

1. Record and Prayer. Ask for a volunteer.
2. Review. Have students summarize a list of common errors made by teachers in presenting a lesson and describing ways in which they, as supervisors, could help teachers overcome the errors. (In small groups)
3. "Helping Teachers Evaluate Instruction."
 - A. Put up slide "Topics of Discussion"
 - B. Go over together
4. Definition of Evaluation.
 - A. From the day of birth until the day of death human beings are subjected to continuous evaluation by fellow human beings. The infant is told by parents, with appropriate gestures and tone of voice, "That was very naughty." The teenage girl views her boyfriend as a combination of Hercules and Apollo. The wife lets her husband know of her displeasure with the appraisal "You never help me around the house." The boss produces a feeling of elation in an employee by saying, "That was brilliant work. "I'm going to give you a raise." The teacher is happy when the supervisor gives praise for a job well done: "That was a great class you had today." And the student, who is at the low end of the educational totem pole, knows that no will go by without some kind of evaluation and hopes today will be the day to hear "You answered every question correctly on the test."
 - B. But what does evaluation mean anyway? How does that compare to tests and measurement? Let's take a look at a couple of definitions. (put up the next two slides)
 1. Read Evaluation Slide
 2. Read Measurement and Test Slide
6. Tests.
 - A. The supervisor can help teachers to master a variety of formal and informal evaluation techniques that they can call on as the need arises.
 - B. When evaluation is mentioned in a school setting, testing - largely of the paper-and-pencil variety - immediately leaps to mind.

- C. Why do we give tests anyway? (Put up slide on why tests are given, after answers are solicited from students)
 - D. Types of Tests.
 - 1. Standardized Tests. Cover book. Don't really measure what has been going on in the classroom.
 - 2. Teacher-Made Tests
 - a. Essay tests. Measure content, ability to write coherently, to organize thoughts, to describe situations, to make comparisons, to use the language properly, to make applications of content to demonstrate writing style, to summarize content, to cite research, and to elaborate reasons for positions taken. Probably the most effective form of test in terms of evaluation.
 - b. Objective tests: multiple choice, t/f, matching, etc. Usually they can sample breadth more than an essay, but they do not have much depth of content.
 - E. I do not want to focus attention on tests today, because you have already gone over all of that in your tests and measurements classes. Let's look at some other forms of evaluation:
7. Other types of Evaluation or assessment. Why other ways are there to assess students? (Solicit Answers)
- A. Types (discuss and distribute handouts)
 - 1. Oral Reports.
 - 2. Written Assignments
 - 3. Creative Assignments
 - 4. Group Work.
 - 5. Self Evaluation and Joint Evaluation
 - B. Two models of alternative assessment
 - 1. Using the multiple intelligences in Civil War. (Distribute what multiple intelligences are and the assignment for students; go over material)
 - 2. Cooperative Group Project in 20th Century America. (Distribute instructions, evaluation forms; go over material; show video; discuss)
8. Marking Students Achievement.
- A. At the end of each marking period every teacher engages in a pseudoscience known as marking. We try to make it

- scientific, but it doesn't always work out that way.
- B. The supervisor must strive to obtain consensus among the teachers on how to mark. These decisions should be based on a few basic principles. (put up slide)
 - C. There are some people who believe that grades as we know them, both on daily work and at the end of the marking period, should be done away with. Let's stage a debate on that topic.
 1. Divide class into two groups. Tell them that they are the faculty of ABC High School. There has been discussion on grades and it has risen to a big debate. One side will support the resolution, while the other will be opposed to it.
 2. Topic: Be It Resolved: Grades in ABC High School will be done away with and replaced with an alternate form of marking.
 3. Give groups time to prepare.
 4. Stage the debate.
 5. Debrief and discuss.
9. End. Have students summarize the role of the supervisor in helping teachers evaluate instruction.