

Ribas Associates and Publications, Inc. presents:

Eliminating Low Performance: Supervising, Evaluating, and Developing the Unsatisfactory, Needs Improvement, and Low Proficient Teacher and School Clinician

In their book, *Teacher Evaluation That Makes a Difference*, Robert Marzano and Michael Toth (2013, pp. 8–9) cite numerous research studies on the impact of teaching on student performance. This caused them to conclude that “replacing the bottom-performing 5 percent to 8 percent of teachers with average effectiveness could move the United States near the top of the international math and science rankings.”

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**THIS PROGRAM IS OFFERED IN A MINIMUM OF 24 HOURS
OF TRAINING TO A FULL 3 CREDIT GRADUATE COURSE WITH
39 HOURS OF TRAINING.**

Regardless of what your contract language states, without the supervision skills and due process taught in this program, you are unlikely to improve (or if needed remove) a low performing PTS/tenured educator without tens of thousands of dollars in litigation expenses.

Background:

Fortunately, only a small percentage of educators in any district perform at the unsatisfactory (about 2%), needs improvement (about 5%) or low proficient (about 10-15%) level. However, have you ever considered the financial, educational, and morale costs to your district of having even a couple of low performing educators – a person you cannot supervise and evaluate to a level at which he/she meets the district standard (or an educator who is perennially rated needs improvement or barely proficient)?

- Students in your district lose valuable learning time with substandard teaching. Two decades of value added research has shown that the bottom 20% of educators in any district have a significant negative impact on overall student performance.
- Parents and community members lose confidence and withdraw their financial support when they believe your district lacks the quality-control procedures to ensure a satisfactory opportunity for every child in every classroom. Recent U.S. Department of Education budgets have shifted hundreds of millions of dollars from public schools to charter schools, vouchers, and even home schooling. Much of rationale for this shift is the belief that substandard staff performance is allowed in public schools.
- The morale of hard-working and high-performing teachers is undermined when poor performance is not addressed through effective supervision and evaluation. In some cases, our best educators see poor performance “rewarded” with smaller class loads, teaching assistants added to the class, and/or transfers for low-performing educators” to less visible and less demanding jobs.
- Your district must cope with poor performance or pay large sums to buy out litigate, or “hide” the educator if you are unable to improve them (or remove them, if necessary).

Eliminating Low Performance: Supervising, Evaluating, and Developing the Unsatisfactory, Needs Improvement, and Low Proficient Teacher and School Clinician is designed to help districts avoid the above-mentioned costs. Evaluators learn the skills to improve these educators (or remove them, if they fail to improve). Ribas Associates spent 35 years working with teachers, teachers’ association officers, principals, superintendents, and others developing this training and writing the book, *Supervision and Evaluation of Teachers, School Clinicians, and Administrators: Educational, Social, Emotional, and Procedural Components*.

During and since that time, Ribas Associates consultants have trained and coached administrators on over 1,500 evaluations of educators who did not meet the district standard or barely meet the standard. ***In every case the outcome of the evaluations using this program has been either improvement or the person leaving the district.***

THE PROGRAM

PAGE 2

You can't afford not to do this!

The cost to a school district of litigation and associated expenses related to a poorly executed evaluation of a tenured teacher (professional teacher status in MA) not meeting the district standard has been found to be between \$50,000 and \$125,000 (*Education Week*, Jan. 23, 2008 p.1). Can your district afford not to provide this program for its evaluators working on difficult cases?

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The research indicates that few administrators address low performance among tenured/PTS educators because they lack the training and coaching needed to perform this difficult task. This program is structured to provide the specific skills needed to work effectively with these educators and show districts how to provide ongoing coaching for these administrators. As a result of the program, evaluators will be able to provide effective support and feedback and conduct a procedurally correct evaluation of an unsatisfactory, needs improvement, or low proficient educator by:

1. Following the district's contracted procedures, rubrics, and forms.
2. Obeying pertinent state laws and regulations.
3. Writing an effective improvement plan for an unsatisfactory educator, a directed growth plan for a needs improvement educator, or an enhance goals plan for a low proficient educator.
4. Observe, verify, document, and record direct and indirect data accumulated both within and outside (e.g. student assessment data, parent and student complaints, student failure rates, student work, discipline referral rates) of the classroom and clinical work setting. Use this data to measure the educator's level of success in meeting the requirements of the improvement, directed growth, or enhance goals plan.
5. Effectively triangulate the data collected to insure accurate judgments.
6. Effectively documenting the progress (or lack thereof) of the educator in meeting the requirements of the improvement, directed growth, or enhanced goals plan.
7. Effectively and consistently implement the procedures and appropriate rubrics in your district's supervision and evaluation system, teacher's contract, and state regulations.
8. Explain the impact of the law and how to work within the law during low performing teacher or school clinical staff evaluations, including the concepts of *due process, just cause, duty of fair representation, harassment, Americans With Disabilities Act, Weingarten Right, rules of evidence, insubordination, conduct unbecoming a teacher, incompetency, and incapacity, and failure to meet the district performance standards.*
9. Implement and document the steps of progressive discipline, if needed, including:
 - conducting and documenting investigations
 - writing reprimands
 - writing expectation clarification memos
10. Work effectively with the local educator union/association as it represents the teacher or clinician throughout the process.
11. Conference with a teacher or school clinical staff member about low performance and/or misconduct using strategies designed to maximize the level of educator change.



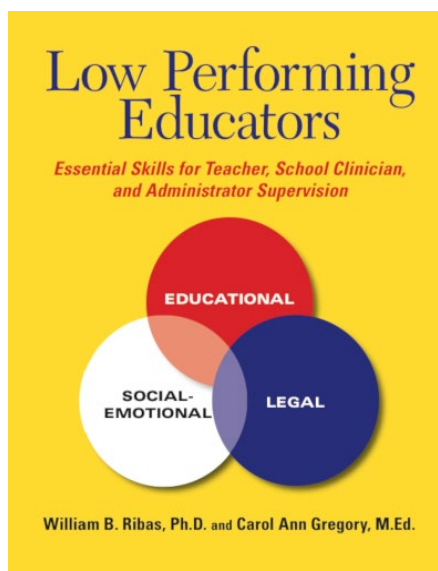
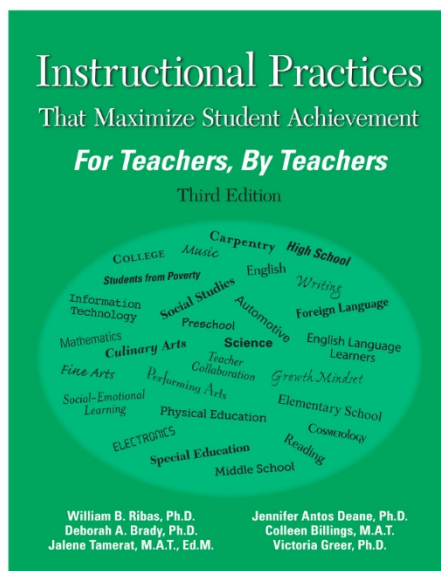
THE MATERIALS USED IN THIS PROGRAM

1. Ribas, W. and Gregory, C., *Low Performing Educators: Essential Skills for Teacher, School Clinician, and Administrator Supervision, first edition, (2019).*
2. Ribas, W., Brady, D., Tamerat, J., Deane, J., Billings, C. and Greer, V., *Instructional Practices That Maximize Student Achievement: For Teachers by Teachers, third edition (2017).*
3. Ribas, W. and Gregory, C., handout notebook of supporting materials for *Low Performing Educators: Essential Skills for Teacher, School Clinician, and Administrator Supervision, first edition, (2019).*
4. Video clips of classroom practice and simulations of educator conferencing.
5. Ribas, W, and Gregory. C., *Guide for Administrator Evaluation.* (2016).

FREE:

PRICE INCLUDES A **FREE** ACCESS SUBSCRIPTION FOR PARTICIPANTS TO THE RIBAS ASSOCIATES ONLINE RESOURCES (SJEIR PARAGRAPH BANKS, MODEL IMPROVEMENT AND DIRECTED GROWTH PLANS, CONFERENCE QUESTION BANK, AND MORE) FOR ONE YEAR.

Additional Graduate Credit Cost: For those who wish to receive 3 college credits, there will be an additional cost paid directly to Fitchburg State University (\$295). More information about this option can be found in your welcome letter and on the course's Moodle website.



Longitudinal research by Dr. William Sanders, based on value-added testing, published by the National Education Association, has found that, “When children, beginning in third grade, were placed with three high-performing teachers in a row (top 20%), they scored, on average, at the 96th percentile on Tennessee’s statewide mathematics assessment at the end of fifth grade.

When children with comparable achievement histories, starting in third grade, were placed with three low-performing teachers in a row (bottom 20%), their average score on the same mathematics assessment was at the 44th percentile.”

Sanders, W. and Rivers, J., Cumulative and Residual Effects of Teachers on Future Student Academic Achievement (Research Progress Report) Knoxville TN: U of TN Value-Added Research and Assessment.