



Supporting materials for

To Tell The Truth: Creating a Culture of Effective Evaluation

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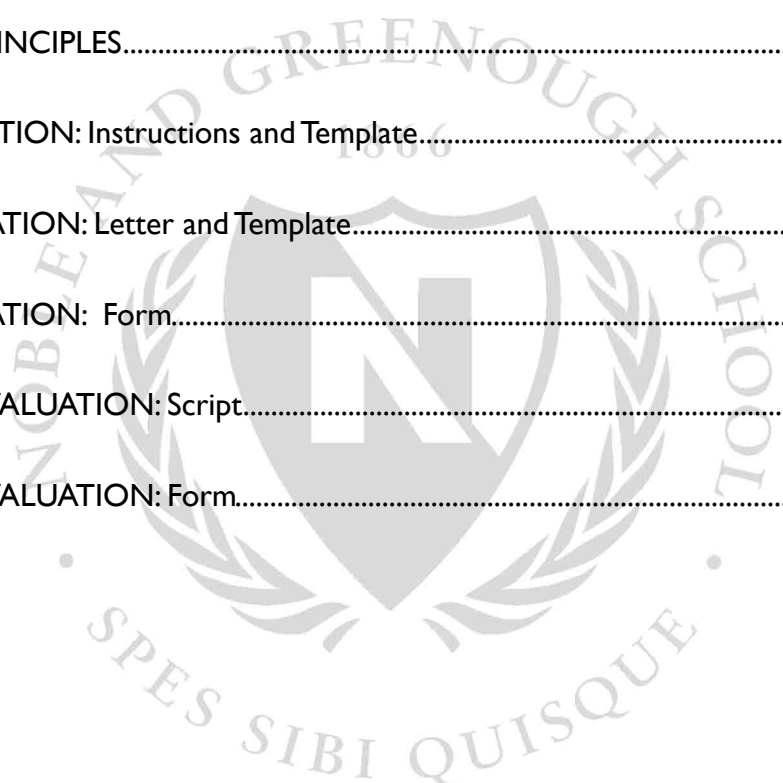
ALL ADDITIONAL MATERIALS POSTED AT:

Tinyurl.com/tellthetruth

This packet is a collection of documents used in the Faculty Evaluation Program at Noble and Greenough School.

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GUIDING PRINCIPLES

PRECEPTS:

1. The goal of evaluation is to identify the “next rungs on the ladder.”
2. Teachers change at the margins
3. Evaluation is not a magic bullet to eliminate underperforming teachers.

PROCESS:

1. A high degree of peer involvement is crucial to validating data for the evaluatee.
2. Evaluation is driven by data.
3. The credibility of the evaluation team is crucial to its effectiveness.
4. Faculty trust an evaluation system if its principles and mechanism are clear, and if they believe that it is fairly and uniformly applied.
5. Getting honest peer involvement requires absolute confidentiality, and a clear distinction between evaluation and administrative follow-up.

Note:

Written up only for the purpose of presenting the program outside of school, this is not a formally agreed-upon document. There is, however, strong agreement on these items on the evaluation team, and this consensus gives the team a common vision of the goals and methods of the program.

SELF EVALUATION: Instructions and Template

To: Nobles Faculty

From: Sandi MacQuinn

You will find attached the template for writing the self evaluation. The form that your self evaluation takes is really up to you, but you should consider it as a time for you to contemplate your philosophy of teaching and as an opportunity for you to think about why you do the things you do as a teacher. Finally it provides a chance for you to consider the future, your personal goals and hopes as you move to the next level of your teaching.

In writing the self evaluation, you should regard each of the general sections and go into detail on those issues about which you feel most passionately and place less emphasis on those aspects that are of less importance to you. What your committee wants to know is who you are as a teacher, why you make the decisions you do, your vision for the future and what you would like the group to pay particular attention to as they go through the evaluation with you.

At the end of your evaluation would you please attach five to ten questions that you would like added to the student questionnaire. By doing so, you will be able to address discipline specific and personal issues that the general form simply cannot get to. If you are not clear about what to include, feel free to speak with Sandi, Vicky, David or Tim.

Nobles Faculty Self Evaluation Template

The goals for successful teachers at Nobles are...

I. Strong classroom and academic performance

Teachers demonstrate a command of and passion for their academic disciplines.

Teachers exhibit strong pedagogical philosophy and skills through utilizing the following: a variety of assignments, a broad range of assignments, appropriate subject related skills (particularly in core courses), a clear vision of course objectives, an appropriate range of classroom activities relating to overall course objectives., an appropriate level of rigor, a sensitivity to the full range of Nobles students, their needs, personalities and learning styles, and a commitment to diversity as embodied in the Nobles Statement on diversity.

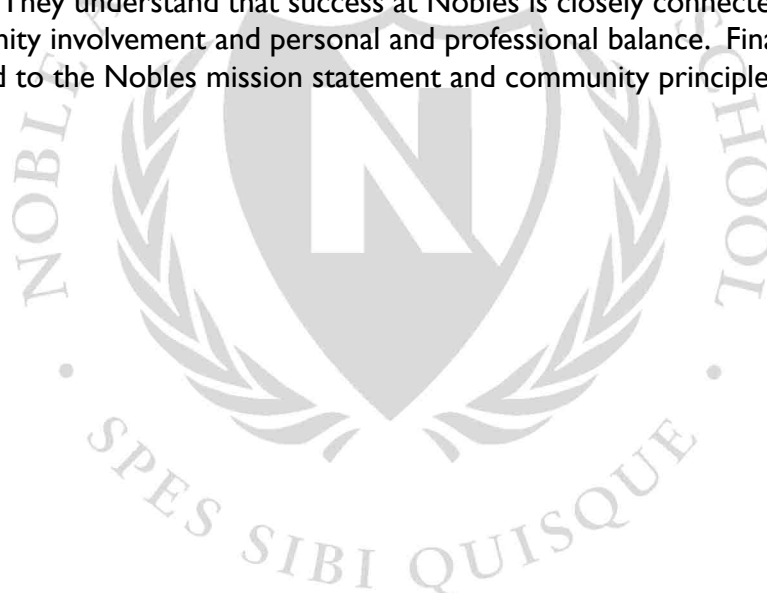
II. High professional standards and expectations.

Teachers evidence professionalism in all phases of school life by completing grades and comments in a timely, thorough and fair manner, by returning student work promptly, meeting school obligations (assemblies, core meetings, etc.) and engaging in a mutual sense of mentorship among colleagues.

Teachers exhibit respectful, effective and prompt communication with students, advisees, faculty, staff and parents.

II. Broad involvement in and commitment to school life.

Teachers establish salutary relationships with students through a tone of empathy, trust, flexibility, accessibility and commitment to student success inside and outside the classroom. They also are involved in the program outside of the classroom. They exhibit qualities of patience, generosity, humility, humor, flexibility integrity and respect. Teachers show an ongoing commitment to personal and professional development. They understand that success at Nobles is closely connected to hard work, community involvement and personal and professional balance. Finally, teachers are committed to the Nobles mission statement and community principles.



PEER EVALUATION: Letter and Template

REQUEST LETTER:

You have been asked by **EVALUEE** to complete a Peer Evaluation Form for her upcoming evaluation - due **DATE**

To respect the confidentiality of the Evaluee, we ask that you... Do Not Email this form. Please return the form to Patricia in the Academic Office or deposit into the Faculty Evaluation wooden Mail Box outside of Carol's office.

Attachment #1: If you prefer to handwrite your responses then print out a copy of this form

Attachment #2: To type your responses in the space provided on this form, please save this attachment to your desktop and open in Microsoft Word. The textbox will expand as you type

Attachment #3: If you prefer to write a letter to the committee about the evaluee **instead** of filling out a form, please refer to the following checklist of topics that the evaluation process seeks to address, and comment on as many as you can.

Please be assured that we are absolutely committed to protecting your feedback in a most confidential way.

Thank you,
The Evaluation Team

Evaluation Letter Checklist

If you prefer to write a letter to the committee about the evaluee instead of filling out a form, please refer to the following checklist of topics that the evaluation process seeks to address, and comment on as many as you can.

High professional standards and expectations:

___ A. Demonstrates professionalism in all phases of school life, returning work promptly, meeting school obligations by attending assemblies, core meetings and faculty meetings, and engaging in a mutual sense of mentorship among colleagues.

___ B. Communicates effectively with the Nobles community by exhibiting respectful, effective, and prompt communication with students, advisees, fellow faculty, staff, and parents, ie: comments, email communication and phone calls.

___ C. Helps students set appropriate goals by writing substantive and prescriptive comments to families.

Strong classroom and academic performance:

_____ A. Shows command of and passion for his/her academic subject, by exhibiting strong skills in the discipline, sound pedagogical philosophy, and clear vision of course objectives.

_____ B. Demonstrates strong teaching methodology through utilizing a variety of assignments, a broad range of assessments, appropriate subject related skills, an appropriate range of classroom activities relating to overall course objectives, an appropriate level of rigor, and a sensitivity to the range of students' needs.

_____ C. Uses appropriate technological resources for classroom, professional and/or personal growth.

_____ D. Demonstrates strong commitment to diversity as embodied in the Nobles Statement of Diversity.

Broad involvement in and commitment to school life:

_____ A. Establishes salutary relationships with **students** through a tone of empathy, trust, flexibility, accessibility, and commitment to their success inside and outside the classroom.

_____ B. Establishes salutary relationships with **colleagues** through a tone of empathy, trust, flexibility, and accessibility.

_____ C. Is involved in the Nobles program and activities outside the classroom.

_____ D. Exhibits qualities of patience, trust, humility, flexibility, integrity, and respect.

_____ E. Shows an ongoing commitment to personal and professional development.

PEER EVALUATION: Form

Peer Evaluation of :

Due By:

Your Name: _____

Using the detailed standards and descriptors below, make your comments on this teacher. Please discuss this teacher's strengths and challenges in light of these standards.

Save this attachment to your desktop and open in Microsoft Word. The textbox will expand as you type. Print completed form and bring to Patricia in the Academic Office or place in wooden mailbox next to Carol's Office.

DO NOT EMAIL THIS FORM.

THIS TEACHER DEMONSTRATES:

I. High professional standards and expectations:

A. Demonstrates professionalism in all phases of school life, returning work promptly, meeting school obligations by attending assemblies, core meetings and faculty meetings, and engaging in a mutual sense of mentorship among colleagues.

Commendations	Recommendations

B. Communicates effectively with the Nobles community by exhibiting respectful, effective, and prompt communication with students, advisees, fellow faculty, staff, and parents, ie: comments, email communication and phone calls.

Commendations	Recommendations

C. Helps students set appropriate goals by writing substantive and prescriptive comments to families.

Commendations	Recommendations

II. Strong classroom and academic performance:

A. Shows command of and passion for his/her academic subject, by exhibiting strong skills in the discipline, sound pedagogical philosophy, and clear vision of course objectives.	
Commendations	Recommendations

B. Demonstrates strong teaching methodology through utilizing a variety of assignments, a broad range of assessments, appropriate subject related skills, an appropriate range of classroom activities relating to overall course objectives, an appropriate level of rigor, and a sensitivity to the range of students' needs.	
Commendations	Recommendations

C. Uses appropriate technological resources for classroom, professional and/or personal growth.	
Commendations	Recommendations

D. Demonstrates strong commitment to diversity as embodied in the Nobles Statement of Diversity.	
Commendations	Recommendations

III. Broad involvement in and commitment to school life:

A. Establishes salutary relationships with students through a tone of empathy, trust, flexibility, accessibility, and commitment to their success inside and outside the classroom.	
Commendations	Recommendations

B. Establishes salutary relationships with colleagues through a tone of empathy, trust, flexibility, and accessibility.	
Commendations	Recommendations

C. Is involved in the Nobles program and activities outside the classroom.	
Commendations	Recommendations

D. Exhibits qualities of patience, trust, humility, flexibility, integrity, and respect.	
Commendations	Recommendations

E. Shows an ongoing commitment to personal and professional development.	
Commendations	Recommendations

Any other comments?

STUDENT EVALUATION: Script

When you give a student survey...

Today you will be asked to think about the learning process you are experiencing in this class: the course content, the types of lessons provided, the atmosphere and feeling of the class, and the sense of your own learning that is happening so far. This is part of an ongoing evaluation process for all teachers and administrators at Nobles. We are hoping to gather information to help your teacher get some honest feedback about teaching, to help him or her plan for the future, and to discuss the ways the class could be affecting how much you are learning.

The information will be shared with your teacher as the group's ideas – nothing you say here will be passed on verbatim with your name. Your honest assessment of the class depends on the seriousness with which you fill out this form, and the respect you show the process; which can be very helpful if it is done correctly.

We are trusting that you are honorable about what you say, and we promise complete confidentiality about the results. You do not have to sign it if you do not wish to. You are about to fill it out now, and turn it in to me. Try to address yourself to each question and think about the overall picture, not just one piece that you liked especially well, or did not. Your responses will be collated with all the others, and the main ideas communicated to your teacher for his/her reflection.

Thank you for your help in improving the quality of instruction at Nobles.

Note:

This script was written when the process was first developed and is not currently in use.

We have found that the quality of student responses depends on a number of factors, not the least of which is context. Presenting evaluation to students in terms they understand is crucial to getting useful data from them.

Evaluation Team Chairs vary in exactly how we prompt students before they complete surveys. There is strong general agreement, however, that students need to know that the data is anonymous, that it is important to the professional lives of their teachers, that it will be read by their teacher's colleagues, and that the purpose of evaluation is to gather descriptive data, not hire and fire.

STUDENT EVALUATION: Form

NOTE: most student evaluations are administered using an online service that aggregates the data digitally. We use SurveyMonkey, but Google Forms might also be suitable.

This is the paper version that our digital survey is derived from:

Student Course Evaluation Form

This evaluation questionnaire is an important component of the Nobles faculty evaluation program, and your input is an integral part of that process. Please respond thoughtfully to the following questions. For each question, use the rating scale that you find below. Thank you very much for your effort and your thoughtful responses.

The rating scale:

1=Almost never always 2=Rarely 3=Sometimes 4=Often 5=Almost always
NA=Not Applicable

TEACHER BEING EVALUATED: _____

COURSE: _____

DATE: _____

Does the teacher:

show enthusiasm for his/her academic discipline? 1 2 3 4 5 NA

model curiosity and continuing learning in his/her discipline? 1 2 3 4 5 NA

come to class well prepared? 1 2 3 4 5 NA

demonstrate good organizational ability? 1 2 3 4 5 NA

maintain control and discipline in the classroom? 1 2 3 4 5 NA

1=Almost never 2=Rarely 3=Sometimes 4=Often 5=Almost always NA=Not Applicable

Does the teacher:

make the goals of the course clear to students so that individual assignments and units make sense in the larger context of the course?	1	2	3	4	5	NA
provide helpful examples in class of concepts being presented?	1	2	3	4	5	NA
vary the activities and modes of presentation in the class when appropriate?	1	2	3	4	5	NA
provide assignments that reinforce what is going on in class and the course goals?	1	2	3	4	5	NA
assign a variety of homework assignments?	1	2	3	4	5	NA
Use various types of assignments (quizzes, tests, papers, projects, presentations, etc.)?	1	2	3	4	5	NA
communicate expectations and assignments clearly?	1	2	3	4	5	NA
return work, such as homework, quizzes, tests, papers, and projects, in a timely manner?	1	2	3	4	5	NA
have a clear and fair grading policy?	1	2	3	4	5	NA
show respect for each student?	1	2	3	4	5	NA
recognize and value different points of view?	1	2	3	4	5	NA
demonstrate respect for diversity of student backgrounds/learning styles?	1	2	3	4	5	NA
make him/herself available outside class for extra help?	1	2	3	4	5	NA

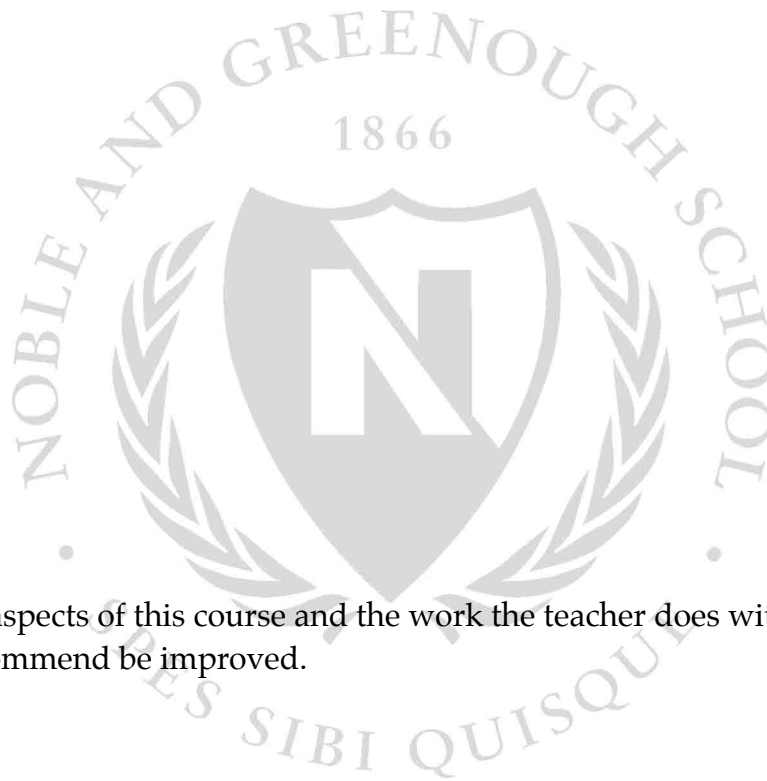
teach in a way that enables you to learn a lot? 1 2 3 4 5 NA

teach in a way that challenges you appropriately? 1 2 3 4 5 NA

[Additional questions here – as posed by evaluatee]

Additional comments:

Identify 1-3 aspects of this course and the work the teacher does with your class, that deserve commendation, and that you would not want to see change.



Identify 1-3 aspects of this course and the work the teacher does with your class, that you recommend be improved.

(Updated 2006)