

21ST Century Appraisal for 21ST Century Teachers

Strengthening teacher inquiry and making explicit links between teaching practice and student's achievement

It starts by convincing teachers 'appraisal' is meaningful. Whatever aspirations you have for improving appraisal your success is contingent on your ability to convince your teachers it's valuable and meaningful for them.

Unfortunately most appraisal systems historically have failed to readily engage teachers in professional revitalisation, regeneration and inquiry. Rather than assisting teachers identify and develop a 'learning edge' appraisal has tended to limit teachers by defining them by what they do and don't know. As opposed to leveraging their aspirations as a creative, productive force, teachers have found themselves exposed to systems providing an evaluative, limited and fragmented sense of self.

Tweaking at the margins of traditional appraisal can often be time consuming and frustrating. Although well intentioned, too many teachers have come to a permanent view that appraisal, in whatever guise, can't and won't be meaningful. Convincing thoughtful people like teachers that appraisal is meaningful must begin by exposing them to a new way of thinking, a new way of doing and a new way of feeling. For many nothing else will do. They have to believe there has been a clean break from past experience.

21st Century Appraisal

InterLEAD Connector™ is different. It's a very simple on-line appraisal system designed with the assistance of New Zealand teachers. Incorporating elements of both the existing Professional Dimensions and Standards, and the Registered Teacher Criteria, it saves time, reduces paper and generates rich, targeted, high quality data for on-going teacher inquiry and professional dialogue.

Features

Each teacher has an on-line appraisal file with up to six sections.

- *Section 1: The Art and Craft of Teaching*
- *Section 2: Modelling of the Competencies*
- *Section 3: Leadership / Management*
- *Section 4: Registered Teacher Criteria*
- *Section 5: Data Mapping for Teacher Inquiry*
- *Section 6: Personal Reflection and Inquiry*

Section 1: The Art and Craft of Teaching

This section asks teachers to reflect on and inquire into forty vital practices high performing teachers go on to master. It provides and presents rich data up to four times a year from the four critical areas of a teacher's practice – Classroom Management, Content / Curriculum Knowledge, Instructional Practice, and Formative Assessment. Comparative data from each cycle is saved and presented in dial format as evidence of growth or under-performance. Written comments by the teacher and others contribute to the teacher's appraisal reflections.

Section 2: Modelling of the Competencies

Teachers are asked to inquire into and reflect on their ability to be learners. This section provides fertile, focused data on the extent to which the teacher implements 20 vital behaviours they are required to model to strengthen your school as a Learning Community. Under the headings Managing Self, Relating to Others, Participating and Contributing, and Thinking. Data is presented in dial format as in Section 1 and includes written comments from respondents.

Section 3: Leadership / Management

Provides data for teachers who have management and leadership responsibilities. Data is presented in dial format as in Sections 1 and 2, and focuses on five vital leadership behaviours and practices.

Section 4: Registered Teacher Criteria

InterLEAD Connector™ is programmed to breakdown and dovetail all responses provided with the 12 Registered Teacher Criteria. Summary data is presented in table format showing the extent to which the teacher requires development within each criterion. This can be used as evidence for Teacher Registration and as the year progresses the teacher, their appraiser and leaders can monitor development and progress against each one.

Section 5: Data Mapping for Teacher Inquiry

All responses from all respondents are group mapped for comparison. Gaps in perception are identified and goals developed. This comparative data assists reflection and inquiry, and ensures teachers target the right goals within their practice to optimise impact on students learning. It ensures outstanding performance in the right areas - not the wrong areas!

Section 6: Personal Reflection and Inquiry

- Teachers 'blog' reflections and 'learnings' throughout the year - and because each reflection is automatically 'date stamped' you and they know when each comment was entered to encourage on-going reflection and inquiry;
- Selected learning partners (appraiser / learning partner(s) / coach / principal / colleagues) can access and contribute to the teacher's blog reflections (which are also automatically 'date stamped') to deepen the teacher's understanding and to promote on-going dialogue, reflection and development of new insights;
- Teachers record professional development; write up goals and steps taken to achieving them; and teachers at the end of the year write up their own honest on-line final report for you because they and you are informed and you both know exactly where strengths and developmental areas lie.

What are some of the benefits?

- You can access through a special 'Leader's Briefcase' the appraisals of every teacher at any time – from home and overseas.
- You can decide whether teachers receive data once, twice, three or four times a year. It may differ for each teacher – you choose.
- You can access the pooled data of all teachers to identify school wide team strengths and developmental areas.
- Data can be used for Self Review and as a basis for differentiated professional development for targeted staff.
- Should ERO ask you to comment on your teachers' capability you have the data at your finger tips – you are in touch. Just log in.
- Appraisal Connector™ allows you to use appraisal for Teacher Registration; teachers can use appraisal to help generate on-going evidence they require for registration year to year.
- Teachers are steered to vital behaviours and practices – appraisal becomes a high 'leveraging', highly valued development tool.
- Shifts teachers to self appraisal – they do the work, not you.
- You have a powerful, scientific system for generating regular, targeted, high quality teaching practice data which teachers require in order to evaluate and inquire into their practice and make explicit any links to their students' achievement.

My answers about teaching practice are based on:

There is no supporting data. Ratings are based solely on personal judgment.

If necessary, I can gather supporting evidence to justify ratings given.

Most ratings are supported by existing data that can be readily provided.

I have available a portfolio of data that supports the ratings given.

Section 1 - The classroom (4 vital teaching practices)

These questions are designed to gain feedback and comments on the 4 Key Areas of the Classroom (Classroom Management, Content Knowledge, Instructional Practice and Formative Assessment). The section consists of a total of 40 questions which are broken into 4 sets of 10 questions. Estimated completion time 20 minutes.

QUESTIONS 1 - 10 / 65

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Positive Behaviour Management

1) You anticipate and minimise disruptive behaviour.

Should you focus more on this aspect of your practice? NO

There is no supporting data. Ratings are based solely on personal judgment.

If necessary, I can gather supporting evidence to justify ratings given.

Most ratings are supported by existing data that can be readily provided.

I have available a portfolio of data that supports the ratings given.

2) You apply classroom expectations consistently and fairly to all students.

Should you focus more on this aspect of your practice? YES



Questions - please contact us

Learn more at www.interlead.co.nz, email connector@interlead.co.nz or contact one of our team. We will be happy to provide you with more information.

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