

***Teacher Evaluation as a
Process Not an Episode
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Teacher Evaluation as a Process Not an Episode

As a leader, when you sit down to review the evaluation with the educator does it answer questions the person being evaluated isn't even asking or is it a process that is professionally rewarding for both the teacher and you as the evaluator? Does the evaluation process allow for generational and experiential differences in feedback, or does it push teachers regardless of experience and performance into inflexible categories and rankings? Does the evaluation process feel more like something to complete than the professional growth opportunity it should be? Our time together will focus on subtle yet impactful adjustments in the evaluation process from how best to maximize a pre-observation conference to successfully completing the post-observation conference that leaves the evaluator and the person being evaluated feeling it was time well spent and leads to ongoing professional growth.

Objectives

- Describe leadership behaviors that increase the effectiveness (defined as assisting teachers in improvement efforts regardless of performance level) of teacher evaluation.
- Identify strategies to differentiate teacher evaluation based on the performance of the teacher and to maximize professional growth.
- Consider generational differences in performance feedback and expectations for growth.



Possible Changes to be Considered

- How the evaluation process is officially designed and how it is actually implemented are often two very different things. Thorough knowledge of the official design—by teachers and administrators is frequently lacking.
- The evaluation process is more often an after thought or something that has to get completed instead of ***the*** key element of educator and school improvement that impacts student learning.
- Teacher evaluation is often treated as an episode rather than an ongoing (year-to-year) process.
- Sometimes difficult to grasp that while the rubric does not change, performance expectations do. Highly Effective last year might not equate to Highly Effective last year.

***Place a good person in a
bad system and the system
will win every time.***

Key Beliefs About Teacher Evaluation

- Teacher evaluation is a **collaborative endeavor** between the teacher and the evaluator *focused on recognizing excellent teaching, learning and professional practice*, while supporting efforts to become even more effective in the profession.
- For 98%-99% of our teachers, this is about **professional dialogue** that clearly supports their efforts in the classroom, working with colleagues and parents. Following the evaluation, teachers should feel affirmed in most if not all their professional practices and have one area, *often initiated by them*, where there is a genuine desire to improve (progress principle). The evaluator should focus on ways he/she can be supportive in the improvement effort.
- The teacher evaluation process—from classroom walk throughs to the summative evaluation to informal conversations about teaching, should be affirming, *provide helpful and specific feedback* that leaves the teacher feeling supported in our **professional partnership** to do what is best for our students.

Key Beliefs About Teacher Evaluation

- Embedded in the teacher evaluation process is the essential element of ***understanding***—not just the expectations from the evaluator which should be clearly aligned to the rubric, but just as importantly, understanding how to fully support and affirm the teacher—from the teacher’s perspective. (What area is the teacher trying to make progress in?)
- There should never be any surprises, particularly the kind that could be viewed as negative in the summative evaluation. Any concerns, whether shared verbally or in writing, should have been *shared previously in a prompt, clear manner* with the teacher at the time the evaluator became aware of the concern.
- In the 1%-2% of the cases when the evaluation can impact current and future employment decisions, it should be direct, clear and aligned with past communication between the evaluator and the teacher. This should be as honoring of the teacher as possible.

The Power of Psychological Safety

	Low Standards	High Standards
High Psychological Safety	Comfort Zone	Learning & High Performance Zone
Low Psychological Safety	Apathy Zone	Anxiety Zone

From: *The Fearless Organization* by Amy Edmondson



When we think about teacher evaluation, what categories typically come to mind?

- New teacher
- Effective teacher
- Highly effective teacher
- Teacher needing improvement



When we think about teacher evaluation, beyond the categories, what should come to mind?

Category	Baby Boomer (1946-1964)	Gen X (1965-1980)	Millennials (1981-1998)	Gen Z (1999-2019)
New Teacher				
Effective Teacher				
Highly Effective Teacher				
Teacher Needing Improvement				



12 Generational Sticking Points

1. **Communication:** What is the best way to interact with my co-workers
2. **Decision-making:** How do we decide what to do?
3. **Dress Code:** How casually can I dress?
4. **Feedback:** How often and in what ways do I want input?
5. **Fun:** How much fun at work is allowed?
6. **Knowledge Transfer:** How do we pass on critical information to each other?



12 Generational Sticking Points

(Continued)

7. **Loyalty:** When is it okay to move on?
8. **Meetings:** What should happen in our meetings?
9. **Policies:** Are policies rules or guidelines?
10. **Respect:** How do I get others to respect me?
11. **Training:** How do I learn best?
12. **Work Ethic:** How many hours are required, and when must I work them?

From ***Sticking Points*** by Hayden Shaw



Consider, for your own information:

1. Placing your teachers into generational categories.
2. Include their most recent teacher evaluation rating.
3. Is there any correlation between the generational category and the teacher effectiveness rating?
4. Are teachers in your generational category generally rated higher than in other categories?



A few of more things before we get started:

- Have you embedded descriptors of the teacher evaluation rubric in your faculty meetings to provide clarity on performance and what you will look for as the evaluator?
- Were you purposeful in gathering feedback after last year's evaluation cycle? If so, what did it tell you?
- Is it too late to gather general feedback from teacher leaders for this year?
- How might you gather anonymous feedback following the evaluation cycle this year to make it more effective next year?
- How will you share the feedback with the staff once collected and what will the adjustments look like next year?



Accountability

- Hierarchical (Done to)
- Focuses on the problem
- Critical
- Short-term
- Out of my control

OR

Capacity Building

- Collaborative (Done with)
- Focuses on improvement
- Affirming
- Long-term
- Led by me



Accountability or Capacity Building

- Of these two choices—***holding people accountable*** or ***building capacity***, which is your most dominate approach?
- Why?
- Can you share a brief example/evidence of how you utilized accountability or capacity building with a staff member?



The Unrealized Power of the Pre-Observation Conference

- The dilemma of scheduled or unannounced visits
 - What am I going to see on **any** visit to your classroom
 - What I am going to see on **this** visit to your classroom
- The rubric as the 3rd Point
 - What is one thing, examining the rubric, where you believe you are strong? Why?
 - What is one area—specific to the rubric, you would like me to provide you with some feedback on?
- Teacher completion of the rubric prior to the observation.
 - When to review it prior to the observation
 - When to review it after the completion of the observations

Collective efficacy was three times more likely to contribute to student achievement than any other influences on student learning. (Hatti, 2016)



Domain 2: Instruction

You have failed to provide necessary accommodations to students who receive these based upon an IEP or ILP. You commented in a case conference in front of a parent that you had not provided the accommodations for the entire year. Additionally you did not provide accommodations for a student when taking a reading assessment, which resulted in a lower score and the student having to take the assessment again.

Domain 3: Classroom Environment

In the course of 15, 11/1, 11/7, 11/14, 12/4, 12/13, 12/17, 1/22, 1/29, 2/7, 2/19, 2/28, 3/21, 4/11, 4/22, 4/23, separate walk throughs/observations I provided evaluative feedback regarding your management of students. Specific feedback

included:

- Transitions within the classroom and between activities were too long and not executed well due to a lack of direction from you
- Monitoring student behavior and recognizing their needs was not proactive and resulted in disengagement
- 100% of your students not following directions or expectations and you not reinforcing this consistently with students
- Procedures and expectations were not taught clearly enough or not set at all in some circumstances
- Not consistently utilizing the positive behavior support you created
- Not using the least invasive correction with students
- Lack of monitoring student behavior during activities

As a result of this feedback, at least 11 separate recommendations were made to assist you in addressing the instructional deficiency. Some of those recommendations included: setting clear expectations and procedures, expecting 100% of your students to follow your directions, having tight transitions, positioning yourself to monitor the whole group.

BROWNSBURG COMMUNITY SCHOOL CORPORATION

TO:

FROM: Jim Snapp

SUBJECT: Improvement Necessary Rating on 2019-2020 Evaluation

DATE: 6/3/2020

CC: Personnel File

On this date you met with Jodi Gordon and me to discuss the Improvement Necessary rating you received on your 2019-2020 performance evaluation. As a result of that rating, you will not receive a salary increase for the 2020-2021 school year.

The purpose of this conference was to:

- Review and answer questions regarding the evaluation process;
- Clarify your rating of Improvement Necessary and the consequences of that rating;
- Discuss efforts to date to support you in areas noted for improvement;
- Request your input on other strategies that can assist you in achieving a rating of Effective or higher in 2018-2019 and each year beyond;
- Emphasize the need for immediate and sustainable improvement to take place in your professional performance; and
- Stress that failing to meet BCSC performance expectations will result in a recommendation to non-renew your contract with the school corporation.

If is essential to your continued employment with the Brownsburg Community School Corporation that your professional performance consistently meets corporation expectations. **Failure to meet those expectations will result in a recommendation to end your employment with the school corporation at the conclusion of the 2020-2021 school year.**

Your signature below only indicates that this meeting has taken place and these points have been reviewed with you.

Name

Date

Wrong Justifications

- **The Special Circumstance:** Hard to find teacher
- **The Likeable Fraud:** Not a good teacher but everyone likes him/her
- **The Excuse:** It isn't my fault, I didn't pick them. She got through the model lesson; even the superintendent interviewed her
- **The Gamble:** She will leave on her own
- **The Comparison Game:** At least this person isn't as bad as OR this person is better than
- **Not my Decision:** AP>Principal; SDH>Principal; Principal> CO
- **Self Healing:** It will take care of itself—others will help—"She's on a good team"
- **Poor Team:** He would have been fine on another team. What does it say about that team?
- **Giving Credit Where Credit Isn't Due:** "He knows" it is serious—without being told it is serious
- **Time:** Give it more time—meaning there will be bigger issues next year and attention on this will diminish



Teacher Evaluation: Highly Effective

- ***Greater consistency*** —not just great once or twice a week—this is professional behavior not a professional episode
- Greater variety of ***effective strategies***
- Expanded ***formative assessment*** that drives student learning—think specificity to the student
- Consider more artifacts: What does the ***quality of student work*** look like? Have you asked to review different examples of differentiation? Have you asked teachers to explain showing the work students have completed? Remember—Show, Don't Tell. (Data)
- Goal writing: What level of thinking is reflected in the entire goal writing process?

In the school corporation I lead:

- 1.A Highly Effective rating is directly linked to (measurable) student learning outcomes.
- 2.A teacher cannot be rated as Highly Effective if he/she sees more than 10% of students decrease in performance.
- 3.A teacher cannot be rated as Highly Effective if he/she does not move at least 10% of the students from failing to passing.
- 4.Student artifacts of learning are an important part of the overall evaluation process.
- 5.Either by the evaluator, or for teachers rated as Highly Effective, a measurable improvement goal that positively impacts student learning is established and monitored.



Post Observation Conference

- There should be a balance between the actual observation and the rubric. This is the intersection of performance and expectations.
- Time should be spent on what the teacher wants to spend time on—not the leader presenting or “getting through” the evaluation.
 - It is reasonable to ask, what two questions would you like to have answered at our conference today?
 - For you to say this conference has been professionally beneficial to you, what needs to happen?
- Do not allow urgency to complete the evaluation on this visit drive your actions. There are times to pause the evaluation, have think time and maybe even a follow-up visit before a final determination is made.
- Look at previous evaluation prior and note improvements compared to previous years and when necessary note changes in expectations related to the rubric.

Some considerations

- Constantly **reinforce the teacher evaluation** rubric is how we define good teaching in our schools—not the preference of a principal or superintendent.
- **Embed in each Leadership/Principal meeting** conversation/professional activities focused on the evaluation rubric.
- Simplify the classroom walkthrough data gathering tool (think lesson design). **Utilize the data gathered** to select what part of the teacher evaluation rubric to focus on with principals—and then teachers.
- Gather feedback from teachers about what part of the teacher evaluation rubric needs greater clarification. Focus on that during faculty meetings. Consider **allowing teachers to assist in defining it**. Share with leaders in other schools at the next principals meeting.
- **Good teaching is not an episode**, but consistent behavior but remember we all have bad days. Don't argue about a classroom visit, have a do over.
- **Show don't tell** when it comes to what needs to be included in an evaluation—whether with Highly Effective teachers or those who urgently need to improve.



Time Savers in Evaluation:

- Utilize district/corporation planning for consistency. It lessens the workload, minimizes comparisons between schools and the common approach maximizes options.
- Carry district/corporation planning into faculty meetings when possible. Focus on process and clarity in the rubric—aligned with student learning and CWT data when possible.
- Share success stories—what teachers have learned, classroom practices changed, student learning increases, collaboration highlighted, etc. Build momentum for more capacity building.
- Utilize self-assessment on the rubric to focus on categories where there is not agreement.



Time Savers in Evaluation:

- Don't dig in when not necessary; resolve differences with follow-up classroom visit and review of classroom artifacts.
- Ask more questions. (Planning in advance helps.)
- Plan, at least a portion of your regular faculty meetings, around the teacher evaluation process.
 - Have the ongoing calendar on the faculty agenda
 - Use the rubric as an anchor to your work
 - Pick a focus area based on observations, student performance or teacher feedback
- This tool defines district expectations. Work constantly with your leader colleague to use this tool to focus and clarify expectations.



Summary

- In one sentence, share a new idea you had today.
- In one sentence, share an idea or practice currently in place that was reinforced.
- In one sentence, share one thing from today that made you most uncomfortable and/or disagreed with.
- In one sentence, what one change can you make that will provide the greatest leverage to increase student and/or adult learning.
- What is one question you have?