

Marzano Model Selected Comments 2017

<p>23. If more professional development is offered on areas related to teacher evaluation, what is an area that you would be interested in?</p>
<ul style="list-style-type: none"> · Behavior, instructional practices
<ul style="list-style-type: none"> · Best practices in the classroom.
<ul style="list-style-type: none"> · Clarifying job expectations, providing observations and feedback to teachers, and ensuring our evaluations reflect our strength and weaknesses.
<ul style="list-style-type: none"> · Classroom environment
<ul style="list-style-type: none"> · Data and learning target/goals explained to students as to why they are being taught a specific topic. Also, on project based learning.
<ul style="list-style-type: none"> · Examples of Level 4 in the classroom...what does it take to be exceeding expectations!
<ul style="list-style-type: none"> · General help with improving, goal-setting and follow-through...time to pursue the goals we set
<ul style="list-style-type: none"> · Handling major behavior issues, safety of other students and the teacher, etc.
<ul style="list-style-type: none"> · How to adjust teaching practices for 21st century learners.
<ul style="list-style-type: none"> · How to implement the changes that are needed.
<ul style="list-style-type: none"> · 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.
<ul style="list-style-type: none"> · Implementation of data to drive instruction
<ul style="list-style-type: none"> · Let teachers evaluate administration.
<ul style="list-style-type: none"> · Let us work. We've had LOTS of professional development. Provide teachers the time to develop what they've got.
<ul style="list-style-type: none"> · Self evaluation and peer evaluation
<ul style="list-style-type: none"> · Since there are many new teachers, everyone could use a refresher on the WHY behind teacher evaluation to increase buy in from all stakeholders
<ul style="list-style-type: none"> · Teachers are vaguely informed of what is going to beevaluated rather than thoroughly going through expectations with examples.
<ul style="list-style-type: none"> · 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.
<ul style="list-style-type: none"> · Use of technology
<ul style="list-style-type: none"> · using assessment in instruction (formative assessments)
<ul style="list-style-type: none"> · 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.
<p>24. How has the evaluation process helped you grown as a professional?</p>
<ul style="list-style-type: none"> · Actually, it steered me in a direction that I felt was not student centered instruction.
<ul style="list-style-type: none"> · aware of the good things I was doing
<ul style="list-style-type: none"> · Being more thoughtful of my goals, as well as how I am trying to improve my classroom and teaching.
<ul style="list-style-type: none"> · By gaining feedback I see what I need to improve on.
<ul style="list-style-type: none"> · Helps keep me focused on the primary objective each day and helped in dealing with "gray areas".

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· 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 do feel like it has helped me track better. Also, I feel like my pacing and transitions have improved.
· 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 like having the Marzano model to follow to clearly know classroom expectations.
· I thought the growth plans were helpful.
· 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 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 to identify specific domains and choose an area that I need to work on specifically!
· It has made me more aware of how I'm being evaluated and what the expectations are of me.
· 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. 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 helped by looking at things from a different perspective. It also gave time to reflect.
· It helps me self reflect and not become complacent.
· It's kept me focused on seeking information and training in the areas of need
· 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.
· keeps me on my toes and wanting to improve
· Let's me know what I am doing correctly and helps me grow as a professional.
· Meeting with my principal and talking about things in the lesson have been really helpful.
· Positive feedback is always good for moral.
· 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.
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.
· Face-to-face visits.
· Focus on less domains each year.

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<ul style="list-style-type: none"> · 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.
<ul style="list-style-type: none"> · 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.
<ul style="list-style-type: none"> · I believe a grade shouldn't be given.
<ul style="list-style-type: none"> · I like IMMEDIATE feedback after an observation - it would be nice if the results were available right away.
<ul style="list-style-type: none"> · I think a different method of evaluation would be more effective. This process is too long and unattainable.
<ul style="list-style-type: none"> · More accountability (more observations) to keep me on track towards meeting my goals.
<ul style="list-style-type: none"> · More examples of "innovative" performance
<ul style="list-style-type: none"> · More feedback from informal/walk through observations.
<ul style="list-style-type: none"> · More open communication. I want to know how I can improve. More time to discuss and collaborate with fellow teachers about instructional strategies.
<ul style="list-style-type: none"> · More time to work on lessons and less meetings.
<ul style="list-style-type: none"> · Positive feedback would have been nice.
<ul style="list-style-type: none"> · Principals should use their experience as educational leaders to help improve instruction. Our principal is more interested in generating data and improving instruction.
<ul style="list-style-type: none"> · 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.
<ul style="list-style-type: none"> · There are some parts that cannot be judged by a visit to a classroom. There are parts that do not apply to primary instruction.
<ul style="list-style-type: none"> · There should be required face to face feedback.
<ul style="list-style-type: none"> · Train evaluators on how to implement these models effectively, and also train them that nothing should be black or white in an evaluation.
<p>26. Any other comments on something not covered in the survey? (Positive or Concerns)</p>
<ul style="list-style-type: none"> · 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.
<ul style="list-style-type: none"> · Administrators should listen to what works better for teachers in their classrooms. Really listen.
<ul style="list-style-type: none"> · Evaluation of administration

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<p>· 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).</p>
<p>· 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.</p>
<p>· 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.</p>
<p>· 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.</p>
<p>· 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.</p>
<p>· 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.</p>
<p>· Survey administrators 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.</p>
<p>· The administration did not provide any in-service or guidance with iObservation. We were told to go online and start using it.</p>
<p>· The Marzano method is a huge waste of money!</p>
<p>· There should be more accountability on the part of administrators, whom in some cases run schools like dictatorships?</p>
<p>· Too much was put on the principals and the documentation they had to do for each teacher.</p>
<p>· 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.</p>
<p>· 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.</p>