

Contents

INTRODUCTION	I-1
Conclusion	I-4
CHAPTER 1	
Supervision, Evaluation, and Development for the 21st Century	1
A Brief History of Supervision and Evaluation	3
The Evolution of Clinical Supervision and Evaluation	4
Current Eras	8
Supervision, Evaluation, and Development Change Cycle	10
FIGURE 1-1 LEVELS OF TEACHER AND ADMINISTRATOR SKILL MASTERY	11
FIGURE 1-2 THE PROFESSIONAL DEVELOPMENT CHANGE CYCLE	12
The Educational, Legal, Political, and Social–Emotional (E.L.P.S.) Components of Supervision, Evaluation, and Development Systems	14
Educational Component	14
FIGURE 1-3 NINE AREAS OF EFFECTIVE TEACHING	15
Legal Component	16
Political Components	16
Social–Emotional Component	17
FIGURE 1-4 MASLOW’S HIERARCHY OF NEEDS	17
FIGURE 1-5 SOCIAL–EMOTIONAL SUPPORT SYSTEM: TEACHER	20
FIGURE 1-6 SOCIAL–EMOTIONAL SUPPORT SYSTEM: EVALUATOR	21
FIGURE 1-7 EDUCATIONAL, LEGAL, POLITICAL, AND SOCIAL–EMOTIONAL COMPONENTS OF AN EFFECTIVE SUPERVISION, EVALUATION, AND DEVELOPMENT SYSTEM	23
Conquering the E.L.P.S.	24
References	24

CHAPTER 2

Classroom Observation	25
Types of Classroom Observations	26
FIGURE 2-1 PROTOCOL FOR CLASSROOM WALK-THROUGH OBSERVATIONS	27
FIGURE 2-2 PROTOCOL FOR CLASSROOM WALK-THROUGH OBSERVATIONS	28
Analyzing Observations in Terms of Standard (Benchmark), Judgment, Evidence, Impact Statements, and Recommendations	31
Standard	31
Judgment	32
FIGURE 2-3 SPECIFIC VS. GENERAL STANDARD STATEMENT	33
Evidence	34
FIGURE 2-4 EVIDENCE VS. INFORMATION	35
Impact Statements	35
Observation Writeups	41
Sample Observation Writeups That Use the S.J.E.I.R. Format	42
FIGURE 2-5 PURE NARRATIVE OBSERVATION WRITEUP	44
FIGURE 2-6 CHECKED-OFF JUDGMENT WITH SUPPORTING NARRATIVE	46
FIGURE 2-7 TWO-COLUMN NOTES	58
Sample Notes	58
FIGURE 2-8 SAMPLE TWO-COLUMN NOTES	59
Developing Your Note-Taking Skills	66
FIGURE 2-9 NOTE-TAKING RUBRIC	67
FIGURE 2-10 SAMPLE TWO-COLUMN NOTES HIGH LEVEL	69
Abbreviations	85
FIGURE 2-11 ABBREVIATIONS FOR TWO-COLUMN NOTE TAKING	85
Charts for Gathering Observation Data	86
FIGURE 2-12 SEATING CHARTS	87
FIGURE 2-13 TIME ON-TASK CHART	88
FIGURE 2-14 CHECKSHEET FOR POSITIVE, NEGATIVE, AND NEUTRAL REINFORCEMENT OF BEHAVIOR AND ACADEMIC PERFORMANCE	90
Common Language and Standards	91
FIGURE 2-15 CRITERIA SHEET FOR EFFECTIVE CLASSROOM OBSERVATIONS	92
Time-Saving Tips for Supervisors and Evaluators	93
Try These Tips!	93
FIGURE 2-16 TIME STUDY SURVEY	93
FIGURE 2-17 EXAMINING YOUR EVALUATION LOAD	96

Dividing This Year's Evaluation Load Into Thirds	96
Dividing Into Thirds . . . Preparing For Next Year	97
FIGURE 2-18 OBSERVATION SCHEDULING SHEET	100
Observation Scheduling for Announced Observations	100
Conclusion	100
References	101
Appendix A: Sample Paragraphs from a Standard, Judgment, Evidence, Impact Statement, and Recommendation Paragraph Bank	101
Nurses	105
 CHAPTER 3	
Conferecing to Create Change: What You Ask a Teacher and Hear From a Teacher Is Often More Important Than What You Tell a Teacher	107
Conferences	107
Beginning-of-the-Year Expectations Conference	108
Preobservation Conference	108
FIGURE 3-1 PREOBSERVATION CONFERENCE FORM	110
Sample Preobservation Form (Lesson Plan) of a Fifth-Grade Lesson about the Revolutionary War	111
Postobservation Conference	113
FIGURE 3-2 CONCISE LANGUAGE	116
FIGURE 3-3 POSTCONFERENCE PREPARATION SHEET	117
Final-Evaluation Conference	118
Brief, Impromptu Conferences	118
Investigative Conferences	119
Disciplinary Conferences	119
Three-Way Conferences	119
Stages of a Conference and Types of Questions	119
The Stages	120
Sample Conference Questions	125
Summary	126
References	126

CHAPTER 4

Sources of Observable and/or Verifiable Evidence, Other Than Classroom Observations and Conferences, That Supervisors Use to Make a 360-Degree Assessment of a Teacher's Performance	127
FIGURE 4-1 TRIANGULATING DATA	128
FIGURE 4-2 TRIANGULATING DATA	129
FIGURE 4-3 TEACHER SELF-ASSESSMENT FORM	139
Incorporating Other Data Sources Into the Summative Evaluation	139
FIGURE 4-4 SUMMATIVE EVALUATION FORM	140
Classroom Observation Report	153
Classroom Observation Report	154
Classroom Observation Report	156
Summary	157
References	157

CHAPTER 5

District-Level Systems for Training, Coaching, and Assessing an Effective Program of Supervision, Evaluation, and Development	159
Training (Developing) the Supervisors and Evaluators	160
The Archaeological Dig	160
FIGURE 5-1 PROFESSIONAL DEVELOPMENT CHANGE CYCLE FOR SUPERVISORS AND EVALUATORS	161
Preassessing the Skills of the Supervisors and Evaluators	162
PITFORD PUBLIC SCHOOLS SUPERVISION, EVALUATION, AND DEVELOPMENT DOCUMENT IMPLEMENTATION AND TRAINING NEEDS ASSESSMENT	163
APPENDIX A: SUPERVISION AND EVALUATION NEEDS ASSESSMENT INSTRUMENT	169
APPENDIX B: GRID WITH INFORMATION USED TO DETERMINE THE TRAINING THAT HAS BEEN TAKEN AND THE TRAINING THAT IS NEEDED BY EACH EVALUATOR	173
Finding the Right Program and the Right Trainer	175
Assessing and Reteaching the Implementation of Supervision and Evaluation Skills in Your District	180
FIGURE 5-2 TEACHER'S ASSESSMENT OF HIS/HER SUPERVISOR	183
District Structures and Supports for Creating a District Culture that Values Accurate Assessment of Teacher Performance and Embraces the Recommendations for Improvement That Result from the Teacher Supervision, Evaluation, and Development Process	184
FIGURE 5-3 FROM A CULTURE OF PERFECTION TO CULTURE THAT CELEBRATES GROWTH AND IMPROVEMENT	186

FIGURE 5-4 DISTRICT ADMINISTRATOR RESPONSIBILITIES	190
Case Studies for District Change	190
District Change Case A	191
District Change Case B	191
Conclusion	192
References	192
Appendix A: File Cabinet District Results Chart	193
Appendix B: File-Cabinet Assessment for the Mullerfield Regional School District	195
Appendix C: Sample Report to Superintendent Based on the Assessment of the Observations and Summative Evaluations of Ten Principals	216

CHAPTER 6

The Legal Processes and Standards, As They Relate to Supervising, Evaluating, and Developing Low-Performing Teachers	223
Legal Components of Effective Supervision, Evaluation, and Development of Low-Performing Tenured Teachers	224
Involve the Teachers Union/Association Early	225
If It Is So Much Work for a Busy Administrator to Improve a Low-Performing Teacher, Then Why Bother?	226
What Do <i>Due Process</i> and <i>Just Cause</i> Mean?	228
The Duty of Fair Representation	230
Weingarten Right	230
An Evaluator's Guide to Gathering and Verifying Evidence	232
FIGURE 6-1 TRIANGULATING DATA	234
FIGURE 6-2 TRIANGULATING DATA	234
FIGURE 6-3 LEVEL OF VERACITY AS DETERMINED BY DIRECT VERIFICATION AND/OR ACCUMULATION	236
Harassment	240
Americans With Disabilities Act	241
The Family and Medical Leave Act (FMLA)	241
The Team Approach to Supporting and Coaching Evaluators Involved in Difficult Evaluations <i>or</i> Reducing the "Ghost Town" and "Goldilocks" Effects	242
Coaching and Support Seminars for Evaluators Working With Low-Performing Teachers ...	242
DIFFICULT EVALUATION/PROGRESSIVE DISCIPLINE SUPPORT AND COACHING SEMINARS ...	243

Case Study of a Difficult Seventh- and Eighth-Grade Science Teacher
 Evaluation (Sample of a Four-Year Cycle)245

Case Study of a Difficult Third-Grade Evaluation (Sample of a Two-Year Cycle)246

Case Study of a Difficult High School Evaluation (Sample of a Three-Year Cycle)247

Checking Your Work With a Low-Performing Teacher248

 FIGURE 6-4 QUESTIONS TO ASK YOURSELF WHEN YOU ARE SUPERVISING AND/OR EVALUATING
 A TEACHER YOU SUSPECT IS BELOW (OR BARELY MEETING STANDARD)249

 FIGURE 6-5 A CHECKLIST OF TESTS FOR UNFAIR EVALUATION250

Improvement Plans and Enhanced-Goals Plans251

 FIGURE 6-6 EVALUATION OF KAREN SULLIVAN253

 FIGURE 6-7 IMPROVEMENT PLAN FOR KAREN SULLIVAN257

 FIGURE 6-8 CRITERIA FOR A WELL-WRITTEN IMPROVEMENT PLAN259

 FIGURE 6-9 IMPROVEMENT PLAN FOR ALICE EINSTERN261

 FIGURE 6-10 CRITERIA FOR A WELL-WRITTEN ENHANCED-GOALS PLAN265

 FIGURE 6-11 ENHANCED-GOALS PLAN FOR GRADE 5267

Summary269

References270

Appendix A: Supervision and Evaluation Log271

CHAPTER 7

Progressive Discipline281

What Is Progressive Discipline?281

 Steps in Progressive Discipline282

 The Exceptional Situation283

Dos and Don'ts Related to Investigating an Employee-Discipline Situation284

Documenting Your Progressive-Discipline Actions287

 FIGURE 7-1 COMPONENTS OF A WRITTEN REPRIMAND
 (AND MEMO FOLLOWING AN ORAL REPRIMAND)288

 FIGURE 7-2 SAMPLE ORAL REPRIMAND289

 FIGURE 7-3 SAMPLE WRITTEN REPRIMAND290

Progressive Discipline and Evaluation291

 FIGURE 7-4 SAMPLE ORAL REPRIMAND291

 FIGURE 7-5 SAMPLE WRITTEN REPRIMAND293

 FIGURE 7-6 SAMPLE EXPECTATION-CLARIFICATION MEMO294

References296

CHAPTER 8

Creating Supervision, Evaluation, and Development Systems 297

Developing a Supervision, Evaluation, and Development System (Document) 298

Teacher Performance Standards and the Process for Assessing and
Developing Teacher Performance on the Standards 299

Developing a Supervision, Evaluation, and Development System 299

FIGURE 8-1 MEMORANDUM OF AGREEMENT FOR THE GROUND RULES FOR
THE SUPERVISION, EVALUATION, AND DEVELOPMENT COMMITTEE 302

FIGURE 8-2 DOCUMENT DEVELOPMENT CHECKLIST 306

A Sample Supervision, Evaluation, and Development System 308

FIGURE 8-3 CAMELOT PUBLIC SCHOOLS SUPERVISION, EVALUATION,
AND DEVELOPMENT SYSTEM 309

FIGURE 8-4 TEACHER PERFORMANCE STANDARDS 321

FIGURE 8-5 COUNSELOR PERFORMANCE STANDARDS 335

FIGURE 8-6 CLINICAL SERVICE POSITION PERFORMANCE STANDARDS 341

FIGURE 8-7 LIBRARY/MEDIA SPECIALIST PERFORMANCE STANDARDS 350

FIGURE 8-8 NURSE PERFORMANCE STANDARDS 359

FIGURE 8-9 TEACHER ACCOMPLISHMENT SHEET 366

FIGURE 8-10 INDIVIDUAL PROFESSIONAL-DEVELOPMENT PLAN 368

FIGURE 8-11 INDIVIDUAL PROFESSIONAL-DEVELOPMENT PLAN PROGRESS REPORT 369

FIGURE 8-12 PARENT QUESTIONNAIRE ABOUT TEACHER PERFORMANCE 370

FIGURE 8-13 STUDENT QUESTIONNAIRE ABOUT TEACHER PERFORMANCE 372

Conclusion 375

CHAPTER 9

The Teachers Union/Association Perspective 377

FIGURE 9-1 PRESSURES ON UNION/ASSOCIATION OFFICERS PRIOR TO 1995 378

FIGURE 9-2 PRESSURES ON UNION/ASSOCIATION OFFICERS AFTER 1995 378

The Union/Association President's Dilemma 379

Do Teachers Association/Union Leaders Defend and Protect Bad Teachers? 379

FIGURE 9-3 380

Cycle of Dysfunctional Supervision, Evaluation, and Development 382

Labor-Management Collaboration 382

FIGURE 9-4 TEACHERS ASSOCIATION REPRESENTATIVES' SKILLS FOR REPRESENTING AND
ASSISTING A LOW-PERFORMING TEACHER 382

Peer Assistance and Review (PAR)384
 HOW DOES PAR (PEER ASSISTANCE AND REVIEW) WORK?386
 Labor–Management Collaboration in Which PAR Is Not an Option for the District390
Conclusion391
References392

Appendix A393
 Case Study: Tommy Toxic393
 Case Study: Polly PD395
 Case Study: Connie Complain and Donna Disgruntled396

Appendix B Criteria Sheet for Effective Classroom Summative-Evaluation Writeups.....397

Appendix C Texas Professional Development and Appraisal System.....399

**Appendix D Expectation Clarification Memo Following a Three-Way Conference
with Two Teachers and Their Principal459**

Index463