

Effective Teacher Assessment

“A teacher affects eternity; he can never tell where his influence stops.”

Henry Adams

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees;
If you are planning for a lifetime, educate people.”

A Chinese proverb

Lesson Objectives

At the conclusion of this lesson the participant will be able to accomplish the following:

1. Discuss the importance of conducting regularly scheduled teacher assessments in the Bible school educational setting.
2. Discuss the definition of an educational stakeholder and why every stakeholder is a valuable members of the Bible school community.
3. Understand the variety of reasons that administrators should conduct effective teacher assessments.
4. Explain the main reasons that generally Bible school administrators do not schedule or regularly conduct effective teacher assessments.
5. Discuss the major elements of developing an effective teacher assessment plan with which Bible school administrators should become very familiar.
6. Discuss the steps administrators should take in the development of an effective teacher assessment form.
7. Understand and explain the main characteristics of the Marzano Teacher Assessment Model.
8. Explain the major concerns of faculty members have about teacher assessments.

Why is Effective Teacher Assessment Important?

All Bible school stakeholders – national leaders, governing boards, administrators, faculty and staff, students, and local assemblies – expect its students to receive a quality education. Ensuring its students are getting a quality education is every stakeholder’s responsibility; however, the primary responsibility falls on its teachers. On a daily basis, it

Pursuing Ministerial Excellence!

is the Bible school teachers who have, by far, the most direct and personal contact with individual students, and who educate and influence those students the most. While administrators may assume that its classrooms are excellent learning environments and its teachers highly effective in teaching styles and techniques, such assumptions may be inadequate in evaluating the actual abilities and effectiveness of teachers.

What is a Bible School Stakeholder?

A **stakeholder** is anyone who is involved in the welfare and success of a Bible school and its students, including national officials, board members, administrators, faculty and staff members, students, and parents – its entire community.

Research has shown that, in reality, administrators do not conduct teacher evaluations at all. This being the case, it is impossible for these administrators to be certain that teachers are performing their assigned duties in an acceptable manner, that students are learning the course materials, or that the Bible school's educational vision and mission is being achieved. And without this knowledge, an administrator should not assume the Bible school's classroom teaching is excellent or its students' learning is satisfactory. What are the administrator's expectations and how are they measured?

“You can expect what you inspect.”
Old management adage

Of course, the adage has great wisdom in it. You must INSPECT what you EXPECT. If you are unwilling to inspect (check on, review, see for yourself, etc.), then you will often get whatever someone else believes to be the minimum required. Administrators should conduct periodic assessments (inspections) of teacher performance based on teacher performance standards (expectations) that are published and given to all teachers. Bible school administrators have an obligation to the Lord, to its faculty members, and to its students to accurately know what is taking place in their classrooms.

Reasons for Conducting Teacher Assessments

There are many reasons for conducting periodic teacher assessments, but the following ten reasons are the most important:

- To know what is going on in the classroom
- To determine the teacher's abilities
- To measure the teacher's effectiveness
- To make the teacher accountable
- To measure progress or regression
- To foster teacher competency
- To document inadequate teaching
- To emphasize a specific educational thrust or direction
- To correct a deficiency

Pursuing Ministerial Excellence!

It is important that we understand the administrator should have a current and accurate knowledge of the quality of education in the Bible school. If, as educators, we can agree that teacher assessments are an essential element of the administrator's duties, then,

“Why aren't Bible school administrators conducting teacher assessments?”

The most likely answer is, “I just don't have the time to do these assessments!” In most of our Bible schools, the administrator does not have a staff member to assist with teacher assessment, and given all the pressing duties of leading, preaching, teaching, counseling, and financial matters, conducting teacher assessments becomes a very low priority. With the reality of administrators being overworked with many competing demands, there is no simple solution available. However, if the administrator or leader of the Bible school cannot be certain that the school's vision and purpose is being adequately accomplished in its classrooms, then, that is justification enough to give teacher assessments a much higher priority.

A second, and important, reason administrators do not evaluate their teachers is “a feeling of inadequacy.” Perhaps the administrator may not have as much knowledge of the course material as the individual teacher, or perhaps, the administrator does not have as much teaching experience as some of the teachers. Such administrators may express these feeling in statements like these:

“I don't feel qualified; I feel inferior to the teacher(s).”

“I don't have enough teaching experience.”

“I don't know enough about the subject being taught.”

This “feeling of inadequacy” excuse could be used by the administrator for not doing many other responsibilities as well. Any administrator can overcome these fears and gain valuable experience and increased confidence by actually conducting teacher assessments.

Finally, the most common excuse is, “I do not know how to conduct an assessment” or “No one has taught me about how to doing teacher assessments.” Hopefully, this faculty development lesson can eliminate this lack of knowledge about teacher assessments.

Administrator Teacher Assessment Development

Teacher Assessment Planning

No doubt, more administrators would conduct teacher assessments if they knew what the correct performance criteria were and if a suitable and easy-to-understand assessment instrument (evaluation form) was available. Certainly there are many teacher evaluation instruments available, but most will not be designed specifically for a Bible school educational setting. Also, many of these evaluation instruments do not have

adequate performance criteria to provide the administrator and teacher substantial results. In all likelihood, administrators will need to develop a specific teacher assessment instrument for the Bible school. The best person to develop such an assessment tool is the person responsible for the school's quality of education, vision, and mission. A general Bible school teacher assessment instrument can be developed, but individual administrators should plan to customize it to fit the needs of the individual school.

Developing an Assessment Form

Using common sense, experienced administrators are uniquely qualified to properly analyze and evaluate teacher performance and effectiveness, regardless of the administrator's educational background. Administrators or teacher supervisors have a wealth of educational experience that is often undervalued. Most administrators have at least twelve years or the equivalent of schooling experience as students, and have experienced a broad range of teaching styles, techniques, and types of instruction. From their extensive schooling experience, each administrator has developed and learned patterns of what defines good and bad teaching styles or techniques. Given these "patterns" of teaching quality, administrators are able to make "common sense" judgments in several teaching assessment categories: lesson preparation, interpersonal communications abilities, classroom appearance and conditions, student attention, respect, and conduct, as well as other important elements of effective teaching. However, with additional experience at the Bible school level or other institution of higher learning, the administrator can develop the skills to assess the adequacy of lesson plans, student learning outcomes, and observed teaching strategies. General assessment form categories and subcategories are shown in Table 1.1 at Enclosure 1.

Armed with this perspective on previous educational experiences and their "patterns" of appropriate teaching styles and skills, the administrator will conduct accurate and fair teacher assessments with confidence, using an assessment instrument specifically designed for his or her institution.

The following four steps will be used to develop the assessment tool:

STEP 1 – Visit the classes

Announce, in advance, to the teachers when you will be visiting their classrooms. This will ensure you will observe them at their best. Ask for a copy of the lesson for that session, including any learning goals and objectives. Plan to stay no more than forty-five to fifty minutes. Prior to the classroom visit, take a sheet of notebook paper and place headings on the sheet to remind you of major areas to be evaluated. The review sheet is the first phase in developing a teacher assessment form or instrument. Also, before entering the classroom, thoroughly review the lesson plan and its goals and objectives. After exiting the classroom, you should immediately comment on whether the lesson goals and objectives were achieved. If you delay in making these comments, you may forget

important elements of your assessment of the lesson plan and goals. During your observation of the teacher and the lesson, it will take a good ear and careful attention to evaluating how effectively the teacher met the lesson plan goals.

Try to arrive at the classroom before the teaching session begins. Pay close attention to the conditions of the room; its temperature, desk arrangements, cleanliness, bulletins boards, posters, lighting, clutter, distractions or activities outside its windows; etc. The observed conditions and particular findings will form the majority of your comments under the heading, Room Observations. Compare these areas to your preconceived “patterns” of what is acceptable and appropriate for a good classroom environment and atmosphere. Place a “check mark” by items on your review sheet concerning room conditions that are satisfactory to you. However, make written comments on unacceptable ones. You will find that as you gain experience in doing classroom observations, you will add other items to this section.

Under the Analysis section of the review sheet, list all the methods the teacher uses along with any appropriate comments on whether or not each method fits the “pattern” of good or bad teaching style or technique. You do not need to make any comment for acceptable use of a teaching method. Do include; however, an explanation on your review sheet as to why a method is poor or give suggestions for improvement. Reasons why the method is not good or suggestions on improvement are important to the teacher assessment. The use of this evaluation tool not only helps in making an accurate evaluation, but also helps improve the teacher and his or her methodology.

With the previous instructions in mind, the administrator or supervisor needs to complete the other sections of this preliminary observation form. As you observe the teacher, not those areas that fall inside the good “pattern” and those that fall outside of it. The observer should then add any additional comments on areas that need improvement.

Next, the observer should add sub-areas under the main headings as reminders of items to observe during the classroom session. They are just suggestions; a good observer will include other sub-areas or items of emphasis important to the observer. Reviewing another Bible school’s teacher assessment instrument will greatly assist in the development of the administrator’s final teacher assessment form.

STEP 2 – Write a Report on the Session

This session report should summarize the teacher observation immediately while the facts are fresh in the administrator’s mind. The report should begin with a title section which includes the teacher’s name, the date, and the time of the observation, and any other items desired to be included. The summation should include the main headings mentioned earlier. Under these heading, verbalize the good areas first, followed by the bad areas. Again, the observer need to include comments and suggestions on all observed areas, even one of lesser importance. Each heading could begin with a standard opening. For example, the following is a suggested opening for the heading, Room Observations: *The following are*

observations of the teaching session that are related to the classroom. Weak areas are highlighted.

Next, list each observed area in the room and the analysis of that area in 1, 2, 3...format. After doing several of these observations, followed by written evaluations, the observer will realize he or she is seeing more about the classroom and the observed areas will increase as a result.

One can easily see that this process can be time-consuming. However, the report given the observed teacher is far more beneficial to the teacher than a standard, “checked-off” list. The review is beneficial not only to the teacher, but also to the administrator as it seeks to accurately determine both the strengths and weaknesses in teacher competence.

STEP 3 – Discuss the Assessment with the Teacher in Person

Regardless of the whether the teacher received a satisfactory or unsatisfactory rating for the teaching observation, the administrator should discuss the final teacher assessment results with the teacher in person. The teacher will be anxious about the assessment results and the discussion in person with the teacher should not be delayed unnecessarily. Also, when discussing the assessment with the teacher, tell the teacher the overall assessment result is either satisfactory or unsatisfactory at the beginning of the conversation. Then, proceed to discuss each of the heading areas in detail and the specific heading overall rating.

Remember, it is vitally important that the administrator or supervisor conduct each teacher assessment in exactly the same manner, using exactly the same performance and teaching criteria, and unbiased ratings. All teacher observations for the purposes of a teacher assessment must have been scheduled with the teacher in advance and what teaching areas will be observed during the visit. That is, the teacher should know when the visit is scheduled and what teaching areas will be observed and rated. The administrator can handle this requirement in two ways: 1) he can send a letter or memorandum to the teacher detailing the date of the observation and the assessed areas; or 2) the administrator can announce the assessment dates and assessed areas for all teachers in a faculty meeting.

STEP 4 – Finalize and Publish the Assessment Form

After an observer makes as many teacher assessments as possible during the development of the assessment instrument, the assessment form should be finalized, published, and a copy given to all teachers. The administrator should conduct annual reviews of the teacher assessment instrument (including faculty member comments and suggestions, etc.) and make necessary changes to improve its accuracy and effectiveness. All updates or changes to the teacher assessment instrument must be published and provided to all teachers. (Note. A recommended Marzano Model Teacher Evaluation form is shown at Enclosure 2.)

Considering the Marzano Teacher Assessment Model

The Marzano Model

The Marzano Evaluation Model is currently being used several Departments of Education (DOEs) in the United States. It is an effective model that can be used or adapted by other educational institutions as their teacher evaluation model. This model has been founded on extensive historical studies and contemporary research, offering the most comprehensive “look at teacher effectiveness and development of expertise” (Marzano, 2011).

The Marzano teacher assessment model includes four major domains. See pages 7-10 for the 9 Design Questions and the 60 associated elements:

Domain #1 – Classroom Strategies and Behavior

This domain evaluates the classroom routines, content, and teacher actions, and identifies 41 classroom activities. These activities are grouped into 9 Design Questions, and further grouped into 3 Lesson Segments.

Domain #2 – Preparation and Planning

This domain evaluates teacher planning and preparation; specifically lessons and units, resources and technology, and needs of English Language Learners (ELL).

Domain #3 – Reflecting on Teaching

This domain evaluates the teacher’s reflection on teaching performance, including evaluating personal performance and implementing a professional growth plan.

Domain #4 – Collegiality and Professionalism

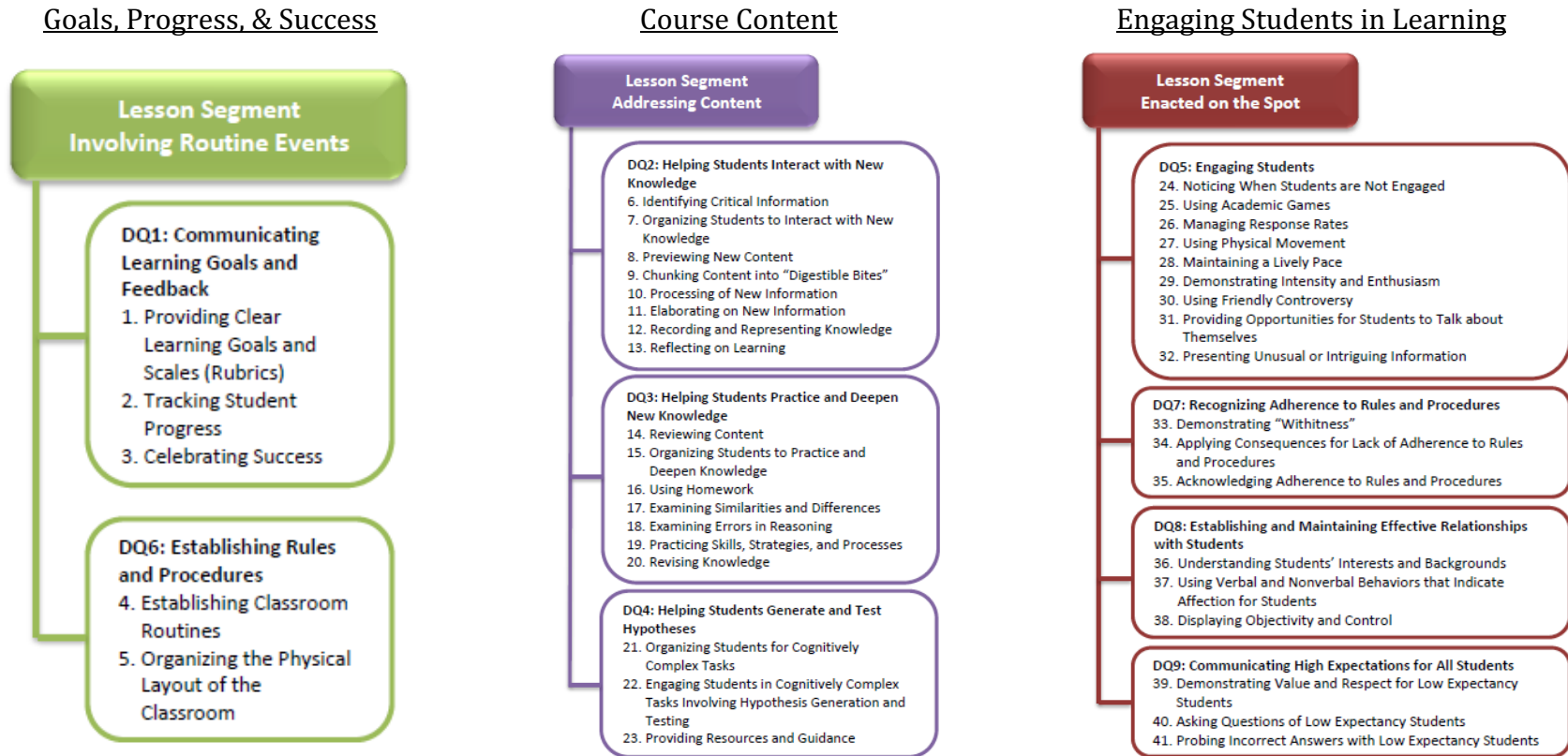
This domain evaluates the teacher’s collegiality and professionalism, including interactions and collaboration with colleagues and the exchange of ideas and strategies.

Using these major domains and the routine segments, administrators be confident their teacher assessments are valid, reliable, and defensible, and students will be assured an effective teacher in every classroom. This teacher assessment model also give priority to student achievement as the most important goal of instruction.

The recommended Marzano Model Teacher Assessment Form and sample Marzano Model Teacher Assessment Scale or Rubric is shown at Enclosure 2 and Enclosure 3 respectively.

Marzano Teacher Assessment Model Domain #1 – Classroom Strategies and Behavior

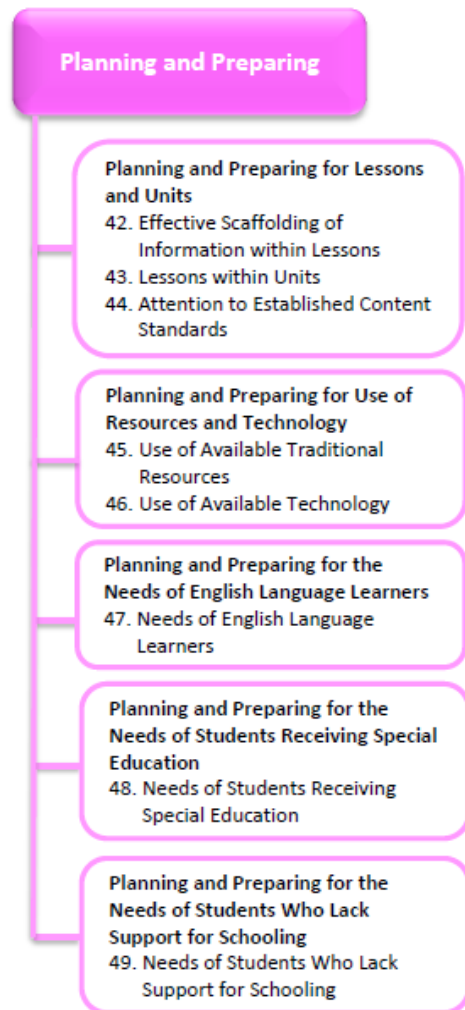
This domain evaluates the classroom routines, content, and teacher actions, and identifies 41 classroom activities. These activities are grouped into 9 Design Questions, and further grouped into 3 Lesson Segments.



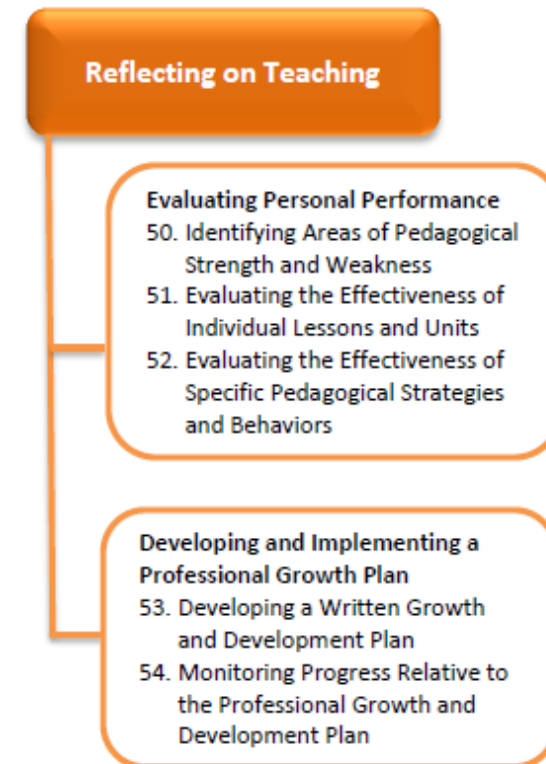
Marzano Teacher Assessment Model

Domains #2 and #3 evaluates teacher planning, preparation, teaching effectiveness and lesson and unit development.

Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Pursuing Ministerial Excellence!

Marzano Teacher Assessment Model

Domains #4 evaluates teacher planning, preparation, teaching effectiveness and lesson and unit development.

Domain 4: Collegiality and Professionalism



Pursuing Ministerial Excellence!

Faculty Teacher Assessment Concerns

Potential Bible school faculty concerns about teacher assessments are not significantly different than anyone who is being evaluated by an administrator or supervisor. Generally, faculty members will have concerns about the following aspects of a teacher assessment program:

- Teacher assessments are necessary to ensure both institutional goals and student learning objectives are being met, and that teachers are accountable for their planning, preparation, and competence as a Bible school instructor.
- Teacher assessments should be both objective and conducted fairly. This includes allowing adequate time for classroom observations and concern that administrators will have to allocate more time for teacher assessments than in the past.
- Administrators should consider more than 2 classroom observations during the school year to ensure the teacher assessments reflect an accurate and realistic evaluation of teacher performance.
- How will be the teacher assessment results by used, given that most Bible school instructors voluntarily served as instructors?

Because they share a mutual respect and support for the Bible school's vision, values, and goals, administrators and faculty members should welcome an effective teacher assessment program that will provide a valid and reliable evaluation of the institution's faculty teaching competence and professionalism. Without an accurate means 1) to determine whether the Bible school's long-term goals are consistently being met, and 2) to determine if student learning objectives and standards are being achieved, neither administrators nor faculty members can know the true effectiveness of its teachers or how well it is functioning as an educational institution.

Discussing Effective Teacher Assessment

- A. Discuss the problems created when effective teacher assessments are not conducted or not conducted at least annually.
- B. Discuss the serious implication of administrators not conducting effective teacher assessment and why these are true.
- C. List and discuss at least six reasons and/or benefits for conducting effective teacher assessments in the Bible school educational setting.

- D. Discuss the rationalizations that are often made as to why administrators do not conduct teacher assessments regularly.
- E. Institutional values and goals are critical to its success. Discuss how effective teacher assessments contribute to the support and achievement of these values and goals.
- F. Discuss the elements of a systematic approach Bible school administrators can use to create an effective Teacher Assessment plan.
- G. Discuss the four steps that should be taken when developing a teacher assessment form.
- H. Discuss the major features and traits of the Marzano Teacher Assessment model.
- I. Discuss why grading and scales (rubrics) are a necessary component of any effective teacher assessment model.
- J. Discuss the Marzano Teacher Assessment model's evaluation domains and the critical areas of instruction and planning the domains evaluate.

Conclusion

It is beneficial for all Bible school educational stakeholders to have confidence that all institutional values and goals are being achieved, and are a priority to everyone involved in the education process. Without such confidence, no one can be certain the Bible school's vision and purpose is being consistently accomplished. Because teaching and courses of instruction are such an integral part of this education process and make significant contributions to its success, it is essential that an effective teacher assessment program is implemented and monitored to ensure teacher competency and performance is of the highest quality.

“The mediocre teacher tells. The good teacher explains.
The superior teacher demonstrates. The great teacher inspires.
William Arthur Ward

When I recall my school days, I can clearly and instantly name those teachers that were great. They made learning exciting and I always looked forward to their classes because they made learning simple and fun. I think those great teachers told, explained, demonstrated, and inspired; there was an effective mixture of teaching methods and learning strategies that allowed every student progress and be successful. Some of our greatest, most impactful teachers are on our Bible school faculties, but leaders and administrators should be driven to ensure their teachers are highly qualified, powerfully motivated, and adequately equipped to inspire today's Bible school students to eagerly enter the harvest field and have their ministry be effective on day one and beyond.

Pursuing Ministerial Excellence!

Effective teacher assessments that are conducted at regular intervals will motivate current Bible school teachers to not only be their very best, but also to be accountable and dedicated to providing the most inspired and high quality educational experience anywhere. Yes, faculty members will have concerns about any evaluation of their competency and performance. However, such anxieties can be quickly relieved, first, by administrators and leaders carefully listening to these faculty concerns and collaborating with them to incorporate their ideas and recommendations to improve the assessment process. Secondly, open and effective lines of communications will reduce misunderstandings and allow all educational stakeholders to actively participate in and enthusiastically support well-designed and professionally conducted teacher assessments.

Finally, when a strong teacher assessment program is coupled with excellent student assessment program and institutional program evaluations, every member of the Bible school administration, faculty, staff, and students can be justifiably proud of the institution's vision, mission, values, and goals – and know they are being respected, pursued, and achieved.

“I want to be the best version of myself for anyone who is going to someday walk into my life and need someone to love them beyond reason.”

Jennifer Elisabeth

Effective Teacher Assessment

Lesson in Review

Name: _____

Nation: _____

1. In your opinion, what is the major product or benefit to the Bible school as a result of effective teacher assessments being conducted regularly?

2. What role do educational stakeholders play in the development of effective teacher assessments, and how are their voices heard?

3. List 5 reasons that teacher assessments are conducted and explain the importance of each.

4. When developing an effective teacher assessment plan, why is it essential that the administrator visit the classroom?

5. There are four steps in developing an effective teacher assessment form. List them.

6. The Marzano Teacher Assessment model is considered to be valid, reliable, and defensible. Why are these model characteristics important?

7. What are the Marzano evaluation domain and the areas of teacher competency each assesses?

8. It would be expected that faculty members may have concerns about the implementation of a teacher assessment program. Discuss two of the potential faculty concerns.

9. An effective teacher assessment always includes individual grades, scores and/or scales. Why are these rubrics necessary?

10. Think about your Bible school's long-term values and goals. Are these values and goals being achieved? And if so, how do you know?

Enclosure 1 – Generic Teacher Assessment Form Categories and Sample Scoring

Table 1.1 Potential Teacher Assessment Form Categories and Scoring

Category	Remedial	Qualified	Highly Qualified
Classroom Status		X	
Temperature	X		
Cleanliness		X	
Arrangement		X	
Lighting		X	
Displays			X
Active participants		X	
Category Subtotal	1	5	1

Category	Remedial	Qualified	Highly Qualified
Teacher Presentation		X	
Enthusiasm			X
Grammar		X	
Voice	X		
Movement	X		
Attention to students		X	
Varies methods			X
Class management			X
Biblical integration		X	
Illustrations		X	
Demonstrations		X	
Previews lessons	X		
Visuals/Handouts		X	
Teacher questions?			X
Category Subtotal	3	7	4

Category	Remedial	Qualified	Highly Qualified
Student Interest & Conduct	X		
Student questions?	X		
Corrections?		X	
Positive comments	X		
Class attentive?	X		
Disciplinary problems		X	
Student cooperation	X		
Active participants	X		
Category Subtotal	5	2	0

Table 1.1 Potential Teacher Assessment Form Categories and Scoring

Category	Remedial	Qualified	Highly Qualified
Teacher Preparedness		X	
Class introduction		X	
Assignments		X	
Gradebook accuracy			X
Interruptions?			X
Dress & appearance			X
Late students		X	
Early-leaving students		X	
Category Subtotal	0	4	3

Category	Remedial	Qualified	Highly Qualified
Teacher Planning			X
Clarity		X	
Organization			X
Understandable			X
Formatted		X	
Learning objectives incorporated?			X
Category Subtotal	0	2	3

Category	Remedial	Qualified	Highly Qualified
Learning Objective Analysis		X	
Clearly written	X		
Teachable	X		
In action form?		X	
Teaching strategies Varied with learning objectives		X	
Category Subtotal	2	3	0

Category	Remedial	Qualified	Highly Qualified
Classroom Status		X	
Teacher Presentation		X	
Student Interest & Conduct	X		
Teacher Preparedness		X	
Teacher Planning			X
Learning Objective Analysis		X	
Category TOTAL	1	4	1

Enclosure 2 – Teacher Assessment Form Recommendation

Domain #1 – Classroom Strategies and Behaviors
 (9 Design Questions & 41 Associated Elements)

Lesson Segment – Routine Events
DQ1: Communicating Learning Objectives and Feedback 1. Providing Clear Learning Objectives and Scales (Rubrics) 2. Tracking Student Progress 3. Celebrating Success
DQ6: Establishing Rules and Procedures 4. Establishing Classroom Routines 5. Organizing the Physical Classroom Layout
Lesson Segment – Addressing Content
DQ2: Helping Students Interact with New Knowledge 6. Identifying Critical Information 7. Organizing Students to Interact with New Knowledge 8. Previewing New Content 9. Putting Content into “Digestible Bites” 10. Processing of New Information 11. Elaborating on New Information 12. Recording and Representing Knowledge 13. Reflecting on Learning
DQ3: Helping Students Practice and Deepen New Knowledge 14. Reviewing Content 15. Organizing Students to Practice and Deepen Knowledge 16. Using Homework 17. Examining Similarities and Differences 18. Examining Errors in Reasoning 19. Practicing Skills, Strategies, and Processes 20. Revising Knowledge
DQ4: Helping Students Generate and Test Hypotheses 21. Organizing Students for Cognitively Complex Tasks 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing 23. Providing Resources and Guidance

Enclosure 2 – Teacher Assessment Form Recommendation

Domain #1 – Classroom Strategies and Behaviors continued

<p>Lesson Segment – Teacher/Student Interaction</p> <p>DQ5: Engaging Students</p> <ul style="list-style-type: none"> 24. Noticing When Students are NOT engaged 25. Using Academic Exercises 26. Managing Response Rates 27. Using Physical Movement 28. Maintaining a Lively Pace 29. Demonstrating Intensity and Enthusiasm 30. Using Friendly Controversy 31. Providing Opportunities for Students to Talk about Themselves 32. Presenting Unusual or Intriguing Information
<p>DQ7: Recognizing Adherence to Rules and Procedures</p> <ul style="list-style-type: none"> 33. Demonstrating Relevance 34. Applying Consequences for Lack of Adherence to Rules and Procedures 35. Acknowledging Adherence to Rules and Procedures
<p>DQ8: Establishing and Maintaining Effective Relationships with Students</p> <ul style="list-style-type: none"> 36. Understanding Students' Interests and Backgrounds 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 38. Displaying Objectivity and Control
<p>DQ9: Communicating High Expectations for All Students</p> <ul style="list-style-type: none"> 39. Demonstrating Value and Respect for Low Expectancy Students 40. Asking Questions of Low Expectancy Students 41. Probing Incorrect Answers with Low Expectancy Students

Domain #2 – Planning and Preparation

<p>Teacher Planning and Preparing for Lessons and Units</p> <ul style="list-style-type: none"> 42. Effective Scaffolding of Information within Lessons 43. Lessons within Units 44. Attention to Established Content Standards
<p>Teacher Planning and Preparing for Use of Resources and Technology</p> <ul style="list-style-type: none"> 45. Use of Available Traditional Resources 46. Use of Available Technology

Enclosure 2 – Teacher Assessment Form Recommendation

Domain #2 – Planning and Preparation continued

Teacher Planning and Preparing for the Needs of English Language Learners (ELL) 47. Identifying Needs of English Language Learners
Teacher Planning, Preparing & Supporting the Spiritual Needs of Students 48. Identifying Spiritual Needs of Students
Teacher Planning and Preparing for the Needs of Students Without Home Church 49. Identifying Needs of Students Without Home Church

Domain #3 – Reflecting on Teaching

Evaluating Personal Performance 50. Identifying Areas of Pedagogical Strength and Weakness 51. Evaluating the Effectiveness of Individual Lessons and Units 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors <i>52a. Identifying Areas of Spiritual Counsel and/or Ministry Strength and Weakness</i> <i>52b. Evaluating the Effectiveness of Spiritual Counsel and/or Ministry</i>
Developing and Implementing a Professional Growth Plan 53. Developing a Written Professional Growth and Development Plan 54. Monitoring Progress Relative to the Professional Growth and Development Plan <i>54a. Developing a Written Spiritual Growth and Development Plan</i> <i>54b. Monitoring Progress Relative to the Spiritual Growth and Development Plan</i>

Domain #4 – Collegiality and Professionalism

Promoting a Positive Environment 55. Promoting Positive Interactions with Colleagues 56. Promoting Positive Interactions about Students
Promoting Exchange of Ideas and Strategies 57. Seeking Mentorship for Areas of Need or Interest 58. Mentoring Other Teachers, Collaborating, and Sharing Ideas and Strategies
Promoting National and School Development 59. Adhering to National and School Policy and Procedures 60. Participating in National and School Initiatives

Pursuing Ministerial Excellence!

Enclosure 3 – Sample Teacher Assessment Scoring Criteria (Rubric)

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?					
1. Providing Clear Learning Objectives and Scales (Rubrics)					
The teacher provides a clearly stated learning objective accompanied by scale or rubric that describes levels of performance relative to the learning goal.					
Teacher Evidence					
<ul style="list-style-type: none"> <input type="checkbox"/> Teacher has a learning objective posted so that all students can see it <input type="checkbox"/> The learning objective is a clear statement of knowledge or information as opposed to an activity or assignment <input type="checkbox"/> Teacher makes reference to the learning objective throughout the lesson <input type="checkbox"/> Teacher has a scale or rubric that relates to the learning objective posted so that all students can see it <input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson 					
<hr/>					
Student Evidence					
<ul style="list-style-type: none"> <input type="checkbox"/> Students can explain the lesson learning objective <input type="checkbox"/> Students can explain how their current activity relates to the learning objective <input type="checkbox"/> Students explain the meaning of the levels of performance provided by the scale or rubric 					
SCALE	Not Using	Beginning	Developing	Applying	Innovating
Providing clear learning objectives and scales (rubrics)	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides a clearly stated learning objective accompanied by a scale or rubric that describes levels of performance, but the majority of students are not monitored for the desired effect of the strategy.	Provides a clearly stated learning objective accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of students understanding of the learning objective and the levels of performance.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.
	0	1	2	3	4

References

Cates, S. (2008, October 21). Teacher evaluations: A different approach. *Balance*, School of Education. Bob Jones University Press. Retrieved December 10, 2015.
<https://www.bjupress.com/resources/articles/t2t/teacher-evaluations-a-different-approach.php>

College, Ivy Christian (2014). Assessment plan: A plan for studying how ICC achieves its own mission, goals, and objectives. Board of Directors. Fairfax, Virginia.

Danielson, C. (2013). Interview: Developing effective teacher evaluation systems: A conversation with Charlotte Danielson. U. S. Department of Education. www.schoolturnaroundsupport.org.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. ASCD.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.

Marzano, R. J. (2006). *Classroom assessment & grading that work*. ASCD.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. ASCD.

Taylor, E. S., & Tyler, J. H. (2012). Can teacher evaluation improve teaching. *Education Next*, 12(4), 10.