



EDUO 9743
Teacher Evaluation: Doing What Matters in Teacher Feedback

Two Graduate Level Semester Credits/Units
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Note: This is a Public syllabus of the course.
Email instructor for a full syllabus.

Welcome to EDUO 9743 Teacher Evaluation: Doing What Matters in Teacher Feedback. This course was created as part one of a three-course series entitled Teacher Evaluation. Part One and Three in the course series are:

- EDUO 9742 Teacher Evaluation: Doing What Matters in Teacher Observations (Part One)
- EDUO 9744 Teacher Evaluation: Doing What Matters in Teacher Growth (Part Three)

Teacher Evaluation: Doing What Matters in Teacher Feedback is not a prerequisite or post requisite for the other two courses, it does, however, provide a natural sequence and foundation for them.

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

Reform efforts in teacher evaluation address Federal Grants and changing policies to systems and structures supporting student learning and teacher effectiveness. The content learned in this series will address how to “identify and do what matters” in teacher observations and feedback conferences focused on the dual purposes of growth and evaluation.

All courses in this series include readings from two textbooks: *Teacher Evaluation That Makes a Difference*, Robert J. Marzano and Michael D. Toth, and *Rethinking Teacher Supervision and Evaluation*, Kim Marshall. Purchase these textbooks (consider Amazon) or check availability at your school or public library.

This course also includes reading two online articles (links on full syllabus)..

Course Objectives

The four course objectives in *Teacher Evaluation: Doing What Matters in Teacher Feedback*, require you to demonstrate or indicate what matters most in:

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

Course Assignments

Course assignments will consist of readings, observations, and a teacher feedback conference. An example assignment is:

Observation of Teacher Feedback Conference

Select a building or district administrator and request to observe a teacher feedback conference. After your observation, schedule debrief meeting and ask 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 is 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 own feedback conferences?

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

Course Assessment - An assessment rubric is detailed on the full syllabus and provided when you register for this class.

Additional Information

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Student Account at https://www.dominicanaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>