

Strengths

- I like the 5 key areas (domains)
- I like cultural competency category
- I like that it's being broken into elements
- Layout is good & expectations are high
- This gets to collaboration and working as a community
- Love the stretch-discourage going too small (# ratings) Allows for stretch
- Asking questions about learning
- Questions will move people along further
- Rubric format is consistent with ICs

Weaknesses

- The titles and language need some work
- Clarify the difference between proficient/skillful/innovative
- I'm struggling with the titles (ratings)
- Unsatisfactory people shouldn't have been hired, why is there "unsatisfactory"?
- It's a lot to look at, language or clarity is expectational.
- Must connect back to topic-unintentional disconnect from hodge-podge effect
- So many areas. Do we need 5 areas (ratings)
- Does this make vertical sense?
- Don't leave it to the interpretation of the observer (objectify)
- Things must be clearly understood and aligned
- "Basic" –need to use more positive language

General

- Do you understand the process of how we got here- read articles, books, etc
- Make sure that this is good for new and tenured teaching staff
- This should be used for improvement of instruction for tenured teachers
- Where do we want people to be (at a minimum)?
- Where do the essential questions fit into the elements? How are they measurable?
- As a teacher, the questions drive you, but how does the evaluator measure it?
- Look at the essential questions and evaluate the questions, pertinence/matching
- Make sure that it's objective vs. subjective
- The stretch is fantastic (ratings), we want people to move that way
- Focus on vertical alignment
- Set the bar high, put that the goal is for all teaching staff
- Look at ICs, how to move forward w/ teacher appraisals and do the same thing
- How is this connected to AFL & ICs? Needs to be embedded in the rubric
- ICs put an emphasis on teachers moving forward, eval tool should do the same
- This is a draft
- Take from all models and ideas, ICs in forefront
- Tool for improvement & professional dev- how do we move people's focus?
- Liked the evaluator point of view
- Think in backwards planning
- How does it work & feel (the process of implementing the tool)
- What is it that we want for all people, define that in all categories
- Keep language consistent with expectations for students
- Can people be innovative in all areas-some people's personalities aren't leaderly
- Include reflective questions, essential questions, and indicators for each element
- There's always room for growth (across the ratings)
- This tool addresses operating beyond the walls of your classroom
- High expectations- not just BEFORE tenure
- How do we ensure consistency in administration of the tool?
- Make expectations clear
- Need solid area (ratings), didn't like unsatisfactory, skillful is new, innovative???