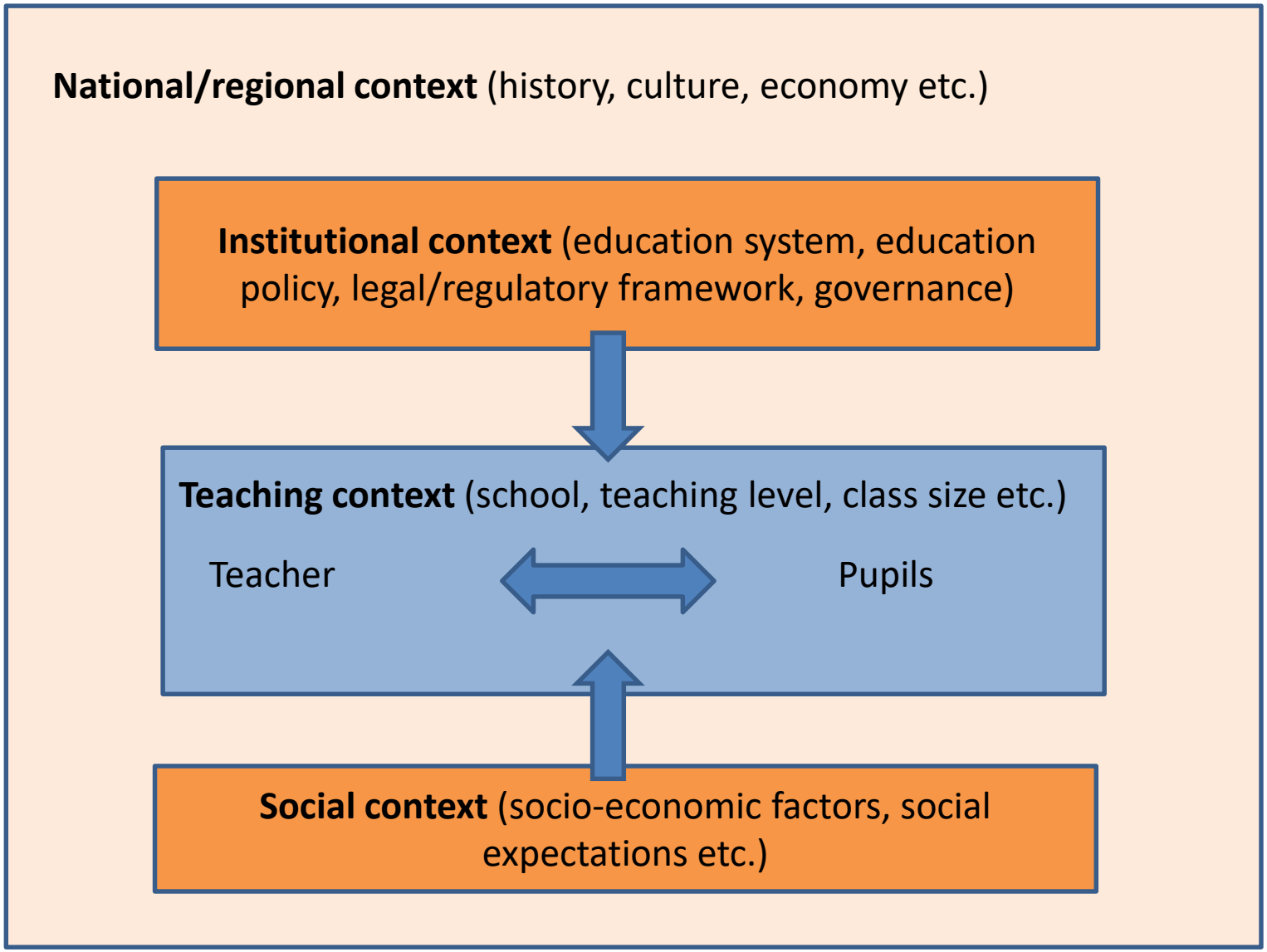
From pixels back to the bigger picture

Making teacher evaluation work in institutional and human context


National/regional context (history, culture, economy etc.)
Institutional context (education system, education policy, legal/regulatory framework, governance)
Teaching context (school, teaching level, class size etc.)
Teacher
Pupils
Social context (socio-economic factors, social expectations etc.)

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- **most easily observable**

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- most aligned with:
  - an **input/output framework of analysis**
  - and the **contemporary ethos of individual (as distinct from social) accountability**

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- **dubious value of comparing teachers** for improving their performance

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- in making expectations explicit, and in accordance with the shift of focus on teacher agency, foster an understanding of the profession that moves **beyond an exclusive emphasis on content towards a more comprehensive and systematic view**

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- **teacher as person** (a professional engaged in his/her own development)

A thoughtful example (1/3)

Knowledge and understanding	Subject matter knowledge
	Pedagogical Content Knowledge (PCK), implying deep knowledge about content and structure of subject matter: - knowledge of tasks, learning contexts and objectives - knowledge of students' prior knowledge and recurrent, subject-specific learning difficulties - strategic knowledge of instructional methods and curricular materials
	Pedagogical knowledge (knowledge of teaching and learning processes)
	Curricular knowledge (knowledge of subject curricula – e.g. the planned and guided learning of subject-specific contents)
	Educational sciences foundations (intercultural, historical, philosophical, psychological, sociological knowledge)
	Contextual, institutional, organizational aspects of educational policies
	Issues of inclusion and diversity
	Effective use of technologies in learning
	Developmental psychology
	Group processes and dynamics, learning theories, motivational issues
	Evaluation and assessment processes and methods

A thoughtful example (2/3)

Skills	Planning, managing and coordinating teaching
	Using teaching materials and technologies
	Managing students and groups
	Monitoring, adapting and assessing teaching/learning objectives and processes
	Collecting, analysing, interpreting evidence and data (school learning outcomes, external assessments results) for professional decisions and teaching/learning improvement
	Using, developing and creating research knowledge to inform practices
	Collaborating with colleagues, parents and social services
	Negotiation skills (social and political interactions with multiple educational stakeholders, actors and contexts)
	Reflective, metacognitive, interpersonal skills for learning individually and in professional communities
	Adapting to educational contexts characterised by multi-level dynamics with cross-influences (from the macro level of government policies to the meso level of school contexts, and the micro level of classroom and student dynamics)

A thoughtful example (3/3)

Dispositions: beliefs, attitudes, values, commitment	Epistemological awareness (issues concerning features and historical development of subject area and its status, as related to other subject areas)
	Teaching skills through content
	Transferable skills
	Dispositions to change, flexibility, ongoing learning and professional improvement, including study and research
	Commitment to promoting the learning of all students
	Dispositions to promote students' democratic attitudes and practices, as European citizens (including appreciation of diversity and multiculturality)
	Critical attitudes to one's own teaching (examining, discussing, questioning practices)
	Dispositions to team-working, collaboration and networking
	Sense of self-efficacy

EU Commission, *Supporting teacher competence development for better learning outcomes* (2013)

…and a poor one

Teacher/Grade/Subject: _____
Date/Start Time/End Time: _____

CLASSROOM WALKTHROUGH CHECKLIST

LEGEND
☑ – Evidence NE – NO Evidence NA – Not Applicable

Focus on LEARNERS & RELEVANCE

Student Engagement

☐ **Authentically On Task**

☐ **Passive/Compliant**

☐ **Disengaged/Disruptive**

Whole Class
- ☐ Asking & responding to questions
- ☐ Listening & note taking
- ☐ Participating in discussion
- ☐ Participating in guided practice

Small Group or Paired
- ☐ Students have defined responsibilities
- ☐ Students encourage one another
- ☐ Collaboratively producing a product
- ☐ Collaboratively problem-solving
- ☐ Participating in discussion
- ☐ Presenting

Individual
- ☐ Independently producing a product
- ☐ Independently solving a problem
- ☐ Independent practice/application
- ☐ Presenting
- ☐ Silent reading
- ☐ Writing activities
- ☐ Researching information

Focus on INSTRUCTION & RIGOR

- ☐ Standards-Based Learning Objectives (posted/written)
- ☐ Evidence of Lesson Plan
- ☐ Fidelity of Core Programs (effective use of core program components/materials to provide quality standards-based lessons)

Instructional Practices & Strategies

Differentiation
- ☐ Content
- ☐ Learning Process
- ☐ Student Product
- ☐ Skill Development
- ☐ Support
- ☐ Learning Time
- ☐ Flexible, fluid groupings

Lesson Design
- ☐ Alternating whole & small group activity
- ☐ Efficient transitions
- ☐ Equitable student participation

Direct Instruction
- ☐ Modeling
- ☐ Think-alouds
- ☐ Re-teaching
- ☐ "I do, we do, you do"
- ☐ Mini-lessons/focus lessons (5-7 mins)
- ☐ Scaffolding
- ☐ Guided practice
- ☐ Lecture/Presentation
- ☐ Visual Aids

Classroom Discussion

Research-based Strategies
- ☐ Cooperative learning
- ☐ Vocabulary instruction (six-step model)
- ☐ Think-pair-share
- ☐ Reciprocal teaching
- ☐ SDAIE strategies
- ☐ Frontloading strategies
- ☐ Thinking Maps
- ☐ Write from the Beginning
- ☐ Teach for Success techniques
- ☐ GLAD (Guided Language Acquisition Design) strategies
- ☐ Cornell note-taking strategies

Embedded Literacy
- ☐ Writing across the curriculum
- ☐ Reading in content areas
- ☐ Evidence of writing process

Instructional Materials/Technology
- ☐ Manipulatives/hands-on materials used
- ☐ Technology resources from adopted programs used
- ☐ Other technology resources used by teacher to enhance teaching and learning
- ☐ Technology equipment used by teacher to

Focus on ENVIRONMENT & CULTURE

Classroom Appearance
- ☐ Organized, neat & uncluttered
- ☐ Learning goals/data is displayed
- ☐ Standards-based student work is displayed
- ☐ Other visuals support learning

Classroom Management
- ☐ Safe & orderly environment
- ☐ Routines & procedures are evident
- ☐ Evidence that students understand behavioral expectations
- ☐ Evidence that students share responsibility for effective operations
- ☐ Positive behavior is reinforced
- ☐ Negative behavior is addressed through re-directing
- ☐ Teacher circulates throughout the classroom
- ☐ Teacher manages/monitors many activities simultaneously
- ☐ Teacher manages proactively & calmly
- ☐ Teacher displays energy & enthusiasm
- ☐ Time is used effectively & efficiently

Classroom Culture
- ☐ Respectful, positive student-teacher relationships are evident
- ☐ Students demonstrate mutual respect
- ☐ Students are comfortable sharing ideas, questions, concerns, or needs
- ☐ Evidence of celebrating student success
- ☐ Evidence of developing leadership skills (e.g., using Leader in Me components)

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  - risk of being **perceived and used as a set of standards**

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  - unclear hierarchy/complementarity among the competences
  - **evaluation of competences ≠ evaluation of teaching** (teacher's response to pupils' needs)

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- **place the onus of quality too exclusively on the shoulders of teachers**, while teachers clearly operate within a much wider institutional and policy context

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- **Integration of the competences in context** (including pedagogical objectives) **is key**

“Humor can be dissected, as a frog can, but the thing dies in the process and the innards are discouraging to any but the purely scientific mind.”

E. B. White (1899-1985)