

ETHICAL TEACHER EVALUATIONS

MAKING FRIENDS OR ENEMIES?

TACY KILLINGSWORTH

NOV. 15, 2018



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QUESTION...

Does our current teacher evaluation system facilitate teacher growth through authentic observations and feedback?

Why or why not?



ANSWERING HARD QUESTIONS...

- “Are almost all teachers getting good to excellent ratings while supervisors privately acknowledge that mediocre and ineffective practices continue in classrooms?”
- “Are principals spending hundreds of hours on the traditional process, or some variation of it, with little or no impact?”
- “Have people become cynical about evaluations, regarding them as a necessary bureaucratic chore that makes little difference in classrooms?”
(Marshall, 2017)



FAILINGS OF PAST EFFORTS...

- Teacher evaluation systems have not accurately measured teacher quality because they've failed to do a good job of discriminating between effective and ineffective teachers
- Teacher evaluation systems have not aided in developing a highly skilled teacher workforce

Bill and Melinda Gates Foundation, 2011/Toch & Rothman, 2008

U.S. Department of Education, 2009/Weisberg, Sexton, Mulhern, & Keeling, 2009

THE TRUTH

- Students learn more from some teachers than others due to effective teachers implementing specific practices
- Every school has a range of teacher quality which means the work to improve student achievement must be done in each building
- Students who come to school with any sort of disadvantage have more urgent need for good teaching
- The traditional teacher evaluation process makes it difficult for principals to change mediocre and ineffective teaching practices

STATEMENTS OF
STANDARDS
NATIONAL
ASSOCIATION OF
ELEMENTARY
SCHOOL PRINCIPALS
(NAESP)



Makes the well-being of students the fundamental value in all decision making and actions



Fulfills professional responsibilities with honesty and integrity



Implements the governing board of education's policies and administrative rules and regulations

SO IF THIS IS
WHAT WE
SIGN UP
FOR...


HOW DO WE MAKE SURE
TEACHER EVALUATIONS ARE
AUTHENTIC AND ETHICAL?






PURPOSE OF TEACHER EVALUATIONS

Teacher Learning
or
Teacher Competence





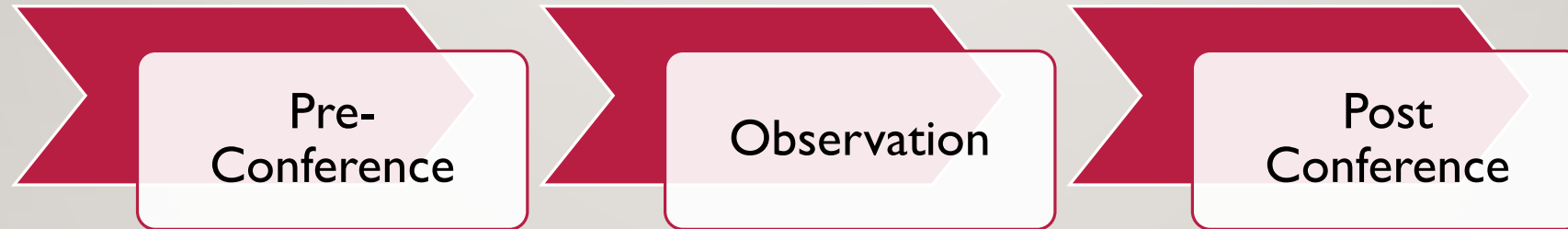
In the classroom, effective teachers use rubrics not just as summative tools to determine students' grades, but also as exemplars that they apply across entire units to guide students' efforts to improve. The language of the rubrics becomes the language of the curriculum.



In the same way, both supervisors and teachers need to use comprehensive teaching frameworks not just for summative teacher evaluation, but rather to guide improvement throughout the school year. Used in this way, these frameworks can create a common language for practice, focusing teachers' collaborative efforts to identify and implement specific research-based instructional strategies and behaviors.

(Mielke, P. & Frontier, T. , 2012)

What's wrong with this practice???



AUTHENTIC AND ETHICAL EVALUATION FOR TEACHER GROWTH

- **Comprehensive and specific**

- ✓ elements associated with increased student achievement
- ✓ identifies classroom strategies at a granular level

- **Developmental scale**

- ✓ scale or rubric that teachers can use to guide and track skills development

- **Acknowledges and rewards growth**

- ✓ setting goals and being recognized for reaching them

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
THE TEACHER plans lessons that reflect: <i>1 Colorado Academic Standards.</i> <i>2 Relevant instructional objectives.</i> <i>3 Formative and summative assessment results.</i>	... and THE TEACHER implements lessons that: <i>4 Align to the district's plan of instruction.</i> <i>5 Reflect vertical and horizontal alignment of the grade or subject area.</i>	... and THE TEACHER: <i>6 Implements and communicates learning objectives and student outcomes based on standards.</i>	... and STUDENTS: <i>7 Demonstrate acquired skills based on standards.</i>	... and STUDENTS: <i>8 Can provide a relevant connection to the standard in their words.</i>

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.				
<p>THE TEACHER maintains:</p> <ol style="list-style-type: none"> <i>Safety and welfare of students and the environment.</i> <i>Clear expectations for student behavior.</i> <i>Procedures and routines to guide instruction and transitions.</i> 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> <i>Facilitates student accountability to school and class procedures and routines.</i> <i>Consistently reinforces student expectations.</i> <i>Demonstrates a caring and respectful relationship with students.</i> 	<p>... and THE TEACHER makes maximum use of instructional time by:</p> <ol style="list-style-type: none"> <i>Implementing purposeful pacing and efficient transitions.</i> <i>Using appropriate strategies to reduce disruptive or off-task behaviors.</i> 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> <i>Demonstrate mutual respect and support with the teacher and peers.</i> <i>Uphold school and class rules.</i> 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> <i>Encourage positive behavior from peers.</i>

AUTHENTIC AND ETHICAL EVALUATION FOR TEACHER GROWTH

- **Length and Frequency**
 - ✓ 10-15 minute classroom visits
 - ✓ Minimum once a month
 - ✓ During various times of lesson (beginning/middle/end)
- **Look-For's**
 - ✓ What are students supposed to be learning?
 - ✓ Is it the best way to teach it?
 - ✓ Are all students learning?

AUTHENTIC AND ETHICAL EVALUATION FOR TEACHER GROWTH

- **In-Person Coaching**

- ✓ Build trust/share insight/ask questions
- ✓ Focus on one key leverage point and follow up with email

- **Time Management**

- ✓ One formal observation = 8 mini observations

AUTHENTIC AND ETHICAL EVALUATION FOR TEACHER GROWTH

- **Summative Evaluation**

- ✓ Using a formal rubric 3 times a year (BOY-self assessment/MOY-compare ratings/EOY-summative)

- **Skillset**

- ✓ Principals and Assistant Principals must have knowledge and be prepared

- ✓ Multiple mini observations give them practice to also grow

AUTHENTIC AND ETHICAL EVALUATION FOR TEACHER GROWTH

- **Length and Frequency**
- **Look-For's**
- **In-Person Coaching**
- **Time Management**
- **Summative Evaluation**
- **Skillset**

CHALLENGE TO CHANGE: FRIENDS OR ENEMIES?

- Some teachers like the old way...
 - ✓ Easier
 - ✓ Think they are already doing a good job
 - ✓ Been doing it forever
- Some teachers want a new way...
 - ✓ Open to feedback
 - ✓ See that they can improve

Bottom Line:

We as leaders are here to serve all students and in order to do that we must put the best teachers in front of kids!

We must be authentic and ethical in conducting teacher evaluations...and this means changing the way we do things!



Thank you!

RESOURCES:

- Ermeling, B.A., Gallimore, R., & Hiebert, J. (2017, May 1). Making Teaching Visible through Learning Opportunities: Careful, Skilled Observation of Classroom Instruction Focuses Not Just on Teachers Goals and Behaviors but, Most Important, on the Specific Learning Opportunities Provided to Students. *Phi Delta Kappan*.
- Mielke, P. & Frontier, T. (2012, November). Teacher Evaluation: What's Fair? What's Effective? Keeping Improvement in Mind. *Educational Leadership*, 70(6). Retrieved from <http://www.ascd.org/publications/educational-leadership/nov12/vol70/num03/Keeping-Improvement-in-Mind.aspx>
- Marshall, K. (2017). Marshall Memo 679. *Weekly Round-up of Important Ideas and Research in K-12 Education*. Retrieved from <https://marshallmemo.com/headlines.php>