

## APPR “Parking Lot” QUESTIONS from April 30<sup>th</sup>

I teach instrumental music and band for .2 and k-5 music as .8 of my position. How will my assessments be divided?

*Your observations will be done while you are teaching. It doesn't matter what subject matter you are teaching since you are responsible for many levels. You may ask your administrator to come see a certain lesson however it will have to work into their schedule.*

If any elements weren't observed or discussed during pre/post observation, can an administrator be invited into a classroom by a teacher to observe them?

*Yes, you can ask an administrator to observe you. You will be able to monitor the evidences on OASYS and see what elements you need to fulfill.*

How many missing elements are allowable and you still be effective?

*Remember that just having evidence of an element doesn't necessarily mean that you will be automatically effective. Each element is rated on a 1 to 4 scale (from ineffective to highly effective), so it will be the compilation of the overall score that will place you in a HEDI band. So is it possible to have a 0 on one element and still be effective—well, yes; but it is also possible to meet every element and not score effective. It is all dependent upon the numerical score.*

What if an administrator does not pass the test in July? Will they still be observing?

*It is expected that evaluators will be properly trained and certified to complete an individual's performance review with respect to the TED system. It is the intention of the VCTA that if any observation by an evaluator who has not been certified with respect to the TED system it will be challenged, if it is ineffective or developing.*

How accurate is the 20% state assessment since it will be comparing a state test based on NYS Standards and Common Core Standards.

*That is certainly something that SED should be considering as it considers which vendors are writing the NYS assessments. The 20% that the state reports on concerns Student Growth is up to their system of compilation. Currently it will effect 4<sup>th</sup> -8<sup>th</sup> Common Branch/ELA –Math teachers. It is understandable why it makes people nervous as the state has not clearly explained what they are doing.*

Shared staff? Who is in charge of their evaluation?

*That will be up to administration to decide. All staff will be informed convocation day so they know who they should be submitting evidence to and so they can make appointments.*

How do students taking alternatives to state test effect teacher evaluations?

NYSUT INFO ON SLO's [http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/research\\_17892.htm](http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/research_17892.htm)

*According to State guidelines for NYSAA teachers if less than 50% of students take state assessment then they need 1SLO using NYSAA and additional SLO's maybe needed based on a subject area taught. They must use the NYSAA as evidence as well as needing additional evidence based on subject areas taught.*

Will the District provide additional time to complete the new paperwork?

*The district would have to extend the day or the school year to provide additional time or cut into instructional time.*

When someone is denied to go to a state/national conference because of money or whatever are they being denied Standard 7?

*Standard 7 has 4 elements with 9 indicators one of which is planning professional growth. "Teacher seeks out professional growth opportunities to address areas of weakness" is highly effective. It would seem "seeks out" is enough. While an argument from the VCTA can be made that the district has a responsibility to support the professional development of its teachers, the district can arguably state that it has allowed teachers to go to conferences however have required the teachers to pay the costs themselves providing only the time to go/sub coverage. If a teacher was highly effective or effective and the district was denying time to go/sub coverage, an argument could be made that seeking out was enough. If the teacher was developing or ineffective and on a TIP there would be more leverage to require the district to provide the professional development.*

In regards to Standard 7.2, will VCSD allow above and beyond a Master's +60?

*Credits beyond MA 60 have been allowed in the past and have been denied in the past as per the CBA in place. Certainly, this clause should be examined in light of the evaluation requirements but as it stands it is still up to the superintendent. A member can seek the advice of the VCTA regarding this when it becomes an issue.*

What about PE? 2 Sets of standards- PE, Common Core, NYS Standards. What are we doing?

*Yes, as per NYS regulations.*

What if you team teach and your colleague doesn't have the same teaching skills as you do, for example, classroom management?

*As always, both of you are in the same room and responsible for students. It will be up to the administrator to assign a value to the teaching skills evidenced. In the best interest of all students, you should work with your colleague to create the best teaching/learning environment possible which will give you highly effective evidence of standard 7.2.*

What happens if administration cancels an observation after the pre-obs. work completed?

*As is best practicable and possible, observation schedules will be given high priority however if an announced observation has to be cancelled the evaluator will contact the teacher as soon as possible and*

*practicable and the observation will be rescheduled as soon as possible. The teacher will be given opportunity to explain what was seen in the new observation scheduled.*

What if you have set/discussed your upcoming observation and there are snow days and the students aren't ready for the lesson? Don't we need to continually adjust our teaching?

*This could be addressed by email (print as an evidence) prior to the lesson or during the post conference.*

How and when will teaching be aligned to the teaching/learning models we are asked to employ?

*As we begin employ lessons effort should be made to address the 7 standards and their elements, 21<sup>st</sup> century skills, cognitive engagement and constructivist learning.*

How will this system work for AIS teachers-for example, if they are doing something different than the classroom teacher?

*According to the state AIS teachers "must have 1 SLO for subject area focus". A SLO can be developed according to the content you teach or a goal can be set collaboratively with the other classroom teacher. You will work this out with the building administrator.*

How does the student show growth if they received a 4 on the state assessment?

*The state is responsible to devise that system. A 4 is within a range and the range is being considered.*

Will our salaries be affected by our rubric rating

*No. This is not a merit based system. With that said, recall the CBA has long had a clause which allows the district to withhold step if there are 3 administrators in agreement that the member's performance is not satisfactory.*

Will teachers be given additional time to plan "highly effective" lessons?

*The contract provides one plan period per day.*

How do students show growth on state tests?

*According to the SED guidance document dated April 2012, "for each student in grade 4-8, a SGP is calculated on ELA and Math by comparing the 2011-12 results to the 2010-11 results and then comparing individual growth to growth of student's with a similar academic history using up to three years of test data with adjustments for test measurement error.*

How do I teach core standards for 2-3 different grade levels, prepare for lessons and supply evidence for each? I need guidance in how to do this in 1 day with K, 1, 2 and five subjects-Reading/Lang Arts/Math/Science/SS

*An effort will be made to provide equity in scheduling. If you are doing this now, the evaluation system shouldn't prevent you from continuing to do this but should enhance your efforts by making you aware of what is expected.*

If scores are to be published will it be clear to the public (especially parents) that highly effective is very difficult to reach?

*The district is not intending to publish scores, however it is already part of the law to make all teachers scores public throughout the state. NYSUT is fighting to adjust this so HEDI bans only are published if at all. (GO TO THE MAC website through the VCTA and fax the letter regarding Privacy for Teacher Scores) By reaching out to PTA and parents, the VCTA and NYSUT can help to educate parents/public about this system and assure them that schools are not full of inadequate teachers as the media would have them believe. Education is our best tool, we need to do what we do and educate parents and the public.*

Why would I want to have a student teacher with this in place?

*Central Administration has reached out to the colleges that regularly place student teachers in our district to tell them that because of the new evaluation system teachers would be working with student teachers as co-teachers rather than giving control of a class to the student teacher. No one ever has to take a student teacher. There is an advantage to taking one in that it satisfies the 175 hours for those who need that.*

Will long term subs receive professional develop.regarding CCS and APPR?

*As they have been with anything else. They are required to go to any conference days as are probationary and tenured teachers and were included on April 30<sup>th</sup> training. Those teachers on leave were given the opportunity to join as well.*

How is 3<sup>rd</sup> grade being assessed if we can't use NYS tests to show growth?

*3<sup>rd</sup> grade teachers are required to have a SLO using evidence from the 3<sup>rd</sup> grade ELA/Math tests.*

What about regular ed. Classes that have students a year or two below grade level in reading and math?

*SLO's are written with individual targets so that would be addressed there.*

How will post observation meetings fit into the school day?

*The administrator and teacher will agree to a meeting time and just as other meetings they may fit into the day, or it may not fit into the school day. There is an option to review the evidences collected via OASYS and not have a post conference if neither party thinks it is necessary. It is required one port observation conference will be face to face each year. For non-tenured teachers all post observations will be face to face.*

How is the pre -Conference going to take place if it is an unannounced observation? How will the evidence then be measured?

*The teacher is alerted by the administrator via OASYS or with a post observation form placed in their mailbox. The teacher has 5 school days to return the form and lesson plan template. Again a post*

*observation meeting can be face to face or through email depending on the preference of the parties and is to take place within 10 school days of the observation. Evidences can be shared at this time.*

And how will unannounced work? Will we have to stop what we're doing to show a lesson—or will it be based on what they see when they walk in? What if it's a snack time? Or a time with the children are already into an activity?

*It should work the way it always has. There are many elements to observe so snack time may show class management, knowledge of kids, etc. The teacher should proceed as normal and let the observer observe.*

What about Special Education?

*Special Education will have multiple measures, local measures (finals) and SLO's written according to district and state specifications.*

How does the District Writing Rubric fit into this?

*This is a local requirement of the district. It is expected that writing is judged with this rubric.*

Standard II – Is the district looking into equal distribution of technological resources (i.e. smartboards) to all buildings. Some buildings have a smartboard in every classroom while other buildings have 2-3 classrooms with smartboards. There is also a need for more efficient, fast computers.

*Agreed that there should be equitable technology available. Lack of technology should not be reason for not meeting an element.*

Element 1.3: highly effective: “Students suggest ways in which the lesson might be modified”- NOT ready to do that!

*Most teachers will find that they are effective. Highly effective sort of reaches for the stars to give all a goal to reach.*

What about outdated technology in the classroom-slow computers and limited resources?

*It is frustrating to not have the technology and resources. Certainly this should be discussed in pre and post observation discussions. It should not be held against you that you don't have resources and maybe having the opportunity to discuss will help you get the resources you need.*

What about K-1-2: No state assessments?

*You will write SLO's and the district is planning to use NWEA as evidence*

Effective vs. Highly Effective may depend on the time of year. The students will be more independent as the year goes on.

*True. You should discuss this in pre and post observation.*

Will we be paired with highly effective parents?

*We can all hope!*

Will there be any other training after today for clarity?

*There certainly needs to be to go over SLO's, and the entire plan. It is up to the district to decide when the teachers are trained.*

We feel strongly that our half days should be relevant to our professional development—i.e. why do nurses music teachers, etc. need to be in math workshops all day?

*That is certainly a discussion to be had at building level ATF committee meetings and district level as well as through the VCTA representatives on PDT. There is contract language that covers that at least one ½ day is for subject data teams.*

Is it true that the district has to end up with a bell curve with regard to the rubric or can all districts end up highly effective or effective?

*There is nothing in the guidance document that states that.*

If a portfolio or an observation covers 1.1.a in 2012-13, will you have to show 1.1.b or 1.1.c in the following?

*No you could show the same element in a subsequent year.*

In collaborative classes will there be 2 or 4 observations?

*Each teacher is evaluated so either an admin will do an observation of the class collecting evidences for the two teachers at once or will do separate observations for both teachers.*

6.4.B: Teachers who see students by pull out (music, reading) how is their time tracked?

*It's a system the state refers to as "dosage" referring to the amount of time that a student spends with a teacher. More to come as we understand it.*

How will teacher ratings be published in our district?

*Right now the law allows them to be public. NYSUT is working to curb this law (go to [nyut.mac.org](http://nyut.mac.org)). There is discussion for the district to not make them public unless directed by SED or law to do so. The district can make use of the scores within the district.*

When can we present our evidence to the administrator?

*Throughout the year either through meetings or email.*

Standard 4a: Effective vs. Highly Effective: General caring and respect vs. genuine caring and respect?

*Effective is what is the basic expectation, highly effective goes beyond that. The teacher that shows they know and care about their kids by selecting one reading book that will reach most if not all the kids shows general care for the class. The teacher that selects a book for every child based upon the personal*

*story of each of those children is highly effective. Highly effective is what makes the administration sit back and say, Wow...that teacher is really really good.*

Will every teacher begin with a level playing field i.e. smartboard, ipads, etc?

*We can always wish that were so, but the reality is that it probably won't be so just due to budget constraints. However, you need to constantly request the tools you need to meet the expectations of the state.*

What are the % = effective, %=developing?

*Score: 91-100 = HE*

*75-90 = Eff*

*65-74 = Dev*

*0-64 = Ineff*

The IEP is a legal document that shows learning goals that are appropriate for each student. Can it be used to show student growth, progress and teacher effectiveness? (More relevant than tests for standard achievement for below level students)

*SLO's require a measure for evidence. It may or may not be able to do that depending upon the course/regents requirement for the student(s). However it can be used for setting target for growth as it's rationale. It is really dependant on the course and the individual student. Look at engageny for more info re: SLO. There is also SLO info on NYSUT's website.*

Do they measure how much time teachers are pulled out of the classroom for school related business, impacts teachers effectiveness and students success in learning and achievement (evident in state and standard test scores.)

*This is referred to as dosage and is supposed to be part of the process. School business should be weighed in effect to developing the teacher as well. This is the age old discussion of when do you provide professional development. If provided outside of the day, it can't be required to go. If in the day, students lose out on class instruction. There is an argument for both sides. Ultimately it is the district's decision to do what they feel is in the best interest of the district for the employee.*

What is the order of observation (announced/unannounced)?

*There is no order. Up to the administrator to decide.*

6.1.D: "Seeks out training" Makes one highly effective. But seeking doesn't mean granted! Even when there's no cost! Will seeking training satisfy this ?

*The key is in the word seeks. We would argue yes and that the fact that the district doesn't grant training is a hindrance to the development of the teacher. This language actually gives us a leg up in the argument.*

I think we need additional training. We did not discuss anything concerning TIPS and the process.

*Both the VCTA and District recognize this and are planning more training.*

The TED notebook seems to have the tables misorganized—why?

*You were only seeing pieces of it. It isn't misorganized—NYSUT placed the standards that are evidenced in the questions in pre/post forms for example so you can see how the work provides evidence. For the full workbook and handbook, go to NYSUT's website.*

[http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/innovation\\_17042.htm](http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/innovation_17042.htm)

Spec Ed 12:1:1—How does giving students CFA's or State tests which are above their cognitive abilities valid way to assess teacher's effectiveness?

*It is about growth. You control the achievement part through local exams.*

Metacognition is a developmental skill, yet many of the “highly effective” differentiation rely on student metacognition : The way I understand it, we will be penalized for something that can be encouraged but cannot be directly taught. Some students will not demonstrate metacognition in the primary grades.

*That is a subject to discuss in pre- and post- conference. Remember the standards come from SED and we have to deal with them.*

Are SLO's for individual students? So class list of 29 kids will = 29 SLO's?

*SLO's are for courses in the use of baseline and evidence and learning content. There will be individualized targets.*

NYS Teaching Standards or Common Core. Which is it?

Both.

No state assessment- create SLO? How? When? Who?

*Yes, with your dept/building leader from Sept. through Oct. And ready for approval by Superintendent by Nov. 1. Every teacher except, Grade 4-5 common branch, 6-8 ELA and Math. If there is a state assessment it has to be used in the SLO.*

Will there be a standard portfolio template (binder, etc.) that we all will be using to keep documented data (evidence) uniform?

*Not next year, though it's not a bad idea for the future. If you're willing to work on this contact an officer.*

Plan books should be provided by the teacher upon request, rather than filing away ones from past years.

*Not sure if this is an issue or just a matter of fact suggestion?*

End of year: District math test for K-2: Where does it fall in the 100% score?

It may be used for the Local 20%.

Why can't we administer the end of the year test to our own students when tests are given by teachers?

*Because the state regs say so. Since the end of yr tests affect evaluation.*

Where is the parent accountability in this APPR Process?

*There is none.*

What about parents who won't classify when testing shows a LD or deficiency? How does this reflect on the teacher?

*Good question. Not addressed in guidebook.*

I read professional books all summer and during the year. Can I count this toward Standard 7?

*Yes. You may be expected to articulate what you got from it and how you applied it.*

More information on "21<sup>st</sup> century skills"—Precisely what does that reference?

*Go to engageny. Also request a workshop through PDT committee*

Our time is limited in the computer lab...this is a disadvantage?

*Agreed*

Why can't or won't we be all highly effective?

*The way highly effective is written in the NYS standards it is the ultimate goal and it is the state that has written the expectation to address the few with the expectation that the mass of teachers will be effective.*

*For the same reason that not all your students in your class receive an A, but you are pleased when most receive a B or a C and few receive a D. Highly effective gives everyone a lofty goal to strive for.*

*Remember too that even if you are highly effective one year, you may be effective the next. You should not get hung up on the labels. Effective and highly effective are satisfactory. Developing and ineffective are unsatisfactory. Appeals only address developing and ineffective. If you are effective you are good—accept it and move on.*

Aren't we going to be at the mercy of the schedule?

*Yes, which is why there is language regarding the schedule.*

Is there going to be any consideration with regards to scheduling? CTM and special ed teachers have 3 – 4 and sometimes 5 different preps. Perhaps specialize in just one grade since it is imperative to know the characteristics of the age group

*This will be addressed in equity language. It will be important for the members to bring up any and all cases of exception to the VCTA representatives and officers to monitor as we will not be aware of issues unless the membership makes us aware.*

For HS and MS: Since tracking clearly affects the classes/atmosphere, etc. will we eliminate advanced, double period AIS, etc?

*Not sure it will be eliminated, but equity of scheduling will address it. It is recognized it is not fair for one teacher to get all the advanced students although the system is based on student growth so this should be able to be measured with any student.*

How exactly will class size and level of student be addressed and taken into account?

*Through schedule equity language.*

Will we have access to our student's schedules and IEP's prior to opening day. Can we have time within the first month of school to "get to know" and research our students records: Report cards, IEP, 504, etc.

*By August 15 you have access to all student records through data management system.*

Do all lessons show NYS standards, CCS standards and teacher "stakeholder" standards and elements?

They will show NYS standards, CCS standards in the lesson. Your performance in the lesson will exhibit some of the standards and elements, but not all the standards and elements are evident in classroom performance. When planning a lesson you should bear in mind the stakeholder standards and elements that would be evidenced.

In the event that an observation is cancelled, is there a procedure in place for rescheduling it?

*Yes, it is included in language.*

Are HS librarians evaluated using the same rubric as teachers?

*To use the new system you need to be instructing 40% of the time. So if the administration decides that is not the case, you would fall under the old system as instructional support. So it is dependent on how much time you spend doing actual instruction (your own lesson plans)*

Can teachers have access to student report cards/progress reports/comments for cross referencing purposes? – more informed about the individual student (home life/illnesses/etc?)

*Yes, as it is impossible to do this without such information.*

Will there be a constant chronic discipline problems as there will be for chronic absenteeism?

*So far SES, and absenteeism seems to be indicators in value-added models, certainly discipline belongs there. That is up to SED.*

Will the schedule avoid clustering such students?

*It is our hope that equity language will address this as such past practices are not fair in this new system.*

Dr. Hooley suggested teacher communication with parents re: difficult students (phone calls). We need progress reports mailed home...too many phone calls.

*Agreed and that point should be made to the administration and the board.*

Teacher Evaluation is a fearful word—Everyone feels uneasy about coming in your room to evaluate—intimidating—what if we call them “RAA”—Reflect, Assess, Adjust.

*Thanks for the suggestion. Evaluation is what it is.*

How are other states evaluating their teachers? How does it differentiate from NY’s new system?

[http://blogs.edweek.org/edweek/campaign-k-12/2011/10/report\\_4\\_race\\_to\\_top\\_states\\_la.html](http://blogs.edweek.org/edweek/campaign-k-12/2011/10/report_4_race_to_top_states_la.html)

[http://www.twincities.com/national/ci\\_20482038/teacher-scorecards-might-sound-easy-but-good-ones](http://www.twincities.com/national/ci_20482038/teacher-scorecards-might-sound-easy-but-good-ones)

<http://www.tn.gov/firsttothetop/programs.html>

<http://www.whitehouse.gov/the-press-office/fact-sheet-race-top>

[http://www.edweek.org/ew/articles/2011/09/14/03evaluation\\_ep.h31.html?tkn=TMBFuLsdDltE2h4VlMTxzMukZgDaOHZNjfc0&cmp=clp-ecseclips](http://www.edweek.org/ew/articles/2011/09/14/03evaluation_ep.h31.html?tkn=TMBFuLsdDltE2h4VlMTxzMukZgDaOHZNjfc0&cmp=clp-ecseclips)

<http://www.gpb.org/news/2011/01/20/race-to-the-top-means-merit-pay-for-teachers>

<http://www.fi.ncsu.edu/project/evaluation-of-race-to-the-top/>

<http://education.nationaljournal.com/2009/08/are-the-race-to-the-top-reqir.php>

<http://abcnews.go.com/Politics/controversy-surrounds-white-house-push-increased-teacher-accountability/story?id=11279505>

[http://articles.baltimoresun.com/2011-05-21/news/bs-ed-rttt-delay-20110521\\_1\\_new-evaluation-system-growth-in-student-performance-eighth-grade-teacher](http://articles.baltimoresun.com/2011-05-21/news/bs-ed-rttt-delay-20110521_1_new-evaluation-system-growth-in-student-performance-eighth-grade-teacher)

<http://www.fldoe.org/ARRA/pdf/TeacherEvaluationSupport.pdf>

<http://www.isbe.state.il.us/racetohtop/default.htm>

<http://www.schoolsmatter.info/2012/05/urgent-note-to-race-to-top-winners.html>

<http://www.nea.org/home/37004.htm?cx=003940220884845374789%3Akbn23ssbx5c&cof=FORID%3A10&ie=UTF8&q=teacher+evaluation&siteurl=www.nea.org%2F&ref=www.bing.com%2Fsearch%3Fq%3Dnea%26src%3Die9tr>

[http://www.aft.org/search/results.cfm?client=AFT\\_Search\\_Alpha&proxystylesheet=AFT\\_Search\\_Alpha.tst&output=xml\\_no\\_dtd&q=teacher+evaluation&x=0&y=0](http://www.aft.org/search/results.cfm?client=AFT_Search_Alpha&proxystylesheet=AFT_Search_Alpha.tst&output=xml_no_dtd&q=teacher+evaluation&x=0&y=0)

For a brand new teacher, will there still only be 2 observations? Or will we be required to have more?

*No, there will be more than two. There is no maximum language.. And face to face pre and post meetings.*

Professional development for teachers with MA+60...will there be no money for conferencing to achieve the standard?

*Any pay change would be up to the superintendent to decide as the CBA currently stands.*

Can we use the shared teacher drive to list strategies/ evidences that can be used for the standards?

*That is a great idea!*

How do kids with TBI or Asperser's Syndrome fit into Standard 4.1 (Mutually respectful, safe and supportive learning environment that is inclusive of every student?)

*You can create that environment with those children or attempt to. You would discuss that class in pre/post observation which would also give evidence that you know your students. You would create as mutually respectful and safe and supportive learning environment as you can with those students assigned to you. You showing evidence of your attempt to do this through your reaction to their behavior is what is expected and certainly you should not be penalized for their behavior.*

For teachers that teach multiple subjects: 60% will be based on all subject areas taught or just on one area? How can this be a picture of you as a teacher overall?

*You are evaluated on your performance as a teacher not on the subjects you are teaching. It shouldn't matter that you teach more than one subject, or one classroom of children. It is how you teach no matter what you are teaching.*

Can a copy of the PowerPoint be available? (1/2 were told it was on Shelia's website, but the other half does not know)

*Yes. We can put it on ours as well.*

Where does the 20% from state assessment come from if there is no state assessment?

*Comes from SLO's.*

After two "Developing" or "Ineffective" ratings, the state says 3020-A will be made public?

*Only two ineffective ratings may lead to 3020a charges.It does not have to. Two developing do not lead to 3020a hearings. A 3020-a is a disciplinary hearing. Generally those proceedings have not been made public. Didn't find anything in the guidance on APPR regarding making 3020a public nor anything in school law—what is source are you referencing?*

Is it really true that we'll get a number rank (1-4) for each element?

*In the system that was proposed by the VCTA from NYSUT it is designed to have the administrator judge the element based on ineffective, developing, effective and highly effective by rating from a 1-4 which then converted to a value according to the proportion agreed to by the negotiating committee.*

If the administrator is only picking one to write about that doesn't seem fair.

*One indicator was to make the process less cumbersome on both sides.*

Will conference days count as professional development?

*Yes.*

Conference days: if we have options to attend conferences outside of school (i.e. Nov. conf. day) will we be able to attend?

*That will still be a district decision.*

How can a SPED teacher who is not given adequate time to complete things like testing and report writing (etc.) have time to work on these evaluations and be highly effective?

*Everyone faces the same challenges regarding the new evaluation system, common core, etc.*

Does student growth on assessment mean the student scores improve year to year or the teacher scores improve?

*The state is looking for the student scores to improve because of the work of the teacher.*

Will the entire APPR need to be completed if a teacher does not work the whole year (i.e. maternity or sick leave)?

*Yes, but for the portion that they worked.*

How can teachers be rated fairly if some areas don't have a state exam (technology dept.)?

*That is the intention of SLO's. The district can assign a building goal for that 20% as well.*

What will we be doing to assist new teachers eliminate failure and promote good teaching practices?

*Good question. Helping them the way we always do through collaboration.*

Is this evaluation information going to be seen by the public?

*Only if required by SED or law. The agreement says that the district will not make the scores public.*

Technology has a lack of specific curriculum in grades 6, 7, 8 between districts...how is this fair?

*Curriculum should be based on state standards and common core standards. Until the state decides to make a common curriculum for every subject/grade level this is as close as it gets.*

Are we going to be given time to complete the increased paperwork for the new evaluation?

*There are time expectations for submitting the paperwork for observations. But there is no plan to give you additional time in the day or year for this.*