

RESPONDING TO YOUR EVALUATION REPORT

Article 27, Evaluation, of the PAT/PPS 2016-2019 contract and the [PPS Educator Handbook for Professional Growth and Evaluation](#) detail the required procedures and timelines for educators' performance evaluations.

- The Professional Educator Framework and Rubric ("Rubric), Appendix B to the Handbook, establishes the standards of performance to be uniformly applied.
- The required evaluation conferences, notes, and forms (Appendices to the Handbook) are designed to insure open communication, transparency, clear, timely, and useful feedback connected to the Rubric. Make sure the procedures were followed – they are critical to the process.
- Performance must be measured only by the criteria stated in the Rubric.

Article 27.C., requires an evaluator's rating to be:

- (1) based on direct evidence justifying the rating under the Rubric; and**
- (2) documented by referencing the evidence, in writing, in the report**

Obtain a copy of your final Teacher Evaluation Report. You should receive a draft at least 48 hours prior to the Summative Evaluation Meeting. At the meeting, you should have the opportunity to present additional evidence and discuss the comments and ratings before they are finalized. Evaluators frequently change ratings when presented with well-prepared discussion and evidence, including artifacts.

Sign the Evaluation Report. This indicates only that you received a copy, not that you agree with its contents. Get a copy of the report signed by both you and the evaluator.

Write a rebuttal or objection. If you feel that any aspect of the evaluation report is inaccurate, unjust, or incomplete, you may submit a written rebuttal statement to the evaluator and request that it be attached to the Evaluation Report as a permanent part of your personnel file.

- This should normally be done within thirty (30) days of receipt of the evaluation report.
- Clearly state your perspective without being overly negative or critical of your evaluator.
- Respectfully identify the deficiencies in the report – the evaluator may lack context or relevant content experience, or the observations may be inaccurate.
- Be concise – a paragraph or a few sentences are enough if it makes the point.
- Write it carefully and have a trusted colleague review it before you submit it.

In drafting your rebuttal, consider these basic questions:

- **Did the evaluator comply with the procedures?**
- **Applying the Rubric, is the rating consistent with the evidence stated in the report?**

EVALUATION REBUTTAL – SAMPLE TEMPLATE

Include an introductory paragraph:

To: [Name of Evaluator] and Kylie Rogers, PPS Chief Human Resources Officer
From: [Your name – including your signature]
Date: [date you submit it]
Regarding: Objection to Teacher Evaluation Report dated [date you signed it]

I am exercising my right under Oregon law and Article 19.J. of the PAT/PPS contract to object to aspects of my Teacher Evaluation Report. Please attach a copy of this document to the Evaluation Report placed in my personnel file and attach an electronic copy to the electronic Evaluation Report record maintained by the District.

Then, identify each Domain, Component or Element of the Evaluation Report to which you object. For each, organize your thoughts by using whatever sections below are relevant:

IDENTIFY THE SECTION of the Evaluation Report about which you disagree (e.g., Component 1a; Domain 2 Summary)

CONTEXT: provide missing context that could have affected the rating or evaluation.

Examples:

- **Were important procedural steps of the evaluation process omitted?**
- Were you implementing new teaching strategies/techniques?
- Describe relevant facts about the students (IEPs, TAG, 504s, behavioral plans, other background)
- What accommodations and/or modifications were applied?
- Describe the history of the class or assignment - first time taught? Were materials/curricula provided or did you have to create them?
- Was the lesson a review and were students already released to work independently?
- If students were partnered/grouped, on what basis did you group them?

INCONSISTENCIES WITH OBSERVED LESSON OR WITH OTHER EVIDENCE:

- Address unfavorable statements inconsistent with what you believe occurred during the observed lesson (e.g., evaluator states that you didn't have learning targets posted, but you did).
- Address unfavorable conclusions inconsistent with other evidence (e.g., evaluator rated you unfavorably on Designing Student Assessments, but never reviewed your grade book, sample tests, student journals, or whatever you use for assessment)
- Be sure your response is **evidence based**.
- Attach copies of artifacts, if applicable.

ADDITIONAL OMITTED INFORMATION/POSITIVE COMMENTS: list additional positive information not noted in the evaluation report that you feel should have been.

- Mention your motivation, preparation, and curriculum/lesson flow.
- Cite positive statements made by the evaluator in observation notes but not included in the evaluation summary (include the time observed, if noted by the evaluator)

Examples:

2b: Managing Classroom Procedures - *At 2:51 students knew the routine based on my instruction of my classroom management plan for getting their journals out in preparation for the upcoming lesson.*

4e: Participating in a Professional Community - *The observed lesson was developed with my colleagues in our April PLC meeting. We plan to evaluate the lesson at our next PLC meeting.*

RESPONSE TO THE EVALUATOR'S CONCLUSIONS: point out contradictions between the evaluator's conclusions/ratings and the evidence cited, or the fact that there was no evidence cited. Every rating must be based on evidence written in the report.

Examples:

- Evaluator states students appeared off-task, yet assignments were turned in with adequate scores
- Evaluator states the lesson needs more rigor; you describe the higher-level thinking involved in the lesson, or you reference the reading assessments you reviewed in determining that you were teaching the students at their instructional level.
- Evaluator states in the Domain Summary that students were off task during the lesson, but no evidence is written in the report of any students observed and noted as off-task
- If there are comments that don't make sense, explain why
- If you received contradictory advice/direction (e.g., from evaluator and from instructional coach), describe it
- If a student is noted as being off task, point out that the rest of the class was on task. Although a student may be off task, it may be an improvement from the student's previous behavior. Mention the behavior plan you wrote or the parent call you made that resulted in the improved behavior.

REFLECTIONS AND NEXT STEPS: it is important to convey a willingness to reflect and receive constructive feedback while involved in the rebuttal process.

- If your evaluator has made a valid suggestion, note that you will incorporate that suggestion into your future practice.
- Make requests for materials, training, or time to accomplish the evaluator's suggestions. If you have already made such requests, note and reiterate them.

ADDITIONAL REFLECTIONS ON THE EVALUATION REPORT: Include any additional information you think is relevant.