



Department of Human Resources

Each Scholar: A Voice. A Dream. A BRIGHT Future.

Purpose: Share responses to questions from the March 18, 2019 FWEA Association Representative meeting

Action Required: Share with your association representatives

To: *Principals and Association Representatives*

Cc: Superintendent, Deputy Superintendent, Chief Academic Officer, LIOs, Leadership Team, Shannon McCann, Principals, and Assistant Principals

Regarding: Listed below are answers to the questions from the March 18, 2019 FWEA Association meeting.

Purpose: Responses to Questions from the March 18, 2019 FWEA Association meeting

Information only

To: Principals and Association Representatives

Cc: Superintendent, Deputy Superintendent, Chief Academic Officer, LIOs, Leadership Team, Shannon McCann, Principals, and Assistant Principals

Regarding: Listed below are answers to the questions from the March 18, 2019 FWEA Association meeting.

Team,

We appreciated the opportunity to meet with Association Representatives and answer questions. Below are the answers to the questions posed at the meeting. Please let us know if you have additional questions:

- 1. Can principals require teachers to attend classes if they are reported as Basic in an area?**
 - Principals can only require a teacher to attend classes/P.D. when the teacher is placed on probation. CBA Section 5.6.A: "The evaluator's recommendation for probation

will include the following... A prescription for remediation which spells out courses of action and time expectations so the staff involved can reach an acceptable level of performance. A prescription for assistance by the principal or immediate supervisor, which spells out courses of action whereby the staff will be assisted, counseled, and tutored in improving the level of performance to an acceptable level.”

- Teachers reported as Basic, who are not on probation, are encouraged to attend classes recommended by their principal in order to build capacity and improve practice. The classes/P.D. will support growth in their instructional practices to potentially move them from Basic to Proficient.

2. What do you do when your class is way over loaded so the physical environment is not adequate for the amount of kids?

- Physical space in classrooms can be challenging. Please work with your school administration to seek solutions to physical environment challenges.

There is no way to fit my kids comfortably and allow for distinguished parameters.

- Per CEL, Distinguished means that “The teacher demonstrates exemplary instructional practice, using research-based strategies and tools to create optimal learning for all students.” A classroom’s physical environment does not influence all aspects of optimal learning for all students such as:

- “Agency” = Students developing a learning mindset, which includes identifying strategies and habits that make their own learning effective. Students understanding that they can have an effect on their own learning.

- “Ownership” = Students having choice over the ways in which they learn and make meaning of complex concepts, actively engaging with content through these choices.

- “Talk” = Students share their thinking with one another and build and reflect upon their own and one another’s analysis and argument in order to create new learning.

- “Routines” = Students use learning processes so frequently that they can use them with automaticity, with little or no support from the teacher.

3. Is there a primary version of exemplars for CEL 5D? Online examples are all higher grades.

- No. Per OSPI, FWPS started using Version 3.0 of the CEL 5D Rubric in 2017 – 18. Version 3 does not include observables for any grade level. Version 2 included observables, but there was a tendency to think that there was only one way to show evidence of Rubric indicators for each performance indicator. The Center for Educational Leadership’s (CEL) goal is for teachers and school administrators to identify observables based on a variety of factors including but not limited to grade level, content area, student developmental level, etc.

4. What protection does a provisional teacher have?

- Teachers new to teaching in Washington State have up to 5 years for their instructional practices to reach overall Proficient. For new teachers, “Basic is ok!” as long as their instructional practices continue to improve and are trending toward Proficient.
- Section 5.7.B of the CBA: “Nonrenewal, adverse action, and discharge of provisional and continuing contract staff members will be consistent with the laws and regulations of the state. Written notice of nonrenewal of a provisional staff member will be provided no later than May 15 each year. Rights of the staff member to notice, reasons, and a hearing will be provided pursuant to law.”
- If Unsatisfactory progress is evident by the time of the mid-year formative conference, the principal will write and discuss with teacher specific areas of concern & supports for indicators that are below proficient and alerts to possible non-renewal.

5. On my last comprehensive evaluation regarding “Collaboration with colleagues”, I explained that I am meeting every other Wednesday after school w/teachers from two other high schools. The conversation was not counted as evidence.

- Though we cannot speak to the specific incident, please remember that conversations can only be used as evidence if they demonstrate a level of proficiency. For Professional Collaboration and Communication indicator 1, which is the Dimension that includes collaboration with colleagues, Proficient practice is as follows:
 - “Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.”
- In order to see that the teacher is Proficient, the evaluator must see evidence of contribution and of focus on instructional practice and student learning.

6. Is there a time frame to respond to the wonderings?

- No, there is no time frame. If you choose to respond to wonderings from your evaluator, we recommend that you respond prior to your next observation. We also recommend that you implement any feedback provided by your evaluator prior to your next observation as this provides evidence of your improved practice.
- Per the CBA Section 5.2.D.3.f “While not required, staff members have the right to debrief the noticings and wonderings or scripting of an observation with their evaluator.”

7. Can principals especially those who have not taught in their evaluation area (Elem) be given training in what the indicators look like at that level?

- Yes, principals are provided training on an on-going basis. New principals, assistant principals, and district administrators who evaluate teachers on CEL are provided comprehensive 6-day CEL Instructional Framework professional development scheduled throughout the school year.

8. Is it expected that a person scoring Proficient/Distinguished last year be at Basic in that same indicator the next year?

- No one starts automatically at Basic at the beginning of each school year.
- If a teacher's pattern of practice is identified at the end of a school year as Proficient or Distinguished, then this pattern of practice should follow into the new school year. For example, if a teacher achieved a score of Proficient at the end of the school year in P4: Communication of Learning Target, then we would expect this Proficient pattern of practice to continue into the new school year.
- Consider where the locus of control is at the beginning of each school year. To reach Distinguished, the locus of control is with the students for many CEL indicators such as CEC1: Classroom arrangement and resources. In the previous year, the teacher may have achieved a Distinguished score in CEC1. At the beginning of the new school year, the teacher's practice may show as Basic as they work on shifting the locus of control from themselves to their students.
- Consider how levels of performance are determined by evaluation type.
 - For Comprehensive evaluations, feedback is provided, and the level of performance is determined by the Summative Criteria Score.
 - For Focus evaluations, the level of performance was previously *determined by the teacher's last comprehensive summative score. For teachers on a Focus evaluation, feedback is provided to promote their instructional growth.

*CBA Section 5.2: "The final summative score that will be submitted to the state will be determined using the most recent Comprehensive Summative evaluation score (P or D) OR the current year's Focused Criterion score if it is Distinguished."

- Per the CEL 5D+ Guidelines for Summative Scoring, evaluators are trained to score based on the evidence from multiple observations. The evaluator should be able to point to the evidence gathered across the school year to align this evidence to a performance level in the Rubric.
 - Evaluators start by LOOKING AT BASIC. Move to Proficient if there is evidence to support all parts of the Basic performance level. Move to Distinguished if there is evidence to support all parts of the Proficient performance level. The performance level is distinguished if there is evidence to support all parts of the performance level.

9. (Per SpEd Guiding Questions) Is para performance now reflected in a teachers' evaluation too? How can a teacher be evaluated on student locus of control based on para performance?

- No, para performance is not reflected in a teacher's evaluation.
- The intent of the CEL 5D+ Guiding Questions for Teachers and Principals working with Profoundly Involved Students on an Individual Learning Plan is to support the growth of teaching practice, the collaboration between teacher and principal, and the teacher evaluation process for teachers who work with students with more profound types of disabilities.
- The guiding questions may be used to help the principal and teacher identify evidence for indicators on the CEL Rubric specific to their student population that would align with Proficient and Distinguished performance levels on the 5D+ Rubric.

10. How often should high school evaluators change?

- Except in exceptional circumstances, the evaluator should remain the same all year. At any level, the evaluator may change from year to year.

11. Is it possible to communicate to members when evaluations are due to the district? Example, last minute meetings for mid-year reviews = stress for many.

- To balance the amount of time for both inquiry cycles, it is recommended that mid-year formative evaluations be held with CEL 5D and Non-CEL certificated staff between January and mid-February.
- Due dates for Summative evaluations:
 - Continuing Contract Certificated Staff Members: CBA Section 5.2.G: "At the end of the 2nd inquiry cycle, prior to the Friday of the first full week of June, a summative score is determined based on the evidence collected throughout both inquiry cycles."
 - Provisional Contract Certificated Staff Members whose contract may be non-renewed: CBA Section 5.7.B: "Written notice of nonrenewal of a provisional staff member will be provided no later than May 15th each year."

12. What are the best ways to bridge a communication gap with an evaluation?

- Teachers are encouraged to talk to their principal when they have questions or concerns about their evaluation. CBA 5.1 Introduction: "It is a shared belief of the parties that evaluation should promote teacher growth and improve learning outcomes for students and must be meaningful, helpful, objective, and collaborative. We believe that engaging in an inquiry process based on student growth goals, provides a process that is safe for teachers to be able to reflect on their teaching practices, engage in self-assessment, and identify areas of needed

professional growth to improve the quality of their teaching. Frequent observations and timely feedback, along with collaborative dialogue and reflection between the evaluator and teacher, further supports teacher professional growth and development.”

13. Who has ownership over providing evidence for each indicator? Example: Scheduled observation has been made by teacher but had to cancel leading to evidence not being seen?

- The evaluator is responsible for gathering evidence of a teacher’s practice.
- As teachers develop and refine their instructional skills based on the Rubric, evidence of their instructional growth will be observed in their established patterns of practice in announced or unannounced observations.
- What is Considered Evidence? CBA 5.2. E. “Final Evidence is Based on Evidence Gathered During the Inquiry Cycles – Evidence is mainly collected during observations as recorded in the evaluator scripts. Observations shall mean “the gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations” between the educator and evaluator. In addition to observed practices, evidence may also be gathered through answers to wonderings, artifacts, and student growth data. (if applicable). Prior to completing summative evaluation, the evaluator will discuss how all evidence was considered in determining the summative evaluation.”

14. Do we have guiding documents for reading interventionists to align the CEL rubric and their practice?

- Not at this time.

15. Can we have a group of specialists (music, art, interventionists, etc.) sit down with a team at the district to create some “guiding questions” about what certain criterion looks like? Something similar to FCP (SpEd Guiding Questions) + ELL. Example: What does locus of control look like in a performance music class like choir?

- Yes.