

Evaluation Committee
September 26, 2017
4:30-6:00pm, Newport Middle School

Purpose: a collaborative meeting between the LCEA and LCSD in alignment with Article 10 of the Collective Bargaining Agreement.

Agenda: Items generated by teachers (T) and principals (P)

1. Introductions/Purpose
2. (T) Principals are not calibrated (Domains/Components vs Program Implementation)
 - a. How does teaching to the specific building goals/programs fit into the Danielson model?

-Depends on the program ex: Conscious Discipline would fall into Domain 2, not necessarily specific components of CD, but the overall Culture for Learning. How about Inquiry? Would that fall into Domain 3--Engaging Students in Learning.

-Calibration--consistency across buildings, consistency in buildings, when there are concerns (and an observation isn't favorable) admins will often have a second admin come in and see/calibrate based on the teachers' practice. Can be an internal observer or an outside observer.

-Calibration efforts--asking for that from the group for principals to do observations together--who can be a resource for principals--

-Classroom systems (cell phones, etc) organizing physical space--what are the pieces to include in specific evaluation pieces (what about teachers who share classroom space?) Is this one of the critical aspects for evaluation?

--Teachers to have a voice if some of the components don't apply (traveling teachers)

3. (T) Danielson as a tool for improved practice

- a. How can we revive the use of Danielson for continuous improvement for teachers' professional practices?

-Continuing to make sure the compliance level is low and the growth model is high. How do teachers ask for help and get feedback without it being an administrator.

-New employee orientation was super valuable (much appreciated)

-How can we review the model for all staff--Danielson, reflection--Domain 4

-Is an obstacle that "every observation is an evaluation" or that "every observation is an opportunity to grow"

-How to purposefully support Domain 4 and reflective practice within the culture of the school?

-Reflective meetings--post observation conference, what are the action steps for the teacher and the administrator? (further trainings)

4. (P) Perform

- a. Is TalentEd Perform the system we want to continue to use for our information system?

-No

-For the possibility of relearning the a whole new system--this one works reasonably well.

5. (T) Classroom observations/Evaluator

- a. I'd like to know more about how principals remain unbiased and whether or not teachers can request a different evaluator/second opinion. My old school district used a different

evaluation system, and teachers could request a different evaluator or a second opinion if they felt their evaluation was not fair/accurate.

-Evaluator change does happen--rarely

-Teachers may request observations from other admins

-Teachers can also include a rebuttal in their evaluation

-Teachers need to advocate for their own evaluation

-Teachers might feel it's valuable to have a second (outside) observation (unbiased?)

6. (T) Classroom observations

a. Many new teachers have asked what they should expect within a formal and informal observation and questions that came up last year, should an observation focus on all Danielson standards or just a few? Should the teacher be aware of the focus before the observation?

-The classroom observation, keeping with Domains 2 and 3.

-Teachers to ask specific feedback on Components--or asking specific feedback on a Domain

-Opportunities for teachers to give feedback/evidence on areas they need help in

-Domains 1 and 4 prompt (especially if a teacher's goal is focused on one of those Domains)

7. (T) Administrator evaluation

a. I would like to know if/when the district plans to include teacher evaluation of administrators. In most districts, teachers are annually provided an opportunity to anonymously give feedback on their building principals. This seems like an important piece of information related to Standards 2, 3, and 5, and yet I have never been asked to evaluate an administrator. If only selected teachers give feedback, or if no teacher feedback is used, that's significant.

-Would feedback from the teachers be part of an admin's evaluation? Can it be part of a feedback model?

-Would that include assistant principals?

-How do supervisors of principals communicate the feedback from teachers and the community?

-Does a 360 provide the "right" kind of information--can leadership surveys help identify the relationship model we are after?

-How do I evaluate my principal? Or is it, how do I provide information about how to grow leadership in our administrators?

-Knowing the anonymous? How to really provide feedback?

-Licensed and classified?

-Association has a concern regarding principal evaluation--

-What if it is more of a Plus Delta model, solution orientated kind of feedback?

-How to reopen communication? Principals and staff

-More than one time per year