

Feedback from the WCSU/U-32 Educator's Association

Topic of Concern	Questions from Association	Preliminary Admin. Response
<p>Administration Workload</p>	<p>We express concern that the number of observations required of administrators may be too aspirational. What happens if a teacher receives fewer observations than outlined in the system?</p>	<p><i>Steven assures us not to be concerned about this issue. The administration will ensure that the system is followed as outlined.</i></p>
<p>Year One Roll Out</p>	<p>How will teachers be placed initially in year one?</p> <p>Are there any teachers who have recently gone through supervision/evaluation cycles that can move right up to “master teacher”? This might also be true for other teachers.</p> <p>We will need an orientation session for all faculty members before the school year begins. What is the time frame and what will the orientation session look like? Who will be responsible for planning it?</p>	<p><i>All teachers will begin as “performing teachers” and follow the performing teacher cycle. At the end of year one (2015-2016), teachers will be placed at the appropriate level.</i></p> <p><i>New teachers will be placed on the new teacher cycle.</i></p> <p><i>This is a possibility. Should discuss further.</i></p> <p><i>The goal is to have the final document complete by May so teachers can vote to approve it. The Blue Ribbon Committee will be responsible for planning the orientation. It should take place this spring rather than next fall. Awareness level in spring, In depth training with an electronic tool in the fall.</i></p> <p><i>Role play around professional conversations in the fall inservice with protocols for conversations. Peer observations with templates. Do this during WCSU inservice day. What about ESP folks?</i></p>
<p>Master Teachers and Trained Peer Observers</p>	<p>What will “peer observer” training look like?</p> <p>When will the training take place? If we want the training to take place during year 1 (2015-2016) in preparation for the roll out of the Master Teacher cycle the following year, we should train people during 2015-2016. How do we decide who gets training before going through one year of the system?</p> <p>Are all Master Teachers expected to be trained peer observers themselves?</p>	<p><i>WCLT are considering supervision/evaluation training programs we can do at school to train peer observers. Potentially, we could even develop our own training system.</i></p> <p><i>For year 1, a teacher who would like to be a master teacher could start the master training and be observed by the supervisor. A conversation could be had at goal setting to set this as a target by the teacher.</i></p>

<p>Master Teachers and Trained Peer Observers</p> <p>(cont)</p>	<p>Can a teacher “opt out” of being a Master teacher? The description of a Master teacher includes the following: “They may have duties changed to allow them assume a formal leadership role in the school or district.” What might this look like and how might it change the scape of one’s job at U-32? Could a “duty” like cafeteria duty be replaced with, say, “peer observation duty?”</p> <p>Addendum from Johanna (not discussed with administrators): In the same vein, Section 14.10 of the Master Agreement discusses the appointment and roles of “Teacher Leaders.” It would be worth it to visit this section in the Agreement to explore how this section might apply to Master Teachers. Also, look at MA about observations can only be done by administrator.</p> <p>If we have teachers observing their peers, how might this affect the school climate? Can a peer observation be submitted to the principal without permission of the teacher being observed with negative consequences possible.</p> <p>Is there anything in the supervision/evaluation document that discusses the possibility of “teachers in need of support” or on “focused assistance” doing peer observations of “Master Teachers” as part of their improvement plan?</p>	<p>The teacher is in control of the data that comes from the peer observer and the peer should only give evidence to the teacher. The teacher then is in control of evidence and can determine whether the evidence is brought into the supervision process. This needs to be called out in the peer observation process.</p> <p><i>The administration strongly believes that peer-observations will have a positive effect on school climate. In order to reduce possible negative effects, we should address these issues during an effective roll-out, training session where we help familiarize teachers with the new system.</i></p> <p><i>Submission of peer observations to the principal will be at the discretion of the teacher being observed. It would be a shame to have a blanket policy prohibiting the sharing of all peer observations with the administration, because that would mean that good observations don’t go in the teacher’s file.</i></p> <p>Logistically figure out how to creating space to support peer observations. or video/technology to capture the practice.</p>
<p>Goal Setting</p>	<p>The association suggests that goal setting should also have a focus on content knowledge rather than just instructional practice.</p>	<p><i>Goal setting process should be tied directly to the continuous improvement plan. At least one must be tied to the continuous improvement plan. Goal setting happens in conjunction with conversation with supervisor. Johanna agrees.???</i></p>
<p>Experienced Teachers on New Assignments</p>	<p>The association wondered if it were possible to be “in two places at once” — say, a Master Teacher in Science and a New Teacher in English.</p>	<p><i>The administration says no. A teacher’s capability in one subject will trump a new teaching assignment. Therefore, a Master or Performing Teacher in Science who has newly taken on an English assignment, will simply be a Master Teacher.</i></p> <p><i>When a teacher changes assignments, either voluntarily or involuntarily, the change triggers a review process (yet to be</i></p>

		<i>determined) to determine which tier is applicable for the teacher. Teachers are invited/encouraged to bring an Association representative to the table as part of the review process.</i>
Definitions	We need to define “domain,” “component,” and other Danielson terms. Basically, we need a definitions section.	<i>This needs to be created for the final document and look at the training materials from fall 2014.</i>
Teacher in Need of Support and Focused Assistance	<p>Is being placed in an unsatisfactory classification an act of discipline?</p> <p>Placement in focused assistance should not be a surprise.</p> <p>The process for focused assistance in the new teacher supervision/evaluation system should be reviewed alongside Article 6 of the Master Agreement.</p>	<p><i>The supervision and evaluation process is intended to promote teacher growth and provide professional supports for improvement. The tiers of the process, specifically teachers in need of support and focused assistance, are designed in the spirit of continuous improvement.</i></p> <p><i>Conditions of employment in general are not part of the supervision and evaluation process. Breaches of conditions of employment may result in disciplinary action.</i></p> <p><i>In this system, F.A. will not come as a surprise, as teachers go through a semester of “Teacher in Need of Support” before being placed in Focused Assistance. If there are multiple components that need to be addressed a teacher could be placed in Focused Assistance. See the definitions of Needs and Focused.</i></p> <p><i>We recognize that teachers who do not make growth in the focused assistance tier may not be recommended for contract renewal.</i></p>
Timelines and Graphic Organizers	We will need visually appealing materials for teachers. What needs to be done by when? Etc. Johanna has started an example for the New Teacher Cycle here .	<i>see the document</i>
Computer System	What computer system are we going to use? What will the “forms” look like? What will teachers see on their end?	<i>Bill and Steven are currently exploring options for an electronic system. They will likely present several options to the Blue Ribbon Committee for approval.</i>
Formalizing the “walk-through” and formal observation process	We should have protocols and calibration sessions for how pre- and post- observation meetings should be run. For example, how will a follow up to a walk-through meeting differ from a formal observation meeting? Once developed, should teachers be privy to the protocol?	<i>Steven has great resources for administrators (and trained peer observers) to use to guide them through the post-observation process. He will share them with the Blue Ribbon Committee and we should work together to formalize the system. The administration is committed to high-quality calibration process for both supervisors and peer observers so that the work is consistent.</i>

Feedback from the Washington Central Leadership Team

What do you like?	What questions do you have?	What supports do we need?
<p>need of support can be observed during class, planning, IEP meeting, etc</p>	<p>in performing teacher, clarify the rationale for formal observations in domain 1 and 4</p> <p>for performing teachers- can we observe during non-instructional time (i.e, IEP meetings, planning, etc)</p> <p>should gateway to Master teacher require distinguished in domain 1, 2, or 3?</p> <p>Will the language of Master Teacher create a hierarchy in our schools? Need a better title (i.e., distinguished, exemplary?)</p>	<p>Inter-rater reliability training (calibration)</p> <p>professional development for the admin team on supervision and evaluation of special educators</p> <p>clear description of professional responsibilities for case management</p> <p>calibration with teachers and as an admin team for special educators</p>
<p>Structured support</p>	<p>are peer observations formal? Will they require pre and post?</p>	<p>develop a culture of collaboration</p>
<p>Well thought out Good Process Ups the anty to folks that need to know what is good teaching More time observing the teaching Some folks will know the whole teaching system Like the terminology of “your choice to be a master teacher” Flexibility of moving between master and performing Like the clearness of who does what and timelines Clearness in responsibility of managing appointments</p>	<p>Mentors have to be performing teachers</p> <p>Could we expand the needs supports to one year?</p> <p>How much do we need the history?</p> <p>How about “Educator” replacing teacher, because of different job roles</p> <p>(see job related if not teacher, ie nurses and counselors.)</p>	<p>Have a culture of who does the work does the learning</p> <p>Training and calibration for observing</p>

<p>Under PD in Master Teacher - specificity in organization support for external recognition</p> <p>Inclusion of Teacher in Need of Support before going to Focused Assistance</p> <p>Allows for more time observing teaching</p> <p>Allows for observations of common planning time, meetings, etc. - beyond classroom</p> <p>Addition of student surveys</p>	<p>If performing teacher has areas of Basic, then there should be formal observations as well</p> <p>There is not expectations that all teachers will MOVE from Basic at some point</p> <p>Teacher in need of support is limiting if does not specify - if in Basic more than year 1</p> <p>Only 1 semester is too short for change</p> <p>High concern about the gateway for performing teachers - it's okay to be Basic in more than 2 domains</p> <p>Change language in all categories to add the word "minimum" of 2 formal observations per year</p> <p>Gateway for Teacher in Need of Support - "clarify there is no growth" - should be a specific time period for this,</p> <p>Student surveys - who creates these?</p>	<p>Clarification on where teachers are expected to be - is it okay to be basic? Need</p> <p>Roll out - what will this look like? This needs to be done carefully, and done well</p> <p>Calibration and training</p>
	<p>Performing Teacher cycle - clearly define what observations look like and when to</p>	<p>Develop peer observation/collaboration for both feedback and learning (i.e. improve basic teacher by observing master teacher).</p>
	<p>What if there is no or limited number of master teachers in a school? Is it necessary for the school to have master teachers for the process to work?</p>	<p>Concern about master teacher burnout - clarify master teacher chooses own goal/work, doesn't have to do everything.</p>