

Teacher Appraisal: “A” Group Feedback

Domains: Learning Environment, Student Learning, Professional Responsibilities

November 7, 2007:

- ♥ 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
- ♥ 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
- ♥ At what point does this become overwhelming? Does Less=More=Stronger???
- ♥ We'd like a list of indicators and artifacts
- ♥ There is overlap across and within domains (of things to be measured)
- ♥ There needs to be fluidity from Exceptional to Unacceptable
- ♥ Concerns around “# of referrals”, perhaps change to “an appropriate amount”
- ♥ We need more elementary indicators
- ♥ 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

