

Working Group Questions

Observations

1. How many observations are conducted if someone is part time?

- Non-PTS: If less than .5 FTE, then a minimum of 3 observations per cycle.
- Non-PTS: If .5 FTE or above, then 6 observations per cycle.
- PTS: If less than .5 FTE, then a minimum of 4 observations per cycle.
- PTS: If .5 FTE or above, then 6 observations per cycle.

Please note that a *cycle* can be 1 year or 2 years.

2. How many observations are conducted if someone starts late in the year?

- If the evaluatee works more than half of the year, a minimum of 6 observations per cycle are conducted.
- If the evaluatee works less than half of the year, a minimum of 3 observations per cycle are conducted.

3. How is the growth of student learning evaluated for an evaluatee who is on leave for part of the year? The Working Group is working on this question during the 2015-2016 pilot year.

4. When are goals due for evaluatees who are out on leave? Goals are due within 30 days of return from leave of absence. Staff will be notified of the adjusted timeline for evaluation obligations as part of the leave package from HR.

5. What rubric are Unit B members using and how many observations do they have per year?

Unit B members are currently using the Unit A rubric while the Unit B rubric is being developed. They are observed a minimum of 6 times per cycle.

6. Who evaluates educators who are in more than one department? One suggestion is for both evaluators to conduct 3 observations each and write a combined mid-cycle and summative evaluation. At the end of the year, the Working Group will evaluate how different types of shared evaluation structures have worked.

7. What supports are in place for an evaluator with a particularly large number of evaluatees?

The District should have a system to set up how secondary evaluators help primary evaluators.

8. Should the second year of a Non-PTS employee always have a secondary evaluator? Yes.

Where ever possible, we will set up a secondary evaluator for all Non-PTS employees.

9. Can the District add a focus evaluation year like the District had in the past? Can the District implement a structure that states that if someone is evaluated after a 2 year cycle then they don't get evaluated for 1 year? This would make the process difficult if the teacher and supervisor are having a difficult year and there is no evaluation. The District (MASPA & Superintendent's group) would have to petition the DESE to lighten up the amount of observations. We couldn't unilaterally implement this structure without significant changes occurring on the state level.

- 10. What is a structured conference?** The Evaluator may meet with the evaluatee to share, gather, and/or analyze information and ideas about the teacher's professional work, particularly when the indicators of effective teaching are not readily observable during classroom instruction.
- 11. Can we change the requirement that there are 2 observations for PTS educators on a 2 year self- directed growth plan by December 1st?** The negotiating team can negotiate a change in the requirement that is currently in the Memorandum of Agreement to indicate that only Non-PTS educators are required to have 2 observations by December 1st.

Student Surveys

- 1. When and how many times per year will educators administer the student survey? Can educators use their own student survey or must they use the district's survey? How will we conduct student surveys for specialists, special ed staff?** These questions will be answered after negotiations are complete.
- 2. What is the Impact of student surveys on teacher evaluations?** The Educator Evaluation System requires that educators conduct a student survey. Educators do not have to share the survey results with their evaluator.

TeachPoint

- 1. Can we remove unnecessary forms from TeachPoint?** This has been done. The forms are numbered (e.g., Form A, Form B).

District Determined Measures

- 1. What happens if you change grade levels or subject areas and have low growth in 2 years?**
Each year student growth is measured as an annual cohort.
For example: In 2016-2017 an educator is teaching Grade 1 - growth is measured for that Grade 1 cohort. In 2017-2018 that same educator is teaching Grade 4 - growth is measured for that Grade 4 cohort.
- 2. Can we get rid of 10th grade MCAS as a measure?** No, we can't get rid of MCAS (English & Math).
- 3. If a teacher teaches more than 2 courses and the department has defined more than 2 DDMS, who makes the decision about what DDMS are chosen?** Grades 9, 10 and 11 – DDM for each grade level. The evaluator and educator work together. If there is disagreement, it will come to the Working Group to evaluate.
- 4. If an educator is using MCAS as a DDM, the results are out late. Is it possible to wait to check off high, moderate and low impact on student learning and then determine the educators' plan (1 or 2 year) in September?** Yes, we don't report the impact on student rating until October. The Evaluation Plan is set at the beginning of the next year.
- 5. Why are the DDMS for ELA different for grade 4 vs. grade 5?** We are going to evaluate the various ways to measure BAS growth and % proficient. Teachers at all grade levels engaged in BAS calibration during the February 3rd grade level meeting.

6. **Should we/can we have focus groups for DDM's?** Yes, we have/will be having focus groups with elementary teachers.
7. **How do we consider data/growth on math MCAS/DDM's for students that receive separate math program outside of classroom?** Certain students with certain IEPs have math outside of *Investigations*. During the math curriculum review this practice will be phased out. We can disaggregate the math MCAS from the special education teacher. The special education teacher is responsible for the special education student.
8. **What DDMS are being used for Evolutions?** They can use a proficiency rubric that is relevant to their final project. A rubric associated with a final project could be the measure.
9. **Can we use DDMs as student learning goals for the educator evaluation process?** Paragraph 5iii of the Memorandum of Agreement states: DDM results shall not be used in whole or in part, in an Educator's summative evaluation to lower the Educator's performance rating. Neither the Educator's professional practice nor the student learning goals shall be expressed in numerical terms or in terms of any test score or growth score. The negotiating team can negotiate a change in the requirement that is currently in the Memorandum of Agreement to indicate that DDMs can be utilized toward their student learning and/or professional practice goal, if they volunteer to do so.
10. **Do other districts use the BAS as DDMs?** Yes.

Communication Plan

1. **How do we make sure that we connect the information to teachers, administrative council and academic council?** Meetings have taken place at each building. We will continue to communicate Working Group updates on an ongoing basis. We should clarify the Working Group members' role about how they will share the information with teachers and administrators.
2. **We posted a FAQs document online. Can we add questions to the FAQs so that employees may have about DDMS and student feedback?** Yes.
3. **How can educators give meaningful feedback to supervisors regarding how the new educator evaluation system is going?** They can either give their feedback to their supervisor or to any Working Group member.
4. **Will there be further training on the educator evaluations system?** If needed, this will be provided through Academic Council.