

How Teachers Are Evaluated in Cincinnati: A Sample (Table 1)

Standard 3.4: The teacher engages students in discourse and uses thought-provoking questions aligned with the lesson objectives to explore and extend content knowledge.

	Distinguished	Proficient	Basic	Unsatisfactory
Discourse	Teacher structures and facilitates discourse at the evaluative, synthesis, and/or analysis levels between teacher and students and among students to explore and extend content knowledge.	Teacher initiates and leads discourse at the evaluative, synthesis, and/or analysis levels to explore and extend the content knowledge.	Teacher frames content-related discussion that is limited to a question and answer session.	Teacher permits off-topic discussions, or does not elicit student responses.
Thought-Provoking Questions	Teacher routinely asks thought-provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification and elaboration through additional questions. Teacher provides appropriate wait time.	Teacher asks thought-provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification through additional questions. Teacher provides appropriate wait time.	Teacher asks questions that are relevant to the objectives of the lesson. Teacher asks follow-up questions. Teacher is inconsistent in providing appropriate wait time.	Teacher frequently asks questions that are inappropriate to objectives of the lesson. Teacher frequently does not ask follow-up questions. Teacher answers own questions. Teacher frequently does not provide appropriate wait time.

SOURCE: Cincinnati Public Schools Teacher Evaluation System 2005. The complete rubric is available at <http://www.cps-k12.org/employment/teachers/standardsrubric.pdf>.

Comments For Teacher Evaluations

Amanda Howard, Helen Donaghue

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Effective Teacher Evaluations, 1994 How can you fairly evaluate your teachers day to day teaching style and classroom management on the basis of sporadic classroom visits How can stress be alleviated for both the principal and teachers Effective Teacher Evaluations is a must have reference for all principals It is a 192 page how to handbook that helps reduce tension at evaluations and provides better methods for assessing performance This easy to read guide supplies models and suggests creative ways to constructively criticize Plus it discusses legalities that will protect you and your school from potential lawsuits

Handbook on Teacher Evaluation with CD-ROM James Stronge, Pamela Tucker, 2020-10-14 Easy to use authoritative and flexible the tools in this book and downloadable resources have been developed over the last 15 years and have been field tested in over 500 schools These tools will empower you to do your evaluations based on current thinking and best practices

Teacher Evaluation to Enhance Professional Practice Charlotte Danielson, Thomas L. McGreal, 2000 Identifies some of the problems with many teacher evaluation systems presents a rationale for teacher evaluation and describes a structural framework for designing an effective evaluation system for beginning and tenured teachers

OECD Reviews of Evaluation and Assessment in Education Synergies for Better Learning An International Perspective on Evaluation and Assessment OECD, 2013-04-11 This report provides an international comparative analysis and policy advice to countries on how evaluation and assessment arrangements can be embedded within a consistent framework to improve the quality equity and efficiency of school education

Rethinking Teacher Supervision and Evaluation Kim Marshall, 2013-03-28 Teacher supervision and evaluation that emphasizes fairness excellence and achievement In this thoroughly revised and updated edition of his bestselling book education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher's performance Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students Revised edition of the classic book on teacher supervision and evaluation Includes thoughts on iPad and iPhone apps for classroom observation Offers new chart on how principals can manage ten mini observations per teacher per year Contains new

thoughts on merit pay a different approach to the test score argument from Arne Duncan This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development

Assessment of Student Achievement Gavin T. L. Brown, 2017-07-20 Assessment is a concept familiar across the field of education and is inherent to the work of professors administrators teachers researchers journalists and scholars A multifaceted and politically charged topic assessment ranges from informal interactions with learners in classrooms to systematic high stakes testing and examination Written by a leading expert on assessment this book situates the topic within the broader context of educational psychology research and theory and brings it to a wider audience With chapters on the fundamentals of assessment explanations of its uses and advice for best application this concise volume is designed for any education course that includes assessment in the curriculum It will be indispensable for student researchers and both pre and in service teachers alike

Implications of Race and Racism in Student Evaluations of Teaching LaVada U. Taylor, 2021-05-07 Implications of Race and Racism in Student Evaluations of Teaching The Hate U Give highlights practices in higher education such as using student evaluations of teaching to inform merit increases contract renewals and promotion and tenure decisions The collection deconstructs student course feedback to reveal implications of race and racism inherent in student responses mirroring learned behavior situated within the social political context of US culture and K12 schools Learned behavior fostering racial hate given to students informing and shaping classroom experiences with BIPOC faculty To this end the work speaks to systemic racial inequity in higher education learning spaces and possibilities of reimagining student evaluations as a cry for a more just and equitable society

Analysing Student Feedback in Higher Education Elena Zaitseva, Beatrice Tucker, Elizabeth Santhanam, 2021-12-29 *Analysing Student Feedback in Higher Education* provides an in depth analysis of mining student feedback that goes beyond numerical measures of student satisfaction or engagement By including authentic student voices for understanding the student experience this book will inform strategies for quality improvement in higher education globally With contributions representing an international community of academics educational developers institutional data analysts and student researchers this book reflects on the role of computer aided text analysis in gaining insight of student views The chapters explore the applications of text mining in different forms these include varied institutional contexts using a range of instruments and pursuing different institutional aims and objectives Contributors provide insights enabled by computer aided analysis in distilling the student voice and turning large volumes of data into useful information and knowledge to inform actions Practical tips and core principles are explored to assist academic institutions when embarking on analysing qualitative student feedback Written for a wide audience *Analysing Student Feedback in Higher Education* provides those making informed decisions about how to approach analyses of large volumes of student narratives with the benefit of learning from the experiences of those who already started treading this path It enables academic developers institutional researchers academics and administrators to see how bringing text mining

to their institutions can help them in better understanding and using the student voice to improve practice **Teacher**
Evaluation in Second Language Education Amanda Howard, Helen Donaghue, 2014-12-18 Effective language learning depends on effective instruction In order to investigate whether or not this is taking place teachers classroom pedagogical practices both in service and pre service are frequently monitored by means of observation and feedback However research indicates that although this process has potential value for teacher learning and development there are also a number of attendant problems and it is therefore important that practitioners share their experience with others in the field in order to expand the existing knowledge base This volume investigates participant experiences looking beyond the materials used and examining the way in which language teachers are evaluated and supported throughout their careers Particular attention is given to the practices and frameworks involved outlining key approaches and discussing tools for investigation and collaboration The book highlights the importance of the use of talk to foster reflection and teacher learning the value of learning from experienced others and the importance of giving voice to all those involved in the process of development and evaluation

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