

THIRD EDITION

Kim Marshall

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# RETHINKING TEACHER SUPERVISION & EVALUATION

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How to Shift the Conversation to Coaching,  
Continuous Improvement, and Student Learning





## **Praise for *Rethinking Teacher Supervision and Evaluation***

A concise collection of practical ideas on how principals can improve teaching and learning, Kim Marshall is a former administrator who knows from experience how to ensure that teachers receive the support and guidance they need to be effective in meeting the needs of students. An invaluable resource for instructional leaders.

—**Pedro A. Noguera, Ph.D.**, *Dean of Rossier School of Education and Distinguished Professor of Education*

In *Rethinking Teacher Supervision and Evaluation*, Kim Marshall challenges the conventional perspective on teacher evaluation, urging us to perceive it not merely as a set of obligatory transactions but as a system capable of transformative leadership moves. This paradigm shift, according to Marshall, holds the potential to cultivate true collaboration, strategic actions grounded in research, and ultimately, improved learning for teachers, effective leadership decisions, and tangible progress in student achievement.

Kim Marshall introduces a novel approach, emphasizing mini-observations and reflective post-visit conversations as key components. These elements, he argues, enable school leaders to construct a comprehensive understanding of teachers' strengths and areas for improvement. Notably, this method relies on multiple data points rather than a single observation, providing a more nuanced and accurate evaluation.

What sets this text apart is its practicality. Kim Marshall offers actionable suggestions that render it an invaluable resource for both emerging and experienced school leaders. The proposed strategies empower leaders to navigate the complexities of teacher evaluation with finesse, making informed decisions based on a holistic understanding of each teacher's performance.

Moreover, the text advocates for transformative changes in the existing evaluation system, positioning it not as a mandatory exercise but as a catalyst for positive outcomes. Kim Marshall's innovative ideas, outlined in this book, present a compelling argument for reshaping our approach to teacher evaluation. It is, undeniably, the resource needed to usher in a new era of evaluation that prioritizes the growth and success of students, teachers, and school leaders alike.

—**Dr. Gloria McDaniel-Hall**, *Associate Professor, National Louis University, Chicago, IL*

Ample research now tells us that principals can be crucial to student learning, especially so for disadvantaged students. This book helps us understand *how* principals can matter, embedding a discussion of high-impact strategies for improving instruction into an insightful overview of the most relevant research, information that should be part of every principal's training.

—**Charles M. Payne**, *Henry Rutgers Professor of Africana Studies and Director of Joseph C. Cornwall Center for Metropolitan Studies at Rutgers, The State University of New Jersey-Newark*

This book serves as a manual for everyday supervisors looking to help teachers improve their practices. The mini-observation strategies will help us build the muscles to coach teachers toward closing the knowing-doing gaps of planning and implementing effective lessons.

—**Dr. Hoa Tu**, *Superintendent, New York City Public Schools*

Kim Marshall's *Rethinking Teacher Supervision and Evaluation* is the most practical, compelling source you'll find on this topic. If we heed his irrefutable case for frequent classroom visits and specific, targeted feedback, then instructional quality—and student outcomes—will absolutely improve.

—**Mike Schmoker, Ed.D.**, *Author, Speaker, and Consultant*

One of the great joys of teaching and leadership is the opportunity to watch a master at work. Great teachers, as Marshall demonstrates, enthrall us not because they are magicians, but because they work hard, take feedback, and improve every day. The challenge is this: How do we take our current teaching staff to that level? How do we build the next generation of expert teachers? In this Third Edition of *Rethinking Teacher Supervision and Evaluation*, Marshall provides the roadmap to do just that. His mini-observation system has a uniform goal of instructional excellence, but does not take a one-size-fits-all approach to classroom observation. Best of all, Marshall provides teachers and administrators not only with a goal of effective practice, but also with specific guidance on many traditional practices to be avoided. If we aspire to see more great teaching, then we need to see more effective observation, feedback, and support for teachers at every level. Whether you are observing veteran staff members or the growing number of new teachers who have had little or no pedagogical training, this book will help. To be clear, this is not just a book for administrators – it is a lifeline for teachers who are weary of ambiguous and inconsistent evaluation systems. They deserve a roadmap for how to improve, and this book is the GPS to great teaching.

—**Douglas Reeves**, *Author, Fearless Schools*

Kim Marshall, an award-winning principal, author, consultant, and mentor to school leaders, leverages his extensive career experience into this compendium of practical wisdom on the important topic of teacher observation and evaluation. Marshall begins by debunking many current supervision and evaluation practices, then builds a case for more demonstrably efficient and effective ways of offering feedback that actually improves teaching and learning. This updated version of his classic book includes new insights, including the potential of Artificial Intelligence to support the teacher observation/feedback process. I consider this 3rd edition of *Rethinking Teacher Evaluation and Supervision* an indispensable guide to any current or aspiring school leader or instructional coach.

—**Jay McTighe**, *Education author and consultant, and Coauthor of the Understanding by Design® series*

“Kim Marshall’s new book is a master class in teacher supervision and evaluation. All current and prospective supervisors stand to benefit from its deep insights, clear explanations, and spot-on guidance.”

—**Susan Moore Johnson, EdD, Jerome T. Murphy**, *Research Professor, Harvard Graduate School of Education, Massachusetts*

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Kim Marshall

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**J** JOSSEY-BASS™  
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Chapter 7 - “Getting Teacher-Evaluation Rubrics Right” in Rubric Nation: Critical Inquiries in Education, Tenan-Zemach & Flynn (editors), Information Age Publishing, 2015

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*For Lillie and Dave, skillful and intrepid teachers*



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# The Author

**Kim Marshall** was a teacher, central office administrator, and principal in the Boston public schools for thirty-two years. He now advises and coaches principals, teaches courses and leads workshops on instructional leadership, and publishes a weekly newsletter, the Marshall Memo, summarizing ideas and research from sixty publications ([www.marshallmemo.com](http://www.marshallmemo.com)). Marshall has written several books and numerous articles on teaching and school leadership. He is married and has two adult children; both are teachers: one in Boston, the other in Philadelphia.



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# Introduction

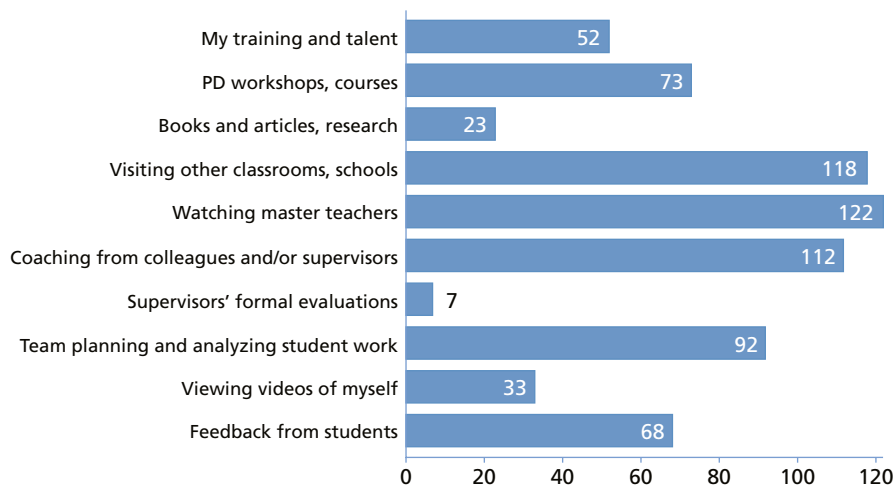
*Principal evaluation of teachers is a low-leverage strategy for improving schools, particularly in terms of the time it requires of principals.*

—Richard DuFour and Robert Marzano

This quote strikes many educators and parents as shocking and counterintuitive. Isn't giving teachers evaluative feedback an essential part of a principal's toolbox for improving teaching and learning?

But when I ask groups of educators what helped them improve in their early years in the classroom, their responses (via anonymous polling) tell a different story. Here's what participants in a recent webinar had to say:

## As a new teacher, the top four for improving your teaching and your students' learning?

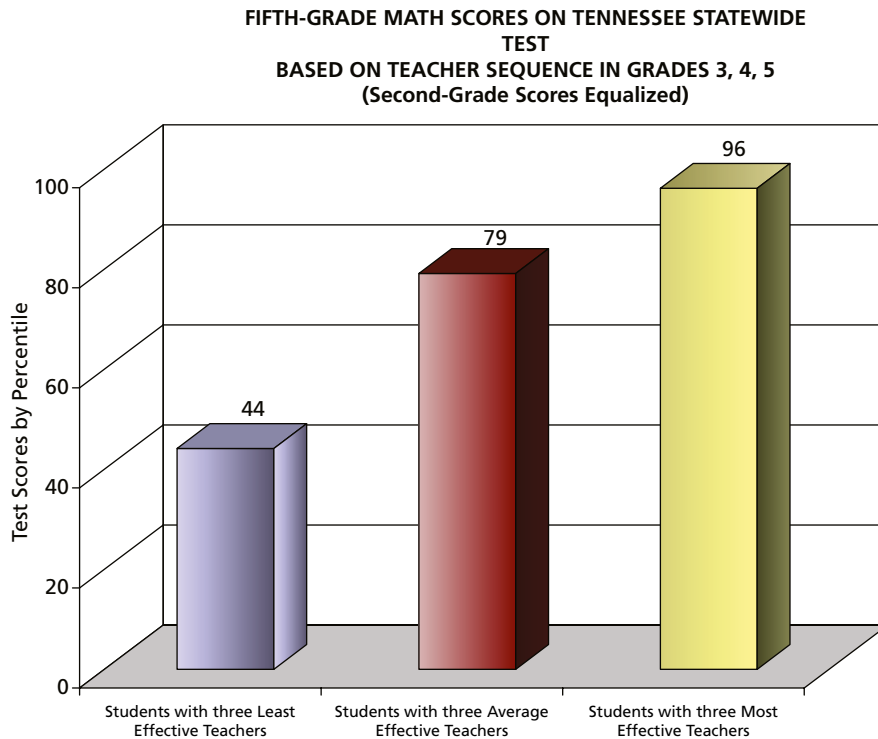


I see similar results every time I ask this question, with “supervisors’ formal evaluations” often getting zero votes. Far more likely to improve teaching and learning, say educators in a wide variety of settings, is informal input from colleagues, mentors, coaches, supervisors, students, various forms of professional development, and a modest acknowledgment of their own training and talent.

## Facing Facts

This begs the question of whether teacher evaluation can be a player in improving teaching and learning in K–12 schools. As I’ve coached principals, given presentations, and read research for the *Marshall Memo* in the new millennium, several hard truths have emerged:

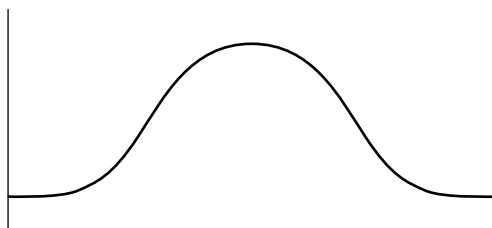
**Hard Truth 1.** Students learn a lot more from some of their teachers than from others. The egalitarian teacher norm described by Susan Moore Johnson (2012)—we’re all equal in a very tough job—is belied by major differences in achievement from classroom to classroom. The results of a Tennessee study summarized here show a fifty-two-point spread in achievement between students who spent three years with the least-effective and most-effective teachers.



Source: Sanders and Rivers (1996).

What made the difference? It was the cumulative impact of specific teaching practices used hour by hour, day by day, week by week, month by month. Books like *The Skillful Teacher* by Jon Saphier et al. (2008) and *Teach Like a Champion 3.0* by Doug Lemov (2021) have unpacked the techniques that explain why students learn so much more in some classrooms than in others.

**Hard Truth 2.** Every school has a range of teaching quality from highly effective to not so effective. Variation can be represented by a simple bell curve, which has a slightly different shape from school to school but conveys the same basic idea: there's always a range of teaching effectiveness.



British researcher Dylan Wiliam said it well (2018, p. 183): “Today in America the biggest problem with education is not that it is bad. It is that it is variable. In hundreds of thousands of classrooms in America, students are getting an education that is as good as any in the world. But in hundreds of thousands of others, they are not.”

**Hard Truth 3.** Vulnerable students have a greater need for good teaching than their more-fortunate classmates. Yes, a rising tide of effective instruction lifts all boats, but the maritime metaphor doesn't convey an important characteristic of schools: skillful teaching makes a bigger difference for students who walk in with any kind of disadvantage, including poverty, neighborhood violence, quarreling parents, learning disabilities, health issues, and ineffective teaching the year before. The study summarized here compared the impact of effective and ineffective teachers on students with different levels of preparation as they moved through fifth, sixth, and seventh grades:

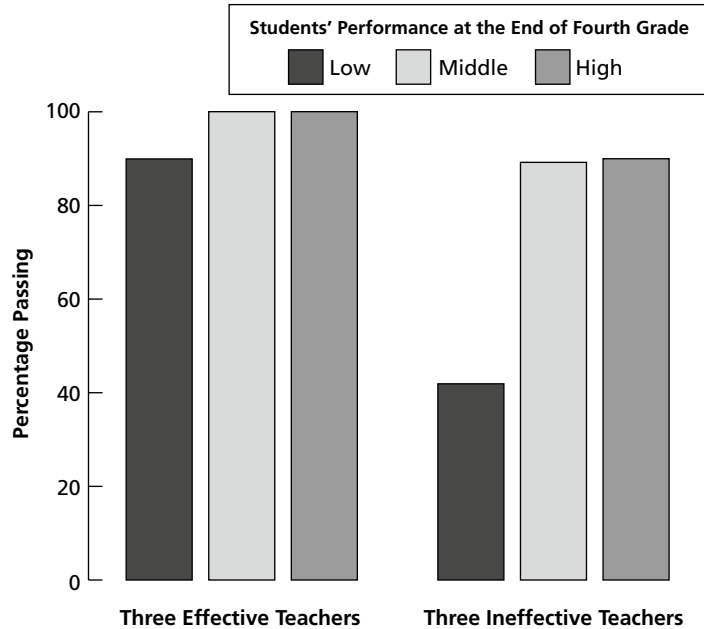
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*In hundreds of thousands of classrooms in America, students are getting an education that is as good as any in the world. But in hundreds of thousands of others, they are not.*

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### The Effect of Teachers Accumulates

Fourth-graders of all abilities who have three effective teachers in a row will pass seventh-grade math test.



Source: Bracey (2004).

On the left are three cohorts of students who were lucky enough to have effective teaching three years in a row. They achieved at similarly high levels, even though some (the left-hand bar) started with much lower achievement than others.

The three student cohorts on the right are a matched sample who had three years of ineffective teaching. Those who started out with high and middle achievement (the two bars on the right) were still doing quite well at the end of seventh grade despite lower-quality teaching, but those who started out with low skills fell way behind.

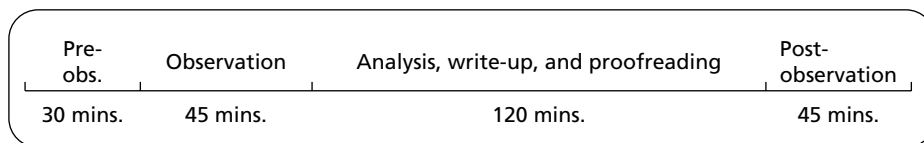
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*With mediocre and ineffective teaching, we see a widening proficiency gap—the so-called Matthew effect, with the rich getting richer and the poor getting poorer.*

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This study and others like it show that vulnerable students disproportionately benefit from good teaching—the so-called equity hypothesis (Fullan, 2003). With mediocre and ineffective teaching, we see a widening proficiency gap—the so-called Matthew effect, with the rich getting richer and the poor getting poorer. Conversely, with effective and highly effective teaching we see more-equitable student outcomes and narrowing proficiency gaps.

**Hard Truth 4.** Traditional teacher evaluations rarely have an impact in teaching and learning. This figure lays out the components of the “clinical supervision” model that’s been standard practice in K–12 schools for almost a century:



We’ll go into more detail on the design flaws in this model in Chapter Three, but one problem jumps out: if a single evaluation takes four hours, a supervisor with twenty to twenty-five teachers (a typical caseload) is spending a lot of time each year on an activity that does very little to improve teaching and learning.

In some schools, these four hard truths converge in a perfect storm, with grievous effects on students’ education:

- Many students have academic and other disadvantages.
- Too much teaching is mediocre and ineffective.
- Teachers are not effectively supervised and evaluated.

Tragically, this scenario is most common in economically embattled communities where the need for good teaching is greatest. The pandemic heightened these equity issues, and even though the emergency has passed, its lingering effects on student behavior and learning loss continue to erode teachers’ and administrators’ morale. It’s more urgent than ever that schools use the most effective methods!

### The Search for a Better Process

None of this is news to seasoned educators and policymakers, and experts have been hard at work looking for ways to improve teacher evaluation and student outcomes. Here are ten theories of action that have been used in some schools around the US, each followed by my concerns about its viability:

**Double down on the traditional teacher evaluation model, investing heavily in training supervisors to ensure inter-rater reliability.** Spending more time preparing administrators on a deeply flawed model will not improve outcomes. There might be more uniformity in write-ups, but they will remain an ineffective method for improving teaching and learning, taking up large amounts of supervisors’ time that could be better spent, and adding to their cynicism about the process.

**Use detailed rubrics to 4-3-2-1 score individual lessons.** Rubrics are helpful descriptions of the many facets of teaching, but they're not suitable to evaluating a single lesson, during which a teacher can demonstrate only a small part of the overall palette of effective instruction. Rubrics are best used to evaluate each teacher's work at the end of the school year - more on this in Chapter Seven.

**Bring in outside evaluators to backstop principals' evaluations.** The idea is to have supervisors with more objectivity to supplement on-site supervisors, but educators from outside don't know the culture, curriculum, and personalities of a school when they parachute in and can't possibly visit classrooms often enough to give fair and accurate evaluations. Better to put the resources into supporting school-based supervisors with manageable caseloads and a better evaluation model.

**Use anonymous student surveys as a significant part of teacher evaluations.** Although students speak the truth about their teachers and their input can provide valuable pointers (and sometimes stinging rebukes), making surveys high-stakes (in Pittsburgh schools they were 15 percent of teachers' evaluations) can corrupt the process and prevent teachers from listening to their students' helpful suggestions.

**Inspect lesson plans and classroom artifacts to ensure quality teaching.** Yes, teachers need to be prepared for each lesson, but lesson execution is what matters. The time supervisors spend reading and commenting on lesson plans is better spent visiting classrooms (they can spot-check the lesson plan) and talking to teachers about how each observed lesson went. Asking teachers to submit "evidence" of their planning and assessments is also a poor use of their time—and a poor use of administrators' time going through reams of paperwork or digital files.

**Use "real-time coaching" with supervisors intervening during problematic lessons.** This idea will be discussed in more depth in Chapter Twelve; suffice it to say that this runs the risk of undermining teachers' authority with students and making teachers dread every visit by their supervisor. Except for dire emergencies, why not wait till after the lesson to talk to the teacher?

**Evaluate teachers via lesson videos they submit.** Videos can be powerful tools for reflection and professional development, but making them the medium for evaluation can become a digital dog-and-pony show. Most teachers will (naturally) hand in videos of excellent lessons and administrators won't have a sense of how things are going for students on a daily basis.

**Use back-of-classroom cameras so supervisors can evaluate lessons remotely.** Watching teachers via camera smacks of Big Brother and deprives the observer of the ineffable elements of a classroom that can only be picked up by being there in person, walking around, looking at classroom assignments, and chatting with a few students about what they are learning.

**Use test-as-data transcripts and artificial intelligence (AI) to evaluate lessons.** AI is amazing and can provide data on some aspects of a lesson—for example, who’s doing most of the talking, even the emotional valence of classroom exchanges—but again, the physical presence of the supervisor in classrooms opens up so much more.

**Use value-added measures (VAMs) and student learning objectives (SLOs) to evaluate teachers on their students’ learning gains.** There’s no question that talking about student learning should be central to the supervisory and coaching process, but experts have shown that VAM and SLO methodology has serious flaws, making them a suboptimal way of having that conversation. We’ll go into this in more detail in Chapter Eight.

Each of these ideas is problematic, either in concept or in execution, which reflects the frustrating juncture at which US educators find themselves today. So many well-intentioned reform ideas have failed to deliver on their promise; Charles Payne documented this in painful detail in his book, *So Much Reform, So Little Change*, Harvard University Press (2022).

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*So many well-intentioned reform ideas have failed to deliver on their promise.*

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So where does that leave us?

The focus has returned from grandiose nationwide plans and technological fixes back to the front lines: schools and districts, principals and superintendents and heads of school. Do they have no choice but continuing with the traditional teacher evaluation process?

I believe we can do better.

Let’s start by imagining what teacher evaluation would look like in an ideal world. Every teacher wants their students to finish the year with the knowledge, skills, and habits of mind to be successful at the next level. To evaluate teachers on this aspirational goal, principals and other supervisors would need to answer three questions:

**The intended curriculum.** Are students being taught the right content for this grade or course, at the appropriate level of rigor?

**The taught curriculum.** Is the teacher using the most effective instructional strategies to teach that content?

**The learned curriculum.** Have all students made good progress toward mastery?

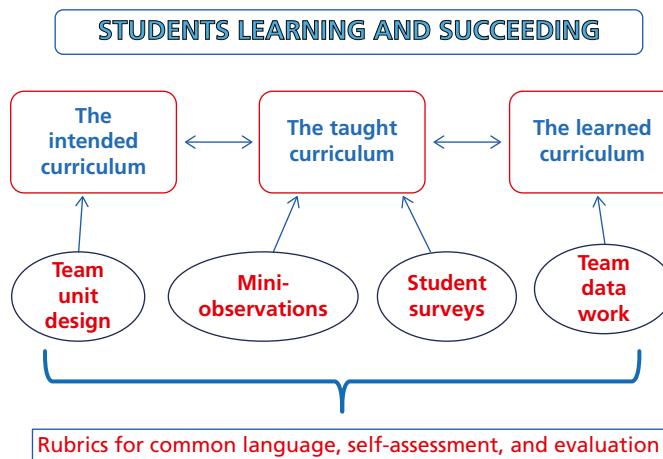
This is a tall order, but for the sake of argument, let’s see how well the traditional evaluation process answers each question:

- Supervisors catch glimpses of the intended curriculum by looking at a few lesson plans before observations.

- They sample the taught curriculum in one or two evaluation visits.
- To assess whether the curriculum has been learned, supervisors look at students' work during classroom visits and perhaps analyze their grades and standardized test scores (although collective bargaining agreements often limit using student achievement as a factor in teacher evaluation).

In short, traditional evaluations are a woefully inadequate strategy for providing information in these three areas.

This book proposes a different approach to assessing each teacher's effectiveness, summarized here:




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*The goal is all students learning and succeeding.*

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The goal is all students learning and succeeding. To get a handle on the intended curriculum, supervisors work with teacher teams on their curriculum unit plans. To assess the taught curriculum, supervisors make frequent, short, systematic, unannounced classrooms visits (mini-observations) and get additional insights in face-to-face conversations with teachers after each visit. Anonymous student surveys provide additional low-stakes insights on day-to-day teaching.

To see how well students are learning, supervisors look over students' shoulders during mini-observations, check in with teachers and look at student work during debriefs, and closely monitor teacher teams as they look at student assessments and work. All this information is



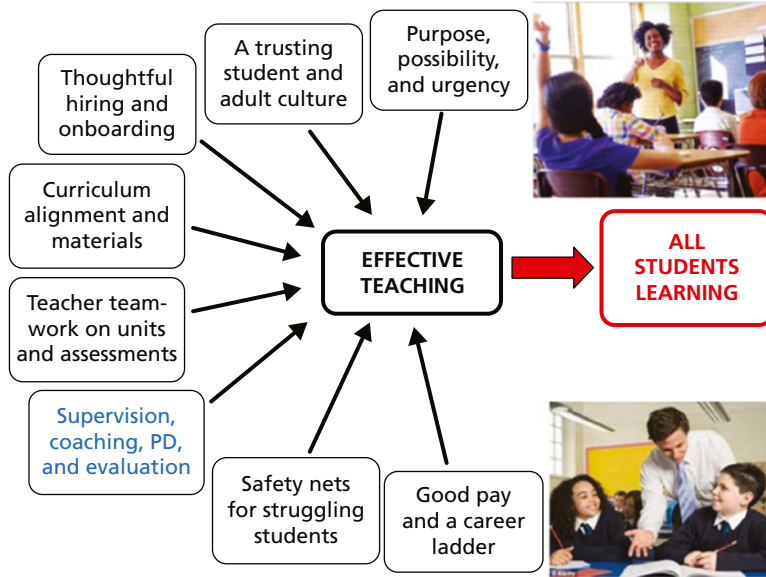
pulled together, with input from each teacher's self-assessment, in detailed rubric scoring at the end of each school year.

This approach involves fundamental changes in the way supervisors handle the professional dynamic with teachers:

- From infrequent, announced, full-lesson observations to short, frequent, unannounced visits
- From extensive note-taking during full lessons to jotting insights on a possible “leverage point” in each mini-observation
- From lengthy formal write-ups to brief face-to-face conversations including appreciation and coaching, followed by a brief written summary
- From guarded, inauthentic communication with teachers to candid give-and-take based on authentic observations
- From teachers saying, “Let me do it my way,” to teacher teams continuously asking, “Is it working?”
- From one-right-way evaluation criteria to constantly looking at new ideas and practices
- From infrequently evaluating *teaching* to continuously analyzing and discussing *learning*
- From top-down accountability to teachers and teacher teams taking on real responsibility for improving teaching and learning
- From cumbersome, time-consuming year-end evaluations to streamlined rubric scores
- From evaluating individual lesson plans to supervising the effectiveness of curriculum units
- From inadvertently sowing envy and division among teachers to empowering and energizing teacher teams and building trust
- From focusing mainly on ineffective teachers to improving teaching in every classroom
- From supervisors being mired in paperwork to continuously orchestrating schoolwide improvement

### **The Bigger Picture of School Leadership**

Of course, there is more to getting good teaching and learning than supervision, coaching, and evaluation. This diagram, mirroring some of the insights in the poll at the beginning of this chapter, gives us the bigger picture in what's involved in improving teaching and learning in every classroom.



Yuri Arcurs/Alamy Stock Photo, Image Source/Alamy Stock Photo

Teacher evaluation has been a weak contributor in most schools. The mission of this book is to elevate teacher supervision, coaching, and evaluation to equal partner status, pulling their weight in the overall effort to ensure effective teaching and equitable, high student achievement.

Let's zoom out and get an even broader perspective, looking at one student's journey through a K–12 school district. This diagram shows the approximate proportion of each year that the student spends with each teacher.

<b>K</b>	Ms. King - Reading, Writing, Math, Science, and Social Studies + Homeroom					ART	MUSIC	PHYS. ED.	COMPUTER	LIBRARY
<b>1</b>	Ms. Reid - Reading, Writing, Math, Science, and Social Studies + Homeroom					ART	MUSIC	PHYS. ED.	COMPUTER	LIBRARY
<b>2</b>	Ms. Wilding - Reading, Writing, Math, Science, and Social Studies + Homeroom					ART	MUSIC	PHYS. ED.	COMPUTER	LIBRARY
<b>3</b>	Miss Roche - Reading, Writing, Math, Science, and Social Studies + Homeroom					ART	MUSIC	PHYS. ED.	COMPUTER	LIBRARY
<b>4</b>	Ms. Simms - Reading, Writing, Math, Science, and Social Studies + Homeroom					ART	MUSIC	PHYS. ED.	COMPUTER	LIBRARY
<b>5</b>	Mr. Hastings - Reading, Writing, Math, Science, and Social Studies + Homeroom					ART	MUSIC	PHYS. ED.	COMPUTER	LIBRARY
<b>6</b>	Math + HR	Social Studies	Science	English	Foreign Lang.	PHYS. ED.	MUSIC	ART	LIBRARY	COMPUTER
<b>7</b>	English + HR	Foreign Lang.	Math	Social Studies	Science	DRAMA	COMPUTER	PHYS. ED.	MUSIC	ART
<b>8</b>	Social Studies + HR	Science	English	Foreign Lang.	Math	MUSIC	COMPUTER	ART	PHYS. ED.	LIBRARY
<b>9</b>	Biology + Advisory	Algebra	World Hist	Spanish	English	Elective	PHYS. ED.	HEALTH	LIBRARY	COMPUTER
<b>10</b>	Geometry + Adv.	World Hist	English	Elective	Spanish	PHYS. ED.	HEALTH	LIBRARY	COMPUTER	ART
<b>11</b>	English + Adv.	Chemistry	Algebra II	Spanish	U.S. History	PHYS. ED.	HEALTH	LIBRARY	COMPUTER	ART
<b>12</b>	Civics + Advisory	Latin	English	PHYS. ED.	HEALTH	Elective	Pre-Calculus	Physics	LIBRARY	COMPUTER

For example, Ms. King, the kindergarten teacher, has students most of each day, but once a week students go to specials—Art, Music, Physical Education, Computer, and Library. The middle school this student attends is departmentalized, so students move from teacher to teacher, with one of them serving as homeroom (HR) teacher. The high school is also departmentalized, with one teacher responsible for advisory duties.

Moving through the grades from kindergarten to high-school graduation, this student has sixty-six subject-area teachers—and that doesn't count pullout special education teachers, counselors, tutors, substitutes, and all the other educators and support staff students come in contact with—probably more than one hundred by the time they graduate.

When I show this figure to groups of educators, I ask how many of their teachers they can remember. Usually only a few teachers stand out—a high-school social studies teacher who inspired a lifelong fascination with history, a second-grade teacher who made a biting comment that the student had terrible handwriting and would never amount to anything.

Teachers change lives, often for the better, sometimes for the worse. Every teacher wants to be the one who's remembered thirty years later for their positive contribution. Many won't have that dramatic an impact, but they're all part of the overall K–12 effort to graduate students who are well-educated, decent human beings.

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*Teachers change lives, often for the better, sometimes for the worse.*

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The reason I'm including this graphic is to make vivid the importance of *all* those teachers being effective. It's their cumulative impact, not just a few superstars, that counts. The job of the principal and other supervisors is making sure all students are getting good teaching every day and being vigilant for teaching practices that are not effective or even harmful.

This points to a system of supervision, coaching, and evaluation that has administrators in classrooms frequently, with a good eye for instruction, the human skills to bring out the best in teachers, and the courage to address mediocre and ineffective practices when they occur. The mission of this book is to give you a convincing description of such a system.

Here is a chapter-by-chapter summary.

**Chapter One** tells the story of my fifteen-year Boston principalship, during which my colleagues and I struggled against significant obstacles and realized that it's difficult to get major gains in student achievement without external standards linked to good assessments—and a better teacher evaluation process.

**Chapter Two** gives the blow-by-blow of my initial failure as a principal to get supervision and evaluation working well, and my discovery, with encouragement from teachers, of mini-observations—an effective way of getting into classrooms and giving teachers feedback.

**Chapter Three** analyzes the design flaws in the conventional supervision and evaluation process that explain why it almost never improves teaching and learning.

**Chapter Four** describes how mini-observations systematically sample daily classroom reality.

**Chapter Five** suggests ways that supervisors can be thoughtful and perceptive observers.

**Chapter Six** describes how supervisors can use what they learn in mini-observations to continuously affirm and coach teaching.

**Chapter Seven** describes how mini-observations, debriefs, visits to teacher teams, other points of contact, and teacher self-assessments culminate in end-of-the-year rubric evaluations. This chapter includes my revised teacher evaluation rubric.

**Chapter Eight** focuses on how student learning can be central to the supervision, coaching, and evaluation process, and several ways to deepen supervisors' focus on results.

**Chapter Nine** further broadens supervision, describing how supervisors can direct and support teacher teams (professional learning communities) as they look at interim assessment

results, figure out learning problems, help struggling students, involve students in improving their own performance, and continuously improve instruction.

**Chapter Ten** looks at the fraught issue of differentiation and suggests a different set of look-fors in teacher preparation, lesson execution, and follow-up with struggling students.

**Chapter Eleven** broadens the usual definition of supervision to include supervisors working with teacher teams as they clarify learning goals and “backwards design” curriculum units—all of which helps teachers draw on each other’s insights and wisdom and makes the supervisor a more perceptive and helpful thought partner during and after classroom observations.

**Chapter Twelve** asks whether supervisors should get involved in lessons while conducting mini-observations (spoiler alert—there are problems with this practice).

**Chapter Thirteen** analyzes supervisors’ time management challenge—how they can fit all this into already-overflowing school days.

**Chapter Fourteen** suggests ways superintendents can support and direct the work of supervisors as they implement this model; this chapter includes my revised principal evaluation rubric.

**Chapter Fifteen** provides a very short summary of the book, frequently asked questions, and a wrap-up of the basic argument.

### **Sixteen Enhancements in the Third Edition**

This edition is coming out eleven years after the second edition was published and benefits from everything I've learned in the intervening years from coaching principals, speaking and writing about this and other school leadership issues, and extensive reading for my weekly *Marshall Memo*. I've been surprised at how much my thinking has evolved. Here are some new elements:

- This introduction reflects a rethinking of the key issues, including the “four hard truths” about supervision and evaluation and the challenge that supervision and evaluation face if they want to be a player in improving teaching and learning.
- There's more emphasis on the issue of equity and the key role that effective, culturally competent teaching plays in closing proficiency gaps.
- My analysis of mini-observations has been rethought in a ten-point framework, which provides the organizational structure for Chapters Four through Eight.
- The coaching component of mini-observations is much more prominent throughout the book, playing a major role in continuously improving teaching and learning.
- I've clarified that mini-observations are the best observation strategy for principals and other supervisors, while full-lesson visits are appropriate for instructional coaches, peer evaluators, and lesson videos.
- The sequence of chapters has been changed, placing rubric evaluation immediately after the implementation of mini-observations to emphasize the close link.
- There are three brand-new chapters: making learning central to the supervision and coaching process, a way to rethink differentiation, and whether supervisors should chime in during informal classroom observations.
- There's been extensive rewriting and updating and chapters are shorter, which, along with new typography and my attempt to use shorter paragraphs and more bulleted lists, should make the book easier to read.
- There are several questions to consider at the end of each chapter.
- I've revised my teacher and principal rubrics, taking out the 4-3-2-1 scores at the top of each page, trimming one row on each page, and making numerous wording changes from suggestions made by frontline educators.
- Because the rubrics are more compact, the book is smaller and more portable.
- I've substituted *supervisor* for *principal* in most sections, emphasizing that the book is also geared to assistant principals, department heads, deans, and central office staff members—anyone who supervises and evaluates teachers.