

The Lincoln Education Association wants members to be successful and for students to have the best learning experiences possible in the Lincoln Public Schools. With the implementation of the new LPS Appraisal Process,



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LEA believes if used correctly, *the new appraisal process puts teachers in the driver's seat*, and reading the work of Charlotte

Danielson, upon whose books the new appraisal process is based, it is clear that Danielson believes teachers should be and benefit the most when they are in the driver's seat when it comes to evaluation and good teaching practices.

As members move through the new appraisal process, they are encouraged to send questions to the LEA for inclusion in future issues of the newsletter.

All issues of the newsletter will also be available on the LEA web so that members can consult back issues as needed.

Appraisal Q & A # 1

The following questions have come to LEA from members at various sites throughout LPS.

1. Is it a district expectation that we will provide one artifact for each of the four domains and that each artifact may only be used once for one domain?

Yes, teachers must produce an artifact for each of the four domains. From the new LPS Teacher Appraisal Handbook: "Every year, by the end of fourth quarter, permanent certificated staff members will select and submit one artifact representing each domain" (pp. 2 and 3, # 5). Although the language does not say so, given that there are only four domains and they vary a lot, it would make sense (and better protect the teacher as per having provided sufficient "evidence") to have a different artifact for each domain.

2. What happens to the artifacts?

Teachers have to describe the artifacts on the on-line forms. The artifacts will most likely will be a part of reflections and discussions between the appraisee and the appraiser. Copies of the artifacts can be shared with the administration, but will not be submitted to LPSDO as a part of the appraisal process. LPSDO doesn't want them or have the place to store them... especially now!

3. Our staff was told, "In this building...." Do we abide by LPS expectations or the principal's?

The LPS procedures are what have been approved by LEA, LPS, and the Nebraska Department of Education and the process approved is what needs to be followed. If staff are given any specific directions or request that appear to lie outside of the approved appraisal process, members need to address their specific concerns to the LEA. With a new appraisal process being implemented, now is not the time to be adding to or revising the approved process. Both LEA and LPS have agreed to create and release a joint survey to examine the process toward the end of 2011-2012 and to modify the process for all stakeholders as necessary.

4. Can timelines that are stated in the LPS Appraisal Handbook be changed by sites? We've been given deadline dates for our goals that are earlier and different from the ones in the handbook?

No. Dates and deadlines that appear in the LPS Teacher Appraisal Handbook are based upon the work of the joint LEA-LPS Appraisal Committee, work done by teachers and administrators during the two years of the pilot process, and what has been approved by all parties as mentioned above. The dates and deadlines in the LPS Teacher Appraisal Handbook are to be respected and followed. Sites might request earlier deadlines, but those deadlines can only be voluntary, not required.

5. Isn't the actual appraisal form itself an artifact?

No. In the new LPS Teacher Appraisal Handbook artifacts are defined as: "Evidence may be routinely produced daily by a teacher to demonstrate performance levels on a domain. Examples may include lesson plans, communications, PLC work, student data, professional development, etc."

6. Are acceptable artifacts only things that can be filed in a folder as if the teacher is creating a portfolio?

No. Teachers often create bulletin boards, post class rules, put on their boards their day's goals and objectives, and have other items on display in their classrooms that they can and should consider as artifacts and describe them as such on their "Artifact Reflection" for each of the four domains. See also question 6.

7. Examples of artifacts were shared by our principal and one was an Instructional Web site. What about sites prepared and maintained (with proof of recent activity) that provide families and students info and connections to the classroom? Not school sites, but each teacher page.

Depending upon its content and quality, an up-to-date LPS Teacher web site should qualify as an appropriate artifact for Domain 4c: "Communicating with Families."

8. Can members at sites request that LEA come out and do a presentation to or answer member concerns about the new appraisal process?

Yes. At the August FR Training UniServ Director Dan Studer stated that if it becomes necessary or is requested, LEA will be more than glad to provide presentations to members at a site on the new appraisal process. At this time, however, it might be a bit premature to start scheduling meetings until staff have had some experience with the process and as much training as possible. In the meantime, LEA hopes that communications of this nature will help answer members' questions, too.

LEA Members: Please continue to submit your questions to LEA for inclusion in all-member communications. Names of individuals and sites will not be included in the information.

***It Could Be Worse* (An actual quotation from an individual's evaluation—NOT an LPS certificated employee, needless to say): "This young lady has delusions of adequacy."**