SAU 58

Northumberland - Stark - Stratford

Teacher Supervision and Evaluation Handbook

A Collaborative Plan for Professional Growth and Teacher Development

Handbook on Teacher Supervision and Evaluation

Introduction

Statement of Purpose

The primary purpose of teacher supervision and evaluation in SAU 58 is to support and promote proficient and skillful teaching through annual goal-setting and periodic formal evaluations. The process used will be grounded in reflective practice and collaborative inquiry around issues related to best teaching practices and increased knowledge and skills. In addition, this process will occur in an atmosphere of mutual trust and respect, and will provide a heightened sense of professionalism and accountability to the profession, our students, parents, and to the community at large.

Both supervision and evaluation can encourage and facilitate professional growth while assessing performance. It is a cooperative process with the responsibility shared by the teacher and evaluator. ***Evaluation*** is a summative procedure which assesses the individual performance of a teacher over a period of time, identifies the quality of educational practices and teaching performance, and provides specific information for personnel practices. ***Supervision*** is a formative (ongoing) process which assists the teacher in delivering a high quality of instruction and education for students by providing detailed information about a teacher's current performance level, noting areas of strength and areas needing improvement, and offering suggestions that are designed to improve teaching effectiveness.

Goals of Supervision and Evaluation at SAU 58

- To provide a vehicle that ensures accountability and opportunities for professional growth (formative and summative processes)
- **To identify, improve and document progress in teaching and student learning (accountability)**
- To increase professional collaboration through conversations about instructional practice, and research based aspects of effective teaching

Rationale

As we immerse ourselves into the 21st century, our understandings of teaching and how students learn are increasing at a rapid rate. Throughout New Hampshire and the nation, significant changes are taking place relative to accountability and assessment. State and national educational agencies are developing standards that articulate what students are expected to know and be able to do. It follows, then, that standards and criteria for what teachers must know and the skills necessary for effective practice be articulated and understood.

Current research and best instructional practice was used in developing this tool, the criteria and rubrics selected for the model, and for the processes incorporated. The process is intended to correlate and support the state requirements of licensure so that professional learning and achievements will support the licensure process.

Guiding principles and beliefs

It is the belief that the process of supervision and evaluation will be authentic and reflective of the actual work that teachers perform. This process is designed to be a growth experience and a positive reflective process which will improve a teacher's craft and practice.

It is also the belief that the work related to supervision and evaluation be based on research which identifies the principles of effective practice that maximize student learning and achievement.

Teachers, at any given time, are at varying stages of professional development and growth. Instructional decisions are meaningful. Assignments and instructional strategies are selected by teachers because they support the learning goals and needs of the students, and are guided by the students' interests and strengths.

We believe that professional growth should be continuous, reflective, and focused on improvement. It is based on professional trust and collaboration. Good teaching is a complex process and effective practices are valued. This model allows for multiple forms assessing practice to document competency and growth.

Components of the Supervision and Evaluation Model

Components of the model

1. Charlotte Danielson's *Framework for Teaching*; Standards-based teacher criteria

The *Framework for Teaching* provides researched-based criteria for teaching. It is a tool with which professional competencies can be discussed, improvements measured and professional development goals developed and documented.

2. Variety of Assessment Methods

A variety of assessment methods **may be** incorporated in this model. Assessments include, but are not limited to:

- Self assessments
- Peer assessments
- Student **growth**
- Administrator assessments **(i.e., formal observations, walkthrough)**
- Survey tools
- Other methods are designed by professional staff to assess attainment of goals

3. Use of Assessment Data

Multiple data sources are expected to be gathered **by the teacher** to support the assessment conclusions. Data may include:

- Student work
- Assessment / survey tools
- Standardized assessment results

- Narratives

- Videos

- Peer and / or student observations and assessments

- **Portfolios**

- Other data sources

4. Yearly goal setting, development of a Professional Learning Plan, and
   Reflection

The ownership for professional learning lies with the teacher, who will participate in a yearly goal setting process, develop a professional learning plan of action to attain and assess the identified goals, and complete a reflection. In this manner, professional growth will happen with teachers' participation and involvement.

5. Professional Responsibility Rubric - Component 4g

This rubric, developed to complement Danielson's Framework for Teaching, will be used to assess the level of yearly goal attainment. The rubric will be used by teachers as a final self assessment and by administrators as a final assessment of the individual's yearly goals.

Professional Growth Planning - Goal Setting

Formative Component- Professional Goal Setting

A goal-setting process recognizes that teachers are professionals who have insight into what their students need and into what they themselves need for professional growth. Each continuing contract teacher will submit a yearly plan which outlines goals for professional growth and an end-of-year reflection. A goal-setting conference with the evaluator will be discussed with the evaluator by the end of September each year.

Objective

The objective of the formative component is to promote adult learning relative to professional practice. To achieve this objective, adult learners require ownership of the learning goals, established by thoughtful self and peer assessment, personal reflection on teaching practices, and ongoing feedback. Professional activities designed to help attain individual goals must support the needs of adult learners by engaging them in all aspects of their professional practice.

Overview: Teachers identify and develop 1-3 professional growth goals (using the annual goal cover sheet) which are presented to the administrator to reach mutual agreement. One professional growth goal must align with district and school goals and initiatives. All goals will align with the FFT. Teachers will self assess their practice utilizing the FFT domains in order to develop goals related to areas of growth they have identified within those domains:

Domain 1: Planning and Preparation

Component 1a:	*Demonstrating Knowledge of Content and Pedagogy*
Component 1b:	*Demonstrating Knowledge of Students*
Component 1c:	*Selecting Instructional Goals*
Component 1d:	*Demonstrating Knowledge of Resources*
Component 1e:	*Designing Coherent Instruction*
Component 1f:	*Assessing Student Learning*

Domain 2: The Classroom Environment

Component 2a:	*Creating an Environment of Respect and Rapport*
Component 2b:	*Establishing a Culture for Learning*
Component 2c:	*Managing Classroom Procedures*
Component 2d:	*Managing Student Behavior*
Component 2e:	*Organizing Physical Space*

Domain 3:   Instruction
Component 3a: *Communicating Clearly and Accurately*
Component 3b: *Using Questioning and Discussion Techniques*
Component 3c: *Engaging Students in Learning*
Component 3d: *Providing Feedback to Students*
Component 3e: *Demonstrating Flexibility and Responsiveness*

Domain 4:   Professional Responsibilities
Component 4a: *Reflecting on Teaching*
Component 4b: *Maintaining Accurate Records*
Component 4c: *Communicating with Families*
Component 4d: *Contributing to the School and System*
Component 4e: *Growing and Developing Professionally*
Component 4f: *Showing Professionalism*
Component 4g: *Goal Setting and Professional Responsibilities*

Procedures

1. Self assessment and goal setting: Teachers will self assess their practice using the FFT, and will identify areas of growth from the self assessment. Goals (1 - 3) will be developed based upon the identified areas of growth and proposed, with a plan to attain the goals, to their supervising administrator for approval. Goals will be assessed using the rubric for professional responsibilities, component 4g. The End of Year Reflection form will be used to record the progress.

2. Agreement of goal(s) and professional growth activities: Teachers and their supervising administrators will hold one or more conferences in the fall to reach agreement on the goals, and on the professional development plan and activities designed to achieve the goals. Activities should be as specific as possible and should include a means to document the work and collect data from which goal attainment can be measured.

In the event there is no mutual agreement of the goals, the superintendent or his/her designee shall determine said goals.

3. Completing the professional growth plan: Agreement on a goal includes agreement on the growth plan and the specific activities which provide the means of attaining the goal and measuring the degree to which professional growth was achieved. During the school year the teacher works independently or with peers, when applicable, toward achievement of the goal(s). Administrators provide help and consultation as needed.

In each year of the cycle, no later than September 30th, the teacher will meet with his/her principal to review his/her goals, reflection, and progress toward meeting the goals. To prepare for the review conference the teacher will complete a written reflective statement. This material will be reviewed as part of the summative process in the third year of the cycle.

Peer Observations

Peer Observations provide peer feedback on areas identified in the goals
- Teacher partners with a peer observer and arranges observations (action research experiments / risk taking are encouraged);
- Peer observes one or more classes;
- Peer observer provides oral and written feedback directly to the teacher; Teacher uses feedback for reflection upon the goals.

Teacher summarizes efforts, including data and an analysis of goals attainment in the reflective statement.

Supervision and Evaluation Procedures

<u>Beginning Educators:</u>

Beginning Educators are defined as teachers who hold a Beginner Educator or an Intern professional standards certificate from the state board of education and/or a State certified Alternative Plan. **Teachers with less than five years' experience in the state of NH will be evaluated following the Beginning Educator schedule.**

Year 1 **(to be completed by September 30):**
- **Conference with administrator or mentor to discuss the Teacher Evaluation Procedure and to establish expectations as outlined in this handbook;**
- **Complete a written self-assessment using Appendix B (FFT Component Level Rubric);**
- **Identify and develop a 3-year Individual Professional Development Plan (IPDP) to be submitted via *My Learning Plan***
- **Identify and develop 1 - 3 professional growth goals for year 1using the Annual Goal Cover Sheet (Appendix D). These goals should be based on the teacher self assessment and should also align with the IPDP and District/SAU goals;**
- **Goal-setting conference to be held with administrator**
- **Complete the End-of-Year Reflection narrative report (based on year 1 goals) (Appendix E); (submitted via MyLearning Plan by June 30th)**

Throughout the year:
- Participate in a minimum of **2 formal** observations and evaluations **and at least one unannounced observation and evaluation** by the administrator**;**
- **Participate in observations as specified in SAU 58 mentoring program**

The primary responsibility of the first year teacher is to meet the *Basic* level of Professional Performance Standards.

Year 2 (to be completed by September 30):
- **Complete a written self-assessment using Appendix B (FFT Component Level Rubric);**
- **Identify and develop 1 - 3 professional growth goals for year 2 using the Annual Goal Cover Sheet (Appendix D). These goals should be based**

on the teacher self assessment and should also align with the IPDP and District/SAU goals;
- **Goal-setting conference to be held with administrator**
- **Complete the End-of-Year Reflection narrative report (based on year 2 goals) (Appendix E); (submitted via MyLearning Plan by June 30th)**

Throughout the year:
- Participate in a minimum of **2 formal** observations and evaluations **and at least one unannounced observation and evaluation** by the administrator**;**
- **Participate in observations as specified in SAU 58 mentoring program**

The overall expectation is that some degree of growth beyond the *Basic* level of the Professional Performance Standards will be attained.

Year 3 (to be completed by September 30):
- **Complete a written self-assessment using Appendix B (FFT Component Level Rubric);**
- **Identify and develop 1 - 3 professional growth goals for year 3 using the Annual Goal Cover Sheet (Appendix D). These goals should be based on the teacher self assessment and should also align with the IPDP and District/SAU goals;**
- **Goal-setting conference to be held with administrator**
- **Complete the End-of-Year Reflection narrative report (based on year 3 goals) (Appendix E); (submitted via MyLearning Plan by June 30th)**

Throughout the year:
- **Participate in a minimum of 1 formal or unannounced observation and evaluation by the administrator.**

NOTE: Year 3 procedure will be followed for years 4 and 5.

The overall expectation is that some degree of growth beyond year 2 will be attained.

A determination will be made at the end of Year 3 whether to continue the Beginner Teacher Status for the teacher for an additional two years to correspond to RSA 189:14-a.

Note: The administration reserves the right to conduct more than the minimum number of formal evaluations if deemed necessary.

<u>Probationary Educators:</u>

Probationary educators are defined as teachers who have an Experienced Educator professional standards certificate from the state board of education and who have taught for 5 consecutive years or more in any school district in the state and are new to the district.

Year 1 Process **(to be completed by September 30):**
- **Conference with administrator or mentor to discuss the Teacher Evaluation Procedure and to establish expectations as outlined in this handbook;**
- **Complete a written self-assessment using Appendix B (FFT Component Level Rubric);**
- **Identify and develop a 3-year Individual Professional Development Plan (IPDP) to be submitted via *My Learning Plan***
- **Identify and develop 1 - 3 professional growth goals for year 1using the Annual Goal Cover Sheet (Appendix D). These goals should be based on the teacher self assessment and should also align with the IPDP and District/SAU goals;**
- **Goal-setting conference to be held with administrator**
- **Complete the End-of-Year Reflection narrative report (based on year 1 goals) (Appendix E); (submitted via MyLearning Plan by June 30th)**

Throughout the year:
- Participate in a minimum of **1 formal** observations and evaluations **and at least one unannounced observation and evaluation** by the administrator**;**
- **Participate in observations as specified in SAU 58 mentoring program**

The overall expectation is that the teacher's professional practice is consistently described as *Proficient*, as defined in Danielson's *Framework for Teaching*.

Year 2 (to be completed by September 30):
- **Complete a written self-assessment using Appendix B (FFT Component Level Rubric);**
- **Identify and develop 1 - 3 professional growth goals for year 3 using the Annual Goal Cover Sheet (Appendix D). These goals should be based on the teacher self assessment and should also align with the IPDP and District/SAU goals;**
- **Goal-setting conference to be held with administrator**

- **Complete the End-of-Year Reflection narrative report (based on year 2 goals) (Appendix E); (submitted via MyLearning Plan by June 30th)**

Throughout the year:
- **Participate in a minimum of 1 formal or unannounced observation and evaluation by the administrator.**

The overall expectation is that the teacher's professional practice is consistently described as *Proficient*.

A determination will be made at the end of Year 2 whether to continue the Probationary Teacher Status for the teacher for an additional one year to correspond to RSA 189:14-a.

Note: The administration reserves the right to conduct more than the minimum number of formal evaluations if deemed necessary.

Veteran Educators:

Experienced educators are teachers who hold an Experienced Educator professional standards certificate from the state board of education with a minimum of three years teaching experience in the district.

Experienced Educators will follow the professional growth plan and professional growth process as specified in each year of the cycle, and will participate in a classroom observation and summative evaluation during year 3 of the cycle.

It is a professional expectation that continuing teachers in SAU #58 will attain the Proficient level of development or greater, as described in the Professional Performance Standards.

Year 1 (to be completed by September 30):
- **Identify and develop a 3-year Individual Professional Development Plan (IPDP) to be submitted via *My Learning Plan* (Reflect upon previous IPDP);**
- **Identify and develop 1 - 3 professional growth goals for year 1using the Annual Goal Cover Sheet (Appendix D). These goals should be based on the teacher self assessment and should also align with the IPDP and District/SAU goals;**
- **Goal-setting conference to be held with administrator**
- **Complete the End-of-Year Reflection narrative report (based on year 1 goals) (Appendix E); (submitted via MyLearning Plan by June 30th)**

Year 2 (to be completed by September 30):
- **Identify and develop 1 - 3 professional growth goals for year 2 using the Annual Goal Cover Sheet (Appendix D). These goals should be based on the teacher self assessment and should also align with the IPDP and District/SAU goals;**
- **Goal-setting conference to be held with administrator**
- **Complete the End-of-Year Reflection narrative report (based on year 2 goals) (Appendix E); (submitted via MyLearning Plan by June 30th)**

Year 3:
- **Complete a written self-assessment using Appendix B (FFT Component Level Rubric);**
- **Identify and develop 1 - 3 professional growth goals for year 3 using the Annual Goal Cover Sheet (Appendix D). These goals should be based on the teacher self assessment and should also align with the IPDP and District/SAU goals;**
- **Goal-setting conference to be held with administrator**
- **Complete the End-of-Year Reflection narrative report (based on year 3 goals) (Appendix E); (submitted via MyLearning Plan by June 30th)**

Throughout the year:
- **Participate in a minimum of 1 formal or unannounced observation and evaluation by the administrator.**

Note: The administration reserves the right to conduct more than the minimum number of evaluations if deemed necessary.

Once a teacher holds an experienced educator certificate, the administrator will adjust the length of the IPDP to match the certification cycle.

Supervision and Evaluation Procedures

It is an expectation and goal that all teachers' professional practice is consistently described as *proficient,* as defined in Danielson's *Framework for Teaching*. *Distinguished* practice is a target for all to aspire to, but is not easy to attain. According to Charlotte Danielson, "Distinguished -level performance is a good place to visit, but don't expect to live there" (2007).

In his book *The Skillful Teacher,* Jon Saphier tells us, "Skillful teachers, though confident and competent, constantly reach out to the world around, to the research, to colleagues, with an assertive curiosity that says, 'I don't know it all: no one does or ever will, but I am always growing, adding to my knowledge and skills and effectiveness.' To skillful teachers, that openness and reaching out is an important element of professionalism" (p. 4). The professional growth plan and observation process of this model is a vehicle by which each of us can strive to attain the professionalism of which Saphier speaks.

Classroom observation process

Pre-observation requirement:
- **Formal Observation times will be agreed upon by the administrator and teacher**
- **Teacher will turn in the completed Pre-Observation planning notes (appendix F) to the administrator prior to the evaluation**
- A pre-conference **may** be held at a time agreed upon by the teacher and administrator **to discuss the upcoming observation**

Classroom Observation and Evaluation:
- The **administrator will complete the formal classroom observation.** The administrator may include evidence observed through any informal evaluations of the teacher's practice.
- **The teacher will receive a copy of the Evidence Collection - Component Level Rubric formal evaluation within 20 school days of the observation.**

Post-Observation Conference
- The post-observation conference will take place within 10 school days of classroom observation.
- **All information garnered from the classroom observation process will be submitted digitally in MyLearning Plan.**

All classroom observations and evaluations, including the final summative evaluation form for beginning and probationary teachers must be completed by March 15.

All classroom observations and evaluations for Experienced Educators with a continuing contract must be completed between March 15 and the close of school during the third year of their cycle.

Review of Goals and Progress toward meeting the goals
- Discussion of the completion of the 3-year plan, and a review of self-evaluation based on the FFT, the End-of-Year Reflections, and Professional Goal Setting Rubric 4g.
- The annual Goal Setting documents, self-assessments (4g rubric and component rubric), end of year reflective narratives which describe the progress a teacher has made toward meeting his/her goals will be reviewed and discussed in the summative conference and evaluation.

Required activities of the Three Year Cycle

- Pre and Post Observation / Summative Conferences;
- Formal classroom or workplace observations by administrator;
- Yearly teacher self-assessments
    - First self-assessment using the Evidence Collection Rubrics - component level will be completed by the teacher no later than Sept. 15 of the first year of the cycle; (only for beginning educators)
    - Second self-assessment due no later than September 30 in the second year of the cycle; (only for beginning educators)
    - Third self-assessment due at the time of the observation pre-conference in the third year of the cycle;
    - NOTE: Veteran educators will submit the self-assessment by September 30 of the third year of the cycle.
- 2 reflective narratives using the End of Year Reflection form that assess progress toward meeting stated goals (due no later than June 30 of the 2nd and 3rd years of the cycle);
- Summative evaluation form completed by supervising administrator at the end of the cycle.

SAU #58's Professional Growth Cycle
Roles and Responsibilities

Summative Component:
Teachers

- Write annual goals
- Schedule a meeting with the supervising administrator to review/discuss annual goals, observations, job performance and future plans (at the beginning of the school year)
- **Submit pre -observation materials**
- **Participate in post observation conferences/planning**
- Submit a written reflection that assesses attainment of goals

Administrators

- Meet with teacher to discuss/review goals
- Participate in pre and post observation conferences/planning
- Conduct one formal observation in a 3-year cycle
- Conduct informal observations
- Write a summative evaluation report
- Submit signed summative evaluation reports to the Central Office (by June 1st)

Administrators

- Meet with teacher to discuss/review goals
- Conduct informal observations
- Participate in an end-of-the-year conference

Documentation Component:

Teachers

- Collect and assemble evidence that documents your professional growth over the past three (3) years

- Write a new Individual Professional Development Plan (IPDP) via *My Learning Plan* **at the beginning of each 3 year cycle**
- Submit evidence of professional growth and your new IPDP to the supervising administrator via *My Learning Plan*
- Schedule a conference with the supervising administrator to review evidence of professional growth and the new IPDP

<u>Administrators</u>

- Participate in an IPDP planning conference with the teacher
- Conduct informal observations
- Meet with the teacher to review professional growth, the new IPDP and informal observations

Appendices A, B, & C

Scheduled/Unscheduled Classroom Observation Form

- **Used by administrators to record evidence of both scheduled and unscheduled classroom observations**
- **Reviewed and used by administrators during the post-conference of classroom observations**

Evidence Collection Form - Component Level Rubrics
- **used by teachers for self-assessment of practice**
- **used by administrators to record evidence of the classroom observation (summative observation) and to interpret level of performance**

Professional Goal Setting and Responsibilities Rubric, Component 4g
- **used by teachers to self-assess the development and attainment of yearly goals**
- **reviewed and used by administrators during the summative evaluation conference to assess quality of professional learning goals and degree to which the goals were attained**

Teacher's Name		Evaluator's Name			
Date of Pre-Conference:		**Date of Post-Conference:**			
Course Name:		Level	Date	Block	Room

II. PLANNING/CLASSROOM MANAGEMENT

		O=Observed N=Not Observed
O	**N**	**EVALUATION CRITERIA**
		1. Lesson includes specific objectives stated in student performance terms.
		2. Lesson objectives are consistent with the curriculum.
		3. Lesson plan contains appropriate instructional activities and assessment measures.
		4. Demonstrates rapport with students to promote a positive learning environment.
		5. Demonstrates enthusiasm for the subject matter and for learning in general.
		6. Rules and standards of behavior are consistently maintained.
		7. Classroom routines are effectively managed to maximize instructional time.
		8. Establishes and maintains a safe and orderly environment.- See above.

III INSTRUCTION/ASSESSMENT

O	**N**	**EVALUATION CRITERIA**
		1. Lesson content is appropriate
		2. Lesson is effectively initiated/students are made aware of the purpose of the lesson.
		3. Lesson contains appropriate closure.
		4. Lesson is effectively and logically developed to lead students to learn the stated objectives.
		5. Demonstrates good command of the subject matter and presents the material accurately.
		6. Utilizes proper instructional strategies that are aligned with the lesson's objectives.
		7. Solicits and responds to feedback from students.
		8. Presents the lesson content and directions clearly, free of ambiguity.

		9. Actively involves all students in the lesson activities.
		10. Adjusts instruction to accommodate individual differences.
		11. Monitors for student learning and re-teaches when necessary.

OBSERVATION SUMMARY:

COMMENTS and/or SUGGESTIONS;

EDUCATOR'S COMMENTS:

Signed_____   Signed_____
              (Educator)   (Supervisor)

Date_____   Date_____

(Signatures indicate that the observation has been made and shared. The educator's signature does not necessarily indicate agreement with the observation.)

Appendix B: *Framework for Teaching* **Component Level Rubrics**

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence				
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Evidence				
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Evidence				

1d: *Demonstrating knowledge of resources*	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				
1e: *Designing coherent instruction*	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence				
1f: *Designing student assessment*	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence				

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Evidence				
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
Evidence				
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
Evidence				

2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence				
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence				

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Evidence				
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Evidence				
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence				

3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
Evidence				
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence				

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
Evidence				
4b: Maintaining Accurate Records	Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion.	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.
Evidence				
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
Evidence				

4d: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving,	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
Evidence				

4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues.
Evidence				

4f: Demonstrating Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully with school and district regulations.	Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher displays the highest standards of ethical conduct.
Evidence				

Appendix C: Domain 4g - Goal Setting and Professional Responsibilities
Elements: Selecting domains for improvement - Self Assessment - Supporting Assessment / Data - Drawing Conclusions / Planning Future Goals

Element	Unsatisfactory	Basic	Proficient	Distinguished
Selecting Domain for Professional Development	No rationale or purpose is apparent in the selection	Some rationale is presented that supports the selection.	Rationale for selection is specific, shows reflection of teaching, and identifies areas in which development will benefit students.	Rationale for selection is detailed and specific, supported by examples of student work and / or assessment results, and demonstrates teacher reflection on instruction, student learning, individual and class achievement.
Self Assessment	Self assessment shows little reflection, is not supported by data, details or evidence (e.g. student work) to support findings.	Self assessment is supported by minimal evidence / examples and data to validate findings, self reflection is minimal.	Self assessment is supported by examples and data, findings are validated, self reflections draw conclusions based on findings.	Self assessment is supported by specific examples and data which connect to identified goals. Findings are validated with specific examples (e.g. student work) and conclusions demonstrate reflection and desire for improvement.
Supporting Assessment / Data Collection	Assessment / data shows little correlation to self assessment or teacher development goals.	Assessment / data is connected to goals, and is related to self assessment. Evidence of some coordination exists.	Assessment / data is well designed, provides detailed data to validate findings, and can be used as a method to document findings and future growth.	Assessment / data is well designed, provides detailed data that validates findings, and contains evidence of professional collaboration with students and peers to further professional development.
Drawing Conclusions, Planning Goals	Conclusions are not supported by assessments / data, there is not connection to the goals.	Conclusions supported by assessment / data findings. Goals provide directions for professional development.	Conclusions supported by assessment / data findings. Goals establish connections to IPDP, district initiatives, and professional development.	Goals and conclusions connect professional development and school goals, providing exemplars for others, will support professional licensure requirements and chart a course for future development areas.

Appendices D & E

Goal Setting and Reflection

Appendix D: Annual Goal(s) Cover Sheet
- **used by teachers to develop annual goals, activities that will be used to attain the goals, and to explain how progress will be assess**

Appendix E: End-of-Year Reflection
- **used by teachers to report progress toward achieving their goals, and to reflect upon their learning**
- **these forms will be given to administrators by September 30th of the school year following work on the goals**

Appendix D: Annual Goal(s) Cover Sheet (to be completed by teacher)

SAU 58
Annual Goal(s) Cover Sheet

Teacher's Name: _____ School Year:_____

School: _____ Supervising Administrator: _____

Goal:

Rationale
How does this goal connect/ link to the *Framework For Teaching* Domains, your IPDP, student data, Supervisory Union goals and/or school action plans and initiatives?

Assessment Methods to Validate Attainment of Goal
What qualitative and or quantitative data will you use to measure attainment of your goal? (What method will you use to measure or monitor your progress?)

Strategies /opportunities for attaining goal
What strategies / professional learning activities will you engage in to address your goal?

Resources
Describe resources you will need if extraordinary beyond usual and customary professional development support.

Timeline
Complete a timeline relevant to a specific strategy / activity.

Appendix E: End-of-Year Reflection (to be completed by the teacher)

SAU 58
End-of-Year Reflection

Teacher's Name: _____ Date: _____

School: _____ Supervising Administrator: _____

Take some time to reflect upon the goals you developed (**Yearly goals and progress in** Professional Development Plan goals). Submit a written reflection that describes the degree to which you achieved your goals, how attainment of these goals has impacted teaching and learning, and how they relate to the Framework For Teaching.   Please attach any relevant artifacts that document your success.

Teacher signature _____ Date _____

Appendices F, G, & H

Classroom Observation and Summative Evaluation
(these forms are used for all classroom observations, including the summative
processes that include a review of a teacher's goals, and evaluations of
beginning and probationary teachers)

Appendix F: Pre-observation Planning Notes
- **Completed by the teacher for the pre-observation conference**

Appendix G: Post-observation Reflection
- **Completed by the teacher for the post-observation conference**

Appendix H: Final Summative Evaluation
- **Completed by the administrator at the conclusion of the observation and post-observation / summative evaluation conference**

Appendix F: Pre-Observation Planning Notes (to be completed by the teacher)

Teacher's Name: _____

School: _____   Date of Conference:_____

Class to be observed (grade, subject, date): _____

1.   What are your goals or objectives for this lesson and how are they linked to the Domains and NH Standards? (What do you want students to know and be able to do as a result of this lesson?)

2.   How will you assess that you students have learned? How will you use your assessment results to support student learning and to provide feedback to students?

Appendix F; pre-observation planning

3.   Describe your plan for instructional delivery. Address each of the following and provide
        a rationale for each area (please attach any planning documents):

-Instructional strategies: (Activities, student grouping patterns, time allocations)

-Specific plans to address different learner needs, including behavior, learning styles, and IEP
needs:

-Materials, resources, technology, including personnel if appropriate (attach copies of materials
that students will use during the lesson):

4.   Any unique characteristics of the class of which the observer should be aware:

5.   Any specific focus for the observation:

Appendix G; Post-Observation Reflection

Post-Observation Reflection on the Lesson

Teacher's Name: _____

School: _____   Date of Observation:_____

Class observed (grade, subject): _____

1.   To what degree did the students meet your stated objectives for the lesson? How did your assessments of student learning reflect this conclusion?

2.   What aspect of the lesson went very well? What were you pleased with?

3.   Are there any aspects of the lesson that you would change, or teach differently? Why?

4.   How will you follow up on this lesson? What adjustments may be necessary to future lessons to ensure all students succeed?

5.   Other information you'd like to discuss or share…

Appendix H: Final Summative Evaluation - (to be completed by the administrator)

<div align="center">

SAU 58
Final Summative Evaluation
</div>

This Summative Evaluation addresses the extent to which the goals outlined in the Individual Professional Development Plan (IPDP) were accomplished and the impact of these accomplishments, and a summary of the formal classroom observation.

Teacher's Name: _____   Date: _____

School: _____   Supervising Administrator: _____

Summary of the classroom observation(s)
Dates of the observation(s), pre-observation and post-observation conferences.

Domain 1 summary:

Domain 2 summary:

Domain 3 summary:

Domain 4 summary:

Commendations:

Recommendations:

Teacher Signature*_____   Date: _____

Administrator Signature_____   Date: _____

Signature indicates a review of the completed evaluation; it does not signify agreement with contents.

Appendix H; Final Summative Evaluation

Professional Goal Setting and Reflection
Review of Professional Growth Goals, and Yearly Reflections:

Commendations (relative to professional growth and goal setting):

Recommendations (relative to professional growth and goal setting):

Teacher Signature*_____   Date: _____

Administrator Signature_____   Date: _____

Signature indicates a review of the completed evaluation; it does not signify agreement with contents.

Appendices I, J, & K

Optional evidence gathering forms, worksheets, and references

Appendix I: Form to document evidence in domains 1 and 4

Appendix J: Form on which to collect evidence during the observation and conferencing processes

Appendix K: References and Resources

Appendix I: Domain 1 & 4 Evidence
This optional form could be completed by the teacher and sent to evaluator 2 days prior to the announced observation. Lesson plans and instructional materials may be attached.

Teacher _____ **Date:** _____

The Lesson Plan: Documenting Domains 1 and 4
Domain 1: Planning and Preparation

1a What is the content of this lesson? What are the prerequisite skills, if any, that students will need to successfully engage in the content?

1b Describe the characteristics of your class, including the language, learning and behavioral needs for which you will make modifications when teaching this lesson.

1c What are the outcomes of this lesson? How are they connected to content standards? What will students learn during this lesson? How will you know they learned it?

1d What resources did you consider when planning this lesson? Which ones did you reject? Why? What resources will you use during this lesson? Why did you select them?

1e   Briefly write the steps of the lesson in sequence, clearly showing how they move students to the desired outcomes. Include grouping of students and materials/resources.

1f   Consider your responses to 1c, and describe how you will assess the outcomes of this lesson. Describe what success looks like, and what you will do tomorrow for students who were not successful.

Domain 4: Professional Responsibilities

Please use the area below to indicate any Domain 4 connections to this lesson. NOTE: It is not expected nor required that evidence for all Domain 4 components be provided. However, if this lesson has a specific Domain 4 connection(s), please note it in the correct space below

4a   **Reflecting on Teaching**
Accuracy • Use in future teaching

4b   **Maintaining Accurate Records**
Student completion of assignments • Student progress in learning • Noninstructional records

4c   Communicating with Families
Information about the instructional program • Information about individual students • Engagement of families in the instructional program

4d   Participating in a Professional Community
Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

4e   Growing and Developing Professionally
Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

4f   Showing Professionalism
Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

Appendix J: Administrator - Classroom Observation Evidence Collection, Domains 2 & 3

Teacher: _____ Date / Time: _____

Administrator: _____

Evidence Collection Form #1

DOMAIN 1	DOMAIN 4
1a. Demonstrating Knowledge of Content and Pedagogy	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	4b. Maintaining Accurate Records
1c. Selecting Instructional Outcomes	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	4d. Participating in a Professional Community
1e.Designing Coherent Instruction	4e. Growing and Developing Professionally
1f: Designing Student Assessments	4f: Showing Professionalism

2a. Creating a Climate of Respect and Rapport	3a. Communicating with Student
2b. Creating a Culture for Learning	3b. Using Questioning and Discussion Techniques
2c. Managing Classroom Procedures	3c. Engaging Students in Learning
2d. Managing Student Behavior	3d. Assessing Student Learning
2e. Organizing the Physical Space	3e. Demonstrating Flexibility and Responsiveness

Administrator: _____   **Date: _____**

Evidence Collection Form #2:

Domain 1: Planning and Preparation Knowledge of Content, Knowledge of Students, Instructional Outcomes, Resources, Coherent Instruction, Assessment Design	**Domain 2: Classroom Environment** Respect/rapport, Culture for Learning, Management of Procedures, Management of Student Behavior, Organizing Physical Space
Domain 4: Professional Responsibilities Reflection, Record-keeping, Communicating w/families, Participating in Learning Community, Growing Professionally, Professionalism	**Domain 3: Instruction** Communicating w/Students, Questioning/discussion, Engagement, Assessment during Teaching, Flexibility/responsiveness

Something I Appreciated:

A Question I Have:

Name of Teacher:

Name of Observer/Date:

Appendix K: Resources and references

Chittenden East Supervisory Union. *Teacher Supervision and Evaluation Handbook.* Richmond, VT.

Cleland, B., Miller, A. (2002). Domain 4g Rubric: Goal Setting and Professional Responsibilities. Teaching and Learning Solutions.

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching.* Alexandria, VA: ASCD.

Danielson, C., & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice.* Alexandria, VA: ASCD.

Randolph Union High School. (2002). *Teacher Supervision and Evaluation Handbook.* Randolph, VT.