

## **A Framework for Professional Staff Supervision and Evaluation**

### **Purpose:**

The primary purpose of any supervision and evaluation system is to continually improve the instruction and academic support services provided to each student by focusing on teaching for student understanding and engagement. It also plays a significant role in ensuring equity of learning opportunities and accountability. An effective system should both encourage educators to strive for higher levels of knowledge and skills and provide the necessary support to make continuous professional growth attainable. It is designed to facilitate dialogue between the supervisor and the teacher/professional staff concerning their performance in relation to established standards and implemented in a way that helps teachers/professional staff recognize their strengths and areas that need improvement. It is an opportunity to help teachers, professional staff and administrators work together to highlight achievements as well as plan for the improvement of teaching and learning in classrooms and throughout the school. The supervision and evaluation system must clearly reflect expectations of the Core Teaching Standards for Vermont Educators and provide information for making decisions concerning employment status provided for in the MVSU Collective Bargaining Agreement.

### **Overview:**

The system of teacher/professional staff evaluation used in the MVSU schools includes:

- A clear definition of the roles and responsibilities of administrators and teachers.
- A clear set of standards for professional practice and criteria, which defines levels of performance on a continuum. Such a set of standards will not be exhaustive and may change as a result of the Core Teaching Standards for Vermont Educators. The standards for professional practice and criteria of the MVSU system are based on the work of Charlotte Danielson and the Danielson Group; nationally acknowledged experts in the field. The categories and standards support those used by the State of Vermont for teacher licensure.
- Multiple opportunities for multifaceted observation and provisions for collecting evidence that serves as the basis for evaluation.
- Opportunities for reflection and dialogue both with administrators and peers.
- A timeline for data gathering points, formative evaluations, and summative evaluations.

### **Differentiation: MVSU Differentiated Supervision and Evaluation System:**

Mountain Views Supervisory Union's differentiated supervision and evaluation model is predicated on the belief that not all teachers need the same level of support and supervision. On-going and first hand opportunity to observe teaching practice, student engagement and student work gives the Administrator an opportunity to act as coach and provide positive and constructive feedback at the appropriate level of supervision.

The system provides varying levels of supervision in order to better assist teachers/professional staff in their practice. The following components are included in the differentiated supervision and evaluation system:

**Intensive Supervision:** Intensive supervision will be used with the following groups:

- Beginning teachers/professional staff,
- Teachers/professional staff in their first two years of employment with the school district,
- Teachers/professional staff practicing in a new endorsement area or assignment area, or
- Teachers/professional staff whom the administrator determines are in need of more formal support.

The Intensive Supervision process incorporates Walk-Throughs in addition to a minimum of two formal classroom observations, a pre-observation and post-observation during the year. Evaluation of these observations will be based on the Revised Standards of Professional Practice by Charlotte Danielson. This tool is used only for intensive supervision and plans of improvement. This is our baseline tool for identifying a teacher/professional staff's capacity to be an effective MVSU educator, or when deficiencies are noted, to be used for clarity of expectations for growth.

The Administrator and teacher/professional staff will meet before formal visits to discuss goals and areas of the teacher/professional staff's work, which might be observed. For classroom teachers, this would include instructional goals and objectives for the lessons and artifacts such as lesson plans and assessments. The Administrator would then visit the classroom for a comprehensive observation of the teacher's practice. At the conclusion of a period of visitations and observations and within a reasonable time frame, a conference will be held at which time the teacher/professional staff will be provided with a draft written summary of the observation. In addition, the Administrator may include annotations to the Danielson rubric to inform the teacher/professional staff of his/her areas of strengths and needs. Walk-Throughs and drop-in visits can be conducted and may provide an additional data source for discussion. After both formal observations have been done and no later than March 1<sup>st</sup>, the Administrator will recommend the following status to the Superintendent:

- a) Renewed
- b) Continued Intensive Supervision
- c) Improvement Plan
- d) Non-renewed

Formal observations will be forwarded to the Superintendent and placed in the teacher's personnel file.

**On-going Supervision:** On-going supervision applies to teachers/professional staff who have completed two or more consecutive years, who do not change assignment or endorsement area and for whom evidence from Walk-Throughs and other data sources reflect *consistently effective* teaching. (Refer to Danielson's Revised Standards for Professional Standards document) Components of on-going supervision include:

- Administrative walk-throughs and feedback to teachers.
- Annual goal development for focused professional work based on personal reflection and feedback
- Reflection on progress toward goal(s).

- Administrative review and approval of goal(s).

The teacher/professional staff will develop annual goals following this procedure.

The teacher/professional staff identifies either a PoG Document or Walk Through Tool that they wish to use for purposes of supervisor feedback (located in Vector).

- i. The educator self reflects and assesses their skills
- ii. Based on this reflection, the educator develops one personal goal that includes areas of growth as revealed from the self reflection.

The Administrator will, throughout the year, conduct Walk-Throughs and provide feedback. By the end of the school year, the administrator will determine and document progress toward goals in the district's supervision and evaluation online platform (Vector). The following status will be recommended to the Superintendent:

- a) Renewed
- b) Intensive Supervision
- c) Improvement Plan

In addition, each school, department or grade will identify a minimum of one focal point for their team taken from the PoG Documents, Walk Through Tools or review of School Data.

- i. The team self assesses their building using the Documents, Tool or Data.
- ii. The team determines at least one goal that the group of teachers/professional staff will address over the course of the year.
- iii. The team will review progress at monthly faculty meetings or PLCs.

**Improvement Plan**: Improvement plans are developed between the administrator and teacher/professional staff based on data indicating consistent unsatisfactory performance in any one the four Danielson domains or a pattern of failure to make progress towards identified goals.

A teacher/professional staff may be placed on an Improvement Plan when his/her level of performance does not meet standards in any of the four domains of Danielson's professional practice, does not meet established school expectations or when the teacher/professional staff fails to make required progress toward attainment of identified goals.

The decision to place a teacher on an Improvement Plan can be made at any time during the school year. When a teacher/professional staff is placed on an Improvement Plan, he/she will be given a notice of deficiencies with guidance on best practice in the targeted area(s) and a deadline for expectations for change. Administrative support from the Principal and/or Central Office may also be specified. It is the teacher/professional staff's responsibility to develop the plan of action and to receive the administrator's approval of the plan.

Participants on an Improvement Plan will be formally observed as necessary and will engage in pre/post conferences with the Administrator on each of these observations. In addition to the formal observations, Walk-Throughs and informal visits can be made. Feedback to these may take the form of annotated notes on the rubric.

Prior to the dates specified in the Collective Bargaining Agreement, the administrator will establish a meeting with any teacher/professional staff on an Improvement Plan to determine if the teacher/professional staff has improved sufficiently to meet the standards in areas identified in the plan. If the teacher/professional staff has not sufficiently improved, the administrator will make a recommendation to the Superintendent either to continue him/her on an Improvement Plan for another year or to non-renew.

If the teacher/professional staff does improve performance to an acceptable level in accordance with contractual dates of notification, there will be another meeting scheduled before the end of the school year to re-evaluate skills in each domain. Following this meeting, the administrator will determine the teacher/professional staff's supervision/evaluation category for the upcoming year and set goals.

Transition from the Improvement Plan is dependent on the correction of any deficiencies in current practice as defined by the administrator.

**Walk-Throughs:** Walk-Throughs will be used regularly and consistently to collect data and provide feedback to teachers/professional staff within the differentiated system. The number and length of Walk-Throughs, and the classrooms selected will be determined by the building administration. As the administrator provides oral and/or written feedback to teachers, the data will be used for on-going supervision and goal setting.

### **Administrator and Teacher/Professional Staff Responsibilities:**

At the beginning of each school year, the Principal will ensure that all professional staff have a copy of this document, the Danielson rubric and all other accompanying documents that describe the system and expectations. Professional staff will be knowledgeable about these components.

### **Important Dates:**

#### **At the Beginning of the school year:**

- Administrator ensures that every teacher/professional staff has access to the Supervision and Evaluation process and system.

#### **By Mid-December (before the holiday break):**

- First evaluations in the Intensive Supervision category are completed and forwarded to the Superintendent.

#### **By Mid-February (before the winter break):**

- Second evaluations in the Intensive Supervision category are completed and forwarded to the Superintendent.

### **Within a Reasonable Timeframe:**

All formal classroom observations will be followed by a post-observation conference within a reasonable time frame of the observations.