



What are your concerns about this project?

- Evaluation as a punitive instrument to sort teachers and punish them
- How are we going to move our “team” work to a larger District group and finally the entire District
- That this process is instigated by politics and that the outcome will damage teachers and public schools
- Alienate overwhelmed teachers rather than support a growth model
- Teacher buy-in. Fruitless work, pilot funding may end or be inadequate to finish project
- Who’s the driver
- State will impose plan despite work and suggestions of TPEP committee
- The work, or choice, will be over-ridden
- That it doesn’t turn into just a hoop to get through
- We will end up in a gridlock – same old
- The complexity of the task and the amount of time it will take to make good effective tools
- Meetings all year take us away from our classrooms and result in no meaningful change; or no actual effect on state-imposed system
- Worried that lack of clarity will confuse the effort
- Effectiveness
- Time out of the classroom, time to prepare for subs, time to prepare and work with staff
- Too much time determining a tool to implement
- That it will be overly time consuming or divisive or futile if decisions have already been made
- That we will spend lots of time and not achieve the goal
- That we are spending a lot of time learning and won’t have time to develop the tools
- The resulting tool/system will be too time intensive for teachers and principals
- As we adopt a new evaluation system, is the workload for all involved doable
- Insure the process is thoughtful and purposeful in such a short time span
- The requirement for implementation is going to be a challenge
- To have enough time to draft, implement and adjust so that it becomes a reality
- How to be able to put together an acceptable, effective system in less than a year
- A moving target given by the state
- Development of evaluation tools does not match final legislative decision
- That the work of pilots across the state will be compromised by OSPI and/or the state legislature
- Unwieldy evaluation process that is unfair
- That we create a system that becomes a distraction to teaching and learning
- Transition change for teachers
- Walk away with little new info, and feel like were in the same place
- Becomes another “must do” compliance tool
- It could actually become worse than they currently can be/are

What are your hopes for the project?

- Understanding Criteria:
 - That working together will help us develop better tools and help us understand the criteria at a deeper level
 - Walk away with clear understanding of 8 criteria and how to effectively create a 4- tier rubric
- Process:
 - We gain clarity about the “right” path for our new evaluation system
 - Productive process that will build basis for improving instruction and leadership for District
 - Evaluation system that is true, supportive, and not too much work
 - Focus here will enhance work in the District
 - Evaluation plan selections which will be mandatory basis for plans adopted by Districts
 - We can collaboratively agree on a useful tool for teacher evaluation that will meet legal requirements and needs of our District
 - The work that Districts have been putting in matches with what the State Legislature wants, so that all of the hard work is validated
 - Hopeful that we have a clear path to process success at the end of the day
 - That this process creates an evaluation system that helps teachers to think critically about teaching is a positive atmosphere
 - To have a worthwhile evaluation system developed
 - That we are able to have a system that enhances teaching and learning
 - Create/Adopt an evaluation process that is an improvement over our current evaluation system
- Student Learning:
 - That we can work together to improve instruction for students
 - To be able to devise an evaluation system that actually improves student learning
 - Develop an evaluation system that is mutually beneficial to teachers & students
 - Professionals being allowed to direct their individual growth improving student learning
 - New evaluation system will improve our practice in a positive, organized way, end result – higher student achievement
 - That it will help me inform and improve my own teaching and support improvement throughout our system
 - Evaluation as a positive instrument to promote best instruction
- Growth Model:
 - Creation of an evaluation tool that focuses on professional development for members of the Everett Ed Assn.
 - Design a system/process for meaningful, professional growth at all levels of our organization
 - Meaningful and constructive evaluation system
 - Be part of holistic evaluation leading to supportive, effective teaching
 - To create a meaningful evaluation process that is truly fair and supportive
 - That we end up with a “growth model”
 - Participate in a process that has as an outcome an evaluation system that supports educator growth in their craft
 - To continue to inform, motivate and prepare teachers
 - A realistic coaching model for teacher evaluation
 - To mitigate the negative effects of change and that it will actually be a change for the better