Marzano Model Comments

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

- a more clear expectation of what is needed on the form
- All
- all of it
- All of them. There is so much to be doing at once and it's overwhelming. Makes us feel like we aren't doing anything correctly.
- Any
- Anything to help my teaching
- Assessment
- Assessment in PE area
- Behavior, instructional practices
- Best practices in the classroom.
- Clarifying job expectations, providing observations and feedback to teachers, and ensuring our evaluations reflect our strength and weaknesses.
- classroom discipline and management
- Classroom environment
- Classroom management
- classroom management
- Clear examples of what principals want to see
- Coaching for growth
- course specific study
- Data and learning target/goals explained to students as to why they are being taught a specific topic. Also, on project based learning.
- Data driven instruction
- data notebooks
- Different strategies and ideas to improve in certain areas
- Differentiated Instruction Strategies
- Examples of Level 4 in the classroom...what does it take to be exceeding expectations!
- Finding a way to put my program into the models.
- general
- General help with improving, goal-setting and follow-through...time to pursue the goals we set
- general information
- goal setting
- Handling major behavior issues, safety of other students and the teacher, etc.
- How to adjust teaching practices for 21st century learners.
- How to focus on just a few standards.

- How to implement the changes that are needed.
- How to use data to drive instruction.
- I believe whatever elements are being focused on that year should be the focus of professional development. Give share time to how you use strategies in your classroom and work on practices that would specifically target those elements. Practice, feedback, peer observations, team teaching, etc. I think we get evaluated on those items, but I can't say I have actually worked toward them or remembered what the goals were for the year.
- I believe motivation can be implemented by right brain activities, not just educational games. Art is a huge motivator in all areas of studies. It is a part of STEAM.
- I would like to see whatever PD is offered be carried over for more than one year. We need to learn sustainability.
- IDK
- Implementation of data to drive instruction
- Implementing/management
- Innovative instruction.
- Instruction as a whole, more hands-on and doing professional development. I HATE being lectured to!
- Instructional planning
- Keep it simple. Don't try to make it more complicated than it has to be.
- Let teachers evaluate administration.
- Let us work. We've had LOTS of professional development. Provide teachers the time to develop what they've got.
- marzano
- More direct coaching for struggling and retired teachers who have come back to teaching.
- More instruction on how to implement all areas that the principal is looking for in a 30-50 minute lesson in order to receive a better score.
- more realtime modeling of teachers
- My curriculum area.
- n/a
- N/A
- n/a
- NA
- na
- NA
- None. Marzano sucks.
- Not sure
- not sure
- Not sure
- Other town instructors
- PD should be offered in each domain as we are going to start implementing into the evaluation process.
- Self evaluation and peer evaluation

- Since there are many new teachers, everyone could use a refresher on the WHY behind teacher evaluation to increase buy in from all stakeholders
- Specific teaching strategies, but mainly teacher empowerment - edcamp-style events would be helpful.
- student engagement
- Teacher evaluations based on a rubric are too defined and do not take into account the common sense factor. Teacher evaluations based on the opinion of one supervisor are just that, one person's opinion.
- Teachers are vaguely informed of what is going to beevaluated rather than thoroughly going through expectations with examples.
- Teachers only have a basic understanding of the evaluation model and the underlying theory. I think teachers need to know the 'why' behind the initiative.
- Teaching methods to have parents more involved in their child's education.
- technology
- technology 1:1
- The elements that are included and looked for during observation.
- Training for teachers should be focused on curriculum. That is what we should put as a priority. Let the administrators do the evaluations.
- Training teachers to better understand what they are being evaluated on as well as training principals to conduct better evaluations
- Use of technology
- Use of technology
- use of the new model
- using assessment in instruction (formative assessments)
- Using data to drive instruction (every teacher at my school had no clue what/ how that was being evaluated)
- We absolutely do not need more professional development. We need our teachers in the classroom providing instruction.
- Well, the topics are usually very broad, and administrators only get a small snapshot of what their teachers do on a day to day basis. Hard for them to see all of what their teachers do with their very busy schedules.
- What do each of the domains actually mean in practice - how is it to be shown by the teacher - how do we know what to do or what to change in our teaching if the application (what does it look like) is not taught or shown to us
- What is expected of the teacher? What is being evaluated?
- Work on implementing technology in helping the classroom
- yes

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

- Actually, it steered me in a direction that I felt was not student centered instruction.
- Added to my curriculum of tools
- aware of the good things I was doing
- awareness of patterns
- Be able to get information on things that we wouldn't necessarily see on our own
- being more aware of student goals
- Being more thoughtful of my goals, as well as how I am trying to improve my classroom and teaching.
- Building student communication
- By gaining feedback I see what I need to improve on.
- By having a goal, I was able to focus my attention on the given goal.
- Did not have a good experience with administration this year.
- Every job I have had has some type of evaluation which always keeps us focused on the workplace mission statement and goals.
- Feedback
- Feedback through iObservation was helpful.
- feedback was good to reflect on
- Focus on a goal I could use in the classroom.
- Focus on my teaching strategies.
- Goals listed on board
- Great feedback to help me be a better teacher
- Helps keep me focused on the primary objective each day and helped in dealing with "gray areas".
- Helps me stay focused on how I'm going to reach my goal
- Helps provide a focus for professional growth.
- I always benefit from self reflection and goal setting. We were accountable to do this. I often do on my own, but it improves my game to be accountable for the process.
- I am doing more self evaluation on my lessons and am more aware of having the students do more self assessment also. This makes them take more ownership of their learning.
- I am more aware of student engagement and the strategies I use to engage my students.
- I appreciate hearing the positives of my teaching style and methods, but also suggestions to address challenges I face.
- I changed the look of my classroom. Pared down distractions such as excess supplies laying out on counters.
- I do feel like it has helped me track better. Also, I feel like my pacing and transitions have improved.
- I don't feel like the evaluation process has changed me a whole lot. I feel the evaluation is a report of what kind of teacher you are. It is to look at what areas you are strong in and which need improvement. The process gave me more positive feedback then negative.
- I get immediate feedback.

- I get more out of when my principal evaluates me. He is honest and professional and I respect his constructive criticism .
- I have always done Marzano in my previous years so I am working on honing my skills. Marzano approach provides scaffolding.
- I have reflected more on how my teaching methods help students grow in their learning.
- I have set more goals.
- I like having the Marzano model to follow to clearly know classroom expectations.
- I now strive to have a valuable purpose behind every lesson, activity, and assignment. No time fillers!!!
- I really appreciate the feedback provided to me by administrators and their observations.
- I teach Title Reading and was not evaluated
- I think it would be nice to have more ideas given to maybe change things in my class for the better.
- I think the evaluation process helps teachers set priorities, and I think it causes administrators re-focus their attention on what happens in the classroom.
- I think the Marzano model is quite encompassing but it is still pretty easy for a teacher to fool the observer if they want to. I wish there were even more opportunities for discussion and philosophy and implementation.
- I thought the growth plans were helpful.
- I try to be more aware of the way I present information.
- Identify areas where growth is needed
- Identify weaknesses
- I'm not sure it has. Collaborating with my colleagues is more valuable than trying to get a check marked in a box for something I "did" during an evaluation.
- It didn't. It's just one more task that has to be taken care of during the year.
- It doesn't... it is just jumping through the hoops and taking A LOT of time away from instruction. We are not trained very well, and are given NO time to complete all the things we need to do. There has to be another way to make sure teachers are doing their jobs.
- It drives my instruction.
- It has challenged me to continue improving and not stay stagnant. It reminds me of what qualities good teachers have on a regular basis and drives me to do better.
- It has confirmed areas of improvement I know I could (and have) address.
- It has given me a particular area to target and improve.
- It has helped me become a very frustrated educator. Students generally like my class, they are learning the content, and I have zero office referrals; and yet, I'm not "good enough" by Marzano's standards.
- It has helped me find areas of weakness and change my teaching style
- It has helped me have a clearer path for my progress
- It has helped me recognize my weakness and focuses on changing them for the betterment of my teaching skills
- It has helped me set goals. It has also helped me when designing our new curriculum and has given me insite into formative assessments .
- It has helped me to focus more on how my teaching LOOKS from others' point of view, therefore making me more mindful of every part of my lesson planning and execution

- It has helped me to identify specific domains and choose an area that I need to work on specifically!
- It has helped me to reflect on my strengths & weaknesses.
- It has helped me to reflect upon my own teaching, find the areas I can improve on, recognize student's engagement, and facilitating a classroom where everyone does everything.
- It has made me examine the value of some classroom techniques I use
- It has made me look at the way I do things differently.
- It has made me more aware of how I'm being evaluated and what the expectations are of me.
- It has made me more aware of how to engage students.
- It has made me more aware of what I am doing so that I am able to also see what I am not doing and should be doing.
- It has made me more aware of what I need to work on.
- It has made me more conscious and deliberate in my teaching strategies.
- It has made me self evaluate my skills and work on areas I need to strengthen.
- It has showed me where I need to improve as a teacher.
- It has somewhat.
- It hasn't
- It hasn't
- It hasn't assisted me growing professionally.
- It hasn't, it seems like one more thing created by "experts" that haven't been in a classroom in 20 years or have only taught on subject and tried to apply that knowledge to all subjects.
- It hasn't.
- It hasn't. I am already reflective in my teaching
- It hasn't. My administrators treat this as a hoop to jump through. I am resigning this year, so my administrator didn't meet with me and instead signed off on that part of our electronic checklist. I truly wanted to grow as a professional and receive feedback on my teaching skills, but it never happened. When I was observed, it was once a year. The feedback I got was tied to my evaluation but didn't reflect a knowledge of my teaching other than the 20 minutes that was spent in my classroom. I'm very disappointed by how little support I received.
- It hasn't...
- It helped by looking at things from a different perspective. It also gave time to reflect.
- It helped me stay focused on the goals.
- It helped me to identify weaknesses
- It helps me self reflect and not become complacent.
- It helps to stay on track with teaching towards developmental standards.
- It is good to reflect on one ability to relate instructional concepts to students and hear how others perceive your deliver of that information.
- It keeps me aware of instructional goals and individual student needs
- It made me aware of the areas that I could improve on.
- It makes me more reflective. Having a structured system like Marzano allows me to know exactly which areas are important to focus on. I like getting feedback from my principal while having the structure set up for us.
- It really hasn't

- It reminded me of areas to strengthen in my teaching.
- It required me to be more objective about my teaching, and my examination of my own teaching.
- It was mainly a reminder to be aware of using good teaching practices.
- It"s made me think about how I teach a lesson and what happens afterwards.
- It's helped me focus on areas that I can improve upon as a teacher.
- It's kept me focused on seeking information and training in the areas of need
- It's nice to have the standards to aim for.
- It's nit picky. Evaluator is looking at meaningless details, almost as if they are trying to find something wrong. I know we're supposed to be open for feedback, but in the big picture of what we do, the nit picky faults are insulting.
- I've looked at standards even more closely. I post learning goals for my students.
- Just the fact to be aware of some specific aspects of teaching.
- Keeps me focused on being accountable to school standards.
- keeps me on my toes and wanting to improve
- Kept me mindful of what I wanted to achieve with my students.
- Kept me organized
- Lean better strategies for engaging students.
- Let's me know what I am doing correctly and helps me grow as a professional.
- Made me more aware of formative assessments and evaluations.
- Makes me focus on specific things I should be doing differently or in addition to what I'm currently doing.
- Makes me self assess more and reflect
- Makes you more cognizant of what is going on in your classroom.
- Meeting with my principal and talking about things in the lesson have been really helpful.
- minimal affect
- more concerned about standards and benchmarks.
- more self reflection
- Morev awareness of some components
- NA
- Need more individual feedback. Principals need to be in meetings less and helping teachers grow more. More time in classrooms working together!
- no
- None
- None. Our principal did very little guidance and mentoring. PD workshops were weak.
- not much
- not much
- Not sure
- Not very much growth was noticed
- Other teachers were provided as role models of different models of success.
- Positive feedback is always good for moral.
- Provided opportunities for self-reflection and to collaborate with peers and co-workers

- Provides the teacher more feedback throughout the year.
- Reflection and a chance to talk things over.
- Reflection on myself as a teacher as well as my instruction.
- Seeing in in writing; makes you think and reevaluate and apply
- self reflection
- Setting goals is always important.
- The evaluation process has brought to my attention, several deficiency's I have in my teaching and has allowed me to take steps to eliminate them.
- The evaluation process has made me be more aware of areas of teaching that I wouldn't normally thought to put effort into.
- The Marzano process has helped me think deeply about what areas I can improve upon, and forced me to improve.
- The Model has helped me learn to self-evaluate and reflect on the lessons I used in the classroom. Provides examples of "good teaching" that guides my instructional practices.
- The plc was valuable
- The self-assessment piece helped more than the actual observations and feedback.
- Through good feedback.
- Time to reflect and discuss ideas with peers.
- Valuable feedback from administrator and new ideas
- Want to know more about what is to be demonstrated by the teacher
- Yes

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

- A clear expectation of each domain
- Actual informative feedback. Marazano is ineffective as a teacher evaluation format. Having the principal report on the classroom activities and then discuss with the teacher is much more effective. Number scales are not beneficial to anyone. Principals who frequent the classrooms know what is occurring and should know what is or is not occurring in a classroom. Teachers should not be informed in advance of a visit. The visit is then contrived.
- Any evaluation completed by one person is an opinion and not always an evaluation. If evaluations are sugar coated or if they are negatively biased, they are meaningless.
- Applying to PE area
- Better leadership, sustained programs, knowledge of admin vision and plans.
- Both teachers and evaluators should be trained together so that everyone is on the same page.
- Continue encouraging teachers who are afraid to be observed and reluctant to get involved in the process
- Current plan is sufficient.
- Data evaluation to drive instruction
- discipline and management
- Establish a clear vision for school wide data use
- Explanation, models, instruction,
- Face-to-face visits.
- Focus on less domains each year.
- Formal administrative observations always seem to pose an awkward scenario in general, I don't wish to speak for everyone, but I don't think many would disagree. I feel like the unannounced, more frequent, but more brief visits illustrate a truer snapshot of the teaching and learning taking place in a class. It would be great to see those visits, noted and compiled, then examined in a professional growth portfolio.
- Get in a more professionally run school
- Get rid of Marzano.
- Give teachers time to look at the site during PD. I don't even have time to go and look at the feedback. Trainers are not as trained as they need to be.
- Go back to the old way of doing evaluations where the administrator came in, observed you teaching a whole lesson and the reflection was a written comment piece instead of it being a grading scale as to how many of the key components were touched on in a twenty minute period of time. The evaluation should look at the teacher over a period of time just like we look at our students. A twenty minute observation once or twice a year shouldn't define a teachers ability to teach effectively. Teachers need to feel supported all year long.
- Having an evaluation
- I actually like it how it is.
- I am unsure

- I appreciate time to work on planning and reaching the goals we were encouraged to set. It can be difficult to add one more thing to the mix of responsibilities we as teachers are expected to complete each day/year.
- I believe a grade shouldn't be given.
- I don't feel as though I have been apart of the Marzano teacher model long enough to give thorough feedback it.
- I don't feel taking teachers away from their students to 'evaluate' peers is productive. This is what administrators are trained to do. Let us teach our students.
- I feel that all observations are objective, so positive feedback with ideas to help improve given in a constructive way that doesn't belittle anyone involved would be best.
- I feel that as teachers we have been provided ample opportunities for professional development.
- I like IMMEDIATE feedback after an observation - it would be nice if the results were available right away.
- I like what we are doing currently.
- I need time to meet with my job alike cohorts in my building. I have no time with them.
- I prefer more of a narrative and not a number for a "grade." I really don't feel that the principal can adequately evaluate my effectiveness on one day of observation by checking a few boxes, and giving me this pep talk about how great my lesson was -- and then bam-- I get a number 3.0-- that says to me that I just didn't measure up that day. When I brought everything I had-- cart and pony show-- etc. . . I think I would have felt much better about my evaluation and the process with the narrative and the discussion with my principal rather than opening that document on iObservation and having a huge 3.0 jump off the screen at me. It made me feel defeated the rest of the year.
- I think a different method of evaluation would be more effective. This process is too long and unattainable.
- I think all the forms you fill out are unnecessary and very time consuming if you do a good job. There should be less forms.
- I think more informal observations should be completed and notes taken on those different observations. Eventually, I would like to see that evaluation show multiple lessons/visits instead of that one "snapshot" of the official visit.
- I would like more feedback when there are walk-thru observations
- I would like more time to sit down with administrators throughout the year to talk about my classroom performance as well as career goals.
- I'm not sure at this point in time.
- It is impossible for an admin to evaluate educators on all 60 domains with 5 visits.
- It's tough to have such an expansive evaluation system. Being a first year teacher, I can improve in all areas so it was hard to not feel overwhelmed and decide what areas were of most importance.
- Less questions for the teacher to fill out.
- More accountability (more observations) to keep me on track towards meeting my goals.
- More constructive criticism provided specifically.
- More examples of "innovative" performance
- More examples of what each area looks like so administration, teachers, and students all understand what is expected of them from the other.

- More feedback from informal/walk through observations.
- More geared to my CTE class
- More ideas and resources should be provided on how to reach the "4.0" level that we are striving for.
- More open communication. I want to know how I can improve. More time to discuss and collaborate with fellow teachers about instructional strategies.
- More opportunities and encouragement for cross disciplinary collaboration
- More relevant project based lessons that are student driven.
- More space!!
- More student voice and choice
- More subject based
- More support for resources.
- More time to work on lessons and less meetings.
- na
- NA
- NO observation can truly express any given teacher's talents.
- None
- none
- None
- None.
- none. It is a good system.
- not sure
- not sure
- Not sure
- Not sure
- Nothing
- peer reviews
- Positive feefback would have been nice.
- Principal evaluations from teachers and support staff Secretary evaluations from teachers and support staff
- Principals should use their experience as educational leaders to help improve instruction. Our principal is more interested in generating data and improving instruction.
- professional development and being able to try the things we learn without always being graded or evaluated on them
- Reminders of when things are due.
- Right now- none. We are training in new programs and just need time to implement what we have learned to see where we feel we need more help.
- Schools are sending the same people to training, and those people are not being held accountable for bringing information back to the whole staff. Teachers are receiving a watered down version of the initiatives, which causes a lack of interest, understanding, and buy-in.
- See #23.
- smaller class sizes, fewer meetings

- Sometimes regular classroom teachers get the evaluations done, but teachers of specials like Title aren't included in the process.
- Stay consistent with one game plan. We have to many initiatives and one runs into the other causing nothing to get done completely.
- The evaluations should just be quick walk throughs and then a verbal comment. I think you observe a lot more from walk throughs then a planned observation.
- There are some parts that cannot be judged by a visit to a classroom. There are parts that do not apply to primary instruction.
- There is a lot of paper work to go along with the evaluation process. Some of the questions we need to fill out are redundant.
- There should be required face to face feedback.
- This process tends to lean on the side of micro-management. Once fully implemented, teachers may spend more time jumping through hoops than teaching. I think there needs to be a bit of a step BACK actually.
- Time
- time for reflection
- To be honest, the evaluation process is not something that I think about during my every day teaching. To make it something that I focus on it needs to be more of a focus in our school.
- Too many goal areas
- Train evaluators on how to implement these models effectively, and also train them that nothing should be black or white in an evaluation.
- use more technology
- We keep doing what we are doing, small growth steps so that all teachers feel comfortable before moving on to adding more.
- We need better disciplinary decisions being made before we can grow as teachers. It is hard to teach when the treat of "going to the principal's office" is laughed at.
- We should have informal observations.
- Writing everything out on the online form is tedious. It is not realistic to how I would implement it in my classroom. I felt like I was just making it sound "pretty"

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

- A formal evaluation should involve seeing the evaluator more then 2.2 hours in a school year. I have seen my principal one on one or in my classroom that amount of time. It is like our principal isn't here. I don't mind that, as everything is going well. However, when it comes to evaluations, I don't see how a formal evaluation can take place with so little contact time? I want recognition for the many things I attempt to go above and beyond on. Rather I'm dinged on the small stuff - i.e. a paragraph on why I didn't come back to a student after answering a question incorrectly to give them a second chance on success. No mention of the fact that the students were being engaged during the activity. This happened one day! So much focus on trying to point out areas to improve. Need to hear what is going well.
- Adding more to a teacher's day is not always being more efficient or effective. I like that our evaluation system is taking slow steps to ensure that we understand the process, and it meands something to us.
- Administrators should listen to what works better for teachers in their classrooms. Really listen.
- Don't care for the fact that questions are addressed as "all the time." Rarely happens each and every day every single period. Don't like the fact that administrators are discouraged from giving "4's."
- Evaluation of administration
- Evaluators (both from the RRVEC and principals) don't seem to know how to effectively make suggestions on how to improve teaching strategies. They also look at the Marzano rubric as black and white while it really should be a pendulum, that will vary based on concepts being taught and grade level. Also, there is a high priority set on technology but more and more mental health professionals and education specialists say we minimize technology and get back to the basics (for students' information retention and for positive mental health).
- Goal was written before implementation in the classroom and then reviewed after implementation.
- Grades should not be given.
- How do teacher evaluations make a teacher become better and/or want to improve …they really don't.
- I don't like how we have to rotate from one level to another every 3 years. I have taught for 30 years and I don't feel I should have to go back to doing 3-4 goals. I feel I should be able to stay in the professional level and work with 1 goal.
- I have taught in the system for over 28 years, and I feel that our district has strived to help improve the quality of our teachers.
- I think it is really important for evaluators to remember they are just seeing a piece of instruction and that they may not see everything in one lesson.
- I think it's very important to have the follow up time after evaluations. For me that is what helps me process what needs to change and what is going well from the perspective of my principal.
- I think Marzano is a wonderful teacher model to be used. It is well laid out - easy to break apart each domain and focus on one thing at a time to improve teaching. I also liked the feedback my administrator was able to leave through iObservation.
- I think PD needs to be a mix of new research and learning along with sharing best practices and observing other teachers, both masters and novices.

- I think you'll find that administration teams have a good understanding of the new initiatives, but information is not being well/fully communicated to all staff members. Staff members are not regularly and systematically included in decision making. Finally, we have talked about what it means to give constructive feedback after an observation, but we have not talked about how to show meaningful appreciation. Teachers don't want an email with a list of appreciation quotes, we want an increased stake in the planning and development processes of our schools-- we need to continue the dialogue about cultivating teacher professionalism.
- It seems to be a lot of extra work for principals. I do not believe this is necessary for effective teachers.
- It was really wonderful to have a staff member with such a positive attitude observing and offering suggestions. It really helped me not feel judged as a teacher.
- Less early outs from class days..we need more in class time especially at the end of the school year.
- Marzano is a wheel reinvented. It was the newest, greatest thing 5 years ago, and it has a few years left on it's life cycle, before the newest reinvention of the wheel comes along.
- More teacher to teacher observations needed, more supervisor/teacher observations needed.
- n/a
- n/a
- No
- No
- No
- No
- no
- No.
- None
- None.
- None.
- Nothing at this time.
- Our principal this year did very few observations this year, unfortunately, so it was difficult to come up with a personal growth plan with no feedback to go off of.
- Sometimes it seems that too much time is spent on the process, time which could be used with students teaching.
- Survey administratos that has left their jobs past 3 years. I wonder how many of them left because of this whole new system of evaluation and the pressure it puts on them. They do NOT have time during the day to do this. They should... but they are too busy handling students that are disruptive, and helping teachers who need them in their classrooms.
- Teacher evaluation is good and necessary but don't create a process with a very narrow margin of results that leave teachers feeling frustrated and inadequate when they are in fact doing an excellent job of educating our young people.
- Teachers do need sto be evaluated frequently and just a few minutes will inform the observer what is occurring.
- The administration did not provide any in-service or guidance with iObservaton. We were told to go online and start using it.
- The Marzano method is a huge waste of money!

- The teacher coach from RRVEC is ineffective. Every "suggestions" are superficial at best, and some suggestions are using technology that our school doesn't even have which makes the suggestion unproductive. Also, there has been times where she asks questions of students but this ends up being counterproductive because students are suppose to learn through self discovery (not teacher leading questions in a particular class). Many students also shutdown whenever this "stranger" comes into the room, and I loose a day of learning every time this person comes into rooms where students feel uncomfortable with her. I find her presence in the classroom more of a hindrance on student learning and her evaluations of teachers worthless!
- There should be more accountability on the part of administrators, whom in some cases run schools like dictatorships?
- This model requires a lot of time from administration and that did not happen in our school - there are too many other things going on.
- This takes a lot of time which teachers are short of
- Too much was put on the principals and the documentation they had to do for each teacher.
- Training or help on creating role responsibilities
- Upper administration (superintendent, asst. superintendent hr) and school board unaware / uninterested in what is happening in the classrooms.
- We have the most effective principal I have ever had here, that is why the observations were so helpful. She's leaving at the end of this year.
- With these sorts of tools being used to evaluate teachers, it really is no mystery that young people have no interest in becoming teachers. Generally people tend to follow familial paths for future careers because it's what they are familiar with; however, as teachers' children see the defeat and the struggle, it's no wonder they wouldn't want to become teachers. It will be interesting to see how the teacher shortage comes to fruition in America. This evaluation tool isn't helping matters.