Even small increments in teacher effectiveness can have a positive effect on student achievement.
The purpose of supervision should be the enhancement of teachers' pedagogical skills.

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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A Hierarchy of Data Types

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

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

<table>
<thead>
<tr>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Using</th>
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<td>4</td>
<td>3</td>
<td>2</td>
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- **Innovating**
  - New strategies are created to meet needs of specific students or class as a whole.
- **Applying**
  - Strategy is used and monitored to see if it has desired effect.
- **Developing**
  - Strategy is used but in a mechanistic way.
- **Beginning**
  - Strategy is used but pieces are missing.
- **Not Using**
  - Strategy is called for, but not used.

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### Graph of Progress on Growth Continuum

- **Teacher self-perception data**
- **Teacher self-observation data**
- **Observation data from peers, instructional coaches, supervisors**
Teachers score a videotape of their own lesson.

Graph of Progress on Growth Continuum

A Hierarchy of Data Types
- Teacher self-perception data
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- Observation data from peers, instructional coaches, supervisors
Observation Data From Peers, Instructional Coaches, Supervisors

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

Walk Throughs

(Arguably) Walk throughs are the most common form of feedback to teachers.
Walk Throughs (Mini-Observations)

- 3–5 minute tour through classroom
- Good for 30,000-feet 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
- Cueing teaching
- Student surveys

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.
Observation Data From Peers, Instructional Coaches, Supervisors
- Walk throughs (mini-observations)
- Comprehensive observations
- **Cueing teaching**
- Student surveys

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

Observation Data From Peers, Instructional Coaches, Supervisors
- Walk throughs (mini-observations)
- Comprehensive observations
- **Cueing teaching**
- Student surveys
What is the role of student feedback regarding effective instruction?

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
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.

Opportunities to Observe and Discuss Effective Teaching

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Stages of Teacher Development

- Initial-status teacher
- Professional teacher
- Mentor teacher
- Expert teacher
Initial-Status Teacher

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

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

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
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?

Recommended Approach

Composite Status Score + Growth Score