

FIRST, it's about the students:

Frame your actions and interactions with students around the *Three Pillars of Shannon*. Try to always help every student:

I
FEEL A SENSE OF SECURITY AT ALL TIMES HERE
AT SHANNON;

II
FEEL A SENSE OF SIGNIFICANCE ABOUT THEMSELVES HERE AT
SHANNON; AND

III
FEEL A SENSE OF COMPETENCY IN THEIR ACADEMIC ABILITIES
HERE AT SHANNON.



SECOND, it's about the mission:

The Shannon Center, in its commitment to excellence, strives in a non-traditional setting to ensure that students know how to take advantage of all of life's learning opportunities and become citizens who make valuable contributions to society.

The No Surprise Pledge:

I believe in emphasizing and building on your strengths.

I will never surprise you with a negative evaluation. If there are areas that we can work on together for improvement, I will meet and communicate them to you personally.

If you are failing to meet expectations, you will be told so - clearly and in detail. You will also be given opportunities to grow and improve in areas that may need attention.

If you are ever in doubt about anything regarding your evaluation, your professional development, or you just want honest in-input about your job performance, please ask.

A handwritten signature in blue ink, appearing to read "Greg Farr".

Greg Farr, Principal

Your formal appraisal is based on the PDAS. We follow the District-approved calendar, time-lines, and procedures established by Board Policy. Walk-through observations are based on training provided to the administrative staff based on the work of Carolyn Downey as well as The Dana Center (UT Austin). All appraisal data is maintained through Eduphoria. You may have access to your Campus Personnel File at any time. You may request additional formal or informal training in any aspect of the appraisal process at any time. Based on three years of proficient ratings in all domains, you may request to be formally appraised on a three year cycle. Please note that this waiver does not affect walk-through observations - which are on-going for all staff throughout the year. Every effort is made to provide you with some form of feedback after every classroom walk-through / observation.

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Walk-Throughs, Look Fors, Observations, and Evaluations

A Quick Reference Guide to Campus-Wide Expectations

The Shannon Learning Center
Birdville ISD



“What we see depends mainly on what we look for.”

John Lubbock

“High achievement always takes place in the framework of high expectation.”

Charles Kettering

FINALLY, it's about the teaching...

THE BASICS

Be Prepared

Teach Engaging, Educationally-Meaningful Lessons

Apply the Research—Three COMMON FINDINGS Universal to All Educational Research:



I. Is the essential content and expectation of learning being clearly identified and communicated? Are the expectations modeled for the audience?

II. Is instruction differentiated and based on research-based instructional strategies (e.g. Marzano, Schlechty, etc)?

III. Data collection, monitoring, and use with constructive feedback (i.e. CIP strategies) is essential.



**It Doesn't Take Long:
The average walk-through will last an average of 4—7 minutes.**

THE FIRST IMPRESSION – 10 SECONDS

When someone first walks in, do they feel welcome, comfortable and encouraged to get involved?

What is the energy level of the classroom?

THE FIRST 60 SECONDS – LOOK

Is the lesson objective clearly stated and posted where everyone sees it?



Is student work posted?

Are EXEMPLARS posted (clear examples of excellent work that reflect the teacher's expectations about work products)?

Are students on-task – any heads on desks?

What Continuous Improvement Practices is there evidence of?

THE FIRST 60 SECONDS – LISTEN

Is it just the teacher talking?



Is there appropriate buzz?

THE NEXT “DEEP 3” MINUTES:

Does student activity reflect understanding of the objective?

What instructional practices are in use?

What group formats are being used?

What instructional strategies are being used?

Do your materials vary?

Are you hitting the higher levels of learning (eg. analysis, synthesis, evaluation)?

Are different learning styles being accommodated?

Is the lesson on grade-level (for subject and TEKS)?

Do the students seem to be meaningfully engaged?

Is the classroom well organized and managed?



THE DANGER SIGNALS



Your Appraiser's NEGATIVE Biases

Students with heads on desks

Teachers working on computer with back toward students

Teachers working at desk

Teachers who sit while teaching

Majority of students off-task

Teacher not in the room – (as in being frequently absent)

Movies, videos, t.v. being shown frequently



FROM MEETS TO EXCEEDS EXPECTATION

Your Appraiser's POSITIVE Biases

Strong instruction is observed during all walk-throughs - students always appear highly engaged

The teacher consistently has good TAKS scores

The teacher effectively deals with classroom discipline

The teacher has a highly effective PIP period

The teacher maintains a web-page

The teacher participates in Campus Life

The teacher is pro-active in all aspects of professional life

