



Activity 8.1

Practicing With Teacher and Principal Evaluative Criteria in Assessment

Learning Target for the Activity

- Understand the benefits of unpacking teacher and principal evaluative criteria.

Purpose

This activity has participants work with selected criteria from teacher and principal evaluation instruments. By “unpacking” individual criteria, participants will gain a deeper understanding of what is needed to either accurately observe or fully demonstrate a particular evaluation indicator.

Time

60–90 minutes

Materials Needed

- Flip charts, sticky notes
- Teacher or principal evaluation criteria for part 2 of the activity

Suggested Room Setup

Tables and chairs for groups of four to six participants per group

Directions

This activity has two parts. In part 1 you will follow a protocol using sample criteria to practice unpacking them. In part 2 you will follow the same protocol with your own evaluation criteria.

Part 1: Practice With the Sample Set

Working in a small group, begin by selecting one criterion from either the School Leader Criteria or the Teacher Criteria. You may have each small group work with the same criterion, let each group choose their criterion, or assign a criterion to each group.

School Leader Criteria

- The principal helps staff to use data to modify and improve classroom instruction.
- The principal assists staff in aligning classroom curriculum to district and state learning goals.
- The principal incorporates assessment knowledge into evaluation practices.
- The principal helps staff implement formative assessment practices.
- The principal assists teachers in helping students become involved partners in their own assessment.

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Teacher Criteria

- The teacher uses sound grading and reporting practices.
 - The teacher helps clarify learning goals for students, including the use of student-friendly language.
 - The teacher shows knowledge and evidence of when and why to use different methods of assessment.
 - The teacher provides students opportunities to assess their own learning in relation to the success criteria.
 - The teacher has a system for keeping records of formative assessment results.
1. Unpack the criterion with your small group by discussing answers to the following questions. Note your answers on chart paper.
For the school leader set:
 - a. What does the principal (or observer) need to know about assessment in order to satisfy this criterion?
 - b. What evidence would you look for to show that the school leader is fulfilling the criterion successfully?
For the teacher set:
 - a. What would the teacher need to know and do in order to satisfy this criterion?
 - b. What evidence would you look for to show that the teacher is fulfilling this criterion successfully?
 - c. What specific strategies and resources might you use to help the teacher progress toward fulfilling the criterion?
 2. Have small groups share their answers with the large group. Some possible discussion activities:
 - Discuss similarities and differences if two or more groups have unpacked the same criterion.
 - Ask the groups to add their thoughts to other groups' charts.
 - Discuss what was easy and what was difficult about the activity.
 3. (Optional) Select another criterion, and follow steps 2 and 3.

Closure

Ask participants to discuss the following questions:

- What have you learned as a result of engaging in this activity?
- What new thoughts do you have?
- What questions have come to mind?

Part 2: Unpack Your Own Evaluative Criteria

1. Select one criterion related to assessment from your local principal or teacher evaluation document. Consider choosing one that has been difficult for the evaluator or the teacher to understand.
2. Unpack the criterion with a partner or a small group using the protocol in step 2 of part 1.

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3. Have partners or small groups share their answers with the large group. Some possible discussion activities:
 - Discuss similarities and differences if two or more groups have unpacked the same criterion.
 - Ask the groups to add their thoughts to other groups' charts.
 - Discuss what was easy and what was difficult about the activity.
4. (Optional) Select another criterion, and follow steps 2 and 3.

Closure

Ask participants to discuss the following questions:

- What have you learned as a result of engaging in this activity?
- Did you uncover any lack of clarity in the criterion? If so, how might it be revised to communicate more clearly the desired competence?
- What actions does this activity prompt you to take?