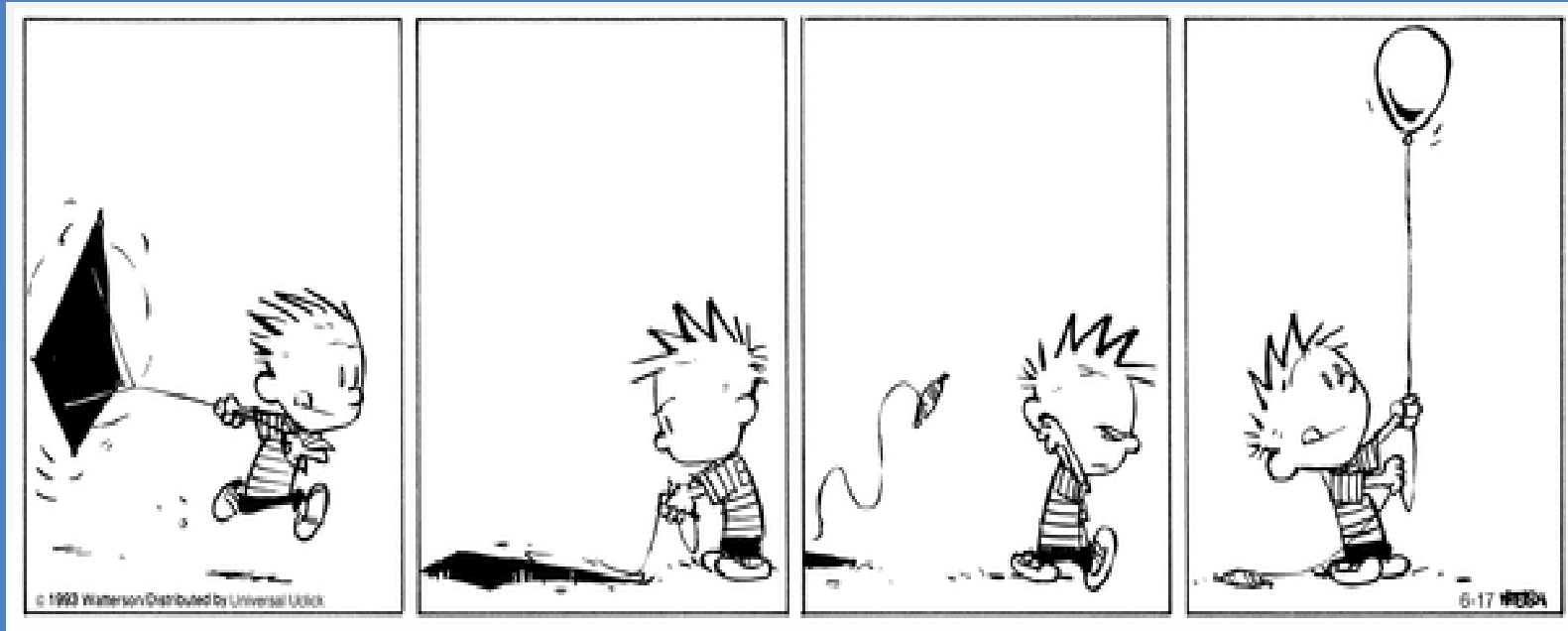


Using the Marshall Teacher Evaluation Rubric Unatego Central School District

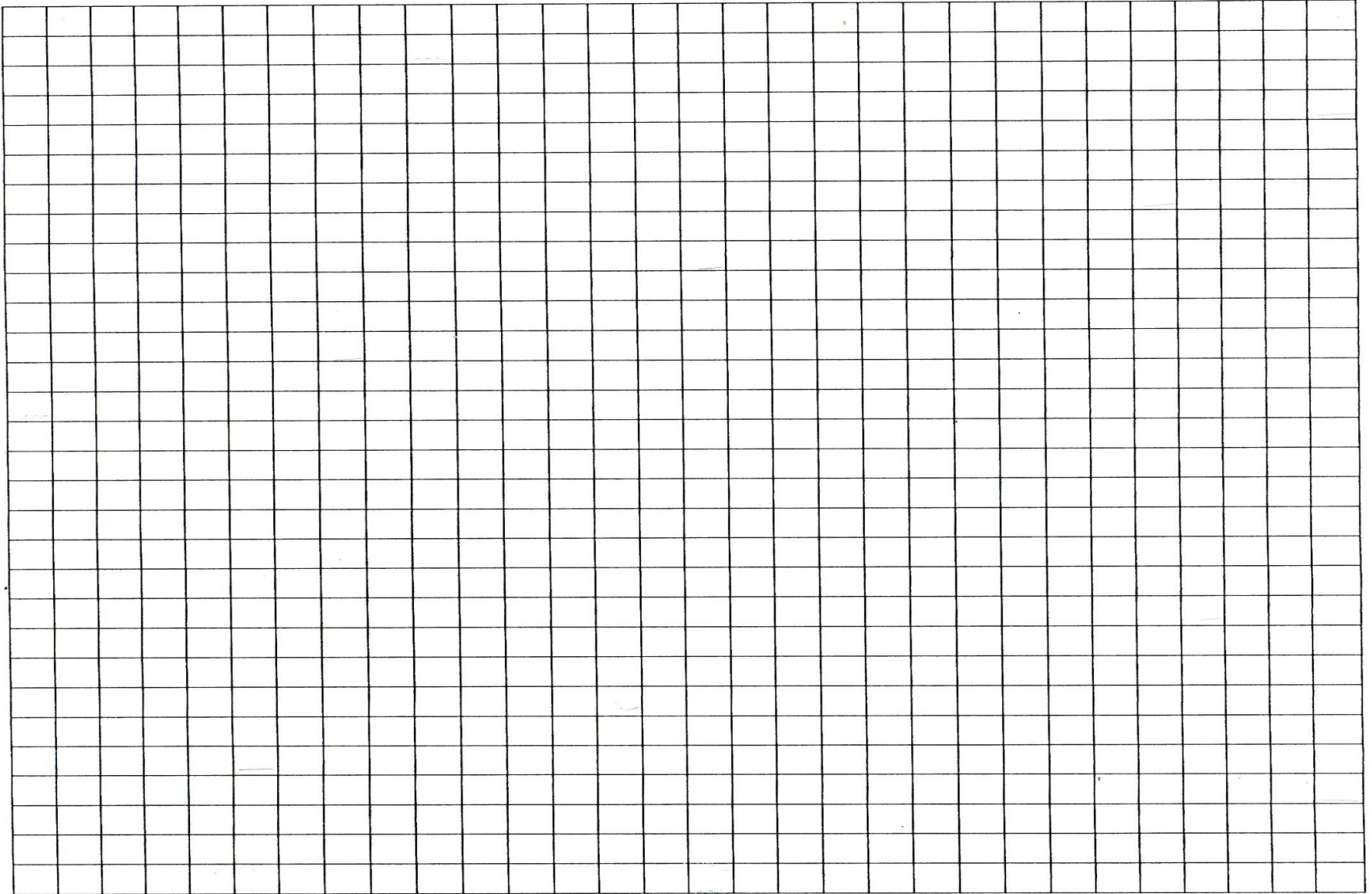


Marshall Teacher Evaluation Rubric

- I've provided an edited group of slides from Kim Marshall's rubric training. They have KM at the bottom if they are from Marshall's training.
- I've also added some slides that compare the NYSUT rubric to the Marshall rubric, in terms of the time required and how that time is spent (Teacher and Principal).
- I have additional Marshall training material that I can share at a later date, but I thought I would provide some overview material to start the conversation.

How to evaluate all this work?

The average teacher teaches approximately 900 lessons per year.



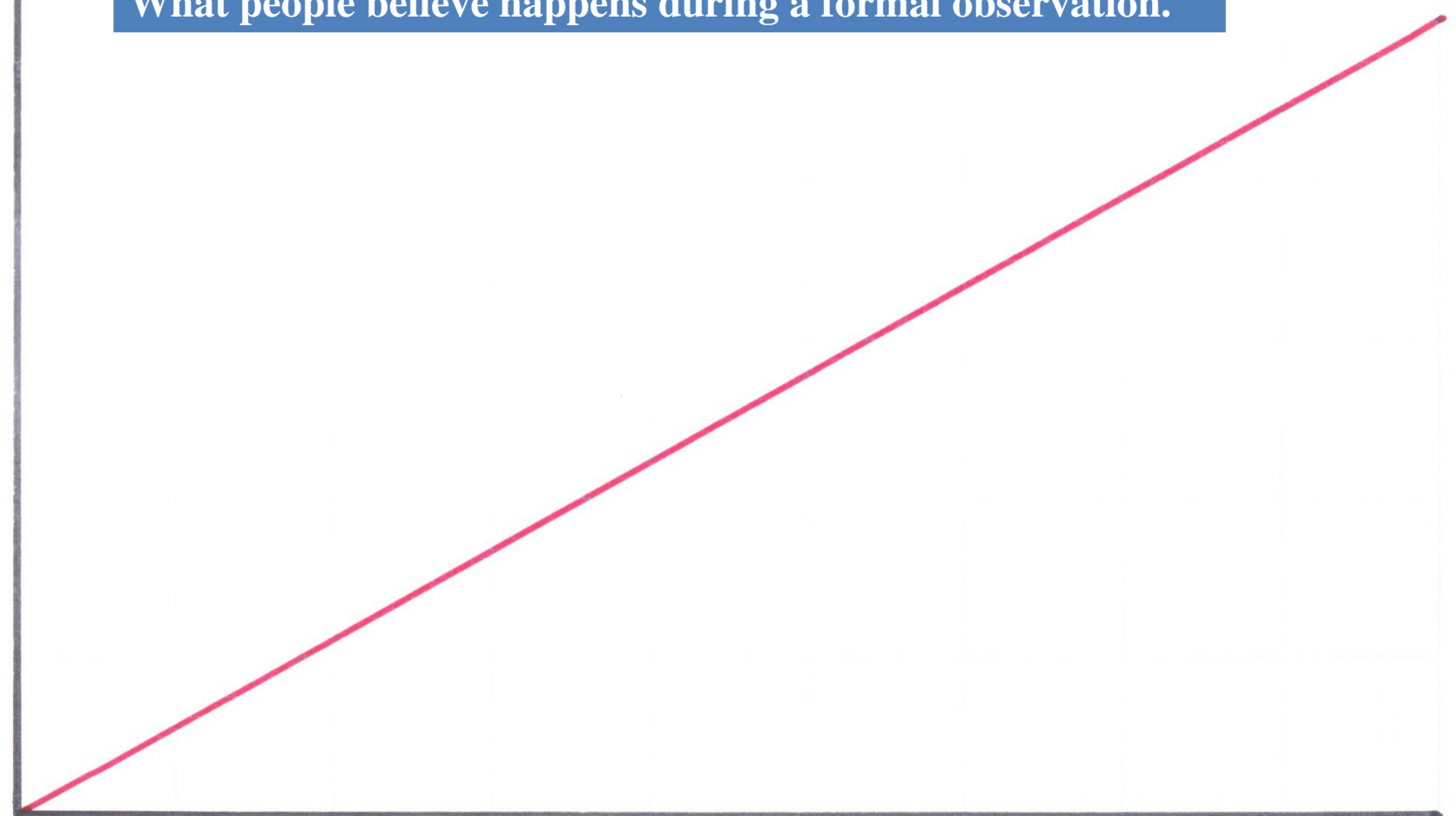
What people believe happens during a formal observation.

NEW INSIGHTS →

0 5 10 15 20 25 30 35 40 45

TIME IN CLASSROOM

KM



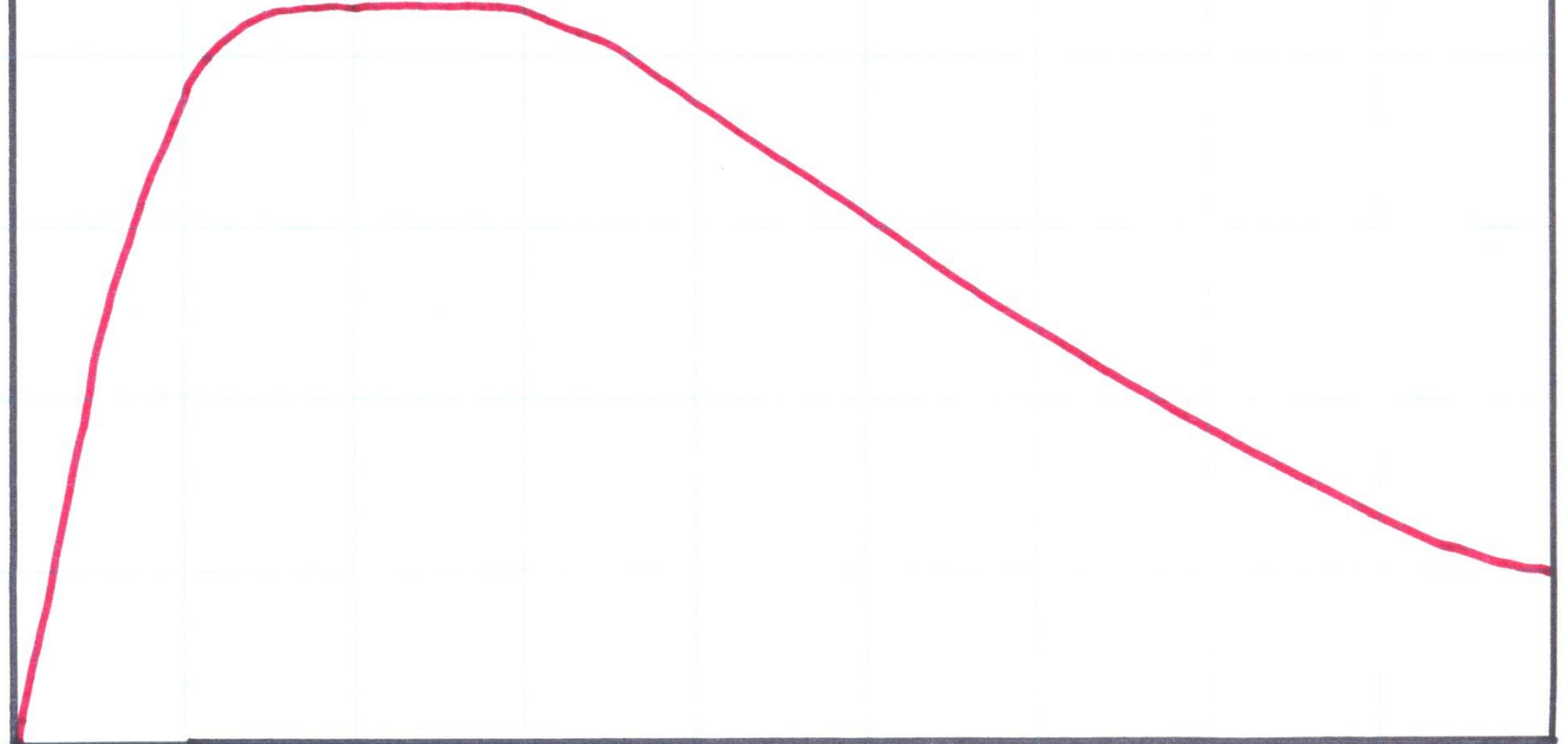
What really happens and why mini-observations work.

NEW INSIGHTS →

0 5 10 15 20 25 30 35 40 45

TIME IN CLASSROOM

KM



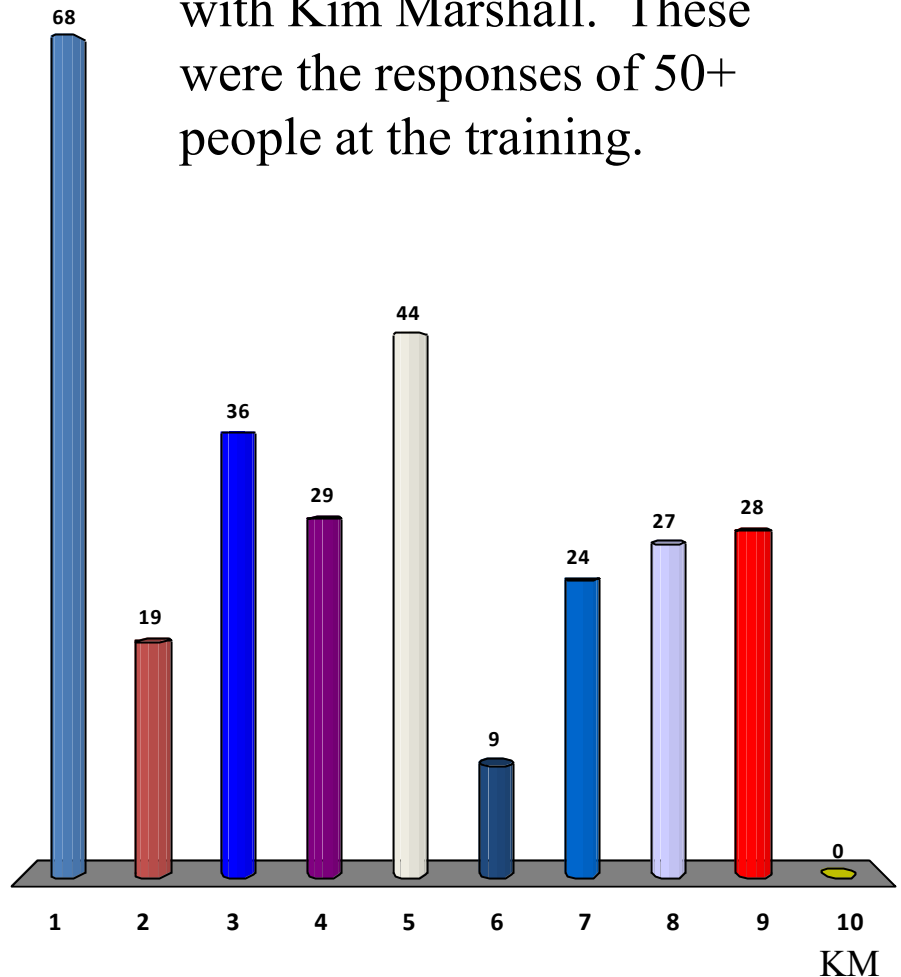
An alternative logic model

- Sample the 900 lessons.
- Ensure that lessons are part of well-aligned curriculum units.
- Keep an eye on interim learning results.
- Evaluate teachers' performance with a good rubric.

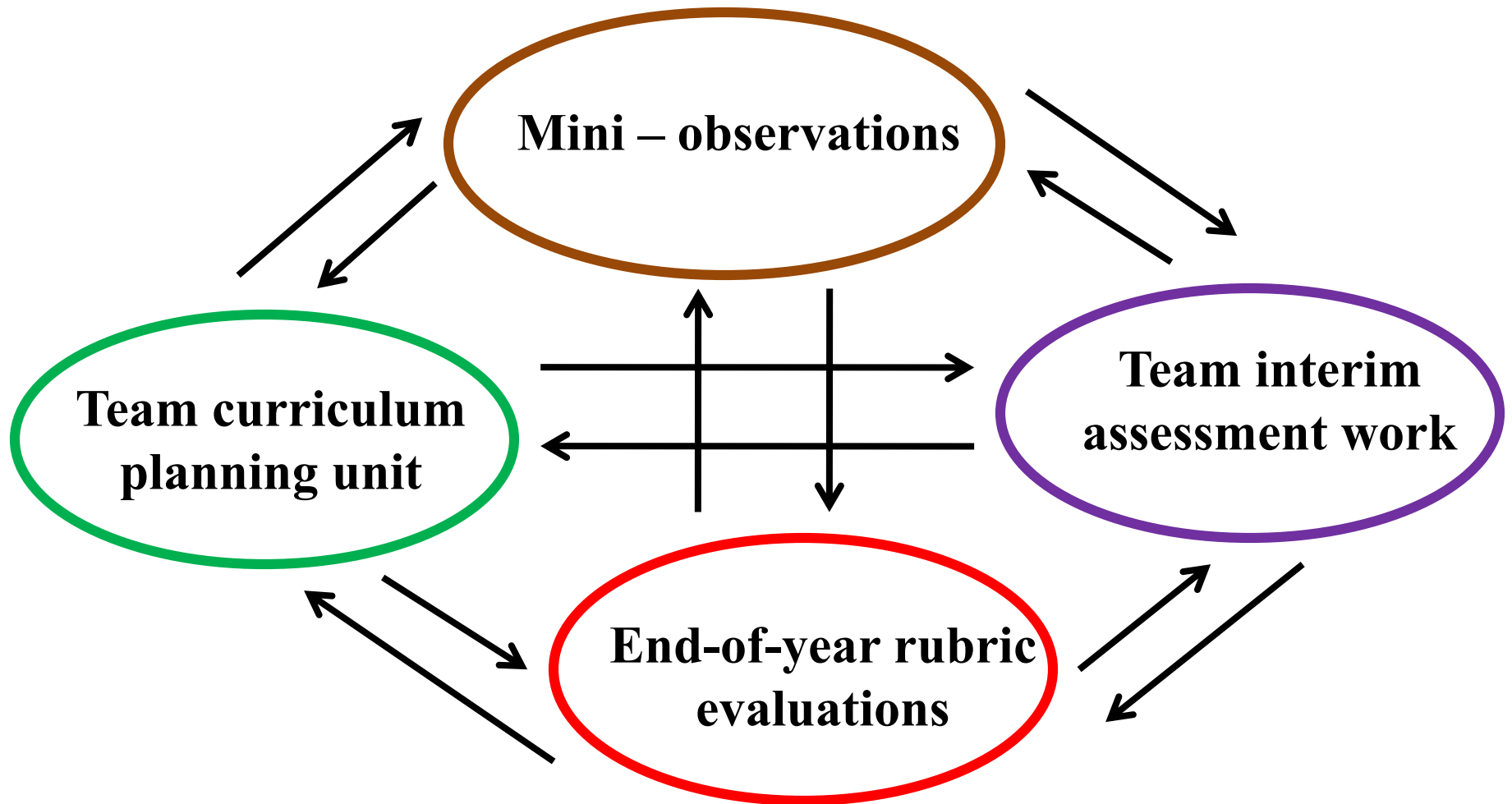
As a new teacher, which **3** most improved your teaching and your students' learning?

1. Your own hard work
2. PD workshops, courses
3. Reading books, articles
4. Colleagues' suggestions
5. Team curriculum work
6. Team data work
7. Visiting other schools
8. Student feedback
9. Supervision suggestions from administrators
10. End-of-year evaluations by administrators

This is the graph from the training I attended years ago with Kim Marshall. These were the responses of 50+ people at the training.



Four-way interaction among these!



Disclaimer:

Kim Marshall developed his original rubric around the idea of using multiple mini-observations instead of a formal observation. He originally proposed that schools conduct 10 unannounced mini-observations per teacher per year. *He also proposed that schools hire additional administrators to assist with this process.*

The reality is that schools cannot afford to hire additional administrators for this purpose. Marshall knows that schools across NYS have adopted his rubric but are making substantial adjustments to the number of mini-observations and the number of indicators being observed.

If we adopt the Marshall rubric, we will need to look at the indicators and make decisions about which ones to include in our version of the rubric (just as we did for the NYSUT rubric).

On the next few pages, I compare the NYSUT rubric to the Marshall Rubric, in terms of time to complete each element and the time commitment for a Teacher and a Principal. I'm only comparing the Teacher and Building Principal observations, conferences, and paperwork.

Also, for the Teacher, I didn't include the actual lesson as part of the face-to-face time for either rubric since the teacher is working with students as part of his/her typical work day, whereas the Principal is there specifically to observe the lesson.

** I did not include the outside observer in this comparison. For both rubrics, there would be an additional observation by an outside observer, but not necessarily a post-observation conference. For the teacher using the Marshall rubric, there would not be any additional paperwork requirements for the outside observation.*

Comparison of Time

NYSUT Rubric – Teacher Time

Paperwork time

- Self-reflection = 30 min.
- Lesson plan template = 60 min.
- Pre-ob form = 30 min.
- Post-ob educator questions = 30 min.
- Read Observation Notes from Principal = 35 mins.

TOTAL Paperwork time = 185 min. (3.08 hours)

Face-to-face time

- Pre-observation conference = 30 min.
- Post-observation conference = 30 min.
- Follow-up conference – after rubric scores are submitted (optional but we know teachers come in to ask about specific ratings) = 20 min.

TOTAL Face-to-face time = 80 min. (1.33 hours)*

** If the teacher doesn't come in for the follow-up, the face-to-face time is only 60 min.*

GRAND TOTAL = 4.41 hours

70% of this time is spent alone doing paperwork.

NYSUT Rubric – Principal Time

• Paperwork time

- Read self-reflection = 20 min.
- Read Lesson Plan = 20 min.
- Read Pre-ob Form = 20 min.
- Type and Tag pre-ob conference notes = 30 min.
- Type and Tag observation notes = 60 min.
- Input all notes in Pro Growth database = 20 min.
- Type and Tag post-conference notes = 30 min.
- Input post-conference notes in Pro Growth = 10 min.
- Score Rubric = 30 min.
- Follow-up paperwork = 20 min.

• TOTAL = 260 min. (4.33 hours)

See next slide for Face-to-face time for Principal.

Comparison of Time

NYSUT Rubric – Principal Time

- Face-to face time
 - Pre-ob conference = 30 min.
 - Announced Observation = 40 min.
 - Post-ob conference = 30 min.
 - Follow-up conference about rubric scores = 20 min.

TOTAL = 120 min. (2 hours) *

** If the teacher doesn't come in for the follow-up, the face-to-face time is only 100 min. (1.7 hours)*

GRAND TOTAL = 6.33 hours

68% of this time is spent alone doing paperwork.

Very little real-time feedback to teachers.

Comparison of Time

Marshall Rubric– Teacher Time

- Paperwork time
 - Mid-year rubric self-assessment = 30 min.

TOTAL Paperwork time = 30 min.

- Face-to-face time
 - Post-observation mini-conference 1 = 15 min.
 - Post-observation mini-conference 2 = 15 min.
 - Mid-year rubric conference = 25 min.
 - Post-observation mini-conference 3 = 15 min.
 - End-of-year rubric conference = 20 min.

TOTAL face-to-face time = 90 min. (1.5 hours)

GRAND TOTAL = 2 hours

25% of this time is spent alone doing paperwork.

Marshall Rubric – Principal Time

- Paperwork time
 - Mid-year rubric scoring = 30 min.
 - End-of-Year rubric adjustments = 10 min.
 - Final write-up = 15 min.

TOTAL = 55 min.

- Face-to-face time
 - Mini-observation 1 – announced = 15 min.
 - Post-ob mini-conference 1 = 15 min.
 - Mini-observation 2 – unannounced = 15 min.
 - Post-ob mini-conference 2 = 15 min.
 - Mid-year rubric conference = 25 min.
 - Mini-observation 3 – unannounced = 15 min.
 - Post-ob mini-conference 3 = 15 min.
 - End-of-year rubric conference = 20 min.

- TOTAL face-to-face time = 135 min. (2.25 hours)

GRAND TOTAL = 190 min. (3.16 hours)

- 29% of this time is spent alone doing paperwork.

Final Comparison

NYSUT Rubric

Teacher	Principal
Paperwork time 185 minutes (3.08 hours)	Paperwork time 260 minutes (4.33 hours)
Face-to-face time 80 minutes (1.3 hours) *	Face-to face time 120 minutes (2 hours)
<i>* If we include follow-up conference – otherwise only 60 min.</i>	<i>40 minutes of observation time</i> <i>80 minutes of conference time *</i> <i>* If we include follow-up conference – otherwise only 60 min.</i>

Marshall Rubric

Teacher	Principal
Paperwork time 30 minutes	Paperwork time 55 minutes
Face-to-face time 90 minutes (1.5 hours)	Face-to face time 135 minutes (2.25 hours)
	<i>45 minutes of observation time</i> <i>90 minutes of conference time</i>

Schools using the Marshall Rubric for 3012d APPR

How they adapted the rubric

DCMO BOCES

- 5 unannounced mini-observations (10 – 15 minutes each) – tenured teachers
- 1 unannounced mini-observation by an outside evaluator

- 6 unannounced mini-observations (10-15 minutes each) – non-tenured teachers
- No change for the outside observer mini-observation

- Afton CSD
- 2 mini-observations (10-15 minutes each) – tenured teachers – unannounced
- 1 mini-observation (10-15 minutes) tenured teachers – outside observer - unannounced
- -----
- 4 mini-observations (10-15 minutes) – non-tenured teachers – unannounced
- No change for the outside observer mini-observation

Schools using the Marshall Rubric for 3012d APPR how they adapted the rubric

Walton CSD

- 1 announced mini-observation (10-15 minutes)
- 1 unannounced mini-observation (10 – 15 minutes each) – tenured teachers
- 1 unannounced mini-observation by an outside evaluator

Manhasset Union Free School D

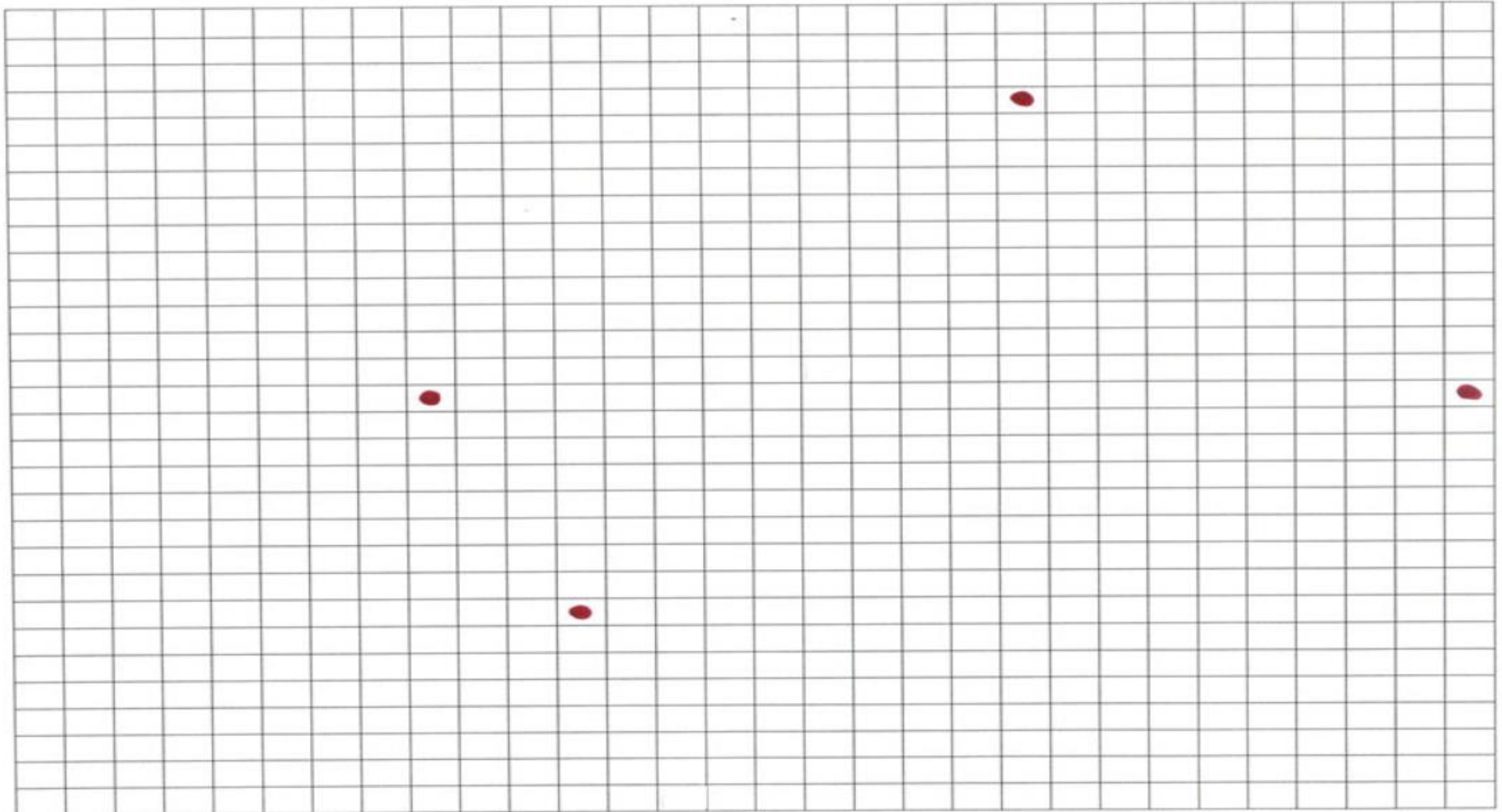
- 2 unannounced mini-observation (10 – 15 minutes each)
- 1 unannounced mini-observation by an outside evaluator

Adapting the Marshal Rubric Indicators

- Just as we did for the NYSUT rubric, we can adapt the Marshall Rubric's indicators as needed.
- The official rubric has six categories, each with 10 indicators. None of the schools I talked to use the full rubric. Some are using 12 – 20 indicators and some are using up to 30.
- We can select the indicators that best match our needs from among five of the six categories.*
 - * *Since we cannot observe the indicators in Family and Community Outreach, we usually omit this entire page from the rubric.*
- As attachments to the email, I've included the original 2014 Marshall rubric and a modified rubric from Walton, which has 30 indicators, by way of examples. Many schools are using 12 – 20 indicators. We can decide what's best for Unatego.

Example: 4 mini-observations throughout the year - Three by the Building Principal and one by an outside observer.

Looking back at the grid of 900 lessons, this is how the min-observation format would look throughout the year with 4 total mini-observations. This allows us to sample the lessons throughout the year.



Mid-year Conferences

- Both Teacher and Principal fill out the rubric before the mid-year meeting.
- This meeting follows two mini-observations and occurs mid-year.
- Teacher and Principal meet to compare rubric scores indicator by indicator.
- Evidence-based discussions – discuss areas of agreement, areas of the rubric where there may be differences, and a general conversation about the rubric as a whole. This is meant to be a collaborative conversation.

D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them.	Posts clear criteria for proficiency, including rubric and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they are confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and comments to motivate and direct effort.	Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and help with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and offers them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.



D. Monitoring, Assessment, and Follow-Up

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Overall rating: ___ Comments:

The Four Square Approach

- During the mini-observations, the building principal will take notes (either electronic, typed notes or handwritten notes). The Principals will also use Professional Growth (the old My Learning Plan) software to store all of our notes and the rubric. See the Four Square Approach on the next two pages.
- During the post-observation conference, the Teacher and Principal will look at the observation notes and then fill out the second page of the Four Square approach document together. This helps facilitate a conversation about what was observed in the classroom and where this lesson fits into the sequence of lessons.
- The questions include: what went well with the lesson, biggest take-aways from the lesson, any concerns about the lesson, next steps, and how can the building principal help. This helps us document our conference.

Teacher:

Date of mini-lesson post-
observation conference:

Four-squares Approach



What went well with the lesson?

Any concerns about the lesson?

Your biggest take-aways from the lesson?

Next steps – lesson sequence?

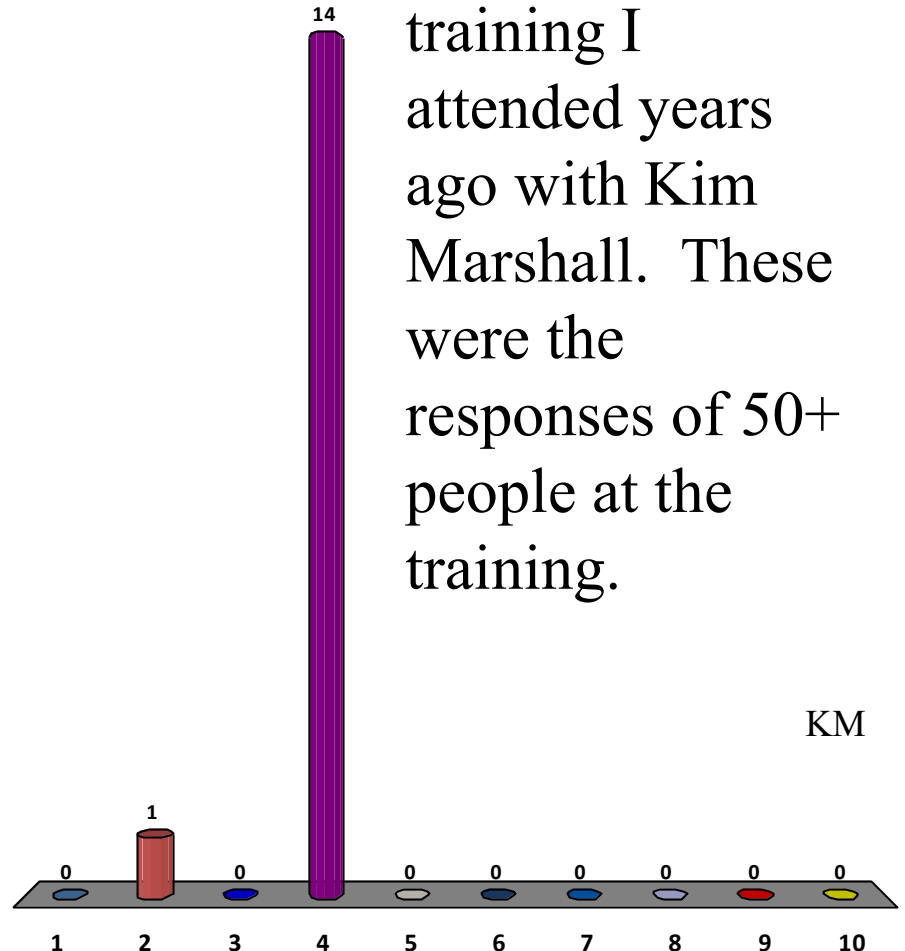
How can I help?



Best location for feedback?

1. Principal's office
2. Corridor
3. Playground
4. Teacher's classroom, students not around
5. Cafeteria
6. Faculty lounge
7. Parking lot
8. A bar after hours
9. A phone call in evening
10. Other

This is another graph from the training I attended years ago with Kim Marshall. These were the responses of 50+ people at the training.



KM

Why not a 4-3-2-1 rating each time?

- Principals don't score the rubric after each mini-observation because:
- Becomes judgmental, summative, high-stakes
- Teachers less likely to be candid about problems
- Detracts from coaching dimension
- Might be all the teacher remembers
- Dylan Wiliam research on student feedback: comments plus a grade; *no learning gain*
- Let's save ratings for the end of the year rubric, with a mid-year check-in conference to discuss preliminary rubric scores and to see where we are.

Why Marshall wrote the rubrics

Other rubrics:

- Too many words, too many pages – unmanageable
- Illogical, non-sequential, incomplete domains
- Scoring labels convey the “fixed” mindset
- Left-to-right flow from negative to positive
- Don’t describe observable classroom behaviors
- Lazy writing: always, mostly, sometimes, never
- More than one teaching behavior per cell
- Each domain not limited to one page
- He decided to make the rubrics **free** and open-source.

D. Monitoring, Assessment, and Follow-Up

Level 3
is the
starting
point –
solid,
expected
teaching

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:		Posts clear criteria for proficiency, including rubrics and exemplars of student work.		
		Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.		
		Frequently checks for understanding and gives students helpful information if they seem confused.		
		Has students set goals, self-assess, and know where they stand academically at all times.		
		Regularly posts students' work to make visible and celebrate their progress with respect to standards.		
		Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.		
		Takes responsibility for students who are not succeeding and gives them extra help.		
		When necessary, refers students for specialized diagnosis and extra help.		
		Analyzes data from assessments, draws conclusions, and shares them appropriately.		
		Reflects on the effectiveness of lessons and units and continuously works to improve them.		

D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.

D. Monitoring, Assessment, and Follow-Up

The other
three
levels,
headlines

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
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Overall rating: ___ Comments:

Areas covered by the Walton APPR example – 30 indicators

All observable components (listed below) will be weighted equally and averaged.

30 indicators

- A. Planning and Preparation for Learning:
 - Lessons
 - Materials
- B. Classroom Management
 - Expectations
 - Relationships
 - Respect
 - Social-Emotional
 - Routines
 - Responsibility
 - Repertoire
 - Efficiency
 - Prevention
 - Incentives

Walton example continued

- C. Delivery of Instruction
 - Expectations
 - Mindset
 - Goals
 - Connections
 - Clarity
 - Repertoire
 - Engagement
 - Differentiation
 - Nimbleness
 - Closure
- D. Monitoring Assessment and Follow-up
 - Criteria
 - On-the-spot
 - Recognition

Walton example continued

- F. Professional Responsibilities
 - Attendance
 - Language
 - Professionalism
 - Judgment
 - Above-and-beyond