Caledonia District #299

Teacher Evaluation Process

Guide Book

Created 2014



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DEFINITION OF TERMS

CLINICAL SUPERVISION: An in-class approach to instructional supervision which involves

observation of the teacher, collection of data (e.g., script taping), conferencing and the analysis

of instruction.

COLLEGIAL TEAM: A group of two or more teachers and administrators working together

for professional growth.

DESIGNATED LEARNING SPECIALIST: The primary role of the designated learning

specialist is to serve as the key advisor to the Intensive Growth Planning Team in development

of instructional improvement strategies for teacher improvement.

EXTENDED CLASSROOM EVALUATION: An emphasis that lasts a minimum of 40 minutes. Extended observations may be announced or unannounced, may span 1-2 periods of instruction, and may cover numerous areas of teacher practice.

FORMAL OBSERVATION: A prearranged visit to a classroom by an evaluator.

INFORMAL OBSERVATION: An unannounced visit by an evaluator to a classroom.

INTENSIVE GROWTH PLAN: An emphasis is placed by a building principal on helping a teacher improve in areas where little or no evidence of progress with the plan has been observed or where aspects of unacceptable performance have been identified.

PEER REVIEWER: a peer who collaborates with a teacher to evaluate practice and impact on

students by assisting with implementation of the Individual Growth and Development Plan,

conducting points of contact, offering feedback, and reviewing progress with the teacher. A peer reviewer must be a non-probationary teacher.

PROBATIONARY TEACHER: A teacher who is not tenured.

SUMMATIVE EVALUATION: A final product that produces feedback in all four domains: planning, instruction, environment, and professionalism. Summative evaluations will occur a minimum of every third year of review cycle from a building principal.

SUPERVISOR: A district or building administrator who provides direction to and oversees the

performance of the instructional staff.

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Caledonia Schools Teacher Evaluation Process

THREE YEAR CYCLE

Year ONE Year TWO Year THREE

|  |  |  |
| --- | --- | --- |
| (Peer Review Year)  Professional Growth plan = An action plan that includes a goal that is tied to student achievement using the 4 domains: planning, instruction, environment, professionalism  \*Professional Growth Plan-which includes Student Learning Goals are to be uploaded to your Google Docs folder on or before Oct. 1 - **See SMART Goal/*Growth Plan*** document    \*Throughout the 3-year cycle, Teacher gathers and documents evidence of the 4 domains to be used in conjunction with summative evaluation.    \*Points of Contact from Principal – not required year 1 for Tenured staff    \*Collect student engagement data  - 2 options: see timeline/checklist pg. 4  \*Peer Review will include a minimum of 3 points of contact throughout the year. Peer review could occur within PLC and/or with an individual(s). The 3 points of contact will be documented on the ***Point of Contact*** document provided in Google Docs.    \*Classroom Observation – at one time during year one or two of cycle, each staff member must make a minimum of one of their points of contacts be a classroom observation by a district 299 colleague.    \*Year End Reflection on Professional Growth Plan and Student Engagement Data due in Google Docs Folder on or by check-out. See ***Year End Reflection*** document | (Peer Review Year)  Professional Growth plan = An action plan that includes a goal that is tied to student achievement using the 4 domains: planning, instruction, environment, professionalism  \*Professional Growth Plan-which may include Student Learning Goals are to be uploaded to your Google Docs folder on or before Oct. 1 - **See SMART Goal/*Growth Plan*** document    \*Throughout the 3-year cycle, Teacher gathers and documents evidence of the 4 domains to be used in conjunction with summative evaluation.  \*Points of Contact from Principal – not required year 2 Tenured staff  \*Collect student engagement data  - 2 options: see timeline/checklist pg. 4  \*Peer Review will include a minimum of 3 points of contact throughout the year. Peer review could occur within PLC and/or with an individual(s). The 3 points of contact will be documented on the ***Point of Contact*** document provided in Google Docs.    \*Classroom Observation – at one time during year one or two of cycle, each staff member must make a minimum of one of their points of contacts be a classroom observation by a district 299 colleague.    \*Year End Reflection on Professional Growth Plan and Student Engagement Data due in Google Docs Folder on or by check-out. See ***Year End Reflection*** document | (Summative Review Year)  Professional Growth plan = An action plan that includes a goal that is tied to student achievement using the 4 domains: planning, instruction, environment, professionalism  \*Professional Growth Plan-which may include Student Learning Goals are to be uploaded to your Google Docs folder on or before Oct. 1 - **See SMART Goal/*Growth Plan*** document    \*Throughout the 3-year cycle, Teacher gathers and documents evidence of the 4 domains to be used in conjunction with summative evaluation.    \*Points of Contact from Principal – 3 points of contact from building principal are required year 3, with at least one point of contact being a classroom observation.    \*Points of Contact from Peers  – not required year 3 Tenured staff  \*Collect student engagement data  - 2 options: see timeline/checklist pg. 4  \*Year End Reflection on Professional Growth Plan and Student Engagement Data due in Google Docs Folder on or by check-out. See ***Year End Reflection*** document |

3

Timeline/Checklist

Year One / Year Two / Year Three

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Due Oct. 1 - **SMART Goal/Professional *Growth Plan***

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ First Point of Contact completed and documented

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Second Point of Contact completed and documented

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Third Point of Contact completed and documented

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Collected Student Engagement Data - 2 options:

1. Teachers can write their own survey to be given to students. This can be done individually, as a grade level, or in PLC groups. 2. An observation by a peer or PLC member can be made. A rubric to determine what engagement means will need to be developed. The teacher and peer reviewer/observer would need to meet to discuss the observation and a reflection of the discussion would be written.

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Documented Evidence for Domain 1- Planning and Preparation

(May use Summative Evaluation Form to record evidence.)

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Documented Evidence for Domain 2- Classroom Environment

(May use Summative Evaluation Form to record evidence.)

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Documented Evidence for Domain 3- Instruction

(May use Summative Evaluation Form to record evidence.)

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Documented Evidence for Domain 4- Professionalism

(May use Summative Evaluation Form to record evidence.)

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Classroom Peer Observation **(must occur once during 3 year cycle)**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Due on or before last day check-out - Year End Reflection on Professional Growth Plan and Student Engagement Data

Notes or reminders:

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S.M.A.R.T. Goals

✩ **S** = **S**pecific and **S**trategic

✩ **M** = **M**easurable

✩ **A** = **A**ttainable and **A**ction **O**riented

✩ **R** = **R**igorous, **R**ealistic, and **R**esults

Focused (the 3 Rs)

✩ **T** = **T**imed and **T**racked

5

Writing your SMART Goal/Professional Growth Plan

* A SMART Goal/Professional Growth Plan is an evidence-based Individual Growth and Development Plan. It is a way for a teacher to set and pursue professional growth goals and plan connected learning activities as part of the three-year professional review cycle.

These goals demonstrate a teacher’s impact on student learning within a given interval of instruction based upon data gathered. Each goal includes:

* The expected professional growth (or outcomes);
* The activities to be completed/resources needed in order to obtain your goal;
* The period of time covered by the goal;
* The expected student growth (or outcomes); and
* The assessments that will be used to measure student progress and goal attainment;
* The rationale for the expected student growth.

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Caledonia Schools Teacher Evaluation

**S**pecific **M**easurable **A**ttainable **R**esults-oriented **T**ime-bound Goal and Professional Growth Plan

Tied to Student Achievement

|  |
| --- |
| Teacher: Building: Date: |
| This plan is: \_\_\_\_\_\_\_\_ a NEW plan \_\_\_\_\_\_\_\_\_ REVISED plan \_\_\_\_\_\_\_\_CONTINUATION of plan |

|  |
| --- |
| My SMART Goal: |

|  |
| --- |
| Teacher Practice Domain(s) **and/or** Student Content Standard(s) addressed: |

|  |  |  |
| --- | --- | --- |
| ACTIVITIES | RESOURCES NEEDED  (including peer support) | TARGET DATE/EVIDENCE OF COMPLETION |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**7**

**Points of Contact**

Points of contact are “defined opportunities for a summative evaluator and/or peer reviewer(s) to gather evidence for evaluation and/or provide feedback to a teacher. Every point of contact offers feedback in the areas of teacher practice as well as the impact of that practice on student learning and engagement. Points of contact include both classroom observations and other activities that support the teacher’s growth. Three points of contact are required during both year one and year two of evaluation cycle. During the third year, your three points of contact will come from the building principal.

All points of contact *must* be

* Face to face
* Documented-every point of contact must be documented using a Points of Contact Documentation Form
* Grounded in a teacher’s Individual Growth Plan-point of contact evidence and feedback should inform a teachers’ ongoing implementation of his plan.

Points of Contact Activities may include:

Extended Classroom Observation

Series of Informal Classroom Observations

Planning Conference

Post-Lesson Conference

Curriculum Review

Review of Student Learning Data

Review of Student Engagement Data

Professionalism Observation/Conference

VIdeo Lesson Review

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Caledonia Schools Teacher Evaluation: Point of Contact Documentation

|  |
| --- |
| \_\_\_\_\_\_\_ Peer Review \_\_\_\_\_\_\_ Summative Evaluator |

|  |
| --- |
| Teacher: Building: Date: |

|  |  |
| --- | --- |
| What was this point of contact activity?  \_\_\_ Formal Observation  \_\_\_Extended Classroom Observation  \_\_\_Professionalism  \_\_\_Planning Conference  \_\_\_Post-Lesson Conference  \_\_\_Professionalism Observ./Conf.  \_\_\_Observe Student Engagement  \_\_\_Review of Student Engagement Data  \_\_\_Series of Informal Classroom Observations  \_\_\_ Video Lesson Review  \_\_\_Review of Student Learning Data  \_\_\_Curriculum Review  \_\_\_Other | Describe Activity: |

|  |
| --- |
| Reflective Summary (*Include areas of strength, areas for growth,*  *and impact on students. Also acknowledge the Rubrics and the Domain*): |

|  |  |
| --- | --- |
| Reviewer Name: | Date: |

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**Minnesota Department of Education**

**Performance Standards for Teacher Practice**

**Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Domain 1: Planning.** The teacher develops an effective instructional sequence.

**INDICATOR 1A: Aligns learning targets with standards and student data inform planning**

What will you teach?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **i. Plans units and lessons effectively** | *There is no evidence of planning daily, weekly and/or unit instruction.* | *Daily, weekly and/or unit planning is inconsistent.* | *Daily, weekly and/or unit planning is consistent and builds on students’ prior knowledge and experience.* | *Daily, weekly and unit planning is consistent, thorough and builds on students’ prior knowledge and experience.*  *Model, coach and mentor colleagues and/or pre-service teachers in planning high-quality units and lessons.* |
| **ii. Selects learning targets and activities** | *Learning targets\* are unconnected to content and MN standards, or are stated as activities.*  *Learning activities are not aligned with learning targets.* | *Learning targets\* are connected to learning activities and MN standards.*  *Learning activities are aligned with learning targets.*  *Learning activities include limited opportunities for students to engage.* | *Learning targets\* are clearly connected to learning activities and MN standards and are stated in terms of student learning.*  *Learning activities are aligned with learning targets.*  *Learning activities include multiple opportunities for students to engage.* | *Learning targets\* are clearly connected to learning activities and MN standards and are stated in terms of student learning.*  *Learning targets and activities reflect different types of learning.*  *Learning activities are aligned with learning targets.*  *Learning activities include a variety of opportunities for students to engage.*  *Model, coach and mentor colleagues and/or pre-service teachers in selecting learning targets matched with effective learning activities.* |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **iii. Applies content knowledge and understanding of how students learn** | *Teacher’s knowledge of content is limited, which is demonstrated by content errors.* | *Teacher’s knowledge of content and how students learn the content is generally accurate, but limits teacher’s ability to anticipate common student misconceptions.* | *Teacher’s knowledge of content and how students learn the content is accurate and current, allowing teacher to anticipate common student misconceptions.* | *Teacher’s extensive and current knowledge of content and how students learn that content is evident, allowing teacher to anticipate common student misconceptions.*  *Teacher plans ways for students to assume responsibility for their own learning.*    *Continuously applies and disseminates current research and best practice.* |
| **iv. Uses student data to inform planning** | *There is no evidence that the lesson design or learning targets have been informed by previous student data/work* | *The learning targets and lesson design have been informed by an analysis of classroom/grade-level student data/work.* | *The learning targets and lesson design have been informed by an analysis of classroom/grade and individual student data/work.* | *The learning targets and lesson design have been informed by an extensive analysis of classroom or grade and individual student data/work.*  *Provides leadership to others in analyzing student data to plan instruction.* |

***\*Learning targets are statements of intended learning based on standards which teachers craft to guide the teaching and learning process and to engage, support and hold students accountable for their learning.***

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**INDICATOR 1B: Uses content, resources and student knowledge to design coherent instruction**

*How will you teach the lesson?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **i. Designs coherent instruction** | *Teaching strategies and/or learning activities are unsupportive of the learning targets.*  *Teacher does not provide appropriate rationale for the selection of Instructional groups to meet the learning target(s).* | *Teaching strategies and/or learning activities support the learning targets, however may be unorganized or lacking coherence.*  *Teacher provides some rationale for the selection of Instructional groups to meet the learning target(s).* | *Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.*  *Teacher provides rationale for the selection of Instructional groups to meet the learning target(s) and are planned to increase cognition.* | *Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.*  *Teacher provides rationale for the selection of Instructional groups to meet the learning target(s), to increase cognition and give students ownership of learning.*  *Model, coach and mentor colleagues and/or pre-service teachers in the design of coherent instruction that engages the student in the learning process.* |
| **ii. Creates interdisciplinary and extended learning experiences** | *No attempt to create connections to other content areas or disciplines.* | *Limited connections are made to other content areas/disciplines.* | *Connections with other content/areas disciplines are evident, including integration of technology, reading, writing, and/or math across the curriculum.* | *Connections with other content areas/disciplines are evident, including integration of technology, reading, writing, and/or math across the curriculum.*  *Opportunities to extend learning that connect to other content areas/disciplines and community life is provided.*  *Provides leadership and collaboration for interdisciplinary instruction.* |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **iii. Uses available resources and technology** | *Teacher does not utilize available resources.*  *There is little or no use of available technology and/or other resources beyond the core resources that may be appropriate to the lesson.* | *Teacher makes use of relevant resources within the school, district and/or community.*  *Teacher uses technology to present information to students, but does not use technology to promote deeper learning and student engagement.*  *Resources beyond core resources are minimally accessed.* | *Teacher makes use of relevant resources within the school, district and/or community.*  *Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding.* | *Teacher makes use of a variety of relevant resources within the school, district and/or community showing extensive knowledge of resources for learning.*  *Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding with both teacher-led and student-led activities.*  *Model, coach and mentor colleagues and/or pre-service teachers in the use of available resources and technology in instructional design that engages the student in the learning process.* |
| **iv. Designs culturally relevant instructional strategies** | *Learning activities and/or instructional strategies demonstrate a misunderstanding/ misapplication of students’ skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.* | *Learning activities and instructional strategies are informed by some of the following: knowledge of students’ skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.* | *Learning activities and instructional strategies are informed by knowledge of students’ skills, interests, cultural backgrounds, language proficiency and exceptionalities.* | *Learning activities and instructional strategies are informed by knowledge of students’ skills, interests, cultural backgrounds, language proficiency and exceptionalities.*  *Provides leadership and collaboration with colleagues and community in designing culturally relevant instruction.* |

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**INDICATOR 1C: Plans for assessment and differentiation**

*How will you know if students learned what you taught?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Requires Attention** | **Development Needed** | **Proficient** | **Exemplary** |
| **i. Plans formative\* and summative assessments** | *Planning indicates teacher has limited understanding of the role and use of formative assessment\* to adapt instruction to student needs.*  *Assessments are primarily summative and used for grading purposes.* | *Planning indicates the use of formative\* and/or summative assessment strategies appropriate to the lesson’s learning targets and/or activities.*  *Assessment is primarily done by the teacher with minimal opportunities for students to self-assess their work.*  14 | *Planning indicates the use of formative\* and/or summative assessment strategies appropriate to the lesson’s learning targets and activities.*  *Formative assessments are designed to help the teacher make immediate instructional adjustments.*  *Plans indicate opportunities for student self-assessment and student involvement in the development of assessment criteria.* | *Planning indicates the use of formative\* and/or summative assessment strategies appropriate to the lesson’s learning targets and activities.*  *Formative assessments are designed to help the teacher make immediate and future instructional adjustments.*  *Plans indicate frequent opportunities for students to assess themselves and their colleagues against clearly established exemplars and/or performance criteria.*  *Plans indicate opportunities for student involvement in the development of assessment criteria.*  *Model, coach and mentor colleagues and/or pre-service teachers in the developing, implementing and analyzing formative and summative assessment data to inform next instructional decisions at various levels (such as classroom, department, program, grade levels and/or school/district.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **ii. Plans for differentiation\*\*** | *No evidence of differentiation\*\* of learning experiences, content, assessments or product based on student data or otherwise documented student needs* | *Limited evidence of differentiation\*\* of learning experiences, content, assessments or product based on student data or otherwise documented student needs* | *Planning of differentiation\*\* is based on student data and/or otherwise documented student needs and takes into consideration the learning experiences,*  *content, assessments or product.* | *Planning of differentiation\*\* is based on student data and takes into consideration the learning experience, content, assessments and product.*  *Provides leadership for differentiation of instruction for targeted groups of students.in the team, grade level, department, program and/or school in planning.* |

*\*Formative assessments are a range of formal and informal assessment procedures used within the cycle of learning to monitor student understanding and make instructional adjustments to help every student master the learning targets.*

*\*\*Differentiation is the process teachers use to plan learning experiences which intentionally respond to learner differences. Students have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.*

**Domain 2: Classroom Environment.** *The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.*

**INDICATOR 2A: Creates a respectful classroom culture of trust, safety and high expectations.**

*How does your classroom promote a culture of learning?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **i. Creates a safe learning environment** | *Teacher creates a physical environment and classroom culture that is not safe and/or does not support the development of positive social and personal skills.* | *Teacher creates a physical environment and classroom culture that partially supports the development of positive social and personal skills.*  *Teacher and students build positive relationships within the classroom.*  15 | *Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills.*  *Teacher and students build positive relationships within the classroom and school.* | *Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills.*  *Teacher and students build positive relationships within the classroom and school.*  *Teacher provides school leadership and collaborates with others to build a positive classroom and school learning environment.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **ii. Establishes a culture of learning** | *Teacher does not display or encourage enthusiasm or positive attitude for learning.*  *Classroom instruction is characterized by low expectations and task completion.* | *Teacher displays a positive attitude and importance of the work but with minimal buy-in by the students.*  *Instructions and interactions convey only modest expectations for student learning and achievement.* | *The teacher supports a culture where instructional outcomes and classroom interactions convey high cognitive expectations for most students.*  *Students engage in work of high quality and demonstrate enthusiasm and effort in completing work.* | *Students engage in complex cognitive tasks, and there is evidence of students constructing their own knowledge.*  *Instructional outcomes and classroom interactions convey high expectations for all students.*  *Students independently and collaboratively engage in work of high quality and demonstrate enthusiasm and effort in completing work.*  *Model, coach and mentor colleagues and/or pre-service teachers in establishing a collaborative culture for learning.* |
| **iii. Creates a culture of persistence** | *No evidence that the teacher perseveres through challenges and instead gives up or blames students for their lack of success.*  *No evidence that students are developing an ability to persevere through challenging or complex learning tasks.* | *Teacher takes responsibility for leading students to mastery of learning targets.*  *There is minimal evidence that students are developing an ability to persevere through challenging or complex tasks.* | *Students and teacher take responsibility for achieving learning targets.*  *Teacher provides support so that students persevere when challenged with complex learning activities.* | *Students and teacher take responsibility for achieving learning targets.*  *Teacher provides support, including external resources, so that students persevere when challenged with complex learning activities.*  *Model, coach and mentor colleagues and/or pre-service teachers in creating a classroom and schoolwide culture for persistence.* |

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**INDICATOR 2B: Establishes and maintains clear expectations for classroom and behavior management.**

*How do you manage your classroom?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **i. Establishes and maintains classroom routines and procedures** | *Teacher does not clearly communicate directions and procedures.*  *Students do not comply or are unaware of classroom procedures or behavior expectations and excessive instructional time is lost.* | *Teacher establishes clear expectations for classroom procedures; however, there is evidence of inconsistent management of routines that result in a loss of instructional time.*  *Students comply minimally with procedures that are set and monitored by the teacher.*  17 | *Teacher and students collaboratively establish clear expectations for classroom procedures.*    *Transitions are organized and orderly.*  *Most students adhere to procedures.*  *Minimal instructional time is lost in handling non-instructional duties.* | *Teacher and students collaboratively establish clear expectations for classroom procedures and are flexible to adapt to the learning goals and needs of students.*  *Transitions are organized and orderly.*  *Students take ownership for classroom routines and procedures that result in no loss of instructional time.*  *Model, coach and mentor colleagues and/or pre-service teachers in how to establish classroom routines and procedures.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **ii. Monitors and provides feedback on student behavior** | *Students receive behavior feedback that is neither constructive nor timely.*  *Students receive little or no feedback on positive behavior.*  *Instruction is frequently disrupted by behavior incidents* | *Students receive behavior feedback that is constructive and timely, but infrequently receive acknowledgement of positive behavior.*  *The teacher monitors student behavior but approaches to behavior are punitive rather than proactive.*  *Students may be unclear about the behavior expectations.*  *Instruction is occasionally disrupted by behavior incidents.* | *Students receive behavior feedback that is constructive and timely.*  *Students receive frequent acknowledgement of positive behavior.*  *The teacher monitors student behavior and approaches to behavior are proactive, respectful and appropriate for individual student needs.* | *Students receive behavior feedback that is constructive and timely.*  *Students receive frequent acknowledgement of positive behavior.*  *Student behavior is monitored and approaches to behavior are preventative, respectful, and appropriate for individual students.*  *Students assume responsibility for monitoring their behavior and the behavior of their colleagues.*  *Model, coach and mentor colleagues and/or pre-service teachers in effective approaches in student behavior and providing feedback on student/classroom behavior.* |

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**Domain 3: Classroom Instruction.** *The teacher engages students in learning and utilizes instructional strategies that help students understand content.*

**INDICATOR 3A: Communicates learning targets and content clearly and effectively.**

*How do you communicate content to students?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **i. Uses content knowledge to promote learning** | *Teacher does not emphasize important concepts and skills appropriate to the content area.*  *Teacher’s use of content knowledge contains content errors showing a lack of content knowledge, which impedes learning.*  *Explanation of content is not culturally relevant.*  *Teacher provides limited opportunity for students to apply content-specific vocabulary.* | *Teacher sometimes emphasizes important concepts and skills appropriate to the content area.*  *Teacher uses content knowledge that is accurate; however, the use of culturally and contextually relevant\* content explanations are limited/ inconsistent.*  *Teacher provides some opportunities for student to apply content-specific vocabulary.* | *Teacher regularly emphasizes important concepts and skills appropriate to the content area and makes connections to other content areas.*  *Teacher makes content knowledge culturally and contextually relevant\* to increase student understanding and engagement.*  *Teacher provides multiple opportunities for student to apply content-specific vocabulary.* | *Teacher regularly emphasizes important concepts and skills appropriate to the content area, make connections to other content areas and creates opportunities for interdisciplinary learning.*  *Teacher’s accurate use of content knowledge that is culturally and contextually relevant\* contributes to student use and acquisition of content and vocabulary while enriching the lesson.*  *Students have internalized the content-specific language and demonstrates its appropriate use it in classroom interactions and activities.*  *Model, coach and mentor colleagues and/or pre-service teachers to deepen content knowledge.* |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **ii. Communicates learning targets and content** | *Learning targets and/or explanations of the content are unclear, inappropriate, or missing; expectations or directions are unclear.* | *Learning targets and explanation of content are clear for most students and contain appropriate levels of detail, however some students are confused; expectations or directions may be unclear.* | *Learning targets and explanation of content are communicated during the lesson in a variety of formats and contain appropriate levels of detail.*  *Students can articulate the learning targets and understand directions.* | *Teacher’s explanation of content is creative and connected to students’ knowledge and experience. Students contribute by explaining content to their colleagues.*  *Students understand directions; students may develop directions and procedures when appropriate to the activity.*  *Model, coach and mentor colleagues and/or pre-service teachers in understanding and communicating learning targets and content.* |

*\*Culturally and contextually relevant instruction that considers the applicability of teaching materials, methods or programs to students' ethnicity, social status, gender, religion, home and community environment, and/or personal experiences, so that learning environments created build upon the language, experiences, learning styles and strengths of students.*

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**INDICATOR 3B: Facilitates activities and discussions that promote high cognitive engagement.**

*What strategies do you use to engage students and promote their ownership of learning?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **i. Uses instructional strategies to engage students in learning** | *Teacher provides instructional strategies that minimally engage the student.*  *Instructional strategies are not aligned with learning targets and/or do not promote learning for some students.*  *Instruction is not differentiated based on students’ level of understanding.*  *Teacher does not offer opportunities to students to practice apply or demonstrate their learning.* | *Teacher provides instructional strategies that may engage some but not all learners in rigorous and relevant learning experiences.*    *The use of higher order thinking opportunities are infrequent in instruction and discussion.*  *Some instructional strategies are aligned with learning targets and/or promote learning for some students.*  *Some differentiation of instruction is provided based on students’ level of understanding.*  *Teacher provides limited opportunities to practice, apply and demonstrate what they are learning.*  21 | *Teacher provides instructional strategies that engage most learners in rigorous and relevant learning experiences.*  *The use of higher order thinking opportunities is frequent in instruction and discussion, and the use of inquiry methods is relevant.*  *Instructional strategies are aligned with learning targets and promote learning for all students.*  *Differentiation of instruction is based on each student’s level of understanding.*  *Teacher provides multiple opportunities for students to practice apply and demonstrate what they are learning.* | *Teacher provides instructional strategies that engage all learners in rigorous and relevant learning experiences.*  *The use of higher order thinking opportunities is frequent and varied in instruction and discussion, and the use of inquiry methods is relevant.*  *Teacher provides appropriate options for student initiative and choice to increase relevance and cognition.*  *Teacher provides differentiation in instruction, and class and individual activities.*  *Teacher provides multiple and a variety of opportunities for students to practice, apply and demonstrate what they are learning.*  *Model, coach and mentor colleagues and/or pre-service teachers in applying appropriate instructional strategies to engage students in learning.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **ii. Uses questioning and discussion techniques** | *Teacher uses Classroom questioning techniques that result in student recitation with low cognitive challenge.*  *Teacher engages few students in the discussion.* | *Teacher utilizes a mixture of cognitively challenging questions irrespective of current and desired level of understanding.*  *Teacher facilitated discussions elicit limited evidence of cognitive engagement.*  *Teacher addresses student mistakes and misconceptions.*  *Teacher attempts to engage all students.*  22 | *Teacher poses a range of cognitively challenging questions, based on current and desired level of understanding.*  *Teacher facilitated discussions elicit evidence of cognitive engagement.*  *Teacher addresses student mistakes and misconceptions.*  *Teacher holds all students accountable to answer questions.*  *Teacher fosters discussions that engage students in initiating, participating and leading academic discourse.* | *Teacher poses a range of cognitively challenging questions, based on current and desired level of understanding.*  *Teacher facilitated discussions elicit substantial evidence of cognitive engagement.*  *Teacher addresses student mistakes and misconceptions.*    *Teacher holds all students accountable to answer questions.*    *Teacher fosters discussions that engage students in initiating, participating and leading academic discourse.*  *Model, coach and mentor colleagues and/or pre-service teachers in facilitating discussions.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **iii. Uses appropriate pacing and structure** | *The lesson has no evidence of a structure.*    *No opportunities are provided for students to engage or reflect during the lesson.*  *Pacing of the lesson is too slow or too rushed so that it hinders active engagement.* | *Lesson structure is generally appropriate for the class and supports meeting some of the goals of the lesson.*  *Teachers provide limited opportunities for students to engage and reflect during the lesson.*  *Pacing is generally appropriate for the class as a whole.*  *Students who progress at different learning rates have limited opportunities for success within lesson structure.* | *Lesson structure is appropriate for the class and supports meeting the goals of the lesson.*  *Students have opportunities for cognitive engagement and reflection during the lesson.*  *Pacing is appropriate.*  *Students who progress at different learning rates have opportunities for success within lesson structure.* | *Lesson structure is generally appropriate for the class and supports meeting the goals of the lesson.*  *Students have multiple opportunities for cognitive engagement and reflection during the lesson.*  *Pacing is appropriate.*  *Students who progress at different learning rates are provided many opportunities for success within lesson structure.*  *Model, coach and mentor colleagues and/or pre-service teachers in lesson structure and pacing.* |

**INDICATOR 3C: Uses varied assessment techniques to advance student learning.**

*How do you utilize student data to advance each student’s learning?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effectively** | **Exemplary** |
| **i. Uses formative assessments to inform instruction** | *Teacher does not use formative assessment techniques to monitor student progress and adjust instruction to help students master the learning targets.* | *Teacher uses some formative assessment techniques to monitor student progress and adjusts instruction to help students master the learning targets.*  23 | *Teacher uses formative assessment practices to monitor and adjust instruction.*  *.* | *Teacher uses formative assessment practices to monitor and adjust instruction to meet learning targets and the needs of all students.*  *Model, coach and mentor colleagues and/or pre-service teachers in formative assessment strategies to inform instruction.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **ii. Provides feedback to advance learning** | *Teachers provide nonspecific feedback that does not guide learning.*  *Teachers provide feedback that is not timely.* | *Teachers provide specific feedback, but emphasis is on procedures, compliance or grades.*    *Timeliness of teacher feedback is inconsistent.* | *Teachers provide specific feedback that promotes cognition.*  *Teacher feedback is provided in a timely manner to all students.* | *Teachers provide specific feedback that promotes higher levels of thinking by the student.*  *Students provide feedback to each other that promotes learning.*  *Teacher feedback is provided in a timely manner to all students.*  *Model, coach and mentor colleagues and/or pre-service teachers in student feedback methods to advance learning.* |
| **iii. Promotes student self-assessment** | *Teachers do not engage students in self-assessment.*  *Teacher expectations for student learning and assessment criteria are not provided.* | *Teachers provide students some self-assessment opportunities to be aware of their own level of achievement against established expectations for student learning and established assessment criteria.* | *Teachers provide students frequently opportunities to assess and monitor the quality of their own work against established expectations for student learning and established assessment criteria.* | *Teachers provide students frequent opportunities to assess and monitor the quality of their own work and the work of their colleagues against established expectations for student learning and assessment criteria.*  *Teachers provide students with opportunities to continually revise their work and set goals to meet the expectations for learning.*  *Model, coach and mentor colleagues and/or pre-service teachers with student self-assessment strategies.* |

24

**Domain 4: Professionalism**. *The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students.*

**INDICATOR 4A: Reflects on teaching practice.**

*How do you reflect on your teaching***?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **i. Uses self-reflection to improve instruction** | *Teacher does not effectively use reflection and self-assessment of instruction.* | *Teacher occasionally uses reflection and self-assessment to assess instructional effectiveness and make modifications in instruction.*  *.* | *Teacher regularly assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength, areas for growth and modify instruction.* | *Teacher continuously and accurately assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength and areas for growth.*  *Model, coach and mentor colleagues and/or pre-service teachers in reflective practice methods to improve instruction.* |
| **ii. Uses feedback to improve instruction** | *Feedback from colleagues, administrators, families, students and professional literature is resisted and/or does not result in changes in professional practice.* | *Teacher occasionally uses feedback from colleagues, administrators and professional literature to enhance professional practice.* | *Teacher seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice.* | *Teacher continuously seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice.*  *Model, coach and mentor colleagues and/or pre-service teachers in the use of feedback to improve instruction.* |
| **iii. Plans for professional growth** | *Teacher does not use reflection and feedback to plan for professional growth.* | *Teacher occasionally uses reflection and feedback to plan for professional growth.* | *Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets.* | *Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets.*  *Collaborates with colleagues in planning for professional growth.* |

25

**INDICATOR 4B: Engages in professional development.**

*How do you continue to improve your practice?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **i. Participates in professional development** | *Teacher does not contribute to or actively and consistently participate in professional learning activities.* | *Teacher provides evidence of continual participation in professional learning activities.*  *Teacher participation results in implementation of practices from activities.* | *Teacher provides evidence of continual participation in relevant professional learning activities.*  *Teacher implements practices from activities resulting in increased student learning.* | *Teacher creates and engages in meaningful professional growth activities that result in increased student learning.*  *Model, coach and mentor colleagues and/or pre-service teachers by providing and/or leading professional development activities.* |
| **ii. Collaborates with colleagues regarding student learning** | *Teacher resists collaboration with colleagues and detracts from collaborative processes when engaged in them.* | *Teacher collaborates with colleagues to address student needs identified by data.*  26 | *Teacher collaborates with colleagues to analyze student data, set focused goals, design common assessments and analyze student work.*  *Collaboration results in increased student learning and instructional effectiveness.* | *Teacher collaborates with colleagues where they analyze student data, set focused goals, design common assessments and analyze student work.*  *Collaboration results in increased student learning and instructional effectiveness.*  *Model, coach and mentor colleagues and/or pre-service teachers in analyzing student data, setting goals, designing assessments and/or analyzing student work.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **iii. Contributes to school and district culture of learning** | *Teacher does not support the culture for professional learning at site and/or District.* | *Teacher occasionally contributes to development of a productive learning environment at the site and/or District levels.* | *Teacher contributes to development of a productive learning environment at the site and District level.* | *Teacher shows initiative, has made substantial contributions at the school and district levels and larger community.*  *Model, coach and mentor colleagues and/or pre-service teachers in selecting appropriate venues that contributes to the school and district culture of learning.* |

**INDICATOR 4C: Maintains professional responsibilities and communicates with families.**

*How do you conduct yourself as a professional?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **i. Adheres to standards of ethical conduct** | *Teacher is non-compliant with school and/or District policies and procedures.* | *Teacher complies with school and District policies and procedures and acts in a professional and ethical manner.*  27 | *Teacher complies to school and District policies and procedures and models high standards of professional and ethical conduct.* | *Teacher models school and District policies and procedures and advocates for high standards of professional and ethical conduct in the school and community.*  *Model, coach and mentor colleagues and/or pre-service teachers in ethical behavior and practice.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **ii. Maintains accurate records** | *Teacher’s records and reports are inaccurate and/or consistently late.*  *Teacher’s record keeping system demonstrates errors or lack of professional attention, or does not adequately track student progress.* | *Teacher’s records and reports are basic and only partially effective.*  *Teacher’s record keeping system is incomplete and inconsistent.*  *Teacher’s record keeping system tracks progress of some students.*  28 | *Teacher’s records are reports are timely, complete and accurate.*  *Teacher’s record system is complete and consistent.*  *Teacher’s record keeping system tracks progress of all students.* | *Teacher’s records are reports are timely, complete and accurate.*  *Teacher’s record system is complete and consistent.*  *Teacher’s record keeping system tracks progress of all students.*  *The teacher involves students in the participation and interpretation of progress in knowledge and skill development.*  *Model, coach and mentor colleagues and/or pre-service teachers in establishing effective record keeping systems.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **iii. Completes tasks in an organized and efficient manner** | *Teacher does not complete required and/or routine tasks /duties in a timely manner.* | *Teacher sometimes completes required and/or routine tasks/duties.* | *Teacher completes required and/or routine tasks/duties in a well organized manner.* | *Teacher completes required and/or routine tasks in an efficient and organized manner.*  *Model, coach and mentor colleagues and/or pre-service teachers in establishing protocols and processes to for organization of tasks and duties efficiently.* |
| **iv. Communicates with families** | *Teacher has not established a pattern of communication with families of appropriate frequency and content.*  *Teacher has not demonstrated establishing positive relationships with families.*  *Teacher rarely confers with families to provide specific feedback to inform them of their student’s progress* | *Teacher responds appropriately to family requests for communications.*  *Teacher interacts appropriately with families.*  *Teacher sometimes confers with families to provide specific feedback to inform them of their student’s progress.*  29 | *Teacher initiates interactions with families that are appropriate in frequency and establish positive relationships with families.*  *Teacher displays sensitivity for families and involves families in problem solving.*  *Teacher frequently confers with families to provide specific feedback to inform them of their student’s progress.* | *Teacher frequently confers with families to provide specific feedback on student progress.*  *Teacher develops systems for ongoing appropriate two-way interactions with families.*  *Teacher-parent interactions are appropriate in frequency, focuses on creating positive relationships with families and involves families in problem solving.*  *Model, coach and mentor colleagues and/or pre-service teachers in establishing positive relationships and communication links with families.* |
| **Elements** | **Unsatisfactory** | **Development Needed** | **Effective** | **Exemplary** |
| **v. Understands the cultural and linguistic backgrounds of students, their families and the community** | *Teacher demonstrates little interest in acquiring knowledge about or engaging in experiences that expose her or him to students’ home languages and cultures.* | *Teacher has some experiences with students’ home languages and cultures and demonstrates some understanding of the importance of this knowledge.*  *Teacher understands how this knowledge and experience informs instructional practice and student achievement.* | *Teacher seeks out experiences with and understanding of students’ home languages and cultures.*  *Teacher adapts instructional practices based on this knowledge and experience.* | *Teacher leads opportunities for other educators that increase experiences with and understanding of students’ home languages and cultures.*  *Teacher adapts instructional practices based on this knowledge and experience.*  *Model, coach and mentor colleagues and/or pre-service teachers in establishing practices that incorporate the student’s cultural backgrounds with instructional decisions.* |

30

Gathering Evidence

A teacher must collect evidence of the four domains over the three-year evaluation cycle. A teacher possesses the individual right to submit a portfolio to the summative evaluator as a source of evidence, but is not required to do so. A summative evaluator must consider portfolio evidence, if submitted, when completing summative evaluation.

A teacher will be able to demonstrate evidence of reflection and professional growth and may include a teacher’s own performance assessment based on student work and examples of teachers’ work, which may include video among other activities.

At the end of each school year a teacher will complete a reflective statement of professional accomplishment and the teacher’s own assessment of professional growth showing evidence of (but not limited to)

• Support for student learning

• Use of best practices techniques and their applications to student learning

• Collaborative work with colleagues that includes examples of collegiality such as attested-to committee work, collaborative staff development programs, and professional learning community work; or

• Continual professional development that may include (a) job-embedded or other ongoing formal professional learning or (b) other similar professional development efforts made during the re-licensure period.

A teacher may use the same reflective statements for the evaluation and for re-licensure.

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Types of Evidence

There are countless types of evidence and artifacts that are appropriate to use as evidence, some examples are:

• Assignments, projects, and warm-ups

• Communication of standards, objectives, and criteria for success on tasks

• Communications to students and parents

• Grading policies and practices

• Records of data analysis and goal setting

• Appointments with students

• Student portfolios

• Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or to convey mastery

• Informal assessments

• Curriculum documents distributed to students and parents (e.g., course syllabi, topic outlines, study guides, graphic organizers, etc.)

• Material designed to teach thinking skills related to content concepts

• Room set-up

• Short-term lesson plans and materials

• Unit or long-term lesson plans and materials designed to support those plans

• Work displays

• Feedback on student work and on student-set goals

• Grouping policies and practices

• Planning for technology incorporation

• Reflective conversations about responses to situations, overarching objectives, and routines

• Room tours (e.g., what public messages are posted, what values are revealed)

• Records of communication to parents

• Student records of goal setting and self-analysis of work

• Student and/or parent survey data • Assessment samples

• Grade books and similar artifacts

• Group and individual teacher reports on data analysis, findings and recommendations

• Logs minutes and records of grade-level, department, and curriculum meetings

• Meeting notes with teacher on self-assessment and application to planning

• Videos of student portfolio conferences, lesson instruction, and student engagement

• Collections of ideas, research, articles, etc.

• Interview and conference data

• Log of professional development activities

• Professional articles or presentations

• Writings in learning logs, journals, school newsletters, and reports

• Attendance records (work, meeting)

• Documentation of supporting school priorities outside the classroom

• Letters of thanks and commendation

• List of committee participation, presentations, etc.

• Samples of student work, tests, assignments, and feedback to students

• Publications

• Student achievement or growth results and key indicators of student success

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Year End Reflection

Teachers must submit a year-end reflection on or before last day check-out.

Reflection: The teacher reflects on the results of the assessments and goals, offers context to what the data may mean, considers possible changes to practice as a result of this data, and/or comments on instructional activities that contributed to these results. The intent here is to create space for a teacher to be a reflective practitioner and to use assessment data to inform future teacher practice.

Reflections should be well thought out and detailed. Building principals have the right to not accept a year-end reflection if he thinks it is lacking in thought, details, strengths and/or weaknesses that were identified throughout the teacher evaluation process.

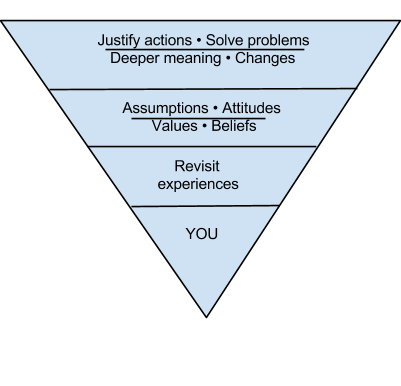
The Thinking Process

Figure (adapted from Mezirow 1990, Schon 1987, Brookfield 1987)

33

What is reflective writing?

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| --- |
| Reflective writing is:  • your response to experiences, opinions, events or  new information  • your response to thoughts and feelings  • a way of thinking to explore your learning  • an opportunity to gain self-knowledge  • a way to achieve clarity and better understanding of  what you are learning  • a chance to develop and reinforce writing skills  • a way of making meaning out of what you study |
| Reflective writing is not:  • just conveying information, instruction or argument  • pure description, though there may be descriptive  elements  • straightforward decision or judgement (e.g. about  whether something is right or wrong, good or bad)  • simple problem-solving  • a summary of course notes  • a standard essay (The Learning Centre • http://www.lc.unsw.edu.au) |

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Caledonia Schools Teacher Evaluation

YEAR END SELF-ASSESSMENT

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| --- |
| Teacher: Building: Date: |

|  |
| --- |
| REFLECTION ON RESULTS OF SMART GOAL AND PROFESSIONAL GROWTH PLAN |
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| --- |
| REFLECTION ON STUDENT ENGAGEMENT DATA |
|  |

35

**Caledonia Area Public Schools Teacher Practice Reflection and Summative Evaluation**

**Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summative Evaluator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Summative Evaluation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Component One – Teacher Practice***

**DOMAIN 1: PLANNING: (Use full rubric on pages 10-30 when self-rating.)**

|  |
| --- |
| **Indicator A – Aligns learning targets with standards and student data inform planning** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| i. Plans units and lessons effectively  ii. Selects learning targets and activities  iii. Applies content knowledge and understanding of how students learn  iv. Uses student data to inform planning |  |  |  |

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| --- |
| **Indicator B – Uses content, resources and student knowledge to design coherent instruction** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| i. Designs coherent instruction  ii. Creates interdisciplinary and extended learning experiences  iii. Uses available resources and technology  iv. Designs culturally relevant instructional strategies |  |  |  |

37

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| --- |
| **Indicator C – Plans for assessment and differentiation** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| i. Plans formative and summative assessments  ii. Plans for differentiation |  |  |  |

|  |
| --- |
| **Domain 1 Evaluator Comments:** |
| **Domain 1 Areas for Professional Growth and Improvement:** |

38

**DOMAIN 2: ENVIRONMENT: (Use full rubric on pages 10-30 when self-rating.)**

|  |
| --- |
| **Indicator A – Creates a respectful classroom culture of trust, safety, and high expectations** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| **i. Creates a safe learning environment**  **ii. Establishes a culture of learning**  **iii. Creates a culture of persistence** |  |  |  |

39

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| --- |
| **Indicator B – Establishes and maintains clear expectations for classroom and behavior management** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| **i. Establishes and maintains classroom routines and procedures**  **ii. Monitors and provides feedback on student behavior** |  |  |  |

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| --- |
| **Domain 2 Evaluator Comments:** |
| **Domain 2 Areas for Professional Growth and Improvement:** |

40

**DOMAIN 3: INSTRUCTION: (Use full rubric on pages 10-30 when self-rating.)**

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| --- |
| **Indicator A – Communicates learning targets and content clearly and effectively** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| **i. Uses content knowledge to promote learning**  **ii. Communicates learning targets and content** |  |  |  |

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| --- |
| **Indicator B – Facilitates activities and discussions that promote high cognitive engagement** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| **i. Uses instructional strategies to engage students**  **ii. Uses questioning and discussion techniques**  **iii. Uses appropriate pacing and structure** |  |  |  |

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| --- |
| **Indicator C – Uses varied assessment techniques to advance student learning** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| **i. Uses formative assessments to inform instruction**  **ii. Provides feedback to advance learning**  **iii. Promotes student self-assessment** |  |  |  |

|  |
| --- |
| **Domain 3 Evaluator Comments:** |
| **Domain 3 Areas for Professional Growth and Improvement:** |

42

**DOMAIN 4: PROFESSIONALISM (Use full rubric on pages 10-30 when self-rating.)**

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| --- |
| **Indicator A – Reflects on teaching practice** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| **i. Uses self-reflection to improve instruction**  **ii. Uses feedback to improve instruction**  **iii. Plans for professional growth** |  |  |  |

|  |
| --- |
| **Indicator B – Engages in professional development** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| **i. Participates in professional development**  **ii. Collaborates with colleagues**  **iii. Contributes to school and district culture of learning** |  |  |  |

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| --- |
| **Indicator C – Maintains professional responsibilities and communicates with families** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Self-Rating** | **As Evidenced By** | **Evaluator Feedback** |
| **i. Adheres to standards of ethical conduct**  **ii. Maintains accurate records**  **iii. Completes tasks in an organized and efficient manner**  **iv. Communicates with families**  **v. Understands the cultural and linguistic backgrounds of students, their families and the community** |  |  |  |

|  |
| --- |
| **Domain 4 Evaluator Comments:** |
| **Domain 4 Areas for Professional Growth and Improvement:** |

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***Component Two – Student Engagement***

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| --- |
| **Evidence of Student Engagement Year 1:** |
| **Evidence of Student Engagement Year 2:** |
| **Evidence of Student Engagement Year 3:** |

|  |
| --- |
| **Student Engagement Evaluator Comments:** |
| **Student Engagement Areas for Professional Growth and Improvement:** |

45

***Component Three – Student Learning and Achievement***

|  |
| --- |
| **S.M.A.R.T. Goal Summary Year 1:** |
| **S.M.A.R.T. Goal Summary Year 2:** |
| **S.M.A.R.T. Goal Summary Year 3:** |

|  |
| --- |
| **S.M.A.R.T. Goal Evaluator Comments:** |
| **S.M.A.R.T. Goal Areas for Professional Growth and Improvement:** |

\*\*\* At least 35% of the emphasis on the summative evaluation must be on

Component 3 – Student Learning and Achievement\*\*\*

**The teacher and assigned summative evaluator sign and date in the space below:**

**Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

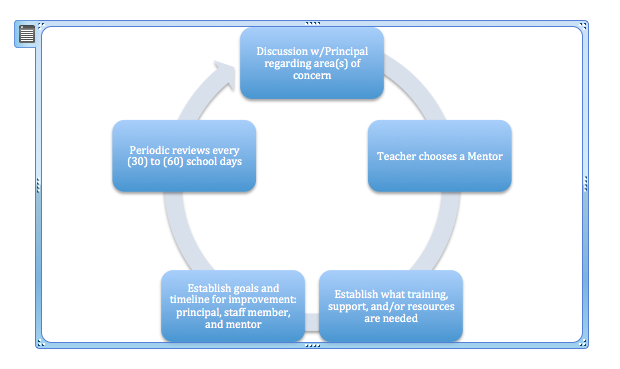
**Summative Evaluator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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INTENSIVE GROWTH PLAN PROCEDURE

**Corrective Action Specific to Teacher Evaluation Standards**

According to District 299, a non-probationary teacher not meeting professional teaching standards according to the Teacher Evaluation Process, shall receive an initial plan for improvement and given a minimum of one year to meet the Teacher Evaluation standards.



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# **Supervision and Evaluation Plan**

**Caledonia Public Schools**

2014 – 2015 School Year

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# **THE PURPOSE**

The purpose of the supervision and growth process is to guide teachers through the enterprise of achieving their professional potential in order for the students to achieve theirs.

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## TEACHER SUPERVISION

**OVERVIEW OF INTENSIVE GROWTH TEAM DEVELOPMENT**

1. When a supervising administrator, based on evidence gathered from the 4 domains of the MN Department of Education Performance Standards for Teacher Practice, has requested improvement of a teacher’s professional skills via intensive growth plan, the evaluating supervising administrator shall inform the teacher by conference and in writing of the reasons. The supervising administrator shall forward to the superintendent a completed “Notification of Intensive Growth Plan” form. Upon concurrence with the supervising administrator’s recommendation, the superintendent will send a letter to the teacher within two school days indicating the recommendation. The teacher must respond to the letter within seven school days. Should the teacher choose not to participate, the first thirty-to-sixty day growth phase will start. Should a teacher choose to participate, in this method of growth, an intensive growth planning team will be formed within fourteen school days. (See Appendix E thru H).

2. The Intensive Growth Planning Team will be formed to provide teacher support during the intensive growth process. The superintendent or designee will act as the committee chair. The team shall also include a designated learning specialist(s), building principal, and/or local teacher(s).

A. All teacher participation in Intensive Growth shall be voluntary. There is no penalty for declining to participate. Whether or not the teacher agrees to participate in the Intensive Growth Plan, intensive supervision shall occur.

3. All Intensive Growth information is considered sensitive and is to be handled in a confidential manner designed to protect the professional reputation of the teacher on assistance.

4. The Intensive Growth Planning Team members are not to serve as teacher evaluators for staff member on improvement plan during the Intensive Growth Plan process.

5. The local teacher evaluation domains and elements will be the standards used to guide teacher Intensive Growth process. The prescriptive plan for improvement will be developed within twenty-one school days between the teacher and the Intensive Growth Planning Team.

6. The Intensive Growth process may be declined/terminated by written request at any time by the teacher designated for intensive growth assistance. However, the teacher is still responsible to improve in the deficient areas by the stated timelines.

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#### **INTENSIVE GROWTH STEPS**

1. Supervising administrator, based on evidence gathered from the 4 domains of the MN Department of Education Performance Standards for Teacher Practice, initiates Intensive Growth Plan.

2. All timelines will be adhered to unless changes are mutually agreed upon by teacher, team, and administration. If mutual agreement can’t be reached, then the superintendent will set the meeting schedule.

3. Superintendent sends letter to staff member (within two school days)

(See Appendix F).

4. Teacher response (within seven school days)

a. The teacher choosing not to participate will result in the supervising administrator facilitating the intensive growth process. This teacher will not have the support of the intensive growth team. Move to step 4 and omit step 6.

b. Should the teacher choose to participate, an intensive growth team will be established within fourteen school days. Once the intensive growth team is in place, the team develops the intensive growth plan within twenty-one school days (See Appendix G).

5. Once the above steps are completed, the teacher shall be on Intensive Assistance for a minimum of thirty and up to sixty school days.

6. Intensive Assistance may include professional growth opportunities, such as but not limited to model teaching, conference attendance, visits to other programs, mentoring on teacher professionalism, teacher assistance within his/her own classroom.

7. During the thirty (30) to sixty (60) school days of work, the Intensive Growth Planning Team will hold at least two (2) conferences to review teacher growth. Written recommendations and strategies will be presented to the teacher at the conference. These recommendations and strategies as well as a summary of the conference discussion will be placed in the teacher’s personnel file (See Appendix H).

8. During the thirty (30) to sixty (60) school days of Intensive Growth, the supervising administrator will conduct at least two evaluations. These evaluations may include classroom observations. Both evaluations will result in the supervising administrator meeting with the teacher to discuss teacher performance. (Additional prescheduled or unscheduled observations may occur, both by the supervising administrator and/or other administrators association with the district.)

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9. The supervising administrator, with input from the intensive growth planning team, will determine the outcome of intensive growth supervision, based on the 4 domains and the plan created by the team.

a. If the outcome is satisfactory, the intensive growth process is terminated. The teacher will be notified in writing of completion of the intensive growth.

b. If the outcome is not satisfactory, the team will re-evaluate and adjust the plan and proceed through another round of thirty(30) to sixty(60) school days of work, repeating no. 7 & 8 above. The teacher on the Intensive Growth Plan must be given a total of three 30/60 day cycles or one year equivalency of time to improve according to the plan.

**ROLE AND RESPONSIBILITIES**

**1. Evaluating Supervising Administrator:**

a. Determines Intensive Growth need of teacher, based on evidence gathered from the 4 domains of the MN Department of Education Performance Standards for Teacher Practice, and makes recommendations to the superintendent.

b. Completes all necessary Teacher Performance Evaluation forms.

c. Defines the need for teacher skill improvement in written explanatory statements.

d. Attends Intensive Growth Planning Team meetings to keep abreast of committee efforts and provide desired committee information.

e. Attends periodic review meetings as requested by the committee chairperson.

f. Makes reasonable and appropriate efforts to assist the teacher upon teacher’s request.

g. Makes the final decision with input from the team on Intensive Growth success.

h. Sends final written recommendations to the superintendent for the next step which may include employment termination/continuation options.

2.  **The Committee Chairperson (Superintendent or his/her designee):**

a. Initiates Intensive Growth procedure and monitors process integrity.

b. Completes necessary tasks for the convening, conducting and recordkeeping of meeting decisions.

c. Accesses pertinent teacher evaluation records for sharing only with the Intensive Growth teacher.

d. Consults periodically with the designated learning specialist as to Intensive Growth success and any need to reconvene full committee for plan adaptation.

e. Writes reports resulting from periodic reviews of the Intensive Growth Plan with the designated learning specialist. Reports are shared with all planning team members.

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3. **Designated Learning Specialist:**

a. Develops instructional improvement plan and attends all Intensive Growth Planning Team meetings as able.

b. Assists teacher with implementing the teacher skills improvement plan.

c. Consults periodically with the committee chairperson and writes periodic prescription changes for Intensive Growth Planning Team review. The teacher and all team members will receive such change recommendation summaries.

d. Attends review meetings deemed necessary by the teacher and Intensive Growth Planning Team.

e. Is accessible to teacher for at least once-a-week conferences upon teacher’s request.

f. Responds to Planning Team member(s) request(s) for assistance.

g. Mentoring teacher or professor would have to agree to the Intensive Growth Plan.

h. Keep loss of learning specialist’s instructional time to a minimum (minimize instructional loss to their students).

4. **The Local Assisting Teacher:**

a. Attends all Intensive Growth Planning Team meetings.

b. Works directly with teacher in the classroom or outside the classroom as needed:

i. For time deemed necessary;

ii. With substitute provided by the district as necessary.

iii. Uses the 4 domains of the MN Department of Education

Performance Standards for Teacher Practice

c. Areas to provide assistance may include, but not be limited to: planning and preparation for instruction (Domain 1), classroom environment (Domain 2), instruction (Domain 3), professional responsibilities (Domain 4).

5. T**he Teacher on Intensive Growth:**

a. Attends Intensive Growth Planning Team meetings.

b. Develops and implements intensive growth plan with assistance from designated learning specialist and assisting teacher.

c. Notifies committee chairperson of any desire to withdraw from the Intensive Growth participation during the process.

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**Appendix E**

Sample Designated Learning Specialist Invitation

Dean Somebody

College of Education

University of Anywhere

800 Algoma Boulevard

Anywhere, MN 54902

(FOR INTERESTED FACULTY MEMBER RESPONSE)

Dear Dean Somebody:

I am writing to follow up May 20, 2000 letter to you describing the “Intensive Growth” component of our school district Supervision and Growth Process plan and the initial inquiry as to your interest in further investigating possible involvement with us in this professional staff skill improvement venture.I would like to invite you to set up a meeting with me to discuss your participation as a “Designated Learning Specialist”. Let me share some basic expectations that describe this designated learning specialist role. Those expectations include the following:

1. The Intensive Growth effort is intended to provide the classroom teacher with the appropriate prescriptive assistance to allow them to improve their instructional effectiveness.

2. The primary role of the designated learning specialist is to serve as the key advisory to the Intensive Growth Planning Team in development of instructional improvement strategies for teacher implementation. Additionally, the designated learning specialist will generate instructional improvement prescriptions responsive to the Summary Evaluation needs of the teacher on Intensive Assistance, and to communicate with fellow planning team members as

necessary to reach consensus on appropriate prescriptions.

3. The committee chairperson’s primary role (fulfilled by a non-evaluating administrator) will be to see to the integrity of the Intensive Growth process as set out in the Summary Evaluation Report and also to complete necessary efforts for the convening, conducting, and recordkeeping of Intensive Growth Planning team meetings.

4. The local grade/subject assisting teacher’s primary role is to offer continuing moral support and occasional modeling of instructional techniques for the teacher on the Intensive Growth Process.

5. The building supervising administrator’s primary role is to keep apprised of the efforts being made by the Intensive Growth Planning Team on behalf of the teacher on Intensive Assistance. The evaluating supervising administrator will attend Intensive Growth Planning Team meetings but will only observe proceedings or respond to specific team requests for information pertinent to helping the teacher on the Intensive Growth Process to improve teaching skills.

6. All members of the Intensive Growth Planning Team will fulfill their primary roles as outlined above, and except in the case of the evaluating supervising administrator, are also expected to participate in the give and take of committee discussions as to appropriateness of the instructional improvement prescriptions developed for the teacher on Intensive Assistance.

7. The Intensive Growth procedure is “data driven”, i.e., observations of the teacher on Intensive Assistance will be necessary by the designed learning specialist before drafts of instructional improvement prescriptions can be generated for committee review and consensus development purposes. All previous professional performance evaluation forms assessing skill levels of the teacher on Intensive Assistance will also be made available for designated learning specialist review.

8. The integrity of the professional reputation of the teacher on Intensive Growth will be protected by limiting the non-supervising administrator observations to those made by the designated learning specialist. Further, the meetings of the full committee to discuss instructional improvement prescriptions, including any meetings with the teacher on Intensive Growth will be as soon after the dismissal of school as possible. The possibility does exist that earlier scheduling of these meetings will be allowed by district administration should the need be apparent.

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9. The district expects to pay its designated learning specialist on a per diem rate for those anticipated 6-10 full days (8-hour days) which require the consultant to be in the district for Intensive Growth Planning Team purposes. You will need to provide me with a verification of the per diem rate you would require to secure your consultation services should you desire to participate with us in our program and the district wishes your services. Compensation will be accomplished by submission of a signed and dated request for payment mailed directly to me for processing through our business office. “On task” time not requiring your presence in the district should also be logged and billed at a pre-approved hourly rate to the school district in case of the superintendent.

10. The anticipated timeline for 20XX-XX Intensive Assistance implementation could begin anytime.

11. The first designated learning specialist observation to be made of the teacher would be prearranged. Subsequent observation(s) would probably be unannounced, although the teacher would know by then what specific instructional areas were being focused on during any unannounced observations.

Thank you for spending the time and energies to date in investigating the Caledonia Area School District Intensive Growth procedure and possibilities for involvement for your professional expertise. I look forward to hearing from you in the near future.

Sincerely,

Superintendent

**Appendix F**

SAMPLE TEACHER LETTER (INTENSIVE GROWTH)

Dear :

Mr. \_\_\_\_\_\_\_\_\_\_\_, your evaluating supervising administrator, has documented deficiencies in your teacher

performance and recommended that the district provide intensive support to you to remove these deficiencies.

I am requesting that prior to \_\_\_\_\_\_\_\_\_\_\_\_\_\_, you indicate to me your decision whether to accept or reject this

offer of support.

If you accept the offer of support, I will approve a committee consisting of a chairperson, designated learning

specialist, and collegial teacher(s) to develop a plan of action to help you improve your teacher performance.

If you decline this officer, it will be expected that you will be accountable to improve your performance to an

acceptable level of performance prior to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Sincerely,

Superintendent

cc: Evaluating Supervising administrator

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**Appendix G**

Sample Improvement Plan Document

Committee Log

INTENSIVE GROWTH COMMITTEE:

1. Non-involved Administrative Designee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Designated Learning Specialist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Local Grade/Subject Assisting Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Local Grade/Subject Assisting Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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OUTLINE OF THE PLAN TO IMPROVE THE TEACHING PERFORMANCE:

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DOCUMENTATION OF PROGRESS:

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**Appendix H**

Sample Outcome Document

Outcome of Intensive Growth Plan

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Building

From: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor

Re : Outcome of your placement on an intensive growth plan

On you were notified of your placement on an intensive growth plan Level 2.2.

A. Outcome of Level One Intensive Growth Plan

\_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory

Comments:

As a result of your performance while receiving intensive assistance, the following recommendation is made:

\_\_\_\_\_\_ Extend Intensive Growth Process

\_\_\_\_\_\_ Terminate Intensive Growth Process

I have reviewed this report with the teacher.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor's Signature Date

I have reviewed this report with my supervisor.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher's Signature Date

Distribution:

Copy to teacher

Copy to evaluating supervisor

Copy to Committee Chairperson

Copy to District Office

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**APPENDIX I**

part 1

Points of Contact Activities

|  |  |  |
| --- | --- | --- |
| **Point of Contact Activity** | **Description** | **Primary Domains of Teacher Practice in Which Evidence is Collected** |
| Formal Observation Cycle | A series of a planning conference, an announced extended classroom observation, and a post-lesson conference completed consecutively about the same lesson | Planning, Environment, Instruction, Professionalism |
| Extended Classroom Observation | A classroom observation that   * May be announced or unannounced * Covers a full lesson (minimum of 40-45 minutes) * May span 1-2 periods of instruction * Results in evidence collection and feedback in numerous areas of teacher practice and their impacts on student learning and engagement | Environment, Instruction |
| Series of Informal Classroom Observations | A series of 3-5 classroom observations that   * May be announced or unannounced * Do not cover a full lesson (10-20 minutes) * Result in evidence collection and feedback in 1-2 teachers Individual Growth and Development Plan) and their impacts on student learning and engagement   One face-to-face conversations and single documentation cover trends in practice identified from 3-5 observations | Environment, Instruction |
| Planning Conference | A conversation prior to delivery of a lesson to discuss the lesson to be observed and planning practices | Planning, Professionalism |

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Appendix I - part 2

Points of Contact Activities Continued

|  |  |  |
| --- | --- | --- |
| **Point of Contact** | **Description** | **Primary Domains of Teacher Practice in Which Evidence Is Collected** |
| Post-Lesson Conference | A reflective conversation that takes place after a lesson has been delivered to students to reflect on practice and plan next steps with students *Optional Tools--Teacher Reflection Questionnaire* | Professionalism |
| Curriculum Review | A review of teacher curriculum, unit plans, and/or lesson plans and conversation about curriculum writing or revision, student outcomes and assessments, instructional materials, etc. | Planning |
| Review Student Survey Data | A review of student survey results (and other evidence of student engagement) and conversation about the impact of teacher practice and student learning on student engagement | Environment |
| Review of Student Learning Data | A review of student assessment results, teacher value-added data, and/or student learning goal results and conversation about the impact of teacher practice and student engagement on student learning and achievement | Planning, Instruction |
| Professionalism Observation/Conference | An observation of and/or conversation about   * Facilitation of a meeting by a teacher * Professional development activities * Teacher leadership * Professional learning community meetings or work * Other elements of practice defined in the Professional Standards for Teacher Practice | Professionalism |
| Video Lesson Review | A reflective conversation about a lesso video tape | Environment, Instruction |

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