

MINI-OBSERVATIONS: OPERATIONAL DETAILS ON COACHING TEACHERS WITH SHORT, FREQUENT, UNANNOUNCED VISITS

Research has shown that the traditional teacher-evaluation model has very little impact on teaching and learning. Kim will suggest a different approach with these components:

- Short, frequent, unannounced classroom visits followed by face-to-face coaching conversations and very brief narrative summaries sent afterward
- Orchestration of teacher teamwork creating curriculum unit plans and orchestration of teacher teamwork looking at student work and data
- Student perception surveys as coaching input to teachers
- Rubrics used for self-assessment and summative evaluation

This balanced model promises to have far greater impact on teaching and learning and provide sound data for summative evaluations.

Date and Location

Wednesday, October 9, 2019
Kalahari Resort | Wisconsin Dells

Cost and Registration

\$99 for AWSA members
\$149 for non-members

This workshop can be attended as a stand alone event or as a pre-con for the 2019 Elementary Principals Convention.

<http://www.awsa.org/mini-observations>



Kim Marshall began his career in 1969 teaching sixth graders in a Boston middle school. He used “learning stations” with some success, wrote curriculum materials for his students, gave workshops for teachers in the Boston area, and began to write articles on classroom and school innovation.

Since 2002, Kim has coached principals (mostly in New York City) and spoken and consulted on teacher supervision and evaluation, time management, curriculum unit design, differentiation, effective use of during-the-year student assessments, and middle-school sex education.

He is the author of the weekly newsletter the Marshall Memo. The Memo is designed to keep principals and others very well-informed on current research and best practices in the field.