

From: Josh Andrews <jandrews@craigschools.com>
Subject: Re: Draft Certified Teacher Self-Assessment and Evaluation Tool
Date: April 16, 2021 at 9:39:50 AM AKDT
To: Chris Reitan <creitan@craigschools.com>
Cc: CES Teachers <cesteachers@craigschools.com>, CMS Teachers <cmsteachers@craigschools.com>, CHS Teachers <chsteachers@craigschools.com>

I am writing to express my frustration with the process that has been employed to develop a new system for evaluation. I have not seen any responses to these emails and I want to be sure that our apparent collective silence is not interpreted as having a lack of interest. I suggest instead that this is a reflection of an ineffective means of collecting data for the purposes of drafting and revising these important documents.

The evaluation process is very important to staff - ideally it can be used by an individual and/or an administrator to help improve individual teaching practices. It is also a key piece of documentation that should be used for staffing considerations.

Historically in CCSD, the evaluation review process has been conducted by a large committee comprised of educators, administrators, and school board members. The committee has met over the course of a year and worked together to develop a comprehensive, fair, and meaningful tool agreeable to all parties. A perusal of the current evaluation handbook will reveal a narrative of the incremental steps the district has taken historically. There is rationale provided for the changes, for the tool, and legal citations for its implementation. It is important to understand where we have been in order to move to a more productive future.

Below, I will explain my concerns with the tools offered:

- There has been no committee formed to offer feedback and develop the documents. The first we heard of the evaluation tool being revised was via an email where we received a vague claim that several people found the current tool to be unwieldily and ineffective. A blanket request was made to all staff to provide feedback. Instead, criticisms of the current tool should have been explored by a committee created to revise the evaluation tool.
- Email is a very poor method to gather data for important documents such as this. Our days are full. It is true that we have prep time but this time is used to prepare for the coming days and weeks. We correct papers, We post to Canvas, We communicate with parents. Adding the time-intensive task of reviewing this document is a zero-sum game where we must carve the time from

other, time-sensitive tasks. It's not really a fair request.

- From all appearances, the superintendent has created these documents. We have discussed them several times in staff meetings but the superintendent is not present for the discussion. While I am sure our administrators are communicating our concerns, it feels as though our concerns are not being considered seriously.
- The documents themselves reflect a shift in philosophy that is a disconcerting. In the past, the evaluation contained descriptors for each of the areas being evaluated. What we see now is the complete description encompassed in the self-evaluation and simple, bulleted points in the formal evaluation. Like other areas, such as hiring practice, evaluative decisions are being reduced to numbers, averaged with no room for discussion.
- The introductory text of the new draft self-evaluation explicitly states that the goal of the evaluation is to continually increase professional excellence. (As previously stated, the goals outlined in the current evaluation handbook are much more comprehensive). However, both the self and the regular evaluation form conclude with a score and designation. This is a summative report and doesn't seem to be in keeping with the intent of a self-evaluation.
- The summative practice and final percentage score is in direct conflict with the practices being espoused by Marzano in the New Art and Science of Teaching. From page 26, "At some point, teachers combine all students' individual scores in some way to provide an overall score for the students on each topic... They then translate the overall score to some type of overall percentage or grade. **This process tells us very little about what specific content students know and don't know.**" I am making a direct comparison to this being the exact process being used to scoring teachers.
- Each chapter of the New Art and Science concludes with an "Implications for Change" summary. These are crucial summaries of the changes encompassed by the revised text. I think it would be important if they were explicitly reflected in an updated evaluation model
- The rubrics developed use static descriptions for both level 1 and level 4 scores. A committee would be able to provide some variation in these descriptions - especially for the exemplary level.
- Wording in the belief statement is awkward. First sentence has an extra "of"

TLDR: Revisions to the evaluation procedure and documents are a perfect domain for a committee. There is no historical precedent for a superintendent-drafted tool in CCSD. Please consider starting this process from the beginning as a committee project.

Mr. Andrews 🤖
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[Clever \(Canvas\)](#)

On Apr 16, 2021, at 5:41 AM, Chris Reitan <creitan@craigschools.com> wrote:
Good morning,

I'm sending this information one more time for teacher feedback, input, and comments. I also understand that these draft tools have been reviewed with discussion during our regular certified teacher staff meetings.

These documents will also be on the April 28 Board meeting agenda as an informational item for the Board's review. Please take some time to review the draft documents and provide any and all feedback to improve the documents so that our self-assessment/evaluation tools are better meeting the needs of our certified teachers and ultimately better meeting the learning needs of our students.

Thank you for the help and for any recommendations or suggestions you are willing to provide.

<CCSD Standard Certified Teacher Evaluation Self-Assessment.docx><CCSD Standard Certified Teacher Evaluation Form.docx>

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