

Changes to Generic and Classroom Teacher Manuals May 1, 2008 Update

Manual Covers

Added to generic and teacher manual covers dated June 1, 2005 the revision notice (under June 1 date): **“May 1, 2008 (Observation Changes)”**

Page 16: Evaluation Steps

Changes made to the observation steps

Pages 31-34: Entire Observation section replaced (note that page 33 is replaced by 33a, 33b, and 33c)

Changes made to account for local education agency options for reduction in observations for classroom teachers only. The table below summarizes these changes.

Observation Summary Table

Teacher Category	Option 1	Option 2	
Non-tenured, year one classroom teachers	3 observations	2 observations	3 observations if unsatisfactory performance on previous observations or if requested by teachers
Non-tenured, year two classroom teachers	3 observations	2 observations if composite score of 18 or higher on year one evaluation (Competency 7 is not scored in year one)	3 observations if composite score on year one evaluation is below 18 or if unsatisfactory performance on previous observations or if requested by teachers
Non-tenured, year three classroom teachers	3 observations	2 observations if composite score of 20 or higher on year two evaluation. (Competency 7 is scored in year two)	3 observations if composite score on year two evaluation is below 20 or if unsatisfactory performance on previous observations or if requested by teachers
Tenured classroom teachers	2 observations	1 observation if and only if the composite PEPE score on the last full evaluation was 20 or higher and there is evidence of satisfactory teaching since that evaluation	2 observations if composite PEPE score on the last full evaluation was below 20 or if requested by teachers or if deemed necessary by evaluator
Non-tenured Special Ed II and Speech Language Pathologists	3 observations		
Tenured Special Ed II teachers and Speech Language Pathologists	2 observations		
Counselors	2 observations		
Library Media Specialist	1 instructional observation 2 management observations		

Page 43: Changed “note” wording in “Completing Evaluation Summary Report” section.

(Note: The library media specialist **and some tenured teachers** will have only one instructional observation score unless more than one instructional observation was conducted. **The one score will also be the average.**



SPECIALTY AREA
TEACHER AND
EVALUATION
MANUAL
EDUCATOR

*Professional
Education
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DR. JOSEPH B. MORTON
State Superintendent of Education

June 1, 2005
May 1, 2008 (Observation Changes)

EVALUATION MANUAL

TEACHERS AND SPECIALTY AREA EDUCATORS:

Classroom Teachers
School Guidance Counselors
Library Media Specialists
Psychologists/Psychometrists
Special Education II Teachers
Speech/Language Pathologists

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June 1, 2005
Observation Section Revised May 1, 2008

**ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM FOR
TEACHERS AND SPECIALTY AREA EDUCATORS**

ACKNOWLEDGMENTS

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CONDUCTING THE EVALUATION PROCESS

The evaluation process should be conducted over one academic year. In the case of beginning (non-tenured) educators, the full evaluation process must be conducted annually until tenure is achieved. Once an educator has achieved tenure, he/she may, at the discretion of the local school system, be placed on a multi-year evaluation cycle consisting of full, basic evaluation followed by one or a maximum of two years of assessment in accordance with a professional development plan. Forms and procedures for professional development are provided in another section of this manual. This section speaks only to the conduct of the basic evaluation process and provides a suggested time frame for conducting the evaluation process.

Evaluation Steps

Suggested Time Frame

Orientation

September-October

All persons to be evaluated should be oriented to the evaluation process and requirements no later than October 15. An evaluation manual should be made available to each educator and one or more sessions should be held in which procedures are explained and questions are answered.

Self-Assessment

September-October

If the educator chooses to complete the self-assessment, he/she should complete the self-assessment form before formal data collection is begun. However, if the educator wishes to discuss the self-assessment with the evaluator, this discussion will not take place until the evaluation summary conference at the end of the formal evaluation. The educator should keep his/her completed self-assessment form. It will not be placed in his/her evaluation file.

Structured Oral Interview/Written Option

Late Fall or Early Spring

If the educator selects the oral option for the Structured Interview, the interview should be conducted at a time agreeable to both parties. The interview can be conducted in either the fall or spring semesters, but no later than late March to allow sufficient time for the Evaluation Summary Conference and the Professional Development Conference. Interviews with first year educators should not be conducted until the second semester.

If an educator selects the written response option to the interview questions, those responses should be submitted at a time agreed upon by both evaluator and educator. The evaluator will also conduct a clarifying interview within eight (8) working days after the written responses have been submitted. The purpose of this conference is to ask probing and clarifying questions about the written responses. For counselors and psychologists/psychometrists, the evaluator may want to coordinate the submission of the written interview and portfolio in case the evaluator also wishes to ask follow-up questions around the portfolio (see submission of portfolio on page 17).

For educators who undergo annual, full evaluation, there may be one or more question sets for which the preceding year's responses resulted in indicator scores of "3" or higher (all indicator scores associated with that question set). Those question sets do not have to be addressed again in the subsequent year of the educator's annual evaluation, unless either the educator or the evaluator decides it is important to do so. For question sets not repeated in this second year, the scores from the first year can be brought over or "banked" the second year of the annual evaluation. These scores from the previous year will be used as the current year's scores. Scores can be banked for only one year. That is, the same responses are not to be used for more than two years in a row. For all non-tenured educators, all question sets must be addressed in the third year of their annual evaluations.

Evaluation Steps

Suggested Time Frame

First Classroom/Instructional Observation

October-November

If three observations are planned, the first observation should begin as early as October. For those with two observations, the first observation could be conducted as late as November. It is also recommended that personnel with one observation be observed in November in case a second observation is needed at a later time. (Note: There is no observation of psychologists/psychometrists.)

For counselors, the evaluator observes a group or individual guidance session. Consultations or other sessions where confidentiality can be compromised are not observed. For library media specialists, the instructional setting may be the library media center or a teacher’s classroom. Library media specialists regularly teach (or should teach) a variety of information acquisition and processing skills to either large or small groups of students. Although only one instructional observation is required for library media specialists, the evaluator may conduct a second instructional observation if he/she believes it is needed.

Second Classroom/Instructional Observation

November-January

For personnel requiring only two observations, the observation could be conducted as late as March.

Third Classroom/Instructional Observation

January-March

All observations should be completed by the end of March.

First Management Observation (library media specialists only)

November-December

This observation is the first of two required for library media specialists. This observation of the operation of the library media center could be conducted as late as early December since only two observations are required.

Second Management Observation (library media specialists only)

March

The second management observation should be completed by the end of March. Results of this observation are considered with the first management observation and the survey analysis during the scoring process. Before scoring both management observations together, the evaluator will need to receive and consider the library media specialist’s analysis of the results of the surveys for indicators 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, and 5.4.

Distribution of Surveys (counselors, library media specialists, psychologists/psychometrists)

February 1

Dependent upon the evaluation system, the evaluatee will distribute surveys to teachers, students, and/or parents. Detailed explanation of this process is provided in the section on surveys. The surveys should be distributed by February 1 to allow time for their return and time for the evaluatee to analyze the data and offer reflections on the results as part of his/her portfolio, interview, management observation and/or supervisor’s review (how the surveys are used is dependent upon the evaluation system). The surveys should be returned no later than March 1.

Preparation and Submission of Survey Data

March 15

After the evaluatee distributes and collects the surveys, he/she then analyzes and interprets the data and offers reflections on the results.

For the library media specialist and dependent upon the indicator for which the survey is a data source, the survey report providing an interpretation of the response data should either be used in the interview or submitted to the evaluator as part of his/her documentation for the management observation and the supervisor’s review. (Detailed explanation of this process is provided in the section on surveys.)

CLASSROOM /INSTRUCTIONAL OBSERVATION

Observation is very complex. It is no easy task to observe all that can possibly be observed and record significant practices and behaviors. When observing human interactions, it is necessary to watch and listen to receivers of communication as well as senders. Therefore, it is necessary to train observers to recognize discreet verbal and nonverbal behaviors, the presence or absence of artifacts in the environment and the presence or absence of patterns of behaviors indicating well-established, effective routines and procedures.

The observation process is made even more complex by the matter of style. Studies of effective teaching have established evidence that good teachers vary in their styles, but deliver very similar behaviors and practices, which produce higher achievement in learners. In other words, we know that good teachers look quite different from each other. They do the same kinds of things, but they don't all do them in the same way. For example, effective teachers (those who produce higher student achievement) communicate the purpose(s) of each lesson/session to students, but they vary in regard to approach, explicitness, and point in the lesson/session where this communication takes place.

Most people would give lip service to the notion that good teachers differ in their styles. However, many of those same people may have subconscious stereotypes of the effective educator. Failure to recognize difference in teaching styles can produce two types of errors critical in the evaluation process: (1) failure to credit an evaluatee for the demonstration of an indicator or competency that is present and (2) failure to recognize the lack of a specific indicator or competency.

The training which observers in the Alabama Teacher Performance Evaluation System experience has been designed to break down stereotypes and develop observers' sensitivity to various styles while sharpening their ability to recognize effective behavior and practices.

Perhaps an analogy to our experience with and our appreciation of apples will further develop understanding of the problem and the observer's role. We probably are all aware that the grading of apples is not dependent upon the variety. Certain criteria are established for certain grades. "Extra fancy" Delicious, Winesap, Rome, or Granny Smith apples can all achieve this grade, if they meet the established standards. Those standards include color, size, and freshness. However, some of us may prefer Granny Smith apples, and if given the task of grading apples, we could find ourselves grading them higher because of our preferences. We might, without the proper training, unduly credit a Granny Smith apple for crispness and discredit a Delicious. The way to overcome these biases is to increase our appreciation for different apples and to train for recognition of real differences in the presence or absence of certain, specified characteristics in any variety of apples.

While the issues and problems in apple grading are the same as those in evaluating teachers and other professionals, objective recording and analysis of performance across a range of styles should prove to be both more interesting and more difficult. Consider the Indicator 5.3, "Expresses Positive Affect/Minimizes Negative Affect." We know that teacher expression of positive attitudes towards and feelings for students are critical to student motivation, involvement and self-management. However, there is not a tried and true formula of things for teachers to say and do in this area. Even if there were, application of the formula would result in "fake" behavior. Genuine regard and support for students is essential. Therefore, teachers will have to become the best communicators of positive affect that they can be, but they won't all communicate in the same ways, because their styles are different. As evaluators, we want to see demonstrations of positive affect, but not the same demonstrations by all teachers.

Many, if not all, of the definitional items, indicators and competencies, which form the evaluation criteria for teachers and specialty area educators, require the same expertise on the part of the evaluator. One must

recognize practices and behaviors that demonstrate the indicator or item, but one must not expect a single set of practices or behaviors across educators.

Awareness of style differences and the continuum mentioned should help to make observers more objective in their observations. Training will heighten that awareness and cause observers to focus on effectiveness and not their own images of good teaching or delivery of services. The observer is basically just that - an observer of events, processes and procedures. From the low inference information about events, processes, and procedures observed, he/she will identify patterns of behavior and practice which demonstrate the educator's competence regardless of style.

Observation Approach and Requirements

The observational approach used in the teacher and specialty area educator performance evaluation systems is the scripted observation approach. In the script approach, the observer writes down, either as direct quotes or narrative explanations, whatever is seen or heard that pertains to the evaluation criteria.

Beginning with the 2008-09 school year for classroom teachers, local education agencies have the option of 1) using the PEPE observation requirements in place prior to the 2008-09 school year or 2) approving a reduction in the number of observations for classroom teachers as specified in this section of the manual.

The option for reducing the number of observations applies only to classroom teachers. The number of observations for special education II teachers, speech/language pathologists, counselors, or library media specialists remains as approved in the PEPE system prior to the 2008-09 school year and is specified in Option 1 below.

Option 1: Number of Observations as Stipulated in the PEPE System Prior to the 2008-09 School Year

Three observations are to be conducted for non-tenured teachers, special education II teachers, and speech/language pathologists. For tenured teachers, special education II teachers, and speech/language pathologists only two observations are required. However, if a tenured educator is experiencing problems, a third observation may be conducted.

For counselors, two observations are to be conducted where the evaluator observes a group or individual guidance session. A third observation may be conducted if the counselor is experiencing problems. Consultations or other sessions where confidentiality can be compromised are not observed.

For library media specialists, only one instructional observation is required. The instructional setting may be the library media center or a teacher's classroom. Library media specialists regularly teach (or should teach) a variety of information acquisition and processing skills to either large or small groups of students. Although only one instructional observation is required for library media specialists, the evaluator may conduct a second instructional observation if he/she believes it is needed.

In all cases, the first observation is to be an announced observation. The remaining observations are to be unannounced. An unannounced observation is defined as: (a) an observation that has not been pre-scheduled or (b) an observation for which notification of the observation within a specified period of time, but not an exact day and time or class period, has been given.

Note: There is no observation of psychologists/psychometrists.

Option 2 (classroom teachers only): Reduction in the Number of Observations Conducted in the PEPE System Beginning with the 2008-09 School Year

Beginning with the 2008-09 school year, a local education agency (local board or superintendent) may choose to approve a reduction in the number of observations conducted for classroom teachers. Reductions, as specified in this section of the manual, must be consistently applied across the school system. The number of observations for special education II teachers, speech/language pathologists, counselors, or library media specialists remains the same as that described above in the “Prior to the 2008-09 School Year” section of this manual.

For non-tenured, year one teachers, at least two observations are to be conducted. The first observation is to be announced and the second observation is to be unannounced. A third observation is required, if performance in either of the first two observations is deemed less than satisfactory by the evaluator, or if a third observation is requested by the teacher. A local education agency may choose to not reduce the number of observations and continue requiring three observations (one announced and two unannounced) for all year-one, non-tenured teachers. (See “Prior to the 2008-09 School Year” section on page 32 of this manual for a definition of announced and unannounced observations.)

For non-tenured teachers, years two through three, two observations are allowed (first announced and second unannounced) if and only if the following performance standards have been met:

- a. Second year teacher – composite score of 18 or higher on year one evaluation (Competency 7 is not scored in year one).
- b. Third year teacher – composite score of 20 or higher on year two evaluation (Competency 7 is scored in year two).

If the above PEPE performance standards have not been met, three observations are required (first announced and remaining two unannounced). A third observation is also required if performance in either of the first two observations is deemed less than satisfactory by the evaluator, or if a third observation is requested by the teacher. A local education agency may also choose to not reduce the number of observations and continue requiring three observations (one announced and two unannounced) for all non-tenured teachers, years two through three.

For tenured teachers, one observation (unannounced) is allowed, if and only if the composite PEPE score on the last full evaluation was 20 or higher and there is evidence of satisfactory teaching since that evaluation. If the composite score on the last full evaluation was lower than 20, two observations (first announced and second unannounced) are required. In either scenario, an additional observation is required if one is requested by the teacher. An additional observation may also be conducted at the discretion of the evaluator. A local education agency may also choose to not reduce the number of observations and continue requiring two observations (first announced and second unannounced) for all tenured teachers.

Option Summary Table

When local school systems initially adopted PEPE, the number of required observations was as indicated under Option 1 in the table on the next page. Beginning with the 2008-09 school year, a local education agency may continue with Option 1 for all or any teacher category or approve Option 2 for all or any classroom teacher category.

Observation Summary Table

Teacher Category	Option 1	Option 2	
Non-tenured, year one classroom teachers	3 observations	2 observations	3 observations if unsatisfactory performance on previous observations or if requested by teachers
Non-tenured, year two classroom teachers	3 observations	2 observations if composite score of 18 or higher on year one evaluation (Competency 7 is not scored in year one)	3 observations if composite score on year one evaluation is below 18 or if unsatisfactory performance on previous observations or if requested by teachers
Non-tenured, year three classroom teachers	3 observations	2 observations if composite score of 20 or higher on year two evaluation. (Competency 7 is scored in year two)	3 observations if composite score on year two evaluation is below 20 or if unsatisfactory performance on previous observations or if requested by teachers
Tenured classroom teachers	2 observations	1 observation if and only if the composite PEPE score on the last full evaluation was 20 or higher and there is evidence of satisfactory teaching since that evaluation	2 observations if composite PEPE score on the last full evaluation was below 20 or if requested by teachers or if deemed necessary by evaluator
Non-tenured Special Ed II and Speech Language Pathologists	3 observations		
Tenured Special Ed II teachers and Speech Language Pathologists	2 observations		
Counselors	2 observations		
Library Media Specialist	1 instructional observation 2 management observations		

The Scripted Observation Record

In using the Scripted Observation Record, the observer carries out two functions. First, he/she records what the educator and students say and do that is relevant to the performance indicators under investigation. These comments and direct quotes are written into the record without judgment. The observer's second function is to analyze and synthesize the data recorded into a set of summary scores that can be used to guide discussion with the evaluatee about future professional growth. These summary ratings are recorded on the last page of the record and should include comments supporting the scores. In addition to conducting the observation and analyzing the information generated, the observer is required to collect pre-observation information for announced observations from the person being observed (optional for unannounced observations) and to conduct a post-observation conference to share and discuss what he/she (the observer) has seen and heard. Together these activities (pre-conference, observation, post-conference) constitute the observational component of the Alabama Professional Education Personnel Evaluation Program.

Conducting the Observation

Each observation must be at least 45 minutes in length regardless of grade level or subject area. The observer will begin recording information when the lesson, therapy session, or guidance session begins.

He/she will record continuously. In secondary classrooms, this pattern should be maintained until the end of the class period. (Note: Classrooms may also be alternative environments for special education II teachers). In elementary or other self-contained classrooms where instruction in a particular subject area is typically less than 45 minutes, the evaluator should continue observing as new subject matter is introduced. If subject matter does change during that time, one should continue recording at least until the 45-minute observation requirement is reached, but should note when the subject matter changed in order to "make sense" of what might seem to be conflicting data when reviewed later. Because of the nature of their classes, special education II teachers, speech language pathologists, library media specialists, and counselors may conduct instruction or sessions that are less than 45 minutes in length. For these cases an exception is made, however, the observation should include a minimum of 30 minutes of instruction or therapy. If instruction or the session is shorter than that, two different visits will be required to gather enough data to generate valid scores for the observation.

In classrooms/environments using block scheduling or extended periods of instruction/intervention, the evaluator is not expected to observe the whole class period, if it exceeds 45 minutes in length. However, the total of all observations should collectively capture patterns of behavior and classroom activities the teacher uses to introduce the lesson, instruct, and close the lesson. An observer can use various plans to collect 45 minutes of data during a "block scheduled" lesson.

Plan 1 (when two or more observations will be conducted): The evaluator may wish to observe the first 45 minutes of one lesson and the last 45 minutes of another. If a third lesson is to be observed, the evaluator should observe whichever segment yields the most useful data. An observer may also split one or more of the lesson's scheduled time as shown in plan 2 below.

Plan 2 (when only one observation will be conducted): The evaluator should observe the lesson by splitting the scheduled block into two or more segments to capture the beginning of the lesson, instruction, and the close of the lesson. For example, the evaluator may observe the first 25 minutes of a lesson and then return for the last 20 minutes. Or, the evaluator may observe the first 15 minutes of a lesson and then return for the last 30 minutes. Or, the evaluator may observe the first 15 minutes of the lesson, the middle 15 minutes of the lesson, and then the last 15 minutes of the lesson.

Either observation strategy is valid so long as the evaluator a) collects 45 minutes worth of data and b) catches a representative sample of the lesson/session.

The Script Record

The Scripted Observation Record is constructed to facilitate scripting (narrative description) of what the observer sees and hears. The script observation instrument uses the Observation/Interview Scripting Form for recording these narrative descriptions. Several pages of the scripting form are needed to record what takes place over a 45-50 minute period.

The scripting procedure used is commonly known as modified scripting. In this approach everything the observer sees and hears that applies to one or more of the indicators and competencies being assessed is recorded. This rule implies that not everything that is done and said in the classroom/environment needs to be recorded (full scripting), but that all educator and student actions pertaining to competencies/indicators are clearly visible at the end of the observation. If the observer has questions about the pertinence of a behavior when it occurs, time is not wasted trying to determine that pertinence, but rather it is written down. It is better to record too much information than too little.

Script pages contain places for the evaluatee's and evaluator's names. These pages also contain a box in the upper right corner to place a page number. The names and number are important because they offer a referent point and sequence if pages somehow become separated.

Script pages also contain line numbers. These are provided so that there will be a ready reference to specific behaviors or practices observed when completing the Observation Analysis and Scoring Form. An evaluator can use page and line numbers to "find" material that should be shared with the evaluatee.

A faint line runs vertically down the middle of the script pages. The line has been placed there to aid evaluators who wish to script educator behavior on one-half of the page and related student behavior on the other or to script using two columns.

The Observation Supplement

For classroom teachers, special education II teachers, and speech/language pathologists, the page titled "Observation Supplement" has been provided to facilitate the creation of quantitative data. **The use of this supplement is optional.** The evaluator can use this supplement to mark/check the number and types of questions asked by the educator, numbers and/or types of ways educators respond to students after students talk or provide a response, ways in which educators seek to involve students in learning, classroom management "events", the types of materials and equipment used during the session, and the predominant types of activities occurring during the lesson/session. The items appearing on this sheet are explained in the observation definition and explanation of teaching practices section of the appendices.

Observation Analysis and Scoring Form

In completing the Observation Analysis and Scoring Form, the lesson/session should be considered as a whole. After the lesson/session and script are completed, the observer will need time to analyze and synthesize the data around the indicators. These analyses can be done in several ways. For example, the observer might commonly number or label all entries in the script which pertain to a specific indicator. Or, the observer might create a list of those behaviors. Another method is to cite page and line numbers for sections of the script in which entries pertaining to an indicator are found. Whatever technique is used to identify related entries, supporting references for scores awarded each indicator will be needed. These references and the "raw" script data provide the bases for scoring the indicators. Space has been provided to note where supporting evidence for a score is found.

Scoring the Indicators

Obviously, a critical step in completing the Observation Analysis and Scoring Form is to score the performance in each indicator observed. Scores are developed using the patterns of behavior (not isolated instances) identified in the script data. The four points on the scale are defined in the same way they have been defined throughout the evaluation system. Scores given for performance indicators are to reflect the educator's performance across the entire lesson/session (all script record sheets). They are to be developed using the same procedure as used in the structured interview; i.e., one determines first if the evidence supports a score above or below the midpoint; then one determines next if that score should be extreme (level one or level four); if not, then one scores the performance as level two or three depending on the direction (above or below the midpoint) determined in the first step.

Note: If an indicator is truly not observable, an "NO" scoring can be awarded. However, these scores are to be kept to a minimum.

Definitions and Explanations of Teaching Practices

In the appendices of this manual are explanations and examples for various behaviors and practices observed.

THE EVALUATION SUMMARY REPORT

The Evaluation Summary Report (ESR) is used to present information from the various instruments in the data collection process, combine that information into competency scores, and document the scores. What is entered on the ESR is based on the competencies, indicators, and instruments used in the performance evaluation system. It is the instrument that summarizes performance across all indicators and competency areas of the evaluation system.

The ESR lists all the competencies and indicators on the left side of the form. The various instruments/data sources used in the evaluation system are listed to the right of the indicator and competency statements, and a column is created for each instrument as well as a box for the indicator score. The format creates a box or "cell" for each instrument as it relates to each indicator statement. Scores from the various instruments are recorded wherever open boxes/cells appear on the form. The darkened boxes/cells indicate that no scores are available from the instruments listed. For example, a review of the ESR reveals that teacher Indicator *8.1 Completes Job Requirements According to Established Timelines*, displays an open box/cell under only one of the columns, SRF. Therefore, the only score that should be available for transfer to the ESR for this indicator is a score from the Supervisor's Review Form. The following section outlines the steps an evaluator follows in completing the ESR.

Completing the Evaluation Summary Report

Since the ESR contains the final scores from the evaluation process, it constitutes the official cumulative evaluation record. Therefore, the ESR first requires complete demographic information about each evaluatee--name, social security number, school system, school, and date of the evaluation summary conference, and the name and social security number of the evaluator. Once the demographic information is completed, the evaluator's second task is to transfer scores from the several instruments to the appropriate open cells on the report.

The third step is to average (to one decimal place) the classroom/instructional observation scores and place this average in the cell under the column labeled "Avg". This average score is considered to be the indicator score for the observation. (Note: The library media specialist and some tenured teachers will have only one instructional observation score unless more than one instructional observation was conducted. The one score will also be the average. The psychologist/psychometrist evaluation system will not have this step since observations are not part of the evaluation process.)

The fourth step is to develop scores for Indicators 7.1 and 7.2. To do this, the evaluator uses pattern analysis of the definition item scores that have been transferred to the ESR. Educators being evaluated for the first time under this evaluation system or who are new to Alabama Public Schools or returning after a break in service will have no scores for Competency 7.0 in their first Evaluation Summary Report. More information is provided in the Scoring Competency 7.0 section of this manual.

During the next step in the process, the evaluator reviews the indicator scores and any notes listed under each competency to determine a competency score. Indicator scores are **not averaged** to determine the competency score. Indeed, averaging those scores will sometimes distort the "picture" of performance that has been painted. The evaluator asks two questions when reviewing the indicator scores:

1. What is the pattern of performance in this competency as suggested by the indicator scores?

2. Are there exceedingly strong or weak indicators? If so, what do the notes and comments for those scores suggest about their importance to the overall competency score?

Responding to this question requires a review of the notes and comments in the various instruments regarding the high or low scores. The decimal digit in the average score of the observations is also an indication of the direction of the score (e.g., a 2.3 average suggests an indicator score a little stronger than a 2, a 2.7 suggests an indicator score that is weaker than a 3).

Once a competency score has been determined, the evaluator enters it in the space marked "Competency Score" to the right of the competency statement. The pattern of indicator scores and/or the notes and comments provided below the scores support the competency score assigned.

The next step, perhaps one of the most important, is where the evaluator provides narrative documentation for each competency area score. This documentation is specific, obtained from the instruments in the evaluation process, and clearly indicates to the teacher or specialty area educator the reasons (justification) for the assigned scores on the ESR. Important questions the evaluator asks when completing the documentation on the ESR are: "If the evaluation record is reviewed by an objective person, will a clear, consistent, and fair picture of the evaluatee emerge?" "Will the reasons for assigned scores be consistent among competency and indicator scores, the various instruments used in the process, and the documents provided?"

The seventh step in completing the ESR is to identify areas for focus in planning professional development for the coming year(s). Space is provided on the last page of the ESR to list up to three competencies and selected indicators under each one. Only a limited number of appropriate indicators and/or definitional items are to be selected or the Professional Development Plan will become unmanageable. Obviously, the areas chosen for focus are those receiving the lowest scores. It is possible that not every indicator (perhaps only one) within a competency area will receive a low score because the presence and quality of definitional items that contribute to indicator scores will differ. If there are no competency scores below "3" in an individual's ESR, the evaluator will select those which appear to have lower patterns of indicator and definitional scores.

The next step is only for local education agencies (LEAs) with a summative component approved by the local Board of Education. If the LEA has a summative component approved by the local Board of Education, the evaluator is to complete the Composite Competency Score section of the form. The evaluator sums the competency scores and places this total in the appropriate box. The evaluator then determines whether the educator has met the established standard. If the score meets the performance standard, the evaluator places a check in the "Yes" box. If the score does not meet the performance standard, the evaluator checks the "No" box.

The Evaluation Summary Conference

As soon as the Evaluation Summary Report is completed, an Evaluation Summary Conference will be scheduled with the teacher or specialty area educator. Three activities occurs during this conference:

1. The evaluator shares with the evaluatee the results of the evaluation;
2. The evaluator solicits the evaluatee's insights and comments; and
3. The evaluator completes with the evaluatee a Professional Development Plan for the coming year(s).



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Montgomery, Alabama 36130-3901

DR. JOSEPH B. MORTON
State Superintendent of Education

June 1, 2005
May 1, 2008 (Observation Changes)



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ALABAMA STATE DEPARTMENT OF EDUCATION

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