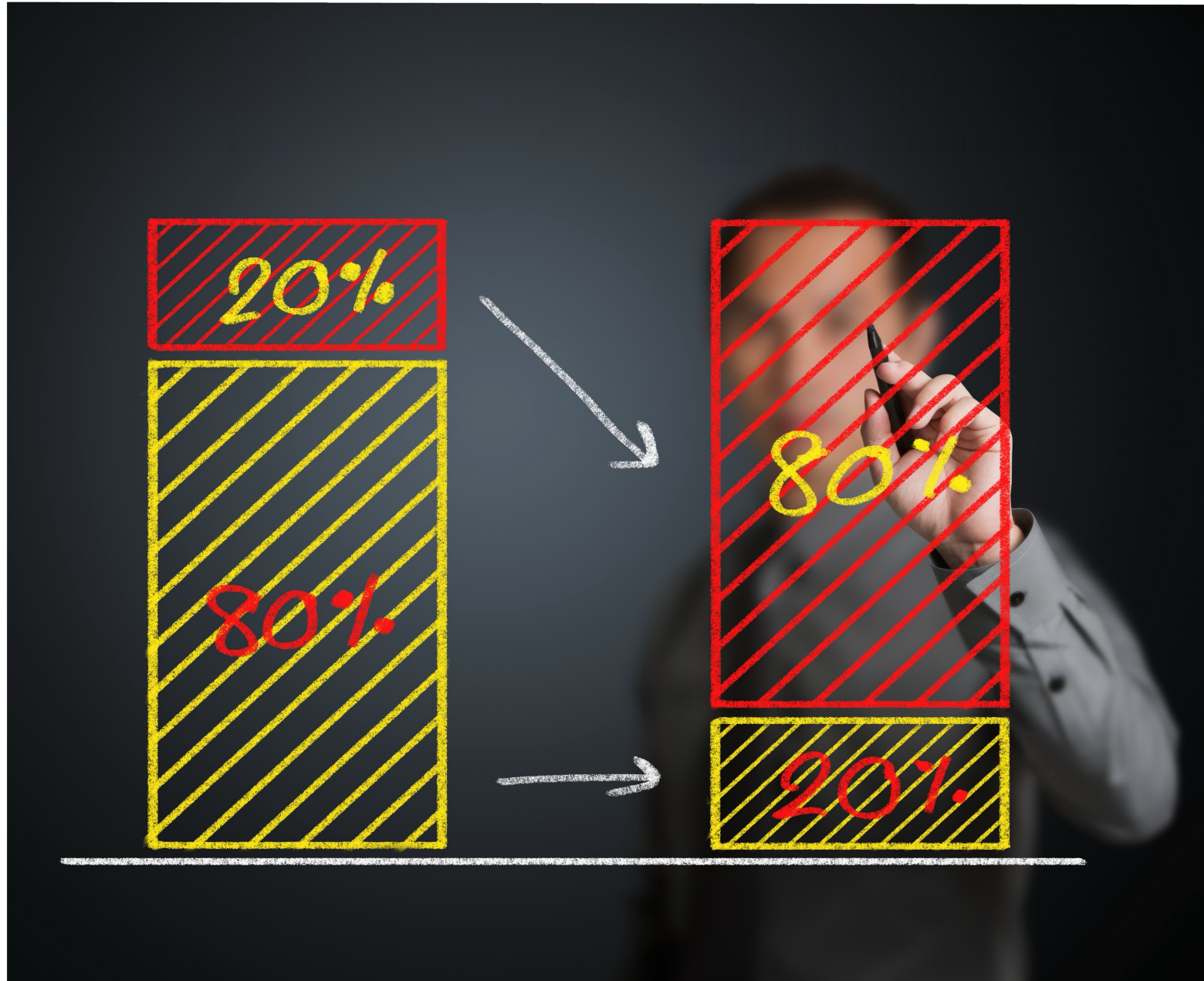


EPISODE 246

# The 80/20 Rule: Allocating Time To High-Risk Evaluations



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# Essential Question



How can we spend our limited time wisely on high-risk evaluations, and how can we free up more time by completing low-risk evaluations more efficiently?

# High-Risk Evaluations



EPISODE 227

## Identifying & Acting Now On High-Risk Teacher Evaluations



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# What Does “High-Risk” Mean?



- High risk of negative final evaluation
- High risk of resigning at the end of the year
- High risk of developing performance problems
- High risk of serious incidents
- Not necessarily any specific reason for concern
- No immediate need to inform the teacher



# Risk Factors for Veteran Staff



- Divorce or death of a loved one
- Personal health issues—physical or mental
- Acute changes in family obligations, e.g. caring for ailing parents or relatives' children
- Substance abuse

# Risk Factors for New Staff



- Lack of certification/professional training
- First year in the profession
- First year at this grade level
- First time working with this population
- Lack of structure & accountability for curriculum
- Singleton teachers

# Risk & Information



Risk stems not only from *negative* information about performance, but *a lack of information* about performance.

# Risk at the End of the Year



- We now have most of the information we'll ultimately collect
- It's time to start making final decisions
- Justifying those decisions is harder for high-risk evaluations



# A Limited Amount of Time



Say you have 100 hours to write final evaluations:

- 30 teachers in all
- 24 (80%) are low-risk
- 6 (20%) are high-risk

# Two Ways To Allocate Time



A. Equal allocation:

100 hours / 30 teachers = 3h20m each

B. Differentiated allocation:

80 hours / 6 high-risk teachers = 13h20min each

20 hours / 24 low-risk teachers = 50m each







# Fair Isn't Always Equal



- Some evaluations legitimately take longer than others
- Teachers are all entitled to fair evaluations
- They are not entitled to a precisely equal amount of our time and effort



# Evaluation's Key Outcomes



Each teacher must receive:

1. Accurate rating of performance, according to criteria
2. Initiation of appropriate next steps

# Same Process, Different Effort



Each teacher should have the same:

- Observation process
- Face-to-face meetings
- Documentation

...differentiated only as allowed by contract

# Behind-The-Scenes Effort



- Reviewing walkthrough & formal observation notes
- Conducting purposeful observations to collect evidence for specific evaluation criteria
- Preparing for post-conferences
- Writing observation reports
- Writing final evaluations
- Consulting with HR/supervisor

# The Bucket Strategy



EPISODE 205

## Using the Bucket Strategy + GSIR Final Evaluation Builder

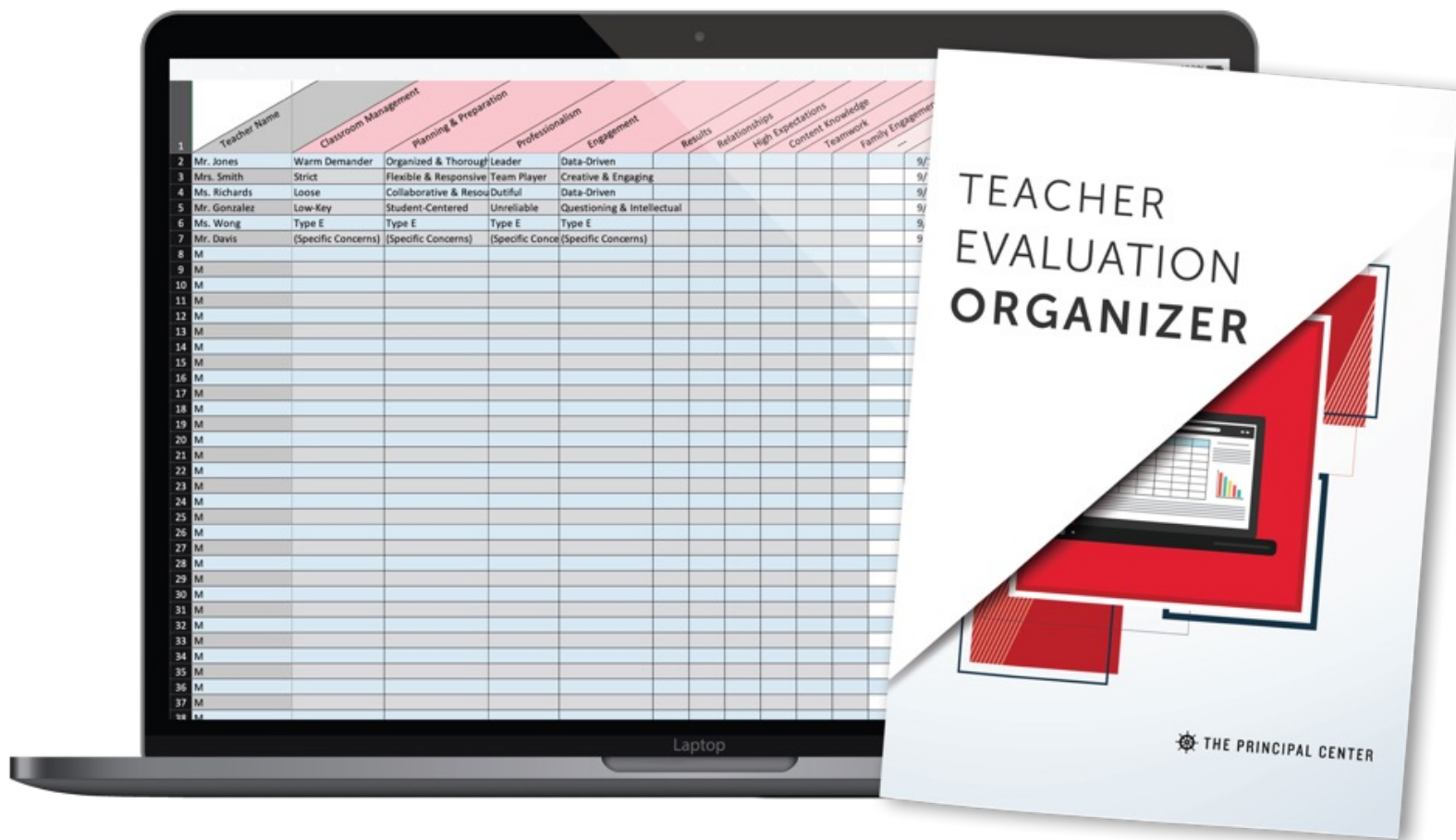


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# Evaluation Organizer: Buckets



[PrincipalCenter.com/eval-xls](http://PrincipalCenter.com/eval-xls)



# Customize Your Buckets



	A	B	C	D	E	F	G	H	I
1	Area:	Not Specified	Bucket 2	Bucket 3	Bucket 4	Bucket 5	Bucket 6	Bucket 7	Bucket 8
2									
3	Classroom Management		Warm Demander	Strict	Loose	Low-Key	Type E	Type F	(Specific Concerns)
4	Planning & Preparation		Organized & Thorough	Flexible & Responsive	Collaborative & Resourceful	Student-Centered	Type E	Type F	(Specific Concerns)
5	Professionalism		Leader	Team Player	Dutiful	Unreliable	Type E	Type F	(Specific Concerns)
6	Engagement		Effective Monitoring	Creative & Engaging	Data-Driven	Questioning & Intellectual	Type E	Type F	(Specific Concerns)
7	Results		Standards-Driven	Student-Centered	Maximizes Growth	Type D	Type E	Type F	(Specific Concerns)
8	Relationships		Warm	Mentor	Friendly	Respect	Type E	Type F	(Specific Concerns)
9	High Expectations		Challenges All	Differentiates	Supportive	Collaborative	Type E	Type F	(Specific Concerns)
10	Content Knowledge		Expert	Connects	Interdisciplinary	Learning	Type E	Type F	(Specific Concerns)
11	Teamwork		Collaborator	Leader	Contributor	Learner	Type E	Type F	(Specific Concerns)
12	Family Engagement		Active Outreach	Proactive	Builds Relationships	Supports Families	Type E	Type F	(Specific Concerns)

Ready    Organizer    **Buckets**    Steps    CEIJ    +    180%



# PrincipalCenter.com/builder



**Title \***

GSIR Final Evaluation Builder

**Layout Editor \***

Type New Phrase & Hit Enter

**PLANNING & PREPARATION**

Mr. Jones plans activities that he knows students will enjoy, but he gives them a choice to increase motivation and buy-in.

(**PLANNING & PREPARATION** SPECIFICS—EVIDENCE)

As a result of this investment in their learning, students consistently report that Mr. Jones's class is a highlight of their day.

Therefore, Mr. Jones's practice in Domain 1, **PLANNING & PREPARATION**, is best described as **Distinguished (Level 4)**.

**CLASSROOM ENVIRONMENT**

**Add Template Field**

[+]	Teacher Title	Mr.	[X]
[+]	Teacher First Name	Steve	[X]
[+]	Teacher Last Name	Jones	[X]
[+]	Teacher Pronoun Possessive	his	[X]
[+]	Teacher Pronoun Object	him	[X]
[+]	Teacher Pronoun Subject	he	[X]
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**Save and Close**



# Learn More



# EVIDENCE-DRIVEN TEACHER EVALUATION CERTIFICATION

