

FAQs

Please note: Items answered with “To be determined” will be decided through the pilot process.

Time Frame / Amount of Time Involved

How time consuming will the process be? To be determined

What is the time frame? The evaluation cycle will still be an annual cycle for probationary teachers and a 3-year cycle for continuing contract teachers.

I am confused about implementation. This year is a pilot year. All teachers will transition to the new model next year.

How often are conferences and observations? You will conference on your goals annually as you do now. In years one and two there will be four walk-through observations and in year three there will be a full classroom observation with a pre/post conference and walk-throughs to equal at least 45 minutes.

How can you provide teachers with more time? To be determined - Some of this work may be able to be done by refocusing or reshaping some of our current meeting time. We are looking to the pilot to help inform this.

Is this a before or after school activity? Some of it will be, as it is now when you are developing lessons. The pilot should help to inform us as to how much time will need to be devoted to the entire process.

Does this mean that we’re getting observed more often? Yes, through the use of walk-throughs.

SLO- How often do teachers need to fill these out? There are two SLOs per year.

Is it still a 3-year cycle? Yes for continuing contract teachers.

Do our portfolios/final presentations get complied every year? Your portfolio will cover your three-year evaluation cycle.

Will teachers in the 3rd year of the evaluation cycle in 2016-2017 be able to choose the old vs. new system? No. *If not, how can 3 years of data collection be squeezed into 1 year?* Consideration will need to be given to the process for transitioning the information from the previous two years.

How are peer members supposed to be able to observe during the school day? Peers will not be conducting observations. They will assist you in developing your SLO.

How much extra time will this add (portfolio, forming SLO, peer review, rubric scoring, etc.)? To be determined

When will portfolio completion be? End/mid-year? Your portfolio will be reviewed at the end of the evaluation cycle.

Will evaluators really have the time to do this? To be determined. That is why the pilot is so important.

Training / Professional Development

What formal training are the evaluators getting to help support and supervise? Principals and assistant principals have had training in supervision and evaluation in their coursework for certification. Other evaluators will be getting training in this area. Brunswick is a member of a consortium that works with Research for Better Teaching as one of our trainers. Some of the department heads have already had this course last year.

How much more professional development will be provided so everyone knows what will be done/expected? This will be an on-going process through the remainder of this year and then throughout the implementation year.

Will we receive PD on the SLO process? Yes

Walk-Throughs

Will walk-throughs be announced or unannounced? Unannounced

Does this mean that we're getting observed more often? Yes, through the use of walk-throughs.

Who keeps the walk-through forms? How many walk-through forms in a three year cycle? You and your evaluator will have a copy of the walk-through form. Each person should have four walk-throughs for the first two years of the cycle and a total of at least 45 minutes for the third year of the cycle.

Can you put a number on teacher effectiveness? Especially from walk-throughs comfort level evaluating peers? Peers will not be evaluating you or completing walk-throughs.

What does the walkthrough document look like? Is it the same for K-12? Yes, it is the same for K-12. There is a copy in the handbook.

What tool is going to be used for the walk-through? See the handbook.

Tools and Documents

How will SLO, portfolios and observations mesh? All will be looking at growth, but your lesson for the formal observation may or may not be part of your SLO.

What does the walk-through document look like? Is it the same for K-12? Yes, it is the same for K-12. There is a copy in the handbook.

Who keeps the walk-through forms? How many walk-through forms in a three year cycle? You and your evaluator will have a copy of the walk-through form. Each person should have four walk-throughs for the first two years of the cycle and a total of at least 45 minutes for the third year of the cycle.

Still confused on SLOs and portfolios – what forms do they take? There are two forms in the handbook.

What are the specific guidelines for the portfolio requirement? To be determined.

Will there be tools, electronic or otherwise, to help us fill out these forms? Yes – We have purchased a program called TeachPoint and will pilot it this year.

How in-depth will the portfolio need to be? To be determined – As we work with the pilot teachers we hope to be able to create exemplars for this, but the portfolio will be a very personalized document allowing you to gather the evidence you feel is important to show your growth in your selected areas.

Is it a set/common rubric for K-12? Yes

Are the rubrics going to be designed to reflect non-classroom teaching positions (guidance counselors, etc.)? Rubrics for specialty areas for staff that are not teachers of record will be developed in the future.

How many types of SLO templates are there? How many different types will Brunswick schools be using? Brunswick has adopted three different ways to determine student growth on SLOs. See the handbook for more information.

Can video clips be part of the portfolio? They could be.

Is there a review tool for peer review of the SLO or is it open? There is a tool. See the handbook for more information.

Why did we choose the Kim Marshall rubric? Who decided that? Seems on the surface to be too laborious. The Steering Committee reviewed several options. We selected the Kim Marshall rubric as it seemed to be the **most** user-friendly.

Will the “forms” be user-friendly, easily accessible, and flexible for particular differences in job/assignments? To be determined through the pilot.

Can observation be done through videotaping? If you and your evaluator are comfortable with this, it could be an option. There may be limitations to what the camera is able to capture, but that could be worked out between the people involved.

Who will actually look at the portfolio? You and your evaluator will review the portfolio.

Is one part of it worth more than another (i.e. observation. vs. portfolio)? Yes. See the scoring sections of the handbook.

Peer Review

Can this process incorporate collaboration with colleagues? Yes

How will the peer review part work? How many peers are needed? How often will they be needed? The peer review is for the development of the SLO. It gives you other professionals to work with in looking at planning and assessment of instruction with a specific focus. There will be two SLOs developed annually. The suggestion at this point would be to have your peer review team be a group that you work with already in some capacity either department members at the high school or junior high level, team members at the junior high level or grade level peers at the elementary level.

How are peer members supposed to be able to observe during the school day? Peers will not be conducting observations. They will assist you in developing your SLO.

How exactly does the peer review work? How many peers? Can they all be from our department? You will select your peers. They may be from your department, your team, or your grade level. They are to help you review and refine your SLO.

Are team members also evaluating you and your performance? No, they are giving you assistance on your SLO.

Do peers have to be in department? Peers do not have to be in your department. You should be thoughtful though about whom you choose based on the objective you are working on so that they can provide the most useful feedback.

How will it be organized so there is equity among peer reviewers, (i.e. one person isn't selected to review ten people)? To be determined

Evaluators

Will you have the same evaluator every time or will they change after each completed cycle? The evaluator you work with will be determined as it is now.

Who will be the evaluator? Will they stay with you all 3 years? This will not change from what you currently do.

If there is no department head will the principal do the evaluation? The assignment of evaluators will not change in this process.

Will department heads be involved with each teacher's peer review? Yes, if the teacher chooses them to be part of the process.

What qualifications are required to be an evaluator? Training in supervision and evaluation.

Student Learning Objectives (SLOs)

What are SLOs? Student Learning Objectives – see the draft handbook for a description.

How will the SLOs be developed – individually or collectively? Teachers can decide. If it is a collectively developed SLO, all teachers involved need to agree to participate.

Will we receive PD on the SLO process? Yes

SLO- How often do teachers need to fill these out? There are two SLOs per year.

How is the growth target determined? There are three methods of determining the growth target. See the handbook for more information.

Can I develop my own SLO or will it be a standardized assessment like STAR 360? You may develop your own SLO. The assessment does not need to be standardized, but should be a common assessment. The curriculum work going forward will need to include common assessments.

How many types of SLO templates are there? How many different types will Brunswick schools be using? Brunswick has adopted three different ways to determine student growth on SLOs. See the handbook for more information.

Is there a bank of SLOs to choose from? Not now. As they are developed, this may be an option down the road, although they will always need to be adjusted to represent the students in your current classes.

Are students at the K-2 level expected to know the SLOs? The teacher knows and develops the SLO. The students should know what the objective of a lesson is as they should now, but not the details of the SLO.

What if a class does not meet SLOs? There are guidelines for scoring the SLO. If your class does not meet the SLO the teacher receives a lower ranking in this area. See the handbook for more information.

SLOs – how will this work for various learning levels – with learning issues – that are difficult behaviorally? When you write your SLO these issues will be documented and adjustments will be made in the learning plan.

How will standardized assessments be considered? To be determined – Currently there is wording in the law regarding standardized test scores being part of the SLO for math and reading in the grade levels tested, but this may change. We are not in favor of this being the measure as it has changed repeatedly and may not be aligned to our curriculum.

Can you clarify the SLOs more? And how many are needed? Just one? Two SLOs need to be developed annually.

Is it tied to student achievement of benchmarks or personal growth? The SLO is tied to student achievement of the objective you have set.

How does student progress play into evaluation? The SLO is based on student progress/growth.

How does a functional life skills (FLS) special educator and other non-typical educators do an SLO? You would set your growth goals based on the students in your program.

Service Providers / Non Classroom Teachers

In addition to measurable SLOs how will service providers be evaluated? The process is for classroom teachers. More work will be done to create a process for non-classroom teachers.

How does the new evaluation model apply to employees who are not classroom teachers? It only applies to classroom teachers at this point.

Will there be different rubrics for all specialty areas or one that applies to all staff? Eventually, this is an area that the Steering Committee will be undertaking later this year.

How is this evaluation process going to be differentiated for non-classroom teachers? There will be rubrics developed for other areas as we proceed with this process.

Are the rubrics going to be designed to reflect non-classroom teaching positions (guidance counselors, etc.)? Rubrics for specialty areas for staff that are not teachers of record will be developed in the future.

How does an FLS special educator and other non-typical educators do an SLO? You would set your growth goals based on the students in your program.

Decisions / Chances for Input

Who makes the decision on the new system? The School Board will have the final say in adopting the new system for the district.

Will our input be solicited and used for revision? Yes, we will look to the Pilot Teachers this year. After that there will be a standing committee that will review the process.

How much teacher input will be requested by the steering committee during the pilot year? The pilot teachers will meet monthly with a member of the steering committee.

Can we have more teachers volunteer who teach academic courses at the high school? Classroom teachers are not part of the pilot process at BHS? Classroom teachers were invited to participate and chose not to participate. If you are interested in joining the pilot group and this is not your formal evaluation year, please contact Pender Makin or Lisa Cushman.

Is the definition of "good teacher" (as represented by the check list used on the walk-throughs and the rubric standards) something we can change/tweak as we go? The process of revision is essential. There will be a standing committee that will review the process and rubric on a regular basis.

Other Questions

So is the new evaluation based on student proficiency? It is based on student and educator growth.

Is this beginning of incentive pay? No

Is this tied to salary? No

How would someone get "does not meet standard"? See the Rubric

Can we ask for a second opinion? You would follow the same procedure as you do now.

Will this be a growth tool or further undermine innovative and highly skilled teachers? This process is developed with a growth mindset. We are looking for both student and educator growth.

Can you put a number on teacher effectiveness? Especially from walk-throughs comfort level evaluating peers? Peers will not be evaluating you or completing walk-throughs.

Will you be able to combine certificate renewal and evaluation? If you write the activities that you will be completing as part of your evaluation goals into your PRP you should get recertification credits for them.

Bunch of B+ teachers? Does effective = B+? The rubric does not relate to a grade.

How does this help improve instruction? The process is focused on student and educator growth.

Must all goals be connected to proficiency? Your goals should be educator growth goals.

Does “choose two standards from 1st four” mean eight altogether, or two? It means eight altogether from the 1st four. Also, one from the last two – means total of two? Yes. The final number of indicators is ten.