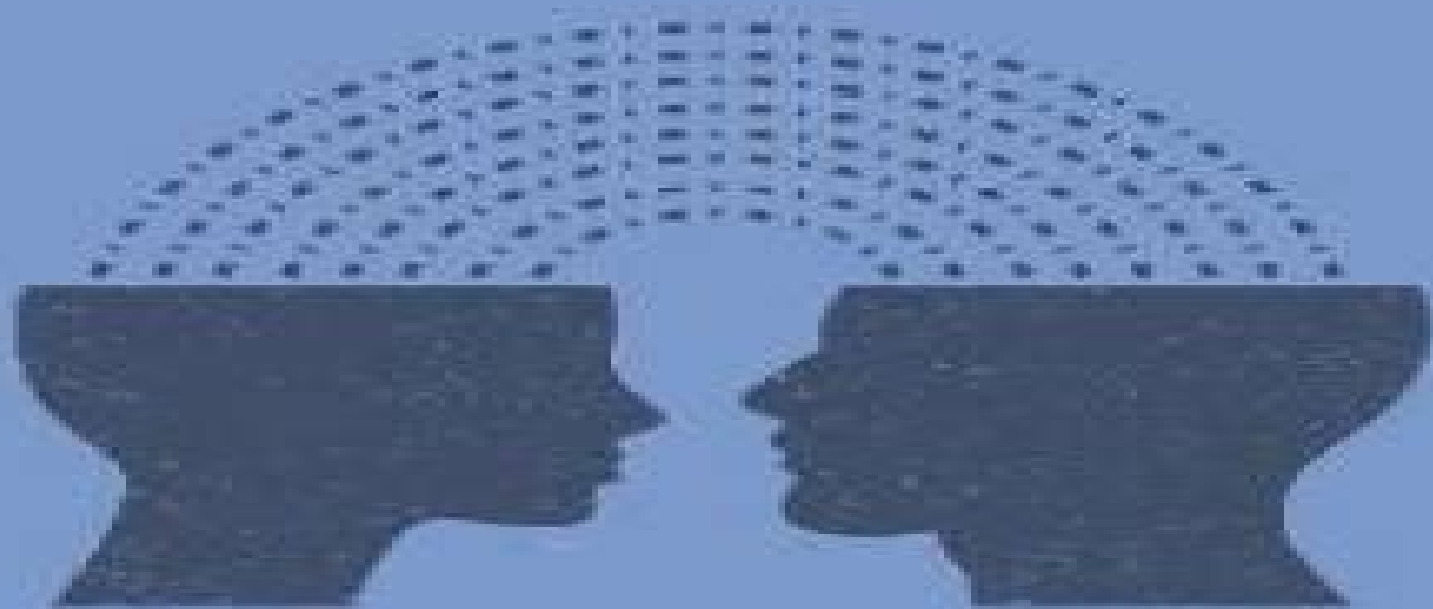


Teacher self-supervision

Why teacher evaluation has failed and what we can do about it

By William Powell and Dohun Kimura-Royce



Teacher Self Supervision Why Teacher Evaluation Has Failed And What We Can Do About It World Class Schools Series

Todd A. DeMitchell, Mark A. Paige



Teacher Self Supervision Why Teacher Evaluation Has Failed And What We Can Do About It World Class Schools Series

Teacher Self-Supervision: Why Teacher Evaluation Has Failed and What We Can Do About it William Powell,2015-11-08 Many perhaps even most schools are not reaching their potential to be places of collective learning The authors believe that one of the greatest impediments to realizing this vision is the deleterious effect of traditional systems of teacher evaluation Rather than infantilizing teachers we need to empower them Traditional forms of teacher evaluation have failed They are riddled with negative expectations about teachers and what motivates them Taken together these underlying assumptions form a pernicious cloud of counterproductive expectations that many teachers will live down to Inadvertently the traditional system of teacher evaluation has created a vicious cycle of self sealing logic It is now time for teachers to reclaim their profession the process of which involves a relentless focus on adult learning professional learning that is self directed The more dynamic and stimulating the culture of adult learning the more dynamic and stimulating student learning will be

Rethinking Teacher Supervision and Evaluation Kim Marshall,2013-04-22 Teacher supervision and evaluation that emphasizes fairness excellence and achievement In this thoroughly revised and updated edition of his bestselling book education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher s performance Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students Revised edition of the classic book on teacher supervision and evaluation Includes thoughts on iPad and iPhone aps for classroom observation Offers new chart on how principals can manage ten mini observations per teacher per year Contains new thoughts on merit pay a different approach to the test score argument from Arne Duncan This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development

Rethinking Teacher Supervision and Evaluation Kim Marshall,2009-10-30 In this important book education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher s performance Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students Emphasizing trust building and teamwork Marshall s innovative four part framework shifts the focus from periodically evaluating teaching to continuously analyzing learning This book offers school principals a guide for implementing Marshall s framework and shows how to make frequent informal classroom visits followed by candid feedback to each teacher work with teacher teams to plan thoughtful curriculum units rather than focusing on individual lessons get teachers as teams involved in low stakes analysis of interim assessment results to fine tune their teaching and help struggling students and use compact rubrics for summative teacher evaluation This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development

Making Teachers Better, Not Bitter Tony Frontier, Paul Mielke, 2016-08-23 In too many districts evaluation of teachers ensures competence but does little or nothing to encourage and support expertise In this thought provoking and groundbreaking book Tony Frontier and Paul Mielke address this issue head on combining the conceptual and the practical by offering a compelling vision of teacher growth along with nearly three dozen step by step protocols for working with teachers They present a powerful rationale for reconceptualizing teacher evaluation by creating a balanced system of three equally important components Reliable and valid evaluation Empowering and focused supervision Meaningful and purposeful reflection Each component is discussed in terms of its purpose premise processes practices and payoffs Revealing examples based on the authors experiences in classrooms across the country show what evaluation supervision and reflection look like when they re not done well and what they could look like if done more effectively Providing insight and inspiration Making Teachers Better Not Bitter paves a clear path to better teaching and helps you acknowledge and support the hard work that teachers do every day to make learning come alive for their students

Ineptitude, Conformity, and Obfuscation Richard J. Giordano, 2019-02-08 This book tells the story of teacher evaluation from the perspective of a high school principal one who has been an active participant in the process Teacher evaluation is a fraud and this book explains why and how it can be fixed This book begins with a historical perspective followed by a description of what is wrong with the currently applied process It ends with suggestions for making the process workable and productive

Rethinking Teacher Supervision and Evaluation Kim Marshall, 2024-07-31 A proven practical approach to teacher supervision coaching and evaluation that emphasize fairness equity and achievement In the third edition of this longtime bestseller nationally recognized education leader Kim Marshall offers a framework for supervisors who want to motivate and inspire their colleagues and bring more good teaching to more classrooms more of the time Rethinking Teacher Supervision and Evaluation shows you how to break away from outdated evaluation approaches describing an innovative approach that enlists teachers and teacher teams in improving the performance of all students This thoroughly revised and updated third edition brings Marshall s widely used framework up to date with even more practical guidelines for implementing effective classroom visits teacher teamwork around data and curriculum unit planning professional development and more You ll also discover high tech and low tech tools that can boost a supervisor s impact and efficiency Discover the bestselling approach to teacher supervision coaching and evaluation Implement techniques to learn what s really going on inside classrooms Implement short frequent unannounced classroom visits followed by face to face conversations about teaching and learning Use rubrics to continuously improve teaching and learning Foster professional development with supervision and evaluation techniques that focus on improvement and motivation Improve time management and the effective use of student learning data Since the publication of the first and second editions Rethinking Teacher Supervision and Evaluation has been an invaluable resource for K 12 supervisors instructional coaches and teacher leaders as well as trainers and policymakers The third edition builds on a decade of additional research and work in schools around the world bringing the ideas into alignment with the rapidly changing world of education for a timely and beneficial approach to leading today s teachers

Teacher and Student Evaluation Alyson Leah Lavigne, Thomas L. Good, 2014 This book explores the historical rise and modern landscape of accountability in American education and examines current and future models of teacher evaluation

Supervision for Learning James M. Aseltine, Judith O. Faryniarz, 2006-05-15 Traditional methods of supervision and evaluation focus on teachers inputs their lesson plans instruction and classroom management practices But what matters most is the outcome they achieve learning This book introduces Performance Based Supervision and Evaluation PBSE a data driven and teacher directed approach proven to build educators analytical and instructional capacity to address the learning needs of their students It s a move away from disconnected annual goals and outside in improvement initiatives and toward the full integration of teacher evaluation strategic professional development and school improvement planning Supervision for Learning is an important resource for school leaders looking to Honor the judgment of teachers while targeting student performance in areas of essential knowledge and skills articulated in standards Empower all teachers to use performance data as the basis for instructional decisions and monitor the effectiveness of these decisions through action research Develop meaningful collaborative relationships with and among teachers and Acquire authentic evidence of teacher and student growth Authors James M Aseltine Judith O Faryniarz and Anthony J Rigazio DiGilio explain the best practice foundations of their approach and provide guidelines for its implementation Sample artifacts and illustrative vignettes bring the PBSE process to life clarifying the supervisor s role the teachers responsibilities and the students gains You ll also find a planning and monitoring tool that maps milestones within the development and evaluation cycle along with strategies for reconciling this approach with district reporting requirements and budget realities Note This product listing is for the reflowable ePub version of the book

Teacher Supervision and Evaluation James Nolan, Jr., Linda A. Hoover, 2011-08-24 *Teacher Supervision and Evaluation* 3rd Edition equips teachers with the knowledge and skills needed to transform both supervision and evaluation into a powerful vehicle for maximizing growth and enhancing student learning New and re conceptualised content has been integrated throughout the pages New case studies examples and vignettes have been included to offer the most up to date information Additional pedagogical tools have been added to help build understanding including skill and concept development exercises discussion questions and theory into practice applications This practical approach enables teachers to gain a new perspective on their classroom experience

Supervision for Learning James M. Aseltine, Judith O. Faryniarz, Anthony J. Rigazio-DiGilio, 2006 Provides information on how to transform a supervisory system into a performance based model that connects to student achievement and teacher professional development

Flash Feedback [Grades 6-12] Matthew Johnson, 2020-02-11 Beat burnout with time saving best practices for feedback For ELA teachers the danger of burnout is all too real Inundated with seemingly insurmountable piles of papers to read respond to and grade many teachers often find themselves struggling to balance differentiated individualized feedback with the one resource they are already overextended on time Matthew Johnson offers classroom tested solutions that not only alleviate the feedback burnout cycle but also lead to significant growth for students These time saving strategies built on best practices for feedback help to improve relationships ignite motivation and increase student ownership of learning Flash Feedback also takes teachers to the next level of strategic feedback by sharing How to craft effective efficient and more memorable feedback Strategies for scaffolding students through the meta cognitive work necessary for real revision A plan for how to create a culture of feedback including lessons for how to train students in meaningful peer response Downloadable online tools for teacher and student use Moving beyond the theory of working smarter not harder Flash Feedback works deeper by developing practices for teacher efficiency that also boost effectiveness by increasing students self efficacy improving the clarity of our messages and ultimately creating a classroom centered around meaningful feedback

Self-Assessment and Training Yamina Bouchamma, Marc Giguère, Daniel April, 2019-07-02 This book provides school principals and those responsible for pedagogical supervision the necessary tools for their professional development whether in formal continuing education or informal self taught contexts It presents for each knowledge know how know how and know how to become two sections The first titled What the supervisors say presents testimonials from a research action training project Ministry of Education and Higher Education of Quebec 2014 2017 which brought together 37 principals of two school boards in professional learning communities PLCs to discuss their pedagogical supervision practices in their school This second section proposes self assessments grids The book is also punctuated with practical exercises and reflections to develop the targeted skills in supervision This book is an essential reference for all supervisors It presents experiences in teaching research and training It is a functional and practical guide to acquiring and consolidating pedagogical supervision skills

Teacher Evaluation that Works!! William B. Ribas, 2005 Offers practical and effective methods for evaluating educators and provides districts with the tools to systematically and cost effectively assess and revise their supervision and evaluation programs

Improving Instruction Through Supervision, Evaluation, and Professional Development Michael DiPaola, Wayne K. Hoy, 2013-12-01 This new book recognizes the reality that all principals are responsible for supervision evaluation and professional development of their teachers tasks that are neither simple nor without conflict The primary audience of this text is aspiring and practicing principals We hope to help them understand both the theory and practice of supervision evaluation and professional development Observing instruction collection data for reflection and having conversations about teaching however are not sole provinces of principals Master teachers teacher leaders and teacher colleagues can also benefit from the Supervisory sections of the book especially the chapters on high quality instruction improving instruction and the classroom data collecting tools

Supervision and Evaluation for Learning and Growth Daniel R. Tomal, Robert K. Wilhite, Barbara Phillips, Paul A. Sims, Nancy Gibson, 2015-03-18 This CHOICE award winning author has teamed up with national school resource experts to write a comprehensive book on supervision and improvement of learning Everything you need to know about supervision and student learning professional development coaching and evaluation standards and creating an environment for professional growth are covered The book starts with a history of supervision and then addresses models and standards for effective teaching state and federal frameworks supervision and evaluation for effective instruction and strategies for effective professional learning and growth plans Benefits and Features of Book A comprehensive book covering all aspects of teacher supervision and professional development including an original framework for instruction Each chapter objectives are aligned with the new ELCC ISLCC TLEC and InTASC for accreditation and Learning Forward standards on professional learning Many federal and various state data sources are included Each chapter contains a comprehensive case study and exercises for practical application Provides a blend of academic theory and practical perspectives on how to implement and execute supervision and evaluation Several handy resources are included in the appendixes

Differentiated Supervision Ann Mausbach, Kim Morrison, 2022-08-02 Strategic observation practices to drive coherence and results Supervision is often dreaded by teachers and principals alike because it can be disconnected from the context of the actual classroom and school But when a culture of supervision is created by differentiating which practices have the greatest impact in the context of the work educators are doing at the building and individual level then supervision is about examining practice working together to solve problems and constantly improving Differentiated Supervision shows you how to develop a laser like focus on improving an entire system while simultaneously addressing the individual needs of a diverse teaching staff It lifts supervision out of isolation and presents a comprehensive model that provides a coherent method for creating a culture of supervision for supporting individuals small groups and the whole school in implementing high leverage strategies that improve student learning Readers will find A clear framework for knowing what supervision practices to use when and for what purpose Useful templates and protocols for different supervision practices on a companion website Helpful examples and vignettes from the field to show how to differentiate supervision for teachers A unique focus on student learning at the center Supervision is more than a series of steps that leads to final evaluation its changing the culture and achievement in your school from just thinking about it as appraisal but a powerful mechanism for growth

Teach Like a Disciple Jillian N. Lederhouse, 2016-11-11 Although much has been written about P 12 teaching from a biblical perspective this study focuses on Christ s relationships with a diverse group of individuals wealthy and poor women and men unschooled and well educated loud and quiet influential and powerless those whom Jesus knew well and those who were strangers to him those of his own faith and culture as well as those outside of it These individuals are remarkably similar to the students we teach in our public and private school classrooms today Each interaction between Jesus and an individual focuses on what we can learn from the student and Jesus as well as what we as teachers can apply in our profession As in our own practice some students learned their lessons well others failed For some we are uncertain when or if they achieved Jesus objective for them Whether we are novices or experienced educators we can learn through these instructive relationships how to be teachers who follow Jesus example in seeing our students potential holistically caring for them and ultimately having a positive impact on their lives Through exploring these biblical relationships we can gain a better understanding of how to teach like Christ s disciple

Managing the Incompetent Teacher Edwin M. Bridges, 1990 Featuring the same practical guidelines for ridding schools of incompetent teachers as the 1984 edition this new edition incorporates substantially revised material on three topics criteria and information sources for evaluating teaching effectiveness remediation procedures and grounds for dismissal The book presents an eight step systematic organizational approach to resolving several interrelated problems 1 the legal barriers to dismissing tenured teachers for classroom incompetence 2 the technical problems of evaluating teacher effectiveness and 3 the human obstacles chiefly supervisors unwillingness to discharge teacher evaluation remediation and dismissal responsibilities The eight steps are 1 establishing teaching excellence as a high district priority 2 adopting and publishing reasonable teacher evaluation criteria 3 adopting sound procedures for determining whether teachers satisfy these criteria 4 providing unsatisfactory teachers with remediation and a reasonable time to improve 5 ensuring that appraisers have the requisite competencies 6 providing appraisers with necessary resources 7 holding appraisers accountable for evaluating and dealing with incompetent teachers and 8 providing incompetent teachers with a fair hearing prior to making the dismissal decision The final chapter recommends strategies for creating environmental conditions conducive to success A commitment to ongoing leadership is essential An appendix contains the District Evaluation Practices Inventory designed to be used in conjunction with this handbook 143 references MLH

Threading the Evaluation Needle Todd A. DeMitchell, Mark A. Paige, 2019-12-10 Teachers stand at the intersection of educational goals directing students down the road to success or to the byways of diminished opportunities They are the most important school variable effecting student achievement Consequently placing and retaining only qualified and effective teachers in our nation s classrooms is a critical responsibility of school leaders Effective supervision and evaluation requires that the school leader possess the knowledge of effective instruction exhibit skills in documentation of professional conduct and embrace a professional approach with the will to place and keep students at the center of school policy and practice decisions Supervising and evaluating teachers is a difficult but essential work Research shows that time and expertise are necessary to effectively supervise and to build a case for adverse employment decisions when necessary *Threading the Evaluation Needle The Documentation of Teacher Unprofessional Conduct* addresses the legal and professional knowledge that structures discipline and dismissal in the public schools The authors based on their educational legal and research experience provide templates for various types of documentation necessary to effectively build a case for discipline This book seeks to give principals the tools and knowledge to institute in good faith a fair and accurate documentation system

Effective Supervision Robert J. Marzano, Tony Frontier, David Livingston, 2011-05-05 In *Effective Supervision* Robert J Marzano Tony Frontier and David Livingston show school and district level administrators how to set the priorities and support the practices that will help all teachers become expert teachers Their five part framework is based on what research tells us about how expertise develops When these five conditions are attended to in a systematic way teachers do improve their skills A well articulated knowledge base for teaching Opportunities for teachers to practice specific strategies or behaviors and to receive feedback Opportunities for teachers to observe and discuss expertise Clear criteria for success and help constructing professional growth and development plans Recognition of the different stages of development progressing toward expertise The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other observe one another s classrooms and receive focused feedback on their teaching strategies The constructive dynamics of this approach always keep in sight the aim of enhancing students well being and achievement As the authors note The ultimate criterion for expert performance in the classroom is student achievement Anything else misses the point

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