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## **Educator Evaluation Programs for District-Wide Effectiveness and Consistency**

Different districts are at different places with their individual evaluators' competencies and district-wide consistency of supervision and evaluation. A "one size fits all" approach for working with your administrative staff may not be appropriate. Below you will see *7 different programs that provide for different specific needs within a district.* The programs below may be modified to meet a district's specific needs. At the end of the program descriptions, you will find links to books, handouts, and other resources that may be used in some of the programs.

### **1. <sup>1</sup>Observation, analysis, feedback, and conferencing about teacher and school clinician practice (18-24 hours of training). <sup>2</sup>**

**By the conclusion of the program the supervisor/evaluator will be able to:**

- a) Explain how to use educator evaluation is an essential component of educator professional learning designed to improve student achievement and maximize the implementation of the district's professional development programs.
- b) Use common evaluator terminology across the district for communicating with teachers, school clinical staff, and other evaluators.
- c) Gather the data needed to make **objective and consistent** (inter-rater reliability) judgments about a teacher's or school clinician's performance during short and long observations.
- d) Gather multiple sources of data (including student assessment data) other than classroom and clinical setting observation to assess teacher and school clinical staff's performance.
- e) Make objective and calibrated (with inter-rater reliability within and across schools) judgments supported by evidence.
- f) Convert that data into standard, judgment, evidence, impact statement, and recommendation (S.J.E.I.R.) observation write-ups (a.k.a. C.E.I.J.R.).
- g) Document, and communicate with educators, judgments about their performance using the district's contracted evaluation forms.
- h) Use the feedback paragraph banks to increase inter-rater reliability and save time when documenting educator performance.
- i) Use oral and written questions with educators to develop self-evaluation and deep reflection.
- j) Use the connection document of observable behaviors and educator performance rubrics to identify the specific observable behaviors related to all the standards.
- k) Describe the competencies a teacher or school clinician needs for the effective implementation of the district educator evaluation system.
- l) Save evaluators time by using the Ribas Associates connected resources that include feedback paragraph banks, SMART Goals, and sample teacher plans.

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<sup>1</sup> Each Fall Ribas Associates runs both a hybrid and an online program for administrators hired new to the district. The participants attend the program with the administrators hired in other Ribas Associates client districts.

<sup>2</sup> Programs 1 and 2 can be combined into a three credit graduate course if a minimum of 38 hours is completed.

**2. Calibrating of Evaluators to Improve Inter-rater Reliability**

- a. Workshops calibrating with lesson videos. Districts must have a minimum of 12 hours of training in an abbreviated program of number 1 above as a pre-requisite. At that point the evaluators are ready to view additional videos for the specific purpose of calibrating their ratings of classroom lessons. Ribas Associates has developed a document that aligns our 580 page book on all aspects of effective, research based teaching with the elements found in the educator evaluation rubric for teachers. The link below will take you to a copies of these documents that align with the MA DESE, RI DOE, Danielson, NH DOE, and Marzano educator evaluation rubrics.
- b. Guided calibration observations in which teams of 3 or 4 administrators do observations with our trainer. They jointly analyze the observation and calibrate the rating and feedback. The district will be ready to do calibration observations in after completing 1 above. The observations are done in three stages. These observations provide for a higher level of calibration than can be achieved doing video observations. They also serve as a check to ensure all evaluators are correctly implementing the skills learned in number 1 above. There are three levels of calibration observations.

**Level 1** is across school by level. For example, three evaluators from three different elementary schools work with the observation coach. All evaluators are placed in these 3 or 4 person teams with the coach and scheduled to complete a guided calibration observation. Two observation groups can observe each day.

**Level 2** Groups of evaluators across level. Each group has at least one elementary, one middle, and one high school evaluator. The group may also include an ELL, Special Education, or DEI administrator.

**Level 3** Group clinical staff. Because of the confidentiality issues related to the work of these people the district will decide on a job-by-job basis whether to do an actual observation or convene the group of supervisors of clinical staff to discuss various observation methods and data gathering they use to evaluate performance. If it is decided to observe a person, the principal or vice principal of that school will be included in the observation. If it is decided to convene a group discussion in place of an observation, 2 non-clinical observers (e.g. principal or assistant principal) should attend the meetings.

**3. Case coaching for Administrators evaluating tenured/PTS low proficient, needs improvement, and unsatisfactory educators**

Evaluators in conjunction with the senior administrators and principals identify those PTS/tenured teachers who are performing at low proficient, needs improvement, or unsatisfactory. Case meetings are scheduled throughout the year at critical times in the evaluation cycle and include the primary evaluator, secondary evaluator (and principal if not the primary or secondary evaluator), and, if the district chooses, the assistant superintendent or HR director who is the charge of the district educator evaluation implementation. Interim review support such as feedback on documents, support with working with the union, etc. will be provided between the meetings by either the Ribas consultant or the district administrator responsible for the implementation of educator evaluation. Ribas consultants have assisted on over 1200 cases of this type in the past 15 years. Effective consulting and report has resulted in either:

- A. Higher levels of educators improving to proficient
- B. The educator leaving the district with dignity and without the district incurring expensive litigation

**4. Training workshop for all administrators in the educational, legal, and social emotional components of supervision and evaluation of low proficient, needs improvement, and unsatisfactory tenured/PTS educators** (if the evaluators have taken the competencies in 1 and 2 above this program can

be completed in 12 hours). This program can also be provided in a way that integrates 1 and 2 above in a 30-38 hour program.<sup>3</sup>

The research indicates that few administrators effectively address low performance among tenured/PTS educators because they lack the training and coaching needed to perform this difficult task. This program is structured to provide all supervisors and evaluators in the district with the specific skills needed to work effectively with these educators and show districts how to provide ongoing coaching for these administrators. As a result of the program, evaluators will be able to provide effective support and feedback and conduct a procedurally correct evaluation of an unsatisfactory, needs improvement, or low proficient educator. They will be able to:

- a) Observe, verify, document, and record direct and indirect data accumulated both within and outside (e.g. student assessment data, parent and student complaints, student failure rates, student work, discipline referral rates) of the classroom and clinical work setting. Use this data to measure the educator's level of success in meeting the requirements of the improvement, directed growth, or enhance goals plan.
  - b) Write an effective improvement plan for an unsatisfactory educator, a directed growth plan for a needs improvement educator, or an enhanced two year goals plan for a low proficient educator.
  - c) Follow the district's contracted procedures, rubrics, and forms.
  - d) Follow pertinent State laws and regulations.
  - e) Effectively triangulate the data collected to ensure accurate judgments.
  - f) Effectively document the progress (or lack thereof) of the educator in meeting the requirements of the improvement, directed growth, or enhanced goals plan.
  - g) Effectively and consistently implement the procedures and appropriate rubrics in your district's supervision and evaluation system, teacher's contract, and state regulations.
  - h) Explain the impact of the law and how to work within the law during low performing teacher or school clinical staff evaluations, including the concepts of *due process*, *just cause*, *duty of fair representation*, *harassment*, *Americans With Disabilities Act*, *Weingarten Right*, *rules of evidence*, *insubordination*, *conduct unbecoming a teacher*, *incompetency*, and *incapacity*, and *failure to meet the district performance standards*.
  - i) Implement and document the steps of progressive discipline, if needed, including:
    - conducting and documenting investigations
    - writing reprimands
    - writing expectation clarification memos
  - j) Work effectively with the local educator union/association as it represents the teacher or clinician throughout the process.
  - k) Conference with a teacher or school clinical staff member about low performance and/or misconduct using strategies designed to maximize the level of educator change.
5. **PTS/Tenure Review Panels.** One of the most important decisions made by Principals and/or other administrators involves the granting of Professional Teacher Status (PTS)/Tenure to teachers, clinicians and other professional staff. Compounding the difficulty of these determinations is the fact that, in most school systems, the criteria for these decisions vary across schools and departments.

The PTS/Tenure Review Panel is designed to create consistency across the district, to provide evaluators with an opportunity to discuss their pre-professional status educators with a team of colleagues (central office, principals, and department leaders), and to receive feedback on their preliminary determinations. Furthermore, this model assists school leaders in inverting the three-year tenure recommendation/decision from a default of "You will likely receive professional teacher status unless you have done something

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<sup>3</sup> This program can be completed as a three credit graduate course if implemented in the 38 hour model.

egregious” to one of “You will achieve professional teacher status if you have proven yourself to be an exceptional teacher.”

Evaluators who have participated in these panel discussions report that it is among the most consequential professional learning that they have taken part in. Incorporating PTS Review Panels as part of your school district evaluation program helps to ensure high standards, consistency and ensuring that we have the “right people on the bus.”

6. **Educator evaluation audits.** Our consultant reviews a sample of observation feedback and evaluation documents completed in the district. At the conclusion of the audit the district receives individual reports on each evaluator and a district report that lists data supported strengths and areas for improvement.

The audit is an assessment of the written evaluation documents of a stratified random sample of evaluators selected by the senior administration. The evaluators should be representative of elementary general education, middle school general education, high school general education, special education, and clinical staff evaluator. The district selects three educators from the selected evaluators’ evaluation load. One is a performer in the top 20%, one is a performer in the middle 20%, and one is a performer in the bottom 20%. For each evaluator the assessor reviews the quality of the documentation based on the exemplars used in the district training criteria sheet for effective evaluation feedback. The evaluator is then provided with a list of commendations and recommendations.

Some districts have a single district administrator **trained by Ribas Associates** to do all of the assessments for the audit. Some districts divide the assessments among 2 or more assessors (e.g. the assistant superintendents). In situations in which there is more than one assessor, it will be important to have the assessors meet for one or two sessions and use the exemplars from the training to calibrate how they will rate the documents. **Some districts hire Ribas Associates to conduct the audit because they don’t have an in-district person or they wish to have an objective outside assessment.**

Once the audit is completed training and/or coaching should be provided for those evaluators found to be struggling with the district adopted procedures, feedback format, and document exemplars.

7. **Developing and/or Improving a System of Performance Evaluation for Paraprofessionals**  
Ribas Associates has developed sample rubrics and procedures that districts may use to create an effective, time efficient evaluation system for paraprofessionals. If the district presently has a good system but needs assistance with implementing it with quality and fidelity, we are also able to assist with that process. We can also audit the present quality of the evaluations received by your paraprofessionals and provide recommendations for improvement.

### **Support Materials Used in One or More of the Programs Above**

**Documents that align your educator evaluation rubric with the strategies representing each rubric element.**

<https://ribasassociates.com/professional-learning/free-resources/>

**Book: *Supervision and Evaluation of Teachers School Clinicians, and Administrators: Educational, Social-Emotional, and Legal Components -Third Editions***

<https://ribasassociates.ecwid.com/Supervision-and-Evaluation-of-Teachers-School-Clinicians-and-Administrators-Educational-Social-Emotional-and-Procedural-Components-p136523940>

**Book: *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers***

<https://ribasassociates.ecwid.com/Instructional-Practices-That-Maximize-Student-Achievement-For-Teachers-By-Teachers-Third-Edition-2017-p102312784>

**Book: *Social-Emotional Learning in the Classroom: Practical Guide for Integrating all SEL Skills into Instruction and Classroom Management – Second Edition***

<https://ribasassociates.ecwid.com/Social-Emotional-Learning-SEL-in-the-Classroom-2022-p102347861>

**Book: *Low Performing Educators: Essential Skills for Teacher, School Clinician, and Administrator Supervision***

<https://ribasassociates.ecwid.com/Low-Performing-Educators-Essential-Skills-for-Teacher-School-Clinician-and-Administrator-Supervision-p120918274>

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