



Non-Classroom Teacher Evaluation Guidelines

SEPTEMBER, 2012

- ✖ “The single most influential component of an effective school is the individual teachers within that school.”

Marzano (The Art and Science of Teaching, 2007)

- ✖ “A research-based evaluation/observation model can be instrumental in producing incremental gains in teacher expertise, which can produce incremental gains in student achievement.”

Marzano (Effective Supervision, 2011)

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- ✖ The purpose of this presentation is to provide guidance for teachers and administrators in using the Santa Rosa District Schools Teacher Evaluation System for non-classroom based teachers.

DISTRICT PHILOSOPHY

- ✖ Non-Classroom Teachers are expected to incorporate Marzano research-based strategies into their areas of work, just as core-curriculum teachers are.
- ✖ Currently the district will use one evaluation/observation instrument to measure all instructional personnel.

DISTRICT PHILOSOPHY

- ✖ Non-classroom teachers will receive formal observations when appropriate.
- ✖ Non-classroom teacher formal observations could include:
 - + Facilitating meetings (teacher, parent, student, etc.)
 - + Facilitating school-wide activities
 - + Teaching a lesson
 - + Training staff
 - + Planning or gathering information

DISTRICT PHILOSOPHY

- ✖ The main idea is that all instructional personnel begin to speak a “common language” based on Marzano research.
- ✖ Administrators will observe non-classroom teachers during lessons or job related activities and identify research strategies that impact student performance.
- ✖ Domains 2, 3, and 4 may be weighted more heavily for non-classroom instructional personnel as those domains are more readily observable outside of the regular classroom setting.

DISTRICT PHILOSOPHY

- ✖ Domains 2, 3, and 4 may be marked at any time they are observed.
 - + During a formal observation
 - + Following a post conference or feedback session
 - + Randomly as elements are observed during the course of the non-classroom teacher's work day, but not associated with a formal or informal observation

DOMAIN #1

Classroom Strategies & Behaviors

- + Routine Event
- + Tracking Student Progress
- + Celebrating Success
- + Addressing Content
- + Enacted on the Spot

Keep in mind that not all strategies and behaviors in Domain #1 may be observable. Only those on the instrument that apply should be marked. Unmarked indicators do not penalize a teacher's final evaluation outcome.

POINTERS FOR DOMAIN #1

- ✖ Research tells us that learning goals increase student achievement when they are visible to the students.
- ✖ Non-classroom teachers should also have learning goals. This may be handled in a variety of ways agreed upon by the instructional personnel and the site administrator.
- ✖ Learning goals should relate to the outcome expectations for activities non-classroom teachers are leading. (i.e., a learning goal may be to improve student interaction in the library, or increasing attendance, parent involvement, or student participation).

POINTERS DOMAIN #1

► Ideas for posting the learning goals:

- + Post your goals somewhere visible in your area. Some libraries have used a window with a poster board on the inside. Goals are written on the outside of the glass that can be erased and rewritten.
- + Goals may be included in **lesson plans** or other ways agreed upon with your administrator.
- + Learning goals should be referenced during the activity.
- + Vary learning goals based on job needs.

LEARNING GOALS

- + Learning goals can remain the same for a day, week, a couple of weeks, or even a 9 week grading period in some instances for non-classroom instructional personnel. In some instances, for a non-classroom teacher, an annual learning goal may be appropriate.

TRACKING STUDENT PROGRESS

► Tracking Student Progress

+ Identify items from your job activities that are trackable. (i.e., AR Data, lesson specific assignments or quizzes, attendance, participation, agendas).

EVALUATION

❖ Student Evaluation

- + Use rubrics or survey data to continually evaluate activity effectiveness. Research tells us that students telling us what they know increases learning.
- + Non-classroom teachers may evaluate their activities using survey data, or feedback from groups of teachers or parents that has been well documented. This documentation should apply to the activity/activities targeted.

GROUPING STUDENTS FOR LEARNING

- ✖ Grouping students for learning for non-classroom based teachers could be related to work with students, teachers, parents, or other individuals on a daily basis.
 - + Do you wait for individuals to come to you, or do you take the initiative to plan and group them for collaboration?
 - + Are you proactive when issues arise? Point this out to your administrator in pre/post conferences or email this information in the event you are unable to speak face to face with administrators following an observation.

DOMAIN #2

✖ Planning & Preparing

- + Planning and preparing for lessons
- + Planning and preparing for use of materials and technology
- + Planning and preparing for special needs of students

The manner in which teachers design and organize the content for their class has a direct effect on student performance.

DOMAIN #2 CONSIDERATIONS

- ✖ Effective planning includes prior knowledge, tracking student progress, monitoring student, teacher or parent engagement, and how you adhered to rules and procedures.
- ✖ Do you recognize when a lesson is not working? How flexible are you at adjusting activities on-the-fly? How do/did you make adjustments?
Trained observers can readily observe teacher flexibility.

PLANNING (DOMAIN #2)

- ✖ Lessons or focus activities should be data driven, applicable and leading toward a deeper understanding of material at hand.
- ✖ Plan books or calendars can reflect planning.
- ✖ Lesson Study is a great way to demonstrate effective planning to prepare a lesson that requires deeper understanding of content.
- ✖ Technology use should focus on the primary objective being taught not the technology itself.

DOMAIN #3

- ✖ Reflection on Teaching
- + Evaluating Personal Performance

DOMAIN #3 CONSIDERATIONS

- ✖ How effectively and accurately does the non-classroom teacher identify and evaluate activity success? Are actions regularly proactive in nature?
- ✖ What steps are consistently taken once activities are evaluated and needs identified?

DOMAIN #4

- ✖ Collegiality and Professionalism
 - + Promoting a positive environment
- ✖ Does the non-classroom based teacher adhere to district and school rules.

DOMAIN #4 CONSIDERATIONS

- ✖ The teacher's primary role is for the development of the student's potential as a learner.
 - + How does the non-classroom based teacher interact with peers, students, administrators and parents?
 - + Does the non-classroom based teacher help extinguish or resolve negative conversations about others?

DOMAIN #4 CONSIDERATIONS

- ✖ Maintain honesty in all dealings
- ✖ Does not engage in harassment or make malicious or intentionally false statements about a colleague
- ✖ Does not misrepresent professional qualifications, and to submit fraudulent information on any document
- ✖ Maintain respect and confidence of colleagues by exhibiting the highest degree of ethical conduct.

CONSIDERATIONS

- ✖ Non-classroom teachers should ask, “How does the Marzano research strategies fit into what I am doing in my job?”
- ✖ Empower yourself!
 - + Know your lesson, activity or presentation
 - + Understand your instructional strategies (Plan to incorporate the research into your lessons, or activities even if it is one strategy at a time as they fit or are applicable.)

SPECIFIC CONSIDERATIONS

- ✖ Scaffold the new information (research strategies) into what you are already doing.
- ✖ As the research strategies are implemented, classroom instruction will look different.

PRE/POST CONFERENCE MEETINGS

- ✖ Use your pre/post conference meetings for your formal observations to point out strategies that you are using in your area that may not be directly observable.
 - + Point out strategies in your pre-conference meeting that you want the administrator to look for in your lesson or activity. Provide documentation.
 - + Reiterate lesson components in your post-conference meeting that may not have been directly observable. Provide documentation.

PRE/POST CONFERENCE/FORMAL

- ✖ Talk about the needs of your students and what the administrator can do to support your professional growth.
- ✖ Talk about your flexibility in meeting student needs. Do you stick to the plan, or do you make adjustments based on student/teacher needs?
 - + This may be adults that you work with at the school or district level instead of students.

SUMMARY

- ✖ In summary,
 - + Focus on strategies that are applicable to your area and apply them as they fit.
 - + Communicate with your administrator unique ways that you are implementing the research and focus strategies.

GOOD LUCK!