

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 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. Previous editions of this book have also been used in Canada and Europe.

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 in the field of educator evaluation 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 more than 150 school districts.
3. This is the only book by authors who have participated in the evaluation of tens of thousands of staff in every school job and at every level of performance.
4. This is the only book that examines the significant role that the social and emotional skills and reactions of the educator and the evaluator play in the process.
5. This is the only book that explains the “hand-in-glove” relationship that must exist between a district’s professional learning program, student assessment 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 professional learning systems. Now districts integrate their educator evaluation, student assessment data, and professional learning. In Chapter 1, this relationship is explained. It is then reinforced throughout the book.

6. Most books deal with “teacher evaluation,” as is noted their titles. In this book, we address the evaluation of teachers and of other professional school positions, such as school clinical professionals (e.g., guidance counselors, psychologists, nurses, occupational therapists, speech and language therapists), administrators, and others.
7. This is the only book on educator evaluation that factors in an understanding of how educators’ associations/unions address educator evaluation. The information on this topic is the result of our organization’s having four educator evaluation consultants who have also served many years as educators’ associations/unions officers before becoming evaluators. This knowledge has been informed by our work with more than two dozen educators’ union/association presidents.
8. This is the only book that addresses all aspects of creating an effective system of supervision, evaluation, and professional learning throughout the school district. It deals with (a) the 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 (teachers, school clinicians, and administrators); and (c) the skills and competencies needed to work effectively with educator unions/associations. All the books currently in print only deal with one or two of these components; a reader would need to purchase several books to get all the competencies. In addition, those books would be written by different authors and difficult to integrate into a single coherent program.
9. This is the only book that contains hundreds 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-assessing their work and continual improvement.
10. 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 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. This book does contain the Ribas Associates model in the appendices, if a district needs to adopt a model.

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 as 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'¹ 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 teachers². Because the district did not have a formal process for evaluating educators, I began to read about different models for evaluating teachers. 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 developing 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 the excellent nuts-and-bolts training in educator supervision and evaluation that 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. The position offered me a great opportunity to examine and practice educator supervision and evaluation both from an academic perspective and a boots-on-the-ground perspective. Subsequently, I would work in administrative roles as an assistant principal, then as principal evaluating a multitude of teacher and clinical support staff, and then as a director of student services tasked with evaluating special education teachers, guidance counselors, speech and language pathologists, occupational therapists, school nurses, school psychologists, and social workers. During those 16 years in these 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 compo-

1 At that time, only teachers were in the union, so the name *Teacher Association* was used rather than *Educator Association*.

2 At that time, everything written about performance evaluations in schools was solely about teacher evaluation. Oddly enough, even today most books only talk about teacher evaluation. However, in the past 20 years, there has been increasing need for evaluation systems that also address schools' clinical staff members and administrators. These staff members are addressed in this book.

nents needed for an effective model of educator 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 in 2002 would 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 and 2011 editions, and this updated 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 to discuss what works and what does not work.

Carol Gregory's Experience with Educator Evaluation

More than 30 years ago, after I completed my well-supervised, initial three years as a teacher in an urban-suburban school district, 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 colleagues, observed my students to see what worked and what didn't, and participated in as many professional development opportunities as I could manage. My relationships with my evaluators were always positive and professional, but not always central to my growth as an educator.

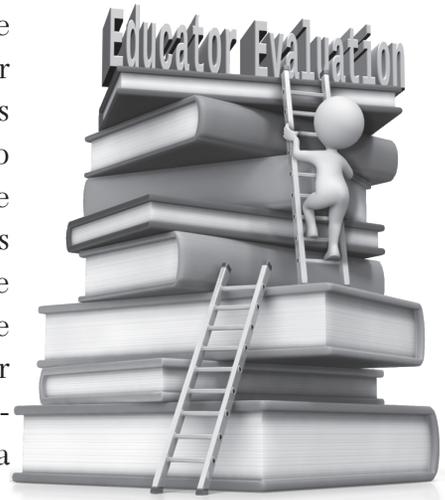
By now a veteran teacher, I served on the union representative council and Unit A and Unit B negotiating teams before completing a two-year cycle as the union president in an urban/suburban school district in the early 1990s. The training in educator evaluation that I received from the Massachusetts Teachers Association (the Massachusetts State Teachers' Union) was as thought-provoking as it was comprehensive. As a new union president, I was suddenly in a position to read and negotiate contracts for teachers and school clinical staff, review the number and type of grievances filed during the union's history, attend meetings convened to discuss an educator's poor performance, and review system-wide data regarding the implementation of the 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 educators who were evaluated by new or inexperienced evaluators. These evaluators were often given a one-time training in the skills required to implement an educator evaluation system. These evaluators often provided an analysis of an educator's practice and hints about how to improve it but, absent any regular refresher training, usually did not write the clear, evidence- and research-based, declarative sentences that could help a struggling educator improve his or her practice. In addition, I saw evaluators valiantly attempting to help educators improve while complying with a contractual agreement to use information gathered from a *single, announced classroom observation conducted every other year*. Accordingly, educators 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 educators 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 as both teacher and evaluator. The data that informed the new teacher evaluation initiative across the U.S. caused me to realize these challenges were more common across the U.S. than I realized.

Next, I became an administrator, first as a vice principal of a K-8 school, then as a middle school principal in an urban district, and subsequently in a suburban district. 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 became the work or crisis of the moment. I understood the crush of competing agendas that pull evaluators away from the most important things happening in school—teaching and learning.

During the next years, I worked to hone my administrative and evaluation skills. Sometimes I was successful and sometimes not. After analyzing mistakes in my early work as an administrator and evaluator, I realized what all good educators already knew: focusing on teaching and learning is key. As a middle school principal in two different school systems, and as director of human resources and assistant superintendent in two other systems, I worked to focus my own practice and that of other evaluators with whom I worked to this purpose. We improved students' learning experiences and achievement by using an evaluation system that helped teachers reflect on and improve their practice.

In my current role as a consultant, I frequently hear evaluators with whom I work



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confirm the importance of viewing evaluation as a cooperative, 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 educators they evaluate. Whether an educator is soaring or struggling at a specific moment in time, we can gather information about the teaching and learning happening in their classroom in order to help the educator adjust his/her practice to create positive changes for students.

During the past eight years of consulting work with evaluators, I have had the opportunity to help different school systems negotiate new educator evaluation language to meet newly enacted regulations. My work with more than 30 school systems has kept pace with the evolution of 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 of superintendents and assistant superintendents, and an innumerable number of principals and other evaluators.

Overview of the Contents of This Book

As stated above, the structure of this book is unique because it addresses all aspects of educator evaluation from multiple perspectives. These diverse bodies of skills and knowledge have been categorized into four components that district administrators and 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 *Procedural* (ESEP)—and the definitions of *supervision, evaluation, and development* are explained in Chapter 1, and referenced throughout the book. The book has nine 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. In this book, you will hear us refer to the *supervision, evaluation, and professional learning system* rather than the *supervision and evaluation system*. As discussed in Chapter 1, you will see how the educator professional-learning process (a.k.a. professional development) is now inseparable from the supervision and evaluation processes; they must be consolidated into a single process designed to create positive change in educator performance, and ultimately to raise student achievement. Chapter 1 also explains some 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.

Chapter 2 explains the four ESEP components (*Educational, Social, Emotional, and Procedural*). A significant part of the chapter addresses the five social emotional areas and the list of their related skills as they manifest themselves in adults. The list of skills contains specific, observable social and emotional behaviors that can be developed when working with educators in the supervision and evaluation process. Over the years, hundreds of evaluators have said to us, “You cannot change a person’s personality.” That is in part true. However, you can significantly change someone’s ability to identify personality traits that lead to counterproductive behavior with students and colleagues. Once identified, evaluators can teach educators how to replace counterproductive behaviors with more productive behaviors. If you change the behavior, you don’t need to change the personality.

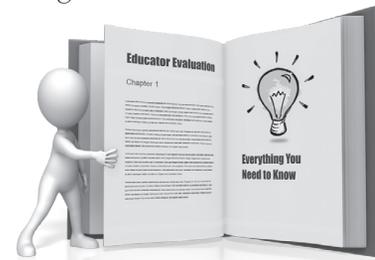
If you change the behavior, you don’t need to change the personality.

Chapter 3 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 and clinical practice. In this chapter, we look at the full array of observation types and the best type to use in various 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. Evaluators will learn to take the data gathered in observations and analyze it to make judgments as to which teaching, clinical, or administrative practices are effective and which are not. The chapter goes on to explain how evaluators can clearly communicate recommendations for transforming less productive practices to more productive practices.

Chapter 4 describes the techniques for gathering data during classroom and clinical workspace observations. It covers various note-taking formats, the use of check list protocols, the use of smart phones, and a number of other tools for gathering specific, comprehensive data. It continues with teaching how to analyze the data, and the teaching skills for effectively converting the data into clear, concise, oral, and written feedback for educators.

Chapter 5 looks at all the sources of data (other than observations of lessons, clinical work, and other student supervisory responsibilities) that evaluators should examine during the supervision, evaluation, and development process. It teaches supervisors how to gather and analyze these various data sources. Supervisors also 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 at the end of the multiyear evaluation cycle.

Chapter 6 looks at how educators sift through all the data they have acquired during the evaluation cycle, and how to turn the data into high-quality formative and summative evaluations.



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Chapter 7 looks at the different types of educator evaluation conferences that are used in the supervision, evaluation, and professional learning 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. Evaluators learn how to plan and execute effective conferences that give clear, concrete, concise, and sensitive feedback. They learn how to address counter-productive responses, such as defensiveness, denial, and blaming behavior, when disagreements arise in conferences.

Chapter 8 looks at the structures needed at the district level for effective educator supervision, evaluation, and professional learning systems. These are structures put in place by assistant superintendents, superintendents, and school boards that enable evaluators doing the actual supervision, evaluation, and development to do so effectively. 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. It explains how districts can address one of the biggest concerns educators and their unions have about performance evaluations: the lack inter-rater reliability. When we begin coaching and training in a district, we frequently find a very low level of inter-rater reliability. There is no consistency of expectations from one building or department to the next about what constitutes *proficient performance*, *below proficient performance*, or *exemplary performance*. Unions rightfully want evaluations across the district that are based on consistent, objective performance standards and benchmarks. An educator's rating *should not* depend upon who is doing the evaluation.

Chapter 9 discusses the relationship between educators' associations (unions) and management as it relates to a district's supervision, evaluation, and professional learning 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 students' performance levels.

We wrote this book to provide evaluators with the skills to work with the educator who meets or exceeds the district performance standards. Many of these skills are also effective with low performers. However, the full set of specialized skills needed to improve (or, if necessary, remove) an underperforming educator are beyond the scope of this book. The complete body of knowledge and skills to work effectively with these educators can be found in our book, *Low Performing Educators: Essential Skills for Teacher, School Clinician, and Administrator Supervision and Evaluation*.

Administrator Evaluation

Most skills that are used to evaluate teachers and school clinical staff are also used to evaluate administrators. However, the context for applying these skills can differ. For example, we do not assess administrators teaching classroom lessons or providing counseling services. We do observe administrators running faculty meetings and professional development. We examine artifacts such as memos, schedules, and budgets. We watch presentations to parent and community groups, and assess the effectiveness of the school's operations.

We address administrator evaluation in this book in its own section at the end of each chapter. We take the concepts from each chapter and apply it to the section on evaluating administrators. We provide tools for principals, assistant superintendents, and other who evaluate administrators to help them do so effectively.

Conclusion

The supervision, evaluation, and professional learning 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 supervision and evaluation is one of the few processes that impacts every educator and every student in the district. Creating a system for successfully developing, supervising, and evaluating all the district's educators can be a daunting task. This is because 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 procedural (ESEP) dimensions of the process. Historically, the expertise, time, and money needed to provide adequate training for such programs has forced most districts to focus on at best only one or two of these dimensions. Consequently, evaluators and educators who work within the supervision, evaluation, and professional learning process are frustrated because they lack the understanding, training, and support to effectively attend to all four dimensions of ESEP.

This book provides districts with the tools to systematically and cost-effectively assess and improve their supervision, evaluation, and professional learning programs, so they can successfully address all aspects of educators' performance. 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 more than 150 school districts. **Every example in this book is a real example taken from our work with school-district personnel in districts ranging from only 800 students to as many as 130,000 students.** It is a book by practitioners for practitioners.