

## Promising Practices and Implementation Tools

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**3. Lever Addressed:** Supervision and Evaluation

**4. Title of Promising Practice:** Implementation of the New Educator Evaluation System: Teachers As Leaders

**5. District(s) Where Implemented:** Revere Public Schools

**6. Applicable Grade Levels:** Pre-K-12

**7. How This Practice Reflects District's Mission & Core Values:**

This practice models the district's mission and core values in that it is based on these beliefs:

- All students can learn.
- Improved instruction is directly connected with the quality of teaching.
- All educators are engaged in the decision making process.
- All district initiatives focus on the "moral imperative" or what is best for the kids.

**8. Goals of This Practice:**

1. Align existing Revere Public Schools Protocol for teacher, administrator, and Superintendent evaluations with new state regulations.
2. Define and communicate the roles, responsibilities, and placement of participants in the Evaluation Model.
3. Develop a culture of peer evaluators.
4. Distribute leadership amongst teachers so there is true partnership between teachers and administrators in improving student learning.
5. Create a web-based resource to support the new evaluation system.

**9. Description of This Practice and How it Addresses Criteria for This Lever:**

The Revere Public Schools have built upon a strong foundation established last year as a pilot school for the New Educator Evaluation System.

A cornerstone of this foundation has been the continual reflection and collaborative approach to all school improvement initiatives, including supervision and evaluation practices. From the initial research stage to on-going discussions about thoughtful implementation, teachers, union leaders and administrators have been engaged in collective decision making about new evaluation procedures. Guided by an inspiring district leadership team, these educators have come to view this process as an opportunity for increased dialogue around teaching and learning.

While the entire implementation process continues to be one of collaboration spearheaded by the District Steering Committee and the Supervision and Evaluation Sub-Committee, the primary focus of this promising practice is on the unique inclusion of Teacher Evaluation Leaders into the evaluation process in Revere.

Twenty-five Teacher Evaluation Leader positions were funded last year and all teachers were invited to apply. Amongst those chosen by principals were a number of teachers who also served on the Supervision and Evaluation Sub-Committee, adding a welcomed level of continuity as these new roles unfolded.

The district then devoted approximately 28 hrs. to Teacher Leader trainings so that they had pre-knowledge and a solid understanding of the specifics of the new evaluation model as outlined by the State. This dynamic group of teacher leaders then delivered 16 hrs. of professional development for the entire staff including all administrators. While conversations with district administrators about the new evaluation system were running parallel to the teacher leader training, principals were sitting at the same PD sessions and hearing the same initial information that teachers in their buildings were hearing. This approach went a long way in building trust and sending the message that teachers and administrators were learning about this change process together.

A key role that Teacher Evaluation Leaders play is to provide ongoing professional development in their buildings and also serve as building resource for teachers and administrators when questions or clarification about a

particular process or form arises. As non-evaluators with extensive knowledge of the new system, Teacher Evaluation Leaders act as a non-threatening source of information and advice for teachers and administrators who are all navigating the process for the first time.

Along with their building based responsibilities, the Evaluation Leaders periodically convene at the district level to share experiences, questions, and concerns and ensure consistency of approach throughout the district.

The central office team of Superintendent and Assistant Superintendents all agree that creating the role of Teacher Evaluation Leaders has been key to the successful implementation of the new evaluation model and one of the district's best decisions. Feedback from teachers has also been extremely positive to date.

Implementation of all aspects of the new teacher evaluation system is still in process or "beta mode". As RPS moves forward with implementation, one of the gaps in the old evaluation system that the district has recognized and addressed is the discrepancy in communication around observations and walk throughs, particularly when multiple evaluators are involved in the evaluation of an individual.

Designed to address this discrepancy and promote ongoing communication, an electronic communication system was developed that facilitates immediate feedback and allows teachers to respond to comments or questions posed by the evaluator. All administrators who evaluate a particular teacher have access to the same comment thread, so that multiple evaluators can continue the same conversation. This helps evaluators to better coordinate efforts; shape future visits to the classroom and jointly support the progress of a particular teacher. (An excerpt from this online system is included as an implementation tool.)

As detailed below, this promising practice exemplifies many of the criteria necessary for positive school change relative to **Supervision and Evaluation**, in that:

- The district promotes a culture of continuous improvement [see “Workplace Environment” for more on growth-oriented adult culture] through a combination of formal evaluations and ongoing, informal instructional

feedback. Reflection, self-assessment, and self-improvement are designed into the evaluation system for all teachers.

Educators are evaluated in alignment with the Common Core of Professional Knowledge and Skills.

The evaluation instrument of the district provides for comment and feedback to teachers on the full range of roles, responsibilities, and skills of professional teaching including Relations with Parent and Community, Contributing Member of the Staff, Performance of Routine Business and Duties and one's Own Professional Growth.

Evaluations incorporate multiple sources of data and use student results in a reasonable and responsible way.

Evaluation responsibilities of a school are organized to ensure that the personnel caseload for each evaluator is reasonable and effective.

The district provides evaluators with extensive professional development and support to ensure compatibility and congruence with one another, proficiency in observing and analyzing instruction, and skill at communicating instructional feedback. Evaluator professional development is provided each year to those new to the evaluator role, and periodic updates are conducted for all personnel.

Evaluators pass a rigorous performance assessment to certify their capacity to evaluate in relation to the Common Core of Professional Knowledge. This assessment certifies they can collect observational and other data on key aspects of planning, interactive teaching, classroom management, and motivation of students. Evaluators are assessed on their ability to evaluate their teachers. This evaluation includes feedback to evaluators on their ability to capture data on salient teaching events and on their ability to produce evaluations that are well written and evidence-based.

## **10. How This Practice Was Implemented So It Was More Successful Than Others:**

- Creating Teacher Leadership position around the supervision and evaluation process has established a deeper sense of ownership and trust between teachers and administrators.
- A greater level of comfort and trust exists around the evaluation process. One factor that helped to create this climate was the "role flip" experienced during the roll out of information on the specifics of the new model, i.e. teacher leaders were the first to gain information that they then shared with teachers and administrators, vs. administration being first in the know.
- Teacher Leaders are also the "go to" person when questions arise which is a shift from past practices having to do with the evaluation process. Teachers

can now go to a colleague as well as their building administrator if they have questions. The option of conferring with a colleague on any aspect of the new evaluation model has also contributed to the trust and comfort level of teachers and provides principals and other evaluators additional support.

- The new electronic communication system for collecting data, supporting the evaluation process and providing PD resources for all teachers and administrators has created a safe venue for feedback and input. The system also supports inter-rater reliability when feedback is provided by more than one evaluator.
- Teacher Union leadership was involved throughout the entire implementation process as a member of the District Steering Committee.
- District leadership has stressed that the new evaluation model is based on the belief that all teachers and administrators can improve regardless of where they are on the continuum, and that the reason for the process is that it strengthens one's ability to teach, lead and learn. This belief continues to strengthen the system and benefit all students.

#### **11. How This Practice Changed The District or School:**

- While this is still a work in progress, developing a culture of peer observation and evaluation has made a positive difference in how evaluation is perceived in the district.
- Empowering teacher leaders to be involved in the evaluation process has enhanced peer reflection and deepened the resolve to continuously improve instructional practices.
- Conversations about what effective instruction looks like have been richer, more comfortable and more collaborative amongst teachers and administrators and between teachers.
- Informal daily walk-throughs are conducted on a more consistent basis and serve to influence the courage of both administrators and teachers to improve instructional and observational practices.

**12. Resources (time, money, materials etc.) Required For Successful Implementation:**

- Time for trainings for Teacher Leaders and Administration
- Funding for 25 Teacher Leaders stipend positions.
- Use of technology and staffing resources to develop an electronic communication system
- DESE training modules which the district adapted to fit their needs, but utilized as an invaluable resource. HYPERLINK "http://www.doe.mass.edu/eeval/training/teachers/" <http://www.doe.mass.edu/eeval/training/teachers/>

**13. Tools You Used To Implement Or Advance This Practice:**

**See separate attachments:**

- Teacher Evaluation Leaders – Job Description
- Evaluation PD Feedback Form
- Excerpt from Revere's Online Evaluation System