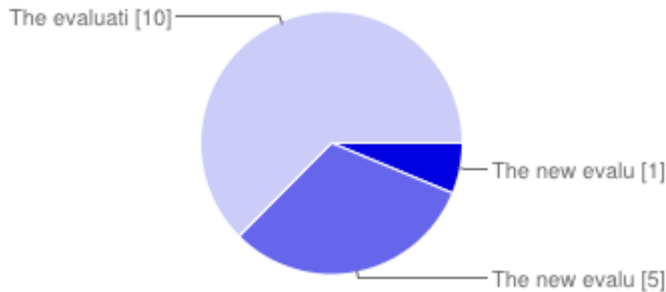


# 18 responses

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## Summary

### To what degree did your evaluation process promote learning?



The new evaluation process did not promote learning any more than I experienced on the old evaluation	1	6%
The new evaluation process promoted my growth and learning	5	31%
The evaluation process promoted learning and growth for me and my students	10	63%

### Please provide feedback on how the district and building administrators facilitated learning, or the barriers that limited learning.

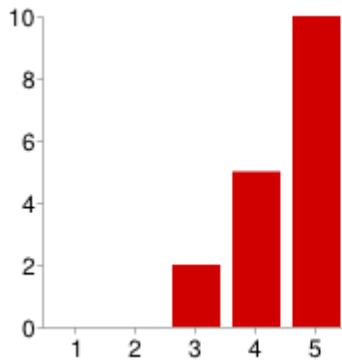
Using the rubric to help guide my evidence collection allowed me to truly reflect on my teaching practices. It also gave me a clear picture as to the continuum of effective teaching and where I hope to be in future years as an educator. It helped a little but I would not say it helped significantly. There were times during the pre-observation that adjustments were made that were helpful, but I would not say that the improvements were worth the extra unpaid time that we had to put into it. Lots of feedback & discussions surrounding evidence of student achievement and teacher effectiveness with the administrator were helpful to focus on improving effective teaching and ensuring student learning. I felt like the personal meetings with the principal along with the gathering of evidence helped me to increase my ability to look at how each individual student was progressing in a targeted skill area. The training we attended, by and large, did not help me understand what I needed to accomplish that well. The meetings I had with John and Dan helped much more. Dan and John helped get me through everything, whereas the district wide training took a 10,000 foot view that I did not find helpful. (I don't need to know everything there is to know about the instructional framework.) My building administrator has NEVER presented barriers to learning. I have always been supported, encouraged, and coached. The district and administrators did a great job on trying to facilitate this process and make it less stressful, however I didn't find all of the meetings to really help clarify topics or help me get things done. Some did, but some didn't. All training provided opportunity to learn and grow. Frequent meetings with my evaluator also provided this opportunity. I did not feel that there were any significant barriers. Rather, the support offered by the high school administrators was very helpful. We had consistent bi-weekly meetings that supported progress, and both administrators were readily available for any questions or concerns. met with us for help. My

administrators and I spoke about goals and helped me narrow down what goals I was considering. We spoke about what evidence might help show that growth. Although I did not necessarily implement their suggested forms of evidence I was well supported in my choice of evidence and I felt supported in how I presented my data. I enjoyed the conversations that I was having about teaching and learning and often I felt validated in my analysis. Summer and after-school training sessions thoroughly explored the new system and promoted brainstorming and group discussion about how to meet the new standards. Within my building, regular meetings with the principal and with learning coaches and with other teachers working on the new process reinforced the district trainings, and provided great assistance in personalizing my plans to develop and collect evidence. I was trying new strategies in my classroom due to the discussions I'd participated in within the context of TPEP, and I don't think I would have thought of these strategies, or felt confident enough to attempt them, without the continued support from the district, my principal, my learning coaches, and my peers.

## What level of understanding did you have regarding the Instructional Framework

I had adequate knowledge of the criteria to confidently demonstrate my performance as proficient or distinguished.	<b>12</b>	<b>60</b> %
I did not have adequate knowledge of the criteria to confidently demonstrate my performance as proficient or distinguished	<b>2</b>	<b>10</b> %
I would like more training on each of the criteria	<b>2</b>	<b>10</b> %
I would like more training on some of the criteria	<b>4</b>	<b>20</b> %

**We recognize the new evaluation is a significant change to the evaluation. We intentionally attempted to make the change feel safe and nonthreatening.**



1	<b>0</b>	<b>0%</b>
2	<b>0</b>	<b>0%</b>
3	<b>2</b>	<b>12%</b>

4    **5**    29%  
5    **10**    59%

**2 Day summer training [Please indicate how helpful each of the following supports were ]**

Not helpful                    **2**    12%  
Somewhat helpful            **5**    29%  
Very helpful                    **8**    47%  
I didn't access this support   **2**    12%

**After school optional meetings [Please indicate how helpful each of the following supports were ]**

Not helpful                    **6**    35%  
Somewhat helpful            **6**    35%  
Very helpful                    **2**    12%  
I didn't access this support   **3**    18%

**Student growth goal training [Please indicate how helpful each of the following supports were ]**

Not helpful                    **0**    0%  
Somewhat helpful            **5**    29%  
Very helpful                    **10**    59%  
I didn't access this support   **2**    12%

**Evaluation website [Please indicate how helpful each of the following supports were ]**

Not helpful                    **1**    6%

Somewhat helpful	9	53%
Very helpful	3	18%
I didn't access this support	4	24%

**One on one training/support from administration [Please indicate how helpful each of the following supports were ]**

Not helpful	1	6%
Somewhat helpful	3	18%
Very helpful	12	71%
I didn't access this support	1	6%

**One on one training/support from colleagues [Please indicate how helpful each of the following supports were ]**

Not helpful	1	6%
Somewhat helpful	6	35%
Very helpful	8	47%
I didn't access this support	2	12%

**Building level evidence parties [Please indicate how helpful each of the following supports were ]**

Not helpful	2	12%
Somewhat helpful	3	18%
Very helpful	2	12%
I didn't access this support	10	59%

**Instructional framework handbook [Please indicate how helpful each of the following supports were ]**

Not helpful	<b>0</b>	0%
Somewhat helpful	<b>7</b>	41%
Very helpful	<b>9</b>	53%
I didn't access this support	<b>1</b>	6%

**Criteria snapshot document [Please indicate how helpful each of the following supports were ]**

Not helpful	<b>0</b>	0%
Somewhat helpful	<b>3</b>	18%
Very helpful	<b>11</b>	65%
I didn't access this support	<b>3</b>	18%

**Evaluation timeline document [Please indicate how helpful each of the following supports were ]**

Not helpful	<b>1</b>	6%
Somewhat helpful	<b>2</b>	12%
Very helpful	<b>10</b>	59%
I didn't access this support	<b>4</b>	24%

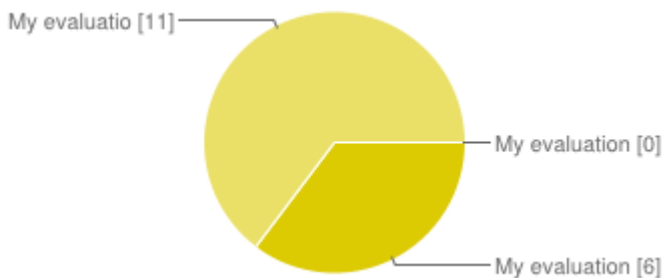
**Student growth goal writing templates [Please indicate how helpful each of the following supports were ]**

Not helpful	<b>0</b>	0%
Somewhat helpful	<b>4</b>	25%
Very helpful	<b>11</b>	69%
I didn't access this support	<b>1</b>	6%

**Please tell us about your experience sharing evidence in Google Drive**

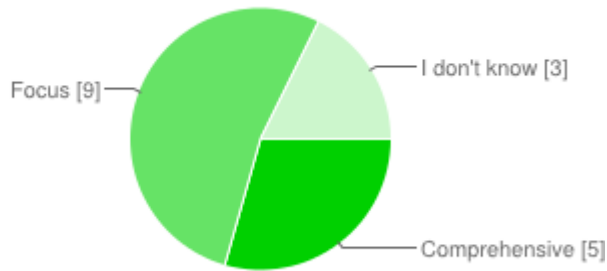
I chose not to use google drive	<b>0</b>	0%
I received the technical support I needed to share my evidence in google drive	<b>14</b>	33%
By mid year I felt proficient using google drive to share evidence with my principal	<b>10</b>	23%
I felt like my principal was proficient in using google drive to share evidence with me and view my evidence	<b>10</b>	23%
I did not feel like my principal was proficient in using google drive to share evidence with me and view my evidence	<b>4</b>	9%
I need more training of support to use google drive	<b>4</b>	9%
I do not want to use google drive but rather place my evidences in a binder or file and meet with my principal more often	<b>1</b>	2%

**Do you trust the new evaluation process will accurately reflect your overall performance?**



My evaluation will be an authentic reflection of my overall performance as a teacher	<b>6</b>	35%
My evaluation will be an authentic reflection parts of my teaching performance	<b>11</b>	65%
My evaluation is not going to be an authentic reflection of my performancfe	<b>0</b>	0%

**Do you know which evaluation form you will be on next year?**



Comprehensive	5	29%
Focus	9	53%
I don't know	3	18%

### As a participant in the new evaluation, are there any other thoughts you'd like to share about your experience?

abc It's challenging to "like" being evaluated. However, while there were aspects of this process that I felt were frustrating I firmly believe that these were some of the best conversations I've had with my administrator regarding teaching and learning in my classroom. I felt pressure to demonstrate that I was achieving but that pressure was never directly placed upon me by my administrator and was self imposed. I felt that the conversations were rich and although I was nervous about the student growth element, I was very genuine in my selection of goals and my evidence that I used. I felt that the process was rich with reflection. However, I have a positive working relationship with my administrator and I don't feel intimidated so as a result, I never worried that my administrator was trying to gather evidence to be "used against me." I felt that the process/ball was in my court and was my responsibility. This may feel like a burden to others but to me it provided me with a sense of control over the process, therefore I felt even less concerned and was able to really use the process as a tool for learning. The presentation of the process was less informative and far more intimidating than work at the building level. I think administrators should be able to instruct their building staff in smaller cadres rather than encouraging everyone to take part in large-group trainings. First the positive and then the negative. I felt overall, the conversations with my administrators were much more effective and genuine. I also liked the results I got from the student growth goals. I was able to improve a persuasive writing unit because of the student growth goal I chose. Time was a huge barrier to success. I mentioned meeting with my administrators above, but what I did not mention was that those meetings began outside of the contract day. While I do feel the outcomes of TPEP had a positive impact on my students, it also added to my workload. I already spend many uncompensated hours throughout the school year (above and beyond our ten extra days). TPEP gave me more work that I was not paid for. The evidence log often involved explaining why I am a good teacher, or things I already know and do. It often felt like a waste of time. I think district directed release days (During the Monday-Friday workweek, not after school or weekends) would help teachers accomplish everything they need to accomplish with regards to collecting evidence and evidence logs. I would like to see the district add one or two non-student days (or just pay for subs during a normal week) for teachers on the comprehensive form. This would help far more than summer or after school trainings. Great support and information/training from Asha. It helped to develop criteria understanding through talking with other evaluation participants at TPEP meetings. Google Drive was a nice way to organize all the information/evidence. There is definitely a learning curve, but it's not as bad as some people complain it to be. I really encourage the district to build staff professional development around TPEP and Common Core and NGSS. We don't have enough time for professional development, so we need to make our time together really potent. The more we can align our building and district goals, TPEP, Common Core, and NGSS, the more effectively we will increase learning among staff and students. To be most effective, this professional learning needs to develop over a multiple-year, cohesive

plan, to unify and strengthen our collective philosophy of learning and thereby move beyond status quo. My goal is that our collective vision of "school" is a very different picture within the next 10 years: Students and staff will feel empowered to engage in diverse, high-complexity tasks and discussions, demonstrating both greater autonomy and more comprehensive collaboration, learning for the sake of personal growth and community improvement. I haven't had my final meeting yet so my thoughts may be different after that-when I find out the outcome of the evidence I have collected and what my overall rating is. It has been a very frustrating, stressful, confusing and time-consuming experience overall. Even with all the trainings and meetings I often felt more confused than clear on what was expected. Comments/information from/to various admin/colleagues in the process was not consistent. I realize this is the first year of implementation and it's a learning process for many of us. I have significantly changed teaching practices as a result of the new eval system; although I feel it is too extreme. More in depth meaningful professional growth will take place through the focused process. To further explain my answer on whether or not the evaluation process will accurately reflect my overall performance: I marked it would reflect parts of my teaching performance only because there is no system that could fully evaluate all that I do in all aspects of my job. It also shows evidence of proficiency/distinguished, but I know I have more work to do in these areas...no can fully arrive in any area--there is so much more to do ALWAYS! But this system is definitely more reflective of my teaching than the older system we used. I only feel badly for all the work it is for principals! It is a doable amount of work for teachers as long as they just put evidence on the google drive as they use it in the classroom (don't put it off and try to do it all at once). I think it is always beneficial to have these types of systems in place, especially in terms of them forcing teachers to reflect on how they're doing. This year was tough because it was my first year doing it, and in the future it won't be so overwhelming. That said, I do think this evaluation system gives a better overall picture of a teacher's performance, however it is a lot more work, and I don't know if I necessarily feel it was worth it. The part of the evaluation I truly value is the input I receive from my principal and what he/she sees throughout the year.