

Making Teachers BETTER, *Not* BITTER

Balancing Evaluation, Supervision, and Reflection for Professional Growth

by TONY FRONTIER and PAUL MIELKE

MAKING TEACHERS BETTER	MAKING TEACHERS BITTER
<p>Understanding that evaluation can only measure teacher performance—not improve it.</p>	<p>Believing that evaluation will improve teaching. This is similar to the belief that more testing will improve student learning.</p>
<p>Creating collaborative environments in which teachers can observe other practitioners, discuss their craft, and engage in purposeful reflection about how to modify their current practice.</p>	<p>Assuming teachers fail to improve because they lack the incentives or consequences to do so.</p>
<p>Empowering teachers to use data to establish, pursue, and monitor their own goals. This practice leads to the attainment of more rigorous growth goals.</p>	<p>Assuming evaluation is a catalyst for teachers to establish meaningful improvement goals.</p>
<p>Facilitating teachers' use of comprehensive teaching frameworks as a basis for a shared language of professional practice that informs collaborative efforts to build expertise.</p>	<p>Designating administrators as the primary users of comprehensive teaching frameworks, and then solely using the frameworks for purposes of judgment and evaluation.</p>
<p>Creating opportunities for teachers to gather—and respond to—frequent, developmental feedback through video, peers, and students in a manner that supports deliberate practice toward professional growth.</p>	<p>Assuming the evaluation process itself, or administrators alone, can provide enough feedback to help teachers improve.</p>
<p>Building a culture in which teachers are their own best supervisors and use protocols that effectively balance evaluation, supervision, and reflection.</p>	<p>Using evaluation as a top-down, “gotcha” process that is done to teachers.</p>

Download Making Teachers Better, Not Bitter infographic at www.ascd.org/makingteachersbetterinfographic.

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