

# LEVERAGING



***FTA-sponsored Training***

***September 22, 2015***

***Scott Hatfield, Bullard High School***



## **GOALS:**

- to receive ***your feedback*** about the Evaluation process
- to understand what ***your contract*** says about being Evaluated
- to review the tools ***your peers*** negotiated to help you develop your Evaluation Plan
- to help you leverage iAchieve ***in your favor*** within the Evaluation Process

**YOUR FEEDBACK:** we ask that members who are here take a brief ***Survey*** so that we can capture a ‘snapshot’ of where FUSD teachers are at in the Evaluation Process. We believe that if you chose to be here tonight, you are a teaching professional who wants to excel. You aren’t here “just to get by”. By being here, you’re committed to the process of continual growth that characterizes the teaching profession. FTA’s leadership truly appreciates that commitment, and we ask you complete the ***Survey*** to help us better serve you and other teachers who may be Evaluated this year, or in the years to come.

## ***KNOW YOUR CONTRACT: Article 16 (Evaluations)***

In general, the judgments reached by the evaluator are **not** subject to the grievance procedure unless there is an allegation that they somehow failed to follow one of the provisions of Article 16. That's why it's important that every member have a copy of the Collective Bargaining Agreement. You can get a copy of the current CBA on-line from the district here:

<http://www.fresnounified.org/dept/hr/employees/info/Collective-Bargaining-Agreements/FTA-Fresno-Teachers-Association.pdf>

Better yet, just visit the redesigned FTA website, here:

<http://www.fresnoteachers.org/>

The most relevant passages in the CBA are highlighted below, but for the full text, you should get the whole thing as a PDF file for yourself, to refer to any time during the Evaluation Process:

- (1.1) Probationary and temporary unit members shall be evaluated annually. Permanent and temporary unit members with more than three years' full-time service shall be evaluated at least every two years.
- (1.2) Permanent unit members who have been with the District at least ten (10) consecutive years, who are "highly qualified" . . . [under NCLB] . . . and whose most recent evaluation rating is "meets" standards may be evaluated up to every five years [at evaluator's discretion].
- (2.1) Unit members shall receive an overall rating of "Demonstrates Expertise," "Meets Standards", "Growth Expected," or "Not Meeting Standards" in each of the six standards of the CSTP.
- (3.1) The criteria for evaluation shall be based on Ed Code, the CSTP and the CSTP Continuum . . . [and]
- (3.2) . . . shall include the use of multi-faceted evidence of teacher practice, student learning, and professional contributions to determine the level of teacher effectiveness in measuring . . . [student progress]
- (4.1) Before the close of the first three (3) weeks of the school work year, unit members to be evaluated shall be notified and be informed of his/her assigned evaluator . . .

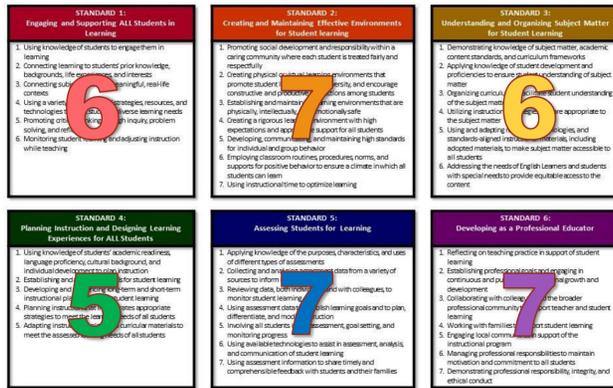
**(This is the beginning of the Evaluation Process. At this stage, members should possess a copy or receive a copy of the CSTP's and the *Continuum of Standards*)\***

- 4.2 By the end of the sixth (6th) week of the school work year, each evaluatee shall be responsible for preparing a written ***Evaluation Plan*** containing specific performance goals and objectives and identifying standards to be achieved for improving professional practice and optimizing student academic growth . . . .

## A Little History: the CSTP's and the Continuum of Standards

The original CSTP's were adopted by the state in 1997. Beginning in 2000, FTA and the district began a process of collaboration to develop professional growth expectations based on the CSTP's. More than 30 teachers were involved with the original pilot program, including former FTA President Sherry Wood and current Board member Al Chand.

Building on this work, FTA and the district developed the Continuum of Standards in 2011. At the present, the use of both CSTP's and the Continuum is a part of the Collective Bargaining Agreement . . . **but it is probably fair to say that not all members have adopted them as part of their regular practice.**



At first glance, the sheer size and scope of the CSTP's can be intimidating. **There are 37 Elements in all within the CSTP's.** But what many teachers fail to appreciate is that this detailed and comprehensive set of standards is a significant challenge for Evaluators, as well. Imagine if they had to actually provide a rating for each of the 37 separate Elements, with evidence supporting their claim for each rating!

As a result, the Evaluation Process in our district deliberately begins with the teacher developing some goal around just one of the CSTP's. But, if we think about it carefully, teachers have an incentive to make the Evaluation Process as detailed and comprehensive as possible. We are the ones being evaluated, and we are the ones who spend the time in our classrooms, working with our students.

**The way to leverage the Process in our favor is to provide overwhelming evidence** that we are meeting all six standards, that we have considered and are attempting to address all 37 Elements.

**But how should teachers develop this overwhelming evidence?**

The answer to that question is that the **Continuum of Standards** provides a model with many examples of how to demonstrate excellence in a particular standard.

**Suppose, however, that the teacher presents all the evidence, but to an incompetent or unprincipled Evaluator. How can teachers compel Evaluators to acknowledge that this evidence exists?**

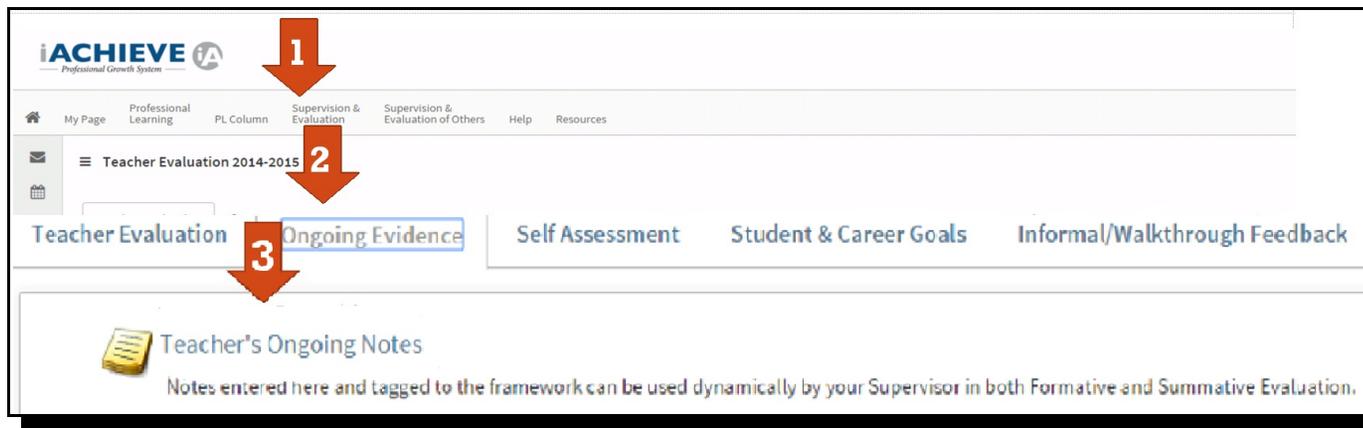
Surprisingly, the answer to that question has been provided us by the district. The answer is . . .

The **iACHIEVE** Professional Growth System **Web Site:** Documenting Your Practice, Leveraging the Process in Your Favor

First, let's go to the web site (accessible from the district's main STAFF page):

<https://iachieve.truenorthlogic.com/U/P/Channel/-/Guest/Login>

You'll log in with the same user name and password you use for most other district sites. Once there, you can either click on the button that says "My Evaluations", or go to "My Page", and find your current or most recent Teacher Evaluation under **PLAN DETAILS**. Click on that Evaluation. Once inside your current Evaluation, click on the tab that says, "**ONGOING EVIDENCE**." Within this you'll find a box with a link entitled "**TEACHER'S ONGOING NOTES**". This is going to become your favorite place in **iAchieve**.



Why? One of the chief sources of teacher anxiety in the Evaluation Process is the concern that Evaluators will fail to notice or record key aspects of instructor practice.

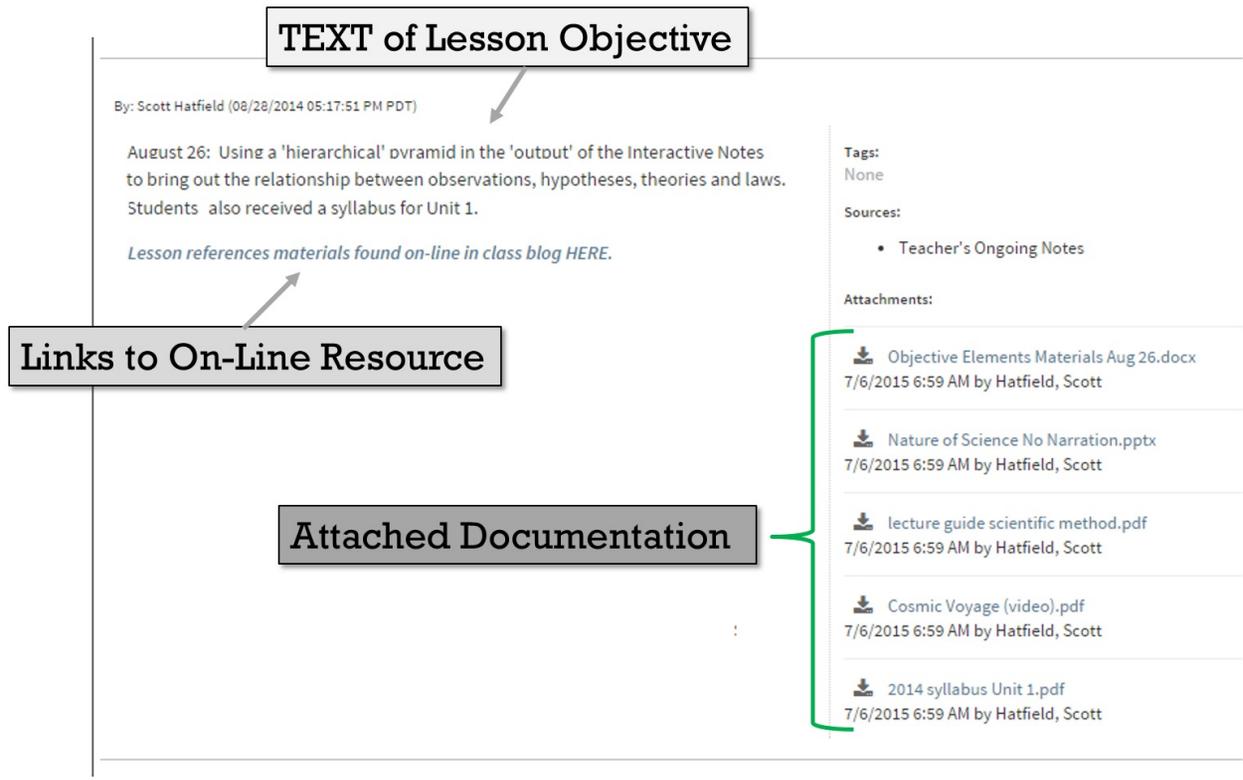
And, since many of the elements of the CSTP's are preparatory or reflective in nature, they can't easily be observed during a lesson.

Clearly, there are aspects of the Evaluation Process that are not leveraged in the teacher's favor. Using your Ongoing Notes within iAchieve changes all of that. After all, within these Notes you can:

- specifically identify the **CSTP(s)** and any of the 37 Elements covered or demonstrated in a particular lesson.
- embed links to **on-line resources**
- attach copies of **assessments or other materials** used
- document how a specific **SMART Goal** developed with the Evaluator

Especially useful: take **pictures** of the area of the classroom where standards and lesson objectives are shared with students (and, of course, with evaluators). Either attach the pictures to a Note, or embed them in a document attached to the Note. This becomes evidence that these items were posted on a given day, whether or not noticed or recalled by any administrator during a lesson.

Example of all the evidence aligned with CSTP's and the Continuum that can be placed in a single ***Teacher's Note*** within 



**TEXT of Lesson Objective**

By: Scott Hatfield (08/28/2014 05:17:51 PM PDT)

August 26: Using a 'hierarchical' pyramid in the 'output' of the Interactive Notes to bring out the relationship between observations, hypotheses, theories and laws. Students also received a syllabus for Unit 1.

*Lesson references materials found on-line in class blog [HERE](#).*

**Links to On-Line Resource**

**Attached Documentation**

**Tags:**  
None

**Sources:**

- Teacher's Ongoing Notes

**Attachments:**

- Objective Elements Materials Aug 26.docx  
7/6/2015 6:59 AM by Hatfield, Scott
- Nature of Science No Narration.pptx  
7/6/2015 6:59 AM by Hatfield, Scott
- lecture guide scientific method.pdf  
7/6/2015 6:59 AM by Hatfield, Scott
- Cosmic Voyage (video).pdf  
7/6/2015 6:59 AM by Hatfield, Scott
- 2014 syllabus Unit 1.pdf  
7/6/2015 6:59 AM by Hatfield, Scott