EDUO 9742
Teacher Evaluation: Doing What Matters in Teacher Observations
Two Graduate Level Credits/Units
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Syllabus

Course Overview

Welcome to **EDUO 9742 Teacher Evaluation: Doing What Matters in Teacher Observations.** This course is part one of a three-course series entitled **Teacher Evaluation.** The following courses in the series are:

- EDUO 9743 Teacher Evaluation: Doing What Matters in Teacher Feedback
- EDUO 9744 Teacher Evaluation: Doing What Matters in Teacher Growth

Teacher Evaluation: Doing What Matters in Teacher Observations is not a prerequisite for the next 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 an online article (link provided below) and your district's teacher evaluation policy.

Course Objectives

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

1. Selection of different types of classroom observations as they relate to your purpose.
2. Observation of teacher pedagogical skills and student behaviors.
3. Inclusion of other professional domains in addition to direct classroom observations.
4. Issues affecting quality teacher observations.

Course Relation to Professional Standards

This course (and series) align teacher evaluation to the National Board for Professional Teaching Standards in the following propositions:

Proposition 1: Teachers Are Committed to Students and Their Learning
Teachers Understand How Students Develop and Learn

Proposition 2: **Teachers** Know the Subjects They Teach and How to Teach Those Subjects to Students
Teachers Command Specialized Knowledge of How to Convey a Subject to Students

Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning
Teachers Call on Multiple Methods to Meet Their Instructional Goals
Teachers Engage Students in the Learning Process

Proposition 4: Teachers Think Systematically About Their Practice and Learn from Experience
Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

This course aligns with the National Education Association's Framework for Transforming Education System to Support Effective Teaching and Improve Student Learning as identified in the purpose and principles for assessment and evaluation:

Purpose: To strengthen the knowledge, skills, dispositions, and classroom practices

Principles: Ensure a safe and open collaboration

Process: Evaluation that intentionally fosters and supports teacher growth

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Submit completed work to the corresponding Module Dropboxes in Moodle Course Modules

Module 1: Reading Related to Classroom Observation	
Objective	Participants will: 1. Read assigned chapters and articles related to classroom observation
Materials	1. *Teacher Evaluation That Makes a Difference,* Robert J. Marzano and Michael D. Toth (Forward, pgs. 1-15, 41-95). If you are reading online, pages may differ. These sections are: The Forward, Chapter 3, and Chapter 4. 2. *Rethinking Teacher Supervision and Evaluation,* Kim Marshall, 2nd edition (pgs. 19-86, 186). These sections are: Chapters 2 through 4 and Page 186 which is located in the Principal Rubric section (Mini-Observations) at the end of the book. 3. Harvard Business Review Article: *Developing Employees – The Feedback Fallacy.* Buckingham, M and Goodall, A. Why Feedback Rarely Does What It's Meant To 4. Your building/district teacher evaluation policy.
Assignment	Read the assigned resources above.

Module 2: Written Summaries and Evaluation Policy	
Objective	Participants will: 1. Summarize their readings from Module 1.
Materials	Your teacher evaluation policy
Assignment	Write a summary, one-page or less for each of the textbook reading assignments listed in Section 1. Capture what you think matters in this succinct summary. Submit – title Submission 2. In addition, write a one-two page summary of the Harvard Review Article. Capture what you think matters in this succinct summary. Submit - title Submission 2. Submit a copy of your building or district's teacher evaluation policy **Submit completed work to the corresponding Module Dropbox in Moodle**
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 3: Pre-Observation Conference	
Objective	Participants will: 1. Identify and meet with a selected teacher for a pre-observation conference.
Assignments	Select a teacher in your building or district who will give you permission to observe their classroom. You will complete one mini-observation and one full lesson observation. Meet with this teacher to describe your purpose as it relates to this course assignment. Ask the teacher to share any information he/she feels is relevant to your observations: • Lesson/unit information • Student descriptions • Experience with content/standards • Timeline/sequence of lessons in their curriculum • Methods to use to record and use information collected during the observation • Announced or unannounced visits • Discuss your assignment of mini and full lesson observations Determine if this teacher has any "look-fors" they wish you to observe.

Module 4: Observations	
Objective	Participants will: 1. Plan and schedule two observations.
Assignments	• Plan and schedule two observations as required – one mini-observation and one full-lesson observation. (you may conduct more if you desire) • Gather and record information during all observations. • Complete observations within the timeline required (9 months from registration date) to complete this course.

Module 5: Submit Mini-Observation Assessment	
Objective	Participants will: 1. Submit mini-observation assessment
Assignments	• Assess your mini-observation experience, notes and ability to capture elements of effective instruction, student behaviors and/or data. • Identify your strengths and areas you want to improve when making observations. • Write a one-page summary that captures your assessment and submit. **Submit completed work to the corresponding Module Dropbox in Moodle**
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 6: Submit Full Lesson Observation Assessment	
Objective	Participants will: 1. Submit a full observation assessment
Assignments	• Assess your full-lesson observation experience, notes and ability to capture elements of effective instruction, student behaviors and/or data. • Identify your strengths and areas you want to improve when making observations. • Write a one-page summary that captures your assessment and submit. **Submit completed work to the corresponding Module Dropbox in Moodle**
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 7: Submit Summary of Your Experience	
Objective	Participants will: 1. Submit a summary of their experience with this course.

Assignments	In one page, summarize your experience with this course. Include the following components:
	• What would you do differently during the:
	  ○ Pre-Observation teacher meeting
	  ○ Mini-Observation
	  ○ Full Lesson Observation
	• What would you change about your observations and documentation of your observations to be able to plan more effective feedback?
	
	Submit completed work to the corresponding Module Dropbox in Moodle

Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 8: Submit Course Evaluation	
Objective	Participants will: 1. Write and submit a course evaluation.
Assignments	Write a short evaluation of this course which includes the following components: • Did your work meet the four course objectives? • How would you improve the design of this course? • How many clock hours did you need to complete this course? **Submit completed work to the corresponding Module Dropbox in Moodle**
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives ; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.