

Effective Teacher Supervision, Coaching, and Evaluation
Creative Leadership Solutions – Kim Marshall – June 27, 2019



"I think the root of your problem, Billy, is that you're hyperactive, but I can't stop to talk about it now – I gotta run!"

As a new teacher, the top 4 for improving your teaching and your students' learning?

1. My training and talent
2. PD workshops, courses
3. Books and articles
4. Supervisors' informal suggestions and coaching
5. Supervisors' formal evaluations
6. Coaching from colleagues
7. Watching master teachers
8. Planning, student work analysis with my team
9. Viewing videos of myself
10. Feedback from students

5

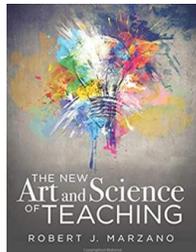
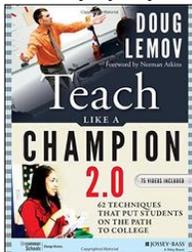
Answer Now

4. 5. 6. 7. 8. 9. 10.

Four hard truths: #1

Kids learn considerably more from some teachers than from others...

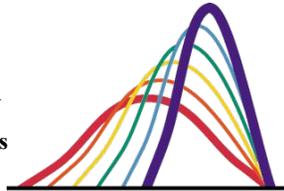
And that's because of specific practices used minute by minute, day by day, week by week...



Hard truth #2

Every school has a range of teaching quality from excellent to less-than-effective

- 4 – Highly effective
- 3 – Effective
- 2 – Improvement necessary
- 1 – Does not meet standards



4

Hard truth #3

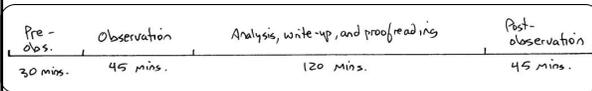
Kids who walk into school with any kind of disadvantage have a greater need for good or very good teaching.

- With effective teaching, vulnerable students learn at the same rate as advantaged students. Hamre & Pianta, 2005
- With less-effective teaching, advantaged students mostly survive, but less-fortunate students fall further behind – the “Matthew effect.”
- So getting effective or highly effective teaching in all classrooms is a moral imperative.

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Hard truth #4

Traditional evaluations rarely have an impact on what happens in classrooms.



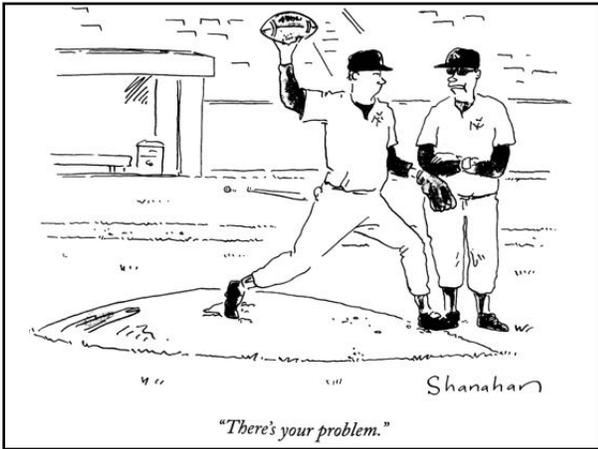
Infrequent: teachers evaluated only 1-2 times a year – not enough to be accurate or change practice

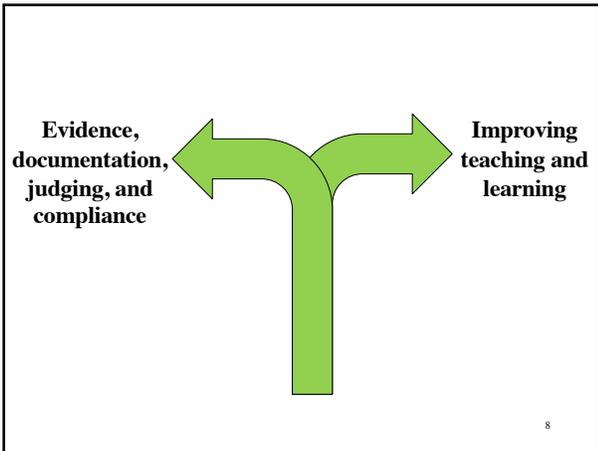
Principals see optimal vs. typical teaching, change the dynamic

Too much feedback – not the way to coach teachers and improve student learning

“Every evaluation takes me out of the game for four hours.” 6

6

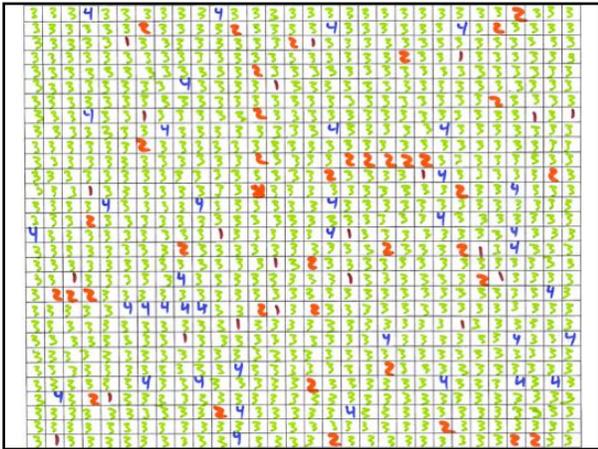


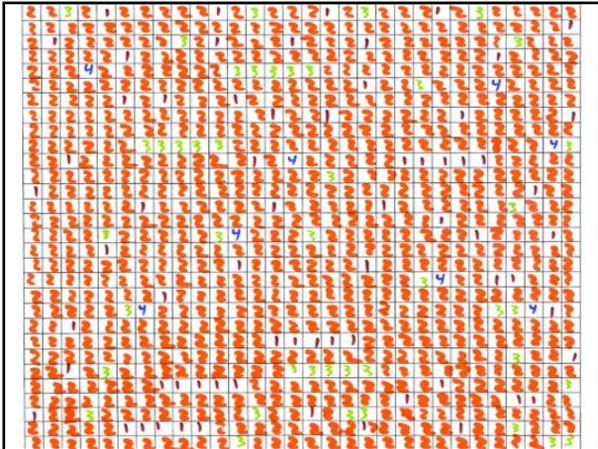


It's not a good sign if your teacher evaluation process is about...

- "Evidence"
- "Data gathering"
- Compliance
- "Getting rid of the bottom 9 percent of teachers"

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Mediocre teaching (vs. teachers)

- Teacher texting, doing e-mail, correcting papers in class
- The Do Now becomes the Do Forever
- Round-robin reading
- Too much teacher talk
- Teaching sitting down
- Allowing side conversations
- The COPWAKTA syndrome
- Repeating students' answers
- Low cognitive level, memorization, worksheets, test prep
- Focusing on entertaining kids vs. higher-order thinking
- Finishing a class early and giving students "free time"¹⁵



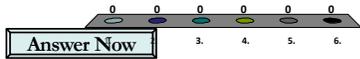
Why less-than-effective teaching?

- Rookie challenges
- Basic competency – hiring mistakes, last-minute (ODG)
- Personality issues – sarcastic, don't like kids
- Boundary issues – too friendly
- Attitude issues – cynicism, expectations, lack of urgency
- Personal, medical problems
- Out-of-date pedagogy, working in isolation
- Burnout, fatigue
- Chaotic school conditions
- Weak supervision, eval, no support from colleagues ¹⁶

How much mediocre teaching in your school?

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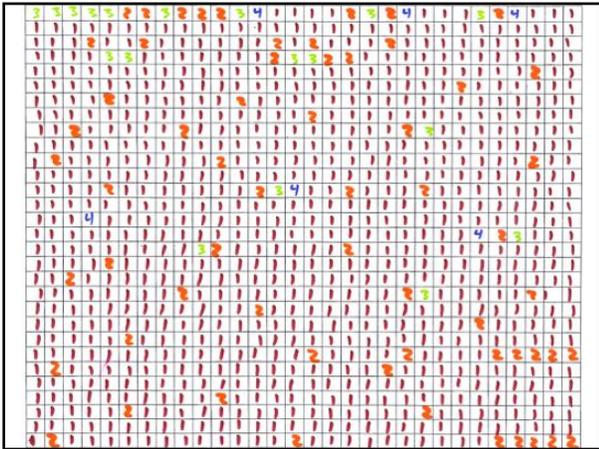
1. A lot
2. Quite a bit
3. Here and there
4. Very little
5. None
6. Not sure



Is this okay?

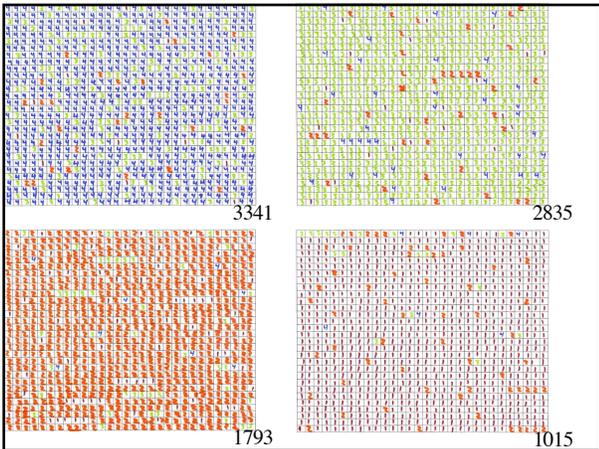
Can it be changed?

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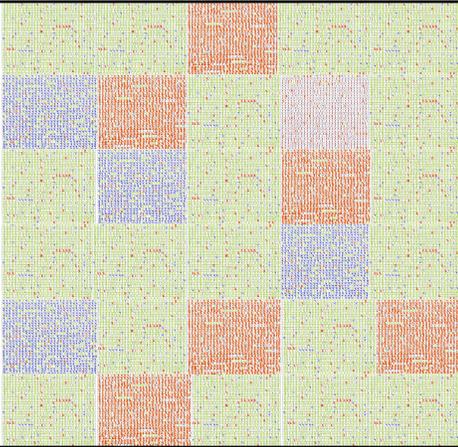


Nothing undermines the motivation of hard-working teachers more than poor performance in other teachers being ignored over long periods of time. Not only do poor-performing teachers negatively affect the students in their classes, but they also have a spillover effect by poisoning the overall climate of the school.

Michael Fullan, 2003



A 30-
teacher
school:
27,000
lessons
a year



**What if there was no
supervision and evaluation?**

**What if there was ineffective
supervision and evaluation?**

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

Saphier, DuFour, & Mattos, 2013

But how?

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10 ideas for supervision and evaluation

- Hire excellent teachers and leave them alone
- Better supervisor training in the traditional evaluation model
- Inspection of lesson plans and binders of evidence
- A tablet-based checklist to score lessons 4-3-2-1
- “Real-time coaching” – supervisors interrupt and correct
- Teacher-recorded videos of lessons (Best Foot Forward)
- Wyoming once-a-year surprise videotaping
- Cameras in every classroom, principal and parent log-in
- Ask the kids – high-stakes use of surveys (Pittsburgh 15%)
- Value-added measurement (VAM) for merit pay, firing ²⁵

Good teaching really matters! We need a system that provides...

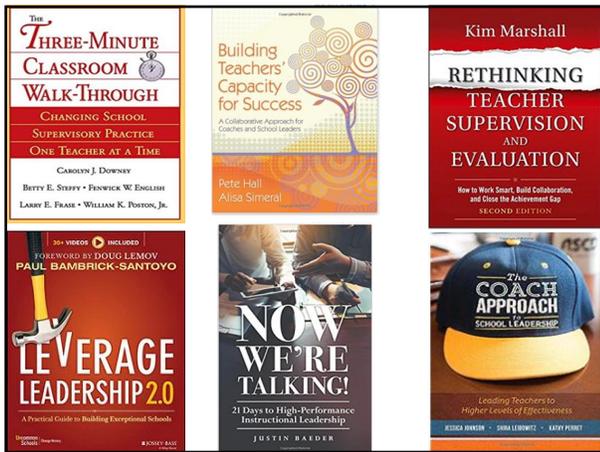
1. **Quality assurance** – Being able to honestly say that all students are taught well virtually all the time
2. **Feedback** – Appreciating effective teaching and coaching less-than-effective teaching
3. **Motivation** – Helping teachers reflect, continuously improve, and bring their ‘A’ game every day
4. **Good personnel decisions** – Making the right calls for retention, tenure, awards, and dismissal

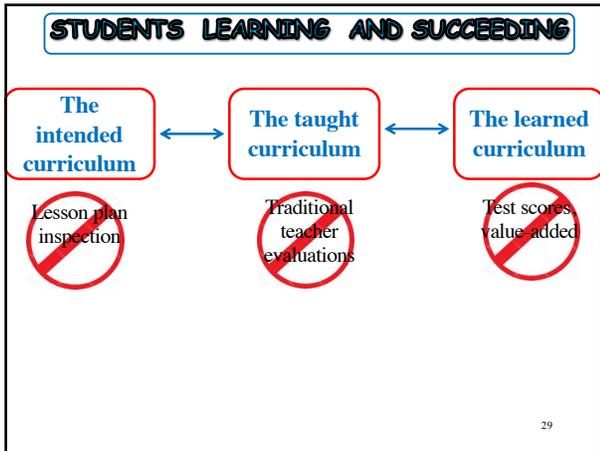
and is manageable for supervisors!

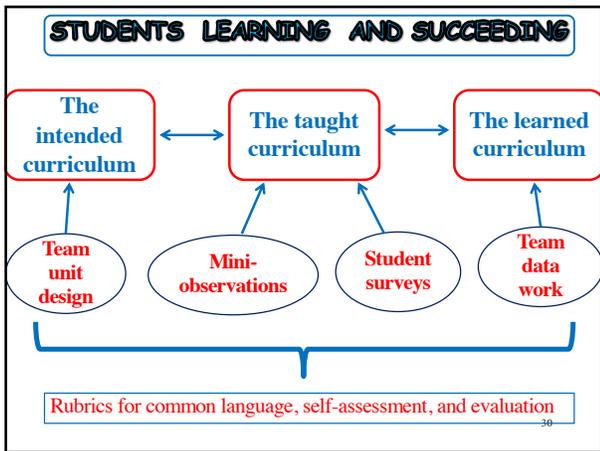
²⁶

Good news: Some schools are doing it

- Short, frequent, unannounced classroom visits to get a representative sampling of each teacher’s work
- Face-to-face coaching conversations each time
- Brief narrative write-ups – no scoring at this point
- Facilitating teacher teams on units and assessments
- Student surveys providing feedback to teachers
- Student learning always part of the conversation
- Rubrics for goal-setting, a shared language about teaching, and end-of-year evaluation
- Medium stakes for maximum professional growth
- **Manhasset NY, Hamilton County TN, Uncommon** ²⁷







MINI-OBSERVATIONS

Sample daily reality:

1. Unannounced
2. Frequent and short
3. Systematic

Observe perceptively:

4. Humble, curious, and low-tech
5. Observant and able to decide what's most important
6. Keeping the bigger picture in mind

Affirm, coach, and evaluate:

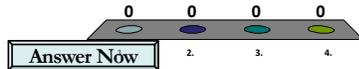
7. Face-to-face chat
8. Courage
9. Brief follow-up summary
10. Rubric scoring the year

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Are mini-observations being used in your school?

5

1. Yes, systematically with all teachers
2. Quite a lot, but not systematic
3. On a limited basis
4. Almost never



What might worry teachers about mini-observations?

- What concerns would you predict (or have you heard)?
- What push-back?
 - Rational and irrational
- List as many as you can.
- Okay, how can we address these worries, convince teachers and school leaders?

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Mini-obs feel safer for teachers if...

- Enough visits to get a representative **sampling** of teaching
- Enough **time** in the classroom to see what's going on
- Systematically **spread** through lessons, days, weeks, year
- Clarity on what supervisors are **looking for**
- Supervisors aren't **intrusive** during classroom visits
- Supervisors have a good **"eye"** and are well **supervised**
- Basic **trust** in the fairness of the supervisor
- Face-to-face **conversations** each time, supervisor listens
- Other **points of contact** factored in (e.g., team meetings)
- Teacher **input** on rubric evaluation
- Fair **notice** of overall unsatisfactory performance

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**Video and role-play:
which one should we use?**

1. Kindergarten literacy
2. Grade 4-5 discussion
3. 6th grade math
4. 7th grade science
5. 8th-grade in France
6. High-school writing
7. High-school science
8. High-school literature

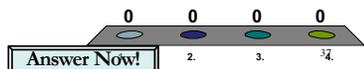
5

Answer Now 3. 4. 5. 6. 7. 8.

Was that enough time to get a sense of what was going on in the classroom?

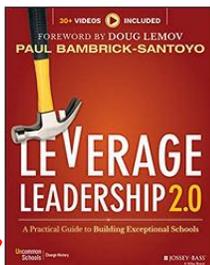
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1. We saw too much.
2. We saw enough.
3. We needed a little more time.
4. Needed a lot more time.



Discussion

- What compliments could we give to this teacher?
- What suggestions for improvement?
- What would the impact of:
 - Feedback on all these items?
 - Interrupting the class and modeling
 - A note on the teacher's desk?
 - Feedback via electronic message?
 - Giving scores on a rubric?
- What's the best leverage point?
- **Best coaching strategy going forward?**



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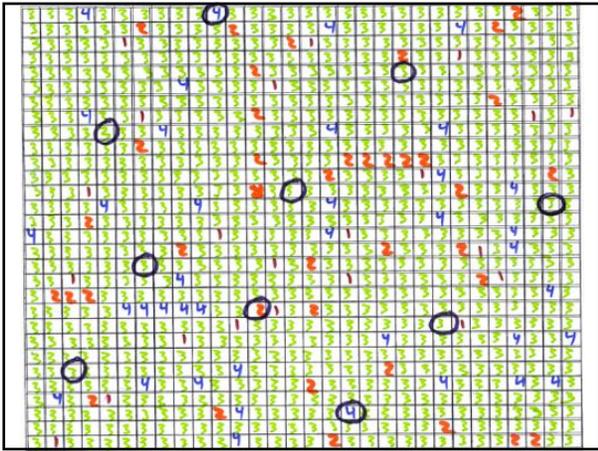
Observe perceptively:

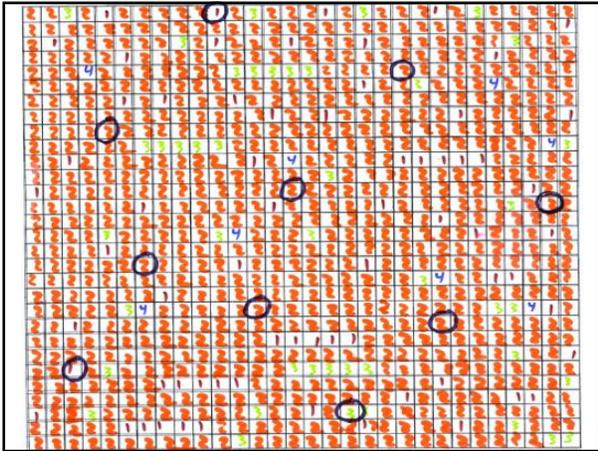
4. Humble, curious, and low-tech
5. Observant and able to decide what's most important
6. Keeping the bigger picture in mind

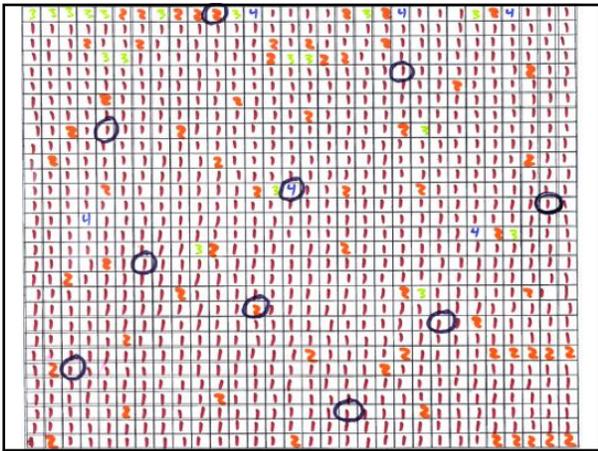
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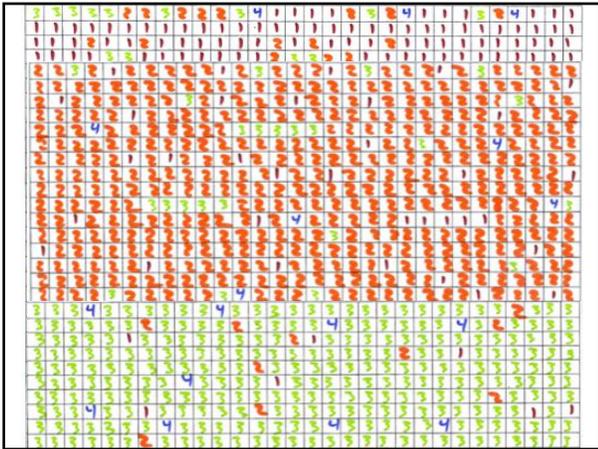
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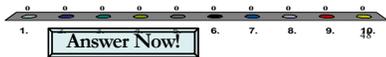
**If ten for the year, how many a day?
“Do the math” for your school**

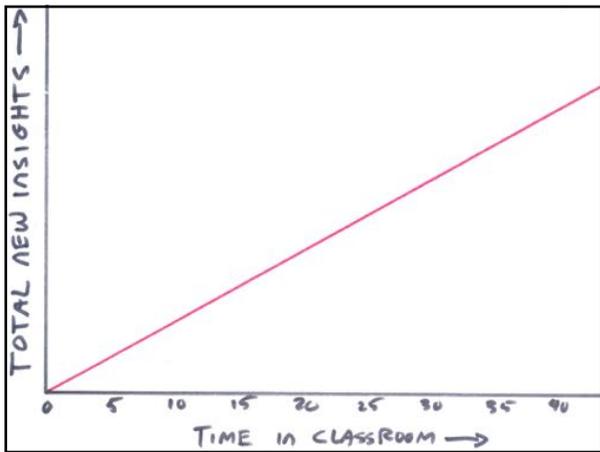
# of teachers	Minis for year	# per day	Stretch goal
60	600	3.3	4
50	500	2.7	3
40	400	2.2	3
30	300	1.7	2
20	200	1.1	2
10	100	.6	1

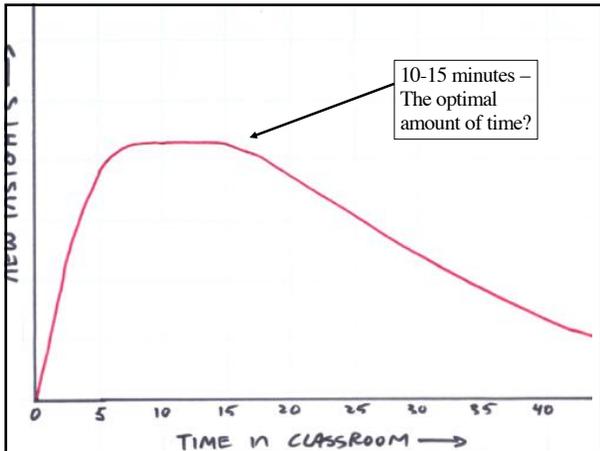
**How short? The minimum time
to form a meaningful impression?**

1. 1 minute
2. 3 minutes
3. 5 minutes
4. 10 minutes
5. 15 minutes
6. 20 minutes
7. 25 minutes
8. 35 minutes
9. 45 minutes
10. 1 hour or more

5







Pre-observation conferences?

- Not practical if visits are frequent and unannounced
- Besides, Madeline Hunter said in 1986 (Marshall Memo 464):
 - Not a good use of time; the post-conference is what matters
 - The teacher can feel locked in; builds bias on both sides
 - Need the bigger picture: curriculum unit plans
- So do frequent mini-observations and:
 - Spot-check the lesson plan
 - Get the bigger picture in the post-visit conversation

Full-lesson observations ever?

- Yes, in three situations:
 - Rookies (ideally by instructional coaches, mentors)
 - Unsatisfactory teachers, by a supervisor
(the skill of doing good write-ups is vital here)
 - If invited by a teacher to comment on a lesson
(give the feedback in a brief face-to-face talk)
- The rest of the time, lots of mini-observations
- But in many schools, this is a leap of faith.

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3. Systematic

- Equity – all teachers getting the same number
 - If “good” teachers get fewer minis...
- A checklist, spreadsheet, or software program
 - Monitoring each cycle, avoiding avoidance
- A system for seeing:
 - Beginning, middle, and end of lessons
 - Different parts of the day and week
 - Elementary all subjects, secondary most groups
 - Keeping it up through the year
- **Having a numerical goal**
 - Usually 2-3 a day or 10-15 a week

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Time management 101

- Splitting up mini-observations with other supervisors
- Delegation of less-worthy tasks (keys!)
- Building teachers’ classroom management skills
- Poker chips in pocket
- Secretary putting 2-3 cards on chair
- **Combining minis with daily building tour**
- Motivation – seeing results, personal rewards
- Superintendent asking about it, supporting
- E-mail chunked – “I’m in classrooms” message

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A Connecticut principal's auto-response e-mail message

Martin, Jason <JMartin2@StamfordCT.gov>
 To: Kim Marshall
 Automatic reply: Marshall Memo 549

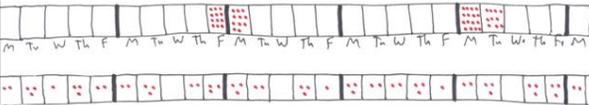
August 26, 2014 7:41 PM

In order to maximize my time observing classrooms and maintain the pulse of the school I will not be answering any emails throughout the school day. If your concerns are urgent and require immediate attention please call the executive secretary at 203-977-4410 or email at kbennett@stamfordCT.gov

Thank you,

How to schedule mini-observations?

- Binge mini-observing?



- Malachi Pancoast approach?
 - 2 days completely in classrooms
 - 3 completely in office
- Visits planned in advance or fluid, on-the-go?
- Checklist to keep track?
- What's your preference?

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Staff Feedback Visits 1995-6 FROM: JULY 95 TO:

___	John Arlt
___	Sandra Arjunt
___	Angie Bailey
___	Celine Bowman-Brown
___	Ann Marie Buckley
___	Debra Bullock
___	Wanda Can
___	Shelli Charbonnet
___	Kris Coakley
___	Ellen Cohen
___	Charles Cook
___	Eric Degree
___	Ann Marie deMott
___	Barbara Dickerson
___	Ann Donnie
___	Jan Dwyer
___	James Foley
___	Jennifer Friedman
___	Dominique Gilroy
___	Chae Harrison
___	Kevin Hillman
___	Mick Hong
___	Sandra Johnson
___	John Jones
___	Sabine Parre-Jolly
___	Ellen Kemer
___	Karen King
___	Ann La
___	Kim Lyle
___	Pat Murray
___	Lucie Myrick
___	Leon Nguyen
___	Ann Patterson
___	Maureen Perry
___	Shosh Phuong
___	Sarah Schopon
___	Carol Stearns
___	Kaye Strahone
___	Corinda Sullivan
___	Joanne Switzer
___	The Hong Tran
___	Joyce Tanna-Tyson
___	Ursula Wolk

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4. Humble, curious, and low-tech



Supervisors are visiting the teacher's "home"

- Tentative stance, *present* – there's a lot you don't know.
- Some teachers find these annoying or distracting:
 - Sneaking in
 - Typing loudly
 - Texting
 - Scowling, yawning
 - Whispering to another visitor
 - Talking to students during frontal instruction
 - Sitting in the teacher's chair
- Explain your protocol to teachers and students up front.
- Etiquette on electronics, note-taking, demeanor

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Should the supervisor ever speak up and become the center of attention?

- Some possibilities:
 - Contributing an idea in a discussion
 - If students seem confused
 - If the teacher makes an important error
 - If a student is being disruptive
 - If a student is on an inappropriate website
 - If a student needs help and the teacher is busy
 - If safety is an issue
- Any absolute no-no's?
- Conditions where this might be okay?

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Understandings to normalize minis?

- Eye contact, quick non-verbal greeting upon entering
 - No formal greeting or special fuss; “fly on the wall”
- Students know what’s going on (Kareem’s comment)
- Agreement on what the supervisor is looking for
- The teacher knows there will be a conversation soon.
- Evaluative, but with a small “e” – lots of visits
- An agreed-upon “wave-off” or “be still” signal?
- A signal if it’s an “official” mini-observation? 64

Survey teachers 1-2 times/year

- How often does an administrator visit your classroom?
- How long does he or she usually stay?
- How does he or she gather impressions?
- Do you receive feedback afterward?
- If so, in what form?
- How soon after the visit?
- Are you able to give your point of view?
- Has the feedback been helpful?
- E-mail Kim if you want a full suggested questionnaire.

7. Observant and able to decide what’s most important

- Most supervision will be handled by generalists
 - Wisdom, common sense, a common definition of good teaching (usually a rubric)
- Sometimes a specialist can bring extra perspective
 - Literacy, math, science, phys. ed...
- The key is a process that involves frequent visits, a good eye, no superficial checklists, chats afterward
- Also being in touch with your pet peeves
 - Students wearing hats, “You guys...” Coffee cup

Is observing well and recording data on a checklist cognitively possible?

- A lot is going on in a classroom:
 - What the teacher is doing
 - Teacher-student dynamics
 - Student-student dynamics
 - Curriculum content
 - What students are reading, writing, and doing
 - Material on a screen
 - Material on the walls
 - Other factors

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“You can observe a lot just by watching”



- Slow down, *breathe*, listen, observe.
- *Head up!* Tune in on teaching, curriculum, students’ affect.
- Make it very clear you’re paying close attention.
- What is the *learning task?* (student work, the lesson plan)
- Quietly ask 1-2 students, “What are you working on?”
- Jot a few quick notes, especially quotes.

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Three key questions during observations

1. What are students supposed to be learning?
2. Are these learning experiences the best way to reach the goal?
3. Are all students learning?

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John Wooden, UCLA basketball coach



When you improve a little each day, eventually big things occur... Not tomorrow, not the next day, but eventually. Don't look for big, quick improvement. Seek the small improvement one day at a time. That's the only way it happens – and when it happens, it lasts.

Wooden and Jamison, 1997 73

Coaching messages from 3 visits

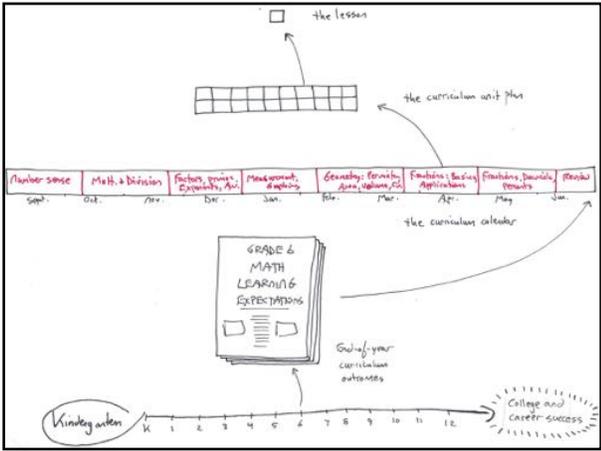
- Increase your radar: when you are engaging with one student, deliberately scan the room to make sure all students are on task.
- During the turn-and-talk, try to listen in so you can select a group who had a good discussion and an answer that you want to be heard by the whole group.
- Do not engage. Just give the consequence with your teacher “look” and refrain from getting into the details of why (which interrupts the flow of your lesson). You can go into the why once the rest of the group is working.

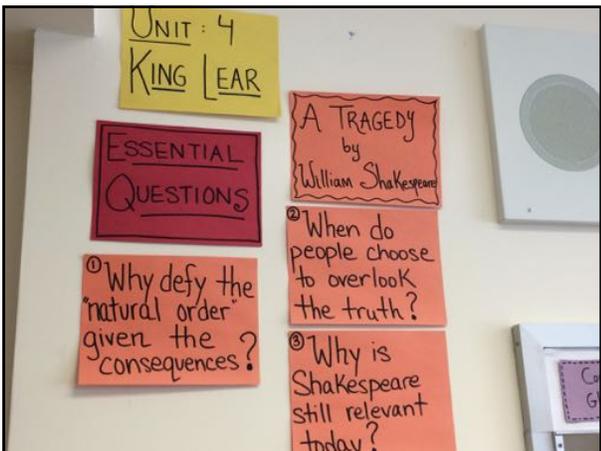
Julie Jackson (for more, see *Leverage Leadership* p.76)

6. Keeping the bigger picture in mind

- Supervisors have “3-D glasses” in a classroom knowing:
 - The teacher’s goals for the year
 - Curriculum, PD that’s supposed to be implemented
 - The unit plan
 - Results from a recent assessment
 - Points from the previous mini-observation
 - Personal issues

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Other points of contact

- Teacher teamwork
- Curriculum work
- PD
- Faculty meetings
- Parent interactions
- Tutoring
- Study groups
- Clubs

Easier for superintendents to monitor principals' skills



Photo by BILL MORGAN/ BILL MORGAN MEDIA
Kenneasha Shiley, standing, observes Kathryn Cavicchi as she works with children at Dr. Michael D. Fox School in Hartford, Connecticut.

MINI-OBSERVATIONS

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Observe perceptively:

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Affirm, coach, and evaluate:

- 7. Face-to-face chat
- 8. Courage
- 9. Brief follow-up summary
- 10. Rubric scoring the year

7. Face-to-face

In e-mail, people talk at you; in conversation I can talk with [people], and a casual remark can lead to a level of discussion that neither party anticipated from the beginning. I am more likely to learn from someone in a conversation than in an e-mail exchange, which simply does not allow for the serendipity, intensity and give-and-take of real-time interaction.

Steven Levy, *Newsweek*, June 11, 2007

Face-to-face feedback greatly increases the chance of impact

- Observers miss stuff, make mistakes. (Amy Herman)
- It's less bureaucratic; it says the teacher matters.
- The supervisor can differentiate, "read the moment."
- There's a greater chance for non-defensive reflection.
- Teachers can push back, advocate for their pedagogy.
- Can mutually think through solutions on the spot.
- It's usually quicker and more efficient.

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Best venue for mini feedback?

1. Supervisor's office
2. Corridor
3. Playground
4. Teacher's classroom, students not around
5. Cafeteria
6. Faculty lounge
7. Parking lot
8. A bar after school hours
9. A phone call in evening
10. A Skype chat

5

Answer Now 4. 5. 6. 7. 8. 9. 10.



Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
Early morning					
Before school	—		—		
1st period			—		—
2nd period		—		—	
3rd period	—			—	
4th period		—		—	—
5th period	—		—		
6th period		—		—	—
7th period					
8th period		—		—	
After school	—				—
Late afternoon					—
Evening					
	40 minutes	50 minutes	40 minutes	60 minutes	50 minutes

Four-squares feedback

<p>Appreciation of what's going well, hard work (the teacher narrates the positive)</p>	<p>Any concerns – the leverage point</p>
<p>Next steps</p>	<p>How can I help?</p>

Debrief openers (after appreciation)

- Tell me a little about what was going on before I came in.
- I'm curious about what happened after I left.
- Tell me something you hoped I would notice.
- Is there something you'd especially like feedback on?
- When do you think the most learning was taking place?
- Did anything happen that you didn't expect?
- Did you get your intended results?
- What worked well... Even better if...
- Can you walk me through your thinking on that part?
- I saw that Helene was really buckling down and working.
- Can we look through the exit tickets?
- You're a great teacher. That lesson wasn't great. Let's talk.

An effective “closer” to debrief chats

“What was your big take-away from our chat?”

Do they feel appreciated?

Constructively coached?

Do they know where they stand?

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Shifting the conversation to results – with medium stakes

- During classroom visits – are the kids “getting it”?
- In mini-observation debriefs, looking at exit tickets and student work
- In PLC meetings as teachers analyze unit and interim assessment results
- In conversations with students and perception surveys
- Teacher team end-of-year value-added reports...

8. Courage



“I’m trying to be less critical. If I say, ‘Good work,’ what I really mean is, ‘You’re an idiot.’”

Low standards, lack of guts

- Want to keep the peace, avoid conflict, be *liked*
- Fear of grievances, lengthy proceedings
- Afraid of jeopardizing other initiatives
- Wait for them to retire
- And some teachers are scary...

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A leader who is silent on mediocrity speaks loudly

- "What we tolerate, we teach."
- Addressing mediocre and poor teaching depends on:
 - Frequent unannounced classroom visits
 - **Belief – good teaching really, really matters**
 - Urgency – every minute counts
 - A good eye – knowing mediocre, poor practices
 - Guts
- How to keep a strong moral edge?
 - The superintendent pushing relentlessly, co-observing
 - Backing up supervisors who do due diligence

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With ineffective teaching, shift gears

- At any point, a teacher can get stern redirection.
- If the teacher’s job is in jeopardy, must know:
- “I can help you out or I can help you OUT.”
 - Level 1 rubric scores, pinpointing problems
 - Full-lesson observations (ideally unannounced)
 - Another evaluator for a second opinion
 - Improvement plan, timeline for improvement
 - Lots of support and coaching
- There are no shortcuts.

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9. Brief follow-up summary

- For nine years, I gave only face-to-face feedback.
- Alex Estrella changed my mind. Her process:
 - Mini-observation
 - Face-to-face conversation
 - A short paragraph to the teacher summing up
- Written documentation serves two functions:
 - Some teachers need written reinforcement.
 - It legitimizes mini-observations.
- The danger: writing too much, not enough visits

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A software solution

- A net-based program: T-EVAL www.edusoftllc.com
- Created by three school administrators in Tennessee
- Keeps track of mini-observations and follow-up debriefs, rubric scoring, teacher self-assessment, goal-setting
- 1,000-character limit on comments; a “whalebone corset”
- These take 10-15 minutes to write, electronically sent to teacher, who can respond (also limited to 1,000 characters)
- Can give a clear signal on marginal performance
- Teachers ponder and treasure these (versus rubric scores).

Sample T-EVAL write-up

I enjoyed my visit to your class yesterday as students were working on learning and applying the rules for multiplying exponents. Thank you for sharing this lesson at our Math Team meeting yesterday. As we discussed afterward, one area that could be improved was student engagement in the lesson. Instead of having one person go to the board to solve the examples, using the whiteboards in pairs would allow all students to get involved in the work. You have used this strategy before and this group aspect is a major component of performance tasks. Make sure you give students a finite amount of time to solve each question and then reveal their answers by holding them up for you to see. This is a great way to check all students' understanding of the lesson and allows students to defend their work and correct misunderstandings through questioning each other and not relying on you to do the heavy lifting for them. Good work.

Sarah Scrogin and Luke Bauer, East Bronx Academy for the Future

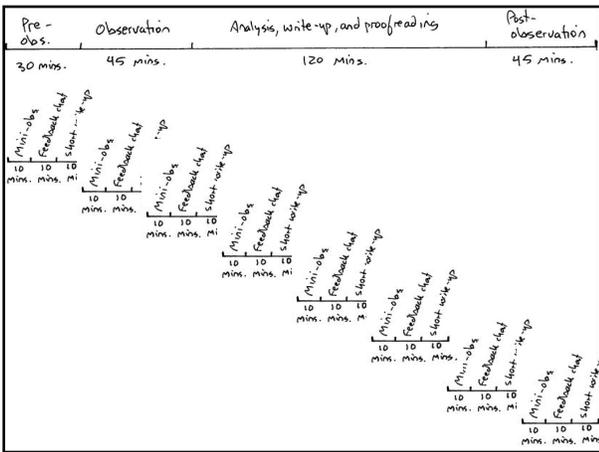
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Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
Early morning					
Before school					
1st period					
2nd period					
3rd period					
4th period					
5th period					
6th period					
7th period					
8th period					
After school					
Late afternoon					
Evening					
	60 minutes	70 minutes	70 minutes	90 minutes	70 minutes

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Do principals have the chops for this?

- In most cases YES, because of minis' design features:
 - With frequent visits, see mediocre practices, want to act.
 - One leverage point at a time is less fraught.
 - Teachers are less defensive in face-to-face chats.
 - In the chats, supervisors can learn a lot about teaching.
 - Teachers can correct supervisors' errors, educate them.
 - There are multiple "at bats" to hone feedback technique.
 - Skills are eminently coachable in co-observations.
 - Joy and motivation seeing great teaching!
- This is a continuous improvement process that brings out the best in administrators, helps them grow as leaders.



Is doing 1-3 mini-observations most days possible in your school?

5

1. We're doing it now!
2. Yes, 1-3 is possible.
3. Yes, if we stop doing formal evaluations
4. Maybe some day
5. No, there will never be enough time

0	0	0	0	0
Answer Now	2.	3.	4.	5.

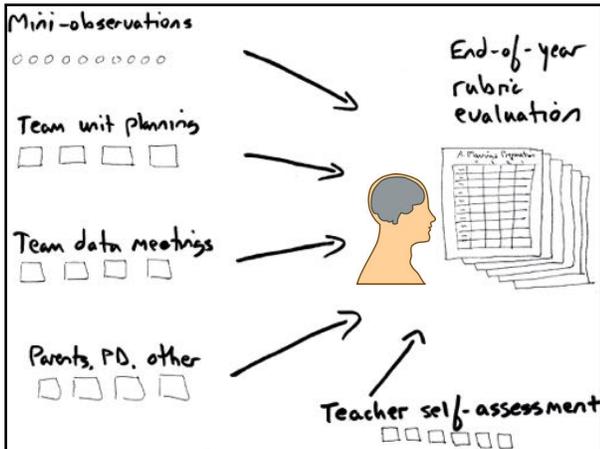
10. Rubric scoring the year

On the Sunday night before the first Monday, God double-checks His rubric.

Rubrics: The critical link

- Charlotte Danielson's *Framework for Teaching* (1996)
- Piloted in a few districts, charter schools
- Endorsed by Measures of Effective Teaching (MET) study
- Now widespread adoption, some research support
- Big advantages over traditional evaluation
- But some rubrics are wordy and unwieldy
- Rubrics used to evaluate lessons – the wrong “grain size”¹⁰³





Why the Marshall rubric? (2006)

- Cover all aspects of a teacher's work
- Short and manageable
- Logical domains, **each one fitting on a page**
- No more than one teaching behavior per cell
- Left-to-right great to not-so-good
- Levels 3 and 4 are practices that boost achievement...
- Level 4 is high but attainable, **with no special twist**
- Vividly describe observable classroom behaviors
- Minimal writing and paperwork by the supervisor
- Free, no commercial entanglements, ongoing revision¹⁰⁵

Introducing rubrics successfully

- Three common reactions to teacher rubrics:
 - “Holy #!?! *Way* too much!”
 - Effective (Level 3) feels like a B
 - “I don’t like being put in a box.”
- Common ways to deal with push-back:
 - Edit the rubric down (NYC Danielson 22 to 8).
 - Scores only the domains (Massachusetts).
 - Fake it.
- **But this is all based on improper use of rubrics.**
- Here’s how to introduce them and get buy-in:
 - Zoom in, zoom out, zoom in

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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

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The “Engine Room”



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The “engine room” of teaching and learning:

- 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

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Teacher traits that aren’t in rubrics

- Good-natured
- Professional without being aloof
- A good sense of humor
- Enjoy what they do
- Demanding without being unkind
- Comfortable in their own skin
- Tremendously creative
- Making teaching look easy

Rob Jenkins, 2016

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The rating labels

Earlier rubrics

- 4 – Expert, Distinguished, Exemplary
- 3 – Proficient
- 2 – Needs Improvement
- 1 – Unsatisfactory

Revised

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

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Spreadsheet of Rubric Scores of 11 Teachers for PD Purposes

	A. Planning and Preparation	B. Classroom Management	C. Delivery of Instruction	D. Monitoring, Assessment, and Feedback	E. Family and Community Involvement	F. Professional Responsibilities
Cynthia	3	3	3	2	3	3
Henry	3	4	3	3	3	2
Belinda	3	3	3	2	3	3
Marcia	4	4	3	4	4	3
Charles	3	3	3	2	3	4
Raymond	3	2	3	3	3	4
Sandy	3	3	3	2	3	3
Mark	4	3	4	4	3	4
Placida	3	3	3	2	3	3
Anne	3	3	3	2	3	3
Richard	2	3	2	1	2	2

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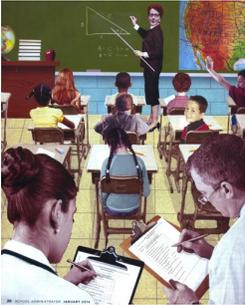
D. Monitoring, Assessment, and Follow-Up

	A. Checks	B. Feedback	C. On-the-spot	D. Self-assessment	E. Reflection	F. Data	G. Trends	H. Support	I. Analysis	J. Reflection
Cynthia	3	3	2	2	2	1	2	2	3	3
Henry	3	3	2	3	3	2	3	3	3	3
Belinda	2	3	2	2	2	2	3	2	2	2
Marcia	4	4	2	4	3	2	3	4	4	4
Charles	2	3	2	2	2	2	2	4	2	4
Raymond	3	4	2	3	3	2	3	2	3	2
Sandy	2	3	2	2	3	2	2	3	2	3
Mark	4	4	2	3	4	2	3	4	4	4
Placida	3	3	2	2	2	2	3	2	3	3
Anne	2	3	2	3	2	1	2	2	3	2
Richard	2	2	1	1	2	1	3	1	2	1

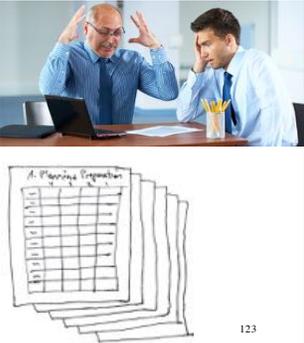
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When to use the rubric?

During classroom visits?

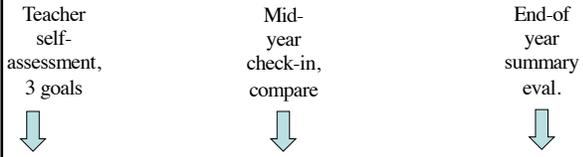


In post-observation talks?



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Rubrics used at three points in the year



Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May. Jun.

Mini Mini Mini Mini Mini Mini Mini Mini Mini Mini

Between mini-observations, frequent walking around

January, May meetings comparing and discussing only disagreements



D. Monitoring, Assessment, and Follow-Up		
1. Fully Effective	2. Effective	3. Minimally Effective
<p>1. Fully Effective</p> <p>Teacher consistently demonstrates the following practices:</p> <ul style="list-style-type: none"> Establishes a safe and respectful learning environment. Establishes a clear, consistent, and fair set of expectations. Establishes a clear, consistent, and fair set of procedures. Establishes a clear, consistent, and fair set of consequences. Establishes a clear, consistent, and fair set of rewards. Establishes a clear, consistent, and fair set of feedback mechanisms. Establishes a clear, consistent, and fair set of communication channels. Establishes a clear, consistent, and fair set of conflict resolution processes. Establishes a clear, consistent, and fair set of decision-making processes. Establishes a clear, consistent, and fair set of problem-solving processes. Establishes a clear, consistent, and fair set of evaluation processes. 	<p>2. Effective</p> <p>Teacher demonstrates the following practices:</p> <ul style="list-style-type: none"> Establishes a safe and respectful learning environment. Establishes a clear, consistent, and fair set of expectations. Establishes a clear, consistent, and fair set of procedures. Establishes a clear, consistent, and fair set of consequences. Establishes a clear, consistent, and fair set of rewards. Establishes a clear, consistent, and fair set of feedback mechanisms. Establishes a clear, consistent, and fair set of communication channels. Establishes a clear, consistent, and fair set of conflict resolution processes. Establishes a clear, consistent, and fair set of decision-making processes. Establishes a clear, consistent, and fair set of problem-solving processes. Establishes a clear, consistent, and fair set of evaluation processes. 	<p>3. Minimally Effective</p> <p>Teacher demonstrates the following practices:</p> <ul style="list-style-type: none"> Establishes a safe and respectful learning environment. Establishes a clear, consistent, and fair set of expectations. Establishes a clear, consistent, and fair set of procedures. Establishes a clear, consistent, and fair set of consequences. Establishes a clear, consistent, and fair set of rewards. Establishes a clear, consistent, and fair set of feedback mechanisms. Establishes a clear, consistent, and fair set of communication channels. Establishes a clear, consistent, and fair set of conflict resolution processes. Establishes a clear, consistent, and fair set of decision-making processes. Establishes a clear, consistent, and fair set of problem-solving processes. Establishes a clear, consistent, and fair set of evaluation processes.

For the rest of the year

- A shared language about teaching, teachers' goals.
- After minis, teachers get specific praise, feedback, perhaps using some rubric language.
- Lots more information flows into the supervisor's brain from minis, other points of contact, students, parents.
- At evaluation time, the rubric is a memory prompt.
- The teacher can fill in any remaining gaps.
- Evaluation conferences take only about 30 minutes.

How much disagreement? A Bronx school's experience

- 60% the same
- 30% teachers rated themselves lower than the principal
- 10% teachers rated themselves higher than the principal

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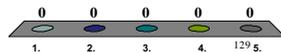
Gender and cultural differences

- Men tend to be more self-confident, rate themselves higher.
- Women tend to be more self-critical, rate themselves lower.
- In some cultures (and in some families), boasting is discouraged.
- Supervisors need to take this into account.
- Fill the rubric out before the meeting and watch for over- and under-estimating what's really happening

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Could a supervisor accurately evaluate a teacher on this rubric at the end of a year?

1. No way!
2. Only an exceptionally brilliant administrator
3. Yes, if there were 10 classroom visits + chats
4. Yes, with 10 visits, chats each time, and teacher input on the rubric at year's end
5. Yes, with 10 visits, chats each time, teacher input on rubric mid-year and end of year



Some additional points

- Different pay for 4-3-2-1 ratings?
- Should fractional scores (2.5) be permitted?
- Which teacher absences count? (Fa)
- Numerical averages? A misleading sense of precision:
 - Some lines are more important than others.
 - Some can trigger employee discipline.
 - Better to write “Effective” etc. for each page
- Rubrics for 11 other job categories from Westwood, MA
 - Lisa Freedman – lfreedman@westwood.k12.ma.us

A checklist for effective implementation

- Good up-front explanation of the rubrics
- Teacher self-scoring and goal-setting
- Frequent classroom visits and 2-way conversations
- Visits to team meetings and other venues
- Mid-year check-in comparing rubric scores and listening to teacher input
- Year-end conference, again comparing scores and listening to teacher input
- **Medium stakes**

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Inter-rater reliability?

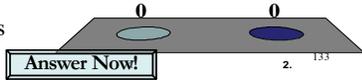
- Not the best focus; there will always be variations in professional judgment.
- What matters is the quality of observation and feedback skills.
- Upping everyone's game
- Getting into classrooms, having a good eye, giving helpful feedback to teachers
- Monitoring, supporting, practicing
- Always looking at student learning

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Which is most likely to improve teaching and learning?

- 1-2 full-lesson observations with pre- and post-conferences and write-ups
- 10 mini-observations with face-to-face talks and brief write-ups

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Why not do both?

- This sounds logical; New York City tried this:
 - One formal observation
 - Six mini-observations
- But the problem is **time**
 - Formals take up to four hours per teacher
 - School leaders are very busy
 - Minis suffer or don't happen
 - Authenticity and frequency are lost
- If formals add very little value, *why do them?*
- Are you ready to take the leap of faith?

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Instant replay: the key mini factors

Sample daily reality:

1. Unannounced
2. Frequent and short
3. Systematic

Observe perceptively:

4. Humble, curious, and low-tech
5. Observant and able to decide what's most important
6. Keeping the bigger picture in mind

Affirm, coach, and evaluate:

7. Face-to-face chat
8. Courage
9. Brief follow-up summary
10. Rubric scoring the year

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Let's face it, this is challenging

- Convincing teachers
- The constant tug of H.S.P.S. – recovering, not recovered
- The trapped-in-the-office spiral
- Worries about content knowledge, tough conversations
- Difficulty tracking down teachers.
- Time for each mini: 10 + 10 + 10 (later) = 30 minutes
- **But is anything more important?**
- “I made it my business.”

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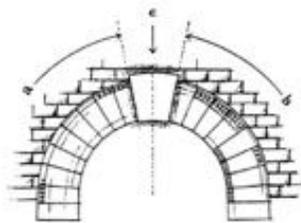
Building supervisors' skills

- Superintendent visiting, asking good questions
 - How's it going? Hitting target? Noticings?
- **Co-observing, debriefing, monitoring performance**
- Watching videos, the Double Role-Play
- Discussing classroom write-ups
- Problem-solving difficult cases
- If necessary, the superintendent negotiating the traditional teacher-evaluation model off the table

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“Keystone habit”

- From Charles Duhigg's book, *The Power of Habit*
- A simple habit or routine that has a surprisingly big impact:



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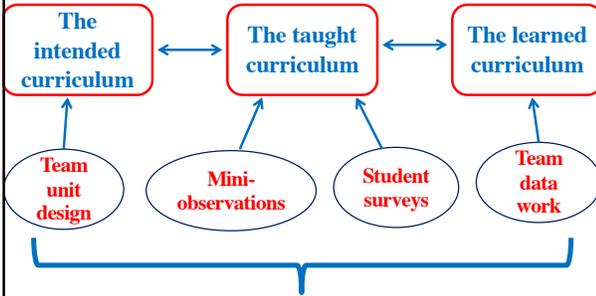
Mini-observations are necessary but not sufficient!

Three other ways to assess, affirm, and improve what's happening in classrooms:

- Student surveys
- Teacher team curriculum unit planning
- Teacher teams looking at student work

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STUDENTS LEARNING AND SUCCEEDING



Rubrics for common language, self-assessment, and evaluation

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www.marshallmemo.com

