

Marshall Model Comments: Principals 2017

23. If more professional development is offered on areas related to teacher evaluation, what is an area that you would be interested in?

- all of it
- Assessment, professionalism/ethics and online use
- Classroom Management
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- classroom management teaching strategies
- Data analysis
- Data mining, student engagement technology usage and guided reading
- Effective teaching with Evidence
- Helpful classroom engagement.
- How to make it more meaningful for everyone.
- I attended a Marshall training and it was very helpful. Jim is also always available to answer any questions.
- I would like to know how other districts utilize data. I'm interested in data walls too.
- I would like to see areas more specific to each teacher.
- Identifying good teaching.
- More of discussion on how the implementation is going and have a conversation than actual training
- PBIS/MTSS
- Strategies and Use of Data
- Strategies to implement to create growth
- Student Engagement, Questioning, Closure/Real World Application
- The teachers could use more information on the way to define the options in the rubric
- Useful feedback.
- Using data to assess and teachers self assess.
- Utilizing data to drive instruction
- Video evaluations/ Teachers's observing each other
- Writing the evaluations.

24. How has the evaluation process helped you grown as a professional?

- Areas for improvement, goal setting and reflection
- Awareness of steps for professional growth to become a more effective teacher
- Becoming more organized
- Focus on what is important in the classroom.

- Getting into classrooms more often gives me a better picture of what we are providing for our students.
- Goal setting is key to individual growth
- Has allowed me to have a tool that keeps my evaluations consistent. Teachers have a better understanding of what I am looking for in my visits.
- I have become more versed in instructional strategies.
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- I have specific things to watch for when I observe. I Use the evaluation to drive change for my teachers.It holds us al accountable for evaluation.
- I have spent more time in the classrooms and been more visible.
- interpersonal skills, accountability,
- It forced me to read about articles related to Marshall to better understand the tool
- It gives me goals to focus our conversations and internal PD around. Teachers like the fact that they know what the administrator is looking for and expecting.
- It has helped create a focus for teachers
- It has helped me as an observer to really know what is taking place in our classrooms! It has also allowed me to be able to better identify what areas could be beneficial when we are looking for professional development opportunities.
- It has helped me stay focused on a set of criteria being observed;however, at times it limits me if the criteria is not on the form.
- It has helped me understand my role as principal more thoroughly.
- It has improved my depth of understanding of teacher requirements.
- It has made me visit the classrooms more often and professional conversations with teachers.
- It has some interesting aspects that I otherwise wouldn't think of.
- It has streamlined what I need to be looking at
- Kept me searching and reading to be up to date.
- Made me go in and do them more often.
- Made me think about best practices and how to get better.
- More conversations with the teachers regarding their teaching
- My evaluations have been more than "gothcha" and more toward a growth mind set.
- The evaluation itself is excessive, but feedback is much more informative and useful.
- The sit down meeting to go over the evaluation has been very beneficial.
- What to observe from a 1st year teacher and a veteran teachers
- Yes

25. What areas do you believe should be changed or improved to help you grow more?

- Additional professional development on effective use of model.
- Better job of instructional coaching
- How do teachers show data/proof in domains that can't be seen?
- How to use the rubric better.
- I'm interested in data and how it's used.
- More areas and standards which work for the model our school has adopted: Intervention & Coaching
- None
- Not sure
- Not sure
- Refinement of some of the items on the rubric. Sometimes things didn't really fall under any of the 4 areas.
- Relationships
- So many parts to the model some do not apply to my position or our school
- The evaluation is cumbersome and many of the indicators relate to larger schools. The evaluation could be more teacher friendly and more direct.
- The number of areas is a bit overwhelming.
- There should be less domains/standards to focus on
- Time

26. Any other comments on something not covered in the survey? (Positive or Concerns)

- I believe the Marshal Model does a great job in regards to stimulating professional conversations. Especially if the evaluator and evaluatee do not agree.
- I would hope that the timeline/deadline (March 15) could be moved to a later date in the year.
- Many principal evaluation questions seemed tailored to large school districts, not small ones like ours.
- None
- None
- None
- none
- We are considering downsizing the number of domains we evaluate. There are simply too many to effectively evaluate.
- Would like to look at Danielson and some of the other types of Evaluations.