

Summary of Teacher Appraisal: “A” Group Feedback

November 7, 2007 Concerns Considered:

- ✓ Make the document understandable for all, be consistent, use bolding
- ✓ Make sure that it's not redundant so that people don't disregard it
- ✓ It makes sense to have cultural competency embedded
- ✓ I like the bullets, I think that it helps
- ✓ How do you determine an “avid interest”?
- ✓ Ensure we can tell what you're talking about, make the language clear & concise
- ✓ There is overlap across and within domains (of things be measured)
- ✓ There needs to be fluidity from Exceptional to Unacceptable
- ✓ Concerns around “# of referrals”, perhaps change to “an appropriate amount”
- ✓ Should be common ideas across from Proficient to Exceptional-not new ones introduced
- ✓ Look at district values listed under domains (i.e. absence of courage-student learning)
- ✓ You can tell more thought has been put into identifying “meaning” of things
- ✓ At what point does this become overwhelming? Does Less=More=Stronger???

Process Related Concerns:

- ♥ Include examples: Look Fors & Essential Questions
- ♥ How do you observe some of the subjective things?
- ♥ Conversations surrounding the evaluation is critical to ID some of the elements
- ♥ Tie essential questions directly to each element; especially for new teachers
- ♥ We'd like a list of indicators and artifacts
- ♥ We need more elementary indicators

