

Addison Northwest School District

Teacher Supervision and Evaluation System Framework for Teaching Charlotte Danielson

Addison Central School

Ferrisburgh Central School

Vergennes Union Elementary School

Vergennes Union High School

Version: August 2015

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Overview

The ANWSD Teacher Supervision and Evaluation System is centered on student learning. It reflects research-based instructional practices, is standards based and differentiated. It is designed to ensure professional accountability and will be sustainable and manageable. The system will also support the districts vision for learning which is....through the development of a personalized learning environment that is supported by MTSS.

Research based instructional practices:

The ANWSD system will be driven by best practice and contemporary research around student learning and instructional practices. Teachers will employ a variety of instructional practices designed to meet the learning goals of their students including didactic and direct instruction, facilitative teaching and coaching. Practices will be aligned the district's standards of instructional practices and by implementing a multi-tiered system of support to all learners.

Standards based and differentiated:

Beginning in the 2015-16 school year, teachers will set 2 goals from Domain 1, 2 or 3. They will set one goal from Domain 4. The goals will be aligned with a Danielson component and will identify how instructional practice will improve. Finally, teachers will identify a list of evidence which will be collected in order to show progress towards goal achievement. The system will be differentiated, respective of the individuality of the teacher (e.g., years of service, experience, expertise, student needs, job assignments) are considered within the model.

Sustainable and manageable:

All users of the ANWSU Teacher Supervision and Evaluation System, including teachers and administrators will develop the knowledge and skills necessary to implement the system. This may include training, texts, electronic resources and forms.

Ensures professional accountability and adherence to state statutes, local policies and collective bargaining agreements:

The Addison Northwest Supervisory Union holds high professional standards for all faculty, staff and administrators. The ANWSU Teacher Supervision and Evaluation system is designed to ensure that our students are receiving a high quality educational experience and that all faculties are held accountable towards that goal. Summative evaluations will reflect those high standards. Those who are found not meeting standards will be assigned specific intensive supports and oversights until they are able to meet those standards (VSA 165, 242, 244, 1752).

Description of ANWSD Tiers

Level I Includes all first and second year teachers, teachers new to the district and teachers in a new assignment. After October 1 and before April 1, three formal observations will be conducted. Using a clinical model format of pre-conference, observation and post conference, teachers will be given a written observation report after each. By April 1, a formal summative written evaluation will be presented to the teacher. Following the summative evaluation conference, the administrator will recommend the teacher for Level I, II, III or IV depending on the outcomes of the evaluation process.

Level II All Level II teachers will write a three year Professional Growth Plan (PGP) that will be reviewed annually with the Principal or his/her designee. The PGP will target professional growth goals and activities that the teacher intends to carry out over the course of a three year cycle. All Level II teachers are encouraged to develop a PGP that is congruent with the goals of his/her IPDP and the district/school action plan.

By April 1 in the third year of each of the three year cycle, the Level II teacher will prepare a written summary documenting his/her professional growth plan achievements, and present their narrative to the principal. The principal's written feedback will be solicited, appended to the teacher's narrative summary and placed in the teacher's personnel file. This shall constitute the evaluation documentation of a Level II teacher. All Level II teachers may be formally observed two times during a three year cycle and provided with verbal and written feedback following each observation. A third formal observation may be requested.

If during the course of the year, the administrator becomes concerned that a teacher at Level I or II is not demonstrating competency in one of the evaluation areas, prompt and specific notice will be provided to the teacher, at which time a remedial plan will be developed and monitored by the administration. If, after subsequent observations and in the judgement of the administration, satisfactory improvement does not occur, the teacher may be placed on Level III. A Professional Improvement Plan will be developed and monitored by administration.

Level III Level III teachers are those in need of assistance who do not demonstrate competence in one or more evaluation domains. All Level III teachers will develop a Professional Improvement Plan (PIP) collaboratively with the administrator. Level III teachers will be formally observed at least three times annually according to the process described in Level I and related to the teachers Professional Improvement Plan. A mid-year meeting between the administrator and teacher will occur for purposes of reviewing the improvement progress. A Peer Assistance Team or Peer Coach will be assigned and selected for teachers as part of the process. A final summative written evaluation will be conducted and completed by April 1st and include recommended status Level for the teacher. Teachers can be assigned to Level III for a maximum of two years. However, teachers who seek immediate increased supervision will be given an additional year to improve.

Level IV Placement of a teacher at Level IV indicates that effort toward remediation and improvement has been unsuccessful and that serious performance deficiencies continue. Teachers placed on Level IV shall be notified of said placement in writing at the time of placement. A teacher at Level IV will be notified in writing of intent to dismiss. The teacher may choose to tender his/her resignation prior to the initiation of dismissal proceedings. Career counseling may be provided to assist the individual in career transitions.

Implementation

Self- Assessment: At the beginning of the Level I and II process, teachers will complete a Self-Assessment on all 22 rubric components of the Framework for Teaching at the start of the year. Teachers will share the results with his/her supervisor when PGP Goals are submitted.

Goals: Teachers will set a minimum of two instructional goals that are geared towards improving student learning and aligned with the district action plan. In addition, teachers will set a Professional Responsibility Goal. Teachers will use the ANWSU forms during the goal setting, observation and reflection process. All goals (and if appropriate, self-assessment) will be submitted to the administrator by September 30th of each year. There will be resources available to teachers should they wish to use them such as the lesson plan template enclosed.

Observations: Pre and post conferences will be held within seven (7) working days of observation.

Strategies: The teacher and administrator will work together to generate a menu of resources and strategies the teacher may access in order to meet their goals.

Evidence: The teacher and administrator will identify the evidence upon which progress towards achievement of the goals will be determined. The evidence may include but not be limited to the following:

- Observations outside the classroom
- Instructional Plans
- Assessment practices
- Teacher reflection on curriculum plans and instructional practices
- Student learning
- Student work
- Student performance data
- Evidence of connecting research to practice
- Interactions with students, colleagues, parents and administrators
- Feedback from students, parents, colleagues, administrators
- Professional learning
- Feedback from parents
- Communication with families
- Teachers' action plan
- Professional inquiry

Standards: The teacher and administrator will use the teaching standards and rubrics included in Charlotte Danielson's Framework for Teaching and, where applicable, additional standards based resources (e.g., National Reading Teaching Standards) to evaluate the evidence against the teacher's goals (Danielson, 2007, 2008, 2013).

Reflections: Teachers at Level I or II will reflect on their year in a written summary.

Summative Evaluation: The administrator will provide a summative evaluation to the Level I, II and III teachers by April 1st. The summative must reference the evidence collected by both the teacher and the administrator, reflections and evaluation by both parties. This will be documented on the ANWSU forms and indicate the administrator's recommendation for Level assignment in the next year. The teacher's goals sheets, reflections, observation evidence and summative will all be placed in the teacher's personnel file at the end of the cycle.

