

District #205 Evaluation Process FAQ Document

The purpose of this document is to provide consistent answers to questions from the faculty on the District's evaluation process. The responses below are for questions that were submitted using a Google form survey.

1. **During an evaluation year, how much time should we expect our administrator to spend in our classroom? For example, during an informal cycle, how often should we expect to see our principal in our room?**

Answer - *Informal observations must be at least ten (10) minutes in length. For **non-tenured teachers** who receive a summative rating each year, they will receive **at least one informal observation each year**. For **tenured teachers** who receive a summative rating every two years, they will receive a minimum of **one informal observation over the two year cycle** with a formal observation to occur on the year opposite from their informal observation. It is important to note that these are minimums. Either an evaluator or teacher can request additional informal observations.*

2. **When we are filling out evidence in our T Form, what areas are we supposed to add information to? I know 1 and 4, but other teachers have said we should add evidence to 2 and 3 as well, especially if the observed lesson may have been weak in some of the areas.**

Answer - *This is really up to the individual teacher. The "I" form is the main form that is populated by the work done by the teacher and administrator as they work through the evaluation process. The T form is available if the teacher feels there are some aspects of their practice that were not captured by the observation process. Teachers should consult the rubric often along with the data provided throughout the observation process. If they feel there is a lack of evidence in a certain component of a domain, then they may elect to upload some evidence to the T form. If they feel that there is a fair representation of their performance with what has already been done as a result of the observation process, then they should not feel obligated to provide additional information.*

3. **Can a principal add additional questions to be filled out by a teacher about a lesson in addition to those in the T form reflection area?**

Answer - *On the post observation/reflection form following a formal observation, there are two blanks at the bottom of the form where an evaluator may ask some extra questions for reflection on the part of the teacher. These questions and the responses will be discussed during the post conference.*

4. **How are the four categories used with regards to employment status?**

Answer - According to Senate Bill 7, teachers are placed in one of four groups based on their last two to three summative evaluation ratings. There are four groups number 1 through 4 and a reduction in force must start with group 1 and move up in sequence if necessary.

For the 2014-2015 and 2015 - 2016 school years, there is a memorandum of understanding between the GEA and Administration that, for the purposes of reductions in force, groups 3 and 4 will be combined so that reductions in force will be done based on seniority. This agreement ends at the end of the 2015 - 2016 school year. After this time, reductions in force will be done according to the guidelines set forth in Senate Bill 7.

5. Give the overall order of the forms (T, R, S, Z, M, ?,?,?,?) that need to be filled out, and by who. I am not sure of all of the letters, or if any of these are even correct? When should these forms be opened for us to enter information? Can a principal add additional questions to be filled out by a teacher about a lesson in addition to those in the T form reflection area?

Answer - There is a wide array of forms to use in the evaluation process. These forms should be available to use at the beginning of the school year. Here is a key/guide to what each form means and its purpose.

Form A – Pre-observation form; Filled out prior to a Formal Observation by Certified Staff Member and reviewed during pre-observation conference.

Form B—Post-observation form; Filled out after Formal Observation by Certified Staff Member and reviewed during post-observation conference. **An evaluator may add some additional questions to this form for the teacher to reflect on based on the observed lesson. These questions will then be discussed during the post conference along with the other questions on this form.**

Form C—Informal Observation documentation completed by the Evaluator sent to Certified Staff Member after Informal Observation is complete.

Form D – The last form to be filled out in Summative Evaluation process. The form provides Certified Staff Member and Evaluator final Summative Rating.

Form I – Form that combines all data documentation into a singular form for the purpose of rating each sub-domain completed by the Evaluator.

Form J – Formal Observation documentation completed by the Evaluator sent to Certified Staff Member after Formal Observation is complete. Form is identical to Form C, just used in Formal Observations.

Form P – Data documentation form to be used by Evaluators

Form T – Data documentation form to be used by Certified Staff Members

6. How are the four categories used with regards to employment status? How much bearing will our rating be used for RIFFing? Will a 20 year teacher who is proficient be RIFFed before a 2 year teacher who is Distinguished?

Answer - Technically yes. According to Senate Bill 7, each employee is placed in a group based on a combination of their last summative evaluation ratings. The lowest group, group 1, is for any employee who has not been evaluated. Group two is for any employee who as received a needs improvement or unsatisfactory on one of their last two summative evaluations. Group three is for those who have received two proficient ratings or a proficient and distinguished rating in their last two evaluations. Group four is for teachers who have two distinguished in their last two evaluations or two distinguished and one proficient within their last three summative evaluations. The sequence of honorable dismissal starts with group one and moves up through level levels if necessary. So a 20 year veteran in group 2 would be dismissed before a second year teacher who has a distinguished rating. This assumes they are licensed and endorsed for the same position.

There is a critical difference for the 2014 - 2015 and 2015 - 2016 schools years with respect to the sequence of honorable dismissal. A memorandum of understanding between the Galesburg Education Association and the District #205 Board of Education states that groups 3 and 4 will be combined for any reduction in force. Any reduction in force from these groups, if necessary, will be based on seniority alone.

7. What are the deadlines for the different steps of the evaluation?

Answer - *Pages 15 through 18 in the Professional Evaluation Plan detail the timelines and processes for each step in the evaluation process. The link to the plan can be found below:*

<http://www.galesburg205.org/evaluation/evaluation.pdf>

8. Are other administrators allowed to add evidence, comments, etc. to your evaluations, if they are not your evaluator?

Answer - *No. However, other administrators may present evidence and information to a teacher's evaluator. This evaluator may consider this information and discuss it with the teacher prior to the summative conference. The evaluator may decide to include this evidence in the evaluation with the full knowledge of the teacher.*

9. I understand quality is more important than quantity when uploading evidence in the T form. However, how much is enough? Should every standard be covered in multiple ways? How much evidence is required for edautomate?

Answer - *Because each teacher approaches their practice differently, the evidence produced by each teacher is different as well. It is very difficult to give a set amount of evidence. It is also important to remember that the quantity of the evidence is immaterial as all evidence is compared to the rubric. The rubric should be a guide for any teacher as they evaluate their practice. As a general guide, teachers should upload evidence for domains 1 and 4. The observation process will provide a lot of information and evidence for domains 2 and 3. A teacher should look over the evidence generated from this process and compare that to the rubric. **If they feel this accurately represents their practice then they do not need to feel compelled to add anything else to the T form.** If they feel there are some gaps based on what has been recorded, the teacher can request additional observations and/or upload some evidence to the T form for the components that were not observed. It is important to remember that there should be frequent conversations with one's evaluator throughout this process to provide guidance and to answer questions.*

10. I teach at more than one school. How do I show evidence from both schools if only one administrator is evaluating me?

Answer - *Your evaluator can view your T form that will include evidence uploaded by the teacher. The teacher can reference components of their practice from **each school** in their pre-conference and post-conference reflection forms. Observations can be scheduled to occur at both schools if so desired by the teacher.*

11. Can we have a new modified rubric as to what each evaluator will be looking for as they come to evaluate, since changes are being made to the evaluation system?

Answer - *It is important to remember that Charlotte Danielson's Framework for Professional Practice is the rubric for our professional evaluation plan. All evidence gathered during the observations should be compared to the specific components of this rubric. An evaluator's specific preferences should not enter into this process and much effort has been made to reduce bias from the evaluation process.*