

Put up Slide of Today's Topic.

1. Record and prayer. (Ask for a volunteer)
2. Review. Individually, identify your style of leadership and tell why you have adopted that style. Give students time to think and write down notes. Have them share with the whole class. Discuss.
3. Topics of Discussion (put up slide and read)
4. Introduction
 - A. No aspect of teaching can be more threatening to teachers than evaluation of their performance. No aspect of administration can be more agonizing for a conscientious administrator than evaluation of teachers.
 - B. Although teachers need to develop an attitude receptive to evaluation as a means of improving themselves and the profession, schools need to devise ways to evaluate teachers that are feasible, fair, humane, and as objective as possible.
 - C. In the next three sessions we will examine the complex problem of evaluation of teacher performance - that is both evaluation of instruction and evaluation of the instructor.
 1. Evaluation of instruction means the appraisal of the effectiveness of the instructional skills and strategies chosen by the teacher.
 2. Evaluation of the instruction means an assessment of the teacher's classroom performance, his/her effectiveness in employing the skills and strategies selected, and certain personal and professional attributes.
 - D. A full developed program of teacher appraisal consists of three components: (put up slide)
 1. Summative Evaluation is the annual assessment done by the administrator not only for the purpose of improvement of instruction but also and primarily for making decisions on re-hiring, tenure, advancement to leadership positions, and in those situations that have it, merit pay or entry and advancement on the career ladder.
 2. Formative evaluation is the ongoing assessment of

teacher performance. Administrators and supervisors visit teachers periodically, observe their classes, and confer with the teachers for purposes of helping them to improve their instruction.

3. Self-evaluation is where the teachers makes an appraisal of her/his own performance and means by which supervisors can help them to do so.

E. The supervisor must possess the ability or skills necessary to encourage teachers to look at their own behavior with a view to improving themselves.

F. Among the notions teachers hold about evaluation of their behaviors are the attitudes that: (put up slide)

G. Because of the antagonistic attitudes and fears of teachers toward evaluation, the supervisor's primary role in the evaluation of teacher competence should be one of helping teachers to evaluate themselves rather than one of evaluating teachers.

4. Competencies to be Evaluated.

A. Among categories of behavior that appear on instrument that assess teacher performance are: (put up slide)

1. instructional skills
2. personal traits
3. professional attributes

B. (Distribute Teacher Service Report from School District of Webster Groves, Webster Groves, MO.; read; discuss)

C. To institute teachers' examination of their own competence the supervisor may take an approach that consists of the following three stages: (put up slide)

1. Examination of teacher performance in general terms, that is, analysis of the teaching act in a theoretical context. This is accomplished by study of the literature and other selected media on teaching.
2. Examination of the performance of other teachers both inside and outside the school system. This is accomplished by the use of audio and visual media and by teachers visiting each other's classrooms.
3. Examination of the teacher's own performance. This is accomplished through the use of both written materials and other selected media.

4. Models of Teaching.

A. The study and recognition of models of teaching can be used by the supervisor to recognize teacher performance.

B. A model for teaching is a plan or pattern that can be used

to shape curriculums, to design instructional materials, and to guide instruction into the classroom and other settings.

- C. Bruce Joyce describes twenty models of teaching grouped into four categories: social models, information-processing models, personal models, and behavior models. Included may be: (put up slide)
 1. The teacher as lecturer.
 2. The teacher as expert resource person. (shares information about content and sources)
 3. The teacher as facilitator. (provides resources and direction to learners)
 4. The teacher as counselor. (sees the personal development of the learner as more important than the content)
 5. The teacher as a leader of group meetings. (serves as master of ceremonies, the chairman of the group, directs activities, encourages participation)
 6. The teacher as tutor. (engages in instruction on a one-to-one basis)
 7. The teacher as manager of mediated instruction (selects various media, arranges for their use, and follows up the mediated presentations with discussion and evaluation)
 8. The teacher as laboratory supervisor. (laboratory approach to instruction - experimenting, constructing, researching, etc.)
 9. The teacher as programmer. (writes specific programs which the learners work on individually or in groups - use of computers is big)
 10. The teacher as manipulator of the learning environment. (manipulates the stimuli in the classroom environment; gives and withholds reinforcement for specific kinds of learnings that the students are attempting.)
- D. A productive in-service program would lie in the identification and analysis of various models of teaching.
- E. After a study of models of teaching, the supervisor may turn the external analysis of models into an internal analysis by asking teachers to describe and classify their own models.

5. Evaluation of Personal-Professional Attributes

- A. The evaluation of personal and professional attributes poses some problems.
 1. It is difficult to define the personal and professional attributes teachers ought to possess.
 2. It is also difficult to measure these and, if they are found to be lacking, to effect a change in the teacher.
- B. If teachers are to be evaluated by someone else - or by

themselves - on personal and professional attributes, these traits must be clearly spelled out and instances of behavior wherein the attributes can be demonstrated must be described.

1. The democratic approach to supervision would dictate the principle that teachers be involved in deciding what personal and professional attributes will be evaluated and what evidences of these traits will be recorded.
 2. Beyond insubordination and criminal and moral offenses, personal and professional attributes are most difficult to nail down.
- C. Certain personality characteristics and certain human-relations skills are essential to successful teacher performance: (have students brain storm a list and put it on the board; discuss)
- D. The problem for the supervisor when trying to help teachers to evaluate their personal and professional attributes is to find ways in which they may reflect on their own traits, agree that there is need for improvement, and make changes accordingly.
- E. Personality traits are especially difficult to change, ingrained as they are in the individual's history, life-style, and philosophy of life.
- F. The supervisor may once again begin with an external approach - an intellectualizing of traits that individuals feel teachers should possess.
1. The process of identifying these traits and agreeing on ways they can be observed are the first hurdles to be cleared.
 2. From there the evaluation can begin.
 3. Finally, teachers can look for those traits in themselves.
- G. The issue of evaluating personal and professional attributes leads to two conclusions:
1. If a supervisor is called on to evaluate a teacher in respect to these traits, the attributes to be evaluated should cover a very limited, specifically defined, and observable set of characteristics agreed on in advance by teachers.
 2. Lasting change can only come about as teachers evaluate their own behavior and internalize the necessity for change.
6. The Teacher Portfolio as a Strategy for Professional Development and Evaluation. (James Green and Cheryl Smyser)
- A. Teaching portfolios represent an excellent approach to evaluation, both self-evaluation and formative, and to

professional growth.

1. Teachers are the first to recognize that teaching and learning go on in very diverse settings with very diverse pupils.
2. Teachers also know that they all have different strengths and weaknesses - that what works for one may not work for another.
3. Reflecting on the different contexts and different personal attributes that make up the real background for teaching and learning - and discussing these differences with other teachers - is the distinguishing feature of a teaching portfolio.
4. When teachers prepare a teaching portfolio, they integrate all aspects of teaching.

B. What Makes A Teaching Portfolio a Different Kind of Evaluation?

1. Portfolios Give Teaching a Context. For the evaluation of teaching to be meaningful, it must take into account the individual context of teachers. A teaching portfolio lets a teacher define good teaching in a specific context.
2. Portfolios Accommodate Diversity. When teachers prepare teaching portfolios, they can explain how they tailor their teaching to the unique qualities of a particular school or class.
3. Portfolios Encourage Teachers to Capitalize on Strengths. Good teachers know how to capitalize on their strengths. When preparing a portfolio, teachers can ask themselves, "What are the qualities I have as a teacher that enable my pupils to learn?"
4. Portfolios Allow Teachers to Self-Identify Areas for Improvement. Professional development is something teacher can do for themselves. The teaching portfolio as a tool for staff development is based on the idea that the best knowledge is self-knowledge.
5. Portfolios Empower Teachers by Making Them Reflective. They encourage teachers to think about teaching by asking questions such as:
 - a. What do I value in teaching?
 - b. What are my goals as a teacher?
 - c. What is the evidence in the way I teach or in the results of my teaching that my teaching reflects my values and that I am accomplishing my goals?
 - d. What are my strengths and weaknesses?
 - e. Who do my strengths and weaknesses match up with the kind of teacher I want to be?
 - f. What are my goals for professional growth?

6. Portfolios Empower Teachers by Encouraging Professional Dialogue. When a teacher begins a teaching portfolio, dialogue begins. The portfolio stimulates and facilitates professional interaction among teachers. When working with a portfolio mentor, a teacher has to discuss what is important in teaching and how good teaching is revealed in the classroom.
 7. Portfolios Integrate All Aspects of Teaching. Only when we look at the whole package - everything from a teacher's personal philosophy on teaching and learning to the actual results obtained - do we really begin to understand what makes up an individual teacher. A portfolio ties together the personal history and the personal values of the teacher, the teaching environment, planning skills, classroom management techniques, evaluation skills, creativity, and organizational talents.
- C. Supervisor's Portfolio. (Leadership Program; put up slide; discuss each; encourage them to make one)
1. Vision statement.
 2. Statement on each competency.
 3. Evidence of mastery on the competency area.
 4. Plans to do.
 5. Portfolio Documentation
7. Helping Teachers Begin a Teaching Portfolio
- A. When planning a teaching portfolio, a teacher should: (put up slide)
1. Establish the purpose of the portfolio
 2. Think reflectively on the evidence of good teaching
 3. Use a peer mentor
 4. Avoid a prescriptive approach to format or contents
 5. Start with the five I's
 6. Establish a time line
 7. Consider the portfolio a work in progress
- B. The Five I's. Smyser and Green recommend using the five I's approach for organizing a teaching portfolio: (put up slide)
1. Introduction.
 - a. Here the teacher provides background information on her/himself, as well as on the school, and includes previous professional experience related to teaching and autobiographical information that highlights other experience with children.
 - b. Typical contents are a resume, a brief autobiography, and a short explanation of the school and classroom or teaching assignment.

- c. Some teachers outline their philosophy of education in this section.
2. Influences.
 - a. The Influences section captures the richness of the classroom environment that the teacher creates.
 - b. Room arrangements and displays that are an outgrowth of the curriculum are documented in this section.
 - c. Depending upon the grade level or subject, the actual items that a teacher includes vary.
 - d. Reflective statements are prominent in the Influences section.
 - e. Without brief explanations of why certain items are included and brief notes explaining the importance of each item, the Influences section runs the risk of becoming little more than a photo album or scrapbook.
3. Instruction.
 - a. The Instruction section is devoted to the actual teaching - both the planning and the delivery of instruction.
 - b. Unit and lesson plans that are the personal work of the teacher, laboratory activities, and various instructional aids that the teacher has constructed are typical items.
 - c. Here again, the reflective statement is vital.
 - d. It is only when the teacher explains what is really important in teaching and presents evidence that those professional values are revealed in the classroom that someone else can begin to judge whether that teacher is effective.
4. Individualization.
 - a. In the individualization section the teacher conveys how individual needs of the students are being met.
 - b. Here the teacher includes examples of teacher-designed student assessment tools.
 - c. These might include informal reading inventories, unit tests, and other forms of assessment.
 - d. In addition, this section contains examples of how the teacher accommodates the special needs of children.
5. Integration.
 - a. The Integration section ties the whole portfolio together and may include other forms of evaluation, such as a principal's evaluation of

- a lesson.
 - b. Some teachers will place their philosophy of education statement here instead of at the beginning, reasoning that it is in this section that the teacher can be judged in terms of the material presented in the previous sections.
 - c. Without question, the most crucial entry in the Integration section is the professional development plan in which the teacher sets out professional goals and explains a strategy for reaching them.
8. End. All in all, when we as supervisors help our teachers develop the skills for self-evaluation, our jobs become that much easier, for the teachers know themselves better than any one else.