

## **Surviving the Evaluation Process**

Some Contractual Language regarding Educator Evaluation is in Article VI of the Collective Bargaining Agreement:

A.1. “All monitoring or observation of the work performance of an educator will be conducted openly and with full knowledge of the educator.” -Your supervisor/administrator need to make it clear that YOU are the person they are there to observe.

A.3. “A duplicate copy of all written comments as a result of an observation will be given to the employee within five (5) duty days.” -If you have a poor evaluation but you don’t receive the written documentation within five workdays, you can request that it be omitted (but understand that this will result in another observation).

F.1. Non-tenured educators must be observed four times (twice before January 1 and twice before April 1). Tenured educators shall have minimum of two observations.

F.2. “The educator shall be observed by more than one (1) qualified professional person...” -the observers must be in an administrative position for their observations to be valid for evaluation purposes.

F.6. “...Tenured educators evaluations shall be completed by June 1. For non-tenured educators, evaluations shall be completed by April 15.”

Observation Meeting/s (2 for tenured staff / 4 for non-tenured staff):

1. After a particularly difficult observation, consider requesting a second observation. While a second observation will not replace a poor one, it not only demonstrates effort but also communicates to the observer that you don’t believe the first was an accurate representation of your professional skills.

2. While you should never become argumentative in this meeting, CCEA does encourage members to advocate for themselves if they feel that the observer took something out of context or is missing a critical piece of information.

### **General Advice about Observations and Evaluation Process:**

1. AVOID BEING CONFRONTATIONAL WITH YOUR ADMINISTRATORS BY EMAIL OR VERBALLY. With that being said, you SHOULD advocate for yourself and politely disagree where you feel that you might be unfairly criticized.

Basic premise to remember: “first obey, then grieve.” You don’t want to add insubordination to an already difficult situation.



2. LISTEN TO YOUR UNISERV! Unless you have been rated as unsatisfactory and terminated several times over the years, the UniServ is likely to have more knowledge on this matter than you.
3. When criticized for a particular teaching competency, ask the administrator giving the criticism to give specific suggestions on things you can do to improve your performance in the specific competency. It would be ideal to have the suggestions in writing, so you should consider having this conversation (or following up) by email.
4. Communicate with your observers and evaluators. Ask for techniques, suggestions, meetings, trainings, etc. that they believe will help you. This demonstrates an interest on your part to improve your professional skillset.
5. Follow up every critical verbal conversation with administrators in writing. In most instances, you should follow up with the person with whom you had the conversation, although this may not be appropriate in every situation.
6. **Rebut** any observations and evaluations when you don't agree with the rating, comments, and/or factual description at or around the time you receive the document. Usually, this rebuttal will be given to the supervisors. However, dependent upon the circumstances you may not want to do that. Speak with your UniServ about what's most appropriate for your situation. CCEA recommends sharing a draft of your rebuttal with either the President or UniServ Director prior to submitting.
7. **Rebut** any and all letters of reprimand and warning (Letters of Summary). Your Building Rep or UniServ should accompany you to any meeting that could be disciplinary (remember your Weingarten Rights: If this meeting COULD lead to discipline, I respectfully request that we reschedule to when I can have a representative present). You can assert your Weingarten Rights at any time during the meeting.
8. If you receive a plan of action (i.e. put on "Goals"), document exactly how and when you followed through with the recommendations detailed in it. Also document when and if your administrators did or did not provide you with assistance/resources. Your Goals should require effort/support on both parties.  
  
It is very important that you make every effort to follow through with the plan of action/Goals. While you don't have to change everything at once, you must demonstrate growth in the areas deemed insufficient. Finally, be sure that you understand all that is expected of you. If it is unclear, you must speak up and get clarity on what is expected and when.
9. If there is an instructional specialist you can speak to about the concerns that were raised, make every effort to speak with them and ask for suggestions (or to visit you at your worksite to offer feedback). Consider consulting with an educator mentor, department chair, and/or team leader for advice on how to improve your performance.



10. If your supervisor asks you to do something that you believe is unreasonable, confirm with them in writing that you are performing the task because they have asked you to do so. Be certain not to make this email sound confrontational or accusatory. If it is something you feel really uncomfortable doing, contact your UniServ or the local President for advice.

11. Keep all the confirmation correspondence suggested in this document in a secure file. This file should contain hard copies of all correspondence. Print your emails earlier rather than later, as emails may not always be available. Do not keep your only copy of this file at school.

12. Take at least one training/professional development program for at least one of the areas that was rated unsatisfactory (as a member, many of the PD offerings from MSEA are free to you).

13. If you are a new educator, ask that you be appointed a mentor. Also consider asking if you can observe an exemplary educator who teaches your same subject or grade.

14. If you have timeliness issues, show up 10 minutes early and be sure to swipe your badge into your respective school/worksites to verify that you were there on time. It is good practice to ALWAYS swipe your badge every time you enter your school/worksites. There are very few valid reasons/excuses for being late.

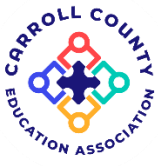
15. If you are having classroom management issues, make sure you are very familiar with the student code of conduct and Board policies on disciplining students.

16. MAKE SURE YOU TURN IN ALL DOCUMENTS (I.E. GRADES, IEP REPORTS, LESSON PLANS, ETC.) **ON TIME**. You should also document this by email.

17. Try not to alienate any parents and/or colleagues, if possible. If people other than your supervisor are able to say negative things about you, it tends to bolster an unsatisfactory evaluation.

18. If you have been accused of failing to keep an orderly room, post objectives, or create a classroom environment conducive to learning, make sure you take pictures of your classroom to prove the admin's expectations have been met (NO STUDENTS IN PHOTOS). Remember to timestamp/date each photo.

STATUTORY APPEAL RIGHTS: By law, you have the right to appeal (only) an Unsatisfactory Evaluation. This appeal is §4-205 (C). Speak to your UniServ if you feel that this evaluation is unjust or inaccurate (you have 30 calendar days to file the appeal from receipt).



### PRE-Evaluation Meeting:

1. Be sure to have a handful of examples of how you meet Domain 4. The onus of this domain is on the employee, NOT administration. Examples: [see domain 4 list below](#)
2. The evaluation meeting is designed to be a collaborative discussion. While the administrator and supervisor ultimately determine what the outcome is, you should be advocating for yourself throughout the process.
3. Try to anticipate the areas needing improvement (based on your observations). If you feel that during a particular observation a criticism was unwarranted or inappropriate (given the circumstances), be sure to address that.

## **Domain 4: Professional Responsibilities**

The CCEA Executive Board and Representative Assembly brainstormed ways to demonstrate your competency in Domain 4. We encourage you to identify artifacts that can support your professional responsibilities and take those to your evaluation meeting. You may need to explain or highlight what you do as a professional to your administrator or supervisor. Don't be shy, feel free to brag!

This is not an exhaustive list but guidance as you go into your evaluations.

### 4a. Reflecting on Teaching.

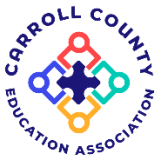
- IST Meeting, observation reflection, SLO progress monitoring/data analysis, Update lesson plans, differentiation, seek professional feedback/ observe colleague, 2<sup>nd</sup> Chance instruction, Educator Evaluation Portfolio (EEP), evaluate student progress, NBCT-Mentor, co-teaching, collaborative planning, visit other schools, IPD conference, WIG

### 4b. Maintaining Accurate Records.

- WIG, Performance Matters, SLO's (all subjects), Grades (time and accuracy), student/teacher attendance records , create rubrics, SpEd accommodations (checklist), detail parent contacts, grade print outs, planning notes, IEP/504 data, Assessment data, 2<sup>nd</sup> Chance Learning data, SMART goals, running records, PBIS, behavior chart, anecdotal records, OneNote data pages

### 4c. Communicating with Families.

- Weekly emails, team updates, newsletters, calendar of upcoming events, phone calls, maintain Schoology (artifacts)/groups, 504/IEP meetings, promote +/-, behavior reports, parent-teacher conferences, counselors/admin for sensitive discussions, Partners for



Success flyers, positive notes home, class dojo, data binders, school to home folders, students of the week/month, success nights, PBIS

#### 4d. Participating in a Professional Community.

- PLC, IPD, NBCT Cohort, Grad School classes, MSEA/NEA conferences, Professional presentations, Kid Talk, book study, outside training, partner planning, joint SLO, Nearpad, collaborative planning, department/subject area meetings, Academies, professional collaboration, CCEA/MSEA/NEA, membership in professional organization, coordinate with SpEd, SIT, school committees

#### 4e. Growing and Developing Professionally.

- PLC, Grad classes, NBCT, mentoring intern/student teacher/new teacher, inclusion, coordinators tutoring, AP conferences/grading, MCAP, Performance Matters, grading, PD (technology, Schoology, supervisor, etc.), join cohort, MSEA/NEA conventions & training, collaboration (across schools, grades, subject, resources), become a school leader, read professional journals/articles, CPD credits

#### 4f. Showing Professionalism.

- Dress for Success, fulfill expectation, Out of Office autoreply, attend school/community events, Read Across Maryland volunteer, email etiquette, respond promptly to emails/phone calls, take courses, NBCT, collaborate with peers, school spirit, newsletters, be punctual, try new techniques/ideas from other countries/online (EX: Building Thinking Classrooms from Canada)