

The case for short observations

Marshall Hughes¹

¹Alexander College

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Abstract

This short paper explores the somewhat limited literature surrounding the subject of short evaluations as a technique for teacher evaluation and the enhancement of learning. Drawing heavily on the work of Marshall (2013) it makes a case for this approach to observation in preference to full-length lesson observation. Finally it offers two sample rubrics which can be used when conducting short evaluations, which are drawn from international schools known to the author.

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