**INTRODUCTION**

The St. Vrain Valley School District has maintained a well-defined system of supervision and evaluation of certified staff. In the year 2001, the Superintendent of Schools directed a study of the supervision and evaluation process as it relates to teaching and learning. The resulting design for supervision and evaluation meets the state requirements, contained in Colorado Revised Statutes (22-9-101 et seq. -Certificated Personnel Performance Evaluation Act, 22-63-301, and 22-63-302(8) and the Colorado Education Licensing Act, requiring each school district in the state of Colorado to develop a written instrument for evaluating certified school district staff members. The St. Vrain Valley Supervision and Evaluation Process also addresses the original directive to develop a supervision and evaluation process that promotes teacher growth and student learning.

**ACKNOWLEDGMENTS**

The development of the St. Vrain Valley Supervision and Evaluation Process would not have been possible without the efforts of teachers and administrators who devoted time, research and dedication to the design, development, pilot, refinement, and adoption of this system.

|  |  |  |
| --- | --- | --- |
| Cheryl Bailey | Alan Hein | Mark Mills |
| David Baker | Kathy Horning | Jerri Modrall |
| Cheryl Barnett | Nancy Hurianek | Rick Olson |
| Lois Bay | Steve Isenhour | Rob Orbanosky |
| Sarah Beranek | Mike Jones | Cindy Payne |
| Erica Bowman | Brenda Kaylor | Steve Payne |
| Noelle Branch | Nan Klibbe | Russ Ramsey |
| Diana Broestl | Jason Lathrop | Heidi Ringer |
| June Chapman | Karen Leuschel | Denise Rominger |
| Kahle Charles | Mark Lubbers | Jane Rose |
| Greg Clark | Judy Lundquist | Paula Rutherford |
| Jackie Colt | Dawn Macy | Pat Sanderson |
| Sarah Delaney | Mary McMillan | Diane Schell |
| Tom Garcia | Julie McVicker | Dan Schlesinger |
| Mike Gradoz | Joe Mehsling | Mary Sires |
| Steve Griffith | Christine Miller | Diane Starkey |
| Ellen Gury | Valerie Millert | Connie Syferd |
| Don Haddad | | |

[Numerous people have advised and assisted in the process over the years. Sincere apologies to anyone whose name was inadvertently omitted from this list.]

PURPOSES

The St. Vrain Valley Supervision and Evaluation Process is specifically designed to achieve the vision, goals, and commitments of the St. Vrain Valley Schools as expressed in its Strategic Plan: Vision Statement, Mission Statements, and Focus Areas. The Supervision and Evaluation Process is the flagship and the Strategic Plan the compass on our course to higher levels of achievement for all students.

**NAVIGATING OUR COURSE**

STRATEGIC PLAN

VISION STATEMENT

To be an exemplary school district which inspires and promotes high standards of learning and student well being in partnership with parents, guardians and the community.

MISSION STATEMENT

To educate each student in a safe learning environment so that they may develop to their highest potential and become contributing citizens.

FOCUS AREAS

• student achievement

• well being

• partnerships

Purpose

of Supervision & Evaluation

The purpose of Supervision and Evaluation is to promote growth and development of students, teachers, and leaders.

The Supervision & Evaluation process serves as the basis

for the continuous improvement of professional practice and student learning.

The Evaluation process also serves as measurement and documentation

of performance

based on the Performance Area Criteria.

*Source: Agreement ARTICLE 6*

Purposes

of Supervision & Evaluation in Practice

[overhead]

ϖ promote growth and development of students, teachers, and leaders

ϖ promote continuous improvement of student learning

ϖ promote continuous improvement of professional practice

*from: Agreement Article 6*

υ reinforce the link between teacher performance and student learning

υ clearly articulate criteria for professional performance

υ feature collection and sharing of data and artifacts

υ provide opportunities for on-going professional dialog

*from: Supervision & Evaluation Task Force*

**Background**

Supervision and Evaluation

Pilot Development

**Background**

In February of 2001, Paula Rutherford and June Chapman facilitated focus group meetings with approximately eighty district educators to discuss the effectiveness of our current supervision and evaluation system. Overwhelmingly, the feedback indicated that our supervision and evaluation process did not promote professional growth and student learning, nor was it aligned with standards-based practices and language.

During the 2001-02 school year, Paula Rutherford and June Chapman facilitated the Supervision and Evaluation Task Force, comprised of approximately forty district educators. The Task Force reviewed the literature on supervision and evaluation, examined multiple exemplars from states, districts and organizations, and conducted action research in the district. Products drafted included Purposes of Supervision and Evaluation (see page 7 of this Guide), Outcomes We Want for Our Students (see page

8 of this Guide), and Areas of Performance and Criteria [subsequently revised.]

During 2002-03, principals in initial pilot schools began using the Areas of Performance and Criteria as well as other task force guidelines and recommendations. Over 150 building administrators and teachers practiced with multiple methods of data collection including the review of student work, engaged in ongoing conversations about teaching and learning and provided feedback about the efficiency and effectiveness of the process.

**Results**

The feedback from the administrators and teachers who completed the pilot was extremely favorable with at least 90% of the participants responding with “agree” or “strongly agree” to each of the following statements that read “the supervision and evaluation process as piloted this year did”:

�Promote and maintain a school environment focused on high standards of student achievement.

� Promote continuous improvement and growth, professionalism, risk-taking, creativity, experimentation, reflection, and self-evaluation.

� Focus on the improvement of student learning and performance.

� Insure that classrooms are designed to focus learning on a standards-based,

student centered philosophy.

� [Act as] a standards-based system with clearly articulated criteria for performance.

� Increase student achievement by encouraging personal and professional growth

in teachers.

� Promote a frequent and ongoing professional dialogue.

� Promote a safe environment to create improved student learning.

� Foster mutual trust and shared responsibility.

� Reinforce the link between teacher performance and student learning.

� Enhance the implementation of curriculum in support of district goals.

� Provide opportunities for learning and reflective dialogue.

� Feature the collection and sharing of data on student performance and teacher

practices.

In 2003-04, the Supervision and Evaluation pilot was implemented district-wide. The responses from well over four hundred administrators and teachers who completed the pilot survey were even more favorable than last year with at least 90% of the participants responding with “agree” or “strongly agree” to sixteen of the original seventeen belief statements. In addition to the statements above, other statements receiving at least 90% agreement from the responders were:

“the supervision and evaluation process as piloted this year did”:

� Develop a learning community which is collaborative, congenial, focused and differentiated.

� Honor and balance the emotional and social growth as well as the cognitive growth of both students and teachers.

� Align with other district processes (i.e. accountability, licensing, professional development, professional growth plans, etc.)

The remaining statement received 88%:

“the supervision and evaluation process as piloted this year did”:

� Encourage us to change and adapt to a changing world environment

Again, the supportive responses from the administrators and staff involved in the pilot prompted the decision to continue the pilot and additional training for the 2004 -05 school year.

Adoption of the Process

During 2004-2005, Design Teams comprised of administrators, licensed staff, and representatives from the Association met to refine the process, in particular the Performance Area Criteria. The Design Team also outlined a guidebook to include forms and tools to assist the evaluator. Training and professional growth opportunities for administrators were designed and offered. A Task Force consisting of licensed staff, Association representatives and administrators worked collaboratively to craft specific language with which to describe the process. The Supervision and Evaluation Process was adopted as part of the Agreement with the St. Vrain Education Association and, thereby, as part of Board of Education Policy in the spring of 2005. The Supervision and Evaluation process was fully implemented during the 2005-2006 school year.

*Department of Human Resources Rev 06/06*

The Purposes of Supervision and Evaluation

**We believe that our supervision and evaluation process should:**

& Promote and maintain a school environment focused on high standards of student achievement.

& Facilitate professional growth through a collaborative process.

& Promote continuous improvement and growth, professionalism, risk-taking, creativity, experimentation, reflection, and self-evaluation.

& Develop a learning community which is collaborative, congenial, supportive, focused and differentiated.

& Focus on the improvement of student learning and performance.

& Encourage us to change and adapt to a changing world environment.

& Insure that classrooms are designed to focus learning on a standards-based, student centered philosophy.

& Honor and balance the emotional and social growth as well as the cognitive growth of both students and teachers.

& Be a standards-based system with clearly articulated criteria for performance.

& Increase student achievement by encouraging personal and professional growth in teachers.

& Promote an on-going professional dialogue.

& Differentiate based on career stage and assignment.

& Promote a safe environment to create improved student learning.

& Foster mutual trust and shared responsibility.

& Reinforce the link between teacher performance and student learning.

& Enhance the implementation of curriculum in support of district goals.

& Collect and share data, student performance, teacher practices.

& Provide opportunities for learning and reflective dialogue in a supportive learning community.

& Feature the collection and sharing of data on student performance and teacher practices.

& Provide a defensible and fair system to deal with unsatisfactory performance leading to improvement or dismissal.

& Align with other district processes (i.e. accountability, licensing, etc.)

*Supervision & Evaluation Task Force Rev 09/26/02*

Supervision and Evaluation

Outcomes We Want for Our Students

We want students to graduate with the following characteristics and habits

 Acquire and demonstrate essential knowledge, skill and information.

 Possess the tools to be successful in virtually every learning venue they

encounter.

 Identify their own strengths and needs.

 Establish, reflect on, and modify personal goals for learning.

 Use problems and mistakes as learning opportunities.

 Seek and use feedback to improve their learning.

 Become aware of the relative effectiveness of their efforts.

 Push self and others to achieve higher levels of performance.

In order for our students to develop the characteristics and habits listed above, we need to give them opportunities to practice them in our classrooms across the grade levels and the content areas. In school these students would:

 Focus on learning rather than grades.

 Understand the purpose of lessons.

 Make connections across content areas and grade levels and see the real world

relevance.

 Move closer to assuming responsibility for their individual learning.

 Be knowledgeable about the expected standards, are aware of their progress

relative to those standards and are able to plan next steps for continued learning.

 Be engaged in meaningful active tasks.

 Understand how what they are doing is related to the standards.

 Know the assessment procedure and criteria from the beginning.

 Be enthusiastic about learning.

 Work hard individually and well with others.

 Ask questions and seek information to understand the relevance and

significance of assignments.

 Actively seek feedback.

 Value and build skills of literacy, numeracy, technology and civility.

 Realize that everyone is a teacher and a learner.

 Follow behavior standards to create positive learning situations for all students

 Seek support from parents and teachers.

 Think about their thinking.

 Demonstrate confidence and the ability to take responsible academic risks.

 View school and families as partners in the pursuit of academic excellence.

 View educators as role models who are curious, tolerant, honest, fair, have

respect for diversity and an appreciation of cultural differences and who model the habits of intellectual growth to include the ability to reason, take multiple perspectives, creativity, risk-taking and an experimental and problem-solving orientation.

*Supervision & Evaluation Task Force Rev 09/26/02*

Supervision & Evaluation

**Performance Area Criteria**

\*Standards refers, as appropriate, to district, state, or national standards, and grade level expectations, when available

**I. Plans Curriculum, Assessment, and Instruction**

A. Uses standards\*, student data, and the standards-based planning process to plan for the year, the unit, and daily lessons

B. Uses data from state, district, and classroom assessments to diagnose learner needs and to make long-term and short-term planning decisions

C. Is knowledgeable about the content to be taught and uses that knowledge to design assessments and instruction around essential understandings of the standards\*

D. Uses standards\* to connect learning within and across disciplines

E. Selects and/or designs and uses a variety of assessments aligned to standards\* and instructional objectives

F. Assesses student differences in performance levels, learning styles, cultural heritage, language, socio-economic backgrounds, and physical & emotional disabilities in order to plan appropriate learning experiences plan appropriate learning experiences

G. Task analyzes to identify necessary knowledge, skills, and levels of thinking required for successful learning and plans for differentiated pathways to learning

H. Matches instructional strategies, resources, and materials to standards\*

**II. Implements Curriculum, Assessment, and Instruction**

A. Communicates the learning standards, related learning experiences, assessment methods, and criteria in age appropriate language, and provides models of learning processes and exemplars of products

B. Continuously uses assessment data to inform instructional decisions

C. Provides regular and frequent feedback to students on their progress

D. Matches instructional repertoire and knowledge of content to needs of the learners in ways that help students connect, retain and transfer their learning

E. Actively engages students in learning experiences that access prior knowledge, require varied and complex thinking skills, and provide real world connections

F. Differentiates instruction by providing students a variety of resources, learning

G. Integrates literacy and numeracy across the curriculum

H. Uses a variety of technology tools to organize and deliver instruction and to monitor learning

*Final Revision* ***June 2005***

Supervision & Evaluation

**Performance** Area Criteria

\*Standards refers, as appropriate, to district, state, or national standards, and grade level expectations, when available

**III. Organizes a Productive and Positive Learning Environment**

A. Clearly articulates high expectations and provides opportunities for all students to learn at a high level

B. Develops, implements, and maintains organizational procedures and routines that facilitate learning and maximize use of instructional time

C. Communicates expectations and maintains standards of behavior; promotes civility, appreciation of diversity, and equity

D. Demonstrates fairness and firmness in handling interactions with students

E. Creates an inclusive community of learners in which students develop self- responsibility, efficacy, mutual respect and support

F. Maintains safety and security in the physical learning environment

G. Provides an environment that promotes emotional, intellectual and physical well-being

**IV. Demonstrates Professional Responsibility and Collaboration**

A. Shares responsibility for establishing and accomplishing goals and priorities of the district, school, and grade / team / department

B. Uses data to reflect critically upon his or her teaching and its effect on learning; develops a professional growth goal and plan that is linked to level / subject, school and district goals

C. Works to build a professional learning community by collaborating with colleagues to continually improve instruction, assessment, and student achievement

D. Seeks out current research in academic discipline and pedagogy and applies knowledge in classroom practice

E. Collaborates with parents and community as partners in educating children to supplement and enhance learning

F. Models clear, grammatically correct writing and speaking in communication with students and parents

G. Reports evaluation of student work in accordance with district philosophy and expectations to accurately convey the level of student achievement

H. Maintains accurate record keeping in accordance with district policies

I. Complies with district and school protocols, policies, and procedures

*Final Revision* ***June 2005***

St. Vrain Valley School District

Supervision and Evaluation Performance Area Criteria

\*Standards refers, as appropriate, to district, state, or national standards, and grade level expectations, when available

|  |  |
| --- | --- |
| **I.Plans Curriculum, Assessment, and Instruction**  A. Uses standards\*, student data, and the standards-based planning process to plan for the year, the unit, and daily lessons  B. Uses data from state, district, and classroom assessments to diagnose learner needs and to make long-term and short-term planning decisions  C. Is knowledgeable about the content to be taught and uses that knowledge to design assessment and instruction around essential understandings of the standards\*  D. Uses standards\* to connect learning within and across disciplines  E. Selects and/or designs and uses a variety of assessments aligned to standards\* and instructional objectives  F. Assesses student differences in performance levels, learning styles, cultural heritage, language, socio-economic backgrounds, and physical  & emotional disabilities in order to plan appropriate learning…  G. Task analyzes to identify necessary knowledge, skills, and levels of thinking required for successful learning and plans for differentiated pathways to learning  H. Matches instructional strategies, resources, and materials to standards\* | **III. Organizes a Productive and Positive Learning Environment**  A. Clearly articulates high expectations and provides opportunities for all students to learn at a high level  B. Develops, implements, and maintains organizational procedures and routines that facilitate learning and maximize use of instructional time  C. Communicates expectations and maintains standards of behavior;  promotes civility, appreciation of diversity, and equity  D. Demonstrates fairness and firmness in handling interactions with students  E. Creates an inclusive community of learners in which students develop self-responsibility, efficacy, mutual respect and support  F. Maintains safety and security in the physical learning environment  G. Provides an environment that promotes emotional, intellectual and physical well-being |
| **IV. Demonstrates Professional Responsibility and Collaboration**  A. Shares responsibility for establishing and accomplishing goals and priorities of the district, school, and grade / team / department  B. Uses data to reflect critically upon his or her teaching and its effect on learning; develops a professional growth goal and plan that is linked to level / subject, school and district goals  C. Works to build a professional learning community by collaborating  with colleagues to continually improve instruction, assessment, and student achievement  D. Seeks out current research in academic discipline and pedagogy and applies knowledge in classroom practice  E. Collaborates with parents and community as partners in educating children to supplement and enhance learning  F. Models clear, grammatically correct writing and speaking in communication with students and parents  G. Reports evaluation of student work in accordance with district philosophy and expectations to accurately convey the level of student achievement  H. Maintains accurate record keeping in accordance with district policies  I. Complies with district and school protocols, policies, and procedures |
| **II.Implements Curriculum, Assessment, and Instruction**  A. Communicates the learning standards, related learning experiences, assessment methods, and criteria in age appropriate language, and provides models of learning processes and exemplars of products  B. Continuously uses assessment data to inform instructional decisions  C. Provides regular and frequent feedback to students on their progress  D. Matches instructional repertoire and knowledge of content to needs of learners in ways that help students connect, retain & transfer… learning  E. Actively engages students in learning experiences that access prior knowledge, require varied and complex thinking skills, and provide real world connections  F. Differentiates instruction by providing students a variety of resources, learning processes, and ways to demonstrate learning  G. Integrates literacy and numeracy across the curriculum  H. Uses a variety of technology tools to organize and deliver instruction and to monitor learning |

**Performance Area Criteria**

\*Standards refers, as appropriate, to district, state, or national standards, and grade level expectations, when available

**I. Plans Curriculum, Assessment, and Instruction**

A. Uses standards\*, student data, and the standards-based planning process to plan for the year, the unit, and daily lessons

B. Uses data from state, district, and classroom assessments to diagnose learner needs and to make long-term and short-term planning decisions

C. Is knowledgeable about the content to be taught and uses that knowledge to design assessment and instruction around essential understandings of the standards\*

D. Uses standards\* to connect learning within and across disciplines

E. Selects and/or designs and uses a variety of assessments aligned to standards\* and instructional objectives

F. Assesses student differences in performance levels, learning styles, cultural heritage, language, socio-economic backgrounds, and physical & emotional disabilities in order to plan appropriate learning experiences

G. Task analyzes to identify necessary knowledge, skills, and levels of thinking required for successful learning and plans for differentiated pathways to learning

H. Matches instructional strategies, resources, and materials to standards\*

*Final Revision* ***June 2005***

Supervision & Evaluation

**Performance Area Criteria**

\*Standards refers, as appropriate, to district, state, or national standards, and grade level expectations, when available

**II. Implements Curriculum, Assessment, and Instruction**

A. Communicates the learning standards, related learning experiences, assessment methods, and criteria in age appropriate language, and provides models of learning processes and exemplars of products

B. Continuously uses assessment data to inform instructional decisions

C. Provides regular and frequent feedback to students on their progress

D. Matches instructional repertoire and knowledge of content to needs of the learners in ways that help students connect, retain and transfer their learning

E. Actively engages students in learning experiences that access prior knowledge, require varied and complex thinking skills, and provide real world connections

F. Differentiates instruction by providing students a variety of resources, learning processes, and ways to demonstrate learning

G. Integrates literacy and numeracy across the curriculum

H. Uses a variety of technology tools to organize and deliver instruction and to monitor learning

*Final Revision* ***June 2005***

Supervision & Evaluation

**Performance Area Criteria**

\*Standards refers, as appropriate, to district, state, or national standards, and grade level expectations, when available

**III. Organizes a Productive and Positive Learning Environment**

A. Clearly articulates high expectations and provides opportunities for all students to learn at a high level

B. Develops, implements, and maintains organizational procedures and routines that facilitate learning and maximize use of instructional time

C. Communicates expectations and maintains standards of behavior; promotes civility, appreciation of diversity, and equity

D. Demonstrates fairness and firmness in handling interactions with students

E. Creates an inclusive community of learners in which students develop self- responsibility, efficacy, mutual respect and support

F. Maintains safety and security in the physical learning environment

G. Provides an environment that promotes emotional, intellectual and physical

*Final Revision* ***June 2005***

Supervision & Evaluation

**Performance Area Criteria**

\*Standards refers, as appropriate, to district, state, or national standards, and grade level expectations, when available

**IV. Demonstrates Professional Responsibility and Collaboration**

A. Shares responsibility for establishing and accomplishing goals and priorities of the district, school, and grade / team / department

B. Uses data to reflect critically upon his or her teaching and its effect on learning; develops a professional growth goal and plan that is linked to level / subject, school and district goals

C. Works to build a professional learning community by collaborating with colleagues to continually improve instruction, assessment, and student achievement

D. Seeks out current research in academic discipline and pedagogy and applies knowledge in classroom practice

E. Collaborates with parents and community as partners in educating children to supplement and enhance learning

F. Models clear, grammatically correct writing and speaking in communication with students and parents

G. Reports evaluation of student work in accordance with district philosophy and expectations to accurately convey the level of student achievement

H. Maintains accurate record keeping in accordance with district policies

I. Complies with district and school protocols, policies, and procedures

*Final Revision* ***June 2005***

**Supervision & Evaluation**

**Process Requirements**

All administrators who supervise teachers will implement the Supervision and Evaluation Process as defined within ARTICLE 6 of the Agreement. The expectations for all administrators include:

1) Meet with teachers being evaluated *[Agreement 6.2.2]*

**√** no later than September 30

**√** explain the supervision and evaluation process

**√** provide to each teacher being evaluated a copy of the Performance Area Criteria

**√** identify the data sources that will be used

**√** document attendance and participation at this meeting

2) Attend or continue training. Those new to administrative positions within the district will be expected to complete five training sessions. All other administrators will be expected to attend an update training session.

3) Document at least two visits to every teacher’s classroom during the year.

4) Conduct observations of probationary teachers as outlined in the Agreement:

**√** conduct a minimum of two formal observations (suggested completion: 1st by end of

November and 2nd by end of February) *[Agreement 6.2.1]*

**√** observe for a minimum of 20 minutes with teacher’s knowledge (prior notice is not required) *[Agreement 6.2.3]*

**√** conduct a post-conference within 7 working days of each observation *[Agreement 6.2.2]*

5) Follow the guidelines for all probationary teachers and non-probationary teachers being evaluated (every third year):

**√** Address the Performance Area Criteria *[Agreement 6.2.2]*

**√** Assist each teacher in developing a Professional Growth Plan *[Agreement 6.1.5]*

based on data

**√** Use multiple methods of data gathering to include walk-throughs and looking at student work or student achievement data *[Agreement 6.1.3]*

**√** Engage in frequent, on-going, specific conversations on improved professional practice and student learning *[Agreement 6.1.5]* (including but not limited to those being evaluated)

**√** Request data from teachers and/or provide written feedback as deemed necessary;

conduct additional observations as requested by the teacher *[Agreement 6.2.1; 6.2.4]*

**√** Complete, by April 20, a written summative evaluation report citing multiple sources of data in summarizing strengths & weaknesses and the professional goal, and including: dates of at least two classroom visits; dated signatures of the evaluator and teacher; and an option for teacher response. The report shall contain a recommendation regarding teacher employment for the following

academic year. *[Agreement 6.1.5; 6.2.6]* [See Quality Indicators, S&E Guide p. 60]

6) Meet with your Supervisor to review completed Summative Evaluation Reports.

**2006-2007 Supervision & Evaluation**

Formal Classroom Observation Requirements

As defined within ARTICLE 6.2.3 and 6.2.4, classroom observations must meet the following requirements:

√ observation should last a minimum of twenty minutes

√ observation must be conducted with the knowledge of the teacher whose classroom teaching performance is being observed

√ prior notice to the teacher of such observations is not required

√ a post-observation conference should be held within seven working days of the observation

∆ a minimum of two observations MUST be conducted in each probationary teacher’s classroom

∆ observations MAY be conducted in non-probationary teachers’

classrooms

∆ teachers may request formal classroom observations

**2006-2007 Supervision & Evaluation**

Summative Evaluation Report Requirements

[See Quality Indicators, S&E Guide p. 60]

As defined within ARTICLE 6.2.6, summative evaluation reports must:

√ be based on the district performance criteria

√ be data-driven; based upon the information and data collected

√ cite multiple sources of data

√ be completed no later than April 20

As defined within ARTICLE 6.1.5, summative evaluation reports must include:

• a recommendation for teacher employment for the following academic year

• a summary of strengths and weaknesses and the professional growth plan

• dates of at least two classroom visits

• dated signatures of teacher and evaluator

• option for a teacher response

As specified in ARTICLE 6.2.6, the summative evaluation process includes:

+ conference to discuss the report-at request of teacher or evaluator- held within seven workdays of the request

+ copy of the report given to the teacher

+ teacher must sign the evaluation report

(The teacher’s signature indicates only that the teacher has received, read, and had the opportunity to discuss the summative evaluation report.)

+ teacher may choose to respond in writing to the summative evaluation report within ten working days and this response shall be attached to the summative evaluation report

**Supervision & Evaluation of Licensed Employees**

Notification

\* by September 30

\* explain process and provide copies

\* data sources to be used

\* document attendance and participation

Probationary

1 - 3 years in district evaluated each year

**\*** EVERY teacherÕs classroom MUST

be visited twice each year

Non-Probationary

4+ years in district evaluated every 3rd year\*

**Process requirements:**

**>** Address Performance Area Criteria

**>** Assist as each teacher develops a Profes- sional Goal/Growth Plan based on data

**>** Use multiple methods of data gathering to include walk-throughs and looking at student work or student achievement data

**Required Observations of>** Engage in frequent, on-going, specific

**Probationary Teachers:**

conversations on teaching & learning

minimum two formal

per Perform. Criteria

definition of satis- factory performance

Meet with Supervisor or Level Director remediation course of

to review Summative Evaluation Reports. action and timelines*page 18 t. Vrain Valley School District S&E Guidebook*  assistance available



observations

1**st** by November 20

2**nd** by February 20

minimum 20 minutes

w/ tchrÕs knowledge

(prior notice - required)

conduct post-obs. conference within 7 working days

*S*

**>** Request data; provide written feedback as deemed necessary; conduct additional ob- servations as requested by

**>** Complete, by**April 20,** a written summative evaluation report:

**citing multiple sources of data** summarizing**strengths & weaknesses** summarizing**professional growth plan,** and **including:**

**dates** of at least two classroom visits;

**dated signatures** of evaluator & teacher; option for teacher response; recommendation re: continued employment.

Supervision and Evaluation of Licensed Employees

**Remediation:**

**>** recommend remediation in Summative Report

**>** Asst. Supt. - HR must approve & notify tchr.

**>** meet to develop plan:

statement of problem

(resources, materials, training)

Remediation

\*Seek advice from Human Resources when entering this process.

1) When performance concerns arise, work with the teacher during the course of the Supervision and Evaluation process to:

\* develop an appropriate Professional Growth Goal which focuses on the area of concern

\* collect data using multiple sources (as identified to teachers in your initial Supervision & Evaluation meeting and in compliance with the Agreement)

\* conduct ongoing conversations that focus specifically on the area of concern and the data collected

2) If performance concerns exist at the time of the writing of the Summative

Evaluation Report, state that the teacher is recommended for remediation.

3) Notify the Assistant Superintendent for Human Resources of your recommendation for remediation.

4) If the recommendation for remediation is approved, the Assistant

Superintendent for Human Resources will notify the teacher in writing.

5) Within 20 working days of this notice, a meeting to review the process, and to develop and implement the remediation plan will occur. Participants in this meeting will include:

• the teacher

• the evaluator

• the Assistant Superintendent for Human Resources or designee

• a representative for the teacher, if the teacher chooses

6) A remediation plan will be developed jointly in writing to include the following:

• A clear statement of the problem as identified in the “Areas of Performance and Criteria.”

• A definition of satisfactory performance and a clear set of reasonable time expectations in the identified deficient area(s).

• A prescription for remediation which details a course of action and reasonable time expectations for the teacher to reach an acceptable level of performance.

• A statement of the assistance, resources, materials and/or training opportunities available for the purpose of improving performance to a satisfactory level.

7) The remediation plan will be implemented in the following school year and a Summative Evaluation Report will conclude the process.

St. Vrain Valley School District RE1-J

INDIVIDUAL PROFESSIONAL GOAL / GROWTH PLAN

Name: Assignment:

Goal:

Indicators of Need: (including specific student achievement data) Proposed Assessment and Indicators of Achievement: Performance Area Criteria Focus and Proposed Actions: Timeframe:

St. Vrain Valley School District RE1-J [INSERT YOUR SCHOOL NAME HERE] **School Improvement Goals**

[INSERT YOUR SCHOOL GOALS HERE]

**Name:**

**\* PROFESSIONAL GOAL(S) / GROWTH PLAN**

*St. Vrain Valley School District*

*S&E Guidebook*

*page 22*

**Goal(s):**

|  |  |  |  |
| --- | --- | --- | --- |
| Students: | Assessment Level: | Measures & Timeframe: | Performance Area Criteria/Actions: |

SAMPLE Professional Goal / Growth Plan

\* with guiding questions & examples

School Year: Name: School:

Position: Date:

Goal: What do you want students to know and be able to do?

Example: Increase student achievement in the math operations strand. Students will be able to combine and separate collections of objects and write the results as an addition or subtraction problem.

Data to Support the Goal:

What baseline data did you use to determine this as a goal?

What other data did you/will you use to measure progress toward this goal?

Example: 50% of my students are able to read and write addition and subtraction problems through 10.

My goal is for 60% to be proficient by midyear, and 75% proficient by end of year.

Activities to Reach Goal:

What specific steps will you take to reach your goal?

Example: Students will write their own story problems and solve them. Students will respond to math problems in writing (explain their thinking) in a math journal. Students will identify missing pieces or unknown parts of a problem.

Evaluation Process:

How will you determine if the goal has been reached?

Example: The district pre/post assessment will be used. My team will create a mid- year assessment based on Investigations assessments

Timeline:

When will activities be accomplished; when will assessment occur?

Example: Pre-Assessment September ‘0X Mid-Assessment January ‘0Y Post Assessment May ‘0Y

Activities will be on-going throughout the year.

Teacher’s Signature: Evaluator’s Signature

**St. Vrain Valley School District**

Performance Area Criteria Data Log

**Teacher**

**Assignment**

**Supervisor**

**School**

**Dates of Clsrm. Visits**

**I. Plans Curriculum, Assessment & Instruction**

A. Uses standards and the standards-based planning process to plan for the year, units and daily lessons

B. Uses data from state, district, and classroom assessments to diagnose learner

needs and to make long-term and short-term planning decisions

C. Is knowledgeable about the content to be taught and uses that knowledge to

design assessment and instruction around essential understandings

Performance Area Criteria Data Log p. 2

D. Uses standards to connect learning within and across disciplines

Data/Evidence/Method/Source

E. Selects and/or designs and uses a variety of assessments aligned to instructional

objectives and the District standards

Data/Evidence/Method/Source

F. Assesses student differences in performance levels, learning styles, cultural

heri-tage, language, socio-economic backgrounds, and physical & emotional disabilities in order to plan appropriate learning experiences

Data/Evidence/Method/Source

G. Task analyzes to identify necessary knowledge, skills, and levels of thinking

required for successful learning & plans for differentiated pathways to learning

Data/Evidence/Method/Source

Performance Area Criteria Data Log p. 3

H. Matches instructional strategies, resources, and materials to standards

Data/Evidence/Method/Source

II. Implements Instruction

A. Communicates the learning standards, related learning experiences, assessment methods, and criteria in age appropriate language, and provides models of learning processes and exemplars of products

Data/Evidence/Method/Source

B. Continuously uses assessment data to inform instructional decisions

Data/Evidence/Method/Source

C. Provides regular and frequent feedback to students on their progress

Data/Evidence/Method/Source

Performance Area Criteria Data Log p. 4

D. Matches instructional repertoire and knowledge of content to needs of the

learners in ways that help students connect, retain and transfer their learning

Data/Evidence/Method/Source

E. Actively engages students in learning experiences that access prior knowledge,

require varied, complex thinking skills, and provide real world connections

Data/Evidence/Method/Source

F. Differentiates instruction by providing students a variety of resources, learning

processes, and ways to demonstrate learning

Data/Evidence/Method/Source

G. Integrates literacy and numeracy across the curriculum

Data/Evidence/Method/Source

Performance Area Criteria Data Log p. 5

H. Uses a variety of technology tools to organize and deliver instruction and to

monitor learning

Data/Evidence/Method/Source

III. Organizes a Productive & Positive Learning Environment

A. Clearly communicates high expectations and provides opportunities for all students to learn at a high level

Data/Evidence/Method/Source

B. Develops, implements, and maintains organizational procedures and routines that

facilitate learning and maximize use of instructional time

Data/Evidence/Method/Source

C. Communicates expectations and maintains standards of behavior; promotes

civility, appreciation of diversity, and equity

Data/Evidence/Method/Source

Performance Area Criteria Data Log p. 6

D. Demonstrates fairness and firmness in handling interactions with students

Data/Evidence/Method/Source

E. Creates an inclusive community of learners in which students develop self-

responsibility, efficacy, mutual respect and support

Data/Evidence/Method/Source

F. Maintains safety and security in the physical learning environment

Data/Evidence/Method/Source

G. Provides an environment that promotes emotional intellectual and physical well-

being

Data/Evidence/Method/Source

Performance Area Criteria Data Log p. 7

**IV. Demonstrates Professional Responsibility and Collaboration**

A. Shares responsibility for establishing and accomplishing goals and priorities of the district, school, and grade level / team / department

Data/Evidence/Method/Source

B. Uses data to reflect critically upon his or her teaching and its effect on

learning; develops a professional goal & plan that is linked to level/subject, school &

district goals

Data/Evidence/Method/Source

C. Works to build a professional learning community by collaborating with colleagues

to continually improve instruction, assessment, and student achievement

Data/Evidence/Method/Source

D. Seeks out current research in academic discipline and pedagogy and applies

knowledge in classroom practice

Data/Evidence/Method/Source

Performance Area Criteria Data Log p. 8

E. Collaborates with parents and community as partners in educating children to

supplement and enhance learning

Data/Evidence/Method/Source

F. Models clear writing and speaking in communication with students and parents

Data/Evidence/Method/Source

G. Reports evaluation of student work in accordance with district philosophy and

expectations to accurately convey the level of student achievement

Data/Evidence/Method/Source

H. Maintains accurate record keeping in accordance with school district

Data/Evidence/Method/Source

I. Complies with district and building protocols, policies, and procedures

Data/Evidence/Method/Source

**St. Vrain Valley School District**

Performance Area Criteria Data GRID

**I. Plans Curriculum, Assessment & Instruction**

**O** = Observed; **LP** = LessonPlan; **C** = Conference; **WS** = WorkSample

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher: Dates:** |  |  |  |  |
| A. Uses standards and the standards-based planning process to plan for the year, units and daily lessons |  |  |  |  |
| B. Uses data from state, district, and classroom assessments to diagnose learner needs and to make long-term and short-term planning decisions |  |  |  |  |
| C. Is knowledgeable about the content to be taught and uses that knowledge to design assessment and instruction around essential understandings |  |  |  |  |
| D. Uses standards to connect learning within and across disciplines |  |  |  |  |
| E. Selects and/or designs and uses a variety of assessments aligned to instructional objectives and the District standards |  |  |  |  |
| F. Assesses student differences in performance levels, learning styles, cultural heritage, language, socio-economic backgrounds, and physical & emotional disabilities in order to plan appropriate learning experiences |  |  |  |  |
| G. ask analyzes to identify necessary knowledge, skills, and levels of thinking required for successful learning & plans..differentiated pathways..to learning |  |  |  |  |
| H. Matches instructional strategies, resources, and materials to standards. |  |  |  |  |

**St. Vrain Valley School District**

Performance Area Criteria Data GRID

**II. Implements Curriculum, Assessment & Instruction**

**O** = Observed; **LP** = LessonPlan; **C** = Conference; **WS** = WorkSample

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher: Dates:** |  |  |  |  |
| A. Communicates the learning standards, related learning experiences, assessment methods, and criteria in age appropriate language, and provides models of learning processes and exemplars of products |  |  |  |  |
| B. Continuously uses assessment data to inform instructional decisions |  |  |  |  |
| C. Provides regular and frequent feedback to students on their progress |  |  |  |  |
| D. Matches instructional repertoire and knowledge of content to needs of the learners in ways that help students connect, retain and transfer their learning |  |  |  |  |
| E. Actively engages students in learning experiences that access prior knowledge, require varied, complex thinking skills, and provide real world connections |  |  |  |  |
| F. Differentiates instruction by providing students a variety of resources, learning processes, and ways to demonstrate learning |  |  |  |  |
| G. Integrates literacy and numeracy across the curriculum |  |  |  |  |
| H. Uses a variety of technology tools to organize and deliver instruction and to monitor learning |  |  |  |  |

**St. Vrain Valley School District**

Performance Area Criteria Data GRID

**III. Organizes a Productive and Positive Learning Environment**

**O** = Observed; **LP** = LessonPlan; **C** = Conference; **WS** = WorkSample

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher: Dates:** |  |  |  |  |
| A. Clearly communicates high expectations and provides opportunities for all students to learn at a high level |  |  |  |  |
| B. Develops, implements, and maintains organizational procedures and routines that facilitate learning and maximize use of instructional time |  |  |  |  |
| C. Communicates expectations and maintains standards of behavior; promotes civility, appreciation of diversity, and equity |  |  |  |  |
| D. Demonstrates fairness and firmness in handling interactions with students |  |  |  |  |
| E. Creates an inclusive community of learners in which students develop self- responsibility, efficacy, mutual respect and support |  |  |  |  |
| F. Maintains safety and security in the physical learning environment |  |  |  |  |
| G. Provides an environment that promotes emotional intellectual and physical well- being |  |  |  |  |

**St. Vrain Valley School District**

Performance Area Criteria Data GRID

**IV. Demonstrates Professional Responsibility and Collaboration**

**O** = Observed; **LP** = LessonPlan; **C** = Conference; **WS** = WorkSample

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher: Dates:** |  |  |  |  |
| A. Shares responsibility for establishing and accomplishing goals and priorities of the district, school, and grade level / team / department |  |  |  |  |
| B. Uses data to reflect critically upon his or her teaching and its effect on learning; develops a professional goal & plan that is linked to level/subject, school & district goals |  |  |  |  |
| C. Works to build a professional learning community by collaborating with colleagues to continually improve instruction, assessment, and student achievement |  |  |  |  |
| D. Seeks out current research in academic discipline and pedagogy and applies knowledge in classroom practice |  |  |  |  |
| E. Collaborates with parents and community as partners in educating children to supplement and enhance learning |  |  |  |  |
| F. Models clear writing and speaking in communication with students and parents |  |  |  |  |
| G. Reports evaluation of student work in accordance with district philosophy and expectations to accurately convey the level of student achievement |  |  |  |  |
| H. Maintains accurate record keeping in accordance with school district |  |  |  |  |
| I. Complies with district and building protocols, policies, and procedures |  |  |  |  |

**Teacher Performance Self-Assessment Instrument**

Dear Educator,

The Teacher Performance Self-Assessment Instrument was first inspired by the work from the New Teacher Center, located in Santa Cruz, California. Using a developmental continuum that aligned with the *California Standards for the Teaching Profession,* several professionals in northern California came together to define characteristics of effective teaching practices from emerging to innovating levels. Based on the New Teacher Center’s continuum, induction coaches in St. Vrain, over the past three years, have worked on aligning the supervision and evaluation criteria with a continuum specific to our district language and philosophies.

The continuum represents a holistic view of teaching, broken down into the four district teaching performance standards of our Supervision and Evaluation model: Plans Curriculum, Assessment and Instruction; Implements Curriculum, Assessment and Instruction; Organizes a Productive and Positive Learning Environment; and Demonstrates Professional Responsibility and Collaboration. Each performance standard does not operate in isolation; instead, each criterion is often interrelated with others and must work in unison in order for effective teaching practices to result. However, in order to move from a beginning to innovating level, it is essential for educators to identify which “parts” to focus on in order to further growth and enhance student learning.

The intent of the Teacher Performance Self-Assessment Instrument is that it be used as a tool in which teachers identify strengths and potential areas of growth. It is also a resource for promoting self-reflection, a starting point for leading teaching and learning conversations, and a salient tool that measures one’s professional growth overtime. It is not intended that it be used as an evaluative checklist or as an isolated instrument, but that it complements conversations that promote teacher growth and reflection.

Since this is a working document (and currently in draft form), we welcome any suggestions or feedback you might have concerning the tool. I would also like to thank teachers and principals who have offered insight during the formative stages of the Teacher Performance Self-Assessment Instrument.

In addition, I would like to thank the following coaches for the countless hours they contributed: Dorotha Ekx, Jeanne Sparling, Donna Begley, and Ellen Gury. Thanks to their knowledge, perseverance, and optimism, the Teacher Performance Self-Assessment Instrument is now available for other educators in St. Vrain to further their professional growth.

Christa Keppler

Induction Coach

St. Vrain Valley School District

Self-Reflection Continua can be found on the following pages. These are NOT intended to be used as rating scales by evaluators but for teacher self-reflection. If you have questions or suggestions contact one of the current Induction Coaches

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**I. PLANS CURRICULUM, ASSESSMENT, AND INSTRUCTION**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| References content standards\* in planning for daily lessons and activities. | Uses standards\* and links them to content for short and long term planning. | (A) Uses standards\*, student data, and the standards–based planning process to plan for the year, the unit and daily lessons. | Analyzes student performance on standards\* and understanding of content to plan and modify instruction. | Uses analysis of student achievement and student work, in addition to the standards and essential content to differentiate instruction. |
| Administers designated state, district, and classroom assessments. | Records and uses some data from state, district, and classroom assessments to develop short-and long-term instruction. Uses informal understanding checks to guide whole group instruction. | (B) Uses data from state, district, and classroom assessments to diagnose learner needs and to make long term and short term planning decisions. | Uses data from state, district, and classroom assessments, aligned rubrics & other perfor- mance criteria, to make long-term and short-term planning decisions. Individual student reflec- tions on assessment performance contribute to the direction/focus of impending learnings. | Involves students in analyzing data from state, district, and classroom assessments to ascertain gaps in understanding in order to design subsequent tasks. Students cooperatively design  rubrics to reflect mastery of essential understandings. |
| Has a basic knowledge of content and is beginning to identify essential understandings of the standards.\* | Uses knowledge of content to promote student understanding of the essential under- standings of standards\* and is beginning to use that knowledge to design assessment and instruction. | (C) Is knowledgeable about the content to be taught and uses that knowledge to design assessment and instruction around essential understandings of the standards\*. | Organizes and sequences content clearly to coordinate essential understandings & content standards\* within and across subject matter as appropriate in assessment and instruction. | Designs and adapts con- tent to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Standards\* are fully integrated into assessments & instruction. |

*11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District*

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

*TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT*

**I. PLANS CURRICULUM, ASSESSMENT, AND INSTRUCTION**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Uses curriculum guides to plan daily instruction with a focus on core curriculum and skills. Attempts to relate content to prior lessons with the subject matter. | Identifies essential learnings and skills in core curriculum and standards\* when planning daily and weekly lessons. Connects lessons to previous learning. | (D)Uses standards\*to connect learning within and across disciplines. | Interrelates essential learnings, skills and underlying themes within and across disciplines to link learnings and  standards.\* Connections are made between short and long range instructional planning. | Facilitates opportunities for students to apply and synthesize essential learnings, skills and underlying themes within and across disciplines through in-depth learning experiences within short and long range instructional plans. |
| Uses one or two sources of informal and formal assessment to monitor student learning and progress. | Uses several sources of informal and formal assessment to monitor student learning and progress. | (E) Selects and/or designs, and uses a variety of assessments aligned to standards\* and instructional objectives. | Uses a variety of oral and written assessment tools. Collects and reflects on evidence to guide short- and long term planning to support student learning. | Uses specific, varied, and seamless ongoing assessment processes, before, during and after instruction to determine students’ individual levels of understanding. Consistently uses assessment information to guide planning and instruction. |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

***Adapted from the New Teacher Center, Santa Cruz, California*** *DRAFT*

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**I. PLANS CURRICULUM, ASSESSMENT, AND INSTRUCTION**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focuses instruction on the average knowledge and skill level in the student population with some attention to students’ interests and learning needs. Primarily uses whole group instruction. | Focuses instruction on the varied knowledge and skill levels within the student population. Most lessons acknowledge students’ prior knowledge, interests, and learning needs. Flexible grouping is emerging. | (F) Assesses student differences in performance levels, learning styles, cultural heritage, language, socio-economic backgrounds, and physical and emotional disabilities in order to plan appropriate learning experiences. | Uses student profiles to plan and adapt small and whole group instruction, based on background knowledge, abilities, per-formance & responsiveness. Uses a  wide range of mat-erials to access and build on students’ prior knowledge, interests, & learning needs. | Uses specific student performance data to determine students’ prior knowledge, interests, and needs to plan for differentiated and individualized instruction. |
| Uses a basic standards- based planning process for planning instruction. | Analyzes the specific benchmark and/or essential understandings of a standard to guide instructional planning. | (G.) Task analyzes to identify necessary know- ledge, skills, and levels of thinking required for successful learning and plans for differentiated pathways to learning. | Thoroughly analyzes prior knowledge of students, current perfor-mances, and critical learning experiences to provide differentiated pathways for learning. | Uses student data and feedback from students to plan for differentiation and individualizing outcomes for students. |
| Uses available instructional materials, technologies,  and other resources to support student learning. | Uses instructional mater- ials, technologies, and other resources to support student learning. Some materials & resources reflect students’ diversity. Develops some systems to provide equitable access to resources. | (H) Matches instructional strategies, resources, and materials to standards\*. | Integrates targeted building and district level resources to meet specific instruction- al needs, matched to stan- dards\*. Variety of materials reflects linguistic & cultural diversity of stud-ents & provides equal access. | Evaluates individual student background, needs, and interests to guide selection  of a variety of resources in the planning process that are matched to the standards.\* Materials reflect diversity beyond the classroom. |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**II. IMPLEMENTS CURRICULUM, ASSESSMENT, AND INSTRUCTION**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Presents daily lessons and activities based on available materials, curriculum outlines, and student content standards. | Focuses lessons addressing the district standards. Provides daily and weekly lessons with attention to short-term goals. Provides an agenda, accesses prior knowledge, and summarizes student learning. | (A) Communicates the learning standards, related learning experiences, assessment methods and criteria in age appropriate  language, and provides models of learning processes and exemplars of products. | Works cooperatively, facilitating and using a variety of instructional strategies designed to include independent, small group, and large group processing of information. Supports students in making appropriate choices for learning. | Students demonstrate self- directedness through communication and articulation of the learning goals and standards in their own learning. |
| Uses one or two sources of information (such as pre and post test) to assess student learning and monitor progress. | Uses several types of assessments to monitor progress. Periodically checks for understanding throughout the lesson,  makes adjustments based on student responses. | (B) Continuously uses assessment data to inform instructional decisions and monitor progress. | Uses a variety of assessment tools to inform  modifications of lessons. Integrates student self- assessments and reflections into learning activities. Students engage in some peer assessments. | Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding. |
| Provides students with information about their progress through school- mandated procedures (i.e. report cards, grading programs). | Progress is conveyed to students in an ongoing and systematic fashion. | (C) Provides regular and frequent feedback to students on their progress. | Engages students in regular discussions regarding their progress and how to improve their work. Collaborates with support personnel as needed. | Students use feedback from teachers, parents, and peers to self-monitor learning. |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**II. IMPLEMENTS CURRICULUM, ASSESSMENT, AND INSTRUCTION**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focuses questions on facts to support content. | Asks critical thinking questions to relate facts to key concepts of subject matter. | (D) Matches instructional repertoire and knowledge of content to needs of the learners in ways that help students connect, retain and transfer their learning. | Engages students in analysis of key concepts through activities and questions that consider multiple perspectives. Supports students in initiating  problem solving and inquiry-based reflection. | Facilitates opportunities for students to design and implement inquiry-based approaches to learning. Engage students in problem solving and critical thinking to make learning meaningful within and across content areas. |
| Opens lesson to capture students’ attention and interest. Teacher recognizes the value of students’ prior knowledge and life experiences. | Asks questions that elicit students’ prior knowledge, life experiences, and interests. Connections are made to the content and objectives of the lesson. | (E) Actively engages students in learning experiences that access prior knowledge, require varied and complex thinking skills, and provide real world connections. | Uses questions and learning experiences to extend what students know and are able to do regarding the learning objectives within each standard. | Creates a context for students to self-select the depth of materials to be explored. Designs tasks and assessments with student participation. |
| Uses a few instructional strategies. Delivers instructions with available resources and materials. | Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students’ academic and linguistic needs. | (F) Differentiates instruction by providing students a variety of resources,  learning processes, and ways to demonstrate learning. | Uses a repertoire of strategies and resources to assist students in developing independent working skills and group participation skills. Selects and differentiates learning to accommodate students’ diverse learning styles. | Uses an extensive reper- toire of strategies to meet students’ diverse academic  & linguistic needs; insures full participation and learning for all students. Integrates a variety of chal- lenging learning experiences that develop students’ independent learning, collaboration, and choice. |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**II. IMPLEMENTS CURRICULUM, ASSESSMENT, AND INSTRUCTION**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Integrates some literacy and numeracy across the content areas. | Integrates literacy and numeracy as mandated or directed by the school. | (G) Integrates literacy and numeracy across the curriculum or course of study. | Units are designed with the purpose of integrating literacy and numeracy across the curriculum or course of study. | Integrating literacy and numeracy in the curriculum is seamless and supports “integrated thinking”  where students make connections at a conceptual and transferable level of understanding. \* |
| Uses technology on a limited basis except for school mandated programs (i.e. electronic grade book, report cards). | Accesses district resources via District Media Services (DMS) to support planning and monitor learning. Occasionally uses the internet to research content and areas of instruction. | (H) Uses a variety of technology tools to organize and deliver instruction and monitor learning. (i.e. PowerPoint, Web Quest, internet, websites). | Incorporates the use of technology to enhance and differentiate instruction  and learning. Consistently uses the internet for research of content and pedagogy. Uses online assessments (i.e. rubrics, SRI’s, lesson plans) where appropriate. Maintains an up-to-date Website for student and parent use. | Uses a variety of technology tools to enhance student learning processes and support teacher growth. |

\*(*Concept-Based Curriculum and Instruction*, Lynn Erickson)

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**III. ORGANIZES A POSITIVE AND PRODUCTIVE LEARNING ENVIRONMENT**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goals for lessons may be identified for students. Activities for lessons are explained. Classroom wall displays relate to the curriculum and standards. | Communicates expectations for student learning at the start of most lessons and units.  Room displays represent  current focus of study and are used in facilitating learning experiences. | (A) Clearly articulates high expectations and provides opportunities for all students to learn at a high level. | Ensures that students understand short- and long-term learning goals. Goals reflect high  expectations and challenge students at their level. Productive learning environment is integral to learning experiences. | Articulates short-and long- term goals with high expectations for learning. Designs instruction and environment so that students have opportunities to participate in setting, analyzing, and achieving academic goals and designing their learning environment. |
| Establishes some procedures to support student learning. Pacing reflects too much or too little time for student learning and transitions are choppy. | Develops and guides students to learn most routines and procedures. Provides time for students to complete learning objectives. Uses strategies to pace and adjust instruction to ensure continual engagement. | (B) Develops, implements, and maintains organizational procedures and routines that facilitate learning and maximize use of instructional time. | Uses strategies to assist students in developing and maintaining equitable routines and procedures. Paces instruction to  include ongoing review and closure of lessons to connect them to future learning objectives. Classroom transitions are efficient and integrated into learning. | Assists all students in developing and internalizing equitable routines and procedures. Facilitates instruction so that all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students with  self-monitoring time on task. |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**III. ORGANIZES A POSITIVE AND PRODUCTIVE LEARNING ENVIRONMENT**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Communicates, rules and consequences, however, follow through is limited. Disruptive behaviors may negatively affect learning environment. | Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes some positive behaviors. | (C) Communicates expectations and maintains standards of behavior; promotes civility, appreciation of diversity, and equity. | Equitably reinforces expectations and consequences that support students in monitoring their own behavior and others in a respectful manner. | Facilitates a positive environment in which students take full  ownership of their learning and behaviors. |
| Establishes relationships with a few students. Acknowledges some incidents of unfairness and disrespect. | Builds trust and relationships with most students. Models equitable and respectful behaviors. Uses some strategies to respond to inappropriate behaviors and disrespect. | (D) Demonstrates fairness and firmness in handling interactions with students. | Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to  respond to inequity and disrespect. | Fosters a safe, inclusive, and equitable learning community. Students maintain a climate of equity, caring, and mutual respect and initiate creative solutions to conflicts. |
| Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities. | Uses some strategies and activities to develop students’ individual responsibility and recognition of others’. Students share in classroom responsibilities. | (E) Creates an inclusive community of learners in which students develop self-responsibility, self- efficacy, mutual respect and support | Engages students in individual and group work that promotes responsibility to the classroom community. Students take an initiative in classroom leadership. | Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom. |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**III. ORGANIZES A POSITIVE AND PRODUCTIVE LEARNING ENVIRONMENT**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Arranges room for teacher accessibility to or visibility of students. Movement  and access may be restricted by barriers. | Arranges and manages room for easy movement and access to resources. | (F) Maintains safety and security in the physical learning environment | Designs movement patterns and access to resources to promote and alternate between individual, small group, and whole group involvement. | Uses total physical environment as a resource to promote learning. Students contribute to the changing design of the environment. |
| Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students. | Provides some opportunities for students to monitor their own work and to reflect on their progress and the learning process. | (G) Provides an environment that promotes emotional, intellectual and physical well-being. | Structures learning experiences that enable students to individually set goals and develop strategies for  demonstrating, monitoring, and reflecting on progress and the process of their learning. | Facilitates students with initiating learning goals and setting criteria for work products. Students continuously evaluate and reflect on their progress and the learning process in order to become self- directed learners. |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**DEMONSTRATES PROFESSIONAL RESPONSIBILITY AND COLLABORATION**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Complies with district, school, and grade/team/department goals and priorities. | Sets goals based on student achievement data, and contributes to the grade/team/department. | (A) Shares responsibility for establishing and accomplishing goals and priorities of the district, school, and grade/team/department. | Sets and continuously monitors short and long- term goals based on varied data and sources of feedback. Promotes and contributes to the learning of others. | Takes a leadership role in setting and analyzing results. Develops and promotes opportunities for continuous learning for self and others in the profession. |
| Reflects on elements of teaching (planning, instruction, and assessment). Develops goals as a standard procedure for supervision and evaluation. | Reflects on individual strengths and areas of growth as an educator and plans professional development to further knowledge of student learning and broaden instructional repertoire. | (B) Uses data to reflect critically upon his or her teaching and its effect on learning; develops a professional growth goal and plan that is linked to level/subject, school and district goals. | Analyzes and reflects on teaching and learning based on student achievement data. Plans professional development based on professional growth goals and student needs. | Analyzes and reflects on teaching practices and the relationship to student learning on an ongoing basis. Seeks a wide range of learning opportunities to expand knowledge and skills in order to better serve  students within the classroom, school community, and district. |
| Interacts with colleagues to gather resources and problem solve. | Collaborates with colleagues to plan curriculum, analyze student achievement data, coordinate resources, and problem solve. | (C) Works to build a professional learning community by collab- orating with colleagues to continually improve instruction, assessment, and student achievement. | Engages colleagues in dialogue, reflection and supportive avenues for encouraging student learning and teacher growth. | Provides leadership at the school and district levels to support other educators in improving instruction, assessment, and student achievement. |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**III. DEMONSTRATES PROFESSIONAL RESPONSIBILITY AND COLLABORATION**

**Beginning Innovating**

**1 2 3 4 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Completes mandatory licensing and content area requirements at the building and state levels. | Expands content and peda- gogical knowledge to meet individual instructional needs  & those of his /her students. Expands know-ledge and skills through professional development…i.e. Results- based Professional Devel. Models,conferences…courses. | (D) Seeks out current research in academic discipline and pedagogy and applies knowledge to classroom practice. | Contributes and integrates learning from a variety of sources. Actively engages in, and sometimes leads professsional development offerings at the school and district levels (i.e. mentoring, teaching courses, participating in building initiatives). | Leads school, district and state professional development opportunities (i.e. publishes articles, contributes to organizations, teaches classes, leads committees) to extend one’s own teaching practice and serve as a resource to others*.* |
| Communicates with parents at reporting  periods and school events. Advises the families of problems. Recognizes the role of families in student learning. | Shares student progress and expectations with students and parents in a consistent and systematic fashion (i.e. conferences, progress re- ports, portfolio reviews, newsletters, weekly folders). Works with parents to iden-  tify students’ strengths/needs. | (E) Collaborates with parents and community as partners in educating children to supplement and enhance learning. | Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom, school, and offers opportunities to reinforce learning at home. | Engages families in a variety of responsive, ongoing, three- way (parent-teacher-student) communication channels. Structures a wide range of opportunities for families to contribute to the classroom and school community. |
| Learns about students’ communities. May take students into their community as part of learning activities. | Increases understanding of  the roles of the community in students’ lives. May attend selected community events. Uses some district resources and community resources available through the school. | Expands knowledge of, and connections with, the full range of community resources. (This is not a Performance Area Criteria.) | Uses knowledge of and strengthens connections with local communities, services, and resources to support student learning. | Promotes school and community collaborations across multiple groups. Provides students with a full range of community experiences that benefit students and/or families. |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

**TEACHER PERFORMANCE SELF-ASSESSMENT INSTRUMENT**

**III. DEMONSTRATES PROFESSIONAL RESPONSIBILITY AND COLLABORATION**

**Beginning Innovating**

**1 2 3 4 5**

(F) Models clear, grammatically correct writing and speaking in communication with students and parents.

(G) Reports evaluation of student work in accordance with district philosophy and expectations to accurately convey the level of student achievement.

(H) Maintains accurate record keeping in accordance with district policies.

(I) Complies with district and building protocols, policies, and procedures.

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

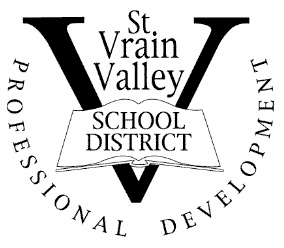
*Adapted from the New Teacher Center, Santa Cruz, California* ***DRAFT***

Date: Teacher Coach:

**Self-Assessment Summary**

**Performance Areas**

\_\_



Building:

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Performance Area** | **Areas for Growth** |
|  | I. Plans Curriculum, Assessment, and Instruction |  |
|  | II. Implements Curriculum, Assessment, and Instruction |  |
|  | III. Organizes a Productive and  Positive Learning Environment |  |
|  | IV. Demonstrates Professional  Responsibility and Collaboration |  |

11/9/05 ck/js/de/eg/db Office of Professional Development, St. Vrain Valley School District

Adapted from the New Teacher Center, Santa Cruz, California **DRAFT**

**Reflection on Professional Goal / Growth Plan**

Teacher:

Goal:

Please answer the following questions regarding the status and/or completion of your goal / growth plan for this year.

1. Did you reach your goal(s) and, if so, how?

2. If you have not reached your goals, why not?

3. How has (have) your goal(s) impacted student learning?

4. What are your thoughts about goals for next year?

How will this (these) goal(s) impact student learning?

5. What professional development opportunities did you take advantage of this year and how did your participation impact student learning?

6. What building or district teams or projects did you participate in this year? How did this experience impact student learning?

**St. Vrain Valley School District**

**Summative Evaluation Report**

School Year: Probationary

Non-Probationary

Name:

Position: School: Dates of classroom visits:

Summary:

(This narrative should address Performance Area Criteria and cite data to address strengths and weaknesses, and summarize Professional Goal/Growth Plan. Include a statement regarding employment for the upcoming school year.)

Next Steps:

(Include a statement regarding employment for the upcoming year.)

[pg. 1 Teacher Initials Evaluator Initials ]

Teacher’s SignatureDate Evaluator’s Signature Date

Teacher Response Attached: Yes No

Secondary Principal’s Signature (if approp.) Level Supervisor’s Signature

St. Vrain Valley School District

Summative Evaluation Report

School Year: Probationary

Non-Probationary

Name:

Position: School: Dates of classroom visits:

This evaluation focuses on ’s Professional Growth Goal:

(Introductory Statement to summarize Professional Goal/Growth Plan)

(These paragraphs should cite data to address strengths and weaknesses.)

Planning Curriculum, Assessment, and Instruction

Implements Curriculum, Assessment, and Instruction Organizes a Productive and Positive Learning Environment Demonstrates Professional Responsibility and Collaboration Summary

(Include a statement regarding employment for the upcoming year.)

[pg. 1 Teacher Initials Evaluator Initials ]

Teacher’s SignatureDate Evaluator’s Signature Date

Teacher Response Attached: Yes No

Secondary Principal’s Signature (if approp.) Level Supervisor’s Signature

**Supervision & Evaluation**

**Yearly Calendar**

|  |  |  |
| --- | --- | --- |
| **Completion**  **Date** | **Probationary** Teachers (employed 1 – 3 years; S&E process every year) | **Non-Probationary**  Teachers  (4+ years of employment; S&E  every third year) |
| **Sept. 30** | S&E Information Meeting explain process  identify data sources to be used document attendance at meeting | S&E Information Meeting explain process  identify data sources to be used document attendance at meeting |
| [early fall] | Goals & Professional Growth Plan Teacher designs in collaboration with administrator  *See Suggested Forms* | Goals & Professional Growth Plan Teacher designs in collaboration with administrator  *See Suggested Forms* |
| [on-going] | Implement Professional Growth Plan *On-going Conversations Classroom Walk-throughs*  *Other data collection* | Implement Professional Growth Plan |
| [end of November suggested] | 1st Formal Observation  20 minute classroom observation with teacher knowledge announced or unannounced  post-conference held | *On-going Conversations Classroom Walk-throughs Other data collection* |
| [end of February suggested] | 2nd Formal Observation  20 minute classroom observation with teacher knowledge announced or unannounced  post-conference held |  |
| **April 20** | Summative Evaluation Report written, citing data and date of  visits, summarizing growth plan recommendation re: employment signed and dated  option for teacher response  \*Submitted to District Supervisor  *See Suggested Forms* | Summative Evaluation Report written, citing data and date of  visits, summarizing growth plan recommendation re: employment signed and dated  option for teacher response  \*Submitted to District Supervisor  *See Suggested Forms* |
| [May / June] | Meet with your supervisor to review  Summative Evaluation Reports | Meet with your supervisor to review  Summative Evaluation Reports |
|  |  |  |

**Professional Goals / Growth Plans**

The Summary Evaluation Report is to include:

a “summary of strengths and weaknesses, [and]

a professional growth plan” (*Agreement Article 6.1.6.)*

Professional Growth Plans are most logically developed in the fall when data is available to inform the development of plans. Professional Growth Plans are centered on professional goals set by the teacher, in collaboration with the evaluator. Goals and plans should be “linked to level / subject, school, and district goals” (Performance Area Criteria IV. B). By setting individual goals and plans, teachers “share responsibility for

... accomplishing goals and priorities of the district, school, and grade / team /

department (Performance Area Criteria IV. A).

Setting Professional Goals is an important component of the Supervision and Evaluation process. Teachers set goals for improving student achievement through refinement of their own teaching. Individual teacher goals for improving student achievement focus on building-level and, in turn, district goals. Goals should be:

Written in terms of expected outcomes rather than activities to be completed

Observable or measurable

Realistic, attainable, and manageable

Challenging to the extent that the teacher experiences genuine professional growth, but is not overwhelmed

Specific, clearly stated and succinct

Goal plan activities focus on Performance Area Criteria. Goal plans also include content areas to be addressed, baseline data, and activities to accomplish desired results.

Goal plan activities and results, in turn, provide a focus for the collection of data and artifacts by teachers and supervisors. Goals provide the focus for collegial conversations, analysis of student work, and development and implementation of team efforts.

Achievement of goals is documented by classroom visits (a.k.a. “walk throughs”) or observations, collection of artifacts (a.k.a. “body of evidence”), and data available from appropriate student performance measures.

Following the “[summary] of the professional growth plan,” the Summary Evaluation Report form contains a section in which “next steps” are to be noted. This section gives the teacher and evaluator the opportunity to identify possible areas of focus for goal(s) for the upcoming academic year.

Professional Goals / Growth Plans

[continued]

Individual administrators follow their own philosophies and formats around developing goals and growth plans. [Sample forms used by St. Vrain administrators are included in this guidebook.]

A common approach to setting goals, and the resulting growth plans, is to use the S.M.A.R.T. goal structure. SMART Goals help focus on improving student learning. A SMART Goal clarifies exactly what students should learn, the level of learning expected, the measures used to determine if students have achieved that standard and the anticipated timeframe for goal accomplishment.

SMART Goals are

**Specific** - goals which have their outcomes stated as clearly, concisely and explicitly as possible; who will do what to what degree in what timeframe for what purpose?

**Measurable** - resulting in real measurable in student achievement results; how much, how often, to what degree, by what measure?

**Attainable** - feasible within the timeframe; NOT synonymous with ‘easy’ or impossible; too low a goal implies you and/or your students aren’t very capable; too high a goal may set the stage for failure; is the goal challenging / rigorous

**Relevant** - focused on LEARNING outcomes that fit both immediate and long range student achievement goals; a relevant goal helps keep teacher and students on track toward school and district goals for meeting standards

**Time-framed** - goals which have a clearly defined time frame for accomplishment; when, how often, by what target date

(based, in part, on: *The Handbook for SMART Schools*, Conzemius & O’Neill, 2002)

**Professional Growth Plans**

and **Goal-Setting**

[overhead]

ϖ developed in the fall

ϖ based on data

ϖ set by teacher, in collaboration with the evaluator

ϖ “linked to level/subject, school, & district goals”

(Performance Area Criteria IV. B)

ϖ “share responsibility for ... accomplishing goals and priorities of the district, school, and grade / team / department (Performance Area Criteria IV. A)

**S.M.A.R.T.** Goals

**S** pecific

**M** easurable **A** ttainable **R** elevant

**T** ime - framed Supervision & Evaluation **Data Sources**

Page numbers refer to Leading the Learning [LtL] and to available training.

**Data Logs / Grids** *[S&E Guidebook Forms; LtL pp. 135 - 138; Tools 18 & 29]*

Direct observation of demonstration of Performance Area Criteria is recorded. For example, use of a variety of instructional materials is noted in lesson plans.

**Walk-throughs** *[LtL pp. 148 - 153, Tools 16 - 18; Classroom Walk-through Training]*

A classroom visit of limited duration.

**Formal Observation** *[LtL pp. 139 - 143, Tools 15 & 15b, 22]*

A formal classroom visit conducted for a minimum of twenty minutes with the knowledge of the teacher being observed; followed by a post-observation conference.

**Informal Observations** *[LtL p. 147]*

Walk-throughs (see above)

Special education meetings (“staffings”) Parent / teacher conferences

Team, staff and/or other professional meetings

Professional development events

**Teacher work** *[LtL pp. 156, 163 - 168]*

Year, unit and daily lesson plans

Review of records, such as: plan book, grade book, course syllabus

Data-analysis charts, graphs, grids

Teacher-prepared materials, such as: lesson outlines, rubrics, quizzes

Teacher’s parent conference notes, phone logs

Written communication, such as: newsletters, notes, letters to parents, students or colleagues

**Portfolios** *[LtL pp. 169 & 170]*

Teacher-generated collections of professional artifacts used for reflection on and documentation of goal / growth plan related activity and results.

**Journals and self-assessment** *[S&E Guidebook; LtL pp. 157 & 158 and 159 -*

*162]*

**Professional Goal / Growth Plans** *[S&E Guidebook; LtL Tools 26, 27, 31]*

Annual goal statements, actions plans and documented outcomes

**Data Sources**

[continued]

**Conversations and conferences** *[LtL p. 145, Tools 19 & 20]*

Individual, small or large group interactions about teaching and learning

Conversations (formal = collaboratively scheduled or informal) Team meetings

Department meetings

Staff meetings

Booktalks, study groups, action research teams Planning conferences *[LtL pp. 144 & 146]* Reflective conferences *[LtL Tools 28a & b]*

**Student work** *[LtL pp. 45 - 50; Critical Friends Training]*

Analysis of student work, often guided by use of a protocol or format

**Student achievement data** *[LtL pp. 154 - 156]*

State, district, school-wide Classroom assessments Grade distribution reports

Triangulation of data from various sources

**School data sources**

Discipline referrals

Required reports (school or district) Attendance records

**Feedback from students, parents, colleagues & community**

Direct communication (NOT hearsay) from various sources used with knowledge of the teacher

Written communication about the teacher, such as: letters from parents, recognitions/awards, memos from district personnel

Feedback from volunteers and/or business/community resources

Student or parent surveys

**Documentation of professional activity** *[LtL pp. 132 & 173]* Participation in professional development (e.g. certificates, transcripts) Documentation of leadership roles (e.g. mentor, department chair, building

leadership team, program or activity coordinator)

\* See also **Data Sources by Areas of Performance** *[LtL p. 133]*

Supervision & Evaluation **Data Sources** [overhead]

Data Logs / Grids

Walk-throughs

Formal Observations

Informal Observations

Teacher Work

Portfolios

Journals and self-assessment

Professional Goal / Growth Plans

Conversations and conferences

Student work

Student achievement data

School data sources

Feedback from students, parents, colleagues & community

Documentation of professional activity

Supervision and Evaluation **Summative Evaluation Report Quality Indicators**

|  |
| --- |
| Purposes of Summative Evaluation Report:  to provide a summary of a teacher’s efforts and professional growth to document compliance with legal requirements |
| A quality Summative Evaluation Report displays these indicators:  \* Describes Professional Goal, goal-directed efforts, and  evidence of achievement of or growth toward goal; also includes ‘next steps’  \* Demonstrates clear focus on teacher growth and student learning  \* Addresses Performance Areas  using Performance Areas as headings for sections of the report  or identifying the Performance Area in the topic sentence of each section  \* Addresses specific Criteria selected by  patterns, frequency, trends and significance of data collected  (The Summative Evaluation Report does not have to address every individual criteria in each Performance Area. The Criteria addressed should be selected based on analysis of the body of evidence collected. Patterns, trends or frequency of teacher actions and the significance of those actions can be used to select the criteria to address.)  \* Supports claims / statements with data / evidence from multiple sources  \* Describes strengths and weaknesses, making the quality of teaching performance apparent and clear |
| Any Summative Evaluation Report MUST legally contain:  - dates of at least 2 classroom visits  - a statement regarding employment for the following academic year  - dated signatures of teacher and evaluator; initials on first page |
| Summative Evaluation Report should be:  - 1 - 2 pages in length  - grammatically correct  - consistent in verb tense (present or past), and person (either second [you] or third [s/he] person) within each report and throughout all of your reports |
| A suggested structure for each Performance Area section or paragraph is:  Claim A statement regarding the teacher’s performance related to one or more criteria in the particular Performance Area.  Evidence { Reasons, details, or facts from multiple sources of data  Evidence you & the teacher have collected  Evidence that support or give evidence of the “claim.”  Impact Description of the impact of the teacher’s performance (or  “claim”) on student learning |

Supervision & Evaluation

Resource Cross-reference

In your school, you should have copies of Leading the Learning (LtL), by Paula Rutherford, and Instruction for All Students and Why Didn’t I Learn This in College all of which have been instrumental in designing and implementing both the Supervision & Evaluation process and standards-based instruction.

|  |  |  |
| --- | --- | --- |
|  | **Leading the Learning** | **LtL** Cross References |
| to Instruction for All & Why Didn’t I ... |
| Goal-Setting | Tool 26 & 26b  Tool 27 - 27c |  |
| Data Collection | See Data Sources cross-reference in this  Guide |  |
| Conversations & Conferencing | Feedback pp. 179 - 181  Conferencing pp. 189, 194-196, 198  Questioning pp. 193  Coaching pp. 190 - 192  Difficult conversations pp. 199 - 203  Meetings pp. 12 & 13  Beyond Meetings pp. 33 - 44 |  |
| Writing Reports | Word usage pp. 206 - 209, 212  Examples pp. 213 - 216 |  |
| Performance Area I: Plans.... | Planning Instruction pp. 83 - 86  Tools 32 - 38e  Assessing Instruction pp. 105 - 108 | page 87 page 109 |
| Performance Area II: Implements... | Implementing Instruction pp. 89 - 102  Assessing Instruction pp. 105 - 108 | page 103 page 109 |
| Performance  Area III:  ...Learning Environ. | Positive... Environment pp. 111 - 114  Productive... Environment pp. 117 - 120 | page 121 |
| Performance  Area IV:  Prof. Responsibility  & Collaboration | Professionalism...Collaboration pp. 122 - 126 | page 127 |

St. Vrain Valley School District SAMPLE A Summative Evaluation Report

School Year: 200X - 200Y Probationary √ Non-Probationary .

Name: Edgar Example

Position: Fifth Grade Teacher School: Excel Elementary School

Dates of classroom visits: 9/10/0X, 10/11/0X, 11/12/0X, 1/11/0Y, 3/4/0Y

Summary:

Mr. Example is being evaluated for his second year. The data referred to in this evaluation came from his portfolio and notes from classroom visits and conversations.

All staff members selected a Performance Areas on which to focus and to set goals related to this area. Mr. Example chose Performance Area I: Plans Curriculum, Assessment & Instruction and developed goals for Criteria I.B related to using assessment data to drive instruction and I.F relating to assessing student differences and planning learning experiences accordingly.

In a conference on March 15 to review progress on his professional goals, Mr. Example displayed a portfolio he has maintained that contains examples of the assessment pieces he uses to form differentiated groups. Mr. Example spoke to me about a grid he and his Literacy Coach developed to detail specific literacy concepts and skills and to design small group lessons to target each concept or skill. Mr. Example used the Houghton Mifflin initial test results as the basis for this analysis. Students scoring low in "inference", for example, would receive targeted instruction in this area. The portfolio contained numerous pieces of data / data analysis and fewer examples of differentiated plans. and not so demonstrative of the differentiation strategies utilized. Samples of differentiated plans included: color-coded group lists and corresponding learning center signs and a schedule for meeting with all reading groups three times each week. Mr. Example and I discussed collection and analysis of planning artifacts as a next step.

On the second goal relating to assessing student differences, Mr. Example offered a variety information. His portfolio contained samples of theme tests, CSAP test results, IRI's, and results of teacher-designed quizzes. Mr. Example described how he and his team had constructed charts of CSAP results which they color-coded to show which students are close to the next level in CSAP scoring. Midyear IRI scores indicate that 75% of Mr. Example’s students have made progress; and, within the subset of students who were close to Proficient last year,

90% have increased their reading level. Mr. Example also demonstrated a computer-generated program which he is developing to help him monitor progress on specific skills in reading. In our conference, we discussed data sources to be included as next steps (i.e., CSAP score patterns-over-time, language-acquisition scores for LEP students and special education testing results for those on IEPs.)

The next section of this evaluation report is a summary developed from classroom visits on

9/10/0X, 10/11/0X, 11/12/0X, 1/11/0Y, 3/4/0Y. (These visits included formal observations on

10/11/0X and 1/11/0Y.)

Teacher Initials E. E.

Evaluator Initials A. A.

Plans Curriculum, Assessment, and Instruction

SAMPLE A p. 2

Mr. Example is very effective in designing meaningful lessons for fifth grade learners. He is efficient in lesson planning and uses available resources to facilitate this. Some of Mr. Example’s planning is done with his teammates and some is done by himself. During walkthroughs, Mr. Example’s lesson plans were always visible and a variety of instructional materials was conveniently placed for access by students and teacher.

Implements Instruction

Mr. Example implements effective instruction by thinking out the details of a quality lesson. During classroom visits, materials were set out in advance, students were grouped effectively, and lessons had a smooth momentum. Mr. Example adapted instruction when needed for his physically disabled student - for example: flat, plastic counters were replaced by wooden pegs borrowed from the kindergarten room. Mr. Example utilizes a wide variety of teaching materials drawn from a variety of sources to make lessons meaningful - for example, students were observed using newspapers, maps from the City Planning Office, and brochures ordered (free) from the National Archives.

Organizes a Productive and Positive Learning Environment

Mr. Example provides a positive, productive learning environment for his students. This was very important this year because he had a physically disabled student and five second language learners in the classroom. Mr. Example set a tone in this room that was accepting, honoring, and helpful for all students. Student-generated motivational charts are visible on the walls and classroom meetings were observed during one observation and one walk-through. While he does not speak a second language, Mr. Example can frequently be seen using gesture and even pictures (drawn on the little notepad he always carries) to convey meaning to students. Both students and parents commented to the teacher and the evaluator that they felt more comfortable in school this year.

Demonstrates Professional Responsibility and Collaboration

Mr. Example has demonstrated (during staff and team meetings) a working knowledge of district expectations. He frequently speaks of his pride in being a teacher. He worked collaboratively, meeting regularly with his team to work on the school reading goal. He has virtually completed all requirements of the Alternative Licensure Program; his teammates have commented that he has shared many of his learnings with them. Mr. Example has expressed interest in continuing to study teaching by taking courses in differentiated instruction.

Next Steps

Mr. Example has expressed interest in collecting and analyzing planning artifacts. He is encouraged to consider the Curriculum Mapping Online Class.

Mr. Example has also expressed interest in studying differentiated instruction; this will further support his professional goal related to Criteria I.F.

Mr. Example is recommended for re-employment for the next school year.

Edgar E. Example 3/28/0Y Amelia Administrator 3/28/0Y Teacher’s Signature Date Evaluator’s Signature Date Teacher Response Attached: Yes √ No

Ellison Elementary

Level Supervisor’s Signature

St. Vrain Valley School District SAMPLE B Summative Evaluation Report

School Year: 200X - 200Y Probationary √ Non-Probationary . Name: Sally Sample

Position: Literacy Teacher School: Marvelous Middle School

Dates of classroom visits: 9/15/0X, 10/29/0X, 12/5/0X, 1/7/0Y

Sally Sample is completing her first year at Median Middle. She has completed three years at

Median Middle as an English 7 teacher. Previously, she taught reading in Alberta, Canada.

Student Achievement Goal: Student performance on the 200Y Reading CSAP indicated that 39

% of our sixth grade students met or exceeded the standards in reading. Over the next three years, Median Middle will increase the percentage of students meeting or exceeding the reading standards to 70%. For the school year, 200X-200Y, sixth grade will increase the number of proficient students by 10% as measured by Reading CSAP. All classrooms implement the Reading for Meaning curriculum. Instruction will focus on Colorado Reading Standard 6. The standard states that students will read and understand a variety of materials. Ms. Sample’s professional goal focuses on increasing the frequency and effectiveness of use of comprehension skills such as predicting, summarizing, identifying author's purpose, and determining the main idea.

Plans Curriculum, Assessment and Instruction: Sally uses standards and the standards-based planning process to plan for daily lessons. The literacy team meets at least once a week for team planning. Items on their planning agenda include pacing to ensure that all essential skills in literacy are taught, feedback to make certain that students progress toward exiting their Individual Literacy Plans, and review of item map analysis of CSAP sub content skills. During a visit to the team meeting on November 19th, Sally was observed to be attentive but she did not speak except to respond to questions. Sally later indicated that she feels uncertain of the “big picture” of using data to plan instruction. Sally matches instructional resources and materials to standards. For example, during a planning session on February 5th with the administrator, Sally spent time planning what to use to prepare students for the CSAP Reading Test.

Implements Curriculum, Assessment and Instruction: Sally actively engages students in learning experiences that access prior knowledge, require varied and complex thinking skills and provide real world connections. As observed on November 13, students were making predictions about an historical novel they were going to read, emphasis in the lesson was on active engagement of all students, and the ability for students to articulate their thought process as they made predictions. Sally Integrates literacy across the curriculum as observed on December 8th when she explicitly reminded students to use reading strategies of predicting, summarizing, and clarifying during a lesson using the social studies textbook. According to mid year district literacy assessments, 72% of students had improved their comprehension scores. Additionally, according to the mid year building level writing assessments 68% of students were determined to be writing at the proficient or advanced level. While this is not Sally’s goal focus, Sally notes that writing a synopsis of what has been read is a class routine. Sally has expressed interest in assessing her students more frequently.

Teacher Initials S. S.

Evaluator Initials A. A.

SAMPLE B p. 2

Organizes a Productive and Positive Learning Environment: Sally creates an inclusive community of learners where students develop a sense of self-responsibility, efficacy, mutual respect and support. Sally’s work sample includes logs and charts that she has developed to allow students to track completion of assignments. She has also worked to create attendance contract and charts for a student with poor attendance. Average school attendance for Sally’s students has risen to from 75% to 90%. A parent commented to Sally and the administrator, during Spring Conferences, that the assignment logs and attendance chart have really helped her child.

Demonstrates Professional Responsibility & Collaboration: Sally works to build a professional learning community by collaborating with her literacy team to continually improve instruction, assessment, and student achievement. Sally is new to the team this year. She was regular in her attendance at team meetings and indicates that she has gained understanding of the pacing of teaching the essential skills. Sally contributed to her team’s efforts by inventorying the LIteracy Storage Area and creating a matrix which cross-references resources standards / essential learnings. She has regularly been observed sharing ideas about reading instruction strategies with her teammates and teachers of content areas. As part of Meridian Middle School’s efforts to increase the effectiveness of teams, Sally attended the BOCES conference on Professional Learning Communities in August with a group of staff members. Sally is a member of Meridian’ SMART Schools Booktalk / Professional Study Team and of the Safety Committee. She volunteers her time assisting students in PTO Homework Club.

Next Steps:

Sally needs to expand use standards and the standard-based planning process to plan for the year and for units.

In collaboration with the literacy team, Sally plans to develop formative assessments of reading comprehension.

Sally needs to expand her planning by using formative assessment data to inform instructional decisions about selection of instructional strategies and materials.

Sally needs to continue to expand her differentiation of instruction in the areas of literacy and numeracy.

Based on her performance, I am recommending Sally for employment during the upcoming school year.

Sally Sample 4/8/0Y Andrew A. Administrator

4/8/0Y

Teacher’s Signature Date Evaluator’s Signature Date

Teacher Response Attached: Yes √ No

Suzanne Secondary

Level Supervisor’s Signature

St. Vrain Valley School District SAMPLE C Summative Evaluation Report

School Year: 200X - 200Y Probationary Non-Probationary √ .

Name: Simon Scenario

Position: Art Teacher School: Hero High School

Dates of classroom visits: 10/1/0X, 12/2/0X, 2/3/0Y I. Plans Curriculum, Assessment. and Instruction

You indicated that this is an area of emphasis for you. Review of your unit and lesson plans demonstrate that much thought has been put into a plan, which is designed to address each of the Art Standards with whom you work for the relatively short elective classes. The Standards for each unit are identified in the plan. Consideration is given to variety in the media used and techniques taught. You have discussed with me the thought you put into being sure your plans result in solid learning as well as pleasing projects. Unit plans, as shown on your curriculum map, have been developed with a logical flow to the lessons within the unit. Historical and cultural art have been referenced. Appropriate and familiar literature has also served as a reference to link common literacy experiences to art lessons.

II. Implements Instruction

Each day's lesson begins with a time set aside for drawing (as noted on classroom visit dates listed above.) You have stated the purpose of this routine is to engage students in sketching each day to "get the right side of the brain going." Over the course of the year, you report that you have seen an improvement in students' observational skills. Units or projects begin with a demonstration. Careful thought is put into the act of modeling technique without limiting the projects and student creativity. Students interviewed during classroom visits report that you clearly explain project steps to provide students with direction and enhance their independence [“He tells us what to do and that helps us be more creative!”] Observations have revealed that students readily follow the project steps with minimal redirection and have obvious pride in the products produced. Art concepts and techniques have been reinforced through repetition across projects/units, as evidenced in the cumulative project list displayed on your classroom wall. In cross-department meetings, I have seen that you continue to explore strategies to increase the level of understanding of important math concepts and terminology.

III. Organizes a Productive and Positive Learning Environment

This was also an area of emphasis in your growth plan. Our conversations and my walk- throughs evidence your effort to refine various organizational routines. Furniture

Teacher Initials S. S.

Evaluator Initials A. A.

SAMPLE C p. 2

arrangement, materials availability and readiness for student use were taken into account. You modify in accordance with project specifics. You also have refined a repertoire of behavior reinforcement strategies to set a tone for the room and establish your expectations. Students are responsive to your directions and want the positive attention not only from you but also from their classmates. Strategies observed include: specific verbal desist, general reminders, proximity, voice variety, humor and praise. The effect on students is evident in their comments during walk-throughs. One student commented, “You should watch him teach ‘cuz he ‘gets it;’ he respects us and our art.”

IV. Demonstrates Professional Responsibility and Collaboration

You find and create opportunities to network with the entire staff. You discuss issues with a particular student with other teachers. Notably, you invited staff to your room / studio to view student projects and discuss ways you could link future projects to core area topics, themes and standards. I was pleased to view the students’ work and hear the staff’s spirited discussion. You have taken time to create relationships with new staff members and you are one they report being most comfortable approaching for general staff information. You have served as Mentor for the other art teacher and the two of you have noted how quickly a working relationship was formed. A schoolwide art project that also brought in funds for the art classrooms is one example of how you have helped support an important task with your art colleague. You worked collaboratively with other art teachers and district staff to prepare for and set up at the District Art Show. Art displays in the building have been refreshed regularly with student work. These enhance the overall school environment.

Simon, I am recommending you for continued employment.

Next steps: You have identified following areas to be considered for emphasis in the coming school year:

To strengthen strategies to engage ‘at-risk’ student in the art classroom.

To broaden strategies which tighten the linkage between the art classroom and writing expectations in the building.

You will be serving as the Chair of the Arts Department next year. I would ask that you consider ways to expand the linkages with other departments, particularly around our school goal of increasing student achievement in the area of writing.

Simon Scenario 3/30/0Y Annie P. Assistant 3/28/0Y

Teacher’s Signature Date Evaluator’s Signature Date

Teacher Response Attached: Yes √ No

|  |  |  |
| --- | --- | --- |
| Simon Scenario | 4/1/0Y | Suzanne Secondary |
| Principal’s Signature | Date | Level Supervisor’s Signature |

Source: St. Vrain Valley Schools

Board of Education Policies

File: GCOA

Evaluation of Instructional Staff

Provisions for evaluation of instructional staff shall be contained in the SVVEA Agreement and in the Administrator’s Guide to Evaluation of Nonadministrative Certificated Staff.

Adopted June 13, 1985

Revised April 22, 1992

LEGAL REFS.: C.R.S. 22-9-101 et seq. (Certificated Personnel Performance

Evaluation Act) C.R.S. 22-63-301

C.R.S. 22-63-302 (8)

CROSS REFS.: BDFA\*, District Personnel Performance Evaluation Council

CFBA\*, Evaluation of Evaluators

GCQF, Discipline, Suspension and Dismissal of Professional Staff

(And Contract Nonrenewal)

CONTRACT REF.: SVVEA Agreement, Article 6–Teacher Assessment

St. Vrain Valley School District RE-1J, Longmont, Colorado

AGREEMENT

between the

ST. VRAIN VALLEY and the ST. VRAIN VALLEY SCHOOL DISTRICT NO. RE-1J EDUCATION ASSOCIATION

Effective

July 1, 2004 - December 31, 2006 (Revised June 2005)

ARTICLE 6 - SUPERVISION & EVALUATION

6.1 Definitions

6.1.1 Consistent with state law, the purpose of Supervision & Evaluation is to promote the growth and development of students, teachers, and leaders. This process shall serve as a basis for the continuous improvement of professional practice and student learning. Based also on district performance criteria, the evaluation process serves as a measurement and documentation of satisfactory, or unsatisfactory performance.

6.1.2 Evaluator shall refer to the administrator assigned to conduct the Supervision & Evaluation process with a teacher. Instructional coaches, literacy coaches, and mentors shall not serve as evaluators.

6.1.3 Multiple data sources provided by the teacher and the evaluator will be used in assessing a teacher’s performance. This data may include, but not be limited to, a formal observation. Instructional coaches, literacy coaches, and mentors will be used as a data source when initiated by the teacher. Hearsay information shall not be used as a data source.

6.1.4 Feedback is data-driven information that is provided to help guide the teaching and learning process. The evaluator and the teacher shall engage in timely, on-going, and specific conversations to enhance professional practice and student learning.

6.1.5 A summative evaluation report is a document prepared for the purpose of recommending continual employment. The summative evaluation report shall be based on district performance criteria. The summative evaluation report shall be data- driven with multiple sources of data cited throughout the report. This report shall include the summary of strengths and weaknesses, a professional growth plan, the dates of at least two classroom visits, the dated signatures of teacher and evaluator, and the option of a teacher response.

6.1.6 “Probationary teacher” is a teacher who has not completed three full years of continuous employment with the employing school district and who has not yet been reemployed for the fourth year.

6.2 Process

6.2.1 All probationary teachers (first three years in district) shall receive an evaluation a minimum of two formal observations and a summative evaluation report every academic year. All non-probationary teachers (beginning of the fourth year in the district) shall receive a summative evaluation report every third year; provided, however, that the District shall have the right to evaluate any non-probationary teacher more frequently.

6.2.2 By no later than September 30, the assigned evaluator/administrator shall meet with teachers being evaluated to explain the supervision and evaluation process. Teachers being evaluated will receive a copy of the “Areas of Performance and Criteria” and data sources to be used will be identified. Attendance and participation at this meeting will be documented.

6.2.3 If a formal observation is conducted, the observation shall be a minimum of twenty minutes. These classroom visits shall be conducted with the knowledge of the teacher whose classroom teaching performance is being observed. Evaluators shall not be required to give prior notice to the teacher of such visits. A post- observation conference shall be held within seven working days of the observation.

6.2.4 The Board or the Administration may require additional observation reports of teachers. A teacher may request additional observation reports from his or her evaluator.

6.2.5 The teacher and the evaluator shall hold frequent conversations focused on improved professional practice and student learning. These on-going conversations may be formal or informal. Formal meeting times will be scheduled collaboratively.

6.2.6 Not later than April 20, the evaluator shall complete the summative evaluation report based upon the information and data collected. The summative evaluation report shall contain a recommendation for teacher employment for the following academic year. A teacher or evaluator may request a conference to discuss the summative evaluation report. The conference shall be held within seven workdays of the request. A copy of the report will be given to the teacher. The teacher shall sign the evaluation report. The teacher's signature indicates only that the teacher has received, read and had the opportunity to discuss the summative evaluation report. The teacher may choose to respond in writing to the summative evaluation report within ten working days and this response shall be attached to the summative evaluation report.

6.3 Remediation

6.3.1 When performance concerns exits, the summative evaluation report shall state that the teacher is recommended for remediation.

6.3.2 If the Assistant Superintendent for Human Resources approves the recommendation for remediation, the teacher will be notified in writing.

6.3.3 Within 20 working days of said notification, a meeting to review the process, and to develop and implement the remediation plan shall occur. This meeting shall include the teacher, the evaluator, and the Assistant Superintendent for Human Resources or designee. The teacher may choose to have a representative present.

6.3.4 Consistent with Colorado Revised Statute 22-9-106 the remediation plan will be developed jointly in writing and shall include the following:

• A clear statement of the problem as identified in the “Areas of

Performance and Criteria.”

• A definition of satisfactory performance and a clear set of reasonable time expectations in the identified deficient area(s).

• A prescription for remediation which details a course of action and reasonable time expectations for the teacher to reach an acceptable level of performance.

• A statement of the assistance, resources, materials and/or training opportunities available for the purpose of improving performance to a satisfactory level.

6.3.5 Nothing contained in this Article 6 shall be interpreted as placing any restrictions upon or conditions precedent to the Board's right to dismiss a probationary or non-probationary teacher pursuant to the Teacher Employment, Compensation and Dismissal Act of 1990.

Note: For additional information concerning implementation of this Article, see Appendix J, section 4 of this Agreement.

Appendix J, Section 4

Memorandum of Understanding

Supervision and Evaluation

The intent is to implement the Supervision and Evaluation process for the 2005-2006 school year.

The District will utilize the Personnel Performance Evaluation Council consistent with CRS 22-9-107 to review and monitor the implementation of the pilot supervision and evaluation process.

The Supervision and Evaluation Committee will continue to monitor and make recommendations for revisions to the supervision and evaluation process and agreement language. This committee will:

• Gather data regarding the application of the supervision

and evaluations process for teachers who are on remediation.

• Gather data on the level of consistency of implementation.

• Examine training needs and make recommendations for professional development.

Supervision & Evaluation Glossary

Conversations: timely, on-going, specific interactions between the evaluator and the teacher (individually or as part of a group) held for the purpose of enhancing professional practice and student learning; formal or informal in nature; formal conversations to be scheduled collaboratively

Data sources: documented information regarding performance; including, but not limited to: walk-throughs, conversation notes, observations, curriculum maps, lesson plans, schedules, student scores, report cards; excluding information provided by Instructional Coaches, Literacy Coaches or Mentors - unless initiated by the teacher being evaluated and not to include hearsay information

Evaluator: the licensed administrator assigned to conduct the Supervision & Evaluation process with a teacher; not including Instructional Coaches, Literacy Coaches and Mentors

Feedback: data-driven information that is provided to help guide the teaching and learning process

Navigating our Course: the St. Vrain Valley School District Strategic Plan which details the Vision, Mission, Governing Values, Focus Areas, Objectives and success measures [available from the Public Information Office]

Non-probationary: a teacher who has completed three full years of continuous and who has begun the fourth year in the district; a teacher in their fourth or greater year of employment

Observation: a formal classroom visit conducted for a minimum of twenty minutes with the knowledge of the teacher whose teaching performance is being observed (prior notice is not required

Performance Area Criteria: descriptors of expected professional performance for the

St. Vrain Valley School District

Glossary [continued]

Post-observation Conference: discussion of a classroom observation to be conducted within seven working days of the observation

Probationary: a teacher who has not completed three full years of continuous employment with the employing school district and who has not been employed for the fourth year

Professional Goal / Growth Plan: statements and associated action plans set by a teacher in collaboration with his/her evaluator for the purpose of focusing professional growth and enhancing student learning

Remediation: a process for addressing concerns with the professional performance of a teacher

Summary Evaluation Report: a document prepared for the purpose of recommending continual employment; a data-driven summary of strengths and weaknesses

Walk-through: a focused classroom visit for a brief period of time followed by reflection and/or opportunity for conversation about teaching and learning

**SUPERVISION & EVALUATION**

**Frequently Asked Questions**

What if I have a question about Supervision When questions arise, call your Administrative Mentor (if you are

& Evaluation? in the Administrative Induction process), your Supervisor or your

Human Resources contact.

Who is my Supervisor? Assistant Principals are supervised by their building Principals.

Principals are supervised by the Elementary and Secondary

Level Supervisors.

What policy defines the district evaluation Board of Education Policy GCOA refers to the Agreement which process? defines the process; both BOE policy and the Agreement satisfy

state legal requirements.

Do we need a form or documentation of the Attendance and participation at the initial meeting (held prior to meeting that is required before September 30? 9/30) should be documented. [Ref: *Agreement Article 6.2.2*]

Building administrators are using their own simple forms.

Do we do Growth Plans with Probationary All teachers on the S&E cycle develop Professional Growth teachers? When do Probationary teachers Goals & Plans. It is recommended that goals be developed develop goals? in the fall.

Based on data - is it Professional or Personal Part of the S&E process is the development of a Professional

Growth Plan? Goal (based on data) and a Professional Growth Plan.

*[Ref. Agreement Article 6.1.5]*

Can we ask teachers to write goals every year? Development of goals is an important part of professional practice for all staff. *[Ref: Performance Area Criteria IV.B and S&E Guidebook p. 15]*

**F.A.Q.s [continued]**

How many goals should a teacher have? While we pay attention to and act upon all of the Performance Area Criteria, it is recommended that **one or two** goals be developed to focus on individual criteria. In other words, a goal does not have to be written for each Performance Area.

Do goals have to be in the SMART form? SMART goal-setting is a useful tool. All goals, whatever the format, should be specific, measurable, attainable, relevant, and time-framed. . *[Ref: S&E Guidebook p. 55]*

Do we really have to visit every teacher’s Yes, state law requires that an administrator visit each teacher’s class twice each year? If so, why? classroom each year. This is good administrative practice.

Do we need to hold teachers accountable for all The Performance Area Performance Criteria Area Criteria are

Performance Area Criteria? meant to describe the scope of professional performance; so, it is reasonable all criteria will be addressed…[see below.]

How can you collect data and report out on all of All criteria will be addressed, in some way during the school the Performance Area Criteria? Do all criteria have year (e.g. PLC discussions, conversations, informal classroom

to be addressed? visits, walk-throughs.) But, it is not necessary to address or write about all criteria in the Summary Evaluation Report. The Report will focus on criteria which relate to the Professional Goal and areas of strength / weakness. [Ref: *Guidebook pp. 16* ; also

see *Guidebook ‘Sample Summary Reports,’ pp. 48 - 53.*]

What are data sources? Please refer to *S&E Guidebook pp. 57 -59* and the cross- referenced pages in *Leading the Learning [S&E Guidebook pp. p. 61*.*]* Data MUST be gathered / assembled directly by the teacher and/or the administrator; no hearsay or third party information should be included in the process. *[Article 6.1.3]*

**F.A.Q.s [continued]**

What data can teachers collect? Teachers work with their Principals to determine which data sources relate to teachers’ goals [see references above.] Data collection is a collaborative effort.

What does ‘conduct [the observation] with It should be communicated to a teacher when the administrator knowledge of the teacher’ mean? is in the room to conduct a formal observation.

Why don’t we have to do pre- and post- Administrators may choose to hold a pre-conference before an observation conferences? observation. It is required to conduct a post conference within 7

working days of a formal observation. *[Ref. S&E Guidebook p.*

*16 and Agreement Article 6.2.3]*

Do I still have to document formal observations? Formal observations should be documented as sources of data

Is there a common form for observations? to be cited in the Summative Evaluation Report. But, the data collected and form of documentation used should match the goals of the teacher and school. (There is no common form.)

Is it necessary make a statement about No, such a statement is no longer necessary within the “meeting all district criteria” in the Report? Summary Evaluation Report.

In the summative report, how specific do I need Dates and data sources should be specifically noted; as a list to be on my sources of data (and dates)? or within the body of the report. Data cited should be focused

on continuous improvement of professional practice and student learning*. [Ref. Agreement Article 6.1.1 and 6.1.5 and S&E Guidebook p. 60 and pp. 62 –67.]*

How do I record my walk throughs on the Dates of walk throughs can be listed at the beginning of the Summative Evaluation Report? report. Data gathered during walk throughs should be cited within the report (dates can also be included within the text.)

*[Ref. S&E Guidebook Samples pp. . 62 –67.]*

**F.A.Q.s [continued]**

How should the growth plan and goals be The professional growth goal is to be summarized in the Sum- addressed in the Summative Report? mative Evaluation Report. [Ref. Agreement Article 6.1.5.] The

Professional Goal may be stated specifically or it can be incorporated in the text at the beginning of the report. The goal(s) will provide the focus for the report and be addressed as data is cited and discussed. [Ref. *S&E Guidebook Samples*

*pp. 62 –67.]*

Do we have to attach a copy of the growth plan The Professional Growth Plan is to be summarized in the

to the summative evaluation report? Summative Evaluation Report; it does not have to be attached.

*[Ref: Agreement Article 6.1.5.]*

Is there a common statement or format for the *[Refer to Guidebook ‘Sample Summary Reports,’ pp. 62 –67.]*

‘statement regarding employment for the The statement should be clear and direct, for example, “…is following year’? recommended for continued employment in the …school year.”

or “I recommend … be offered a teaching contract for the … school year.” \*If at any time during the school year, you think you will not be able to make this recommendation, you must

discuss the situation with an Executive Director and the

Assistant Superintendent for Human Resources (before Jan. 1.)

Is it really OK to include this statement regarding Yes, this can (and should) be done without stating that the employment for the next academic year in the teacher is being offered a contract as part of the Summary Summary Report of a probationary teacher? Evaluation Report.

Is there a difference between the ‘statement No, the same statement can be used. [Ref: *Guidebook*

regarding employment for the following year’ for *‘Sample Summary Reports,’ pp. 62 –67.]*

Probationary and Non-probationary teachers?

**F.A.Q.s [continued]**

Is there a continuum of employment rec- If performance concerns exist, follow the procedures listed commendations, i.e. employment, repeat on *Guidebook p.* 20 which provide for inclusion of a statement S&E cycle, remediation, other? recommending remediation in the summary report.

What if a teacher is not meeting a Performance During the process, utilize data and artifacts and frequent

Area Criteria? conversation with the teacher to specifically identify the area of need and define relevant goals and action plans for improve- ment. If improvement is still needed at the time the Summative Evaluation Report is written, again, specifically identify the Per- formance Area Criteria, cite data, and include relevant actions In Next Steps.

What should I do when I suspect I may recommend Review Article 6.3 in the Agreement and call the Assistant a teacher for Remediation? Superintendent for Human Resources.

What about teachers that are not performing at the Information regarding performance should be provided on an expected level? What are the dates for notifying ongoing and immediate basis. Whenever a principal has docu- them? Are there different forms that we should mented concerns about a teacher’s performance, the principal use? What about observations and the final is required to first share those concerns with the teacher documentation? Specific wording or phrases directly. The principal must also involve the Executive Director to use? and the Assistant Superintendent for Human Resources in a

timely manner. (Specifically, the process should be: 1) ongoing documentation; 2) conversation with the teacher; if concern is not satisfactorily addressed, 3) contact HR for guidance on possible development of a Memorandum of Performance.)

Is there notification date for remediation? No, whenever a principal has documented concerns and is considering recommending remediation, the principal must contact the Assistant Superintendent for Human Resources and follow Article 6.3 of the Agreement. *[Ref. S&E Guidebook p. 20.]*

**F.A.Q.s [continued]**

If the A.P. does the evaluation, does the Principal Yes

need to review and sign the evaluation also?

Do we need to include signatures to show teacher Yes *[Ref. Agreement Article 6.2.6 and S&E Guidebook*

has read Summative Evaluation Report? *pp. 51 & 52 and Samples pp. 62 - 67*.] Also, any other page

[that is not signed] should be initialed. An option for the teacher to respond should be included on the signature page.

Which teachers are part of the Supervision and Probationary teachers are part of the S&E cycle for their first

Evaluation process? three years of employment by the district. Thereafter, teachers are considered non-probationary and are part of the S&E process every third year. Teachers who change assignments are part of the S&E process [see below.]

If teachers change assignments, how is their A probationary teacher is part of the S&E process for their first placement on the Supervision & Evaluation three years of employment with the district whether their school, cycle effected? position or level assignment changes or not. Such a change in

assignment does not effect the probationary teacher’s status (i.e. Year 1, Year 2, Year 3.) A non-probationary teacher who moves to a different building becomes part of the S&E process the year of the move (regardless of previous cycle.) Non-proba- tionary teachers who change assignments within a building

MAY be included in the S&E process at the Principal’s discretion.

What is the definition of a “new” teacher? For the purposes of Supervision & Evaluation, any teacher hired (new to district, new to school, experience vs. into St. Vrain School District Schools, regardless of previous no experience) experience in public, private or charter schools, is considered

new. (Induction classification and support does vary according to previous experience - refer to induction materials and expec- tations available on the Professional Development website.)

**F.A.Q.s [continued]**

If a teacher transfers from a Charter School, A teacher in this situation enters as a Probationary Teacher and

what is their placement in the S&E cycle? is evaluated for three years.

Can a teacher request to be included in the Yes, at the discretion of the Principal. S&E process (i.e. ‘out of cycle’)?

What are the non-negotiable dates? **September 30**: introductory meeting for teachers in the S&E

process must have been held and attendance documented

**April 20**: Summary Evaluation Reports due to Level Supervisors

Isn’t there a November 1 deadline for ATLP? State licensure procedures allow for ‘invalidation’\* of an ATLP teacher’s contract (by either party) by Nov. 1. Therefore, ATLP teachers should be observed formally before this date.

\*Involve Human Resources immediately if you have any consideration of invalidation.

What happened to the date for notification of When the S&E process was revised that date was eliminated. potential nonrenewals?

Per the memo of understanding w/ SVVEA A group of teachers and administrators will be part of this how will the implementation of the S&E multi-year review and data gathering effort.

process be thoughtfully studied?

OCR COMPLIANCE NOTICE

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education

Amendments of 1972; Section 504 of the Rehabilitation Act of 1973:

St. Vrain Valley School District does not unlawfully discriminate on the basis of race, color, national origin, sex or handicap in admissions, or access to, or treatment, or employment in, educational programs or activities, which it operates.

Information regarding grievance procedures, for Title IX, Title VI and Section 504, has been established for students, parents and employees. The following person(s) have been identified as the designated employee(s) to coordinate compliance activities for the district.

Specific complaints of alleged discrimination under Section 504 (Handicap) should be referred to: Don Haddad, Assistant Superintendent for Instruction 303-682-7205 or

Connie Syferd, Executive Director of Elementary Instruction 303-682-7328

401 S. Pratt Parkway

Longmont, CO 80501

*St. Vrain Valley School District S&E Guidebook page 84*