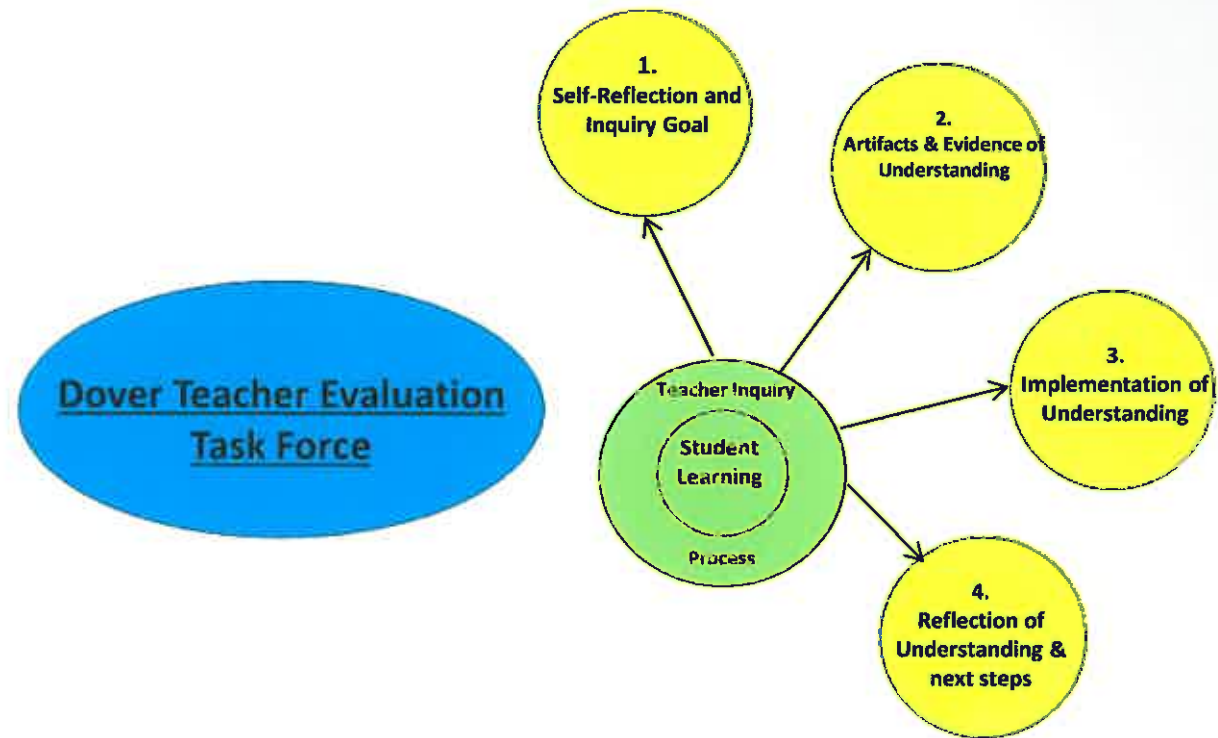


Inquiry, Supervision & Evaluation in Dover

August 31, 2015

The Beginning of Our Journey

- ❑ The First Evaluation Task Force Meeting was March 28, 2013
- ❑ The Charge: Link our Master Professional Development Plan with Teacher Evaluation
- ❑ The Players:
 - ❑ Superintendent Jean Briggs Badger
 - ❑ Curriculum Director Gary Tirone
 - ❑ Federal Projects Director, Paula Glynn, became Chair of the committee

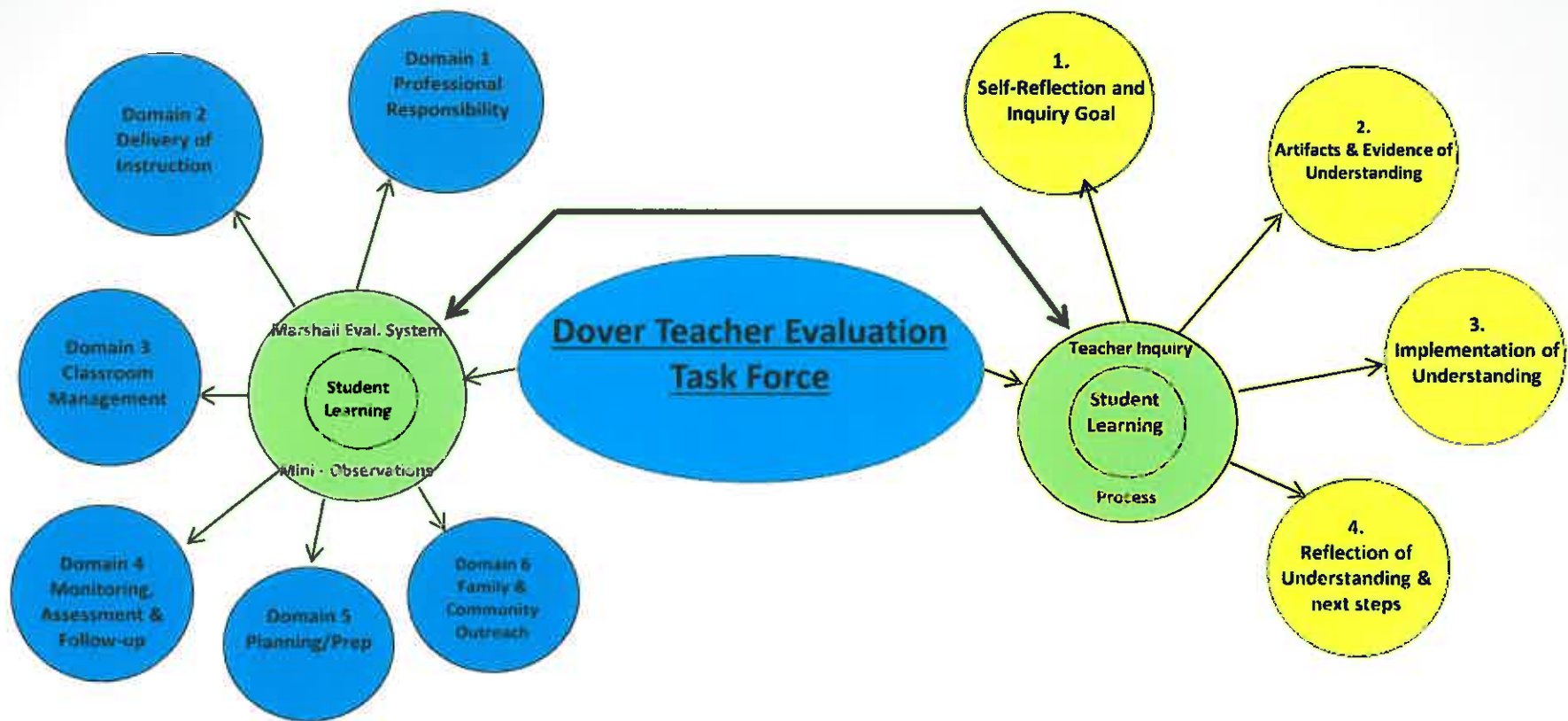


2013-2015

- Created Inquiry Question Rubric
- Created Examples of Strong Inquiry Questions
- Created Inquiry Project Rubric

2015-2016

- Will Provide examples of highly effective inquiry projects
- Will continue to work with administrators to monitor the process



Key for Evaluation Rubrics

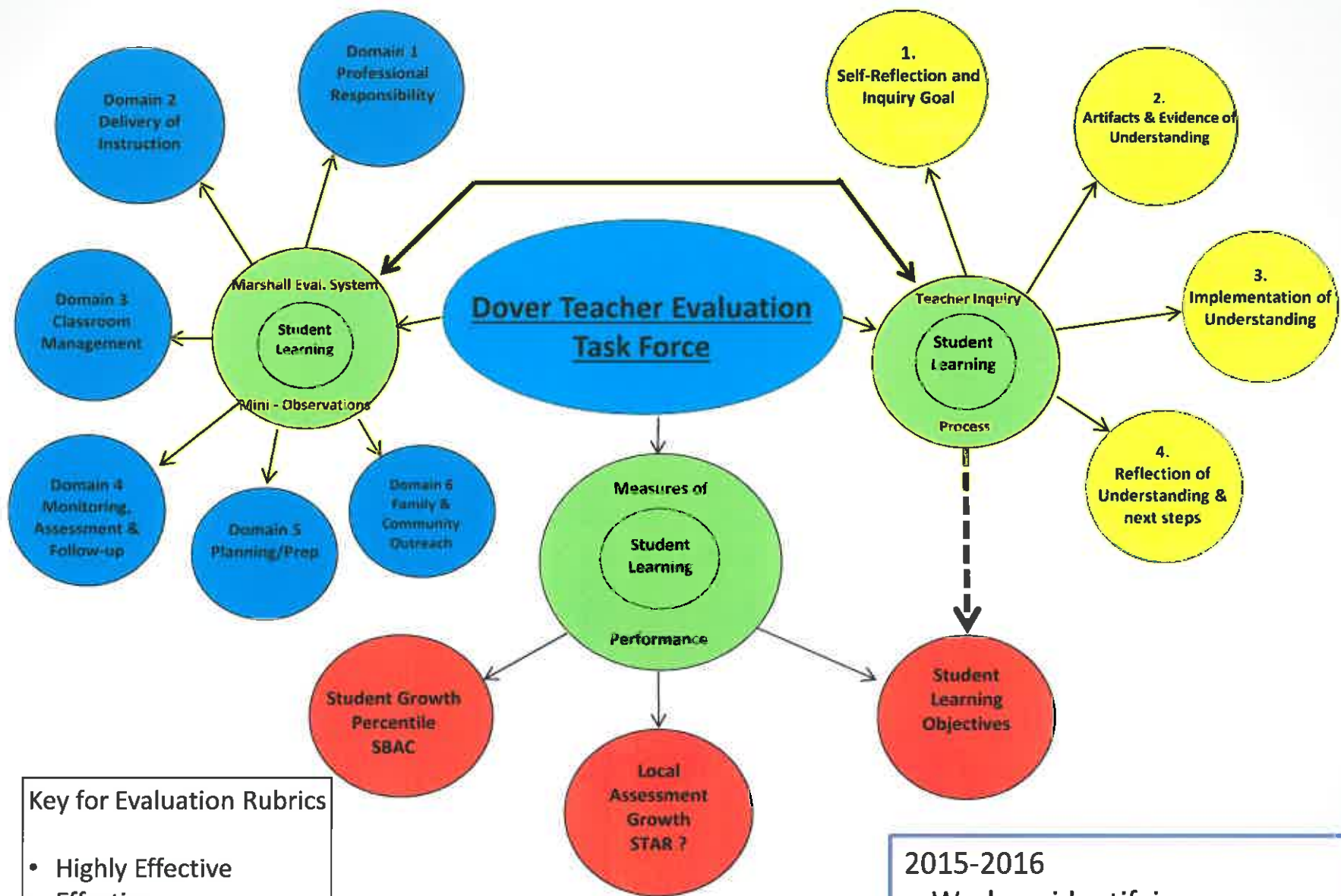
- Highly Effective
- Effective
- Improvement Necessary
- Does Not Meet Standards

2013-2015

- Revised the Teacher Supervision Document and checklist
- Created the walkthrough form used by administrators
- Studied 3 different evaluation systems and made recommendations to admin. Team
- Planned and participated in Marshall roll-out

2015-2016

- Monitor roll-out and implementation



Key for Evaluation Rubrics

- Highly Effective
- Effective
- Improvement Necessary
- Does Not Meet Standards

2015-2016

- Work on identifying measures of student growth for teacher evaluation

The key to
improved student learning
is to ensure
more good teaching
in more classrooms
more of the time.

DuFour and Mattos, 2013

MINI-OBSERVATIONS

Supervisors having a way to see the daily reality of classrooms:

1. Unannounced

2. Frequent

3. Short

4. Systematic

MINI-OBSERVATIONS

Supervisors having a way to see the daily reality of classrooms:

1. **Unannounced**
2. **Frequent**
3. **Short**
4. **Systematic**

1. Unannounced

- This causes anxiety – a shift of focus with another adult
- But essential to getting an accurate appraisal of teaching:
 - Honest quality assurance, believable praise and coaching
- But to be fair, unannounced visits must be...

2. Frequent

- How often to accurately **sample** daily classroom reality?
- Need to see different times of day, days of the week
- Beginning, middle, and end of lessons
- Different elementary subjects, different secondary classes
- Enough for teachers and students to get used to visits
- Enough to authentically coach and praise
- Enough to put together an accurate picture of the year
- **8 per teacher per year** seems like a reasonable number.

4. Use a Systematic Approach

- The challenge: keeping up a steady pace year-long
 - A daily or weekly target
 - A checklist of teachers
 - Blocking out time for visits
 - Poker chips in pocket
 - Seeing results in classrooms
 - Rewarding oneself
 - Smartphone tickler alarm
 - Secretary reminding – texting?
 - Superintendent asking, supporting
- The key – making it part of the daily routine

Focus of Mini Observations

S - Safety

O - Objectives

T - Teaching

E - Engagement

L - Learning

Mini Observations

Are

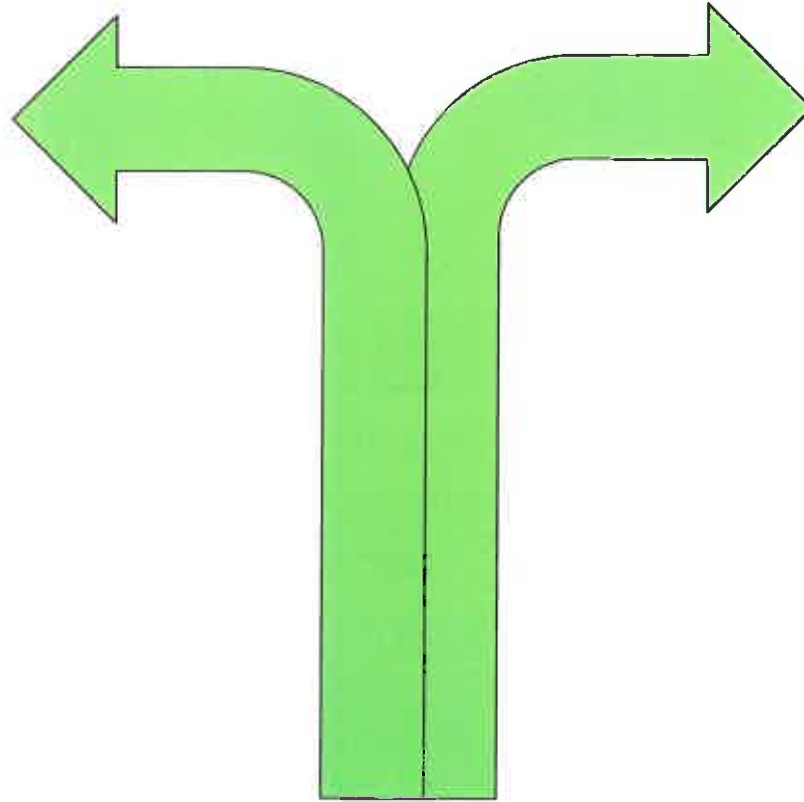
- Looking around the physical space
- Observing teaching strategies
- Observing student engagement
- Talking to students during independent & small group work
- Taking brief notes

Are Not

- Keeping head down and focused on recording sheet
- Interrupting instruction with questions, corrections, contributions
- Talking to students during direct instruction
- Using a rubric to record

What is the supervisor's goal?

**Evidence,
evaluation,
and
compliance**



**Improving
teaching
and
learning**

John Wooden, UCLA basketball coach



Don't look for big, quick
improvement. See the small
improvement one day at a time.
That's the only way it happens.
And when it happens, it lasts.

~Quoted in *The Talent Code* by Daniel Coyle

Expert coaches uniformly avoid overloading performers with too much technical information.

They tell performers one important thing they notice that, if changed, will likely yield immediate and noticeable improvement.

~Grant Wiggins, 2012

Face-to-Face Feedback

What's going well? (The teacher narrates the positive)	Any concerns
Next steps	How can I help?

The Process

- Mini-observation (~10 minutes)
- Face-to-face conversation (~10 minutes)
- A short paragraph to the teacher summing up
- Written documentation serves two functions:
 - Provides written reinforcement
 - Legitimizes mini-observations

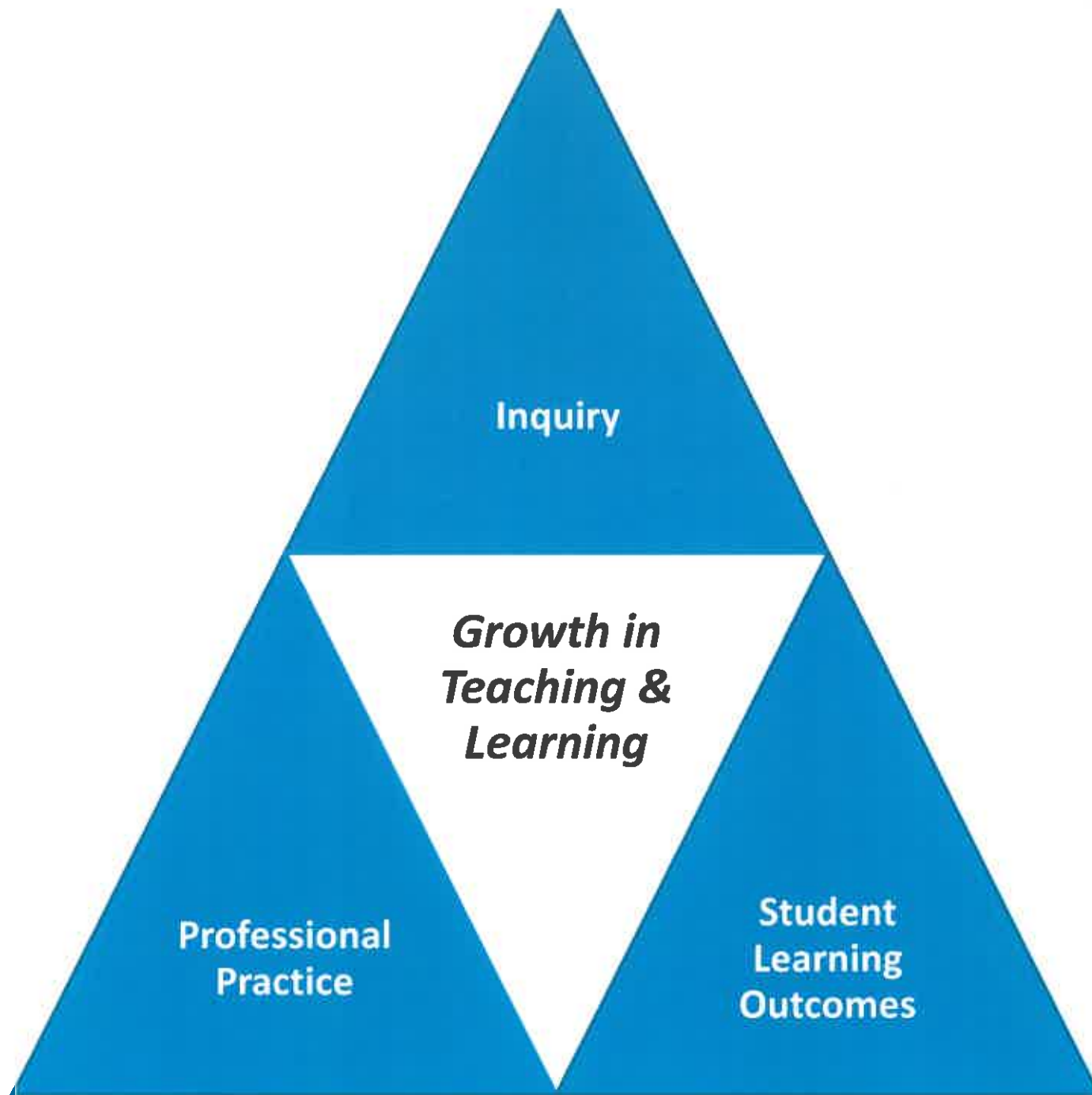
The domains

After much research and thought:

- A. Planning and preparation for learning
- B. Classroom management
- C. Delivery of instruction
- D. Monitoring, assessment, and follow-up
- E. Family and community outreach
- F. Professional responsibilities
- G. Inquiry (Local Standard)

What sums up the year?

- Evaluation Summary Report
- Final set of completed rubrics
- Professional Development Annual Review and Reflection form
- Professional Development Plan Activity Log



{the}

• influence

of a good

TEACHER

can never be

ERASED