

17. Did you know that the Self-Reflection rubric does not get placed in any personnel files?
Yes - **86%** No - **14%**
19. Do you feel you have a fairly good understanding of the Goal Setting process?
Yes - **93%** No - **7%**
21. Do you feel you have a fairly good understanding of the various evaluation activities available under Plan 2?
Yes - **87%** No - **13%**
24. Do you feel you have a fairly good understanding of what artifacts are and how they are to be used?
Yes - **72%** No - **28%**
25. Do you know how your artifacts can be connected to the four self-reflection domains?
Yes - **68%** No - **32%**
26. Do you believe there should be a set limit for the number of artifacts that need to be collected?
Yes - **54%** No - **46%**
27. Do you believe that the quality of the artifact collection should be taken into account when the Summative Evaluation is written?
Yes - **55%** No - **45%**
29. Do you know what each form is used for?
Yes - **56%** No - **44%**
30. Did you know that the Summative Evaluation form and the Administrative Expectation form, when it is used, get placed in your building and district personnel file?
Yes - **69%** No - **31%**
31. Did you know that the Goal Setting and Dialogue forms, and the Administrative Expectation form, when it is used, get placed in your building file?
Yes - **64%** No - **36%**
33. Do you feel that you could ratify the proposed evaluation plan as it is right now?
Yes - **54%** No - **46%**

Response Highlights to the Comment Questions

2. Is there anything that you feel uninformed about?

- Professional Development Log ... does it still exist?
- How is the proposed plan actually to be used with the administrator?
- How did this come about or why is the current evaluation plan being changed?
- When the plan was presented to my group, there were still areas that needed clarification or rewording.
- There are not clearly defined outcomes of the process, especially for teachers who do not meet standards.
- Early Childhood was not included in the building inservices about the proposed evaluation plan.
- I worry that the wording is too vague and open to misinterpretation, especially by a new principal.
- I was never involved in a meeting where it was explained.
- I am not clear how the rubric will be used during the evaluation. I know that it will not go in our file, but will it affect the way we are rated?
- Is this something I am required to share with my principal? Will time be provided for filling out all those pages?
- Having a building meeting at the beginning of the year about it AND the inservice on it helped.
- The language and intent of some of the items as expressed is very confusing.
- How I can make it work for me, not how much more work it will be for me. The plan is very involved
- Does it take into account the "differences" experienced by specials teachers and other faculty?

9. Do you have any concerns about the three plans?

- Plan 1 seems to be the mostly like the current plan for non-tenured teachers. It is a little confusing in terms of the two different observations.
- It sounds like there will be a lot of kinks to work out once it's implemented, but it may be a sound program in the end.
- The relationship between the rubric and goals is a bit confusing.
- Remediation was not discussed.
- I just feel that it will be time consuming
- I am not sure that the four domains really pertain to what I do each day.
- Seems too general. In an effort to incorporate more areas, it seems we've lost the integrity of the previous plans.
- The self reflection rubric seems very silly especially on some of the descriptors
- Can teachers that are new to the district, but not new to the profession move to plan 2 sooner?
- The time involved and the technical wording especially regarding the artifacts.
- Some of the vocabulary concerns me.
- It looks like a lot of time and work that will be added to already inundated teachers' obligations.

18. Do you have any further concerns about the Self-Reflection rubric?

- The rubric is difficult to use. Due to the fact that it is so lengthy and hard to fill out, I don't think it is a very useful tool. Something a little more user friendly would accomplish the same thing especially since it does not become part of the personnel file
- time it takes to fill it out; will rubric be seen by some administrators or will some administrators ask to see it?
- Are the administrators going to support "self-reflection"? If it isn't something that is formal and going into the evaluation, how is it different from the reflection we do now?
- It does not apply to all teachers. Those with special classes may not be able to demonstrate all the behaviors.
- Some items require the teacher to be rated based on elements that only the students can control. While teachers can influence student behavior, a teacher should not be evaluated based on a requirement that ALL students will behave in a certain way ALL the time.
- It is extremely overwhelming, and some of the language makes it impossible for teachers at certain grade or age levels to attain their goals.
- some staff who are not teachers are being asked to use this process and the rubric does not reflect our training or activities, therefore it may not be useful for our self reflection and/or relevant to our summative evaluations...
- This places teachers in the vulnerable position of revealing what they consider to be ALL of their strengths and weaknesses. It will be difficult for teachers to be objective and not overly self-critical or self-protective. Also, different individuals will have different standards for themselves. Finally, although rubrics are intended for dialogue and not placed on file, there is no real way to limit what is done with the information shared. Administrators will need to be very knowledgeable, supportive and fair. The real world is not always so ideal.
- I am concerned that eventually the rubric or part of the wording in the rubric will be used as part of the principal's evaluation.
- Some of the wording in the rubric is difficult to understand and not applicable to primary teachers.
- When are we going to have the time set aside?
- If it is truly self reflection for professional growth - it shouldn't have to be shared with anyone!
- The rubric was a lengthy document to complete. Aside from that, I feel it developed good conversation during my goal setting meeting. Some of the language was difficult to understand. Also I feel that some of the components of the rubric were more classroom teacher specific. Staff in positions like resource, speech and language and social work may find some of the areas difficult to assess.
- The word rubric is typically related to assessment and evaluation.
- Not as long as it is used for the teacher to help reflect and set goals, and perhaps as a springboard for discussion.
- I suppose it depends on the extent that one feels administrative support and mutual trust.

20. Do you have any concerns about the Goal Setting process or the Goal Setting form?

- How do I relate my goals to the four domains and evaluation activities?
- It sounds very open ended and not specific.
- Yes, I am concerned that some principals or other administrators may require that a teacher set a certain number of goals each year. Because this process is so rigorous, I found it very difficult to manage keeping up with more than one goal in a year.
- can our goals be one element of one domain?
- Administrators will need to be very knowledgeable, supportive, and fair.
- I still wonder if the goals and progress towards meeting them should be reflected on the summative form or if they are thought of as a separate document.
- Clarify how many goals are expected. Clarify who chooses the goal/s.
- I've reported to a variety of administrators during my time here and each one seemed to have a different perspective about it.
- I believe the rubric should be used for this process, it would be helpful to understand where a teacher feels he/she need to improve.

22. What would you like to know about the evaluation activities? Please cite specific examples.

- Some of the activities descriptions could use more detail.
- I think they are a good sampling of what we can do to help our professional growth.
- What kind of evidence we will have to present to show we have completed the activity.
- Artifacts, how many, what part do they play in my evaluation...
- Are we able to choose what activities we want to use? Can our administrator make us choose an activity they want us to do?
- How can they be adapted to fit my job description.
- I'd like to see some examples
- Some are pretty self-explanatory, but others such as action research or development of teaching materials may need more explanation/examples.
- I would like more information on peer coaching.
- Maybe setting clear parameters -- how much is too much, and how much is too little?

23. Do you have any further concerns about the evaluation activities?

- if success on evaluation activity is not a part of the assessment, what is the purpose for the evaluation activity? Where will the administrator get their comments for the summative?
- some activities may appear to be 'do-able' at the outset of the goal setting process, but difficult to project/implement, ie. plans to attend workshops on a particular topic may be thwarted if workshops on that topic are unavailable, ill timed, too costly, etc.
- I just want to make sure that everything I do is relevant to my teaching and not just a step that's required to do.
- Can a nontenured teacher ever move to plan two? ie-part timer whose been in the district 12 years
- It seems to me that that taking graduate course work does not necessarily mean that the teacher is effective in the classroom. Although growth and self evaluation is important, I also think that getting another person's perspective on what actually happens in the classroom is important.
- I believe most teachers feel comfortable with how they are evaluated. I have not heard complaints so am wondering why we are looking to change something that appears to be working well as it stands.

28. Do you have any other concerns about the Artifact Collection?

- Where will they be kept? And for how long? I have a file now that I keep with things I've done outside of school, and I just keep it like a portfolio. Could this be the same idea?
- The language needs to be very clear that the Artifact Collection is designed to allow the teacher to demonstrate his or her own growth in the area of his or her specific goals for that evaluation cycle. An administrator should NOT assume that each teacher will develop an Artifact Collection that spans every domain. I am concerned that the language mentions evaluating the Artifact Collection, as if this collection were part of the Summative Evaluation. That language should be deleted. Setting a limit for the number of artifacts would not be helpful to a teacher who felt she needed to have more artifacts to judge her own growth. Also, an administrator might assume that setting a limit also meant setting a minimum number of artifacts. Since the goal setting process is not supposed to be used as an evaluation instrument, I think it is best for the teacher and administrator to decide on the artifacts together.
- By what criteria are evaluation activities judged? When are the criteria decided and by whom? What is the result on a person's professional evaluation if activities or artifacts representing them suggest room for continuing improvement?
- My subject area will be difficult to acquire an artifact collection.
- I have heard some people say that they collected an extraordinary amount of artifacts in case their administrator wanted a certain number. I feel artifacts should support your goals and however many that takes is how many should be shown to support the goal. As far as quality of the artifacts, I think it should help support the goal not that it should be perfect student work. As long as it supports the goal.
- Each person will have their own system. Principals need to respect this
- The artifact collection is designed to show growth towards goals, not to be evaluated or judged.
- Some disciplines this is more difficult for, if you're not a classroom teacher
- A person could look good "on paper" with their artifact collection, but not necessarily be effective in the classroom.
- Maybe supply a minimum number of artifacts to give teachers an idea of what is acceptable, though more than that number would certainly be allowed.

32. Do you have any other concerns about the forms?

- There seem to be too many forms, and I think it is still unclear to people where the comments for the summative come from if there is not a formal observation.
- I need to learn more about the dialogue form and the administrative expectation forms.
- Do staff members have full access to both files and the ability to question any other items placed in either file?
- These need to be explained and discussed at each building consistently.
- They are very long.
- Where is the appropriate place to put honors, such as awards won?

34. What final thoughts would you like to share that would help the committee in developing its final draft of the plan?

- it seems to still be unclear to people in my building where the administrator would get the "evidence" for the summative
- I think this is still too premature. I believe that it should be piloted for another year until the "kinks" are out before this becomes a part of our contract. I am concerned that we are putting something into our contract that there are still concerns about.
- 1. Needs clearer language: number of artifacts required, how self-reflection rubric will influence evaluation, what happens if you don't meet your goal---will this impact evaluation? 2. Self-reflection rubric: too lengthy and wordy 3. I'd prefer that goal setting process be separate from evaluation (otherwise, people may take fewer risks when choosing goals so that their evaluation is not affected). I like the idea of the self-reflection rubric, but although it "does not get placed in our personnel file," it still may influence our evaluation.
- Consistency across the district remains an issue.
- The plan has a lot of good things in it. I believe it needs some final adjustments, including a review of the language used in the rubric, the descriptions of the evaluation activities and a better explanation of how the goals are to be related to the artifacts and the evaluation activities.
- Just make sure that the wording/requirements are not extra work for the teachers, beneficial to the teachers/administrators and fair. Be sure that the expectations is clearly written for new administrators who will not be familiar with the forms.
- Possibly have some time during SIP or institute days to work on the reflection rubrics.
- In order for reflective practice to be effective, it MUST be conducted in an environment in which the participants feel safe. As the document stands now, teachers are concerned that administrators may use the process in a negative way. Of course, it is possible that after a few years of implementation, these fears will be proven unfounded. I believe the self-reflection process is fantastic and has the potential to help us improve our teaching in a significant way. Perhaps it could be separated from the evaluation process to remove the threat people are feeling. I think self reflection is a critical tool for self improvement. Reflection leads us to improvement of our practices. I am excited about the new evaluation plan.
- I really need an example of how Specials Teachers could benefit from the evaluation process especially artifacts. Possibly offer the staff some reflection tools that they could use to self-reflect. (i.e. time management, class organization forms, videotapes, journal books ect...)
- Thank you for a thorough job, well done
- The language in the document needs to be clearer.
- I like the plan. I think it would be beneficial to have this plan instituted in time for the incoming new teachers to view it during one of their new teacher training sessions. I do not think it would be wise to tell them about this plan during new teacher orientation because it will be too much information that they do not need to know before school starts.
- I think staff feel overwhelmed by the rubric and there could maybe be some changing of the language to make it more user friendly.
- It is pleasurable to work with a friendly, helpful administrator who will make this process enjoyable and worthwhile.
- This is a comprehensive and effective evaluation plan. The best part about it is the domains broken down in the self-reflection. That's going to be the most effective tool for mastering all aspects of my teaching.
- I would like to see the Self-Reflection Rubric modified so that it would only include criteria that can be controlled by a teacher in any given year.