EDUO 9744 Teacher Evaluation: Doing What Matters in Teacher Growth

Two Graduate Level Credits/Units

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Syllabus

Course Overview

Welcome to **EDUO 9744 Teacher Evaluation: Doing What Matters in Teacher Growth**. This course was created as the final segment in the series titled **Teacher Evaluation.** The first two courses in the series are:

- EDUO 9742 Teacher Evaluation: Doing What Matters in Teacher Observation
- EDUO 9743 Teacher Evaluation: Doing What Matters in Teacher Feedback
  (These courses are not prerequisites for this course. They do, however, provide a natural sequence and foundation for this course.)

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 (links provided).

Course Objectives

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

1. Incorporate teacher growth in pedagogical skills in the evaluation.
2. Utilize teacher participation in assessing strengths and areas for improvement.
3. Describe the skills and activities of the teaching process to include domains other than classroom observations.
4. Identify issues and appropriate use of student learning measures in teacher evaluation.
5. Assess the alignment of your school/district's teacher evaluation processes with opportunities that are designed to support teacher effectiveness and corresponding student learning.

Course Relation to Professional Standards

This course and series align teacher evaluation to the National Board for Professional Teaching Standard's 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

Teachers Generate Multiple Paths to Knowledge

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

Proposition 5: Teachers Are Members of Learning Communities

Teachers Collaborate with Other Professionals to Improve School Effectiveness

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 Dropbox in Moodle

Course Modules

Module 1: Assigned Resources		5 hours
Objective	Participants will: 1. Read assigned resources.	
Materials	1. *Teacher Evaluation That Makes a Difference*, Robert J. Marzano and Michael D. Toth (preface and pgs. 1-170 which are chapters 1-8)*	

	2. *Rethinking Teacher Supervision and Evaluation,* Kim Marshall (pgs.19-41, Chapter 2, and pgs. 157-194, Chapter 8 and Principal Rubrics Section near the end of the book)* **Some pages in the above reading assignments were required in the previous two courses of this series. If you completed these courses, review pages as needed.* Education Week Article: How We Got Colorado's Teacher-Evaluation Reform Wrong – Colorado's missteps on teacher evaluation is a cautionary tale for other states. Schoales, V. (2017 April) * https://www.edweek.org/ew/articles/2017/04/06/how-we-got-colorados-teacher-evaluation-reform-wrong.html
Assignments	Read the above resources.

Module 2: Reflect on Your Professional Growth	4 hours
Objective	Participants will: 1. Reflect on their professional growth.
Assignments	This is an important assignment for this course. Please be comprehensive. Identify a time in your professional career when your learning and growth peaked. Describe the opportunities, support, accountability and rewards that influenced your motivation and development. **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: School Leader Interview	4 hours
Objective	Participants will: 1. Interview a teacher leader or building association representative using questions provided and adding their own.
Assignments	**Choose Option 1 or 2 as Relevant to You.** **Option 1:** Teacher Leader Interview Interview a building-level teacher leader using the following questions. Add other questions at your discretion for the purpose of bringing increased relevance to your priorities**.** 1. Do our evaluation policies identify pedagogical skills key to effective instruction?

	2. Do we effectively include teacher collaboration and participation in teacher evaluation? 3. In addition to classroom observations, what other teacher skills and activities do you think we should include in evaluation? 4. How should student learning and achievement measures be used in teacher evaluation? 5. In your opinion, how do our evaluation practices and policies support or discourage teacher growth and effectiveness? Do our practices result on improved student learning? 6. What are your recommendations for improvement in our teacher evaluation policy and practices? **Option 2:** Building Association Representative or District Association President Interview Interview a building teacher association representative or your district's teacher association president using the following questions. Add other questions at your discretion for the purpose of bringing increased relevance to your priorities. 1. Do our evaluation policies identify pedagogical skills key to effective instruction? 2. Do we effectively include teacher collaboration and participation in teacher evaluation? 3. In addition to classroom observations, what other teacher skills and activities do you think we should include in evaluation? 4. How should student learning and achievement measures be used in teacher evaluation? 5. In your opinion, how do our evaluation practices and policies support or discourage teacher growth and effectiveness? Do our practices result on improved student learning? 6. What are your recommendations for improvement in our teacher evaluation policy and practices?

Module 4: Building Administrator Interview	4 hours
Objective	Participants will: 1. Interview a building administrator using questions provided and adding their own.
Assignments	Interview a school building-level administrator using the following questions. Add other questions at your discretion for the purpose of bringing increased relevance to priorities in your building and district.

	1. How do our policies identify pedagogical skills which are key to effective instruction? How do we ensure growth in mastering these skills? 2. How is teacher collaboration and participation included to address both strengths and areas for improvement? 3. In addition to classroom observations, what other teacher skills and activities should be included in evaluation? 4. How should student learning and achievement measures be used in teacher evaluation? 5. How does the building evaluation process align opportunities to support teacher growth and effectiveness? How do these opportunities focus on improving student learning?

Module 5: District Administrator Interview	4 hours
Objective	Participants will: 1. Interview a district administrator using questions provided and adding their own.
Assignments	Interview a district-level administrator using the following questions. You may add other questions at your discretion for the purpose of bringing increased relevance to priorities in your building and district. 1. How do our policies identify pedagogical skills which are key to effective instruction? How do these policies ensure growth in mastering these skills? 2. How is teacher collaboration and participation included to address both strengths and areas for improvement? 3. In addition to classroom observations, what other teacher skills and activities should be included in evaluation? 4. How should student learning and achievement measures be used in teacher evaluation? 5. How does the district evaluation processes and policy align opportunities to support teacher growth and effectiveness? How do these opportunities focus on improving student learning?

Module 6: Summaries, Takeaways, and highlights/Recommendations	7 hours
Objective	Participants will: 1. Submit a written summary of each of the interviews conducted.

Assignments	Submit A Written Summary of Each of the Interviews Above and a One-Page Document Describing your Highlights/Recommendations Describe your take-aways to each of the three interviews. Use one page for each interview summary. Title each page to identify whether you are commenting on the teacher leader, association representative/president, building administrator, or district administrator. In addition, in a one-page document, identify highlights and/or recommendations for changes you think should be made to your district policies and practices. **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: Course Evaluation	2 hours
Objective	Participants will: 1. Reflect on the course design and effectiveness
Assignments	Write a short evaluation of this course which includes the following components: 1. How would you improve the design of this course? 2. About how many hours were required for you to complete this course? 3. Did this course design adequately address the four objectives listed above? **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	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	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.