



NEW
HAMPTON
SCHOOL

Faculty Evaluation

Comparing Apples to Apples to Apples

TABS 2011

Dan Love, Dean of Faculty
dlove@newhampton.org



NHS Faculty Evaluation

“The best teachers are those who develop their abilities through constant self-evaluation, reflection, and the willingness to change.”

–Ken Bain



NHS Faculty Evaluation

Everyone wants to be better...no matter how well trained people are, few can sustain their performance on their own.



Today

- Process Explanation
- Evaluation Development
- Self-Assessment Share Out
- Observational Record
- Evaluation Next Steps



Evaluation Overview

In an effort to recognize and enhance professional practice, we need to agree on what the expectations of good teaching looks like. The Faculty Evaluation process serves to collectively decide on a coherent definition for the domains of teaching and observable actions of assessing all aspects of teaching faculty.

8 Evaluation Goals



- Provide constructive feedback to faculty members
- Recognize and reinforce outstanding service
- Provide direction for faculty development
- Illustrate evidence that will withstand professional scrutiny

8 Evaluation Goals



- Unify faculty and administrators in collective efforts to educate students
- Uses our school mission as a guiding principle
- Includes all constituencies: students, parents, peer, and supervisors
- Answer key question, “how does my work here at NHS reflect or further the mission of the school?”



NEW
HAMPTON
SCHOOL

Mission

New Hampton School cultivates lifelong learners who will serve as active global citizens.

Vision

New Hampton School will innovatively prepare students for the 21st Century.

Evaluation Development

3 separate evaluations for 3 primary aspects of our job



Evaluation Development

Distinguished/Satisfactory/Basic/Unsatisfactory



Evaluation Development

Instruction

- Demonstrates knowledge of content





2010-2011 Timeline Dates

Oct. 1 NHS Sets Observation Areas/Domains

Nov. 15 Leadership (dept. heads, dorm heads, program heads) Determine
Agreed Upon Observables

Nov. 30 Faculty Conduct Self Assessment

Jan. 3 Faculty Set Goal (s) and Identifying Personal Professional
Development Plans

Use 2nd Semester Program Team Perform Informal Walk-throughs:
class, co-curricular, and community experience

May 2011 Dean of Faculty Sets Formal Observation Schedule:
class, co-curricular, and community experience



Observation Areas (Domains)

- Instruction
- Assessment
- Organizational and Behavioral Strategies
- Professional Responsibilities

Observation Areas (Domains)

Observable Areas / Domains

Instruction

- Gives clear instruction and demonstrates purposeful planning
- Demonstrates knowledge of content
- Uses differentiated instruction and varies learning strategies
- Asks open-ended questions and checks for understanding
- Provides opportunities for students to engage and think critically

Assessment

- Varies assessments
- Provides clear and timely feedback
- Uses assessments to inform instruction

Organizational and Behavioral Strategies

- Provides students with an environment that is safe, organized, and promotes an atmosphere of respect
- Communicates clear expectations
- Uses space, proximity, voice, and movement to manage behavior
- Strives for consistent consequences and nurtures positive behavior

Professional Responsibilities

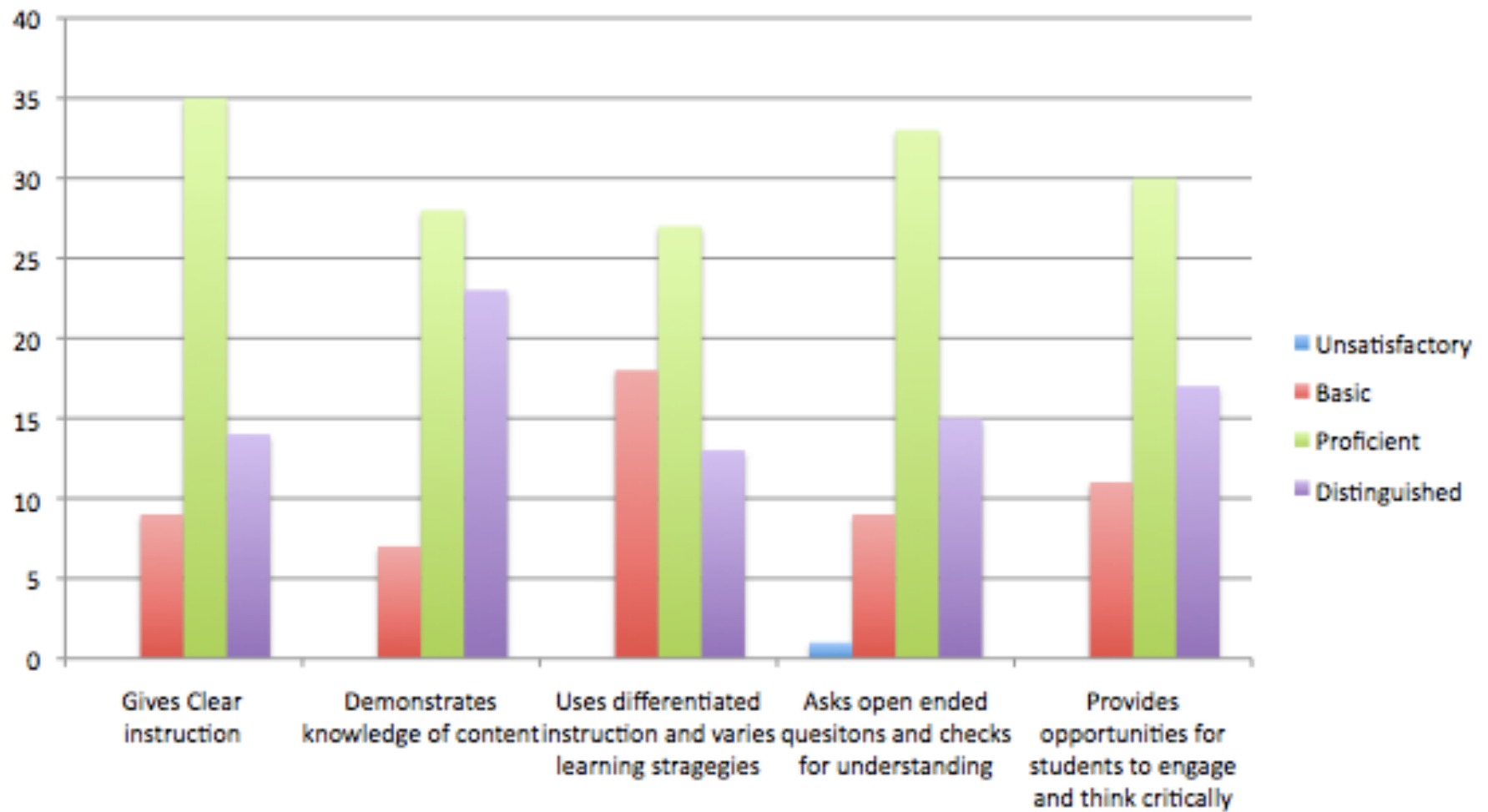
- Communicates in a timely manner
 - Pursues opportunities to grow and develop professionally
 - Supports community expectations and models positive conduct
 - Develops healthy relationships with students and colleagues
 - Contributes to the delivery of the mission, vision, and values of the school
-

Instruction

- Demonstrates knowledge of content
- Uses differentiated instruction and varied learning strategies
- Instruction is clear and demonstrates purposeful planning
- Asks open-ended questions and checks for understanding
- Provides opportunities to engage students in material and to think critically



Instruction

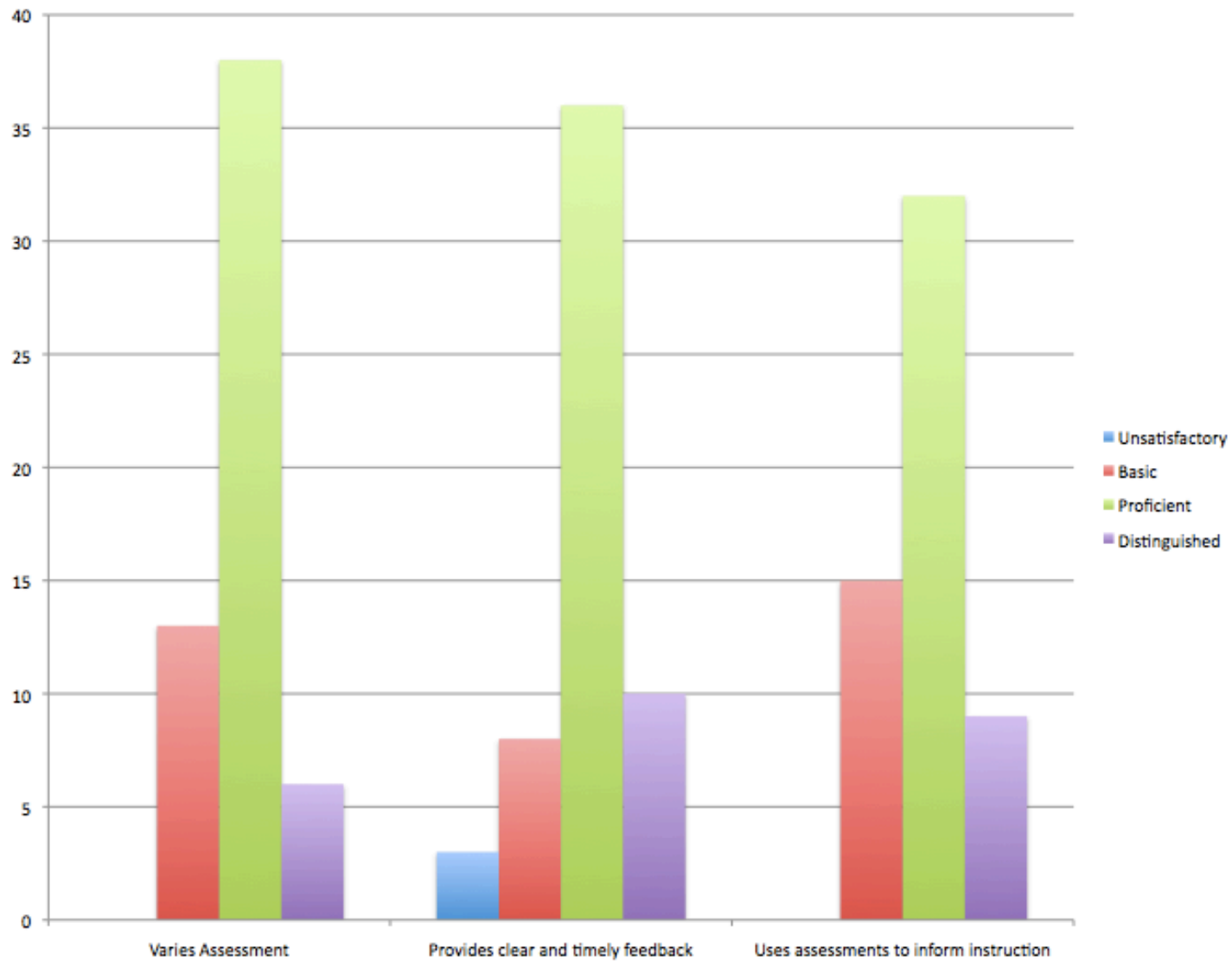


Assessment

- Assessments are varied
- Uses assessments to inform instruction
- Feedback is clear and timely



Assessment

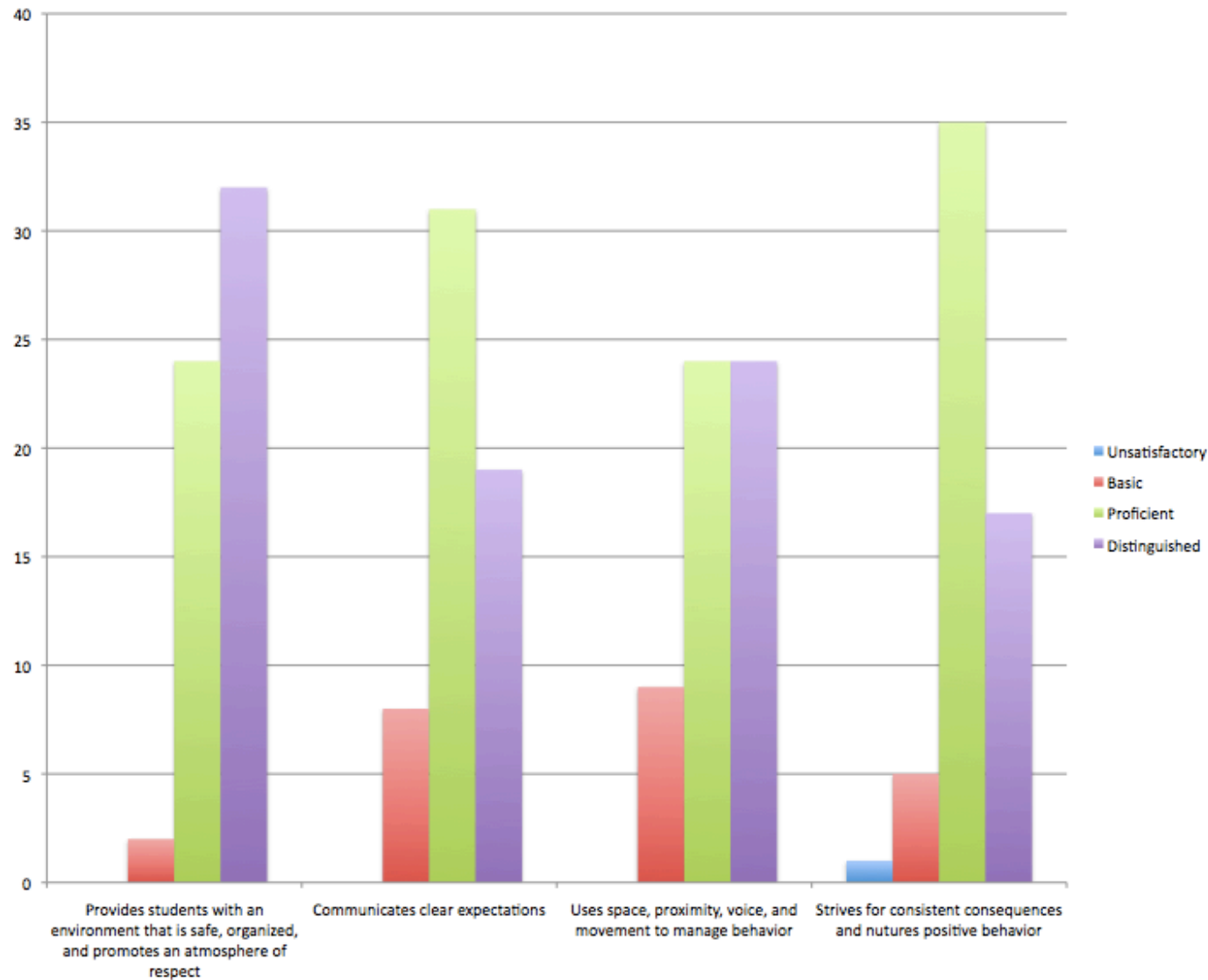


Organizational and Behavioral Strategies

- Environment is safe, organized, and promotes an atmosphere of respect
- Expectations are clear
- Behavioral strategies are differentiated yet consequences are consistent



Organization and Behavioral Strategies

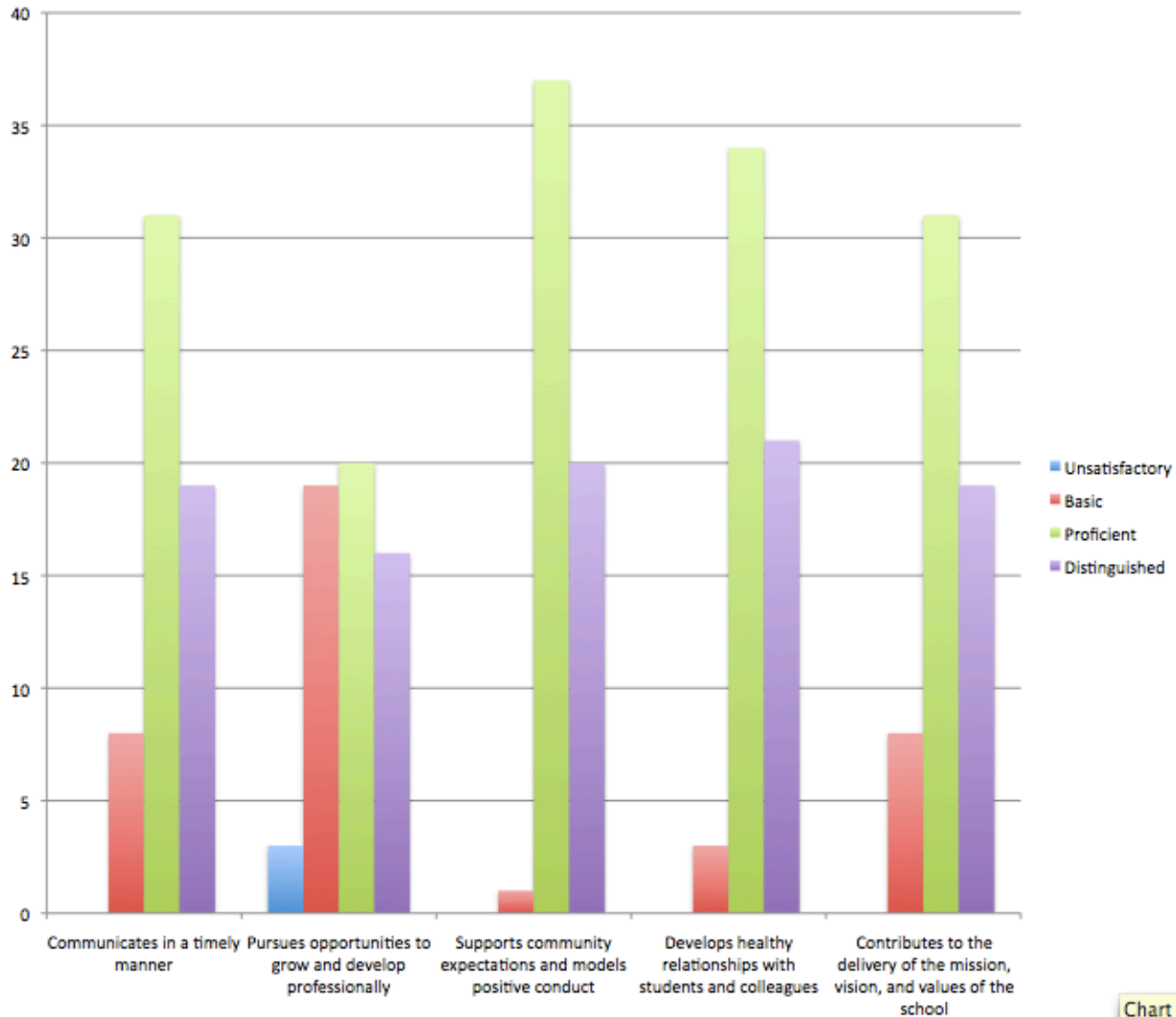


Professional Responsibilities

- Communicates in a timely manner
- Grows and develops professionally
- Meets community expectations
- Develops healthy relationships with students & colleagues
- Contributes to New Hampton School



Professional Responsibilities



Chart



Take Aways

- Domains and Indicators are valid
- 3 separate evaluations for 3 primary aspects of our job
- Description of Unsatisfactory/Basic/Proficient/Distinguished needs further illustrated
- Can be applied to all three areas of faculty responsibility: class, co-curricular, and community experience

Take Aways



Observable Areas / Domains

Instruction

- Gives clear instruction and demonstrates purposeful planning
- Demonstrates knowledge of content
- Uses differentiated instruction and varies learning strategies
- Asks open-ended questions and checks for understanding
- Provides opportunities for students to engage and think critically

Assessment

- Varies assessments
- Provides clear and timely feedback
- Uses assessments to inform instruction

Organizational and Behavioral Strategies

- Provides students with an environment that is safe, organized, and promotes an atmosphere of respect
- Communicates clear expectations
- Uses space, proximity, voice, and movement to manage behavior
- Strives for consistent consequences and nurtures positive behavior

Professional Responsibilities

- Communicates in a timely manner
 - Pursues opportunities to grow and develop professionally
 - Supports community expectations and models positive conduct
 - Develops healthy relationships with students and colleagues
 - Contributes to the delivery of the mission, vision, and values of the school
-

2010-2011 Timeline Dates



Oct. 1 NHS Sets Observation Areas/Domains



Nov. 15 Leadership (dept. heads, dorm heads, program heads)
Determine Agreed Upon Observables



Nov. 30 Faculty Conduct Self Assessment



Jan. 3 Faculty Set Goal (s) and Identifying Personal Professional
Development Plans



Use 2nd Semester Program Team Perform Informal Walk-throughs:
class, co-curricular, and community experience



May 2011 Dean of Faculty Sets Formal Observation Schedule:
class, co-curricular, and community experience



NHS Faculty Evaluation

“Who dares to teach must never
cease to learn.”

–John Cotton Dana



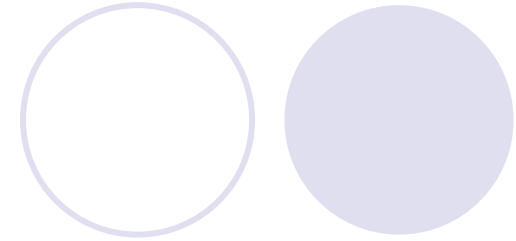
NHS Faculty Evaluation

“For decades, research has confirmed that the big factor in determining how much students learn is not class size or the extent of standardized testing but the quality of their teacher.”

–Jim Knight

University of Kansas, Kansas Coaching Project,
Center for Research on Learning

Evaluation Methodology: Person Being Evaluated



- Faculty member with more than two years experience
- One person from each academic department
- A schedule of those being evaluated will be provided by Dean of Faculty
- Department Head being the first persons being evaluated

Evaluation Methodology: Evaluation by Multiple Constituencies

- 3 Observational Records by Director of Studies, Director of Athletics, and Dean of Students
- Department Head / Dorm Head *(when applicable)*
- Self-Evaluation
- Peer Observation—by two peers
 - Chosen by person being evaluated
 - One (but not more than one) in academic dept.

Evaluation Methodology: Sequence



- Evaluation evidence in current year
- Evaluation begins after goal setting conference with Dean of Faculty
- All material given to person being evaluated and Dean of Faculty
- Summary conversation and summary letter by Dean of Faculty

2011-2012 Timeline Dates

Responsible Party	Task	Completion Date
Dean of Faculty	Group Meeting with Faculty to be Evaluated in Current Semester	Sept. 19
Faculty Member	Completion of Self-Evaluation with Assessment Template	Sept. 23
Dean of Faculty	Sets Goal Setting Conversation	Sept. 26
Dean of Faculty	Goal Setting Conversation and Receive/Discuss Self-Evaluation	Oct. 3
Program Team	Observational Record #1	Oct. 3
Program Team	Observational Record #2	Oct. 17
Department Head / Dorm Head (<i>where applicable</i>)	Observational Record	Nov. 7
Peer Evaluations	Observational Record	Nov. 7
Program Team	Observational Record #3	Nov. 7
Dean of Faculty	Check in with faculty member being evaluated to discuss and inform individual of any domains and/or indicators not observed	Nov. 7
Faculty Member	Submits Additional Sources of Information (optional)	Nov. 18
Dean of Faculty	Complete Evaluation Assessment Template based on Observational Records	Dec. 2
Dean of Faculty	Sets Evaluation Conversation Date	Dec. 2
Dean of Faculty	Discuss: <ul style="list-style-type: none"> • Completed Evaluation Assessment Template • Comparison to Goal Setting Conversation • Comparison to Self-Evaluation • Summary Letter 	Dec. 9
Dean of Faculty	Professional Development Conversation	On Going

Observational Record

Faculty Evaluation Assessment 2011-2012

Area of Observation: Academic _____ Athletic/Co-Curricular _____ School Life _____

Faculty: _____

Assessment Template

Complete the Assessment by using the table showing levels of performance in all observable areas/domains.

Key: U....Unsatisfactory B....Basic P....Proficient D....Distinguished

Domain 1: Instruction	U	B	P	D
1a. Gives clear instruction and demonstrates purposeful planning				
1b. Demonstrates knowledge of content				
1c. Uses differentiated instruction and varies learning strategies				
1d. Engages student and checks for understanding				
1e. Provides opportunities for students to engage and think critically				
Comment:				

Observational Record: Academics



Instruction

- Demonstrates knowledge of content

Faculty Evaluation Observation Record

Area of Observation: Academic _____ Athletic/Co-Curricular _____ School Life _____

Faculty: _____ Year: _____

Observer: _____ Position: _____

Domain	Comments
1a. Gives clear instruction and demonstrates purposeful planning	
1b. Demonstrates knowledge of content	

Observational Record: Academics



Instruction

- Demonstrates knowledge of content

- Knowledge of Academic Discipline:
 - Displays knowledge without reference material
 - Makes connect between the content and other parts of the discipline

Observational Record: School Life



Instruction

- Demonstrates knowledge of content

Faculty Evaluation Observation Record

Area of Observation: Academic _____ Athletic/Co-Curricular _____ School Life _____

Faculty: _____ Year: _____

Observer: _____ Position: _____

Domain	Comments
1a. Gives clear instruction and demonstrates purposeful planning	
1b. Demonstrates knowledge of content	

Observational Record: School Life



Instruction

- Demonstrates knowledge of content

- Knowledge of School Life Curriculum:
 - Personal Presentation Standards
 - Dormitory Check-in and Lights-Out Times
 - Visitations Privileges
- Major School Expectations
 - No open flame
 - Tobacco-free campus

Observational Record: Co-Curricular



Instruction

- Demonstrates knowledge of content

Faculty Evaluation Observation Record

Area of Observation: Academic _____ Athletic/Co-Curricular _____ School Life _____

Faculty: _____ Year: _____

Observer: _____ Position: _____

Domain	Comments
1a. Gives clear instruction and demonstrates purposeful planning	
1b. Demonstrates knowledge of content	

Observational Record: Co-Curricular



Instruction

- Demonstrates knowledge of content

- Knowledge of NEPSAC rules:
 - If a player is ejected during a game...
- Knowledge of Practice Times and Early Dismissal Procedures from Class:
 - 3:15 practices
 - Do not exceed 2 hours
 - Contact Director of Athletics for early dismissal

Observational Record

Faculty Evaluation Assessment 2011-2012

Area of Observation: Academic _____ Athletic/Co-Curricular _____ School Life _____

Faculty: _____

Assessment Template

Complete the Assessment by using the table showing levels of performance in all observable areas/domains.

Key: U....Unsatisfactory B....Basic P....Proficient D....Distinguished

Domain 1: Instruction	U	B	P	D
1a. Gives clear instruction and demonstrates purposeful planning				
1b. Demonstrates knowledge of content				
1c. Uses differentiated instruction and varies learning strategies				
1d. Engages student and checks for understanding				
1e. Provides opportunities for students to engage and think critically				
Comment:				



Next Steps

- Further Evaluator Training on Observational Techniques—illustrate rating domains (unsatisfactory/basic/proficient/distinguished)
- Create opportunities and training for self-video in the all areas of the school.
- Develop evaluative teams
- Foster a great breadth of self-reflection



Sources

Crucial Conversations: Tools for Talking When Stakes are High, Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler (authors)

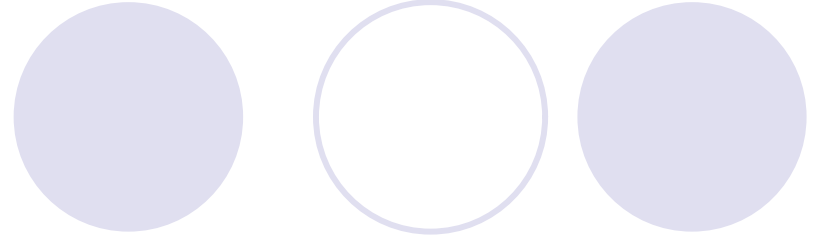
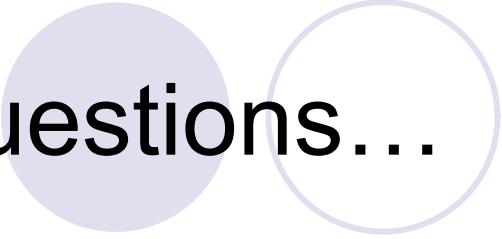
Teacher Evaluation: To Enhance Professional Practice, Charlotte Danielson and Thomas L. McGreal (authors)

Kansas Coaching Project, at the University of Kansas

What The Best College Teachers Do, Ken Bain (author)

www.tc.columbia.edu/lessonstudy/lessonstudy.html

Questions...



Faculty Evaluation Assessment 2011-2012

Area of Observation: Academic _____ Athletic/Co-Curricular _____ School Life _____

Faculty: _____

Assessment Template				
Complete the Assessment by using the table showing levels of performance in all observable areas/domains.				
Key: U....Unsatisfactory B....Basic P....Proficient D....Distinguished				
Domain 1: Instruction	U	B	P	D
1a. Gives clear instruction and demonstrates purposeful planning				
1b. Demonstrates knowledge of content				
1c. Uses differentiated instruction and varies learning strategies				
1d. Engages student and checks for understanding				
1e. Provides opportunities for students to engage and think critically				
Comment:				
Domain 2: Assessment	U	B	P	D
2a. Varies assessments				
2b. Provides clear and timely feedback				
2c. Uses assessments to produce outcome				
Comment:				
Domain 3: Organizational and Behavioral Strategies	U	B	P	D
3a. Provides students with an environment that is safe, organized, and promotes an atmosphere of respect				
3b. Communicates clear expectations				
3c. Uses space, proximity, voice, and movement to manage behavior				
3d. Strives for consistent consequences and nurtures positive behavior				
Comment:				
Domain 4: Professional Responsibilities	U	B	P	D
4a. Communicates in a timely manner				
4b. Pursues opportunities to grow and develop professionally				
4c. Supports community expectations and models positive conduct				
4d. Develops healthy relationships with students and colleagues				
4e. Contributes to the delivery of the mission, vision, and values of the school				
Comment:				

Faculty Evaluation Methodology 2011-2012

Person being Evaluated

- The people being evaluated will be NHS faculty members with more than two years experience. A faculty member being defined as one who receives a faculty contract.
- Eventually, two groups will be evaluated per year, one group first semester and a second group second semester*
- A schedule of those being evaluated will be provided by the Dean of Faculty

*Athletic/Co-Curricular evaluations will be performed in the season of the faculty member.

Multiple Constituencies

- Direction Observation (see Observational Record)—no less than 3 times by Director of Studies, Athletic Director, and Dean of Students
 - 1 scheduled observation
 - 2 unscheduled observation
- Department Head / Dorm Head evaluation (*when applicable*)
- Self-Evaluation—performed by the person being evaluated
- Peer-Observation—by two peers (*chosen by the person being evaluated*): one (but not more than one) must be in the academic department of the person being evaluated

Sample Sources of Information (see Evaluation Sources of Information)

- Classroom, Co-Curricular, Dorm Observation Record
- Teacher artifacts with teacher reflections:
 - Lesson plans
 - Coaching Practice Plans
 - Samples of student work: classroom or advisory
- Interviews
- Narratives
- Attendance records
- Contact with parents: letters, email, phone calls
- Copies of conferences attended

Timeline

- The evaluation evidence will be gathered in the current year of the person being evaluated
- The evaluation will begin with a goal setting conference with Dean of Faculty prior to evaluation
- All evaluation material will be given to the Dean of Faculty
- Evaluation assessment and comparison to goal setting conference will be discussed with the Dean of Faculty and the person being evaluated
- Evaluation assessment will help inform further professional development opportunities

Evaluation Schedule

- Schedule of faculty members to be evaluated is determined by:
- Academic Department Heads will be first group evaluated
- One member from each department will be evaluated per semester
- Faculty member per department is determined by seniority

Faculty Evaluation Schedule 2011-2012

Teachers to be evaluated:

Department	First Semester 2011
Academic Support	Jennifer McMahon
English	Darren Redman
History	Matt Fisk
Fine and Performing Arts	Amy Wilson
Mathematics	Justin Freeman
Science	Russ Brummer
World Languages	Erin Walsh

Dates for Submission of Observational Records: (First Semester)

All Items Submitted to the Dean of Faculty in Hard Copy

Responsible Party	Task	Completion Date
Dean of Faculty	Group Meeting with Faculty to be Evaluated in Current Semester	Sept. 19
Faculty Member	Completion of Self-Evaluation with Assessment Template	Sept. 23
Dean of Faculty	Sets Goal Setting Conversation	Sept. 26
Dean of Faculty	Goal Setting Conversation and Receive/Discuss Self-Evaluation	Oct. 3
Program Team	Observational Record #1	Oct. 3
Program Team	Observational Record #2	Oct. 17
Department Head / Dorm Head (<i>where applicable</i>)	Observational Record	Nov. 7
Peer Evaluations	Observational Record	Nov. 7
Program Team	Observational Record #3	Nov. 7
Dean of Faculty	Check in with faculty member being evaluated to discuss and inform individual of any domains and/or indicators not observed	Nov. 7
Faculty Member	Submits Additional Sources of Information (optional)	Nov. 18
Dean of Faculty	Complete Evaluation Assessment Template based on Observational Records	Dec. 2
Dean of Faculty	Sets Evaluation Conversation Date	Dec. 2
Dean of Faculty	Discuss: <ul style="list-style-type: none"> • Completed Evaluation Assessment Template • Comparison to Goal Setting Conversation • Comparison to Self-Evaluation • Summary Letter 	Dec. 9
Dean of Faculty	Professional Development Conversation	On Going

Faculty Evaluation Observation Record

Area of Observation: Academic _____ Athletic/Co-Curricular _____ School Life _____

Faculty: _____ Year: _____

Observer: _____ Position: _____

Domain	Comments
1a. Gives clear instruction and demonstrates purposeful planning	
1b. Demonstrates knowledge of content	
1c. Uses differentiated instruction and varies learning strategies	
1d. Engages student and checks for understanding	
1e. Provides opportunities for students to engage and think critically	

Domain	Comments
2a. Varies assessments	
2b. Provides clear and timely feedback	
2c. Uses assessments to produce outcome	

Domain	Comments
3a. Provides students with an environment that is safe, organized, and promotes an atmosphere of respect	
3b. Communicates clear expectations	
3c. Uses space, proximity, voice, and movement to manage behavior	
3d. Strives for consistent consequences and nurtures positive behavior	

Domain	Comments
4a. Communicates in a timely manner	
4b. Pursues opportunities to grow and develop professionally	
4c. Supports community expectations and models positive conduct	
4d. Develops healthy relationships with students and colleagues	
4e. Contributes to the delivery of the mission, vision, and values of the school	

Evaluation Sources of Information

Component of the Framework	Observable Information	Material that will be viewed	Optional artifacts (faculty can provide)
1a. Gives clear instruction and demonstrates purposeful planning	Observation Record	FileMaker Comments	Lesson plans with faculty reflection; Practice Plans with faculty reflection; Samples of student work with faculty reflection; Interview
1b. Demonstrates knowledge of content	Observation Record	Internal and External Presentations	Lesson plans with faculty reflection; Practice Plans with faculty reflection; Samples of student work with faculty reflection; Interview
1c. Uses differentiated instruction and varies learning strategies	Observation Record	Internal and External Presentations	Lesson plans with faculty reflection; Practice Plans with faculty reflection; Samples of student work with faculty reflection; Interview
1d. Engages student and checks for understanding	Observation Record	Internal and External Presentations	Assessments with faculty reflection
1e. Provides opportunities for students to engage and think critically	Observation Record	Study Sessions	Lesson plans with faculty reflection; Practice Plans with faculty reflection; Samples of student work with faculty reflection; Interview Video artifacts
2a. Varies assessments	Observation Record		Assessments with faculty reflection
2b. Provides clear and timely feedback	Observation Record	Emails	Samples of student work with faculty reflection; Interviews
2c. Uses assessments to produce outcome	Observation Record		
3a. Provides students with an environment that is safe, organized, and promotes an atmosphere of respect	Observation Record		Faculty artifacts, pictures
3b. Communicates clear	Observation		Copies of information

expectations	Record		given to students
3c. Uses space, proximity, voice, and movement to manage behavior	Observation Record	Teaching, Residential, and/or Office Space	
3d. Strives for consistent consequences and nurtures positive behavior	Observation Record		Letters to parents, students, peers
4a. Communicates in a timely manner	Observation Record	Phone conversation, Voicemail, Emails	Feedback from colleagues
4b. Pursues opportunities to grow and develop professionally	Observation Record	Professional Development Requests	Copies of conference programs
4c. Supports community expectations and models positive conduct	Observation Record	Initiates opportunities for community involvement	
4d. Develops healthy relationships with students and colleagues	Observation Record	Initiates opportunities for healthy relationship	