

EPISODE 292

Personalizing Final Teacher Evaluations Quickly At Scale



INSTRUCTIONAL
LEADERSHIP SHOW



Essential Question



How can I quickly write evidence-driven, personalized final evaluations for each teacher I supervise?

The Information Problem



22 criteria x 20 teachers

=

440 unique ratings













Why Copy/Paste Doesn't Work



Teachers can tell if evaluation language was written for someone else.

When Copy/Paste Works



- Accurate description of practice
- Stylistic fit—feels written for the individual
- Specific evidence from the classroom

Think In Categories



In what areas of practice do I need to write something for each teacher?

- Follow your organization's guidelines
- One per domain
- More than one for key domains, e.g. instruction

Think In Categories



In what areas of practice do I need to write something for each teacher?

- Ability to work with diverse learners and academic levels (Domain 3E)
- Ability to make modification in content and delivery style (Domain 1B & 3E)
- Engages all students in the classroom environment (Domain 2B & 3C)
- Uses class time efficiently and effectively (Domain 2D)
- Shows Enthusiasm for the subject matter (Domain 2B & 3A)

What's Reusable In GSIR?



- Generalization 
- Specifics 
- Impact 
- Rating 



GSIR FINAL EVALUATION



BUILDER



GSIR in Repertoire



Title *

GSIR Final Evaluation Builder

Layout Editor *

Type New Phrase & Hit Enter

PLANNING & PREPARATION

Mr. Jones plans activities that he knows students will enjoy, by choice to increase motivation and buy-in.

(PLANNING & PREPARATION SPECIFICS—EVIDENCE)

As a result of this investment in their learning, students consistently report that Mr. Jones's class is a highlight of their day.

Therefore, Mr. Jones's practice in Domain 1, **PLANNING & PREPARATION**, is best described as **Distinguished (Level 4)**.

CLASSROOM ENVIRONMENT

Add Template Field

[+]	Teacher Title	Mr.	[trash]
[+]	Teacher First Name	Steve	[trash]
[+]	Teacher Last Name	Jones	[trash]
[+]	Teacher Pronoun Possessive	his	[trash]
[+]	Teacher Pronoun Object	him	[trash]
[+]	Teacher Pronoun Subject	he	[trash]
[+]	Teacher Pronoun Subject Capitaliz	He	[trash]

Save and Close



Here is the transcription of the text from the photo:



PAGE DATE 10/9 10:05

Baeder - 3rd Period Science 6

10:06 T: "When you're finished with the warmup, please put away your journal & get out your (lab notebook)."

10:07 3/06 students have lab notebooks out; T checks in with other 3.

10:09 Instructions for lab - "Today we will use cow magnets and iron filings to visualize magnetic fields, and you will design your own arrangement of magnets and predict how the magnetic fields will interact."

10:10 Passing out kits to Materials Managers

10:13 Students get magnets out & begin sticking them to table edge, electrical outlets, etc.

10:14 T counseling to answer questions.

T: "These do conduct electricity, so don't stick them to the power outlets. I don't want anyone getting shocked."

10:16 S: "We don't have any iron filings in our kit."

T: I'll pass them out as soon as I see your sketch predicting what the field will look like."

10:18 S working on sketches T: "Try arranging magnets"

10:20 S: "My magnets won't stay the way I put them." Discussion. T: "You'll need to make sure your arrangement is stable, and if it's not, revise your drawing."

S: "Can we use a new page?" T: "Yes"

PrincipalCenter.com/demo