

Fairport Harbor Schools is redefining educator evaluation. Teacher evaluation must be viewed as a collaborative process by which professionals can grow into reflective practitioners. We believe that teacher evaluation should be deeply and meaningfully linked to the practices that occur in the classroom.

Constructed from a solid foundation that is grounded in research, our model is designed for growth. Research shows us that humans generate knowledge and meaning from interactions between their experiences and their ideas. Embracing a constructivist theory allows us to create environments where our classrooms become learning labs for our teachers and **learning by doing becomes our mantra!**



“Our model isn’t about weeding out ineffective teachers... but shading out ineffective practices”

In John Hattie’s work synthesizing over 800 meta-analyses related to student achievement, microteaching and formative teacher evaluation were the teacher effects proven to yield the greatest results.



We believe that evaluation should....

- Be teacher centered and teacher driven.
- Promote collaboration.
- Incorporate technology.
- Be linked to professional development.
- Provide meaningful and timely feedback.
- Incorporate a focused plan for improvement when needed.

Fairport Harbor Schools



Contact Us!

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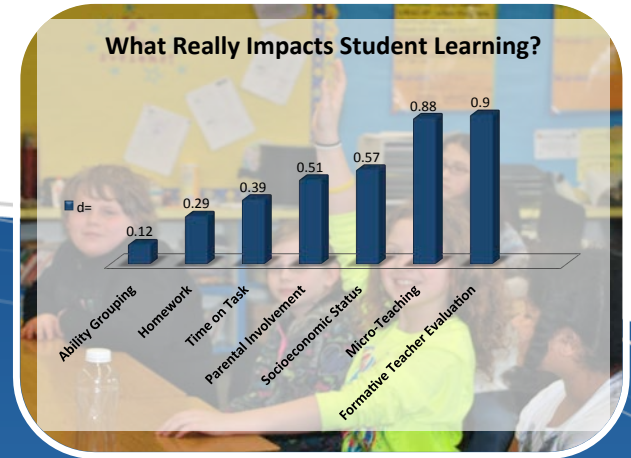
www.fairportharborschools.org

Teacher Growth Model



Evidence. Growth. Mastery.

The Fairport Harbor Transformation Team has attempted to develop a teacher evaluation tool that is founded in research and improving student achievement rather than teacher ranking or sorting. We sought out the research-based methodologies with the highest positive effects in terms of contributions from the teacher and teaching approaches and combined them to transform the way we view teacher



The Model

Step 1: In step one the teacher becomes the director of his or her own growth. Through a collaborative process they identify strengths and weaknesses, set goals and reflect on their teaching strategies. Video taping lessons allows for the teacher to view their own practice as an outsider and provides a unique perspective. This videotaping, also known as micro-teaching has been identified as a “high yield” strategy and has been called “**the single most effective practice for improving teaching**”. The teacher can do multiple takes of the video and submit their best.

Step 2: The administrator functions as a guide in this process. They help identify the strengths and weaknesses and to provide a collaborative, alternative viewpoint for the practitioner.

Step 3: Portfolios. Though the collaborative observation sheet, walk-throughs and student growth measures are the only requirements for the portfolio, this evidence-based process allows for the teacher to demonstrate mastery in an infinite number of ways. Rather than an ambiguous checklist of arbitrary measures, our model allows teachers to direct the evidence that informs their evaluation score.

Step 4 & 5: The teacher records and submits a new video. The administrator reviews the lesson and portfolio, applying the rubric with a focus on the goals that the teacher has identified. The score from the rubric and the student growth data is used to derive a summative score.

Step 6: Continuous. Rather than a checklist that may identify weaknesses with no plan for addressing them, the our model creates a constructed game plan. Teachers who meet their goals move forward with identifying new goals. Teachers don’t meet their goals get an opportunity to develop their areas of weakness through a focused professional development plan.

Why Walkthroughs?

- Measure the impact of staff development efforts.
- Observe district wide data trends over time.
- Demonstrate the use of technology to support student learning.
- Correlate teaching and learning to student achievement data.
- Encourage the use of research-based strategies.
- Stimulate conversations about Differentiated Instruction.
- Generate evidence of successful teaching practices.