

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,



**Issue Number 6**  
**November 14, 2011**

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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.

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## **Appraisal Q & A # 4**

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

15. "The 'start date' on my 'Teacher Profile' on the TalentEd Appraisal page is incorrect. It is neither my actual start date nor the date listed with my seniority number. Should I be concerned?"

*LEA discussed this issue with LPS and LPS has had the company remove the start date from the Teacher Profile to avoid any confusion for members.*

16. "My appraiser has asked me to schedule a formal observation this quarter and it is the only formal observation I will be having. However, the goals I wrote for my appraisal will take me all year to accomplish. Should I have a formal observation before my goals are completed?"

*A formal observation can be completed at any time (following the procedures in the LPS Teacher Appraisal Handbook). One's formal observation is separate from the goals a teacher has created for the year. One's goals will be a part of the final "Reflections" completed by the teacher and shared with their appraiser before an educator's final summative appraisal is completed.*

17. "When I receive feedback from my appraiser following an Informal Observation and the appraiser inserts questions about what they saw or they have written questions for me to consider, should I respond to those questions in writing as part of the Informal Observation during the appraisal process?"

*LEA would recommend that any time an appraiser leaves questions for an educator after an Informal Observation that the member respond to those questions in writing. Part of the new appraisal process that has received the most positive feedback from those that piloted the new process was the value of reflecting on one's teaching. Danielson also stresses the power of self-reflection as an essential part of strengthening one's teaching skills. By providing written responses to any questions posed after an Informal Observation, the educator is not only undertaking self-reflection, but providing evidence to their appraiser that such reflection has, indeed, occurred.*

18. "I entered information on one of the electronic appraisal forms, clicked on 'submit,' and now I can't find it. The document I submitted appears to have disappeared. Now what do I do?"

*Once a document is submitted, it is still available to members, but will not appear on the screen in the same place as before. Members need to click on "History" to locate forms that have been submitted.*

19. "My appraiser has, after my formal observation, asked me to use the LPS rubrics and to evaluate where I think my lesson among the components of the rubrics. Should I do that? Do I have to mark every component in each of the four Domains? Could my own self-evaluation be used against me?"

*Filling out or marking the LPS rubric on one's self after a formal observation of a lesson can be another way for an educator to reflect upon what they accomplished in that lesson and provides both evidence to the appraiser that the educator has done some important self-reflection as well as form the basis for further discussion between the appraiser and the educator in a post-observation conference as the two compare how they have scored the lesson.*

*Educators should confine themselves to marking the rubrics in Domains 1-3 because they are the only Domains that can be observed during a lesson (parts of Domain 1 are behind the scenes and not necessarily observable; other parts of Domain 1, "Planning and Preparation," become obvious when observing the lesson—either there was planning or there wasn't and either the planning was effective or it wasn't). [Other things such as the artifacts you are assembling, the goals you have created, and all of Domain 4 re: "Professional Responsibilities" are to be a part of your later reflections].*

*Members filling out a rubric on a lesson they conducted should limit themselves to "scoring" ONLY the rubric components that apply to the lesson that was taught. There is no need to respond to components that were not part of the lesson and it is NOT expected that every formal observation be of a lesson that includes ALL of the components of the three domains. That is generally simply not possible and not a requirement of any single lesson.*

*As a member reflects upon the lesson they gave that was observed, the idea is to be reflective and realistic about your scoring of the components in the four categories of Unsatisfactory, Basic, Proficient, and Distinguished. Often, teachers are their own most severe critics. No one knows better than the practitioner themselves whether the lesson went the way they wanted it to and what, if anything, they would change if they had a chance to teach the same lesson a second time. Members should read the rubric definitions carefully before deciding where their teaching ranked on any given component for any particular lesson. Anyone who would rate themselves as Unsatisfactory, for example (or even as Basic), is acknowledging that they have a lot of growth to accomplish (this is especially true of an Unsatisfactory ranking). Since the appraisal process for 2011-2012 is new and both teachers and appraisers need to develop comfort with the process, members are going to need to find an authentic and real balance between being honesty and being too self-critical.*

**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): "Some drink from the fountain of knowledge, he only gargled."**