

Frequently Asked Questions: Alternative Evaluation Options



Q: Who is eligible to participate in Alternative Evaluation?

A: Teachers receiving a summative evaluation of "Distinguished" or "Proficient" on a traditional evaluation may participate in Alternative Evaluation in their subsequent evaluation cycle. **However, if you did an Alternative Evaluation in your last cycle, you MAY be able to do an Alternative Evaluation for your current evaluation process with your administrator's agreement. Let your administrator know ASAP that you are interested in doing an alternative evaluation this cycle and ask them to include you in the discussion between BFT and BUSD on this issue if they agree with your proposal.**

Q: Do my evaluator and I have to agree together on Alternative Evaluation?

A: Yes, the contract requires that there be mutual agreement in order for an Alternative Evaluation to take place.

Q: What are the Alternative Evaluation options?

A: There are several: Lesson Study, Teacher Action Research, application for National Board Certification and being a BTSa Support Provider are some. ***You may want to consider consulting the District's "Mission, Vision and Values" and "Three-Year Goals", and the "2020 Vision for Berkeley's Children and Youth" in determining your alternative evaluation project. These resources can be found at <http://www.berkeleyschools.net/about-the-district/about/>.***

Q: Can I do Alternative Evaluation every evaluation cycle?

A: In general you can only do an alternative evaluation every other cycle, but there have been some exceptions to this rule. See the first question, above.

Q: When do my evaluator and I have to make a decision on the Alternative Evaluation?

A: We recommend deciding as soon as possible. A conference between the teacher and the evaluator to complete the Professional Development Plan (Form A) and to specify an Alternative Evaluation is required by November 1st.

Q: Are there other resources available to assist me?

A: The colleagues at your school who have completed an alternative evaluation are the most valuable resource. ***Also, please see page 2, attached, for more information.***

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Alternative Evaluation Options

Action Research

What is the purpose?

Action research or teacher research is a way for teachers to observe and analyze what is happening to their own classrooms in order to improve instruction. By collecting data on their questions, teachers can objectively examine and improve their practice. Effective teachers are natural researchers, constantly questioning the *why* and *how* of teaching and learning. Action research offers a more formal means by which we can investigate our craft.

How does this work?

1. Identify an issue or question.
 - ✓ What do you want students to learn?
 - ✓ How will you know if they have learned it?
 - ✓ What will you do if they have?
 - ✓ What will you do if they haven't?
2. Form a hypothesis.
3. Check existing research on this issue.
4. Identify multiple data sources.
5. Collect, organize, and represent data.
6. Analyze the data and look for patterns.
7. Summarize findings/report conclusions.

Lesson Study

What is the purpose?

Lesson study is a way for teachers to plan, observe and refine "research lessons" designed to bring to life their long-term goals for student learning and development. This model provides an ongoing method to improve instruction based on careful observation of students and their work.

How does this work?

1. Define the problem or issue.
2. Design the research lesson.
3. Try out the design.
4. Assess the design.
5. Revise the design.
6. Use the revised design.
7. Obtain peer feedback.
8. Share the results.

National Board Certification

What is the purpose?

National Board Certification (NBC) measures a teacher's practice against high and rigorous standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videotapes and thorough analyses of the candidate's classroom teaching and student learning.

How does this work?

1. Learn more at www.nbpts.org and www.aft.org/tools4teachers/career/national-board.htm
2. Register on www.nbpts.org.
3. Join a support group. You can contact BFT for information on any existing BUSD cohort groups.

BTSA Support Provider

What is the purpose?

A support provider is able to work within a student centered culture of reflective practice and inquiry to move teaching and learning forward at every stage of the educational continuum.

How does this work?

1. Become a support provider for a BTSA eligible teacher.
2. Reflect on the experience by completing a written document.