FAQs
Educator Evaluation System   **Wellesley Public Schools**

GENERAL PROCESS

1. How do the goals, rubric, DDMs and observations all tie together?
The observations and more importantly, the conversations afterwards are the glue that binds the goals, rubric and DDMs together. Through observations and conversations, an evaluator determines progress toward an educator's goals and how their teaching meets the standards based on the rubric. The DDMs are one measurement that helps the evaluator and educator determine impact on student learning.

2. What is the timeline of the components of the Educator Evaluation system?

Item	1 year cycle	2 year cycle
Self Assessment Form	Sep 30th	Sep 30th
Goal Setting and Educator Plan Form	Nov 1st	Nov 1st
Observations 1&2	Dec 1st	June 1st -Year 1
Observations 3- up to 6	May 1st	June 15th- Year 2
Post Observation Conversation	Within 2 days of Observation	Within 2 days of Observation
Post Observation Form	Within 2 days of Conversation	Within 4 days of Conversation
Mid Cycle	Jan 15th	June 1st - Year 1
Summative	May 1st	June 15th - Year 2

3. What are the expectations of the educator for the mid-year and summative steps in the Educator Evaluation system?
The educator should have a reflective conversation with the evaluator. Since the evaluator may not have observed standards 3 or 4 while visiting the classroom, the educator can help

the evaluator understand how he/she is meeting these standards during their conversations.

4. How will the district support/train/help me after I've learned about my strengths and weaknesses from the evaluation process?

Depending on the individuals' needs, mechanisms for support may include PLCs, building-based coaching cycles with curriculum specialists, WellesleyPD courses, or other in-district or out-of-district training opportunities. The Professional Development Coordinator is a resource for both educators and evaluators to support individuals' professional learning needs. In addition, teachers who rank exemplary in a certain standard may want to contribute to district-wide PD offerings such as leading PLCs, designing C&I Workshops, and teaching others through WellesleyPD courses.

5. Are staff members given the chance to provide meaningful feedback to the supervisors on how the new evaluation system is going?

Yes. All teachers were given a survey about the new evaluation system. The survey results were shared with the Academic Council members. Staff members can also give feedback to their supervisors, union representatives or working group members.

CONFIDENTIALITY

1. Who can see the information in Teachpoint?

The evaluator and the educator can see the information in Teachpoint. The Wellesley Administrative Account, which is used for administration of the system, also needs to be able to see the information in Teachpoint to address technological difficulties.

2. How is the information used?

The information is used for evaluations internally, as it has been in the past. Also as in the past, the final rating only is reported to the DESE as part of the requirements for EPIMS reporting.

3. Are evaluations subject to FOIA requests?

As in the past, summative ratings of evaluations are protected from FOIA requests through Exemption (c), the "Privacy Exemption." If interested, please see page 11 of the State Secretary's memo to review the actual law.

4. Where do the evaluations go?

The evaluations are held in a highly-secure online environment by Teachpoint. Final evaluation ratings will be sent to DESE in accordance with the EPIMS reporting guidelines and a paper copy of the evaluation will be in the employee's personnel file.

GOALS

1. Who is responsible for tracking progress towards goals?

The goals are monitored throughout the year by the educator and evaluator, and progress towards goals is formally documented in both the mid-cycle review and the summative report.

2. What are some examples of appropriate goals?

Please see this MTA resource for some samples and guidance. After our initial Ed Eval year, we will request sample goals to share from our own Wellesley staff members and post those (anonymously) for samples more relevant to our district's context.

3. If we aren't doing SMART goals, and yet the expectation is that we have measurable goals, then what exactly is the expectation?

SMART is a mnemonic acronym developed by business leaders in the 1980's and stands for "Specific, Measurable, Assignable, Realistic, and Timely." People in many fields have found this useful in developing their goals. The state has recommended using the acronym as a helping guide. Our expectation, along with the state's requirements, is that educators ensure that there is some way for educators to track their own improvement and growth towards meeting their goals.

4. What is the role of the district in helping educators achieve their goals?

The district provides professional learning opportunities that may be aligned with educators' goals. School-based coaches and specialists, PLCs, PD during faculty and department meetings, WellesleyPD courses, as well as in-district and out-of-district training opportunities are designed to help educators reach their goals. There are also opportunities for educators to pursue individualized professional development through "Educator Designed Activities" (formerly known as "Study Groups"). See WellesleyPD under *Educator Designed Activities* for more information about this process.

5. What happens if goals are not met?

Please see [Section 6 of the negotiated Ed Eval agreement under "Evaluation Cycles"](#) for the negotiated agreement language.

EVIDENCE/DATA SOURCES

1. What are some examples of evidence?

A variety of Data Sources from our previous Ed Eval system have been ratified through our bargained agreement. [Click here for a list of these Data Sources](#).

2. Will we need evidence for every part of the rubric?

No, you do not need evidence for every part of the rubric - that would quickly become unmanageable. However, there may be times when additional data sources are helpful (e.g., when something is difficult to observe during a routine observation cycle, or if the teacher is doing something of note that s/he wants to share with the evaluator). During the post observation conversation, the evaluator may review the rubric with the educator and ask questions about how the educator is meeting various sections of the rubric that have not yet been observed. Educators may not have evidence for every section of the rubric.

3. Is evidence up for debate?

The data sources collected as evidence are listed in the WTA Educator Evaluation Memorandum of Agreement, so this list is not being debated. However, the Working Group will review and approve assessments and district determine measures that will be piloted for three years.

RUBRICS

1. Are the rubrics finalized? What do we do if we have concerns about the rubrics? What about the positions for which the rubric is not a good match (e.g., math coaches)?

Many of the rubrics are finalized such as those for librarians, teachers, administrators, and nurses. We will continue to analyze the fit of the rubrics toward the positions. If you have concerns about the rubric, you should speak with your supervisor and also a Working

Group member. This will inform the Working Group so that we can analyze the rubric for future use. We can continue to work on specialized rubrics for various positions such as math coaches.

2. What happens if there are indicators on the rubric that can't be checked off or assessed?

The overall determination is made at the Standard level, so that if some individual indicators are not observed, the overall rating for each Standard can still be determined.

3. What is the rationale for why it's nearly impossible to get exemplary?

The "exemplary" level is intended to recognize teachers who are consistently working at a level that can serve as a model for others. It is important to remember that our prior "Meets Wellesley Standards" is roughly equivalent to Proficient, and that Exemplary is essentially a new category.

OBSERVATION CYCLES

1. Can evaluators arrange an observation ahead of time, or does it have to be unannounced? The intention was to have the observations of a shorter duration and unannounced. This gives a more natural process of walk throughs. Due to the complexity of some educators' schedules, some observations may need to be pre-scheduled.

2. Who is responsible for setting the date/time for the post observation conversation?

The evaluator, in conjunction with the educator, sets the date/time for the post observation conversation.

3. What role do/can curriculum specialists/coordinators (subject area experts) have in conducting observations of classroom teachers?

We have three categories of curriculum experts: PK-5, Middle School, and High School Department Heads; PK-5 Coordinator; and K-12 Directors. Department Heads and Directors evaluate. The principal in any given building may also serve as a contributing evaluator. Coordinators, Coaches, and Specialists do not evaluate teachers.

4. What should be recorded in the Post Observation Conversation Memorializations (POCM)? Are there expectations on length or content? The POCM should be long enough to cover the essential elements of the post-observation conversation, and short enough to be completed in 10-15 minutes by the educator. It may be helpful to end each post-

observation conversation with a brief recounting of the elements to be included in the POCM.

5. *How do we resolve divergent views on evaluator response and educator write ups?*
You should have a conversation with your supervisor and you can put a response for inclusion into your personnel file.

BASELINE EDGE

1. *Who do we go to when we have Teachpoint login issues?*
Start by emailing Val Spruill, who will be able to determine whether Technology (Kathy Dooley) or Human Resources (Gayle McCracken) is best suited to help resolve the issue.

2. *Could we get a cheat sheet or video help to navigate Teachpoint?*
Yes, on the Wellesley Public Schools website, there is a video under the faculty tab called Wellesley Supervision and Evaluation. It highlights steps in Teachpoint.

3. *Can we revise the questions on Teachpoint to match the POCMs?*
The Working Group can analyze whether the questions should be changed for next year.

4. *Is overall training on Teachpoint available?*
It is available on the faculty tab of the Wellesley Public Schools website and through the Middle and High School technology specialists, as well as through Amy Jankins at the elementary level.

FURTHER TRAINING

1. *Will there be further district-wide training provided this year?*
Yes. Supervisors have been trained throughout the year.

2. *What training will be provided next year?*
    a) *How will those not on cycle this year be supported next year when they are on cycle?*
    b) *Will there be a refresher course for people who are on cycle this year?*
We will provide additional training next year on the employees' first day of school. The training will be provided for new and existing staff.

3. Will all documents related to the Educator Evaluation system be printed and distributed?
All of the documents will be online on the Wellesley Public Schools' website. Please visit the faculty tab for the [Wellesley Supervision and Evaluation System](#).

DDMs

1. What is a DDM and how do they tie in with the system?
District Determined Measures are measurements of student learning, growth or achievement for each educator. One example of a District Determined measure is MCAS. Fountas and Pinnell Benchmark Assessments is another example.

2. When/who/how?
The District Determined Measures will be piloted in school year 2015-2016. After 3 years of gathering District Determined Measure data, the information can be used in the impact on student learning portion of a teacher's evaluation.