

“Exit Slip” Questions
From Teacher Evaluation Presentations

Will alternative projects still be acceptable for tenured evaluation?

For tenured teachers, the goal setting process can serve the same function. Working collaboratively with your principal, you can develop goals that resemble the “alternative project” as long as they correlate with the Danielson Framework. Add something about observation.

How are the Fall Self-Assessment Forms to be completed? Do tenured teachers need to have evidence as well?

The purpose of the Fall Self-Assessment form is to encourage staff members to think about their strengths and areas for growth so that they can formulate their goals with those areas for growth in mind. The pieces of evidence provide an opportunity for discussion between the principals and the teacher.

Could a checklist of sorts be provided so tenured teachers are aware of the process and timing?

The timeline is in the observation packet, if you need further clarification, please see your building administration

How does *Excellent, Satisfactory, and Unsatisfactory* correlate with the 4 performance ratings of Danielson?

Beginning in the 2012-2013 school year, we will move to the four rating system. For this year, our three ratings will correlate to 1, 3, & 4.

How many artifacts are required per component at each segment meeting? Do we have to have concrete evidence for every component?

It depends on the component you are discussing. The artifacts that are brought to the meeting are simply to provide a basis for the discussion. Evidence/artifacts brought need only to be related to the discussion.

How can you show evidence of creating an Environment of Respect & Rapport?

An example of evidence for this could be your classroom rules, a log of discussions with students, etc.

For the category of **Excellence**, are we being compared to the performance of other teachers?

No. The ratings are based on the criteria outlined in the rubric attached to the evaluation document.

Are all of these documents on the shared drive for us to access/print/review as the year goes on?

Yes, the documents are in the folder "Evaluation Documents 11-12"

Will RRTs/Language Arts Teachers be observed on whole class, guided reading or co-teaching? Since I'm learning about co-teaching this year, will I be evaluated on it this year?

Time and place for formal observations will be mutually agreed upon between the evaluator and the principal. Obviously, anything "new" to a staff member will be evaluated as such. Remember that the objective of the evaluation instrument is professional growth and not to "catch" someone doing something wrong.

Do we need to fill out the pre-observation form before & post after?

The forms should be reviewed can be filled out prior to both meetings and used to prepare for the meetings. Filling out the forms prior to the meeting can help make the meeting more efficient.

What happens if we don't have evidence for all the domains for our meeting? Can we bring them to the next meeting?

The reasons for lack of evidence at a particular segment meeting could be a source for conversation. If it is happening frequently with staff members, that particular component may have to be moved to later in the year. Invitation of administrators to your classroom to see something you are doing can also be evidence!

Is this the maximum or minimum number of conversations/observations?

The evaluation plan provides a minimum amount of observations.

Can an evaluation be disputed?

Staff members are always allowed to write a response to an observation and/or an evaluation to be included in the personnel file.

If the evaluation process is based on what you do every day, can the administrators provide more immediate feedback to give us a good idea of how we are doing?

We can make it a point of emphasis to provide this feedback.

How long is the grace period for the state mandate when evaluations must include student growth?

Districts must adopt such evaluation instruments no later than 9/1/16

Are other areas of the profession outside of formal observations included in the summative evaluation?

Absolutely!

Can a teacher be rated “E” and still have room to grow?

Yes, excellent teachers become excellent because they are constantly reflecting on practice and recognize and address their areas for growth.