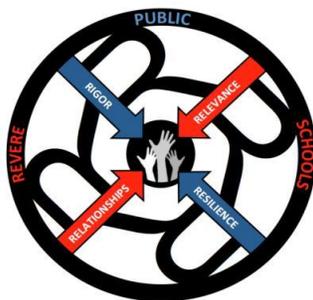


Frequently Asked Questions about Exemplary Performance Ratings Revere Public Schools



Thank you to all of you who took the time to respond to our survey on Exemplary Educator Profile Feedback Survey. Our RELB council (which includes, educators, SISPs, administrators, directors, and the Superintendent) has considered your questions and provided responses. Some of the questions and concerns that were raised in the survey are addressed below. The Educator Growth Council and the RELB Board appreciates your time and feedback.

Is exemplary impossible to attain? (Does it equal perfect?) Should it be? Are administrators instructed not to give this rating out?

NO, an exemplary rating is certainly not impossible. In fact, there were 22 educators who received an overall exemplary rating (about 3- 4% of the district) and another 54 educators who were rated as exemplary in one or more standards at the end of the 14-15 school year. Central Office does not dissuade evaluators from assigning these ratings. Just as we all strive to improve our craft, the administrative team constantly works to calibrate their observation feedback to ensure ratings are consistent.

Why do we use the rubric from North Carolina? Do we align with DESE expectations?

Our rubric is our own but we did use the NC as a model. We did not adopt their rubric but wanted to give credit where credit is due. ESE not only approved our rubric but used it as a model to design its own evaluation rubrics.

How can we reduce redundancy?

We are working on this! We are looking to re-word rather than remove. All of the sections of the rubric are important and the most significant areas, such as differentiation, are repeated. However, we do want to decrease redundancy so we will be clarifying language. We anticipate this will take a couple of years to complete. Work has begun with the Teacher and SISPs rubrics after which we plan to turn our attention to the Administrator rubrics.

In the past, sharing professionals were given avenues such as “Teachers Teaching Teachers”. Is this option still available?

In the past we have offered TTT’s but we have evolved from this particular model. Director meetings are a perfect example of this where educators can select the topic of their choice and other educators facilitate. There are many opportunities. Some include PLG Facilitator, RELB membership, or Mentoring.

Can we address the huge gap between NI and Proficient?

The Educator Growth Council is working to improve language and clarity in the rubrics.

Can we offer more guidance to SISPs?

The SISP rubric presents unique challenges because of the varied roles it intends to assess. The Educator Growth Council is planning to work on a guidance document that lists examples of how various SISPs can demonstrate achievement of the indicators. We will be seeking input from SISPs to inform this work so please say “Yes” when we ask for feedback!

Is the word “always” appropriate? (No one is perfect every day)

The Educator Growth Council is working to improve language and clarity in the rubrics.

How can we ensure consistent application and interpretation of the rubrics?

Consistency is something we all are working towards. The entire administrative team meets monthly and a focus of these meetings is calibration of observation feedback and a shared understanding of each of the 4 evaluation ratings. Currently, teams of administrators are conducting co- walkthroughs to develop consistency in feedback. You may have seen or may see this in your buildings.

Things to remember- this is a snapshot of what goes on every day. It is not just about the observations. No evaluator is going to be able to see ALL that you do every day but if you have something that you’d like to share, invite them in.

Why is “sharing” SO important?

There is no doubt that many minds are better than one. We are professionals and as professionals need to be work like practitioners and join forces to improve our craft. Why not share your best practices if others can learn from you. Why not share all of the awesome stuff going on in your classrooms. We do not want to do our own thing and leave other educators or team members behind. We should be promoting a culture of collaboration. So we must capitalize on our collective knowledge and expertise so that all kids benefit from all of us.

As a district, we want to get to a place where everyone feels comfortable with someone coming into their classroom and then talking about it. This is a necessary goal to encourage growth.

Is there too much weight on what happens outside of the classroom? Should there be?

Modeling can happen anywhere, within the classroom, at PLGs, at meetings, etc. One does not have to dedicate extra time outside of the contractual obligations to attain exemplary status.

We realize that not everyone has the same amount of time and availability but the key factor in achieving exemplary is going above and beyond to learn, grow, and lead.

Is exemplary currently linked to student performance? (Even if the educator is doing everything else “right”?) Should this be addressed?

No. The rubric ratings are not linked to student growth. Only the length of the evaluation cycle is affected by student performance data.

Please note that student growth is of paramount importance. There will be growth if “everything else” is right. However, growth is measured in many ways Standardized tests are just one example.

Should technology literacy be integrated somewhere into the rubrics?

Yes! Good point! The Educator Growth Council is working to improve language and clarity in the rubrics. We will be considering this point carefully.

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