



The purpose of supervision should be the enhancement of teachers' pedagogical skills.



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What must a district or school do?



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What must a district or school do?

- Develop a common language of teaching.
- Provide opportunities for focused feedback and practice.
- Provide opportunities for observing and discussing effective teaching.
- Require individual teacher growth and development plans on a yearly basis.



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Four Domains for a Common Language of Teaching

- Domain 1: Classroom strategies and behaviors
- Domain 2: Planning and preparing
- Domain 3: Reflecting on teaching
- Domain 4: Collegiality and professionalism



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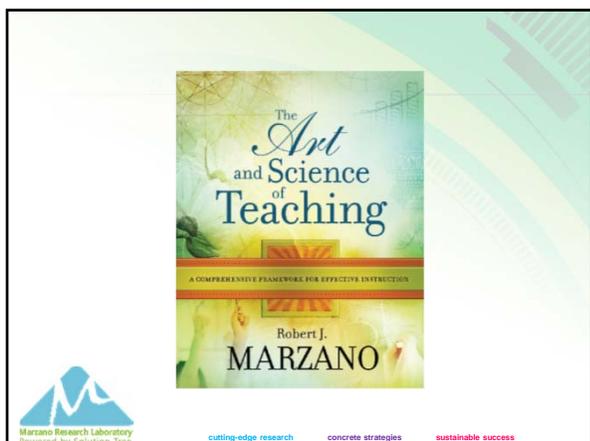


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A Hierarchy of Data Types

- Teacher self-perception data
- Teacher self-observation data
- Observation data from peers, instructional coaches, supervisors



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A Hierarchy of Data Types

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Teachers score themselves on a rubric or scale for the various components of the model.



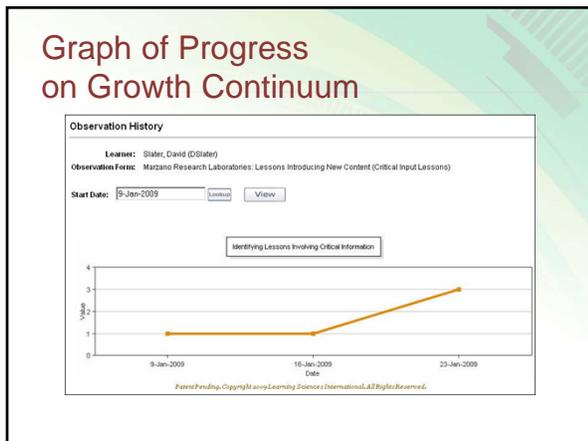
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Innovating 4	Applying 3	Developing 2	Beginning 1	Not Using 0
New strategies are created to meet needs of specific students or class as a whole.	Strategy is used and monitored to see if it has desired effect.	Strategy is used but in a mechanistic way.	Strategy is used but pieces are missing.	Strategy is called for, but not used.



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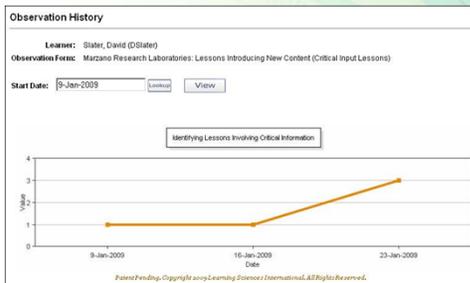
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Teachers score a videotape of their own lesson.



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Graph of Progress on Growth Continuum



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Observation Data From Peers, Instructional Coaches, Supervisors

- Walk throughs (mini-observations)
- Comprehensive observations
- Cueing teaching
- Student surveys



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Walk Throughs



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(Arguably) Walk throughs are the most common form of feedback to teachers.



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Walk Throughs (Mini-Observations)

- 3–5 minute tour through classroom
- Good for 30,000-foot view of teachers as a whole
- Must include the context in which mini-observation took place
 - Routines
 - Content lesson
 - On the spot

Observation Data From Peers, Instructional Coaches, Supervisors

- Walk throughs (mini-observations)
- **Comprehensive observations**
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Comprehensive Observations

- Set up with a preconference.
- Focus on specific elements of effective teaching.
- Last the entire period or majority of it.
- Good for feedback regarding deliberate practice.



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Observation Data From Peers, Instructional Coaches, Supervisors

- Walk throughs (mini-observations)
- Comprehensive observations
- **Cueing teaching**
- Student surveys



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Cueing Teaching

- Focus on struggling teachers
- Specific areas of needed improvement
- Preconference–cueing–post-conference



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Observation Data From Peers, Instructional Coaches, Supervisors

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- **Student surveys**



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What is the role of student feedback regarding effective instruction?



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Students complete surveys regarding the use of specific instructional strategies and their effectiveness.



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Opportunities to Observe and Discuss Effective Teaching

- Instructional rounds
- Expert coaches
- Expert videos
- Teacher-led PD
- Virtual communities



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Instructional Rounds

- Teams are guided by lead teacher.
- Rounds can be short or long in duration.
- Primary focus is for observers to compare and contrast their practice with observed practice.
- It might be used to provide feedback to observed.



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Stages of Teacher Development

- Initial-status teacher
- Professional teacher
- Mentor teacher
- Expert teacher



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Initial-Status Teacher

- Bottom one-third of distribution of value-added achievement
- Minimum scores of 1 on all elements of Domain 1



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Professional Teacher

- Between 34th and 84th percentile on value-added achievement
- Minimum scores of 2 and a majority of scores of 3 on Domain 1



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Mentor Teacher

- Above 84th percentile on value-added achievement
- Scores of 4 on selected elements of Domain 1 and minimum scores of 3 on all other elements
- Leads instructional rounds
- Serves as an expert coach



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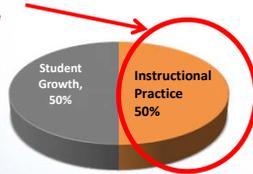
Master Teacher

- Above 98th percentile on value-added achievement
- Scores of 4 on selected elements of Domain 1 and minimum scores of 3 on all other elements
- Leads instructional rounds
- Serves as an expert coach
- Is involved in teacher evaluation policy and practice

Teacher Evaluation Metrics

Focus: Instructional Practice

- 50% of total
- What metrics do we need to collect to measure teacher instructional practice?
- How do we assign weight to the practices with direct impact on student achievement?
- How do we acknowledge improvement over time and focus on deliberate practice?
- How do we account for a teacher's experience level?

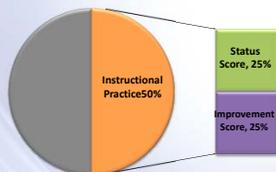


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Recommended Approach

Composite Status Score + Growth Score



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