

DEVELOPING AND SUSTAINING TEACHER EXCELLENCE THROUGH TEACHER EVALUATION AND SUPERVISION

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Agenda - Goals

- Understand intersection of teacher development and teacher evaluation
- Develop awareness of evaluation standards
- Match standards to evaluation techniques
- Become familiar with AAKS framework

Framing the issue

- In what way does teacher evaluation in your institution promote teacher development?
- What obstacles prevent it from being more effective in helping teachers develop?

Development is a process - A A K S

- Awareness
- Attitudes
- Knowledge
- Skills
 - Evolved from a Model of Cultural Awareness

Starting point

- Teacher knows and understands what is expected as written in school's standards
- Teacher agrees that these standards represent best practice

Standards Activity

- How important are these standards for evaluating teachers?
 - Check from 1 (not at all) to 5 (very important)
- What are the most critical to you?
- What might you add?
- What might you delete?

Evaluation - Teaching standards

- What are the criteria?
- What is the teacher performance level that the program is striving for?

Evaluation Techniques

- How do you get data about teacher performance?

Evaluation Techniques

- Observations – supervisor and peer
- Student evaluations of teachers
- Portfolio
- Administrative review
- Student achievement results
- Teacher self report

Matching techniques with standards

- Which standards *cannot* be best assessed with classroom observation?
- What will you use instead?

Approaches to supervision

1. Traditional

Hierarchical, directive, authoritarian, top down

2. Clinical Supervision

Collaborative discovery of classroom events based on teacher's interpretation

3. Developmental Supervision

Approaches to supervision

Developmental Supervision

- Matched to the current level of the teacher, novice, mid, experienced
- Built on **collaborative** relationships with supervisor oversight and direction diminishing as teacher gains experience
- Goal is to **put teacher in charge** of his/her own development

Approaches to supervision

PBSE – Performance Based Supervision and Evaluation

...a collaborative effort between a teacher and supervisor to **align** the teacher's annual **development plan** with explicit student **learning needs**.

Supervision and evaluation

- What characterizes an effective evaluator?

Global attributes of effective evaluators

- Open and honest communication
- Accommodation of various styles
- Established mutual trust and respect
- Recognition of achievement
- Consistency

Attributes of effective evaluators re: classroom observations

- Understands teacher's **A A K S** position
- Credibility
- Objectivity
- Provides great feedback

More attributes of effective evaluators re: classroom observations

- Provides great feedback:
 - Useful suggestions
 - Persuasive rationale
 - Quality of ideas
 - Specificity of information
 - Based on mutually held assumptions!!!

Assumptions Activity

- **How do assumptions about teaching, learning and language affect evaluation?**

Where are you on the continuum?

1. Select the left or right column to show leaning
2. Then, select middle if there is substantial truth to both
3. Then, compare your answers with your partner

Then, discuss how assumptions might affect teacher evaluation

Classroom observations

- How do you follow up with the teacher?
 1. Analyze the data cooperatively
 - Be specific and concrete
 2. Reach agreement on what is actually happening (**Building Awareness**)

Classroom observations –Follow up

3. Interpret the data, considering causes and consequences of actions (**Awareness** → **Attitude**)

Classroom observations – Follow up

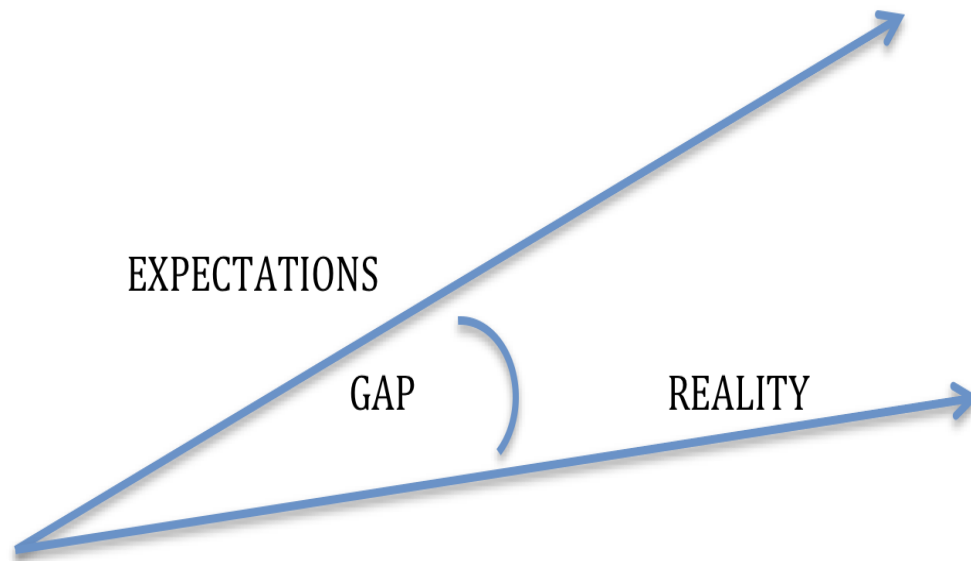
4. Reach decisions about future actions by considering alternative approaches (**Attitude** → **Knowledge**)
5. Establish a framework for implementing change
(**Attitude** → **Knowledge** → **Skill**)



MIND THE GAP

Making it Work - Defining the Gaps

- Expectations vs. Reality
- Perceptions vs. Reality
- Zone of Tolerance
 - Adequate vs. Desired



Managing the Awareness Gaps

**Gap 1- Teacher perceptions of standards vs.
Supervisor perception of standards**

**Gap 2- Teacher expectation of process vs.
Reality of process**

**Gap 3- Teacher perception of performance vs.
Supervisor communication of performance**

Managing the Attitude Gap

**Gap 4 - Teacher's willingness to address issues
vs. Commitment needed for development**

Closing the Knowledge and Skills Gaps

Gap 5 - Feedback/information needed for developing knowledge
vs. Feedback/information provided to teacher

Gap 6 - Plan developed collaboratively for real skill development
vs. Evaluation report stored in the file cabinet

Questions and Discussion

- What obstacles prevent evaluation from being more effective in helping teachers develop?
- How can they be overcome?











