

INTRODUCTION

After reading the Introduction, the reader will be able to explain

- a. our purpose for writing this book
- b. the information contained in each chapter

Why This Book Is Unique among Other Books on This Topic

The authors of this book have careers of more than 36-years focused on educator evaluation. In this time, we have read most of the books and articles written on the topic. The authors and the consultants in our organization have applied those concepts in more than 150 school districts in six U.S. states. We can say with a high degree of confidence that this book is unique for the following reasons.

1. No other book contains the melding of such a high level of longitudinal practical experience with such an exhaustive, longitudinal review of what has been written on the topic of educator evaluation in the past 36 years.
2. No other book has authors with experience on the topic from the perspective of teachers, school clinical professionals, union officers and union grievance representatives, curriculum leaders, assistant principals, principals, special services (special education and related services) administrators, assistant superintendents for human resources with responsibility for district-wide teacher evaluation and all labor relations, and consultants on the topic of educator evaluation to nearly 100 school districts in half a dozen states in the U.S.
3. It is the only book by authors who have participated in the evaluation of more than 1,500 underperforming staff.
4. It is the only book that explains the “hand-in-glove” relationship that must exist between a district’s professional development program and its educator evaluation program. The most current, effective practice in this area has moved from supervision and evaluation systems to supervision, evaluation, and *development* systems. Districts now tie together their educator evaluation and professional development. In Chapter 1, this relationship is explained. It is then reinforced throughout the book.
5. Most books deal with “teacher evaluation,” as is noted in most of their titles. In this book, we address the evaluation of teachers and of other professional school posi-

tions, such as school clinical professionals (e.g., guidance counselors, psychologists, nurses, occupational therapists, speech and language therapists), administrators, and others.

6. It is the only book on educator evaluation that has a significant component related to understanding how educator unions/associations address educator evaluation. The information on this topic is the result of our organization having four educator evaluation consultants who also served many years as educators' union/association officers before becoming evaluators. This knowledge has been informed by our work with more than two dozen educators' union/association presidents.
7. It is the only book that addresses all aspects of creating an effective operating system of supervision, evaluation, and development throughout the school district as it pertains to low performing staff. It deals with (a) district structures that superintendents and assistant superintendents need to put in place; (b) the skills and competencies individual evaluators need to be effective with all educators; (c) the specialized skills and the competencies needed to deal with underperforming tenured (a.k.a. professional teacher status, permanent status) educators; (d) the skills and competencies needed to deal with progressive discipline; and (e) the skills and competencies needed to work effectively with educator unions/associations. All of the books currently in print only deal with one or two of these components, and a reader would need to purchase three to five books to get all the competencies. In addition, these books would be written by different authors and difficult to integrate into a single coherent program.
8. It is the only book that contains such a large number of actual examples and models, all of which come from real educator evaluations. Included with the models are criteria sheets that evaluators and district administrators with district-wide responsibility can use for self-assessment of their work and continual improvement.
9. Most books are designed to use a specific program that has been developed by its author and the book is only applicable to that model. Readers typically must figure out a way to apply what is taught in the book to their own district's model. This book, however, is designed to be used with *any model*. The previous edition has been used with models by Charlotte Danielson, Robert Marzano, Kim Marshall, and a number of models developed by individual states and provinces. The book does contain its own Ribas Associates model in Chapter 9 if a district needs to adopt a model. However, Chapters 1–8 are readily applicable to every model now in use.

The Longitudinal Practical Knowledge and Longitudinal Review of Literature That Went into Writing This Book

Bill Ribas's Experience with Educator Evaluation

My interest in educator evaluation began in 1980, when I served in the role of vice president of a local educators' association/union. The teachers in the district had just completed a state labor-board election to certify the district's first teachers' union (educators' association). As vice president of the association, I was chosen to chair the negotiations of the district's first contract between the educators' association and the school board. One component of that contract was the development of a process for the evaluation of teachers. Because the district did not have a formal process for evaluating educators, I began to read about different models for teacher evaluation. Once the contract was negotiated with the new teacher evaluation system, I was asked to take the role of chair of the association's grievance committee. This seemed a logical job for me, since I had been intimately involved in the development and bargaining of all the articles in the teachers' contract. My first experiences with representing teachers in this capacity were related to interpretations of the supervision and evaluation clause in the contract.

I credit the National Education Association (NEA) for providing me with excellent nuts-and-bolts training in teacher supervision and evaluation, which I would draw upon for the rest of my career. I would subsequently go on to earn a master's degree and doctorate, and spend 16 years in school administration. During that time, I learned a great deal about educator supervision and evaluation. However, my early lessons from the NEA contained important components that did not appear in my subsequent academic and administrative training.

In 1986, I was hired for my first administrative position (assistant principal) and was trained by the district in a model of clinical supervision and evaluation. At the same time, I was working on my PhD in school administration. This offered me a great opportunity to examine and practice teacher supervision and evaluation both from an academic perspective and a boots-on-the-ground perspective. Subsequently, I would work in administrative roles, such as a principal evaluating a multitude of teacher and clinical support staff, as well as a director of student services evaluating special education teachers, guidance counselors, speech and language pathologists, occupational therapists, school nurses, school psychologists, and social workers. In those 16 years in both roles, I personally evaluated just about every professional position that existed in a school district. My fascination with the supervision and evaluation process continued and influenced much of my professional reading and other professional development activities in this area.

In 1995, I had a unique opportunity when I was hired as the assistant superintendent for personnel (a.k.a. human resources or human capital) in a nearby, nationally

renowned urban-suburban school district. This position gave me the opportunity for district-wide leadership in labor relations, particularly in staff supervision and evaluation. Charged with improving a supervision and evaluation program that was functioning poorly, I set out to learn all I could about the topic. I examined a long list of models and training programs before deciding that none provided all the components needed for an effective model of teacher supervision and evaluation. It was then that I began the work of creating the program for effective district-wide educator supervision, evaluation, and development that would, in 2002, become the topic of the first edition of this book.

In 1999, I began consulting for other school districts on a part-time basis, assisting them with improving their supervision and evaluation programs as I continued my work as an assistant superintendent. In 2002, I left the assistant superintendent position to devote myself full time to this work. In this role, I have had the opportunity to work with a number of supervision and evaluation programs across the U.S. and Canada. These experiences and the continuing development of the professional knowledge based on educator supervision, evaluation, and development led to the publication of the 2005 edition, the 2011 edition, and now this edition of this book. Since 2002, the other consultants in our organization and I have used the various editions of this book to work with school districts, developing supervision, evaluation, and development systems, in addition to training teachers and administrators in those systems. The collective knowledge obtained in those educator evaluation-related positions, combined with the most current professional literature on the topic, has gone into the creation of this edition and the model it contains.

As our organization has grown to more than 10 supervision, evaluation, and development trainers, we have had frequent opportunities to come together as a group and discuss what works and what does not work.

Carol Gregory's Experience with Educator Evaluation

After I completed my well-supervised, initial three years as a teacher in an urban-suburban school district more than 30 years ago, I was told on several occasions that I was a skilled educator who didn't require a formal evaluation. Like so many of my colleagues in the 1980s, I worked to learn

and use the pedagogy and content skills I needed to improve my practice. I sought out collaborative relationships with my colleagues, carefully observed my students to see what worked and what didn't, and participated in as many professional development opportunities that related to my work as I could manage. My relationships with my evaluators were always positive and professional, but not always central to my growth as an educator.

Now a veteran teacher, I served on the representative council, and both Unit A and Unit B negotiating teams before completing a two-year cycle as the union president in that urban/suburban school district in the early 1990s. The training I received from the Massachusetts Teachers Association (the Massachusetts State Teachers'

Union) about teacher evaluation was as thought-provoking as it was comprehensive. As a new union president, I was suddenly in a position to closely read and actually negotiate a teachers' contract, review the number and type of grievances filed during the union's history, attend meetings convened to discuss a teacher's poor performance, and review system-wide data regarding the implementation of the current teacher evaluation system. I was not surprised to learn there were a number of skilled teachers who had been evaluated fewer times than required by contractual agreement. What was surprising to me was the number of struggling teachers who were evaluated by new or inexperienced evaluators. These evaluators were often given a one-time training regarding the skills required to implement a teacher evaluation system. Absent any regular refresher training, these evaluators often provided an analysis of a teacher's practice and hints about how to improve it, but usually did not write the clear, evidence- and research-based, declarative sentences that could help a struggling teacher improve his or her practice. In addition, I saw evaluators valiantly attempt to help teachers improve their practice while complying with a contractual agreement to use information gathered from a *single, announced classroom observation conducted every other year*. Teachers were working on their practice in ways often unconnected with the evaluation process. Absent any analysis of data or individual discussion of practice, evaluators were left to use professional development activities as a one-size-fits-all means of helping teachers improve. Struggling teachers were often oblivious to their evaluator's concerns until it was too late to make a change. The year-long pause between observations and the unevenness of the administrator's evaluation skills were striking and unsettling to me both as a teacher and an evaluator. The data that informed the new teacher evaluation initiative across the U.S. caused me to realize these specific challenges were more common across the U.S. than I realized.



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And then I became an administrator, serving first as a vice principal of a K-8 school and then as a middle school principal in two different districts. Like any administrator, responding to new mandates, implementing new initiatives, adjusting to a changing student demographic, responding to increased enrollment, monitoring school building projects, and responding to society's innovations and quirks that reach inside the school house became the work or crisis of the moment. Then I understood the crush of competing agendas that pull every evaluator away from the most important things happening in any school on any day—teaching and learning.

During the next years, I worked to hone my administrative and evaluation skills. Sometimes I was successful, and sometimes not. What I realized—after analyzing the mistakes I made in my early work as an administrator and evaluator—was what all good educators already knew: focusing on teaching and learning is key. As a middle school principal in two different school systems in Massachusetts and as director of human resources and assistant superintendent in two other systems, I worked to focus

my own practice, as well as the practice of the other evaluators with whom I worked, to this purpose. We improved our students' learning experiences and achievements by using an evaluation system to help teachers reflect on and improve their practice.

In my current role as a consultant, I frequently hear evaluators with whom I work confirm the importance of viewing evaluation as a co-operative, long-term commitment that supports continuous improvement in teaching and learning. They confirm that honing their observation, analysis, conferencing, and writing skills is essential to maintaining an effective, productive, and positive relationship with the teachers they evaluate. Whether an educator is soaring or struggling at a specific moment in time, we have an opportunity to gather information about the teaching and learning happening in the classroom, to help the teacher reflect on that information and adjust his or her practice to create a positive change for young people.

During the past eight five years of consulting work with evaluators, I have had the opportunity to help multiple different school systems in Massachusetts negotiate new educator evaluation language to meet the requirements of the 2011 Massachusetts Department of Elementary and Secondary Education regulations. My consulting work with more than 30 school systems has been a celebration of the evolution that has taken place in educator evaluation since my years as a novice educator.

From this point forward in the book, references to “we” reflect the collective wisdom of the authors, nine other educator evaluation trainers, dozens and dozens of superintendents and assistant superintendents, and an innumerable number of principals and other evaluators.

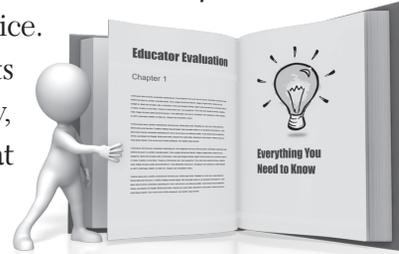
Overview of the Contents of the Book

As stated above, the structure of this book is unique because it addresses all aspects of educator evaluation from multiple perspectives. Those diverse bodies of skill and knowledge have been categorized into four components that district administrators and the educators' associations must understand in order to have an effective program of supervision, evaluation, and development. These components—*Educational, Social, Emotional* (of the evaluator, educator being evaluated, and the school), and *Legal* (ESEL)—and definitions of *supervision, evaluation, and development* are explained in Chapter 1, and referenced throughout the book. The book is structured with eight chapters.

Chapter 1 discusses the change from supervision and evaluation as a solely summative process controlled completely by the administrator to the professional growth cycle model that is now in use in many school districts. For the remainder of this book, you will hear us refer to the *supervision, evaluation, and development system* rather than the *supervision and evaluation system*. As discussed in Chapter 1, you will see how the educator development process (professional development) is now inseparable from the supervision and evaluation processes; they must be a single

process designed to create positive change in teacher performance to ultimately raise student achievement. Chapter 1 also explains some of the common terms used in supervision and evaluation, such as *supervision*, *evaluation*, and *clinical supervision and evaluation*, and it describes how they apply to daily practice.

It then goes on to explain each of the four ELPS components (*Educational, Legal, Political, and Social-Emotional*). Finally, Chapter 1 contains a list of the social-emotional skills that educators demonstrate. Each skill contains a list of specific, observable social and emotional behaviors that can be developed when working with a low performer in the supervision and evaluation process.



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Chapter 2 explains how evaluators can use classroom and clinical workspace observations to assist teachers in the supervision, evaluation, and development of underperforming educators. It describes the techniques for gathering data during classroom and workspace observations, the process of analyzing that data, and the skills for effectively converting that data into clear, concise, oral, and written feedback for educators. It explains the wide array of observation types, such as full lesson, short, announced, unannounced, comprehensive, focused, and consecutive, all of which are used to gather data about classroom teaching. In this chapter, we look at the full array of observation types and the best type to use in different situations. We look at observations that are completed outside of the classroom or clinical service areas, such as behavior in faculty meetings and professional development, completion of student supervision responsibilities in hallways, auditoriums, cafeterias, playgrounds, and at extracurricular events.

Chapter 3 looks at all the sources of data (other than observations of lessons, clinical work, and other student supervisory responsibilities) that educators should examine during the supervision, evaluation, and development process. It teaches supervisors how to gather and analyze these various data sources. Supervisors also learn to determine which sources of data are *information* and which are *evidence* and the appropriate use of each. The chapter concludes by describing how to gather all the data sources and write the summative evaluation report at the end of the year or the end of the multiyear evaluation cycle.

Chapter 4 discusses the different types of educator evaluator conferences that are used in the supervision, evaluation, and development process. It provides supervisors with concrete strategies for maximizing the effectiveness of those conferences. Readers learn the complex social-emotional dynamics that come into play when a supervisor is conferencing with an educator about job performance. These dynamics become significantly more complex when working with the low performer. Evaluators learn how to plan and execute effective conferences that give clear, concrete, concise, and sensitive feedback. They learn how to address negative responses, such as defensive, denial, or “attacking” and blaming behavior, when conducting difficult conferences.

Chapter 5 looks at the procedures and social-emotional dynamics for working

effectively with low-performing, tenured educators. It includes creating and implementing effective enhanced goals plans for educators who are at the low proficient level, directed growth plans for educators rated as “in need of improvement,” performance improvement plans for educators performing at the unsatisfactory (a.k.a. below standard) level. It teaches important legal concepts that can complicate such evaluations, such as due process, rules of evidence, harassment, the Americans with Disabilities Act, the Weingarten Rights, state and provincial laws, contract law, right of protected class employees, and the Duty of Fair Representation, which all are directly related to working with low-performing tenured educators and with protected classes of employees. Readers will learn how to improve the work of educators with a history of low performance or, if these educators fail to improve, how to remove them legally and respectfully. As of the writing of this book, its authors and consultants have themselves completed or trained and coached other administrators through more than 1,500 evaluations of underperforming tenured educators. In every case, the educator improved or left the district. Fewer than 1 percent of these cases have ended up in some sort of litigation, such as an arbitration or a court proceeding.

Chapter 6 looks at the concept of progressive discipline. This is the structure for addressing those times when the behavior of educators (or other employees) must be corrected immediately and cannot wait for the full supervision, evaluation, and development cycle to occur. It also addresses instances of educator misconduct that require immediate disciplinary action. The chapter shows how progressive discipline issues are integrated into an educator’s evaluation. It contains a protocol for conducting investigations, documenting employee misconduct with memos or reprimands, and a variety of other easy-to-use resources.

Chapter 7 looks at the structures needed at the district level for effective teacher supervision, evaluation, and development systems. These are the structures put in place by assistant superintendents, superintendents, and school boards that enable the evaluators doing the actual supervision, evaluation, and development to do so in an effective manner. Training and coaching individual evaluators alone will not yield effective educator supervision and evaluation in a school district. Effective district-wide supervision, evaluation, and development systems require a system-wide approach that includes ongoing efforts to train, coach, support (technically, socially, and emotionally), and assess the work of individual supervisors. This chapter gives district leaders a step-by-step process for creating this system-wide approach.

Chapter 8 looks at the relationship between the educators’ associations (unions) and management as it relates to a district’s supervision, evaluation, and development system. It helps labor leaders and administrators understand each other’s perspective and work together to provide a system that is fair, supportive, and increases student performance levels.

Administrator Evaluation

Most of the skills that are used to evaluate teachers and school clinical staff are also used to evaluate administrators. However, the context of the skills can be different. For example, we don't assess administrators teaching classroom lessons or providing counseling services. We do observe administrators running faculty meetings and professional development. We address administrator evaluation by providing a section on administrator evaluation at the end of each chapter that applies what has been learned in the chapter to the evaluation of administrators.

Conclusion

The supervision, evaluation, and development process is a district's primary tool for positively impacting the social-emotional environment for the adults while maintaining quality control and raising student achievement. As you read this book, you will see that this is one of the few processes that impacts every educator who works with every student in the district. Creating a system for successfully developing, supervising, and evaluating low performers can be a daunting task. The reason for this is that an effective system-wide program can only be achieved if the evaluators, the educators being evaluated, and the educators' associations/unions understand and attend to the educational, social, emotional, and legal (ESEL) dimensions of the process. Historically, the expertise, time, and money needed to provide adequate training for such a program has forced most districts to focus on, at best, only one or two of these dimensions. Consequently, evaluators and educators who work with low performers are often frustrated with the supervision, evaluation, and development process because they lack the understanding, training, and support needed to effectively attend to all four dimensions.

This book provides districts with the tools to systematically and cost effectively assess and improve their supervision, evaluation, and development programs, so they can successfully address all aspects of underperformance. The book combines the most current research and practice in the field with insights from authors and consultants who each have more than 36 years of practical experience working on this topic as educators' association/union officers, educator evaluators, district administrators in charge of district-wide educator evaluation, and educator evaluation consultants charged with improving educator evaluation in nearly 100 school districts.

This book is a practical guide that school boards, administrators, educators' associations, and individual evaluators can use to ensure that the supervision, evaluation, and development of low performers in their schools, departments, or districts results in higher student achievement while maintaining positive relationships between the educational professionals, their supervisors, and their educators' association/union representatives. Every example in this book is an actual example taken from our work and that of consultants in our organization while working with school-district personnel in districts ranging from only 800 students to as many as 130,000 students. This is a book *by practitioners for practitioners*.

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