**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 |