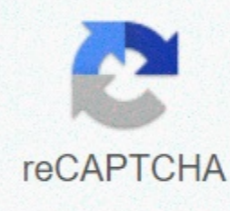




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Rethinking teacher supervision and evaluation

1. Book review 20.10.2016 1Book Review Session 2. 20.10.2016 2Book Review Session 3. Bibliographic Information Title : Rethinking Teacher Supervision and Evaluation Author: Kim Marshall Publication : Jossey-Boss Year : 2013 Edition : Second Pages : 232 20.10.2016 3Book Review Session 4. Author Kim Marshall was a teacher, central administrator and director of Boston public schools on 20.10.2016 4Book Review Session 5. Kim Marshall's new directors will host the coaching directors' workshops - which will publish the weekly Marshall Memo newsletter, which summa times and research the ideas and research of fifty editions 20.10.2016 5Book Review Session 6. About Publishers Jossey-Boss publishes products and services to inform and inspire those who are interested in developing themselves, their organizations and institutions and their communities. These offers include print and digital books, subscription content, e-learning test preparations, webinars and online course dishes, workflow applications, websites and online assessment tools in all formats. 20.10.2016 6Book Review Session 7. The reason for choosing this book ⇒ I am interested in the field of education supervision and education evaluation, I chose this book. ⇒ my brief experience in the research and development department of an educational institution led me to choose this book. 20.10.2016 7Book Review Session 8. Book organization ⇒ The book contains ten chapters 20.10.2016 8Book Review Session 9. 20.10.2016 9Book Review Session 10. ⇒ School leaders spend an enormous amount of time on a process that rarely improves classroom work. ⇒ Studies have shown that the quality of instruction is the most important factor in student achievement. ⇒ the most important job of each principal is to teach good in every classroom. 20.10.2016 10Book Review Session 11. C2 Monitoring and Evaluation 20.10.2016 11Book Review Session 12. A research question as a teacher, which two best for your teaching and student learning? 1. Ideas for books and articles 2. PD workshops 3. Seminars and courses outside school 4. Administrators' monitoring recommendations 5. End-of-year evaluations by administrators 6. My colleagues' proposals for the 7th European Council of 7 And Planning units 8. The team will review the data on Sept. Student feedback 10. Natural Talent. 20.10.2016 12Book Review Session 13. ⇒ Student feedback and natural talent received maximum votes - only better ones from administrators. ⇒ the year-end assessment by the administrators did not receive any votes on 20.10.2016 13Book Review Session 14. Less efficient teachers practice lectures for half-tuned students. ⇒ COPWAKTA syndrome - inviting a student already aware of the answer ⇒ working in isolation. Cut off useful up-to-date methods and technology. 20.10.2016 14Book review session 15. How can schools stand up? ⇒Hiring teachers who are inherently motivated, hard-working and talented team players ⇒Pay teachers well and respect and develop the professional development they deserve. ⇒Directors create favourable working conditions for good teaching. Positive school culture, clear vision and mission, curriculum clarity, high quality assessments, good classroom materials and technology, time for teacher team work, sane schedule and smooth operations. 20.10.2016 15Book review session 16. Five key features of monitoring and evaluation evaluation confirmation improvement of House Cleaning Quality Assurance 20.10.2016 16Book Review Session 17. The logical model of how supervision and evaluation should work , principals and teachers share a common understanding of good teaching - much in the classroom and see teaching in action every day. ⇒ Teachers receive frequent feedback and guidance. ⇒ Principals engage in mediocre and ineffective teaching. ⇒ learning is at the heart of the process. 20.10.2016 17Book Review Session 18. C3&4 Mini- Observation 20.10.2016 18Book Review Session 19. Most principals are addicted to HSPS hyperactive superficial main syndrome (trapped in an office dealing with a crisis one after another Every day chopped interruptions When fleeing the office wanders into rooms without a systematic agenda. ⇒Evaluation visits only when absolutely necessary :Teachers receive rare feedback and very little authentic conversation between teachers and principal. 20.10.2016 19Book Review Session 20. Mini observation 1. Unannounced 2. Frequent- 10 observations a year by a teacher. - How does the teacher handle the beginning, middle and end of classes? - How does a teacher handle different classes and/or subjects he teaches? - Are there significant differences in quality of instruction in the morning, noon and afternoon? - Does the quality of teaching persist in different parts of the week? 20.10.2016 20Book review session 21. Short (10-minute stop) 4. Face-to-face feedback - Able to communicate a lot of things in a few minutes - Can get answers to questions. - The teacher can correct a possible misunderstanding of something during observation. The principal understands if the teacher is ready for critical feedback. - Can help to assess in general how the year is going and plans for the future. 20.10.2016 21Book review session 22. - Best place for mini - feedback: The principal's office or teacher in the classroom when the student is not around. 5.Perspective- contains free range observations and detailed checklists. HOTELS - Hospitality. Warm and welcoming classroom environment. - Goals. - Learning experiences that were skillfully organized. - Learning. The evidence of what is being taught has been learned. - Protect the ndet. Students can focus on learning 20.10.2016 22Book Review Session 23. 6. Humble humility is a natural posture after mini-observations. A good way to start a follow-up conversation would be I was in my class for ten minutes and here's what hit me I'm curious what happened after I left Did You Get Me About It? I'm not too familiar with the contents of 20.10.2016 23Book Review Session 24. 7. Courageous 8.Systematic 9.Documented - Most teachers prefer not to write a class observation - The next preference is to use a note pad - Mini observation- 10 minutes. - Follow-up talk- 5 minutes - Writing follow-up note - 15 minutes. 20.10.2016 24Book review session 25. 10. Related teacher team work and school improvement 11. Related to end-of-year teacher evaluation. 12. Explained the basic ness of the mini-observation. We watch a video of classroom observation on 20.10.2016 25Book Review Session 26. Learning to Walk and Walk Through ⇒ Carolyn Downey, in her book, a three-minute classroom walk through, has used the concept of walking through. ⇒ Means a small team of administrators, teachers or some outside observers who periodically take a full tour of the school, focusing on specific aspects of classroom learning. (For example, student work on the walls). ⇒ study visits usually spend two or three hours over the school, share their impressions and provide a general report either orally or in writing. 20.10.2016 Book review session 26 27. Mini-observation is ⇒ learning walks can be useful and informative. mini-observations are potentially the most powerful strategy for improving teaching and learning. ⇒ These include significantly more visits to all classrooms, individual feedback to each teacher, and individual communication about teaching and learning. according to observations. 20.10.2016 Book review session 27 28. C5 Curriculum Design 20.10.2016 28Book Review Session 29. 20.10.2016 29Book review session 30. Curriculum calendar Curriculum curriculum lesson plans 20.10.2016 30Book Review Session 31. 20.10.2016 Book review session 31 32. C6 Interim Assessment - Estimates 20.10.2016 32Book Review Session 33. 20.10.2016 33Book Review Session 34. Teaching and Learning 20.10.2016 34Book Review Session 35. 20.10.2016 Book review session 35 36. On⇒ ratings and individual responsibility students know they can be invited at any time. ⇒ Real-time data - An immediate overview of student misconceptions ⇒ Future benefits - a lesson to follow - search results studies say that rapid learning assessment makes students learn, forge better brain connection, and improves long-term ⇒ Growth Mind Set sends an implicit message to students that they can understand on a daily basis by working smarter. ⇒ some internal assessments may justify the rational thinking of students. Let's watch the video 20.10.2016 36Book Review Session 37. C7 Rubrics 20.10.2016 37Book Review Session 38. 1.Decision on professional competences ⇒ Learning planning and preparation ⇒ Classroom Management ⇒ Guidance ⇒ Monitoring, Evaluation and Follow-up ⇒ Family and Community Outreach ⇒ Professional Responsibilities. 20.10.2016 38Book Review Session 39. 2. Rating scale decision 4. Very effective 3. Effective 2. Repair required 1. Does not meet the standards 20.10.2016 39Book Review Session 40. 3. Sort criteria A. ❑ Plans for a year to ensure that students meet high standards ❑ Plans for more units with big ideas and cover most of Bloom's levels. ❑ On-the-spot evaluation plans. ❑ anticipate and address students' misconceptions. ❑ Designs lessons focusing on measurable results ❑ designs ❑ designs lessons that address a number of learning needs, styles and interests. 20.10.2016 Book review session 40 41. Sort criteria... B. Classroom management ❑ Clearly communicates and enforces high standards of student behaviour consistently. ❑ It is fair and respectful for students and builds positive relationships. ❑ Promotes positive communication with students ❑ Develops students' self-discipline and teaches them to take responsibility for their actions. ❑ Maximises academic learning time ❑ wisely uses incentives to encourage and strengthen student cooperation. 20.10.2016 Book review session 41 42. 3. Sort criteria... C. Forwarding instructions ❑Informs the student that you can do so. ❑Activates students' past knowledge and combines their interest in each lesson and unit. ❑Uses clear explanations, relevant knowledge and examples to provide materials. ❑Do students think about, discuss and use the ideas and skills they are actively taught? 20.10.2016 Book review session 42 43. Sort criteria.... D. Evaluation and follow-up of monitoring ❑Clear criteria for language skills, including the ruble for student work. ❑Often, students are checked for understanding. ❑Have students set goals, self-assess and know where they are academically at all times. ❑Uses mid-term evaluation data to adapt to teaching, teaching and failing pupils. ❑Analyse, draw up and appropriately share evaluation data. 20.10.2016 Book review session 43 44. 3. Sort criteria... E. Family and community communication ❑Communicates respectfully with parents. ❑Gives parents clear expectations 2015 learning and behaviour. ❑Responds immediately to parents' concerns, which makes parents feel welcome in classrooms ❑Uses report cards to give parents feedback on their children's progress. 20.10.2016 Book review session 44 45. Sorting criteria F. Professional duties ❑ Is a good presence ❑ Uses correct grammar and spelling in a professional context is accurate and reliable in terms of paperwork, tasks and tasks. ❑ Demonstrates professional behaviour and maintains appropriate boundaries. ❑ It is ethical and straightforward, uses good judgment and maintains confidentiality ❑ shares responsibility with others. ❑ Is a positive team player and gives ideas. ❑ Listens thoughtfully to other items 20.10.2016 45Book Review Session 46. By creating a ⇒ can be downloaded from www. Marshallmemo.com. Press Kim Publications and scroll down. 20.10.2016 46Book Review Session 47. 20.10.2016 Book review session 47 48. 20.10.2016 Book review session 48 49.20.10.2016 Book review session 49 50. C8 Time Management 20.10.2016 50Book Review session 51. ⇒ Make sure that employees know exactly what is expected in relation to classroom instruction and discipline ⇒ use a good personal planning system during the year. Month, week and day. ⇒ Schedule a schedule of meetings for key groups and make sure they happen. ⇒ a good system for writing things down, prioritisation, and follow-up. ⇒ the competent people into key roles and delegate maximum responsibility to them. ⇒ visit classrooms and team meetings frequently and give feedback to your teacher. ⇒ take care of yourself, including family, health, exercise, sleep and rest. ⇒ regularly evaluate progress and work to improve continuously. Watch the video at Time Management 20.10.2016 51Book Review Session 52. C9 Superintendent role 20.10.2016 52Book Review Session 53. The main evaluation of Rubrics ⇒ Diagnosis and Planning ⇒ Priority Management and Communication ⇒ Curriculum and data ⇒ monitoring, evaluation and professional development. ⇒ Discipline and Family Involvement. ⇒ Governance and External Relations 20.10.2016 53Book Review Session 54. 20.10.2016 54Book Review Session 55. ⇒ The basic mission of formal education is not just to ensure that students are taught, but to ensure that they learn. - Richard Dufour. 20.10.2016 55Book Review Session 56. 2016 56Book Review Session 57. ⇒ Kim Marshall brings into this instruction analysis the wisdom of experienced director and researcher/researcher insight. His work is practical, smart and, above all, clear and accessible. ⇒ book is a combination of real-world experiences and visionary thinking creates an action plan that can transform the national landscape of teacher supervision. ⇒ as lvs's main team, let's work smartly, build and close the achievement gap. 20.10.2016 57Book Review Session 58. 58Book review session20.10.2016 59. 59Book review session20.10.2016 60. 20.10.2016 60Book Review Session 61 presentation. Video links ⇒ ⇒ ⇒ 20.10.2016 Book review session 61 61