



# Are you driving your evaluation . . . or being taken for a ride?

**A Local Evaluation Committee (LEC) is an essential committee that all locals need to create.**

The committee will assist members by empowering them to take the driver's seat when it comes to their evaluations, rather than having the members being taken for a ride.

The LEC consists of two teams. The first team is the Rebuttal/Response/Record Writing Team. From this day forward, all public school teachers must put their voices on record and respond to every evaluation. The observations that administrators complete is only one half of the story. The teacher's response is the other half. These two halves need to come together to create a complete picture of what really takes place in the classroom. If the teacher does not add his or her response, then only half of the story is being told. This response is the only way to put the teacher's voice on record. The response could be as simple as, "Thank you for coming in, I am glad you enjoyed my lesson," or it could be more in-depth to correct anything that was misunderstood by the administrator.

The second part of the LEC is the Data Collection Team. This team will set up a Google Doc Form to collect observations from each member. The team will then analyze the data to look for three key components:

○ **Domain Experts:** these experts are teachers who are scoring threes and fours on their observations in specific domains. We will use these experts to assist other teachers who are struggling in that same domain. The experts will share what they are doing in their classrooms in order to receive good scores and help the struggling teachers improve their practice.

○ **Administrator Trends:** the data team will find the trends of each administrator in regards to how he or she scores observations. These trends will be used to create a scouting report on each administrator. The data team will provide each teacher with the scouting report, and each teacher will then know what every administrator is looking for before they ever enter his or her classroom.

○ **Procedural Errors:** the data team will track all procedural errors that are occurring within the district. If a district should ever file tenure charges for inefficiency based on a member's observation, these procedural errors could be used during the arbitration as evidence.

So, if you love to write, blog, or journal, we need you on the Response Team. If you are a "Google Geek" and have an analytical mind, we need you for our Data Team.

Now is the time to get a Local Evaluation Committee started! If your local does not have one, cut something out of your responsibilities so you can.

## It's that important!

Find this and other helpful materials on: [njea.org/achievenjorganizing](http://njea.org/achievenjorganizing)







## What Local Associations Can Do About Evaluations

1. Form an evaluation response committee.
2. Inform the board of the association's intent to demand negotiations over any proposed changes in existing evaluation procedures.
3. Provide members with information on state regulations, local contract provisions, and board policies.
4. Assist members in preparing for observation conferences and annual evaluation conferences.
5. Assist members in writing effective reflective response/rebuttal statements.
6. Collect individual evaluation reports from those members willing to share for a confidential association file.
7. Keep profiles on district evaluators for the purpose of monitoring their evaluation activities for signs of unfair and/or discriminatory actions.
8. Provide ARs with as much information as available on the subject of evaluations.
9. Schedule trainings specifically for new and/or non-tenured staff.
10. Call the UniServ office with any questions, concerns or developments that may arise regarding evaluations.





# NAVIGATING AchieveNJ an organizing playbook

## Local Evaluation Committee Playbook Rubric

**Purpose of this rubric:** To assist local leadership in the formation of a Local Evaluation Committee. Every school within the local should have a functioning Local Evaluation Committee in order to help members advocate and organize around evaluation issues. In order to be successful, members must know the model their district has selected, the terminology of their model, and domains that apply to their chosen model. The Local Evaluation Committee will help members do this. The evaluation committee will also gather evidence around the content of evaluations and analyze that content for evaluator bias to ensure appropriate execution of the evaluation tool and serve as evidence should a member's performance be called into question.

### The rubrics below help local leaders:

1. Determine if the Local Evaluation Committee is present (*checklist*).
2. Determine the level of effectiveness of their Local Evaluation Committee (*rubric*).
3. Identify weaknesses to be strengthened.

### Checklist: Does your local have a Local Evaluation Committee?

No \_\_\_\_\_  
Actions

- Contact your UniServ field rep.
- Establish a Local Evaluation Committee. Strive for a highly effective Committee.

Yes \_\_\_\_\_  
Actions

- How effective is your Local Evaluation Committee? (*See pages 16 - 24*)
- Use the rubric to identify strengths and weaknesses.
- Use the actions listed to help improve the effectiveness of your Local Evaluation Committee.

# Local Evaluation Committee Rubric

## HIGHLY EFFECTIVE

- 1. The committee operates in every building with a district level component.
- 2. New involvement is present (Encourage involvement from any member who would be a good fit for the committee).
- 3. A robust and systemic method of data collection is in place.
- 4. A rebuttal/response team is in place in all buildings with a district level component for analysis.
- 5. A rebuttal/response is written to every observation (good and bad).
- 6. Domain experts are identified through evaluation data analysis and provide training and coaching.
- 7. A profile on administrator biases has been created by tracking their data trends, and this is communicated to DEAC/membership.
- 8. Administrators are aware that evaluation content is being collected and analyzed for inter/intra reliability and evaluator agreement.
- 9. The committee meets on a regular basis.
- 10. Sharing occurs internally and externally (between buildings and with administrators).
- 11. The committee is connected to the association.
- 12. Buy-in and active participation from members.
- 13. The committee is incorporated in the association's constitution and/or bylaws.
- 14. Mentors serve on the committee, which is open to all members.

## EFFECTIVE

- 1. The committee operates in every building.
- 2. A cross section of members is present.
- 3. Consistent data collecting mechanisms are present.
- 4. A rebuttal/response team is in place in most buildings with a district-level component.
- 5. Rebuttals/responses are written to most evaluations.
- 6. Domain experts self-identified and provide training and coaching.
- 7. A profile on administrator biases has been created through anecdotal data and this is communicated to membership.
- 8. Administrators are aware that evaluation content is being monitored.
- 9. The committee meets on a regular basis.
- 10. The committee empowers leadership to disseminate information.
- 11. A culture of sharing and trust is established.
- 12. Buy-in from members exists.
- 13. The committee formed through a motion and vote.
- 14. Open to all members.

## PARTIALLY EFFECTIVE

- 1. The committee operates in some buildings yet there is one overall Evaluation Committee for the entire local.
- 2. Composed of the usual volunteers. Many members of the committee are already involved in association.
- 3. Inconsistent data collection.
- 4. A rebuttal/response team is in place at the district level only.
- 5. Rebuttals/responses are written to most negative evaluations.
- 6. Domain experts self-identified and provide advice.
- 7. A profile on administrator biases has not been created.
- 8. Evaluation content is being collected but not monitored.
- 9. The committee meets on an annual or as-needed basis. Inconsistent meeting schedule.
- 10. Inconsistent communication with association leadership.
- 11. A lack of trust.
- 12. Limited buy-in from members or participation.
- 13. Committee is formed by a group of volunteers.
- 14. Open to all members but cliquish.

## INEFFECTIVE

- 1. The committee operates on the district level; may exist in name only.
- 2. Composed of local leaders only.
- 3. No mechanisms for meaningful data collection are present.
- 4. Inconsistent or no assistance is offered to members in rebuttal/response writing.
- 5. Rebuttals/responses are written to some negative evaluations or not at all.
- 6. Domain experts not identified.
- 7. A profile on administrator biases has not been created.
- 8. Evaluation data is not being collected.
- 9. Meets rarely.
- 10. Little to no communication with association leadership.
- 11. Lack of sharing or trust or committee violates trust.
- 12. Limited buy in from members.
- 13. Subcommittee of leadership.
- 14. Appointed by leadership consisting only of select people (elitist).

# Local Evaluation Committee Rubric

## Actions (Following the Highly Effective Column):

### MEETING 2 - Field Implementation

UniServ field reps will meet with potential team candidates who were selected by the association. UniServ reps will help explain the process of creating a Local Evaluation Committee. A sample agenda has been included in Appendix A.

### Meet with the Local Evaluation Committee.

- Hand out NJEA's position on AchieveNJ.
  - Hand out the NJEA produced rubrics on the DEAC and ScIP (see supporting documents).
  - Give rationale for establishing a Local Evaluation Committee. The committee's function will be to help members advocate and organize around evaluation.
    - Share the Local Evaluation Committee rubric (see supporting document).
  - Initially, the Local Evaluation Committee will consist of two teams:
    - Rebuttal/Response Writing Team: The committee will be asking every member to write a rebuttal/response to every evaluation – even if the rebuttal/response is just to say, “thank you for your comments.” Doing this on every evaluation gives every member a voice in the process. This team will assist members with this task.
      - Why is this important? Oftentimes the word “rebuttal” has a negative connotation. However, it is imperative that a complete picture of the observation be captured because there are two sides to it. Moving forward, every observation must have a rebuttal/response. In other words, all members respond, not just some members.
    - Data Collection Team: The association will create an evaluations database by collecting all members' observations.
      - This will serve multiple purposes, including:
        - Identifying administrators' trends (i.e. their observation styles, etc.).
        - Identifying procedural errors made by administrators.
  - Identifying members who are “domain experts.”
    - Domain experts could be those members within the local that have the highest scores in areas of the rubric.
    - Some of the domains are not measurable in the classroom (in Danielson: 1 and 4 are not measurable in the classroom).
  - Data can be collected through various methods, including a Google Doc, Excel document, Word document, or hard copies.
  - See GForm Rater Track video for a tutorial on using Google Docs: <http://www.njea.org/achievenjorganizing>
  - See the *njea.org* document, “Creating a PRIDE Database”: <http://tinyurl.com/m8kqo9f>
  - Why is this important? Collecting data will empower members to take ownership of their evaluation with assistance from the local association. This will give members a voice in the process. For example, consider the old saying, “drive the bus or be hit by it.”
  - The teams will need to establish a system for sharing observations and data with each other. Also, will the team send a confirmation message to members after they submit an observation?
- Potential branches of the committee: community outreach efforts. How will your association partner with the community around evaluation/testing issues?

(continued on next page)



## ○ Local Evaluation Committee Rubric

### MEETING 2 - Field Implementation: *(continued from previous page)*

- Local Evaluation Committee meetings:
  - See accompanying agendas for follow-up meetings. The committee should meet at least quarterly.
- Communication with members.
  - Determine how each school committee/team will communicate the work of their committees with members.
    - Association website.
    - Newsletter.
    - Email (to home email addresses).
    - 10-minute meeting.
  - How often will the committee communicate with members?
    - Each month?
  - What will be communicated?  
*(i.e. "we have 50 administrative procedural errors now documented," etc.)*



## Appendix A9 - Sample Agendas

### SAMPLE AGENDA:

#### MEETING 2 - Meeting with Local Evaluation Team Members

##### Association Evaluation Committee

###### I. Introduce Rationale.

- a. The AchieveNJ system is broken/flawed.
  - i. What is AchieveNJ? In 2012, the legislature passed and the governor signed TEACHNJ, a law which redefines tenure and evaluation in the state of New Jersey. AchieveNJ is the branding used by the New Jersey Department of Education for the regulations it created that were later passed by the New Jersey Board of Education to support the implementation of AchieveNJ.
- b. Share NJEA's position on AchieveNJ.
- c. Share NJEA's produced rubrics on the DEAC and ScIP (see supporting documents).
- d. What's happening in your local? Use the rubrics to determine the status of your local.

###### II. AchieveNJ Organizing Project.

- a. Internal – for members.
- b. External – for parents/community.

###### III. Internal – for members.

Before reaching out to the community, your members need assistance. Your #1 priority is helping members who need support. Later, your overall goal will be to reach out to the community.

- a. DEAC.
- b. ScIP.
- c. Local Evaluation Committee.

###### IV. Local Evaluation Committee.

- a. Rationale: every school will have a functioning Local Evaluation Committee to help members advocate and organize around evaluation.
- b. Add the committee to your constitution and bylaws.
- c. Rebuttal/Response Team.
  - i. Why is this important?
- d. Data Collection Team.
  - i. This will serve multiple purposes, including:
    1. Identifying administrators' trends (*i.e. their observation styles, etc.*)
    2. Identifying procedural errors made by administrators.
    3. Identifying members who are "domain experts."
- e. How will data be collected?

###### V. Potential Branches.

- a. Next steps: community outreach efforts. How will association local partner with the community around evaluation/testing issues.

###### VI. Action Needed.

- a. Members must commit to attend required trainings.
  - i. Set date for trainings (*work with your NJEA UniServ field rep*):
    1. Rebuttal/response writing.
    2. Data collection/use.

The UniServ field rep will offer training on rebuttal/response writing and host a conversation on data collection using their resources. (*Note to UniServ field rep: See the supportive documents as well as the video referenced earlier.*)

## Appendix A9 - Sample Agendas

### SAMPLE AGENDA:

### MEETING 3 - Meeting with General Membership

#### Association Evaluation Committee

#### I. Introduce Rationale.

- a. The AchieveNJ system is broken/flawed.
  - i. What is AchieveNJ? In 2012, the legislature passed and the governor signed TEACHNJ, a law which redefines tenure and evaluation in the state of New Jersey. AchieveNJ is the branding used by the New Jersey Department of Education for the regulations it created that were later passed by the New Jersey Board of Education to support the implementation of AchieveNJ.
- b. Share NJEA's position on AchieveNJ.
- c. Provide a brief overview of the DEAC and ScIP committees.
- d. Share the rationale for establishing a Local Evaluation Committee.
- e. What's happening in your local?
- f. Note to UniServ field rep: this might be a place to include supporting documents (*referenced earlier*).

#### II. AchieveNJ Organizing Project.

- a. Internal – for members.
- b. External – for parents/community.

#### III. Internal – for members.

Before reaching out to the community, your members need assistance. Your #1 priority is helping members who need support. Later, your overall goal will be to reach out to the community.

- a. DEAC.
- b. ScIP.
- c. Local Evaluation Committee.

#### IV. Local Evaluation Committee.

- a. Rationale: every school will have a functioning Local Evaluation Committee to help members advocate and organize around evaluation.
- b. Add the committee to your constitution and bylaws.

#### c. Rebuttal/Response Team and Data Collection Team.

##### i. Why is this important?

1. “The rebuttal/response writing team is going to help you tell your story, and the data team will be gathering pertinent information on administrators and will be tracking track procedural errors.

##### a. Rebuttal/Response writing is needed because it will allow us to add our voices to the observation. The observation needs to be a complete story – from both the administrator and the teacher.

##### b. Also, if the association ever needs to represent you in a tenure charge hearing, we will need the following, and collecting data will allow us to do this:

- i. A complete story to the observation, which will be done through a rebuttal/response.
- ii. Procedural errors identified, which will come through the data collection. This is the **ONLY** way we can contest an observation at a hearing.

##### iii. Administrative trends to empower members to know what each observer is specifically looking for.

##### iv. This branches into:

1. Knowing your evaluation model.
2. Sharing your observation with the association.
3. Identifying “domain experts.”

##### c. Data Collection Team.

##### i. This will serve multiple purposes, including:

1. Identifying administrators' trends (i.e. their observation styles, etc.).
2. Identifying procedural errors made by administrators.
3. Identifying members who are “domain experts.”

##### d. How will data be collected?

#### V. Potential Branches.

- a. Next steps: community outreach efforts. How will your local partner with the community around evaluation/testing issues.

#### VI. Action Needed.

Find these documents online at [www.njea.org/achievenjorganizing](http://www.njea.org/achievenjorganizing).

## ○ Appendix A9 - Sample Agendas

### **SAMPLE AGENDA:**

This is a sample agenda to be given to a local, and local leaders can make the determination if they will use it.

### **MEETING 4 - Local Evaluation Committee Meeting**

**NOTE:** the goal of these meetings is to show growth in each of the categories and address how the plan is moving forward.

#### Association Evaluation Committee

- I. How is it going? What's working? What's not?
- II. Are members sharing their evaluations?
  - a. Is your system for data collection established and working?
- III. How many rebuttals/responses have been written?
  - a. Are you getting feedback from members?
- IV. Data trends on administrators.
  - a. Share what has been identified.
  - b. Update the committee on administrative procedural errors.
- V. How are you communicating . . .
  - a. With your association leadership?
  - b. With members in your building?
- VI. Are you ready to branch out to your community? Notify your UniServ field rep to get started.
- VII. Next meeting date.

## ○ **Appendix A9 - Sample Agendas**

### **SAMPLE AGENDA:**

This is a sample agenda to be given to a local, and local leaders can make the determination if they will use it.

### **MEETING 5 - Local Evaluation Committee Meeting**

#### Association Evaluation Committee

- I.** How is it going? What's working? What's not?
- II.** Are members sharing their evaluations?
  - a. Is your system for data collection established and working?
- III.** How many rebuttals/responses have been written?
  - a. Are you getting feedback from members?
- IV.** Data trends on administrators.
  - a. Share what has been identified.
  - b. Update the committee on administrative procedural errors.
- V.** How are you communicating . . .
  - a. With your association leadership?
  - b. With members in your building?
- VI.** Are you ready to branch out to your community? Notify your UniServ field rep to get started.
- VII.** Next meeting date.

# Local Evaluation Committee

## Evaluation Committee Team Members

### BUILDING:

*(After the association's informational meeting with all potential team members, each member shall then determine whether to serve on the rebuttal/response writing team or the data collection team. Each team member shall agree to attend additional trainings for his or her decided team.)*

Rebuttal/Response Team Member:

Name:

Cell:

Email:

Address:

Rebuttal/Response Team Member:

Name:

Cell:

Email:

Address:

Rebuttal/Response Team Member:

Name:

Cell:

Email:

Address:

Rebuttal/Response Team Member:

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Rebuttal/Response Team Member:

Name:

Cell:

Email:

Address:

Rebuttal/Response Team Member:

Name:

Cell:

Email:

Address:

# Local Evaluation Committee

## Evaluation Committee Team Members

### BUILDING:

*(After the association's informational meeting with all potential team members, each member shall then determine whether to serve on the rebuttal/response writing team or the data collection team. Each team member shall agree to attend additional trainings for his or her decided team.)*

Data Collection Team Member:

Name:

Cell:

Email:

Address:

Data Collection Team Member:

Name:

Cell:

Email:

Address:

Data Collection Team Member:

Name:

Cell:

Email:

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# **Local Evaluation Committee** Follow-Up Meeting Worksheet

*(To be completed by both the rebuttal/response writing team and the data collection team for each follow-up meeting.)*

## **BUILDING:**

**How is it going? What's working? What's not?**

**Are members sharing their evaluations? Is your system for data collection established and working?**

**Is data reflecting any trends on administrators? Are there any administrative procedural errors?**

**How are you communicating with your association leadership? With the members in your building?**





## Appendix B1: Recruiting and retaining member volunteers

### I. First steps

- a. How can we do it?
  - i. Do we send a mass email out to everyone?  
A text message? No.
  - ii. When you need volunteers, ask for them personally. Few people will volunteer their services. This doesn't mean they don't want to help. People simply like to be asked.
    1. Personalize the message. Be positive and sincere.
      - a. Consider, "we believe you are the right person for this position." Veteran approach: "As an experienced association leader, your value to us is very high. Will you . . ." Rookie appeal: "We need new people involved. No experience is necessary, just your enthusiasm and energy. . ."
      - b. Make every volunteer feel important. If they believe you're "just looking for people," they'll feel easily replaced and less responsible for the job.
    2. Have someone they know and trust do the asking. People respond more positively to someone they know. Isn't it harder to say "no" to a friend than a stranger?
  - b. Speaking of when people are new – how can you make them more comfortable?
    - i. For new volunteers, pick them up, call to confirm their attendance, meet them at the door, introduce them, and do anything else that you can think of to make them comfortable.
    - ii. Make the jobs new volunteers are asked to do as nonthreatening as possible. People don't like to take risks. Prime considerations to make when assigning tasks include:
      1. How much time will it take each day or week?
      2. How long will the project or committee last?  
People won't sign up for life – so don't overwhelm them!
      3. How "public" will the job be? Personal risk increases with the amount of exposure individuals receive. New volunteers often won't agree to get involved in "public tasks" but will do jobs where they are not visible to the community, administration, or school board.
4. How difficult is the work? New volunteers can often be induced to take on more jobs if they first have a few successes to look back on. Start new volunteers with relatively easy tasks and build on such success. Don't ask the new volunteer to take on difficult or complicated jobs too soon.
5. Ask new volunteers to do things they can already do and which they already like to do. Remember, reducing risk for new volunteers is very important.
  - iii. Value their input!
    1. Everyone wants to feel valued and appreciated. All too often, new volunteers offer suggestions that are rejected. When coming up with suggestions or new ideas – give them the ability to follow up on their ideas and suggestions.
    2. Allow volunteers to do things their way. Delegate the authority to complete a task in the best way the individual knows. Provide suggestions and directions, but allow the volunteer to try something different – even at the risk of failure – so long as the ultimate goal is in sight.
- c. Why do people volunteer?
  - i. Find out what each person likes to do and ask what he or she doesn't like to do. Keep track of these preferences.
  - ii. People volunteer for their reasons, not ours. They will volunteer whenever those needs are met. (Needs could include: recognition, social contact, an opportunity to learn skills, etc.)
- d. How do you ask?
  - i. As enthusiastically as possible.
  - ii. Stress the importance of the work. People will respond according to your mood and presentation.
  - iii. Don't apologize for or belittle the work. If it wasn't necessary, you wouldn't ask!
- e. If someone says no....
  - i. Leave room for requesting less, but at least leave the door open to ask next time. Ask for 4 hours, then 2 hours, etc.

*(continued on next page)*

## ○ Appendix B1: Recruiting and retaining member volunteers

*(Continued from Previous page)*

### 2. After you have your volunteers, get them organized.

- a. Make certain that the charge, directions, training, and materials provided are clear and appropriate to the task. Refreshments can help make the task pleasant.
  - i. I can help fund your event.
  - ii. Give them the tools to get it done.
  - iii. People like a deadline so give them one.
- b. Ad hoc requests produce more volunteers. Committees can be the death of an idea and an organization. Volunteer organizations need meaningful activity to survive.
- c. Don't ask people to meet if the information can be disseminated by mail or phone. Ask them to meet to make decisions and perform tasks. (Tasks: Setting up social activities, training, doing something like stuffing envelopes or making calls, contacting members, etc.)

### 3. At the event or activity:

- a. The members will take their cue from you. Demand more of yourself, and you'll get more out of them!

### 4. Finally, after your event, thank your volunteers.

- a. Thank volunteers personally. Make sure they know their personal assistance was important and appreciated.
- b. Don't wait until the end of the year at an awards function to recognize the member. Recognition should be given appropriately and immediately. Many times a personal "thank you" given face to face, handwritten, or by phone is all that is needed.
- c. The recognition should be specific and personalized. Be specific about what contributions the person made and how the contribution helps the association accomplish its goal.

- d. Remember, not everyone is motivated by the same type of recognition. If you believe certificates are a waste of time, you ignore the thousands of people who frame certificates and place them on the walls. Different people respond to different things. The recognition program of the association needs to take this into account.
- e. Also, if you're unsure how to reward your volunteers, ask them. If you institute a recognition program, stick with it. Don't practice a "fad of the month" style.
- f. Recognize and reward good work – publically. **Remember all work is good work!** What you can do will depend on the individual situation, but remember everyone likes a pat on the back. The volunteers receive little personal reward from most jobs, and a simple, "thank you" from the association goes a long way. Find ways to thank and reward those who volunteer.

### Why members leave volunteer activities and groups:

- Burn out
- Exclusion
- Can't win/can't lose
- No growth/boring tasks
- No appreciation
- External opposition/family opposition
- Internal conflicts
- Not enough fun