

MODULE 2 FOR PERSONNEL EVALUATING BUILDING ADMINISTRATORS

COMPONENT 3c SAMPLE EVIDENCE

Component 3c: Employs and improves an evaluation and support system that drives staff and student growth.

(Site visit 10.1.12) Six teachers were asked about their evaluation process – two of the six had Beginning of Year Conferences and none had been observed. Dr. Juarez conducted a meeting with a teacher and their union rep to discuss the ongoing Performance Improvement Plan for the teacher written at the end of last year. The principal and teacher feel progress is being made and classroom management has improved with the systems put in place (inclusive of the principal and a mentor teacher). The principal has been a frequent visitor to this class and made specific and actionable recommendations to the teacher. The principal also provided resources for the teacher. No formal observations have taken place this year but Dr. J informed the teacher that his observation will occur next week. The meeting lasts for 45 min. There is another meeting date set to review progress. Two teachers mentioned they had an observation. One teacher received feedback and online links to resources to supplement the feedback. The other teacher is still awaiting feedback (after 7 days). The teachers were also awaiting approval of their SLOs.

(Formative score at MYC 12.17.12) 2

(Formative Feedback at MYC 12.17.12) Based on my 1st site visit this year, I think that this is an area that we need to collaborate more on. At present, it still seems like your observations have not really gotten going. I am wondering how you are able to support grade level teams and individual teacher needs without seeing trends in instruction. Let's think through how you can maximize the reporting capabilities in EPSS. Your upcoming teacher mid-year conferences could be greatly informed by this.

(Site visit 2.20.13) Observed one of the principal's mid-year conferences. During the conversation the teacher discussed progress made on his SLOs. Neither SLO was in need of revision. Both SLOs were already close to being met. The teacher shared that they were utilizing the FFTES system to watch examples of component 3b. The teacher mentioned his focus was on improving student leadership within discussions and was working to create this through high interest texts and text-based questions. The principal praised the teacher for taking feedback from the last observation and then provided more actionable feedback (suggesting the teacher check in with a colleague in 3rd grade also focusing on text-based discussions). The school is operating off of a common language of instruction (eg referencing CCSS instruction and PP components)

(Site visit 3.28.13) Teachers shared reactions to the evaluation work this year. They mentioned that they need more time but are now more comfortable with the language in the rubric and are having more conversations about the same things. The team discussed their shared focus on components 3b and 3c and how they are planning to think this through in relation to a real life math problems project that they are planning as an end of unit assessment. The school also worked together with their ISP to watch and critique videos on FFTES. Despite the common language shared by the group, the teacher team did not refer back to the success made on prior units or assessment of student progress. This conversation highlighted successes by claiming students were completing their work, working together, and were engaged.