

September 2021

Dear Tynan Educator,

I am excited to partner with you as we continue to elevate our professional practice and student outcomes to models of excellence. As we raise the bar for professional practice, continue our anti-racist work and embrace the belief that our students are GREAT: Genius, Resilient, Excellent And Tenacious, I am confident that there is a shared goal of high expectations and high performance for every Tynan scholar. This communication documents my expectations for educator effectiveness and development at the Joseph P. Tynan Elementary School.

### Evaluation Rubric: Focus Elements

In this year's evaluation process we are prioritizing elements in the [BPS Educator Effectiveness Interactive Rubric](#) that most closely align with the Joseph P. Tynan **Vision Foci**:

***The Joseph P. Tynan Elementary School is a student-centered environment that promotes responsibility for every member of the community. Student achievement is nurtured by staff that provides students with opportunities to consistently engage in high quality, challenging and rigorous instruction. Every member of the community is physically and emotionally present and is an active participant in the learning.***

While my evaluation of you may touch on all elements of the rubric, [CRIOP Pillar IV](#) & [BPS Essentials for Instructional Equity](#), I will primarily focus on those identified in the [DESE Focus Indicators for Teachers](#) document inked here.



<b>Standard I: Curriculum, Planning, Assessment</b> and	<b>Standard II: Teaching All Students</b> *These are the rubric elements that align with CLSP and CRIOP	<b>Standard III: Family and Community Engagement</b>	<b>Standard IV: Professional Culture</b>
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<p><b>I. A.4 Well Structured Lessons</b> <b>I. B.2 Adjustment to Practice</b></p> <p><b>Instructional Look For(s):</b></p> <p><u>4.2 Educators use formative assessment as a daily practice that emphasizes assessment for learning rather than as an evaluation of learning in order to adapt classroom instruction. (William, Teachology Conference, 2012).</u></p> <p><u>4.4 Educators provide students with feedback that reassures students that they are capable of meeting the standard, identifies a specific gap between student performance and the standard, and presents actionable steps to work on. (Cohen and Steele, cited in Hammond, 2017)</u></p> <p><u>4.5 Educators use information gathered through a comprehensive assessment strategy that includes formative and summative</u></p>	<p><b>II. B.1 Safe Learning Environment</b> <b>II. B.3 Student Motivation</b></p> <p><b>II. D.1 Clear Expectations</b></p> <p><b>II. D.2 High Expectations for ALL Learners</b></p> <p><b>Instructional Look For(s)</b> <b>EIE 1.3: Educators create and maintain a safe, healthy, and sustaining learning environment...</b></p> <p><u>1.4 Educators create learning spaces and environments that encourage learners to...</u></p> <p><u>2.2 Educators gather relevant information about students before and throughout each unit and learning experience..</u></p>	<p><b>III.C.1. Two-Way Communication</b> <b>III.C .2 Culturally Proficient Communication</b></p> <p><b>Instructional Look For(s):</b></p> <p><u>Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.</u></p> <p><u>Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.</u></p>	<p><b>IV. A. Reflective Practice</b></p> <p><b>IV. C-1. Professional Collaboration</b></p> <p><b>IV. F-1 &amp; 2 Professional Responsibilities</b></p> <p><b>Instructional Look For(s):</b></p> <p><u>Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.</u></p> <p><u>2.3 Educators purposefully collaborate, select, design, and prepare tasks and learning experiences to ensure that...</u></p> <p><u>3.4 Educators are able to design learning experiences that ensure that every student is able to access and actively engage in tasks (in each content area) that...</u></p>
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<u>assessment in order to monitor student progress and design appropriate supports or opportunities for acceleration.</u>			<u>Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</u>  <u>Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</u>
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If you are on an improvement plan, I will also continue to monitor your progress towards any prescriptions included in your last evaluation.

### **Upcoming Activities and Milestones**

*Self-Assessment and Goals & Action Steps:* Please complete your self-assessment and goals & actions steps by **October 1<sup>st</sup>, 2021**. Your professional practice and student learning goals and actions steps should be directly tied our Instructional Foci, Tynan Priorities and our literacy and anti-racist work. Specifically, your **student learning goal** must connect to literacy and a data source (such as MAP Fluency or Growth grades K-6, and a clear data source for all other teachers). Your **professional practice goal** must include CRIOP Pillar IV, which is an extension of the Hammond CRT work we have completed.

### **Formative & Summative Dates:**

If you are on a 1-year plan, you will receive your formative evaluation no later than **January 15, 2022**, with end-of-year (formative or summative, depending on your plan length) released to you no later than **May 15, 2022**.

- Individual Dates: Your plan end-date & formative date (i.e., the dates by which you will receive your evaluation) are listed at the top of your plan in Vector Solutions. The dates in Vector Solutions indicate an approximate time frame. Your evaluations will

occur no later than these dates listed. If you have any questions about what you need to do before your formative, please let me know.

If you are on the first year of a 2-year plan, you will receive your formative evaluation no later than **June 1, 2022**. Likewise, if you are in the second year of the two year plan, you will receive your summative evaluation no later than **May 15, 2022**.

### **Artifacts:**

All artifacts should be uploaded at least two weeks prior to your scheduled formative/summative. Any artifacts uploaded within the two week window prior to your formative or summative will not be considered for the purpose of that evaluation. Please make sure that you speak with me regarding artifacts should you have any questions/concerns.

### **Expected artifacts include:**

- Documents that not only include student learning trends--but also effectively illustrate and integrate an ownership of 1-A-4 Well Structured Lessons with teacher exemplars, anchor charts, and student work samples (II-A-1 Quality of Effort & Work) of 1-B-2 Adjustment to Practice and 1-C-1 Analysis and Conclusions.
- Newsletters or Electronic Portals (websites/blogs/podcasts) that not only promote high quality instruction and grade level based student learning outcomes but appropriate and consistent two-way communication between families (III-A-1 Parent/Family Engagement, III-B-1 Learning Expectations & Curriculum Support, III-C-1 Two-Way Communication).
- Professional Practice artifacts that show intentional and meaningful peer collaboration (IV-B-1, IV-C-1, IV-D-1) and experiences seeped in reflection (IV-A-1) and adjustment to practice leads to higher student achievement and stronger professional practice. This may come in the form of the data action plans, units of study, videos/blogs/vlogs/journal notes with photos, etc.

Next steps/Prescriptions are designed to support your growth as a practitioner and are key “look for(s)” in practice between now and your next deadline (improvement/summative). You are always invited to check in with me to discuss new ideas, lesson plans, artifacts design, and any aspect of the teaching and learning process that supports you as a professional and/or our students as reflective learners.

### **Your Primary Evaluator is Leslie Gant.**

Primary Evaluator denotes that I will observe, provide feedback in Vector Solutions, and write your formative/summative evaluations. However secondary evaluators such as the BPS Chief of Schools, BPS Academic Superintendents and BPS Elementary Superintendents (if they are not your primary evaluator) and other identified BPS educators may also provide input into your observation(s)/evaluation(s). Dr. Grace Wai will serve as a secondary evaluator.

I strongly encourage you to schedule a meeting with me to discuss your professional aspirations and goals. ***I am here as a partner and practitioner who is invested in your professional development, growth and success.***

I would like to thank you for your service to our children and families and your contributions to the Joseph Tynan School Community. I look forward to seeing your instructional practice transform our students into reflective and high achieving scholars and moving our school from good to GREAT!

Best,

Leslie Gant  
Principal/Evaluator