



**EDUO 9743 1 Semester Credit/Unit**

**Instructor – Marlene Grueber**

[mgrueber@dominicanaonline.com](mailto:mgrueber@dominicanaonline.com)

***Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.***

## **Introduction**

Welcome to **EDUO 9743 Teacher Evaluation: Doing What Matters in Teacher Feedback**. This class was created as part of a three course series entitled **Teacher Evaluation**. The other courses in the series are:

- **EDUO 9742 Teacher Evaluation: Doing What Matters in Teacher Observations**
- **EDUO 9744 Teacher Evaluation: Doing What Matters in Teacher Growth**

This series examines teacher evaluation for the purpose of improving both pedagogical skill and student achievement. The series is designed for aspiring and practicing administrators, department coordinators, teacher leaders, peer observers/evaluators or any educator responsible for teacher growth and evaluation.

School Districts across the nation are planning reform efforts in response to federal grants and changing policies which address systems and structures supporting student learning and teacher effectiveness. The content learned in this series will teach you to “identify and do what matters” in teacher observations and feedback conferences focused on the dual purposes of growth and evaluation. The series and all courses will take into account the recent writings of the following respected authors who have published their works based on research and best practice: *Teacher Evaluation That Makes a Difference*, Robert J. Marzano and Michael D. Toth; *Getting Teacher Evaluation Right*, Linda Darling-Hammond; and *Rethinking Teacher Supervision and Evaluation*, Kim Marshall.

Although *Teacher Evaluation: Doing What Matters in Teacher Observations* is not a prerequisite for the other two courses, it does provide a natural sequence and foundation for them.

## **Course Objectives**

After completing the course *Teacher Evaluation: Doing What Matters in Teacher Feedback*, you will demonstrate or indicate what matters most in the four course objectives below:

1. Face-to-face feedback and written feedback and evaluation
2. Focused feedback on student learning and instructional improvement
3. Using feedback which addresses teacher professional development
4. Feedback effectiveness

## Course Assignments:

Course assignments will consist of readings, observations, interviews, a teacher feedback conference and assessments. Examples of assignments for this class are:

### Observation of Teacher Feedback Conference

Select a building or district administrator and request to observe a teacher feedback conference. Observe this conference and schedule a meeting with the administrator to debrief the conference, asking the following questions:

1. Did this administrator feel the objectives of the teacher conference were met?
2. How did this administrator prepare for the conference? Did this administrator feel sufficient data was available/used to give the teacher valuable feedback?
3. What are this administrator's next steps to complete the teacher's evaluation and monitor professional growth?

Prepare a one-page report summarizing what you learned from this observation. What feedback skills and practices do you want to include in your feedback processes with teachers?

A list of all required assignments will be provided when you have registered for this class and downloaded the full syllabus.

### Course Assessment Rubric

<b>Exemplary: A+ to A-</b>	<b>Acceptable: B+ to B-</b>	<b>Unacceptable: Must be resubmitted</b>
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally, well organized	Shows little or no organization
Responses that relate numerous facts and specific details of the program materials, teacher conferences, interviews and observations are included	Some facts and specific details of the program materials, interviews, teacher conferences, and observations are included	Few or no facts or specific details of the program materials, interviews, teacher conferences, and observations are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
  - For questions involving your registration or to change your address please contact us at [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080.
- For Dominican Self-Guided course information go to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>