

HIGH-PERFORMANCE  
*instructional*  
**LEADERSHIP**  
CERTIFICATION

# MODULE 7

## HIGH-PERFORMANCE FORMAL EVALUATIONS

# INTRODUCTION TO MODULE 7

- Teacher evaluation is how we \_\_\_\_\_ and \_\_\_\_\_ that we have \_\_\_\_\_ people doing the work in our schools.
- Because we've glommed so much onto the evaluation process, it's easy to confuse the \_\_\_\_\_ of teacher evaluation with the \_\_\_\_\_ of teacher evaluation.

# WHY EVALUATION DOESN'T PRODUCE GROWTH

- A lot of what's in your instructional framework, isn't what your teachers are evaluated on. Only your actual teacher evaluation \_\_\_\_\_ serve as the basis for the \_\_\_\_\_ observation.
- Reflection and goal-setting are good things to do. But they're not \_\_\_\_\_, and when we combine them with \_\_\_\_\_, they actually become less effective in producing \_\_\_\_\_.
- If we want teachers to try new things, the \_\_\_\_\_ process is not the time, because teachers know they get worse before they get better, and the worst possible time to be evaluated is while you're at the bottom of that \_\_\_\_\_.
- When an observation is \_\_\_\_\_ - \_\_\_\_\_, and the teacher knows you're coming to observe, it's a pretty safe assumption that what you're seeing is not a typical lesson.
- To really evaluate teachers \_\_\_\_\_, we can't limit ourselves to the information we get from these staged, \_\_\_\_\_ formal observations.
- What's the purpose of evaluation if it doesn't help teachers improve? It is to initiate appropriate \_\_\_\_\_ for each teacher, whatever those may be.

# EVERYTHING COUNTS—NOTHING IS NON-EVALUATIVE

- Teachers are on all the time, not just when we're \_\_\_\_\_. So how we evaluate teaching is fundamentally different from how an Olympic sport is judged, because we don't \_\_\_\_\_ teachers the entire time they're \_\_\_\_\_.
- It's not practical for us to see everything in a teacher's practice, and we really don't need to. But to make an accurate and fair judgment about a teacher's performance in the classroom, we do need plenty of \_\_\_\_\_.
- There's a difference between \_\_\_\_\_ and \_\_\_\_\_, and that difference is important, because often our \_\_\_\_\_ are wrong. They don't line up with the evidence and the evaluation criteria, and that means we can't \_\_\_\_\_.
- Information that doesn't rise to the level of evidence is still useful, if you allow it to guide your \_\_\_\_\_ of further evidence.
- Everything you know about a teacher is \_\_\_\_\_ for their final evaluation. Not everything counts as \_\_\_\_\_, but if you don't have \_\_\_\_\_, you can at least be aware of the areas in which you need to gather more evidence for certain teachers.

## **ACTION ITEM:**

What are the rules for what counts in the formal evaluation process? What's fair game, and what's off-limits? Do you have any questions about how to work within your teacher contract or the rules of your district?

Let us know using the survey form at <http://members.principalcenter.com/lessons/everything-counts-nothing-is-non-evaluative/>

# 80/20 TEACHER EVALUATION— GREATER IMPACT WITH LESS WASTE

- When we let go of the idea that we're making teachers better when we \_\_\_\_\_ them, we can also let go of a lot of the \_\_\_\_\_ that usually accompanies the evaluation process.
- If you're going to do a \_\_\_\_\_ evaluation, because that's what the pattern of evidence suggests is the most appropriate rating, make sure it's going to have a \_\_\_\_\_ impact for students.
- It needs to result in either an action plan that will help the teacher \_\_\_\_\_, or it needs to result in that teacher being \_\_\_\_\_ by someone who will do a better job.
- Instead of spending roughly equal time on each teacher's evaluation, with a little bit more time devoted to your negative evaluations, I want you to make a radical shift, using the \_\_\_\_/\_\_\_\_ rule.
- The reality is, for many of your teachers, no one cares about their evaluation, or how much time you put into it. \_\_\_\_\_ that time that you're currently spending on evaluating teachers that everyone knows are great, using the 80/20 rule.

# EXPEDITING THE 80%— PRECHECK-STATUS TEACHERS

- If you're going to spend dramatically less time on the evaluations of 80% of your teachers, so you can devote more time to just 20%, how do you decide who goes in each group? The key is to think in terms of \_\_\_\_\_.
- When it comes to our Pre-check status teachers, we still follow the \_\_\_\_\_, and adhere to all the \_\_\_\_\_ for observations, and postconferences, and paperwork, and so forth.
- Whether someone is in the 80% group or the 20% group is totally in your head. It's simply a \_\_\_\_\_ that you do in your mind, so you can devote your time and attention to the teachers who are likely to need it the most.
- When you have a lot of evidence to work with, including that evidence in your final evaluations is really easy. You just \_\_\_\_\_ and \_\_\_\_\_ from your observation notes any time you need to justify a claim about a teacher's performance.
- While the \_\_\_\_\_ you've collected is unique for each teacher, the \_\_\_\_\_ don't need to be.
- For good teachers, you can do an incredible amount of copying and pasting those \_\_\_\_\_ statements. You'll still need to find evidence that fits for each teacher, but you won't have to do all that writing from scratch.

# EXPEDITING THE 80%— PRECHECK-STATUS TEACHERS

## ACTION ITEM:

Download the spreadsheet (<https://www.principalcenter.com/evaluation-organizer-spreadsheet>) and fill in your Precheck teachers.

Then, fill in the first few columns with the specific domains you're going to write about in your final evaluation reports.

Then, start creating those summary statements and abbreviations, and you'll be well on your way to completing evaluations in a fraction of the usual time.

# ENHANCED SCREENING— THE HIGHEST-RISK 20%

- When it comes to \_\_\_\_\_ teachers, every \_\_\_\_\_ teacher struggles in their own way, and everything is in \_\_\_\_\_.
- The way we need to prepare is by gathering evidence very \_\_\_\_\_. As you gain more information about each teacher’s performance, and \_\_\_\_\_ that with your teacher evaluation criteria, you can start to fill in which criteria you have enough evidence for, and which you don’t.
- If you’re going to write a negative evaluation, do so \_\_\_\_\_, with \_\_\_\_\_, and resist the temptation to use the evaluation as an all-out attack on the teacher.
- If you’re going to do something that’s \_\_\_\_\_ for a teacher, it needs to be because it’s \_\_\_\_\_ for kids, but even so, you need to treat the teacher \_\_\_\_\_.
- In your raw notes that you share with the teacher, the particularly \_\_\_\_\_ bits of evidence are going to be interspersed with plenty of \_\_\_\_\_ or \_\_\_\_\_ evidence.
- Because you’re describing what \_\_\_\_\_, not what’s missing from the lesson the teacher isn’t going to argue with your \_\_\_\_\_ statements.

# CLAIM, EVIDENCE, INTERPRETATION, JUDGMENT

- Most of the time, \_\_\_\_\_ is a tool we'll use for our high-stakes \_\_\_\_\_ evaluations. In those cases, we should expect that teachers will fight, tooth and nail.
- CEIJ helps us win that fight by helping us get very clear on the \_\_\_\_\_ of our argument about a teacher's \_\_\_\_\_.
- If you have \_\_\_\_\_ facts about a teacher's performance, but they're not \_\_\_\_\_ to your argument, they can weaken your evaluation by diluting its \_\_\_\_\_.
- CEIJ connects the dots between patterns of teacher \_\_\_\_\_, the \_\_\_\_\_ that substantiates those patterns, the \_\_\_\_\_ that that performance has on students, and the \_\_\_\_\_ you ultimately give the teacher, leaving no room for an alternate \_\_\_\_\_.
- C stands for \_\_\_\_\_. The claim is a \_\_\_\_\_ statement describing the teacher's typical \_\_\_\_\_ in a given area.
- E stands for \_\_\_\_\_. Evidence is multiple, \_\_\_\_\_, \_\_\_\_\_ incidents and instances that support the claim.
- I stands for \_\_\_\_\_. The interpretation is a clear articulation of the \_\_\_\_\_ of the teacher's typical \_\_\_\_\_.

# CLAIM, EVIDENCE, INTERPRETATION, JUDGMENT

- J stands for \_\_\_\_\_. Judgment is simply the final \_\_\_\_\_ of the teacher's overall practice in a specific area, using the \_\_\_\_\_ and \_\_\_\_\_ of the evaluation framework.
- If you can't find 2 or more pieces of evidence to use in your argument, you can:
  - First, take another look at your \_\_\_\_\_. You may have evidence that you've already used to support a different claim that you can re-use for the claim you're currently writing.
  - Second, if you have time, you might just want to look for more \_\_\_\_\_ next time you're in the classroom. If you know what's missing, you can keep an eye out for it, and capture that evidence using the specific \_\_\_\_\_ of your evaluation criteria.
  - Third, if you really can't find the evidence you need, that means you'll have to \_\_\_\_\_ your claim.

# DEVELOPING ROUGH DRAFT CEIJ ARGUMENTS

- We want the final evaluation to be very \_\_\_\_\_, so it initiates the appropriate next steps, and CEIJ can help us create that \_\_\_\_\_ over time.
- Start with a \_\_\_\_\_ claim, and you may want to do this for multiple different areas, so you can figure out which ones are really going to pan out.
- When you do a rough draft brain dump, you're going to end up with a lot on the table, and while some if it can turn into a good CEIJ argument, you'll need to pick it apart to figure out what does and doesn't align with your \_\_\_\_\_.

## **ACTION ITEM:**

Write a rough draft CEIJ argument for one of your teachers who is currently struggling. Start with whatever degree of frustration you're feeling, and whatever amount of information you currently have.

Leave out the teacher's name for confidentiality and send us copy of your draft CEIJ argument using the survey form at <http://members.principalcenter.com/lessons/developing-rough-draft-ceij-arguments/>

# USING CEIJ FOR POSITIVE EVALUATIONS

- There are two distinct situations in which you might want to use CEIJ for a high-stakes \_\_\_\_\_ evaluation.
- The first is when you're rating a teacher at the \_\_\_\_\_ levels in your evaluation rubric. If you have the evidence to justify an \_\_\_\_\_ or \_\_\_\_\_ or \_\_\_\_\_ rating, it's important to \_\_\_\_\_ that, just as you'd substantiate an \_\_\_\_\_ evaluation.
- The process for \_\_\_\_\_ formal evaluations is the same as the process for \_\_\_\_\_ formal evaluations. Make a claim about the teacher's typical \_\_\_\_\_ in a given area, justify it with \_\_\_\_\_, interpret its impact on student \_\_\_\_\_ or other outcomes, and end with the judgment, or \_\_\_\_\_.
- The second kind of positive situation where CEIJ can be helpful is in writing \_\_\_\_\_.
- The claim you make in a nomination or recommendation letter is probably going to be a more \_\_\_\_\_ claim, and it's probably not going to refer to your teacher \_\_\_\_\_ criteria.
- Your evidence will consist of major \_\_\_\_\_, rather than specific classroom \_\_\_\_\_.

# USING CEIJ FOR POSITIVE EVALUATIONS

- Your interpretation will connect the teacher’s accomplishments to real-world \_\_\_\_\_, on students’ \_\_\_\_\_, their learning, or the \_\_\_\_\_ of the school, or professional learning – whatever outcomes are most relevant.
- The judgment you make isn’t going to be a \_\_\_\_\_ at all; instead, it’s going to be your bottom line \_\_\_\_\_ about the teacher

## **ACTION ITEM:**

When do you anticipate using CEIJ for a positive situation in the next 12 months? How you plan to use CEIJ for positive evaluations?

Let us know using the survey form at <http://members.principalcenter.com/lessons/using-ceij-for-positive-evaluations/>

# RECAP:

## IMPACT THROUGH EVALUATION

- You can write formal evaluations more efficiently by dividing your staff into “\_\_\_\_\_” and “\_\_\_\_\_ screening” groups, using the \_\_\_\_/\_\_\_\_ rule.
- We use this approach because it addresses the \_\_\_\_\_ of final evaluations. You don’t know for sure who’s going to turn out to be fine, and who’s going to be unsatisfactory at the end of the year. So collecting plenty of \_\_\_\_\_, in a deliberate and thorough way, is really essential for those high-risk \_\_\_\_%.
- The \_\_\_\_\_ Principle tells us that, just as happy families are all \_\_\_\_\_, great teachers have a lot in \_\_\_\_\_, so we can write our claims, interpretations, and judgments for one teacher, and copy and paste them for all the other teachers they apply to, and just add the \_\_\_\_\_ specific to each teacher.
- Most of the time it’s overkill, but when you need to make a strong case about a teacher’s \_\_\_\_\_, \_\_\_\_\_ is priceless.

### ACTION ITEM:

1. Download the spreadsheet at <http://members.principalcenter.com/lessons/recap-impact-through-evaluation/> for organizing your teacher evaluation evidence.
2. Keep up your daily visits to classrooms, no matter what the timeline for formal evaluations is.
3. When it’s time to write your final evaluations, look over your records for each teacher, and see what gaps you’ll need to fill to ensure that each teacher receives an accurate evaluation that’s supported by plenty of evidence.