

Preface

The first and second editions of *Writing Meaningful Teacher Evaluations—Right Now!!* occupied an important niche in the educational lexicon. Hopefully, the users of the third edition will ascribe equal or greater relevance to its significance.

In the intervening years between publications, the focus of conducting evaluations has shifted more toward what and how students learn. *Writing Meaningful Teacher Evaluations—Right Now!!* supports that focus by identifying teacher competencies, characteristics, and behaviors that facilitate positive learning outcomes.

The No Child Left Behind (NCLB) Law categorically delineated reform mandates that were geared to result in positive student learning outcomes based on grade level proficiency.

At the time of publication of this edition however, a reauthorization of the law was underway. The projected restructure includes a broadening of the range of curriculum areas by which student growth will be assessed, preparation of all graduating secondary students to be career and/or college ready by year 2020, and an increased emphasis on teacher effectiveness in facilitating student success in meeting these objectives.

Emphasis is placed on programs and teaching methods *that work!* Schools, their administrators, teachers and students are being held fully accountable for making expeditious and demonstrable strides toward effectuating the revised mandates. Accountability for all is the new rallying cry!

Trained teachers who are expert at what they do and who gain joy from doing it have a tremendous impact on the lives of children. *Writing Meaningful Teacher Evaluations—Right Now!!* is a tool to help the busy evaluator chronicle that impact . . . the influence made by teachers on the academic, social, and emotional growth of the students placed in their charge.

The potential uses of *Writing Meaningful Teacher Evaluations—Right Now!!* stretch beyond the borders of the words in its title.

When there is a need to

- provide support to busy public, charter, and privately managed school administrators as a professional aid and time-saving tool;
- help novice administrators and supervisors become accustomed to the practice of writing informal and formal evaluations;
- support department chairs, preservice instructors, staff developers, teacher leaders when working collegially with colleagues or students;
- supply evaluators with a compendium of helpful suggestions to use to advance the progress of successful teachers and provide aid to those requiring ongoing structure and support;
- provide needed guidance to novice and alternate route candidates and give them the support needed in order to recruit and retain them as valuable members of the education profession;

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- provide talking points for principal institutes, teacher training universities, grade-level meetings, professional development seminars, and workshops;
- articulate and define the personal and professional attributes required of teachers to adequately prepare students to succeed in the 21st century global community

... look to *Writing Meaningful Teacher Evaluations—Right Now!!*

The guide is organized to facilitate ease of use.

The accompanying CD-ROM, now including a user-friendly tutorial, is an invaluable tool that makes the selection of evaluation statements an easy “point and click” away.

PART I

In Part 1 of the third edition, five standard teaching performance areas containing benchmark skills are outlined:

1. Professional Acumen

How does the teacher’s qualifications meet the NCLB Law guidelines? Do students benefit from the skills possessed by the teacher?

Does the teacher engage in ongoing professional development in order to meet personal and professional goals and objectives? Is the passion for teaching organic, energized, and sustained?

2. Preparation and Organization

How efficiently does the teacher meet the myriad demands of the profession?

Are best practices reflected within the lesson plan?

To what extent does the teacher’s experience, readiness, and organization affect the quality, extent, and ultimate outcome of student learning?

3. The Professional Learning Community

Are the hearts and minds of students nourished by the teacher?

Does the teacher elicit cooperation and accountability for progress from the students themselves?

How does the teacher influence the academic, emotional, and social development of students beyond the boundaries of the classroom?

4. Delivery of Instruction

Are the individual needs of students met as a result of the quality of instruction?

Does the teacher’s performance meet the national, state, district, and school level of expectations for excellence?

Does the teacher contribute positively to the mandate of the school making AYP in terms of student learning outcomes?

Does the teacher demonstrate a love for teaching that results in a love for learning by the students?

5. Measuring Student Growth

Is the academic program, student progress, and achievement based on practical data obtained from a variety of assessment modalities?

In what way is assessment data utilized for practical application to student achievement?

“Suggested Pats on the Back” statements are aligned with each specific area and, hopefully, will become one of the most frequently used areas in the guide.

“Vocabulary Aids” are provided to give the user an even greater choice of words to use when editing the performance statements.

PART II

Part II is appropriately titled “Other Helpful Resources for Writing Performance Evaluations.” It contains time-saving, reproducible forms, sample evaluations, and everything the user requires to compose comprehensive, professional evaluations.

Section 6, “Planbook Notations,” provides the user with relevant comments to be used during the observation and/or when planbooks are checked on an ongoing basis.

Section 7, “The Evaluation Organizer”—a small but powerful tool, is easily the most timesaving form in the guide. Use it to record observed classroom practices in the quickest, most efficient possible manner.

Section 8, “Sample Written Evaluations, With Commentary,” provides the user with proof-positive evidence of the relevance of the proficiency statements. By combining real-time clinical observation with the proficiency statements, the user can capture and record the subtlest aspects of the teaching and learning process.

Section 9, “Record of Evaluations Form,” is used to maintain a record of the completed formal and informal observations, as well as pre- and postevaluation conferences.

Section 10, “A Checklist of Basic Documentation and/or Conditions,” is a “must have” during informal and formal classroom visits. Duplicate it for easy availability.

Section 11, “Conference Form,” gives the administrator a record of proof of having conducted the conferences, as well as the climate and degree of collaboration achieved during the consultations.

Section 12, “Informal Observation Form,” provides both the administrator and the teacher with documented evidence of interim classroom visitations and informal observations.

Section 13, “Clinical Observation Data Form,” works for both the teacher and the administrator. If received prior to the formal evaluation, the teacher uses it to provide a comprehensive overview of all of the elements and projected student learning outcomes that will be contained in his or her lesson. The administrator can use the form to record clinical observation elements during the evaluation process.

Section 14, “Technology in Teaching and Learning,” is a new feature of the guide and can be used by the teacher or administrator as a record of how technology is being infused within the teaching and learning activities.

As an extra bonus, the technology form can be used as an excellent addition to the teacher’s portfolio and professional development documentation.

Section 15, “Common Areas of Concern, With Suggested Remedies,” offers ready solutions for a random sample of the many issues that confront the busy administrator on an all-too-frequent basis. The guide helps the administrator provide cogent, practical, and helpful recommendations in instances that require or are brought to his or her attention. This section demonstrates how useful the guide can be when prompt and reliable input from the administrator is needed.

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Section 16, “Chronology of Evaluation Activities,” presents a compendium of observation and evaluation activities conducted during the school year.

Section 17, “Cross-Reference of Key Terms,” might well be the first stop when using the guide during an evaluation. Its fast-forward capability allows the user to identify and locate proficiency statements through the use of an alphabetized list of words and phrases.