PROCEDURE WSD201

WINOOSKI SCHOOL DISTRICT

SUPERVISION AND EVALUATION

OF

LICENSED PROFESSIONAL PERSONNEL

Reviewed and Updated: October 2012

PROCEDURE ON TEACHER SUPERVISION AND EVALUATION

Effective supervision and regular evaluation provide constructive feedback on teaching methods and materials enabling professional educators to improve their abilities to help all students achieve at high levels.

Winooski School District will provide appropriate supervision and evaluation as a basis for improving the knowledge and skills of the school staff, which will advance student achievement.

Winooski School District
Procedures for Supervision and Evaluation

Standards for professional practice in the Winooski School District

Standards for professional practice in the Winooski School District are described in the four domains of the FRAMEWORK FOR TEACHING for use by teachers, and in the four domains of the GENERIC FRAMEWORK FOR PROFESSIONALISM for use by other professionals. These standards are accompanied by rubrics to be used in self-assessment, goal-setting, and summative appraisal of professional performance by supervisors. The standards are based on Charlotte Danielson's *Framework for Teaching* (2nd edition, 2007) and are in broad use in Vermont and the US. NOTE: Each year in Winooski, a focus is established for supervision and evaluation. Use of this focus is expected during the independent supported growth cycle, unless self-assessment and agreement with the supervisor shift the focus to other professional goals.

Overview of the Supervision and Evaluation Cycles and Procedures

In the Winooski School District there are three types of supervision and evaluation cycles:
  1. **Formal evaluation cycle** consists of the following steps:
     a) pre-observation conference between licensed professional and supervisor using the forms and procedures in this packet (Form C);
     b) observation (Form D);
     c) walk-throughs (Form G) and other informal observations (see "evidence" in this packet)
     d) post-observation conference between licensed professional and supervisor
     e) written summary of post observation conference, with signatures, for personnel file (Form E & Form F);

* "Observation," for non-instructional professionals—nurse, guidance, or some SPED and SLP personnel--should provide an opportunity for the supervisor to collect evidence of professional practice as appropriate to the role, and to the goals established by the professional. For example, observation of the professional's work during a meeting with colleagues or with parents, if appropriate, might provide such opportunities. In other cases, observation of the professional's approach to record-keeping, listening to the thinking behind an assessment or the development of a student's plan, or implementation of new professional procedures might serve this purpose.

2. **Independent growth cycle** consists of the following steps:
   a) licensed professional sets focus goals based on school initiatives, using forms and procedures in this packet (Form A);
   b) supervisor reviews goals and groups teachers with similar foci to form professional sharing groups
   c) licensed professional collects evidence and/or documents progress toward focus area agreed upon in b.
   Time will be provided for professional learning groups to meet three times per year. This supervisor will be part of these meetings to support teachers in meeting their goals. NOTE: student performance data is an expected element of the evidence collected in this cycle.
   d) peer observation opportunities will be provided as requested
   e) licensed professional uses framework form to assess progress toward focus goals, provides evidence, and submits it for signatures and inclusion in personnel file. Meeting with supervisor is optional, by request (Form B).

3. **Intensive support/targeted assistance cycle** is for licensed professionals whose performance indicates they need additional support in order to meet the standards of practice required of Winooski School District professionals. The steps of this cycle are described separately in this packet.

Annual Notice of Placement in Supervision and Evaluation Cycles

Winooski professional educators will be notified of their placement in a supervision and evaluation cycle each year. Please see *Supervision & Evaluation Flowchart.* The criteria for placement are:

Formal Evaluation Cycle
- All teachers new to the profession (novice) in Vermont or new to the District – three consecutive years with 2 full cycles each year.
- Teachers in a new position – two consecutive years with 2 full cycles each year.
- Teachers in the intensive support teaching improvement process will be evaluated frequently using multiple tools.
- Experienced Winooski teacher, in their third year since last formal evaluation (one full cycle)

Independent Supported Growth Cycle
- Fourth year of teaching in Winooski
- Third year in a new assignment in Winooski, under a different license than previously

- Experienced Winooski teacher in their first or second year since last formal evaluation

Those in the independent growth cycle will then cycle back into formal evaluation.

Intensive Support/Targeted Assistance Cycle
- Teachers who have been formally notified in writing that their performance in one or more of the domains of the Framework is "unsatisfactory" are moved to this cycle **at any point during a school year or at the end of a school year**.

Teachers remain in this cycle until their performance becomes "basic," or better, in all required domains. A written plan setting our areas for improvement, with deadlines, will be developed in this cycle. Failure to meet the required improvement target(s) within the deadline(s) may result in a recommendation for non-renewal of the teacher's contract. At all points in this cycle, the teacher will be made aware of their status and informed of tools and supports available to them to improve their performance. Teachers in this cycle who wish to invite an association representative to accompany them to supervisory conferences may do so.

An Evidence-Based System, Linked to Standards of Professionalism and Instruction

These Winooski Procedures for Supervision and Evaluation are intended to gather evidence of the level of a professional educator's performance as determined by the standards set out in the Frameworks and rubrics. The levels of performance range from "unsatisfactory" to "distinguished," and each level is described in the rubrics within the four domains of professional practice.

Evidence should be used in self assessment by the educator, during an observation by a supervisor, for the purpose of determining the degree of progress toward goals, or in a summative evaluation to be placed in a personnel file.

It is the evidence of an educator's performance in all aspects of their professional role, both in or out of their classroom, and in collaborative activities with their colleagues or supervisor that establishes their level of practice in terms of the rubrics.

Evidence may be gathered from many sources, including but not limited to:
- Observation in the classroom during unannounced walkthroughs and during announced observations
- Observation outside the classroom
- Instructional plans and resources
- Assessment practices and tools
- Teacher reflection on curricula and/or instructional practice

- Evidence of growth in student learning
- Student work
- Student performance data
- Evidence of professional inquiry connecting research to practice
- Interactions with students, colleagues, and parents
- Feedback from students, colleagues, parents, and supervisors
- Professional learning
- Communication with families
- Participation in inservice and professional growth opportunities
- Participation in meetings and collaborative practices
- Standardized test scores, criterion referenced based assessments, curriculum measures, etc…

A Word about the Rubric Ratings

"Distinguished" is the level of performance observed from time to time in, perhaps, a few of the components of the instruction of experienced and/or gifted educators. Performance at this level is not the norm. Often, the observer finds evidence of this performance in the way students function in the classroom—self-directed, highly engaged, assuming major responsibility for meeting learning objectives, and for self-assessment.

"Proficient" is the rating given to instruction that is good to excellent. Performance at this level is that of the experienced and dedicated teacher who designs an environment for learning and instruction that engages every student and is relatively free of interference. It is rare that most components are rated "proficient." More often than not, the good-to-excellent teacher's work will be a mix of the levels proficient and basic.

"Basic" is the rating more often seen in the work of less experienced educators, OR in the work of experienced educators who are trying a new technique or approach. There is room for professional growth in the Basic level, but students are being adequately served. Experienced teachers who move out of their comfort zone to try a new technique, and who are rated basic for a time, should not be discouraged. Rather, they deserve credit. More proficient performance will follow practice and reflection.

"Unsatisfactory" describes the level of performance at which students' needs are going unmet, and students are not being appropriately taught. Performance at this level is unacceptable because students are being harmed. If it is noted, the expectation is that the educator will focus on improving until performance in the unsatisfactory component is at least "basic." An unsatisfactory rating may lead a supervisor to move the educator to the "Intensive Support/Targeted Assistance" cycle of supervision and evaluation, and to set target dates for improvement.

Collecting Evidence of Student Gains

"Distinguished" performance described in Domain 4: Professional Responsibilities includes the following: "Evidence of student gains over time using multiple measures (3 or more) is clearly evident." "Unsatisfactory" performance in this same area includes: "Evidence of student gains over time using multiple measures (3 or more) is not evident."

Multiple measures include, but are not limited to NECAP scores, PLAN and EXPLORE scores, truancy data, attendance data, IEP progress toward goals, benchmark assessments, common grade level assessments, Reads 180 and System 44 data, etc. We have many sources of data—collected at the district level, grade level, and classroom level. It can be represented in many formats. However it is collected and viewed, the idea is to show evidence that *each* Winooski student is making progress—showing growth.

Therefore, each educator is challenged to document—using the pre and post data which they or the district maintain--the evidence that each of their students is making progress. In cases where there is no evidence of progress, educators are then challenged to document the steps they have taken or will take to respond to a student's failure to make progress.

Supervisors and educators should plan on devoting a part of their work together in the supervision and evaluation process to looking at this evidence.

Responsibilities and Completion Dates within Cycles

Formal Evaluation Cycle Responsibilities

Completion Date	Supervisor Activities
August	Distribute Supervision and Evaluation Packets to new educators
Aug-Sept	Meet with new educators to review supervision and evaluation process and answer questions.
Sept-Oct	Confirm in which cycle the educator has been placed for the year. Be sure to bring forward as goals, any areas in need of improvement from preceding years. Discuss scheduling of preconferences, observations, and post conferences
Oct-Jan	Conduct one or two cycles of pre-observation conference, observation, and post-observation conference with each educator in the formal evaluation cycle
Jan-Feb	Conduct summative conference, prepare summative write-up, obtain signatures, and forward write-up to personnel file.

Ongoing	Walkthroughs with informal notes and brief feedback to educator

Completion Date	Educator Responsibilities
August	Obtain or review Supervision and Evaluation packet
Aug-Sept	New educators meet with supervisor to review supervision and evaluation process. Experienced educators ask questions if any. Be sure to confirm placement in the supervisory system.
Sept-Oct	Be sure to review previous years' evaluations for any areas in need of improvement as goals for current year. Make appointment to review with supervisor.
Oct-Jan	Make appointment(s) for preconference, observation, and postconference (best done all at once to ensure timeliness). Prepare materials for preconference using Step #1 Form#1 Lesson Plan in the packet. Following observation, prepare for postconference using Framework form in packet.
Jan-Feb	Prepare for summative conference using Framework form in packet. Make appointment, review material with supervisor, Prepare Step #5, Form #3 Assessment Summary, and sign summative report for inclusion in personnel file.
Ongoing	Be prepared for walkthrough visits. Seek and use feedback as part of preparation for summative conference.

Independent Supported Growth Cycle Responsibilities

Completion Date	Supervisor Responsibilities
Aug-Oct	Meet with educators to review self assessment and annual goals with special attention to school initiatives, and to goals related to student gains over time. Reach agreement on goals and sign off.
Sept-Ongoing	Supervisor reviews goals and groups teachers with similar foci to form professional sharing groups. (Note that time will be provided for professional learning groups to meet three times per year.) The supervisor will participate in these meetings to support teachers in meeting their goals. NOTE: Student performance data is an expected element of the evidence collected in this cycle.
Ongoing	Conduct walkthroughs, providing informal feedback to educators.

Ongoing	Peer observation opportunities will be provided on request.
May-June	Meet with educators to review summary of progress toward goals if requested. Receive final reflections and documentation as submitted, sign and forward to personnel file.

Completion Date	**Educator Responsibilities**
Aug-Oct	Using Framework form in this packet, prepare self-assessment and set annual goals with special attention to school initiatives, and to goals related to student growth over time. Prepare a statement of your goals identifying your growth target(s), your means of monitoring your growth, and any assistance you might seek from your supervisor. Make appointment to review with supervisor, reach agreement on goals, and obtain signatures.
Sept-May	Collect evidence (see rubrics) and document progress toward goals and student growth over time.
	Participate in professional learning groups of colleagues with similar foci, and the supervisor, three times per year for the purpose of mutual support in achieving goals. NOTE: Student performance data is an expected element of the evidence collected in this cycle.
	Watch for feedback from walkthrough visits to include in documentation of progress toward goals.
	Request peer observation opportunities if desired.
May-June	Assess progress toward goals using Framework form in this packet. Prepare a written, final reflection on your growth toward your goals, providing samples or indications of the evidence you used to assess your growth, and submit your documentation to your supervisor. Request a meeting to review progress toward goals if so desired.

Intensive Support/Targeted Assistance Cycle

Completion Date	Supervisor Responsibilities

In response to "unsatisfactory" rating(s)

Immediately	Log the area of concern and observe/monitor again.
Problem continues	Hold a conference with the educator; identify the concern, a focus for improvement, and a timeline for a series of follow-up observations. Document all in writing to educator.
Problem improves	Document improvement; inform educator in writing that improvement is noted.

In response to continued "unsatisfactory" rating(s) or rate of improvement:

At any time	Provide oral and written notice to the teacher that they are being placed in Intensive Support/Targeted Assistance based on the areas of performance rated unsatisfactory. All documentation must be signed by both parties, and include the statement: "Educator's signature indicates only that s/he has had an opportunity to review the document and discuss it with the supervisor."

A letter of notification must be sent to the educator which includes the following:
- A statement of the specific areas of concern
- A statement of the seriousness of the concerns
- A time for a conference to prepare a plan of corrective action

At the conference, define the corrective actions to be taken and develop a timeline for each action. Describe the supports available to the educator in their addressing each action step.

Summarize the above in a letter. Include this statement: "Failure to meet the stated expectations may result in a recommendation for non-renewal."

Document all observations, conferences, actions taken during this period. Share this documentation with the educator and both sign off on all reports and meeting summaries.

At the end of the period identified in the plan of corrective action, hold a conference with the teacher. Determine:

- Placement in Formal Evaluation Cycle
- An extended phase of corrective action if progress is being made but is not yet sufficient
- Placement in Corrective Action, Phase II

Summarize the conference and your recommendation in a letter to the educator. If the educator has been placed in Corrective Action, Phase II, include the following statement: "Failure to meet the conditions set out in this corrective action plan will result in a recommendation for non-renewal or dismissal."

Phase II

All correspondence, observation reports, and meeting summaries will be signed by the educator, the supervisor, and cc'd to the superintendent.

Document this phase of the corrective action plan, targets to be met, timeline(s), and supports available.

Document all observations, conferences, and actions taken during this period.

On or before Mar. 1   At the end of the period, hold a conference and determine:
- Return to Formal Evaluation Cycle
- Recommendation for non-renewal or dismissal to Superintendent on or before March 1.

Summarize the process followed from its inception (observation of unsatisfactory performance) to placement in Intensive Support/Targeted Assistance, Corrective Action Phase I and II, and submit to the Superintendent.

ATTACHMENTS

Forms for use in the Supervision and Evaluation process:

Form A: ANNUAL GOAL SETTING
This form is used by the teacher to set goals for the year.

Form B: ANNUAL GOAL REFLECTION
This form is used by the teacher to reflect on the goals that they set for the year.

Form C: PRE-OBSERVATION LESSON PLAN
This form is used by the teacher for preparation for a pre-conference. Note: This form addresses Domains 1 and 4, which address educator behaviors unlikely to be observable during a classroom visit. The teacher therefore provides the supervisor evidence for these domains in the pre-conference, using this form.

Form D: OBSERVATION
This form is used by the supervisor during the formal observation.

Form E: OBSERVATION SUMMARY
At the post-observation conference, the teacher and supervisor collaborate to identify from the evidence collected during the observation, a summary of the teacher's strengths and areas for growth. These are recorded and signatures are affixed.

Form F: SUMMATIVE ASSESSMENT SUMMARY
At the summative conference, the teacher and supervisor collaborate to identify, from the evidence collected during observations, walkthroughs, and from other sources, a summary of the teacher's strengths and areas for growth. These are recorded and signatures are affixed.

Form G: WALK-THROUGH OBERVATION
This form is used by supervisors in providing informal feedback during the year. Teachers collect these forms for use in preparing for their summative conference.

Danielson Teacher Evaluation Rubric
This form is used by teachers and supervisors to assess the teacher's strengths and areas of need according to the domains in the post-observation and summative conference.

Supervision and Evaluation Flowchart

Form A: Annual Goal Setting

Name:_____   Date:_____

Supervising Administrator: _____

Goal:

Domain: Components(s):

Rationale for selecting this goal:

Steps to achieve this goal:

Method(s)/Procedures(s) for gathering evidence:
(How will I meet this goal?)

With whom will you work?

_____   _____
Teacher Signature & Date   *Supervising Administrator & Date*

Form B: Annual Goal Reflection

Name:_____ Date:_____

Supervising Administrator:_____

Reflect upon the goals you set at the beginning of the school year. Submit a written reflection that describes the process used to achieve your goals. Include evidence to support your reflection. When writing your reflection, please consider the four questions below. Feel free to add additional thoughts.

Goal:

1. Describe the process/procedure/methods you used to accomplish your goal.

2. Explain the evidence you have included that supports your work.

3. In what ways did your work on this goal improve your teaching and student learning?

4. What did you learn about yourself and/or your students through your work on these goals?

Form C: Pre-Observation LESSON PLAN

(To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance)

NAME: **OBS DATE:**

DOMAIN 1	**DOMAIN 4:** List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components
1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?	**4a. Reflecting on Teaching:** For this lesson, how did your reflection on yesterday's lesson influence the design of today's lesson? After lesson Discussion.
1b. Demonstrating Knowledge of Students: How will you modify this lesson for groups or individual students?	**4b. Maintaining Accurate Records:** For this lesson, how does your record keeping system inform you about what each student is learning? How do you use multiple measures to monitor student progress?
1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?	**4c. Communicating with Families:** For this lesson, how do you establish 2-way communication with students' families to involve them in the instructional program? How do you cultivate partnerships with families?
1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?	**4d. Participating in a Professional Community:** For this lesson, how does your work with teachers benefit your students?

1e.Designing Coherent Instruction: List very briefly the steps of the lesson	4e. Growing and Developing Professionally: For this lesson, what professional development learning for you informed the design of today's lesson?
1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?	4f: Showing Professionalism: For this lesson, how will you act to serve the students in this class who have the most barriers to their learning?

(Optional) This column completed with teacher through rubric comparison	Form D: OBSERVATION NOTES EVIDENCE FOR DOMAINS 2, 3 _____Announced _____Unannounced _____ Formative ____ Summative NAME: MEETING DATE:		(Optional) This column completed with teacher through rubric comparison
o U o B o P o D	**2a. Creating a Climate of Respect and Rapport** Teacher Interaction with Students Student Interactions with One Another	**3a. Communicating with Students** Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language	o U o B o P o D
o U o B o P o D	**2b. Creating a Culture for Learning** *Importance of the Content* *Expectations for Learning and Achievement* *Student Pride in Work*	**3b. Using Questioning and Discussion Techniques** *Quality of Questions* *Discussion Techniques* *Student Participation*	o U o B o P o D
o U o B o P o D	**2c. Managing Classroom Procedures** *Management of Instructional Groups* *Management of Transitions* *Management of Materials And Supplies* *Performance of Non-Instructional Duties* *Supervision of Volunteers And Paraprofessionals*	**3c. Engaging Students in Learning** *Activities and Assignments* *Grouping of Students* *Instructional Materials and Resources* *Structure and Pacing*	o U o B o P o D
o U o B o P o D	**2d. Managing Student Behavior** Expectations Monitoring of Student Behavior Response to Student Misbehavior	**3d. Assessing Student Learning** Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress	o U o B o P o D

o U o B o P o D	**2e. Organizing the Physical Space** Safety and Accessibility Arrangement of Furniture and Use of Physical Resources.	**3e. Demonstrating Flexibility and Responsiveness** Lesson adjustment Response to Students Persistence	o U o B o P o D

Form E: OBSERVATION SUMMARY

(To be completed by evaluator and teacher and attached to rubric evaluator assessment, Appendix A)

Name of Teacher:_____ Observation Date:_____
School:_____

Strengths of the Teacher's Practice (List no more than two components)

Areas for Growth in the Teacher's Practice (List no more than two components)

Next Steps:

We have conducted a conversation and rubric assessment on the above items.

_____   _____
Teacher Signature & Date   *Supervising Administrator & Date*

Form F: SUMMATIVE ASSESSMENT SUMMARY
(To be completed by evaluator and teacher and attached to rubric evaluator assessment, Appendix A)

Name of Teacher:_____

School:_____

Strengths of the Teacher's Practice

Areas for Growth in the Teacher's Practice

We have conducted a conversation and rubric assessment on the above items.

_____   _____
Teacher Signature & Date   *Supervising Administrator & Date*

WSD CLASSROOM WALK THROUGH OBSERVATION

Educator:_____   Date:_____
Observer:_____   Time:_____
School:_____   Grade/Subject:_____

I. Lesson/Activity Objective(s) (Domain 1: Component 1C)
What is the discernable topic, skills, concept, objective that is the learning goal of the lesson or activity?

	Student Feedback	
What are you studying/learning?	Why is it important to know this information?	How do you know if your work is good?

II. Student Engagement Level (Domain 3: Component 3C) (*Choose ONE):*
"Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representation of content and suitable structure and pacing of the lesson."
□ All
□ Most (99% 90%)
□ Some (89% 60%)
□ Few (59% or less)
□ None

III. Instructional Practices Used to Help Student Interact with Content/Learning (Domain 1: Component 1E) (*Choose any that apply*)

"Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure."

Instructional Practices Used to Help Student(s) Interact with Content/Learning (PreK-5)

	Partners (A/B, consistent)		Explain
	Turn and Talk		Listen to Understand
	Stop and Jot (end of second grade and beyond)		Genuine Questions
	Grand conversation		Explore Multiple Pathways
	Teacher Think Aloud		Structured Math Talk
	Prompts (i.e. I know this because, I agree /I disagree, I can add on to that, etc.)		Public Records (math)
	Private Reasoning Time		Anchor Charts (literacy)
	Revoice		Sticky Notes/ Reader's Journal

Instructional Practices Used to Help Student(s) Interact with Content/Learning (Gr. 6-12)

	The Hook / Emotional Trigger		Private Reasoning Time
	Clear Objectives Posted (WILT)		Explaining Thinking
	Movement		Listening to Understand
	Cold Call Questioning		Asking Genuine Questions
	Student Reflection on their Learning		Multiple Pathways of Reasoning
	Mental Models		Comparing Logic and Ideas
	Targeted Practice		Critique and Debate
	Feedback: Self, Peer, Teacher		Structured Math Talk
	Four Way Thinking		Math Reasoning as Authority
	Hypothesis / Prediction		Writing to Learn
	Activating Background Knowledge		Student Directed Learning
	Other:		Other:

IV. Teacher Instructional Mode (Domain 1: Component 1E) (*Choose any that apply*)

""Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure."

	Whole Class/Direct Instruction		Assessment (Quiz/Test, etc.)
	Small Group Work/Activity		At Desk/Computer
	Lecture		Attending to Misc. Needs
	Facilitating Discussion/Review		Monitoring Student Transitions
	Providing Feedback		Circulating
	Video		Out in the Hall

V. Frequency of "Checking for Understanding" (Formative Assessment)
(Domain 1: Component 1F & Domain 3: Components: 3B & 3D)
"1F: Plan for student assessment is aligned with instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Faculty member uses assessment to plan for groups of students or individuals. 3B: Use of questioning and discussion techniques reflects high-level questions, true discussion and full participation by all students." 3D:Feedback to students is timely and of consistently high quality"

☐ No Checks for Understanding Observed
☐ Checks for Understanding Observed
☐ Multiple Checks for Understanding Observed

☐ Questioning Techniques Primarily at the Knowledge/Comprehension Level
☐ Questioning Techniques Represent a Variety of Levels
☐ Questioning Techniques Primarily at the Upper Levels (Synthesis/Evaluation)
☐ No Questioning Techniques Observed

VII. Classroom Environment (Domain 2: Components: 2A & 2D) (*Choose any that apply*)

"2A: Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students. 2D: Faculty member is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students."

	Established Classroom Routine(s) Observed		Teacher to Student Interactions are Polite and Respectful
	Consistent Expectations Observed		Frequent use of Positive Feedback. ● Specific and/or General?
	Inconsistent Expectations Observed		Minimal use of Positive Feedback
	Teacher Redirects Student in a Respectful Manner		Teacher greets Students Upon Entrance to Class
	Teacher Redirects Student in a Disrespectful Manner		Teacher Checking In/Monitoring Individual Student's Progress/Behavior
	Student to Student Interactions are Polite and Respectful		Clearly Defined Role/Responsibilities of Para-Educator in the Classroom
	Student to Teacher Interactions are Polite and Respectful		Other:

	Expected/Unexpected
	Brains and Bodies In
	Green Thoughts/Yellow Thoughts
	Whole Body Listening (K-2)
	Show me you are thinking about me with your eyes
	Silent Signals (i.e. thumbs up, etc.)
	Transitional Phrases (Hands on Top/ That means stop, Ready to rock/ready to roll, 1,2,3 eyes on me, magic word, etc.)
	Defeat that unthinkable
	Striving for Excellence, Thoughtful, Accepting, Responsible, Safe

VIII. General comments and/or reflective questions:

THE FRAMEWORK FOR TEACHING EVALUATION RUBRIC
Teacher Name:_____   OBS Date:_____

	1 UNSATISFACTORY	2 BASIC/DEVELOPING/ NEEDS IMPROVEMENT	3 PROFICIENT/EFFECTIVE	4 DISTINGUISHED/HIGHLY EFFECTIVE
1a **Knowledge of Content and Pedagogy**	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b **Demonstrating Knowledge of Students**	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

1c Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1d Knowledge of Resources	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

1f **Designing Student Assessments**	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
2a **Environment of Respect and Rapport**	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

2b **Establishing a Culture for Learning**	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
2c **Managing Classroom Procedures**	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.

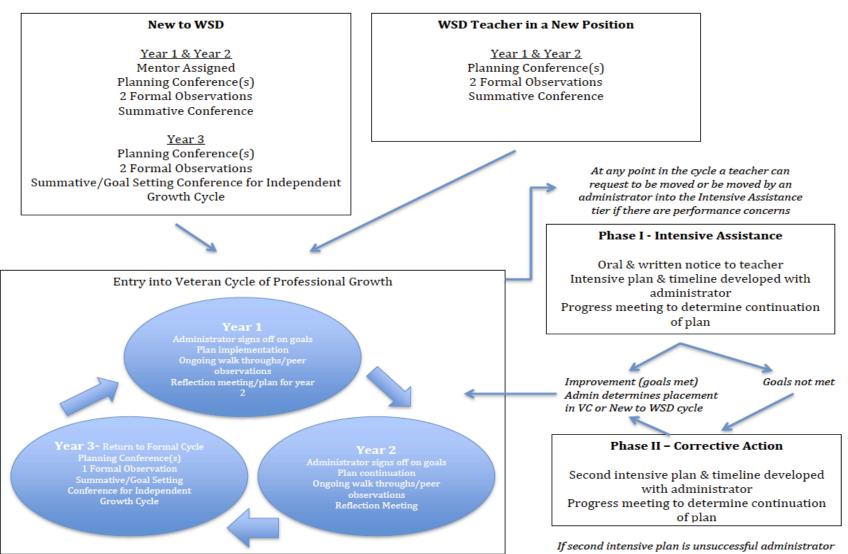|				
2d **Managing Student Behavior**	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e **Organizing Physical Space**	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

3a **Communicat-ing with Students**	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b **Questioning and Discussion Techniques**	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

3c **Engaging Students in Learning**	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d **Using Assessment in Instruction**	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

3e **Demonstrating Flexibility and Responsive-ness**	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
4a **Reflecting on Teaching**	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b **Maintaining Accurate Records**	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion. There is no evidence of student growth. See Appendix A for examples of assessments used to determine student growth.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors. There is some evidence of student gains over time in 1-2 measures, one of which is the state assessment. See Appendix A for examples of assessment used to determine student growth.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. There is evidence of student growth over time using multiple measures (3 or more) which includes the state assessment. See Appendix A for examples of assessment used to determine student growth.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. There is evidence of at least 1 year of growth for students over time using multiple measures (3 or more) which includes the state assessment. See Appendix A for examples of assessment used to determine student growth.

4c Communicating with Families	Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
4d Participating in Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
4e Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

4f **Showing Professional-ism**	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Organizational Chart - Winooski School District - Supervision & Evaluation Cycle

New to WSD

Year 1 & Year 2
Mentor Assigned
Planning Conference(s)
2 Formal Observations
Summative Conference

Year 3
Planning Conference(s)
2 Formal Observations
Summative/Goal Setting Conference for Independent
Growth Cycle

WSD Teacher in a New Position

Year 1 & Year 2
Planning Conference(s)
2 Formal Observations
Summative Conference

At any point in the cycle a teacher can request to be moved or be moved by an administrator into the Intensive Assistance tier if there are performance concerns

Phase I - Intensive Assistance

Oral & written notice to teacher
Intensive plan & timeline developed with administrator
Progress meeting to determine continuation of plan

Entry into Veteran Cycle of Professional Growth

Year 1
Administrator signs off on goals
Plan implementation
Ongoing walk throughs/peer observations
Reflection meeting/plan for year 2

Year 3- Return to Formal Cycle
Planning Conference(s)
1 Formal Observation
Summative/Goal Setting Conference for Independent Growth Cycle

Year 2
Administrator signs off on goals
Plan continuation
Ongoing walk throughs/peer observations
Reflection Meeting

Improvement (goals met)
Admin determines placement in VC or New to WSD cycle

Goals not met

Phase II – Corrective Action

Second intensive plan & timeline developed with administrator
Progress meeting to determine continuation of plan

If second intensive plan is unsuccessful administrator recommends non-renewal to superintendent