



## Moving Toward Meaningful Evaluation

### Problem:

Hadley Public Schools found that the new Evaluation Framework, although well designed, was becoming an overwhelming, incoherent initiative of disparate activities. This was inducing anxiety and stress, rather than encouraging educators to feel more effective.

### Solution:

Educators must have ownership over the evaluation process and be active (if not the lead) participants in the process. By creating a logical user guide for implementing educator evaluation, educators will experience the new evaluation system as meaningful and supportive. They will also feel connected to other school and district efforts to improve teaching and learning.

## STEPS

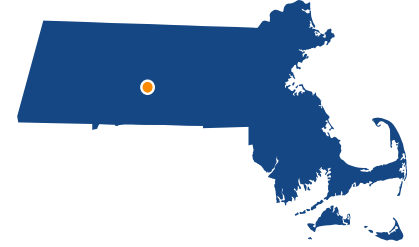
- 1 Identify areas of concern**

The Hadley Educator Evaluation Team met in the fall to discuss issues, concerns, and questions staff had about the new system and the current status of implementation. These concerns informed the questions we posed to Monson Public Schools, which we were paired with for our cross-site visit for the PLN. These issues also framed our approach to the user guide we were planning to create.
- 2 Draft a user guide**

One of the main areas of anxiety revolved around the fact that teachers did not have a simple and straightforward guide for educator evaluation. Several times during the past couple of years, teachers relied on the members of the Teacher Evaluation Committee to explain the steps of the process (goals, assessment, evidence, etc.). Therefore, we wanted a document that was logical and helpful for all educators to use during the evaluation process. We drafted a guide that met these needs and sought feedback from the faculty.
- 3 Create a staff survey**

In order to continue the conversation about how teacher evaluation is meaningful, we designed a survey to get feedback on implementation of the educator evaluation system. This would also inform the user guide. The questions identified areas where educators still felt uncertain or dissatisfied with the process. Specifically, they were able to share what was helpful, what they wanted to change, and if they felt that they had ownership over the process. Then, we administered the survey in April. We included survey results as part of the Superintendent's feedback in her evaluation from the school committee.
- 4 Review survey results with Educator Evaluation Team**

The team reviewed survey results in order to recommend professional development topics to the district-wide Professional Development Committee. It also offered an opportunity to make adjustments and improve implementation of the framework.



Rural public school district  
in Hampshire County.  
Level 2 District.



## 5 Annually review guide with faculty

The team will review the guide with the entire faculty at the beginning of the 2015-2016 school year, as we plan to start off a new year of implementing educator evaluation.

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*"We designed a survey that captured teacher's feedback on what was helpful and what was unclear. This allowed us to make adjustments and improve implementation."*

*Anne McKenzie, EdD, Superintendent*

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### Reflections on the Process:

Throughout the PLN process, we focused on how to collect meaningful artifacts and evidence and how to keep educators actively engaged in evaluation rather than passive participants. We learned what we were doing well and what we needed to work on both anecdotally and through formal staff surveys. We also discovered how important it is to:

- Communicate with faculty
- Get staff feedback
- Create tools to support the process

