**Teacher Evaluation Network (TEN) Responses**

**August 14, 2014**

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| **Hopes** | **Fears** |
| * That it improves teaching and learning! * A way to continuously improve our practice/methods * That is becomes less intimidating for many individuals – Teachers use evaluation results to improve instead of become defensive * Great collegiality and collaboration * That the process is meaningful and teachers believe that it will actually help them improve instructional practices   – Saline   * Teacher look at evaluation as an opportunity to grow * The process helps teachers reflect and have open dialogue regarding ways to continually improve and build relationships with students * That teachers become better at the practice of teaching and never stop improving * Collaboration routines * We have more concrete teacher/administration behaviors that are utilized and support teaching and learning * Training continues * Evaluation – supervision → teacher → for TA – Supervisor → TA → for teacher – Supervisor collaborates with staff on evaluation * Instructional practices/best practices are a part of the tool * Instructional practices * Collaborating – continuing between administration and teachers * WISD * Guide to lead teachers to become stronger educators * Teachers work together to help each other become better instructors * Teachers feel pride * Increased student achievement * That it will be helpful to teachers and transfer to students * Fair evaluation in all buildings with different administrators evaluating * Increasing focus on student progress and achievement   - Manchester  **Hopes - Continued**   * More supports put in place * Evaluations will facilitate more dialogue between parties * Provides specific avenues for teacher growth * Value in process for both teachers and administration * Shift in evaluations lead to more in depth conversation around data * We move to a better, more meaningful system * Process leads to more frequent visits   – Dexter   * Teacher evaluation will be the vehicle for collaboration between administrators and teachers and improve student achievement * To change the ability to change instruction to fit “kids” needs * Evaluations will be used to drive instruction, improve student outcomes, and improve teacher performance * To do weekly walk through   – Ypsilanti   * Useful – encourages better teaching * Evaluations will promote reflection * That they are fair and constructive * That they reflect the success of the child through the teachers influence * Unlock a universal success – measurable success strategy * Academic success will be “the” biggest thing   – Whitmore Lake   * Evaluation will be non-biased and fair * Useful, engaging * Student achievement positively impacted * It will drive teachers to be more self-reflective and focus on best meeting the needs of all students * Teachers will perceive the evaluation process makes them a better teacher * I hope it will be a tool for valuable feedback   – Milan   * A critical thoughtful look at practices in the classroom that will encourage conversation and change for kids * Manageable tool for growth and advancing the craft of teaching * It is framed as teacher development empowering teacher with a framework of best practices * We can establish a functional and effective process that works to improve student achievement   – Lincoln | * That teachers will see evaluation as meaningless * People worry so much about the process they forget the big idea/goal * Evaluation shutting people off and dividing grade levels or groups of teaches * Unevenness in ratings * It is constantly being micromanaged at the State or MDE level, thus making it hard for us to move forward   – Saline   * Teachers will only look at label and not improvement * We abandon the momentum and go back to the old way * That the teacher evaluation process becomes a competition * Timing – getting it done * That nothing is accomplished or that minimal work on this topic is completed * Our team does not show up * Relating to our students and teachers   – WISD   * Tool that keeps changing from year-to-year * Not done with fidelity (differences between building administrators) * Just a process that doesn’t create improvement/student growth * Not done with fidelity * That it hurts principal – teacher relationships and/or is a waste of time * Evaluations don’t divide teachers against each other * High stakes…want to get it “right” * Used as a “gotcha” not objective   – Manchester   * I believe a common fear among teachers is the incorporation of data into evaluations. Difficult also for all disciplines * Evaluations are subjective * No change * Stages is still to cumbersome * Teachers see it as punitive, not informative and a waste of time * Evaluation process isn’t clearly defined within the district and between buildings   – Dexter  **Fears - Continued**   * The teacher evaluation tool will be too punitive and will create more of a rift between administration and teachers * Evaluations will not be used for overall student/teacher improvement * District will ADD even more evaluation tools to the process   – Ypsilanti   * Evaluations (rubric) will discourage improvement * Fear litigation * That they dwell too much of standardized test * Punitive instead of helpful * Kids will becomes a score on a test * That they are contingent on past performance   – Whitmore Lake   * Evaluations are not “standard” across buildings * Lack of consistency * I fear how subjective the process is. It is based mainly on perception * The evaluation process causes fears and anxiety * Unfair * Inconsistency in evaluation across the district will lead to issues between teachers and schools especially   – Milan   * Tool and process will be overwhelming for all, and not produce desired activity * That evaluations are not a gotcha but an opportunity to learn something new/change * Rules and regulations will continue to shift and change and chaos will derail our efforts * It marginalizes teacher ingenuity and creativity   - Lincoln |