Helping Teachers Evaluate Themselves
Topics of Discussion

- Teacher Competencies
- Models of Teaching
- Evaluation of Personal-Professional Attributes
- The Teacher Portfolio
Evaluation Components

- Self-Evaluation
- Formative Evaluation
- Summative Evaluation
Teacher Notions on Evaluation

It is the student alone who should be evaluated. Apart from the teacher, no one is capable of making an evaluation of that teacher's behavior. Every teacher has reached such a high state of professional competence that evaluation is not necessary. Teachers already know how to teach twice as well as they have the time or energy to teach or are permitted to teach. No other profession makes the assumption that a professional person must be regularly evaluated.
Teaching is such a high personalized and individualized art that emphasis on evaluating generic teaching behaviors is misplaced. Teachers will be exposed and their shortcomings made known to the world. Teachers will be subjected to ridicule if they make mistakes. Anything less than perfection will penalize them in terms of salary, tenure, or promotion.
Competencies to be Evaluated

Instructional Skills

Personal Traits

Professional Attributes
Instituting Teacher Self-Evaluation

Examination of teacher performance in general terms
Examination of the performance of other teachers
Examination of the teacher's own performance
Models of Teaching

- Teacher as Lecturer
- Teacher as Expert Resource Person
- Teacher as Facilitator
- Teacher as Counselor
- Teacher as Leader of Group Meetings
- Teacher as Tutor
- Teacher as Manager of Mediated Instruction
- Teacher as Laboratory Supervisor
- Teacher as Programmer
- Teacher as Manipulator of the Learning Environment
Portfolios Give Teaching a Context
Portfolios Accommodate Diversity
Portfolios Encourage Teachers to Capitalize on Strengths
Portfolios Allow Teachers to Self-Identify Areas for Growth
Portfolios Empower Teachers by Making Them Reflective
Portfolios Empower Teachers by Encouraging Professional Dialogue
Portfolios Integrate All Aspects of Teaching
An effective teacher/instructor with skills in using, evaluating, and adapting instructional materials.

An effective teacher/instructor with skills in instructional management to accommodate individual variability.

Effective teacher/instructor with skills in instructional strategies.
The Twenty Competencies

- A dynamic change agent with skills in planning and implementing change.
- A dynamic change agent with skills in developing human resources.
- A dynamic change agent with skills in public relations.
The Twenty Competencies

- An effective organizer with skills in organizational development.
- An effective organizer with skills in allocating resources.
- An effective organizer with skills in interpreting laws, regulations and policies.
The Twenty Competencies

- A collaborative consultant with skills in effective communication.
- A collaborative consultant with skills in evaluation and assessment.
- A collaborative consultant with skills in problem-solving and decision-making.
A reflective researcher with skills in reading and evaluating research.

A reflective researcher with skills in conducting research.

A reflective researcher with skills in reporting research.
The Twenty Competencies

- A competent scholar with a working knowledge of educational foundations.
- A competent scholar with a working knowledge of theories of learning and human development.
- A competent scholar with a working knowledge of theories of leadership and management.
A competent scholar with a working knowledge of social systems, including family dynamics, political issues, and bureaucratic structures.

A competent scholar with a working knowledge of educational technology and its applications.
Organizing Principles

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 timeline.
7. Consider the portfolio a work in progress.