**Caledonia North**

**Supervisory Union**

## ***Supervision and Evaluation Plan***

# “Teachers, students, parents, and community are working together to ensure that each school provides an environment that is safe, fun, respectful, and educationally challenging for all.”

# CNSU Mission Statement

# **CNSU Supervision & Evaluation Program**

# **An Overview of the Process**

1. There are four tracks in the CNSU Supervision and Evaluation Model; **Administrative Consultation,** **Colleague Consultation, Self-Directed Focus,** and **Focused Assistance: Improving Current Practice**.
2. Probationary teachers and reassigned teachers will be assigned to the **Administrative Consultation** track at the beginning of the new school year. Their first observation must take place before December 1st. Teachers will spend at least one of every three years in the **Administrative Consultation** track of the cycle.
3. Teachers will be assigned up to two of the three years of the cycle in the **Colleague Consultation** or **Self-Directed Focus** tracks.
4. Teachers will be informed of the evaluation instrument by October 1st of each school year. Teachers will be directed to participate in a track by October 15th of each school year.
5. Initial conferences for all tracks should be scheduled by November 1 of each school year. The focus of the evaluation should be on one or more administrator approved goals, as written in the Teacher SMART Goal form.
6. An administrator must notify the Superintendent’s Office of a non-renewal recommendation for a probationary teacher by May 1 of each school year; for all other teachers by April 1.
7. Each teacher and his/her Administrator/Supervisor will be responsible for fulfilling their respective responsibilities as outlined in the **Roles and Responsibilities of the** **Differentiated Supervision and Evaluation Tracks**.
8. Every teacher will maintain evidence related to their evaluation track.
9. At the end of each school year, the Summative Evaluation report for teachers on the Administrative Consultation track, Teacher SMART Goal form for all teachers, and pertinent performance records will be forwarded to the Superintendent and placed in the personnel files maintained in the Superintendent’s Office by June 30 for veteran staff, or the last week of school for probationary teachers.

**Frequently Asked Questions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **What are the four evaluation tracks in this model?**

The four tracks are Administrative Consultation, Colleague Consultation, Self-Directed Focus, and Focused Assistance: Improving Current Practice.

1. **Do teachers have to cycle through all four of the tracks?**

No. However, each teacher must participate in the Administrative Consultation track at least once every three years.

1. **What track should new teachers or re-assigned teachers use?**

Teachers new to the district or new to a different role will automatically be placed in the Administrative Consultation track. This approach is designed to provide thorough and consistent support throughout the first years of service in the district or re-assignment.

1. **Can a teacher move from one track to another during the school year?**

Generally, no. However, there may be extenuating circumstances that require a teacher to move to another track. The administrator must make this decision. An administrator may require a teacher with deficiencies to move to the Administrative Consultation or Focused Assistance: Improving Current Practice track at any time during the school year.

1. **How will teachers, who work at more than one school, be evaluated?**

The administrator who provides supervision for the majority of the time will evaluate these teachers, but will gather input from administrators of each school served. For teachers who provide services in different schools on an equal basis, a mutual decision among administrators will determine which administrator will be responsible for the above process. See Appendix A for the Superintendent’s guidance on this.

1. **How will teachers and administrators use the performance competencies?**

The performance competencies provide a framework for teaching. The concepts and skills found in this section are grounded in a body of research that seeks to identify the most effective principles of instruction. These principles maximize student learning and promote student engagement. At the beginning of the process, the teacher and/or administrator/supervisor will discuss goals and/or improvement plans. That discussion should be based in part, on the performance competencies in the four Domains of the Danielson Framework for Teaching. All teachers are responsible for demonstrating a “Proficient” level of performance in each competency. The Teacher SMART Goal or Focused Assistance Plan will describe one or more mutually agreed upon goals through which the teacher will demonstrate a proficient level of performance in each Domain with a focus on selected competencies.

1. **Why use a rubric to evaluate performance?**

A rubric serves many purposes. It helps teachers and administrators define skill levels. It provides an objective and consistent lens through which one can view performance. It informs teachers as to how they will be assessed and evaluated. Most important, it creates an opportunity for teachers to reflect on competencies and performance levels as they develop goals and improvements.

1. **How will the evaluation model relate to the individual professional development plan?**

When a teacher participates in the administrator consultation, colleague consultation, or self-directed track of this program, she/he is encouraged to create a link with her/his Individual Professional Development Plan (IPDP). IPDP goals and evaluation track goals could overlap. Documentation of the goals could serve as part of the ‘IPDP’ portfolio.

1. **What does “evidence” consist of?**

Evidence is the documentation for the supervision and evaluation track in which the teacher is currently. Specific contents are listed under the descriptions of each track. It is recommended that wherever possible, teachers should link IPDP goals, activities, and reflections with their evaluation goals so that the evidence collected fulfills both supervision and evaluation requirements and IPDP requirements.

1. **How will the evaluation model relate to the school’s goals?**

The school’s goals provide the general direction of a school’s growth and development. This evaluation model requires each faculty member to develop SMART goals each school year. The goals that you develop should reflect the priority focus of the school’s goals.

# **V. Expectations and Clarifications\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***General Guidelines***

* The supervision and evaluation model is comprised of four tracks.
* Goals will be developed by November 1st of each year.
* Goals will be designed and stated using the SMART Goal format.
* Goals will encompass all four Domains of the Danielson’s *Framework for Teaching* and identify at least one specific competency of focus within each Domain.
* Each educator will write a summative self-reflection on their SMART goal; the self-reflection will be attached to the SMART goal and be forwarded, along with the Administrator/Evaluator’s summative evaluation for those on the Administrative Consultation track, to the educator’s file at the central office by June 30th each year for all teachers except probationary teachers; probationary teachers files are due by the last week of school.
* For our purposes, concepts and skills outlined in Danielson’s rubrics are categorized as domain-competency-element.
* Attached forms will be used to complete evaluations.

***Focused Assistance: Improving Current Practice***

* Documentation and sign off are needed when a teacher is on an improvement plan. Pre- and post- conferences are essential for every “formal observation”. Informal observations of teacher practices may also be documented and included in the teacher improvement plan.
* A teacher in FA/ICP teacher will be offered resources to help him/her improve during this process.
* Attached forms will be used to complete the FA/ICP.
* A copy of lesson plans and/or unit overview will be required before observations.
* The Superintendent should be notified of any educator who is considered for non-renewal by May 1st .
* Evidence will be maintained by the educator.

***Administrative Consultation***

* Attached forms will be used to complete evaluations.
* Pre- and post-observation conferences will be used. Teachers should complete written responses before conferences.
* A copy of lesson plan and/or unit overview will be required at the preconference.
* At least two formal observations will take place for new or new to assignment teachers; at least one formal observation for veteran teachers continuing in their regular assignment. In all cases, multiple informal observations will be utilized.
* It is important to identify and report any competency that is less than proficient.
* Evidence will be maintained by the teacher.
* Each educator will write a summative self-reflection on their SMART goal; the self-reflection will be attached to the SMART goal and be forwarded, along with the Administrator/Evaluator’s summative evaluation, to the educator’s file at the central office by June 30th each year for all teachers except probationary teachers; probationary teachers files are due by the last week of school.

***Colleague Consultation and Self-Directed Focus***

* Teachers will share progress on SMART Goals with peers throughout the school year.
* Evidence will be maintained by the teacher.
* Those performance competencies identified in the SMART goals will be the focus of teacher evidence and reflection.
* Each educator will write a summative self-reflection on their SMART goal; the self-reflection will be attached to the SMART goal and be forwarded to the educator’s file at the central office by June 30th each year for all teachers except probationary teachers; probationary teachers files are due by the last week of school.
* Student and parent feedback is encouraged as a component.
* A formal summative evaluation is not required from the administrator/supervisor.

# *Roles and Responsibilities for the Differentiated Supervision and Evaluation Tracks*

**A. Administrative Consultation (AC)**

This track of our differentiated evaluation model is intended to address the needs of three groups of staff members: **1)** probationary teachers and those new to the school district; **2)** those engaged in new or significantly different roles/assignments (i.e. moving from a K-5 position to a 6-8 position or moving from a reading specialist position to a special education position)**;** and **3)** veteran teachers in good standing. Teachers in groups 1 and 2 above will be formally observed a minimum of two times. Teachers in group 3 above will be formally observed a minimum of one time. Teachers will engage in a pre-conference and a post-conference with their administrator on each of these observations. For all teachers, the initial AC conference will focus on goal setting and include discussion of the Teacher SMART goal for the school year. See Teacher SMART Goal form.

Roles and Responsibilities in Administrative Consultation

Teacher

* Conference to clarify reasons for AC status, discuss SMART goals with your administrator, identify performance criteria, and clarify data collection expectations.
* Review evaluation forms; Plan initial formal observation, pre-conference and post-conference times with administrator.
* Reflect in writing on the successful completion of SMART goals.
* Maintain documentation that includes the evaluation documents and teacher compiled evidence for Domains 1 and 4, such as instructional plans, essential questions, formative assessment data, scope and sequence, contact log and other pertinent evidence.
* Discuss summative evaluation report data collected and status for following year with administrator.

Administrator/Supervisor

* Identify and notify those teachers who will be evaluated in the AC strand; Meet with individual AC teachers to clarify the reasons for their status.
* Discuss SMART goals with the teachers; Discuss performance indicators, criteria, timeline, and data collection.
* Plan formal observations and pre/post conference times.
* Meet to review evidence, complete/share observation summary(ies), and review/discuss teacher's self-reflections.
* Notify the central office by May 1st of any recommendation for non-renewal of contract for probationary teachers.
* Write a summative evaluation based on observations and other evidence.
* Recommend placement in one of the evaluation tracks for the following year.

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Exit from the AC evaluation track is dependent on successful completion of individual goals and demonstrated “Proficient” rating as defined by the Danielson rubrics and interpreted by the teacher's assigned administrator. The personnel files of teachers in this track will include a summative evaluation report completed by the administrator who has worked with the teacher, including recommendations for the future and a SMART Goal self-reflection by the teacher.

**B. Colleague Consultation (CC)**

This track of our differentiated evaluation model allows two or more teachers to share responsibility for achieving defined goals. Teachers should focus their goals on individual professional growth directly related to improved student learning, and connected to school wide plans, and/or district initiatives. Goals will be used to identify performance competencies from the four Domains of our evaluation model. Participate in the colleague consultation track of our model must be supported by the teacher’s administrator/supervisor. The teacher will submit a written proposal to her/his administrator/supervisor using the SMART Goal form.

Roles and Responsibilities in Colleague Consultation

Teachers

* Schedule a planning and goal setting conference with a colleague(s).
* Discuss performance competencies, timeline, and data collection.
* Develop goals with your colleague.
* Conference with Administrator/Supervisor to review your written proposal and approve SMART Goal(s).
* Plan check-in times with administrator.
* Participate in an interim and final conference with colleague to review evidence and performance results.
* Maintain documentation that includes the evaluation documents and teacher compiled evidence for Domains 1 and 4, such as instructional plans, essential questions, formative assessment data, scope and sequence, contact log and other pertinent evidence.
* Participate in an opportunity to share work with colleagues.
* Submit the SMART Goal summary to your administrator/supervisor for approval.

Administrator/Supervisor

* Review proposal and approve final SMART goals.
* Periodically check-in with teachers on progress.
* Facilitate an opportunity for participants to share their work with colleagues.
* Review and approve self-assessment SMART goal summary.

Before the school year ends, the teacher's participation in one of the model's four tracks for the following school year will be mutually discussed. Personnel files of teachers engaged in this track will include a summative SMART Goal self-reflection.

**C. Self-Directed Focus (SD)**

This track of our differentiated evaluation model is intended to address the needs of teachers whose roles are significantly different than the typical classroom teacher, such as interventionists and coaches. Teachers in this track will be involved in highly reflective individual activities. The decision of a teacher to participate in the self-directed track of our model must be approved by his/her administrator/supervisor. The teacher and his/her administrator/supervisor will define what the evaluation process will involve.

Sample areas of focus that teachers might pursue in the SD track include:

* Organizing and implementing workshops related to a school or district goal
* Initiating and facilitating a team’s implementation of highly effective teaching strategies in their school.

Roles and Responsibilities in Self-Directed Focus

Teacher

* Develop a written proposal with a self-directed focus and targeting specific performance competencies. Use the SMART Goal format. Submit the proposal to your administrator/supervisor.
* Refine, expand, and/or limit your proposal based on reflection and/or feedback received.
* Set check-in dates with administrator.
* Develop specific strategies to collect, analyze, and disseminate data on your project.
* Write a summative SMART Goal self-reflection describing the content, process, and results of the proposal. This must be self-reflective and focus on the new learning you acquired. Submit the summary to your administrator/supervisor for approval.
* Maintain documentation that includes the evaluation documents and teacher compiled evidence for Domains 1 and 4, such as instructional plans, essential questions, formative

assessment data, scope and sequence, contact log and other pertinent evidence.

* Participate in an opportunity to share work to colleagues.

Administrator/Supervisor

* Review and approve proposal.
* Collaborate with the teacher to refine, expand, and/or limit proposal, timeline, and data collection activities.
* Set check-in dates with teacher.
* Facilitate the teacher's implementation of his/her proposal by providing available resources.
* Facilitate an opportunity for participant to share the work with colleagues.
* Review and approve SMART Goal self-reflection summary.

Before the school year ends, the teacher's participation in one of the model's four tracks for the following school year will be mutually discussed. The personnel files of teachers in this track will include the SMART Goal self-reflection summary.

**D. Focused Assistance: Improving Current Practice (FA:ICP)**

This track of our differentiated evaluation model is intended to address the needs of teachers with deficiencies related to one or more of the Domains. It is the administrator's right and responsibility to address teachers who have deficiencies and whom the administrator has determined need to improve their current practice in one or more Domains.

Participants involved in the FA:ICP track will meet approximately weekly with their administrator. Administrators will document multiple classroom visitations and related data collection activities. The initial FA:ICP conference will focus on goal setting in the areas of deficiencies and review of the improvement plan with timelines for the school year. Administrators will document using the Focused Assistance: Improving Current Practice form.

Step 1 Schedule a conference with the teacher to identify deficiencies and discuss concerns. Using the FA:ICP form define the competency areas of concern, specify the expectations for improvement, set the timeline to be adhered to for improvement, and indicate the data collection methods and sources. Identify support that is being offered.

Step 2 Monitor the competency areas of concerns and record evidence of progress toward meeting defined expectations for improvement. Communicate concerns and progress in writing, meeting approximately once per week with the teacher. Record observation dates on FA:ICP form; utilize Observer Notes form for formal observations. Document multiple informal classroom/workplace observations and any related data collection activities.

Step 3 According to the timeline established, the administrator determines that progress is either acceptable, minimal, or unacceptable, resulting in either the end of the FA:ICP plan, the continuation of the FA:ICP plan, or a recommendation for non-renewal.

Roles and Responsibilities in Focused Assistance: Improving Current Practice

Teacher

* Conference to clarify reasons for FA:ICP status, identify lagging performance competencies, review the administrator’s criteria for improvement, identify data collection techniques, and clarify the timeline for improvement.
* Plan formal observation times with administrator, if included in the FA:ICP plan.
* Review evaluation forms.
* Discuss with administration data collected and status regarding your improvement of current practice or non-renewal of contract for following year.

Administrator

* Identify and notify those teachers who will be in FA:ICP.
* Meet with individual FA:ICP teachers to clarify the reasons for their status identifying lagging performance competencies.
* Develop an improvement plan and define individual goals; review with the teachers utilizing FA:ICP form.
* Discuss criteria for improvement related to the performance competencies, timeline, and data collection.
* Perform formal and informal observations and pre/post conferences.
* Complete/share observation summaries.
* Notify the Superintendent’s Office by May 1st of any recommendation for non-renewal of contract for probationary teachers.
* Write a summative evaluation based on observations and other evidence.
* Recommend placement in one of the evaluation tracks for the following year or non-renewal of contract.

Exit the FA:ICP Evaluation track is dependent on the correction of any deficiencies in current practice defined by the teacher’s assigned administrator. The personnel files of teachers in this track will include: the FA:ICP plan with specific goals, a summative evaluation by the administrator/evaluator, and recommendations regarding the

teacher’s future employment in the district.

*Supervision and Evaluation*

Forms**Caledonia North Supervisory Union**

**Differentiated Supervision & Evaluation Program Checklist**

**Use this checklist to help keep track of your responsibilities during the supervision and evaluation process.**

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

School Year:\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Track:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### **Tracks**

# Administrative Consultation

\_\_\_\_\_SMART Goal Setting conference by Nov 1 with administration

\_\_\_\_\_Pre observation conferences

\_\_\_\_\_Post observation conferences

\_\_\_\_\_Evidence collection

\_\_\_\_\_Observations/conferences completed by May I

\_\_\_\_\_SMART Goal Self-reflection report

\_\_\_\_\_Final summative evaluation with recommendations for next year by June 30th\*

# Colleague Consultation

\_\_\_\_\_ SMART Goal Setting conference by Nov 1 with administration List Colleagues Involved:

\_\_\_\_\_ Evidence collection

\_\_\_\_\_Conference with Administrator

\_\_\_\_\_Interim conferences with colleague

\_\_\_\_\_Final conference with colleague and Administrator by June 30th\*

\_\_\_\_\_SMART Goal Self-reflection report

# Self-Directed

\_\_\_\_\_Goal Setting conference by Nov 1

\_\_\_\_\_Evidence collection

\_\_\_\_\_SMART Goal Self-reflection report

# \_\_\_\_\_Approval of SMART Goal Self-reflection report by June 30th\*

#  Focused Assistance: Improving Current Practice

\_\_\_\_\_Teacher Improvement Plan

\_\_\_\_\_Final summative evaluation with recommendations for next year

**\***By last week of school for probationary teachers.

 **Caledonia North Supervisory Union**

**Teacher SMART Goal Form**

***Administrative Consultation***

***Self-Directed Focus***

***Colleague Consultation***

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

School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Track:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator/Supervisor:\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­ Peer/Colleague Sharing Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The SMART Goal Planning Form, and SMART Goal Self-Reflection will be placed in the personnel file.**

**SMART Goal:**

**Focusing/Essential Question to be addressed by the Goal:**

**School Goal Your SMART Goal supports:**

### **Teacher Performance Competencies that apply to your goal. Check one per Domain.**

**Planning and Preparation Competencies**

* Demonstrating Knowledge of Content and Pedagogy
* Demonstrating Knowledge of Students
* Selecting Instructional Goals
* Demonstrating Knowledge of Resources
* Designing Coherent Instruction
* Assessing Student Learning

**Professional Responsibilities Competencies**

* Reflecting on Teaching
* Maintaining Accurate Records
* Communicating with Families
* Contributing to the School, District, and Profession
* Growing and Developing Professionally
* Showing Professionalism

**The Learning Environment Competencies**

* Creating an Environment of Respect and Rapport
* Establishing a Culture for Learning
* Managing Classroom Procedures
* Managing Student Behavior
* Organizing Physical Space

**Instruction Competencies**

* Communicating Clearly and Accurately
* Using Questions and Discussion Techniques
* Engaging Students in Learning
* Providing Written and Oral Feedback to Students
* Demonstrating Flexibility and Responsiveness

**Year End SMART Goal Self Reflection: Please address the following items as you write your self-reflections:**

* **Describe the professional growth activities in which you participated this year to achieve your goal.**
* **What improvements in student achievement resulted from these activities? Attach evidence/results.**
* **What impact did your goal have on your own professional learning, practice, and performance?**

**S.M.A.R.T. Goal Planning Form**

**Name: Team: Date:**

**SMART Goal Guidelines: In order to achieve better results, each person or team establishes a specific goal(s) to serve as the target of student progress and professional learning. Use the following questions and format to develop your SMART Goal. Each Goal must be:**

***Strategic and Specific / Measurable / Attainable / Results-Oriented / Time Bound***

Sample SMART goal: “By the end of the 2014/2015 school year, 85% of the second graders will score 3 or higher on the 2nd Grade writing rubric when assessed with the team-created writing prompt.”

**Use the following worksheet to develop your SMART goal(s).**

**Focusing/Essential Question to be addressed by the goal:**

**SMART Goal:**

**School / SU Goal Your SMART Goal supports:**

**Complete the following:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Steps** | **Designation** | **Time Frame** | **Evidence** |
| What steps or activities will be initiated to achieve this SMART goal? | Who will be responsible for initiating and sustaining the action steps? | What is a realistic time frame for each phase of the activity? | What evidence will you present to show that you are making progress toward your goal?What products will be created? |

**Pre-Observation Conference Form**

**Teacher: Pre-Observation ConferenceDate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*This form should be used to frame the discussion that will take place during the pre-observation conference. The form may be completed before the pre-observation conference. Use the Danielson 2011 Rubric as your guide. Provide the observer the lesson or unit plan and attach copies of any instructional materials that students will use.*

What are the CCSS that are being addressed?

What enduring understandings or essential questions will students be expected to learn during the observation?

How will students be engaged in this learning opportunity?

Briefly describe students in your class, especially those with special needs. How will you differentiate your instruction to meet the diverse needs of learners?

What understandings or essential concepts or skills will be assessed?

How will students be assessed?

On what elements within Domain 2 or Domain 3 would you like the observer to focus?

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**Educator signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor signature Date**

Teacher’s signature verifies receipt of this evaluation and does not necessarily indicate agreement with the contents. Upon review of this document, you have the right to attach a response, which will be included in your personnel file.

**Post -Observation Conference Form**

**Teacher: Post-Observation Conference Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*This form should be used to frame the discussion that will take place during the post-observation conference. Use the Danielson 2011 Rubric as your guide. The form may be completed before the post-observation conference. Please bring examples of student work and assessment data from the observation to the conference.*

To what extent were each of your instructional goals met? How do you know?

To what extent were students productively engaged?

Describe an example in which your feedback positively affected a student's learning.

What does the student work or assessment data show you? How do you plan on making use of the assessment results garnered from the lesson?

If you had the opportunity to teach the lesson again, what would be different or the same?

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**Educator signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor signature Date**

Teacher’s signature verifies receipt of this evaluation and does not necessarily indicate agreement with the contents. Upon review of this document, you have the right to attach a response, which will be included in your personnel file

**Caledonia North Supervisory Union**

**Final Summative Evaluation Form**

***Administrative Consultation***

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

School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Track:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator/Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### **Instructions**

At the end of each three year cycle of the evaluation process, the administrator/supervisor will conference with each teacher and evaluate his/her performance using identified goals, performance competencies, and observational data. The administrator will include a narrative citing examples to justify performance judgments. The narrative will reference individual goals and/or the competencies found in the performance criteria. The narrative will include statements of the teacher’s strengths and areas needing improvement. The narrative may also include statements related to student assessment data and student and parent surveys. If a teacher performs at the "Basic" level in any area, the supervisor will make recommendations for improvement. Future supervision efforts will focus on this area(s) and may include placing the teacher in the Focused Assistance: Improving Current Practice track. For teachers who perform at the "Unsatisfactory" level in any of the four areas, the administrator will place the teacher in the Focused Assistance: Improving Current Practice track. Lack of improvement to the level of “Proficient” may lead to termination of employment.

**Planning and Preparation**

Includes Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Selecting Instructional Goals, Demonstrating Knowledge of Resources, Designing Coherent Instruction, and Assessing Student Learning.

**Narrative**

Unsatisfactory Basic Proficient Distinguished

**The Learning Environment**

Includes Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, and Organizing Physical Space.

**Narrative**

Unsatisfactory Basic Proficient Distinguished

**Instruction**

Includes Communicating Clearly and Accurately, Using Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback to Students, and Demonstrating Flexibility and Responsiveness.

**Narrative**

Unsatisfactory Basic Proficient Distinguished

**Professional Responsibilities**

Includes Reflecting on Teaching, Maintaining Accurate Records, Communicating with Families, and Contributing to the School and District, Growing and Developing Professionally, and Showing Professionalism.

**Narrative**

Unsatisfactory Basic Proficient Distinguished

**Based on the evaluation herein, the administrator/supervisor recommends:**

Renewal of contract; S&E Track for next year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Focused Assistance: Improving Current Practice

 Non-renewal of contract

**Additional Comments**

### **Signatures**

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

Teacher Date

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

Administrator/Supervisor Date

Teacher’s signature verifies receipt of this evaluation and does not necessarily indicate agreement with the contents. Upon review of this document, you have the right to attach a response, which will be included in your personnel file.

**Caledonia North Supervisory Union**

**Supervision and Evaluation**

***Focused Assistance Plan:***

***Improving Current Practice***

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

School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator/Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### **Instructions**

Participants involved in the FA/ICP track will meet approximately weekly with their administrator. Administrators will document multiple classroom visitations and related data collection activities. The initial FA/ICP conference will focus on goals for improvement in the areas of deficiencies and review of the improvement plan with timelines indicated. Administrators will complete and update this form on an on-going basis for the teacher involved.

1. This plan has been formulated to outline activities and resources to overcome the deficiencies stated in Section I of this plan.
2. Your principal/evaluator is to oversee this plan, monitor progress, and give feedback to you.
3. You are directed to follow the provisions of the Plan for Improvement as a teacher who is in the Focused Assistance: Improving Current Practice track of evaluation.
4. School and District Resource persons are available to assist you with this plan.
5. Failure to satisfactorily carry out the program of this Plan to Improve and failure to perform at or above the level of minimum expectations (Proficient) in all criteria specified in the plan, will result in a recommendation for non-renewal.

### **I. Statement of Deficiency Areas in Professional Teaching Standards and Competencies**

### Specify competency area(s) of concern needing improvement. Write a clear statement of the problem related to the areas of concern.

### **II. Plan for Improvement**

### Performance goals and details will be stated for each area needing improvement. Goals must be reasonable, measurable, and achievable. Describe performance indicators that will demonstrate acceptable improvement.Specify completion dates.

### **III. Resources and Support**

Specify the resources and support available to the individual.

### **IV. Monitoring System and Timeline for Improvement**

Specify timeline for improvements, evidence to be collected, collection methods and sources, dates of observations (with pre and post conferences if formal observation) to document progress on improvements.

### **Date of final meeting to review and discuss results of Improvement Plan:**

**V. Summative Evaluation**

**Based on the evaluation herein, the administrator/supervisor recommends:**

Concerns are resolved; renewal of contract.

Concerns are not resolved; renewal of contract and teacher will remain in Focused Assistance: Improving Current Practice track with revised goals and time line.

Concerns are not resolved; non-renewal of contract.

### **Signatures**

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

Teacher Date

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

Administrator/Supervisor Date

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**Documentation of Evidence**

|  |  |  |  |
| --- | --- | --- | --- |
| **Due** **Date** | **Completion Date** | **Improvement Plan Component II** | **Results** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Weekly Meeting Notes:** |
| **Date** |
| **Date**  |
| **Date** |

**Observer Notes**

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DOMAIN 1: PLANNING & PREPARATION**

|  |  |
| --- | --- |
| **Component Level of Evidence** | **Component Interpretation** |
| **1a: Demonstrating Knowledge of Content and Pedagogy**Knowledge of: >content >prerequisite relationships >content-related pedagogy |  |
| **1b: Demonstrating Knowledge of Students**Knowledge of: >characteristics of age group, students’ varied approaches to learning, of students’ skills and knowledge, of students’ interests and cultural heritage |  |
| **1c: Selecting Instructional Goals**>Goals represent high expectations for students and reflect important learning and conceptual understanding |  |
| **1d: Demonstrating Knowledge of Resources**>Resources for teaching >Resources for students |  |
| **1e: Designing Coherent Instruction**>Learning activities >Instructional materials and resources >Instructional groups >Lesson and unit structure |  |
| **1f: Assessing Student Learning**>Congruence with instructional goals >Criteria and standards >Use for planning |  |

**Observer Notes**

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DOMIAN 2: THE CLASSROOM ENVIRONMENT**

|  |  |
| --- | --- |
| **Component Level of Evidence** | **Component Interpretation** |
| **2a: Creating an Environment of Respect and Rapport**>Teacher interaction with students >Student interaction |  |
| **2b: Establishing a Culture for Learning**>Importance of content >Student pride in work >Expectations for learning and achievement |  |
| **2c: Managing Classroom Procedures**Management of: >instructional groups >transitions >materials and supplies; >Performance of non-instructional duties >Supervision of volunteers and paraprofessionals |  |
| **2d: Managing Student Behavior**>Expectations >Monitoring student behavior >Response to student misbehavior |  |
| **2e: Organizing Physical Space**>Safety and arrangement of furniture >Accessibility to learning and use of physical resources |  |

**Observer Notes**

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DOMIAN 3: INSTRUCTION**

|  |  |
| --- | --- |
| **Component Level of Evidence** | **Component Interpretation** |
| **3a: Communicating Clearly and Accurately**>Directions and procedures >Oral and written language |  |
| **3b: Using Questioning and Discussion Techniques**>Quality of questions >Discussion techniques >Student participation |  |
| **3c: Engaging Students in Learning**>Representation of content >Activities and assignments >Grouping of students >Instructional materials and resources >Structure and pacing |  |
| **3d: Providing Feedback to Students**>Quality: accurate, substantive, constructive, and specific >Timeliness |  |
| **3e: Demonstrating Flexibility and Responsiveness**>Lesson adjustment >Response to students >Persistence |  |

**Observer Notes**

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

|  |  |
| --- | --- |
| **Component Level of Evidence** | **Component Interpretation** |
| **4a: Reflecting on Teaching**\*Accuracy \*Use in future teaching |  |
| **4b: Maintaining Accurate Records**\*Student completion of assignment\*Student progress in learning\*Noninstructional records |  |
| **4c: Communicating with Families**\*Information about instructional program\*Information about individual students\*Engagement of families in instructional program |  |
| **4d: Contributing to the School & District**\*Relationships w/colleagues\*Service to school\*Participation in school & district projects |  |
| **4e:Growing & Developing Professionally**\*Enhancement of Knowledge & Pedagogical skill\*Service to profession |  |
| **4f: Showing Professionalism**\*Service to students\*Advocacy\*Decision making |  |