

Teacher Evaluation System – Negotiations Summary

with annotations by CFT

The District and Federation have completed talks regarding the Annual, Performance Review, and Comprehensive Evaluations. The parties have complied with the spirit and the language of the Memorandum of Understanding and the Collective Bargaining Agreement. This memorandum is a brief summary of the completed work that can be found by going to CFT's web site www.cft-aft.org.

Annual Evaluation

The purpose of the Annual Evaluation is to assure that every teacher in the district has an annual review of his/her skills, professional development, and student growth. The conference and goals begin a dialogue that assists the school to focus efforts on student achievement and developing increased teacher effectiveness. And the professional responsibilities checklist reinforces existing expectations for teacher professionalism.

The Annual Evaluation has been made more rigorous than in past years.

It has included *one annual observation* for years. The inclusion of one unannounced classroom observation will be continued. As always, the observation may alert the principal to serious deficiencies, triggering a process that could result in the teacher being put on intervention; the teacher either improves or is released from employment.

The parties have now added a *structured conference* between the principal and the teacher, at which they discuss their individual and school priorities for the coming school year ¹.

As a product of that dialogue, *two goals* are identified for the teacher to focus on during that school year.² All goals are related to student growth and achievement. The goals are scored as having been exceeded, met, or not met.³

The third new component is a *checklist of professional responsibilities*⁴ identified in the Collective Bargaining Agreement. The principal identifies any areas of concern during the school year and completes the checklist at the year's conclusion.

The inclusion of the goals meets the MOU requirement that student achievement and growth be the major emphasis in the teacher's Annual Evaluation and is in keeping with the State of Ohio's push to have student achievement account for half of the teacher's evaluation.

Performance Review Evaluation

The Performance Review Evaluation (PRE) is more rigorous than the Annual Evaluation. It is tied to salary increments occurring later in a teacher's career, starting after 10 years of employment. Teachers interested in getting the increment are required to successfully complete this evaluation instead of the annual evaluation.⁵ The Performance Review is given at levels 12-15, 17-19, and 22-25.

The evaluation begins with a *reflective paper* written by the teacher and is submitted to and discussed with the principal. In this paper, the teacher looks at her/his strengths and weaknesses and priorities for the coming school year. From the discussion, the principal and teacher identify an area of concentration for the teacher during that school year. This focus aligns with standards that are a component of the year-long Comprehensive Evaluation,

¹ This conference provides a structured opportunity for a teacher and administrator to have a professional discussion about what the school year should be about. CFT believes this is essential if a professional relationship is to develop.

² These goals have been carefully selected, yet may be adjusted after each year. CFT believes that all of the goals focus on and lead to improved student achievement. Those that can be more easily *measured* have been identified.

³ This summer, CFT will be developing examples for how the goals should be evaluated. Once these are done, CFT will schedule teacher meetings to review how to agree on having goals measured; what are reliable measures, and how to improve or use available data. AFT will be helping us develop these guidelines.

⁴ This is a list of responsibilities that have been in the Collective Bargaining Contract for years. We put these in a format that clarifies them and requires the principal to notify a teacher early on if they are having problems with these responsibilities. The teacher then has time to address these concerns. The checklist is included in the documents that go to HR, but has no specific score or consequence.

⁵ These are the optional evaluations that a teacher may elect at steps 12-15, 17-19, and 22-25. A teacher receives \$800 for being successful, to carry forward until the next large increment (at steps 17, 22, and 27).

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generally completed every five years and at levels 16, 21, 26 and the year prior to a continuing contract. Thus, the teacher strengthens their teaching skills each year between their Comprehensive Evaluations.⁶

The Performance Review Evaluation requires *two observations* during the school year. These not only provide an opportunity for the principal to formally observe the teacher's practice, but also permit the teacher to demonstrate the progress they are making with the standard chosen as a priority for the school year. As always, any observation that identifies serious deficiencies may trigger a process that can place a teacher on intervention; the teacher either improves or is released from employment⁷

At the end of the school year, the teacher revisits the reflective paper and the work done on that standard, in an *analysis of the school year*. The teacher describes the activities that supported the priority and the measures that demonstrate that the focus had a positive impact on student growth and achievement. This analysis is submitted and evaluated by the principal.⁸

Finally, the teacher and principal have also identified *three goals* that are the focus of the teachers work during the year. These include two goals that could be selected in an annual evaluation, but adds a district goal as well. Again, the purpose for selecting these goals is to align staff efforts with those of the district and school. All of these goals relate to student growth and achievement. To successfully complete the Performance Review Evaluation, there must be evidence of positively impacting student growth.⁹

The inclusion of the goals meets the MOU requirement that student achievement and growth be the major emphasis in the teacher's Performance Review Evaluation is in keeping with the State of Ohio's push to have achievement account for half of the evaluation.

Comprehensive Evaluation

There is general agreement that the parties will adapt the existing standards and appropriately incorporate student growth, achievement and performance as a significant factor in the Comprehensive Evaluation.

There is some sophisticated software that is available that coincides with our nationally recognized Comprehensive Evaluation and the newly developed Annual Evaluation and Performance Review Evaluation. The parties are exploring adopting the software in order to strengthen the implementation of all components of the evaluation system. That work will be reported as it is developed and is in place for implementation as a pilot for the 2011-12 school year

Guidelines for Pilot Implementation

An evolving Multiple Measures Matrix will be developed based on research and staff input and used to guide and inform the student growth component of all evaluations.

Annually, multiple measures of student growth, achievement and performance will be collected for all teachers. The collected evidence will be assessed and considered within the unique setting of each individual teacher's assignment and overall performance.

Teaching and learning will be assessed through a variety of measures, including, but not limited to, evidence of instructional quality through informal and formal observations and visitations; teacher artifacts; use of data to both plan and assess instruction; evidence of content area knowledge; proof of continuing professional development;

⁶ Again, we try to have a dialogue begin each school year. This one results in the teacher focusing on one of the standards from the comprehensive evaluation for the year. If the teacher selects one that needs improvement, after 3-4 years of emphasis on areas of need, CFT believes the teacher's next Comprehensive Evaluation should improve.

⁷ The PRE includes two observations. Because it provides additional money, there should be two "snapshots" of your practice during the year.

⁸ At the end of the year, what worked? What didn't? This analysis is the blueprint for how to integrate the work you did this year into future years.

⁹ We add a third, district goal, from a list annually announced by the Superintendent.

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parent/guardian communication; teacher self-reflection; demonstrated skills in technology and innovative methods; and evidence of student growth and achievement.

The evaluation tools will distinguish between school, team, and individual accountability. The evaluation system will be considered in attaining the following outcomes: placement of teachers on career level; attainment of continuing contract; identify areas of professional growth; induction of new teachers; intervention; and separation from the district.

Final Notes:

The balance required to develop language that maintains the integrity of our evaluation process and yet reflects the political needs of the union and district in dealing with Ohio's legislative pressures and actual requirements has become increasingly difficult. Care was taken crafting language detailing how the goals and student achievement are tied together, which goals may be measured, and which components are required to have a successful evaluation.

All parties recognize the difficulties of measuring these goals. Developing these remains a top priority, and AFT and others are going to assist us in finding appropriate ways to measure student growth and achievement.