Rethinking Teacher Supervision and Evaluation

Repeat of December 7, 2016

with Kim Marshall

Designed for Principals, Assistant Principals, Teachers, Curriculum Coordinators, Special Education Teachers, and Superintendents attending as a team

Thursday, September 27, 2018

MPA Conference Center,
50 Industrial Drive, Augusta

Kim Marshall was a teacher, central office administrator, and principal in the Boston Public Schools for 32 years. He now advises and coaches new principals (mostly with New Leaders for New Schools), teaches courses and conducts workshops on instructional leadership and time management, and publishes a weekly newsletter, the Marshall Memo, which summarizes ideas and research from 44 publications (www.marshallmemo.com).

Kim has written several books and numerous articles on teaching and school leadership. His most recent book is Rethinking Teacher Supervision and Evaluation (Jossey-Bass, 2013). He is married and has two children, both teachers.

A G E N D A

8:00 a.m.
Registration and Continental Breakfast

8:30 a.m. ~ Workshop Begins

12:00 p.m. ~ Lunch

2:30 p.m. ~ Workshop Conclusion and Evaluation

Go to
www.mpa.cc
to register

Rethinking Teacher Supervision and Evaluation

- Problems with the traditional teacher evaluation model.
- Ineffective solutions that are being tried, and how student achievement should be used.
- Offer a five-part model for truly effective teacher supervision and evaluation.
  - First, frequent, short, unannounced visits with face-to-face feedback conversations after each one.
  - Second, principals working closely with teacher teams on curriculum unit design.
  - Third, principals working closely with teacher teams on interim assessment analysis and follow-up.
  - Fourth, student survey data as a way of informing teacher practice.
  - Fifth, using rubrics for end-of-year teacher evaluation.