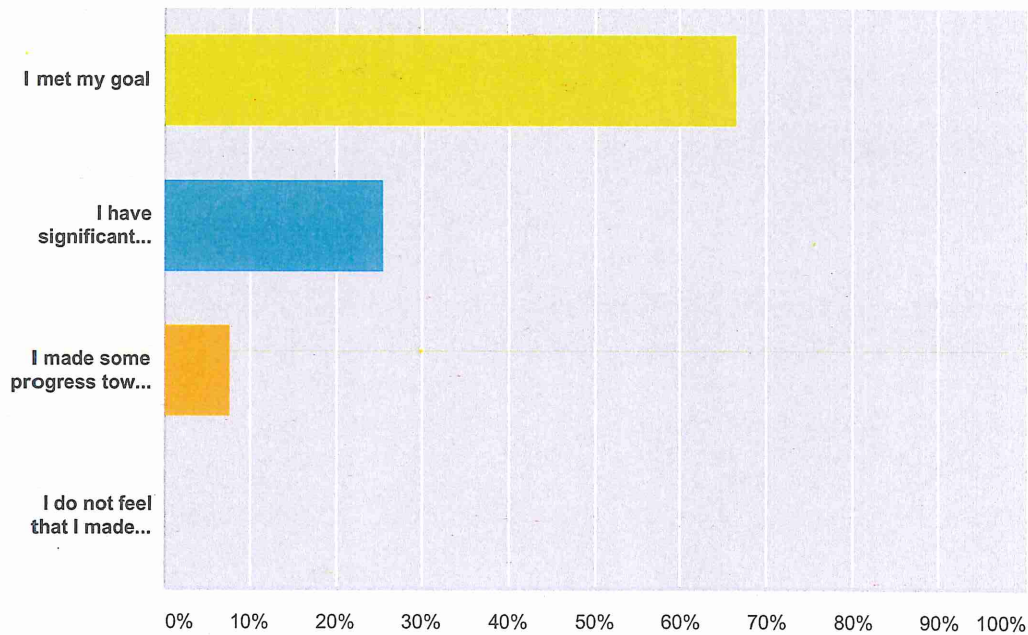


### Q3 How much progress did you make toward your professional practice goal?

Answered: 39 Skipped: 0

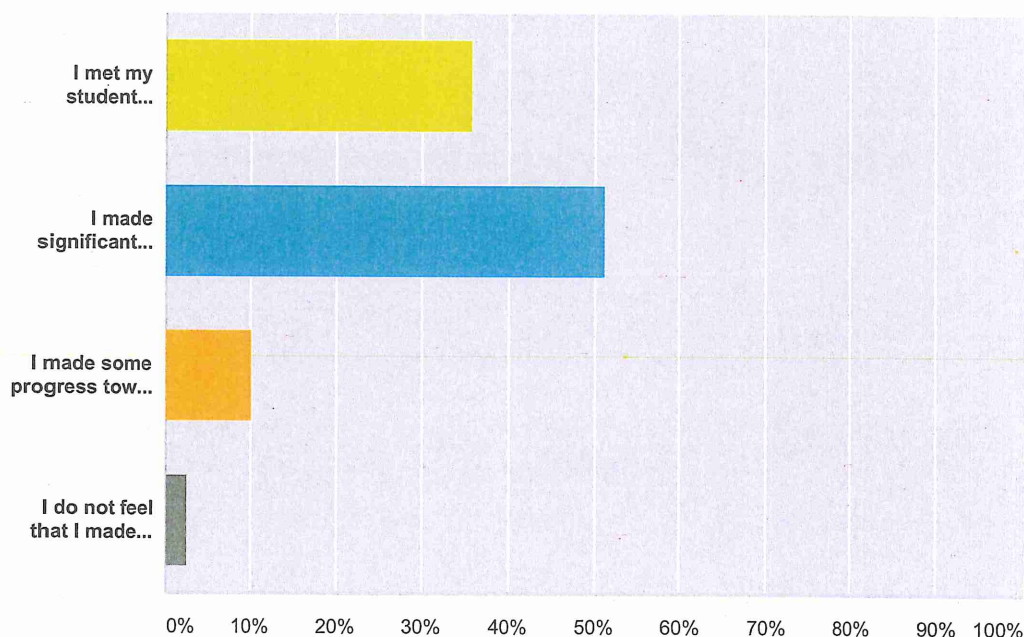


Answer Choices	Responses	
I met my goal	66.67%	26
I have significant progress toward my professional practice goal	25.64%	10
I made some progress toward my professional practice goal	7.69%	3
I do not feel that I made progress toward my professional practice goal	0.00%	0
<b>Total</b>		<b>39</b>

#	Please comment.	Date
1	This was kind of a vague goal, but the action plan and professional development put into place made it more tangible and manageable to me.	6/22/2014 6:36 PM
2	It included a lot of collaboration and I was also funded on an LSF grant to work on curriculum in the summer with more of the grade level teachers.	6/22/2014 10:47 AM
3	I exceeded this goal.	6/20/2014 7:39 PM
4	This was the Learning Targets goal. I personally didn't agree with this as a teaching method, so I didn't work as hard as I could have toward this goal.	6/20/2014 7:50 AM
5	I am on a two-year plan, and I am working with another teacher. She begins her evaluation next year, so we will pull more of this together next year.	6/20/2014 7:46 AM
6	I chose a unit of study to focus on and was able to do so successfully with the help of ..	6/19/2014 4:16 PM

### Q4 How much progress did you make toward your student goal?

Answered: 39 Skipped: 0



Answer Choices	Responses	
I met my student learning goal	35.90%	14
I made significant progress toward my student learning goal	51.28%	20
I made some progress toward my student learning goal	10.26%	4
I do not feel that I made progress toward my student learning goal	2.56%	1
<b>Total</b>		<b>39</b>

#	Please comment.	Date
1	I had a writing goal that 80% of students would get a 3 on a final assessment. I did not have enough students to hit this 80%, but I felt overall that since they all improved I made progress/met my goal. I understand the need to make our goals lofty, but considering I fell short this year next year I may have some uneasiness about what percentage to choose.	6/23/2014 11:44 AM
2	I feel that I exceeded my student learning goal. My 4 students not only learned their letters/sounds, but are reading at year end benchmark, which is a great success when looking back at students I've had in the past with similar profiles. That said, I think it is tricky to predict what will happen with student learning. I loved seeing and tracking my really hard intervention work turn into great progress for my students, but these 4 students are also particularly hard working, engaged students who are very invested in their learning and do not seem (at this time) to have any learning disabilities affecting their learning. I got the impression that _____ would have been flexible in thinking if a student had not make progress and we learned that student had a learning disability or a behavioral disability that was affecting his/her progress, but it was hard to tell with this amazing little group of learners.	6/22/2014 6:36 PM
3	I planned the goal as two year project, this year I collected a lot of information, next year I expect to see more progress.	6/22/2014 10:47 AM
4	Although I did not realize it at the time, my goal was unrealistic.	6/20/2014 2:18 PM

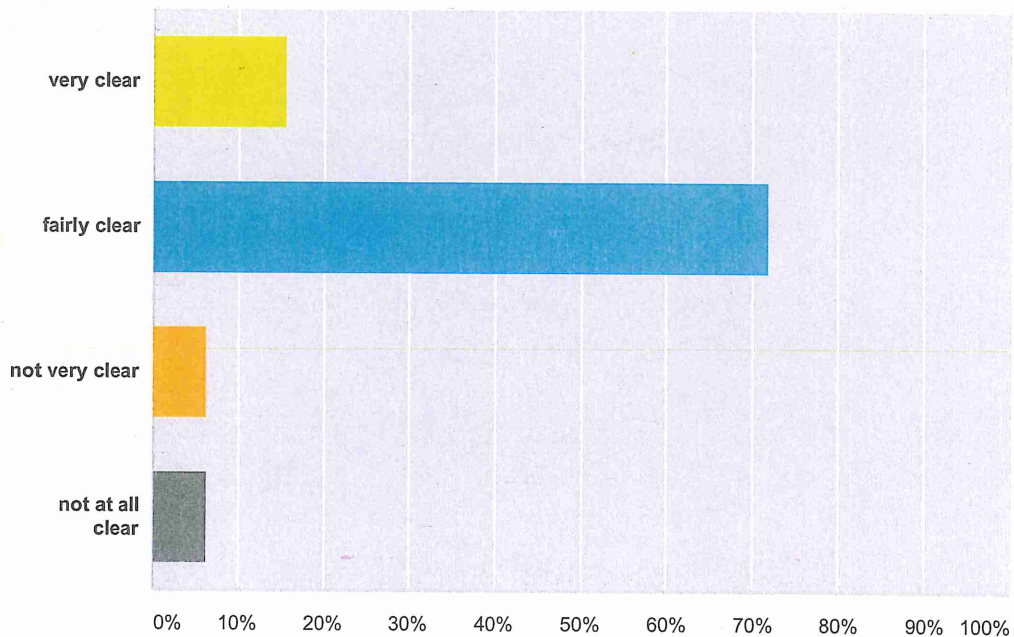
### Implementation of Educator Evaluation System Survey #3 - Spring 2014

5	my goal was too narrow and students were transferred from my services	6/20/2014 9:17 AM
6	I believe I met my goal in terms of teaching students to be the best writers they could be, but due to this evaluation system, whether or not I met the goal will hinge on student test scores as well, which can be unpredictable.	6/20/2014 7:50 AM
7	I had trouble selecting a goal without knowing my students well this fall. In the end, it was difficult to effectively analyze student progress and growth.	6/19/2014 4:16 PM
8	While many students made good progress, we may have crafted the goal too high to be realistically met by the number of students we set as a goal to be a "3" in the area we chose.	6/19/2014 4:14 PM



### Q5 How clear are you on what constitutes good evidence?

Answered: 32 Skipped: 7



Answer Choices	Responses	
very clear	15.63%	5
fairly clear	71.88%	23
not very clear	6.25%	2
not at all clear	6.25%	2
<b>Total</b>		<b>32</b>

#	Please comment.	Date
1	There are some criteria where the nature of supporting 'good evidence' is clearer than in other cases.	6/23/2014 5:05 PM
2	How much is too much? What constitutes as too little?	6/23/2014 11:49 AM
3	The exemplary category was not made clear and as a result I know that I, and others, they should have been given the opportunity to put more evidence in to prove that indeed they deserved exemplary, but this occurred only after having not been given that rating. More needed to be done in order to allow teachers to show that they reached this level before the scores were given.	6/23/2014 7:30 AM
4	My only comment here is the same as last time. and I have had a great relationship so far, I believe ... knows me as a teacher and he has seen many of my strengths and abilities over the past 3 years. That said, those strengths were not necessarily all captured and documented this year by my evidence (because had indicated that didn't need excessive evidence about areas in which is already informed). My fear here is that if a new evaluator comes in, they may not be able to see at first glance all of what was observed in my first 2 years.	6/22/2014 6:54 PM

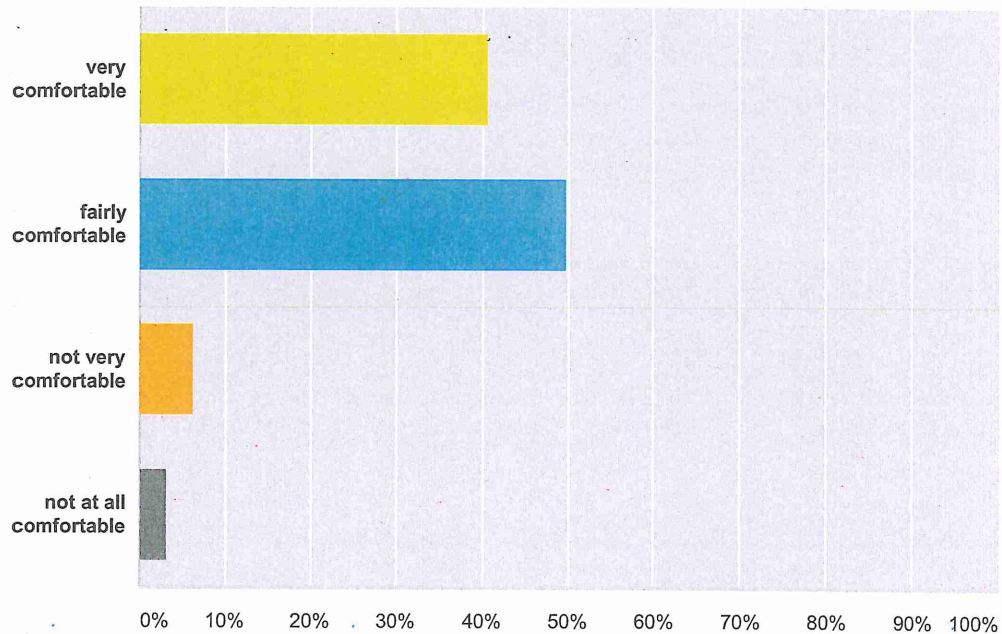


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5	I uploaded much more evidence than some of my colleagues, trying to capture everything I did that didn't observe, see, or understand. It never seems to be "enough" or the "right" evidence as has many more questions and I end up adding more things to Baseline after we speak! I feel like I'm always trying to "prove I did do it." Also, apparently, my naming of evidence wasn't specific enough, even though I used the other Baseline Edge document to be more specific. Since I rarely saw I didn't know needed different titles. I also didn't get feedback on what would show I did something - then at the end of the year (last week) it was too late to load the "right" evidence, though I will still do it for next year. Also, evidence I loaded before December, was not "good enough" in June, as wanted me to show I did it all year or through out the year, even though I thought I was just supposed to show "samples."	6/22/2014 11:09 AM
6	It was hard to choose just a few pieces of evidence of good teaching.	6/20/2014 8:03 AM
7	I think this still needs to be clarified and we need to relook at the process next year.	6/19/2014 9:21 PM
8	Even after providing in excess of 40 pieces of evidence I was still asked for more when evidence of what was being asked for was already uploaded. It was clear my evaluator had not reviewed all my evidence.	6/19/2014 5:20 PM
9	This was not challenging to understand, yet ended up being quite time consuming, especially related to my SLG.	6/19/2014 4:22 PM

### Q6 How comfortable do you feel right now in terms of having open and honest dialogue with your evaluator?

Answered: 32 Skipped: 7



Answer Choices	Responses	
very comfortable	40.63%	13
fairly comfortable	50.00%	16
not very comfortable	6.25%	2
not at all comfortable	3.13%	1
<b>Total</b>		<b>32</b>

#	Comments	Date
1	Yes, very comfortable indeed.	6/24/2014 3:46 PM
2	I am, however, somewhat less comfortable because of the rating system (as it was used this year) on the summative assessment - the fact that an overall rating of 'proficient' appears to be equated with a rating of 'proficient' being used for each standard.	6/23/2014 5:05 PM
3	I can answer this for myself because I feel that I have developed a relationship that allows me to do so and I am in a position given my time as a teacher and here in Lincoln where I am listened to. However, I benefit from my position and status. I know that the comfort level is not there for many people and this is concerning.	6/23/2014 7:30 AM
4	and I have a great relationship. is appropriate, honest, open-minded, and helpful in his observations and comments. I know, though, that not everyone has had this same experience with and that makes me nervous. While I am confident in my teaching and his knowledge of me as a teacher I don't think I can say that I am "very" comfortable, because of what I hear around the building about how has interacted with my colleagues.	6/22/2014 6:54 PM

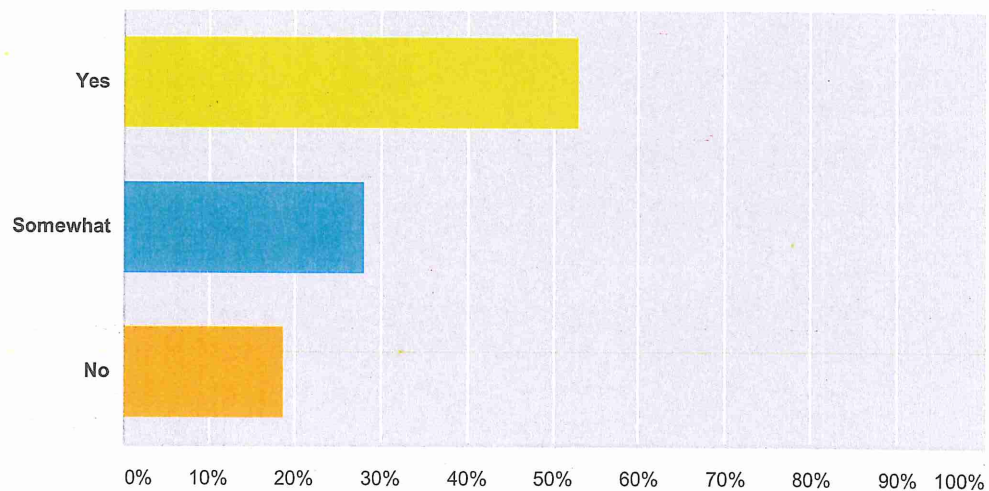
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5	<p>is tons better than last year. We can actually dialogue. However, NEVER agrees with how I try to represent myself. may take one thing and use that as the reason I'm not "exemplary," even with overwhelming evidence to the contrary. Also, "overwhelming" evidence is not enough, unless I have done it way. doesn't accept the idea I propose to show I am exemplary and wants me to do it the way suggests, even though way takes me out of my grade level and forces me to make time in a schedule that I don't have, whereas my ideas meld with the schedule I already have, and allow me to use the time differently. For example, wants to see me consult with lower grades on IST data analysis to demonstrate modeling, and I want to work at middle school grade level and faculty meetings to model cultural proficiency. "My way" is not "good enough."</p> <p>also, apparently, did not speak with my other evaluator, about how I already model in school - then she said that 15 minutes here and there don't demonstrate it.</p>	6/22/2014 11:09 AM
6	<p>Although we disagreed philosophically about a few points (learning targets, for example), was very open and supportive of my ideas.</p>	6/20/2014 8:03 AM
7	<p>We are always encouraged to take risks, however, many feel they cannot fail or it will directly go against their goals. With a transient population, many times our efforts do not equal the return that we hope.</p>	6/19/2014 9:21 PM
8	<p>What I experienced this year was times I went to my evaluator for advice and guidance were used against me in my evaluation.</p>	6/19/2014 5:20 PM
9	<p>has been wonderfully helpful and supportive throughout this process.</p>	6/19/2014 4:22 PM



### Q7 Has the written feedback you received been helpful?

Answered: 32 Skipped: 7



Answer Choices	Responses	
Yes	53.13%	17
Somewhat	28.13%	9
No	18.75%	6
<b>Total</b>		<b>32</b>

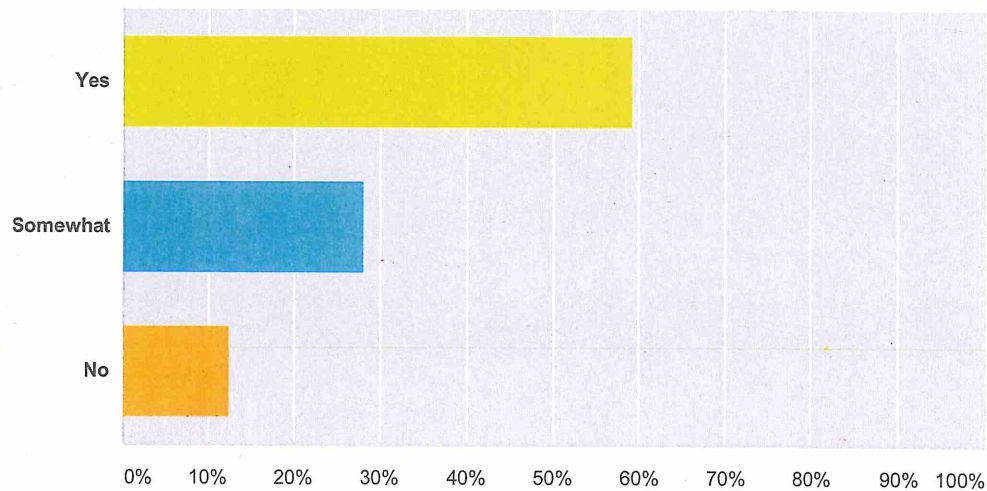
#	Comments	Date
1	But I'm sure it will be...	6/24/2014 3:46 PM
2	I was given written feedback right after the opportunity to discuss feedback with my evaluator. I appreciated the opportunity to have the discussion first and then to read the written feedback.	6/23/2014 5:05 PM
3	I do not feel that my evaluator has been in a position to give me feedback that moves my teaching forward. Honestly, they do not have the knowledge of what goes on in the classroom to be able to be able to give more than general or generic feedback. In order to give feedback that is helpful an evaluator needs to be in the classrooms much of the time and up on current practice and curriculum which is shifting constantly. I believe this to be a no win situation for evaluators because evaluation is only one part of a much larger job and it is impossible to be in the classroom enough and to know the curriculum enough in order to give meaning feedback when they have so many other things to do.	6/23/2014 7:30 AM
4	It was waaaay too late for me to make any "corrections" to my practice or collection/uploading of evidence.	6/22/2014 11:09 AM
5	It has been helpful, however, I'm glad some consideration has begun of what it means to be exemplary. I think that it's essential that some teachers be found exemplary in some areas, if merited, and that other teachers truly get the lower score, if merited. It seems like everyone is earning the middle score, which isn't going to motivate people as much. A former administrator of mine had the teachers score themselves and write reflections, which made people more invested as they compared what the teacher had written to what the administrator had written and sought a common ground. We do that with students; we have them fill out rubrics and assess themselves prior to us trying to do so, and of course that increases the collaboration between student and teacher.	6/20/2014 8:03 AM

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6	The written feedback has validated what I know I'm doing. It has not told me any areas in which to improve, however I only scored proficient. If there is no way in which to improve I should have earned top marks. I have also received generic comments that don't apply to me but apply to other colleagues. When I asked for clarification I was told by that he was putting these comments for most people. My evaluation should be a reflection of me only.	6/19/2014 8:16 PM
7	Written feedback has been generic and unhelpful. I do not feel my evaluator understands my practice, or how to grow it.	6/19/2014 5:20 PM
8	I find the conversations we've have to be more helpful as they allow for discussion.	6/19/2014 4:22 PM
9	Haven't received any feedback yet	6/19/2014 4:22 PM

### Q8 Has the verbal feedback you have received been helpful?

Answered: 32 Skipped: 7



Answer Choices	Responses	
Yes	59.38%	19
Somewhat	28.13%	9
No	12.50%	4
<b>Total</b>		<b>32</b>

#	Comments	Date
1	I appreciate it very much as it means a lot coming from someone whose work and perspective I value so deeply.	6/24/2014 3:46 PM
2	This was one of the strongest parts of the evaluation process for me.	6/23/2014 5:05 PM
3	The same reason as above. I have received general and generic feedback because evaluators do not have the time to be in my or other classroom enough to truly know me and what I do and to know the curriculum at each grade level well enough in order to give meaningful feedback. One way to think about it is if a grade level teacher find it challenging to stay up on current practice and curriculum since it is ever changing how can an evaluator be expected to keep up with multiple grade level when they focus of their job is different than a classroom teacher.	6/23/2014 7:30 AM
4	We have had productive 2-way conversations about my goals, my students and my performance over the course of the year that have been helpful in my organization and understanding of the evaluation process as well as my teaching.	6/22/2014 6:54 PM
5	Again, it came too late. "solution" is terrible, too. wants to meet more next year. schedule is crazy because micromanages so much already, there is barely room to schedule required meetings. Finding time for "coaching" meetings will be a nightmare and they last so long that I lose all my planning time and feel rushed and behind for my classes for the rest of the day. Even if what has to say is only 10 minutes, I need 30 more minutes to explain my position and what I do back to . I feel like coaches me and gives feedback more often and more helpful when we dialogue than does. And catches me during the day because she is more visible at this end of the building.	6/22/2014 11:09 AM
6	Verbal feedback has been affirming sometimes.	6/19/2014 5:20 PM
7	Quite helpful	6/19/2014 4:22 PM



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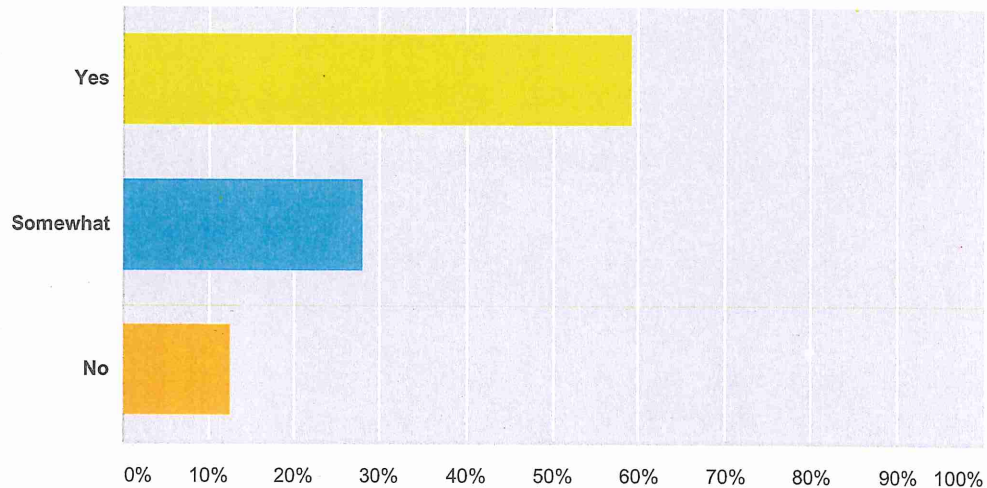
8

Haven't received any feedback at all yet

6/19/2014 4:22 PM

### Q9 Did you find the end-of-the-year evaluation conference with your supervisor helpful?

Answered: 32 Skipped: 7

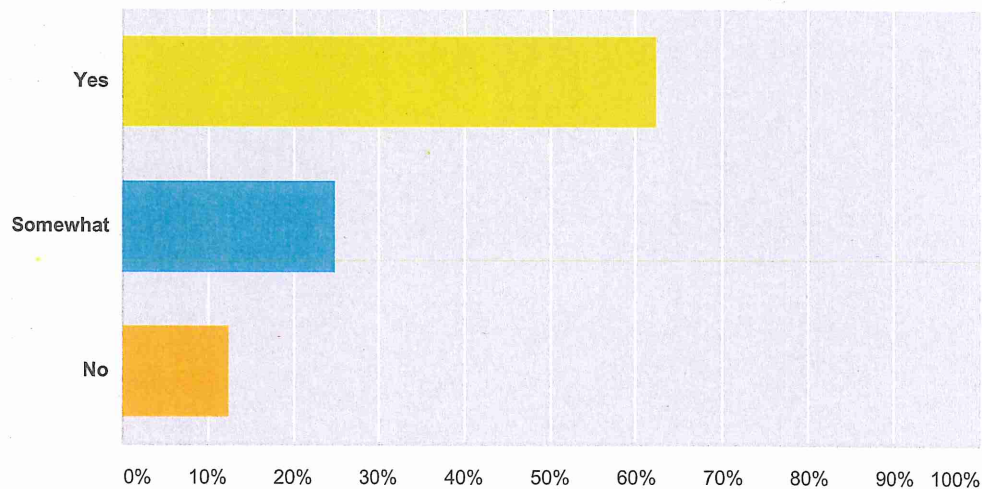


Answer Choices	Responses
Yes	59.38% 19
Somewhat	28.13% 9
No	12.50% 4
<b>Total</b>	<b>32</b>

#	Other (please specify)	Date
1	The opportunity to look back over the whole year was very helpful.	6/23/2014 5:05 PM
2	I have not received feedback that progresses me or my teaching. My knowledge of my curriculum is greater than that of my evaluator since it is what I do all day and the evaluator is being asked to have this knowledge for multiple grade levels. This seems to be an impossible job unless an evaluator has more time to be in classrooms and to explore curriculum. I strongly believe that districts will need assistant principals in order to make the feedback and evaluation process useful.	6/23/2014 7:30 AM
3	I know a lot more about what to upload, how to label it, that I need more agendas, summaries, and emails, etc. etc. I could work on Baseline all day to meet the expectation. Clearly, doesn't see or understand enough of what I do, so I have to keep proving it by uploading evidence.	6/22/2014 11:09 AM
4	not clear on how to score "exemplary"	6/20/2014 9:21 AM
5	I was happy my evaluator was able to acknowledge my successes and it was nice to get a pat on the back. I left being told there was nothing I could do better after asking, however I only earned proficient. That is not acceptable.	6/19/2014 8:16 PM
6	Has not happened yet	6/19/2014 7:28 PM
7	I felt the rubric was applied subjectively to my work.	6/19/2014 5:20 PM
8	It has not happened yet	6/19/2014 4:22 PM

**Q10 Do you feel that your end-of-year written evaluation and ratings demonstrated that your supervisor understands your work?**

Answered: 32 Skipped: 7



Answer Choices	Responses	
Yes	62.50%	20
Somewhat	25.00%	8
No	12.50%	4
<b>Total</b>		<b>32</b>

#	Comments	Date
1	The written evaluation clearly demonstrated that my evaluator understood my work, however, the ratings system did not always appear to be in line with the written comments and I was puzzled by this.	6/23/2014 5:05 PM
2	I feel that the ratings were mostly accurate, although I could and should have received exemplary in some categories given the definitions given. The feedback is too general and generic to help me move forward or progress. My evaluator seems to have a limited understanding of what I do but again how can more be asked on one person evaluating multiple grades.	6/23/2014 7:30 AM
3	Absolutely not. As I explained above, I have tons of evidence, but it doesn't seem to be enough. The only saving grace is that I am on a two-year plan, so feel that my bigger fight will be at the end of next year. This entire process is so much work. Proficient is "good enough," however, I would like to be recognized for the exceptional work I do in collaboration and cultural proficiency. I feel like my integrity is being questioned.	6/22/2014 11:09 AM
4	seemed to appreciate the way I plan, teach, reflect on my teaching, and work with colleagues. More importantly, recognized that my big priority is to connect with kids and form relationships, as well as help them find friendships with each other. I was glad to have a principal that valued that piece of teaching because I believe it's by far the most important piece.	6/20/2014 8:03 AM
5	See comments above	6/19/2014 8:16 PM
6	Has not happened yet	6/19/2014 7:28 PM
7	It was clear that my evaluator does not understand the countless hours I commit to my practice from developing curriculum to communicating with parents.	6/19/2014 5:20 PM

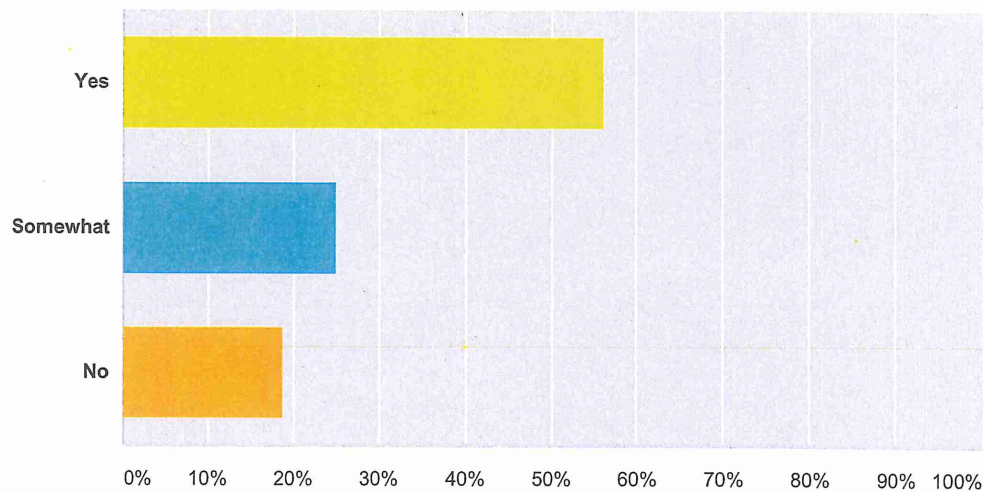


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8	My supervisor understands my work better than any supervisor I have worked under before, and possibly better than my colleagues. She took care to find out what I was doing, carefully examined my work, and wrote with great detail about what I was doing well and what I can continue to work on.	6/19/2014 4:48 PM
9	At this point I do.	6/19/2014 4:22 PM
10	Have not happened yet	6/19/2014 4:22 PM

### Q11 Do you feel the ratings you received were accurate?

Answered: 32 Skipped: 7



Answer Choices	Responses	
Yes	56.25%	18
Somewhat	25.00%	8
No	18.75%	6
<b>Total</b>		<b>32</b>

#	Comments	Date
1	In some cases I feel that they were, but not in all. I have no concern with my overall rating of 'proficient'. However, I was very surprised to see the rating of 'met' or 'proficient' for all standards, in many cases where the written evaluation and my evaluators comments suggested higher ratings. For example, my student learning goal was for 80% of students to achieve at least a '3' on the benchmark assessment, and almost 95% did so when they took the benchmark (up from a mean score in the low 30's on the baseline). I am puzzled how this 'met' the goal rather than 'exceeded' it.	6/23/2014 5:05 PM
2	Again I worry about the percentages... it is hard to choose a lofty goal, and attain it. Especially in the area of writing which is the most difficult for students.	6/23/2014 11:49 AM
3	I believe the exemplary category was not used as intended and that evidence exists in order for me to receive at least one, if not more, scores of exemplary. I do understand this category is one in progress but when teachers show they are exemplary then they deserve to have that rating.	6/23/2014 7:30 AM
4	This is where that "Exemplary" piece comes in. There are many areas in which I think considers me "exemplary" from our conversations. For example, relationships with parents and extra-curricular activities. That was not reflected in any of my scores. As much as I used to love to get the A+ in high school/college, I've kind of moved on from needing those kinds of constant top-scores and recognition, but if this rating is going to affect my employment, I start getting slightly worried about it. If we know as a district " doesn't give 4s" then I can deal with getting all 3s, but if 4s are being given for going above and beyond, there are some areas in which I feel I deserve that score.	6/22/2014 6:54 PM
5	There were a couple of areas where I think I earned a higher marking, but am mostly ambivalent.	6/22/2014 6:34 PM
6	See above.	6/22/2014 11:09 AM
7	I feel like I should have received "exemplary"	6/20/2014 11:32 AM

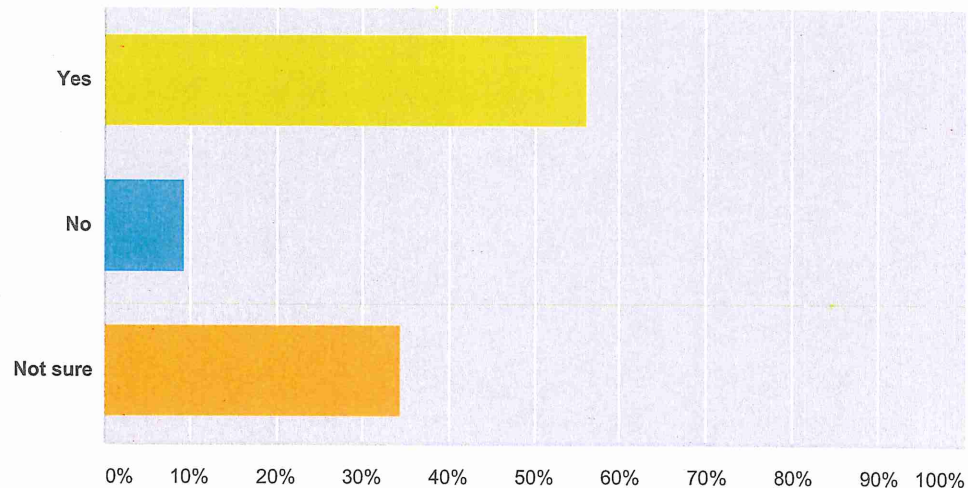
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8	I do think I'm an exemplary teacher (even though this is only my 4th year of teaching) in a few areas, like connecting with kids/parents and teaching writing. I don't think you need experience to be exemplary. And if compared to other teachers in this school, then I do feel I'm exemplary in those areas, especially considering the student survey scores I received, which were scores in relation to other teachers in this school. So, I hope the committee finds that the exemplary rating is attainable just for being a great teacher, not necessarily for having to present at conferences, for instance.	6/20/2014 8:03 AM
9	I feel that, in some areas, I should have scored a "4"-	6/20/2014 8:01 AM
10	If one's ability to do their job is to be evaluated using a 4 point tool, all 4 points should be achievable and the evaluator should know how to use a tool prior to using it. We are not allowed to tell parents or students that we don't know what a 4 is so no one can earn it and neither should the evaluators.	6/19/2014 8:16 PM
11	I do not know what my ratings are yet.	6/19/2014 7:28 PM
12	With all the time I spend on particular standards, seeing as I am a single person with few out of school responsibilities, if they extent of my work now is only proficient then I do not think it will ever be possible for my work to be exemplary.	6/19/2014 5:20 PM
13	For the most part, yes, knowing that evaluators were consciously being stingy with "exemplary".	6/19/2014 4:48 PM
14	At this point I do.	6/19/2014 4:22 PM
15	No information has been shared at this point	6/19/2014 4:22 PM
16	However, it does not seem clear what "exemplary" means.	6/19/2014 4:18 PM



**Q12 Based upon this year's process, do you have a good idea of what your goals will be for next year?**

Answered: 32 Skipped: 7



Answer Choices	Responses	
Yes	56.25%	18
No	9.38%	3
Not sure	34.38%	11
<b>Total</b>		<b>32</b>

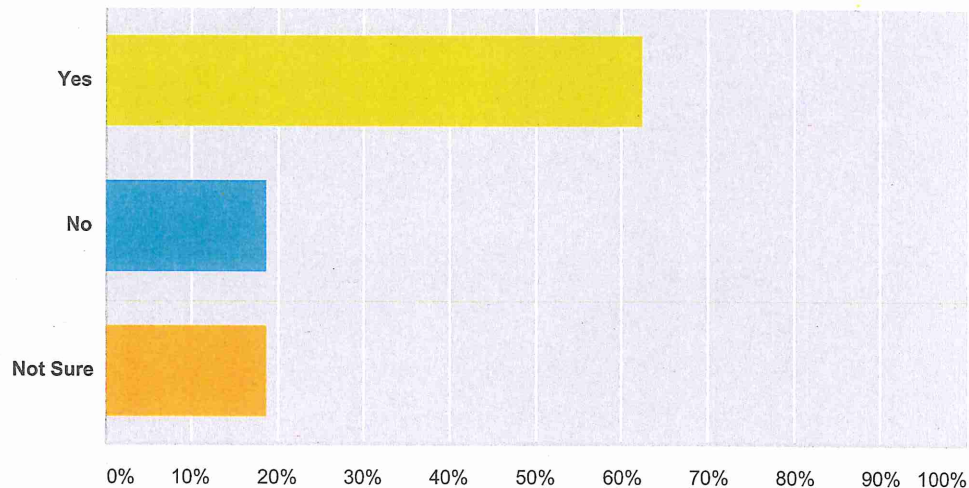
#	Comments	Date
1	But I will by the end of the summer	6/24/2014 3:46 PM
2	While I have some clear goals identified for next year, I will be seeking clarification on how to achieve 'exceeded' and 'exemplary' on some standards.	6/23/2014 5:05 PM
3	Next year my whole team will be on evaluation, so I think I'm going to wait and see what we decide as far as team versus personal goals.	6/22/2014 6:54 PM
4	Yes, but I'd rather be doing what I want to be doing, not what my evaluator wants me to do. It feels like another smart goal, instead of stretching my own work.	6/22/2014 11:09 AM
5	If you consider the student survey as part of the process then "yes" it did help me identify areas to improve in. Although I used the student survey questions and gave my own survey to all of the students to see where I could really improve in the winter. I am giving it again the last week of school to see if I still need to work in those areas or in something else. I liked the student survey but with only 4-8 kids responding to the questions it isn't really enough to warrant massive change. If I poll 50+ students I feel like that data one way or another shows areas to work in and put in the time and effort to make changes.	6/20/2014 11:32 AM
6	I'm moving on to a PhD program. However, if I were staying, I wouldn't be excited about the idea of pursuing goals on an evaluation. This is only because I have my own goals and hold myself to a really high standard already, and to do this evaluation and set these goals feels a bit artificial and superfluous. I really don't mean this in a condescending way. I just think that this system could never hold a great teacher to as high of a level as we can hold ourselves. But I know that's not how all teachers are.	6/20/2014 8:03 AM

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7	At the final evaluation meeting, I already had some ideas for next year and that is how I started the conversation. I feel the whole process is somewhat cumbersome-if one gets a good rating and has professional status, I'm not sure of why we need to upload evidence to Baseline Edge. The process is not yet full blown, so I question how the principals will have the time to do this in a productive and accurate way.	6/19/2014 9:21 PM
8	2 year student learning goals do not make sense given that most people have different kids each year. Data cannot be looked at in such a way. I will look at the new students in front of me and figure out a new goal based in their challenges.	6/19/2014 8:16 PM
9	I'm still unsure of how to create an effective SLG.	6/19/2014 4:22 PM

**Q13 Overall, do you feel that this year's evaluation process will lead you to refine and/or enhance your practice next year?**

Answered: 32 Skipped: 7



Answer Choices	Responses	
Yes	62.50%	20
No	18.75%	6
Not Sure	18.75%	6
<b>Total</b>		<b>32</b>

#	Comments	Date
1	I did feel that the process, and in particular my evaluators feedback, will lead me to refine my practice for next year.	6/23/2014 5:05 PM
2	This was definitely a learning year!	6/23/2014 11:49 AM
3	It has not given me anything beyond what I would normally do myself as I evaluate my job and what I want and need to be better at.	6/23/2014 7:30 AM
4	The interventions that I implemented for my target group of kids were so successful and this process required me to carefully keep data that clearly showed me how well it was working. I have to say that that will be something I carry with me past this year. I will definitely set up a system like this next year, whether or not I use it for a goal.	6/22/2014 6:54 PM
5	It is just going to add more work, not enhance what I am already doing.	6/22/2014 11:09 AM
6	See answer to #12.	6/20/2014 8:03 AM
7	I feel that it comes from within me to want to improve my practice, not necessarily from an administrator. I feel this process may be good for beginning teachers or those that aren't performing at a level comparable with the standards of the school/district. I also feel too much emphasis is being placed on data as a measuring tool. Every year we are evidencing more social/emotional concerns with students which interferes with the learning process. Data does not necessarily take into consideration all of the variables, yet we are directly being measured against it. I hope that we can put equal emphasis on the "whole child" and look at how teachers deal with the child's whole education, not just academics as a measurement of progress.	6/19/2014 9:21 PM
8	Once I read my summative, I feel that I will know more.	6/19/2014 7:28 PM



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9	I felt that the evaluation process, even though I didn't love having to do it, actually helped me to be reflective about what I am doing well, how I can share what I am doing well with others, and what I can improve on.	6/19/2014 4:48 PM
10	Somewhat.	6/19/2014 4:22 PM

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## Q14 What additional resources/supports would you find helpful?

Answered: 32 Skipped: 7

#	Responses	Date
1	An assistant principal	6/24/2014 3:46 PM
2	• Specifically, clarification about the district's rating system for evaluation. • Further resources on support services provided for children and how integration of these in the classroom is accomplished. • Further support and resources on data collection and analysis in the district.	6/23/2014 5:05 PM
3	None at this time.	6/23/2014 1:32 PM
4	I would find extra time to work on collecting evidence during Wed. afternoons helpful. I found myself spending hours outside of school to get mine completed.	6/23/2014 11:49 AM
5	Additional time to work on goals would always be welcome!	6/23/2014 8:30 AM
6	The supports the district has given around this process have been outstanding.	6/23/2014 7:30 AM
7	Maybe some clarity on team vs individual goals since I will have to be making some decisions about that next year.	6/22/2014 6:54 PM
8	Teacher collaboration and discussions about the evidence we use.	6/22/2014 6:34 PM
9	It would be nice if _____ and _____ talked, as _____ has a better understanding of what I do as a teacher, collaborator, etc.	6/22/2014 11:09 AM
10	None	6/20/2014 7:43 PM
11	can't think of anything	6/20/2014 2:23 PM
12	More information as to what it takes to get exemplary. There has been conversation about needing to model something to other teachers. I can see how sharing with each other is helpful but is the goal to teach other teachers or to do great work in the classroom with students? My students significantly surpassed my student goal of 80% by getting 95% understanding of the standard-level of information. I would be happy to show other teachers what I did that helped make this improvement. However, getting an exemplary score should not be based on modeling this to other teachers. Maybe to get exemplary the teacher should have to reach a goal at very high level and then be asked to share a few ideas or techniques afterwards with the faculty. Otherwise we could have teachers modeling or teaching techniques to other teachers that had moderate results in the actual classroom -- which makes no sense to me.	6/20/2014 11:32 AM
13	definition of exemplary time set aside for inputting evidence	6/20/2014 9:21 AM
14	N/A	6/20/2014 8:38 AM
15	Time. Time to work on the real work of teaching.	6/20/2014 8:03 AM
16	more faculty meetings to discuss the process and step by step instructions	6/20/2014 8:01 AM
17	We should be all set.	6/20/2014 7:47 AM
18	More time to plan and reflect on what we do.	6/19/2014 9:21 PM
19	I would like specific examples of evidence/opportunities to reach an exemplary rating (or for how to model) for each indicator and for different staff roles within the school.	6/19/2014 9:20 PM
20	Continued support with math and literacy specialists	6/19/2014 9:15 PM
21	N/a	6/19/2014 8:16 PM
22	I feel as though I have all of the information I need.	6/19/2014 8:08 PM
23	-resources about whole body listening -professional development on assessment & analysis of data -continued technical assistance on data collection, use of ipads, clickers for assessing student work -more TIME in our schedules to interpret data & collaborate at Wednesday Curriculum Days	6/19/2014 8:01 PM

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24	Part of our job is impacted by administration and I'm wondering if there is a way that staff will have input to administrator's feedback. For example, there are some administrators that I work with that are excellent communicators which helps facilitate my work, while others are weak in this area and make my job more challenging.	6/19/2014 7:59 PM
25	I would like more opportunities for team planning.	6/19/2014 7:28 PM
26	None	6/19/2014 7:04 PM
27	Time	6/19/2014 6:13 PM
28	Less proving I am doing what I a supposed to and more administration noticing of it.	6/19/2014 5:20 PM
29	I don't know who will be my evaluator next year, but I hope to get continued support and guidance as I did this past year (and previous years) from Mary Sterling.	6/19/2014 4:48 PM
30	More support within teams to brainstorm ideas for goals	6/19/2014 4:22 PM
31	Feedback in a timely manner to adjust teaching practices	6/19/2014 4:22 PM
32	More workshops for the different ways of uploading, much closer to actual deadlines for evidence.	6/19/2014 4:18 PM



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21	Evaluators need to get a better understanding of the tool they are using. We are told not to upload a lot of evidence but then are scored down from the top for not proving every single standard.	6/19/2014 8:16 PM
22	I do not have any questions at this time.	6/19/2014 8:08 PM
23	When 100% of faculty are evaluated next year will the quality of interactions realistically stay the same? Will administrators be explicit about how the exemplary rating can be achieved?	6/19/2014 8:01 PM
24	I'm still not sure how to best measure the impact I have on students as I usually only work directly with students once and the rest is through consultation. I'm also not sure how DDMs fit into the evaluation.	6/19/2014 7:59 PM
25	Does our goal need to change every year, even though we have an entirely different grouping of children?	6/19/2014 7:28 PM
26	None	6/19/2014 7:04 PM
27	I'd like to set my own goals. I don't want to be told that I have to set a goal within the constraints of the formative learning cycle.	6/19/2014 6:13 PM
28	What defines exemplary?	6/19/2014 5:20 PM
29	I am wondering what year two looks like, since I am on a two-year plan. I am unclear about what I need to repeat.	6/19/2014 4:48 PM
30	How can I create a goal that's going to horn benefit my students and my practice?	6/19/2014 4:22 PM
31	If we do not get any feedback or time to meet with our evaluator, how is this process beneficial?	6/19/2014 4:22 PM
32	I am still feeling as though I need coaching in a number of the ways to upload evidence. And I am still unclear as to what constitutes "exemplary".	6/19/2014 4:18 PM

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## Q15 At this point, what is still your biggest question or concern?

Answered: 32 Skipped: 7

#	Responses	Date
1	I remain concerned about manageability moving forward.	6/24/2014 3:46 PM
2	How the evaluation process will change next year, how attainable the rating of 'exemplary' is in the district and how the evaluation system makes allowances/ balances the needs of part time faculty and those for whom student teaching is only part of their professional practice (including curriculum specialists). For example, specialists, especially those teaching part time, have very few opportunities to engage in two way communication with families. I am also unclear as to how classroom teachers will have the opportunity to 'model' a standard with their work schedules.	6/23/2014 5:05 PM
3	No concern at this time.	6/23/2014 1:32 PM
4	What if I don't meet my goal? What if next year I choose a harder goal and fall short?	6/23/2014 11:49 AM
5	I have no concerns or questions at this time.	6/23/2014 8:30 AM
6	Clarity around exemplary. They ability of evaluators to truly know what is going on with each teacher and in each classroom. There simply is not enough time for one person to do this job effectively in order to give feedback that is meaningful and moves teachers forward.	6/23/2014 7:30 AM
7	My biggest concern is not feeling that I can be "very comfortable" with my standing in the eyes of my employer. This process was extremely smooth and productive for me this year. I appreciated collaborative approach, his support and his reminders not to become overwhelmed by the process. I definitely grew as a teacher from my student learning goal and that will continue to enrich my teaching. For me, this year, was an excellent evaluator and made the process as natural and stress free as possible. Sadly, there's this underlying feeling, though, that comes from the culture of our school and the "through the grapevine" type stories that make it really hard for me to believe that I can "exhale" and know that I am trusted and valued as an educator.	6/22/2014 6:54 PM
8	I suppose my biggest concern is that the evaluations continue to be done fairly.	6/22/2014 6:34 PM
9	What evidence, how much, how often, those kind of questions.	6/22/2014 11:09 AM
10	I'm not clear on the requirements for an Exemplary rating in all the standards.	6/20/2014 7:43 PM
11	I would like to see the district look at adopting rubrics for non-classroom teachers. The rubric we currently are using doesn't work well when evaluating a teacher that doesn't do direct instruction with students.	6/20/2014 2:23 PM
12	Not a question or concern but a couple of thoughts. 1) Maybe we should have one year goals instead of two year goals. Every class is different so their needs are different. We can always use student goals the line up with reading or writing to prepare them from MCAS but what makes sense for one grade might not make sense for the next one. 2) I think it makes sense to ask teachers who were just evaluated to submit their two goals for the next evaluation period in June which the process is still fresh in their mind. After thinking about it over the summer they can either keep them, alter them, or completely change them by October 1st.	6/20/2014 11:32 AM
13	.	6/20/2014 9:21 AM
14	N/A	6/20/2014 8:38 AM
15	I'm going to pursue those questions in graduate school... such as how can we evaluate teachers more fairly?	6/20/2014 8:03 AM
16	none	6/20/2014 8:01 AM
17	Time.	6/20/2014 7:47 AM
18	How do we make teachers feel valued when we are inundated with so many initiatives? I have concerns about morale and the feelings that exist among staff.	6/19/2014 9:21 PM
19	I am concerned that the district hasn't defined what exemplary looks like.	6/19/2014 9:20 PM
20	N/A	6/19/2014 9:15 PM