

# ACCORDING TO PEA:



## Requesting Specific Feedback

### **Evaluative Visits - Observations**

Your evaluator is your principal or assistant principal. Only administrators certified in the evaluation process may conduct observations for evaluative purposes.

All evaluative visits, whether a walk through, informal or formal observation must be documented with notes added to Journey within 5 days of the visit. Employees have the right to request additional specific feedback as well as respond to any documents that could impact their evaluation or become part of their employee personnel file.

Employees should check Journey frequently to see ratings from observations. Remember to open the VIEW OBSERVATION section and read for more specific feedback. If you have further questions about the evaluation process you may refer to sections of the Teacher Collective Bargaining Agreement, Article XV below, the information posted on the PEA website, [www.polkea.org](http://www.polkea.org), the districts intranet, or contact the PEA office for assistance.

### **When the Feedback isn't clear or specific**

The administrator is required to enter feedback if they mark you less than Effective. If when you read the feedback it isn't specific to your situation you should request additional specific feedback. The best way to do this is in an email.

### When asking for Specific Feedback

- Review the EPC for ideas on what to ask. Refer to the rubric for possible evidence as well as the behaviors that indicate each rating.
- Be Specific. Include the date, evaluator, domain, and EPC# as part of your question.
- Put it in writing in the form of a letter or email.
- Be sure to keep your documentation of any meetings or conversations that result.

### SAMPLE:

Mrs. Principal,

I have received your feedback on EPC #2b, HOT questions from the observation on Oct. 14th when you marked me Needs Improvement. I reviewed the reflection questions that you selected, however I would like more specific feedback as to what you would like to see done differently to receive an Effective rating for EPC #2b.

Thank you, Ms. Teacher

## **Feedback**

### **When you see a pattern of marks that you feel are less than you have earned**

After you have received a few observations and you are checking your current STATUS in Journey you see that some EPCs are rated lower than you rated yourself on your self-evaluation, you too should see more specific feedback. If you are seeking the Highly Effective rating and are missing it in the observations, a follow up conversation with your administrator will be the best way to learn what they are looking for when they observe you. Ask them how you are to show that you are Highly Effective.

### **When you receive the 'Come See Me' email in response to your request for specific feedback**

- Make your appointment to see the administrator that sent the email
- Meet with them to discuss your concerns, ask your questions, share your additional information or evidences
- After presenting your information, ask the administrator to change your rating
- Keep notes on what you have discussed
- Then confirm the information in an email back to the administrator

SAMPLE:

Mrs. Principal,

Thank you for meeting with me to discuss EPC #2b that you observed on October 14th. Now that we have discussed the EPC in detail I understand that you are looking for students to have engagement with the question beyond a single answer and that the question prompts further discussion and questioning from the students. I appreciate your input on restructuring the questions and allowing for more wait time before I pull a random name to give their answer.

Ms. Teacher

### **Members should call PEA when:**

- There is a pattern of scores marked less than Effective in your Journey data. Not every Needs Improvement/Developing or Unsatisfactory must be addressed, but when you see a pattern of ratings overall or in a specific EPC you should request feedback. If you see a pattern of NI/D or U you have the right to request feedback.
- When your feedback is more of what they didn't see rather than what they did see.
- When you are told that during the Formal Observation the observer must rate you for EVERY EPC.
- When your requests for feedback are not answered promptly.
- If you are getting feedback, but it is non-specific and doesn't give you any actionable information.

## **Feedback**

### **Teacher Collective Bargaining Agreement:**

#### **Article XV Teacher Evaluation**

**15.2** Teachers will be evaluated annually according to the Evaluation Manual. This evaluation will be completed by a designated and certified evaluator. Evaluation data will not be used for making Human Capital decisions until all evaluations are completed, including any appeals; with the understanding Probationary Contract teachers may be released at the end of the year.

**15.2-1** The evaluator shall be trained in the evaluation tool and shall be certified. The evaluator may be either the principal/immediate supervisor or an assistant principal designated by the principal. If a teacher so requests, he/she shall be evaluated by his/her principal. Should no administrator meet the criteria or in rare and unusual circumstances, the Superintendent shall designate a certified administrative evaluator who meets the criteria to perform the evaluations. Evaluative visits by the Superintendent's designee shall be made with prior notification of 2 work days, to the teacher and principal/immediate supervisor, prior to any evaluative activity.

**15.2-2** Any concern/deficiency noted by an administrator must be shared with the teacher in a timely manner. All observable EPC (Essential Performance Criteria) ratings will be documented throughout the year on the forms provided from walk throughs, informal observations, and formal observations. If observable or non-observable performance deficiencies are noted, the evaluator must provide the teacher with specific related feedback.

**15.2-3** To promote prompt, professional conversation, there is an Instructional Assistance Conference form, Appendix L of this contract, and guidelines for the school administration to use in conducting Instructional Assistance Conferences with teachers. This Conference may be used to bring focus on instructional changes desired without requiring a teacher's evaluation to be marked down or the development of a formal written plan of improvement. The Instructional Assistance Conference does not replace the formal written plan of improvement and is not disciplinary in nature. It is intended to facilitate professional conversations.

**15.2-4** Videotaping shall not be used to record data for the basis of any teacher observation or evaluation. Videotaping, with the expressed written permission of the teacher, may be used for non-evaluative purposes, such as mentoring or for certification purposes.

**15.2-5** The setting of TARGET (Teachers' Action Research Goals and Educational Timeline) goals is not a part of the evaluation process. TARGET goals are aspirational goals, and neither the achievement nor the non-achievement of a goal shall affect a teacher's rating on any EPC.

**15.3** The process of evaluating teachers will be ongoing during the school year. Teachers will be fully informed of the criteria and procedures associated with the evaluation process as outlined in the Evaluation Manual. All procedures and timelines, as outlined in the Evaluation Manual, shall be followed. Teachers will be provided electronic access to the Evaluation Manual within their first 15 work days. All teachers new to the evaluation process shall be trained within the first 10 contract days of employment.

**15.4** A written report of each evaluative observation conducted by the evaluator, including walk throughs, informal observations, and formal observations will be made and given to the teacher within five contract days. The formal observation will include a pre-conference and a post conference for all Category I teachers, and a post-conference for all Category II teachers. A Pre-Conference will be held at the request of a Category II teacher.