



TCRP Advisory Panel

April 11, 2011



Focus Group: TCRP Evaluation Process

- Goal: Clarify and address teacher perspectives on TCRP process as it evolves
 - Feedback on Peer Survey
 - Focus groups on TCRP Process



Key Pilot TCRP Initiatives

- Observation and Evaluation Process
 - Implementation of process with pilot teachers
 - Collection of pilot data through TCRP survey
 - Focus group on the process at Pupil Free Day and one more in May/June
- Student Growth Percentile
 - Preliminary data run for ELA and Math
 - Principals have access to data but will not use for evaluation this year
- Tripod Student Survey
 - Administering survey beginning of April
 - 10 randomly selected students per pilot teacher/class
- Peer Feedback Survey
 - Administering after Spring Break.
 - Each pilot teacher will receive peer feedback from 3-6 teachers.
 - Survey (see draft) still in development – we will ask for your feedback today



Peer Survey

- Currently designed to address Domains 5 and 6 on the Rubric
- Would be administered to 3-6 teachers for each participating teacher
- Would inform the teacher evaluation score



Sample questions

- This teacher treats all teachers and staff with respect, assuming best intentions of his/her colleagues and addressing problems directly with colleagues if/when they arise.
- This teacher treats all students and their families with respect. The teacher assumes best intentions from students and families and works proactively to solve problems if/when they arise.
- When dealing with problems or difficult issues, this person is positive, professional, optimistic and focused on problem-solving.
- This teacher recognizes other teachers and staff for the good work and contributions they make to the team.
- This teacher has shared his or her knowledge, expertise and materials (e.g. lesson plans, class materials, etc.) with interested peers.
- This teacher does not complain in an unproductive way. S/he addresses it directly with the people involved and looks for solutions to the problem.
- This teacher is on time for the school day, classes, duties, and meetings.
- I find it easy to give feedback to this teacher because s/he listens well, takes the feedback, and acts on it (or lets me know why s/he is not acting on it).
- This teacher has given me helpful feedback in a positive and productive way.
- This teacher is responsive and generally answers my calls/emails in a timely manner.
- I feel comfortable asking this teacher for help.
- This teacher works to raise student achievement in his/her own class as well as support the achievement of students outside his/her subject.
- This teacher volunteers and takes initiative on school/team projects and activities (e.g. parent nights, field trips, etc.)
- This teacher follows through on his/her commitments and responsibilities and does quality work on time. When this teacher takes on a project or task, I know it will be done really well.
- I like having this teacher in our meetings because s/he contributes actively without dominating the discussion and really listens to the views expressed by me and others.



Peer Survey Feedback

- Chart the pros/cons of a peer survey
- Discuss and record: Under what conditions would you support the use of a peer survey to inform teacher evaluation? Consider:
 - Which peers, selected by whom?
 - Time of year to administer
 - Focus of questions
 - How it would inform the evaluation score (percent of score, informs rating on domain 5 and/or 6)
- Make a recommendation about the use of the Peer Survey (or not) in the Alliance



Focus Group

- Main findings from the Teacher Perspective Survey:
 - The rubric is so detailed and complex, that it makes it hard for all practices to be captured in the observation process, and in particular, through one evaluation event. Teachers don't feel like they know what to focus on, or that administrators know where to focus feedback.
 - Teachers do not feel like the process is sufficient for administrators to really know what they can do on a continuous basis.
 - Teachers are concerned about whether administrators will commit the time and dedication to implement the process effectively.



Focus Group Purpose

- Clarify comments made on the teacher perspective survey
- Begin to identify solutions to current challenges with the evaluation process