participation. I have observed that you interact positively with students. Students' self esteem was promoted and preserved even when disciplinary interventions were used.

You have demonstrated a high quality of leadership in the second grade team this year. The other teachers have indicated that they are pleased and comfortable working with you, and the pupil progress report system that your team developed is further evidence of the quality of leadership that you have provided in this first year as team leader.

Contracted duties were performed satisfactorily. You also have frequently volunteered or appeared at student events.

3. Commendations (where appropriate) based on the objective data.

Below are a series of commendations resulting from our final conference:
1. You have contributed greatly to an improved school climate.
2. You have mastered several teaching strategies and use them with ease.
3. Students are motivated to learn in your class.
4. Aggregate data have indicated that students have met the content, process and social/personal outcomes written in your instructional plans.
5. You have demonstrated leadership ability in the grade two team.

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.

I encourage you to continue to extend your abilities to work with different teaching models by learning and developing teaching strategies in the information processing and personal learning model families.

5. The follow-up activities or "Next Steps" that have been agreed upon or that have been directed.

Our school's professional library includes material on these teaching models. These are, of course, available, and I have also indicated that I will support your attendance at one or more of the workshops on teaching models next year as details can be arranged.

In addition, as mentioned in our summative conference discussion, I will support you in your training of other staff in the use of cooperative learning strategies.

6. The teacher's performance rating (where required) based upon defined criteria.

Joan, you are an exemplary teacher. In accordance with school policies, I am recommending that you be given status as a tenured teacher as of the beginning of next school term.

7. A right to respond statement and a signature line.

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)

Sample #2 -- Summary Evaluation Letter

The following sample letter has been written to a 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, 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.
8. 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:

1. You have lowered the failure rate of the students

2. You have improved in the maintenance tasks of taking attendance and reading the bulletin in class.

Recommendations:

1. 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.

2. That you change your feedback and grading procedures to more closely monitor student progress.

3. 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.

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)

Sample #2 — Summative Evaluation Letter (annotated)

This sample is also repeated with the elements from the summative evaluation letter outline. Elements four and five, the recommendations and the follow-up, are stated together. For this sample, the school system does not require teacher evaluation rating, so that element is not in the letter.

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, system's, or school'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, 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:

1. You have improved the failure rate of the students

2. 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.

5. The follow-up activities or "next steps" that have been agreed upon or that have been directed.

Recommendations:

1. 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 observations to assess your progress in transferring the skills.

2. That you change your feedback and grading procedures to more closely monitor student progress.

3. 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.

6. The teacher's performance rating (where required) based upon defined criteria.

Sincerely,

Tom Terrific, Principal

7. A right to respond statement and a signature line.

This letter will be 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)

Teacher Fairs

chapter *30*

This chapter deals specifically with summative evaluation options for schools or conferences using the teacher empowerment evaluation model described elsewhere in this handbook.

In that evaluation model, teachers are responsible for the collection and presentation of the evaluation data. This evaluation data is organized in a portfolio or dossier. In traditional evaluation models, a summative conference is conducted and a summative document is filed.

Portfolio Presentation

Summative evaluation in the teacher empowerment model needs to provide for a culminating activity where the teachers can present their portolios to appropriate individuals or groups. Likely individuals or groups would include the supervisors, administrators, school board and fellow educators. Since this form of summative evaluation is an innovative approach, the handbook presents ideas and suggestions and also notes planning areas that may need further local study for application.

Administrators or supervisors

The teacher will present the portfolio to the responsible supervisor or administrator. A process for administrator review and collaborative discussions would need to be agreed upon. In the case that the portfolio and/or the presentation was incomplete or not acceptable to the responsible administrator, a process for resolution would need to be established.

School Board

In traditional teacher evaluation practice, the supervisor or administrator presents evaluation results to the school board through the personnel committee. The teacher empowerment evaluation model could involve the board in a more active way by having teachers present their portfolios to the school board. Since this evaluation model will involve master teachers, the presentation would take the form of "celebration" rather than "investigation." The presentation could be a small group presentation to the personnel committee or the full board. The presentation might be in the form of an education fair where teachers would have their own tables with documentation, student materials, media presentations, and/or other materials on display for viewing and discussion.

Q

Can an evaluation system be more collegial?

A

Often, teachers have few structured opportunities to share ideas with one another. Consider the idea of a teacher fair as described in this chapter.

Fellow Educators

Considerable potential for positive outcomes of the teacher empowerment evaluation model lies in the capacity for teachers to learn from one another. Therefore, one of the most important activities will be a celebration fair where teachers present their portfolio documents to one another. This sharing can take the form of a school or conference-wide teacher fair. Teachers will have a table or "booth" to present their documents with fellow teachers and other guests visiting each demonstration. Teachers rarely have such an opportunity to share their experiences with other teachers.

Portfolio Documentation

Many teachers have never prepared documentation of their own performance and will need assistance in their first efforts. This section provides some suggestions for the type of documentation that teachers may present. Because the documentation needs to relate to the performance standards, these suggstions are based on the suggested standards from chapter 9 of this handbook.

Pupil achievement and assessment

To demonstrate the teacher's attainment of the standards in this category, the following portfolio documents are suggested:

- ◆ Copies of grading rubrics used
- ◆ Samples of grade book pages (names omitted)
- ◆ Samples of tests
- ◆ Copies of special or regular parent communications
- ◆ Parent communication newsletters
- ◆ Information about parent-conferences
  - • Handouts used
  - • Letters received from parents
  - • Procedures used for conferences
- ◆ Photos
- ◆ Practices used with special needs students
  - • Procedures for identifying special needs students
  - • Procedures for providing needed help
  - • Copies of Individual Education Plans (IEP)
  - • Policies regarding Student Study Teams (SST)
- ◆ Student portfolios
- ◆ Data from an action research project

Instructional techniques and strategies

To demonstrate the teacher's attainment of the standards in this category, the following portfolio documents are suggested:

- ◆ Copies of instructional plans demonstrating:
    - • Higher level thinking activities and/or questions
    - • The use of various instructional strategies
    - • Simulations
    - • Cooperative learning
    - • Multiple intelligences
- ◆ Samples of student work
- ◆ Samples of teacher feedback
- ◆ Substitute teacher packet
- ◆ Photographs
- ◆ Field trips
- ◆ Completed student projects
    - • Individual
    - • Classroom
    - • Cooperative learning

The curriculum

To demonstrate the teachers attainment of the various curriculum standards, the following portfolio documents are suggested:

- ◆ Copies of instructional plans
    - • Daily lessons
    - • Unit plans
    - • Annual plans
    - • Course syllabi

The learning environment

To demonstrate the teacher's attainment of the standards in this category, the following portfolio documents are suggested:

- ◆ Classroom photos
- ◆ Bulletin Board photos
- ◆ Letters or notes to and from
    - • Parents, Students, Others
- ◆ Copies of classroom management documents
- ◆ Discipline policies
- ◆ Classroom rules
- ◆ Student behavior contracts
- ◆ Discipline plan
- ◆ Copies of documents prepared with student participation
- ◆ Copy of discipline philosophy

Professional relationships

To demonstrate the teacher's attainment of the standards in this category, the following portfolio documents are suggested:

- ◆ Materials from conferences or conventions attended
- ◆ Documents demonstrating professional memberships
- ◆ Evidence of participation in school leadership projects
- ◆ List of professional development activities for the year
- ◆ Copy of personal mission statement
- ◆ Copy of personal teaching philosophy
- ◆ Documents demonstrating activities which support the schools' mission statement
- ◆ Letters from colleagues
- ◆ Letters from administrator(s)
- ◆ Copies of articles published
- ◆ Copies or evidence of convention presentations made

Community relations

To demonstrate the teacher's attainment of the standards in this category, the following portfolio documents are suggested:

- ◆ 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)
- ◆ Photos from church or other community projects

Technology

The suggested presentation documents listed above included only the types of documents which would be considered "low-tech." It is important to recognize that a competence in technology is not a requirement for teachers to participate in such a project. However, it must be noted that technology offers many opportunities for the teacher wishing to prepare a presentation portfolio.

These could include, but would certainly not be limited to, such technology presentation options such as videos and Power-Point presentations.

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

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