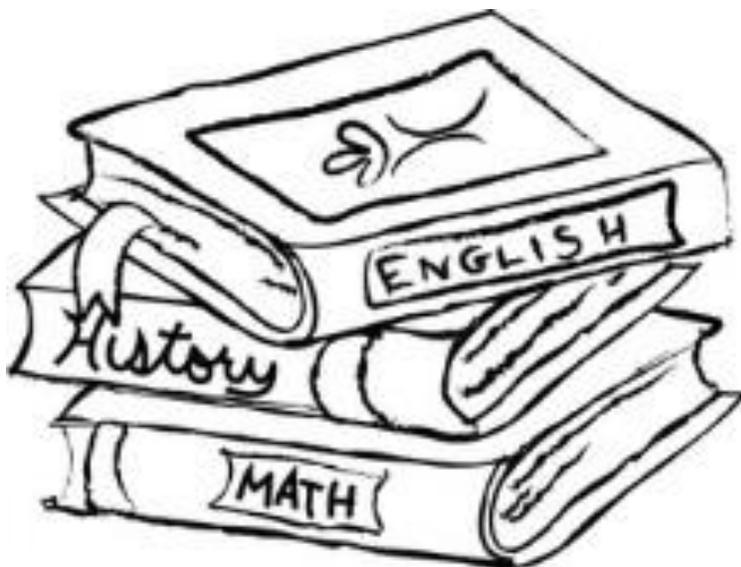


## Susan Wayne Center of Excellence

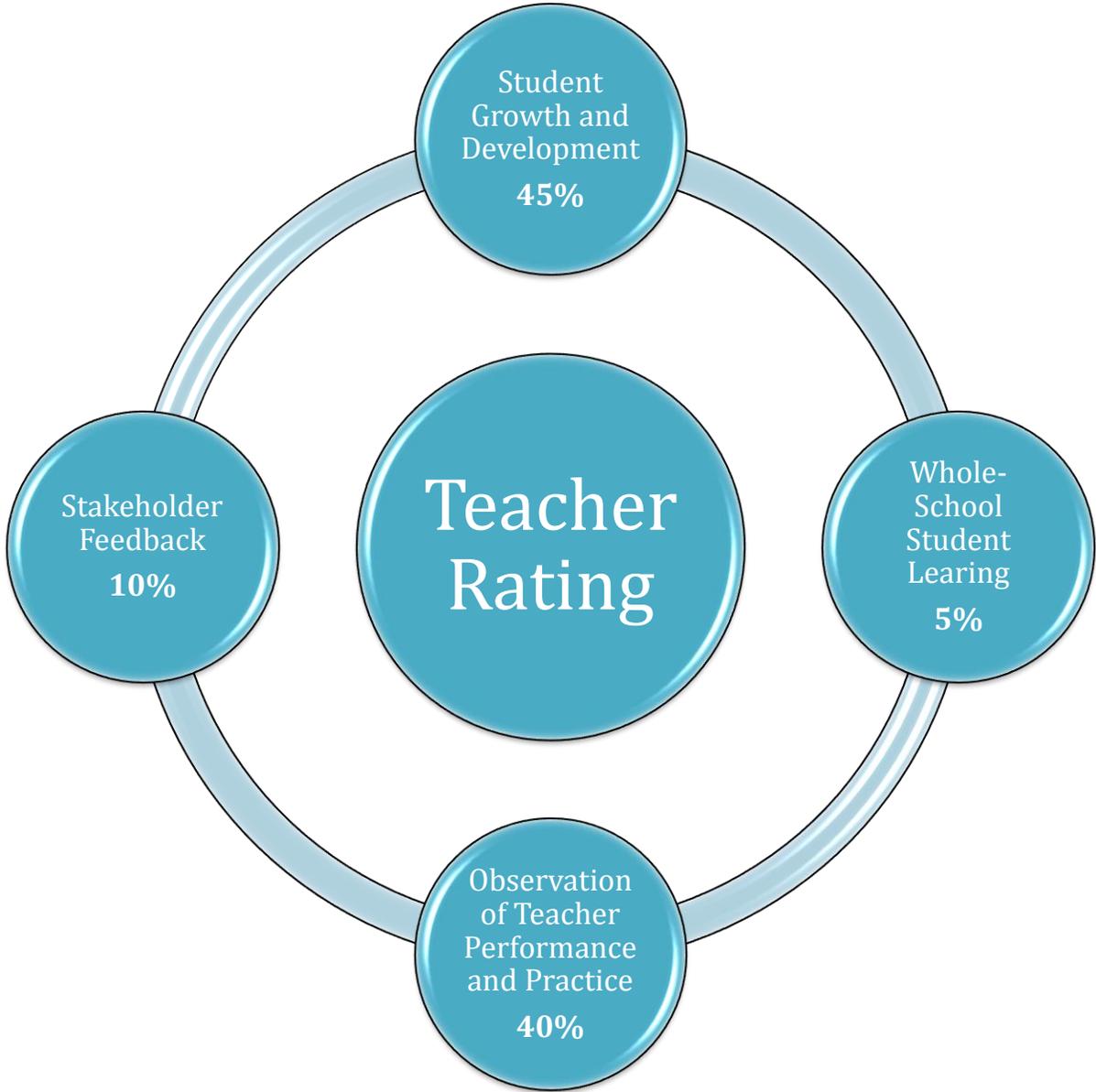
# Teacher Evaluation 2016-2017



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# Evaluation Criteria



# Teacher Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

**1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

**(a) Observation of Teacher Performance and Practice (40)**

**(b) Stakeholder Feedback (10%)**

**2. Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:

**(a) Student Growth and Development (45%)** as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)

**(b) Whole-School Measures of Student (5%)**

Scores from each of the four components will be combined to produce a summative performance rating designation of *Exemplary*, *Proficient*, *Developing* or *Below Standard*. The performance levels are defined as:

- Exemplary*** – Substantially exceeding indicators of performance
- Proficient*** – Meeting indicators of performance
- Developing*** – Meeting some indicators of performance but not others
- Below Standard*** – Not meeting indicators of performance

## Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set developmental goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

<b>Goal Setting</b>	<b>Observation</b>	<b>Mid-year Conference</b>	<b>End-year Conference</b>	<b>Summative Review</b>
By November 25	<u>Minimum of 3</u> formal observations (Dec-June)  Pre and post observations conferences included for each formal observation	January – February	By June 10	June 15

## Definition of Terms

Goals are long-range statements of aims, directions, and patterns of improvement.

IAGD objectives are Indicators of Academic Growth and Development. They are short-range statements which are specific, time limited and achievable over a period of one year or less. IAGD objectives facilitate the attainment of long-range goals.

## **IMPLEMENTATION OF THE PLAN**

### A. Goal Setting

1. The teacher and administrator (or the supervisor, as appropriate) will develop mutually agreed upon written goal(s) for the coming year on the Goal Setting Form (Attachment A). Goal(s) should be designed in accordance with the job description or district/school goals and IAGD objectives.

District, school, and individual performance goals (job description or Common Core of Teaching (CCT) standards) will be related. Goals and IAGD objectives for teachers must focus on the improvement of student learning and should be related to building and district goals. As appropriate, goals may be extended for more than one year to allow the teacher to pursue an initiative in greater depth.

2. Once the focus for the mutually agreed upon goal(s) has been established, specific plans for achieving each goal, and expected IAGD objectives will be developed. The action plan should include a set of objectives or activities, a timetable, materials needed, suggested techniques/methods to be used, restrictions or restricting conditions anticipated, identified student group or individual problems, if available. Methods of assessment for goal attainment should be stated through performance indicators. This process, in effect, establishes the beginning of the self-evaluation program.

3. The goal(s) and IAGD objectives may be revised or modified at any time during the supervisory year by mutual agreement between the teacher and administrator.

## B. Observation – December-June

1. A pre-observation conference (Pre-Observation Lesson Plan Form, Attachment B) should be conducted for all classroom observations.

Lesson objectives/learning expectations, differentiated instructional and assessment strategies for the upcoming observation should be articulated by the teacher to be observed, and documented on Attachment B. The date and length of the observation, and a requested focus for data-collection should also be included.

### 2. Classroom Visitation

- a. A classroom visitation is a data-collecting session, the substance of which has been determined previously as above.

- b. Goals and IAGD objectives (to improve student learning) may guide data collection during classroom visitations. For non-tenured teachers, or those on the Developing/Below Standard Track, the number of classroom visitations is outlined in the evaluation timeline to ensure that support is available to meet district expectations, and to accomplish previously established goals and objectives.

- c. Classroom visitations may be announced or unannounced. There should be clear understanding that every teacher will be observed formally each year and should be given a written assessment of his/her work each year. All formal classroom observations are followed by written feedback on the Observation Summary (Attachment C).

- d. Unannounced or informal observations do not require a pre-observation conference. These unannounced or informal classroom visitations should supplement but not replace formal supervisory procedures. These unannounced or informal classroom visitations are intended to provide opportunities for supplemental coaching/conversational purposes when and if necessary. Data gathered from informal classroom observations are followed by written feedback on the Informal Observation Form (Attachment G).

### 3. Post-observation conference

- a. Each class visitation must be followed by a conference to discuss the observed lesson if possible within 72 hours so that the teacher and administrator can discuss data that is fresh in the teacher's memory. Collaborative data analysis and assessment of performance remain the goal of all observation-based conferences. Follow-up observations and/or conferences can be requested by the teacher or administrator.

- b. The Post-observation Reflection (Attachment D) will be used by the teacher. This form is based on the Connecticut Competency Instrument whose indicators are embedded in the CCT.

### C. Mid-Year Check-In

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. ***Mid-Year Conference*** – The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards Student Learning Objectives (SLOs) and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. A **Mid-Year Conference Discussion Guide** is available to assist evaluators in conducting the conference.

### D. End-year Conference

1. Before the year-end meeting, all teachers will prepare a data-based self-assessment that reviews and evaluates daily performance, the achievement of annual goals and IAGD objectives, the job description, and the standards of the CCT. This self-assessment and relevant data must be brought to the year-end meeting with the supervisor/evaluator so that, as appropriate, it can be incorporated into the annual performance summary that is written by the evaluator. The annual performance summary will be recorded by the teacher on the Year-End Summative Review (Attachment F). This written reflection must be developed prior to the year-end meeting. The written self-assessment along with pertinent data that highlights specific aspects of goal attainment will be brought to the year-end meeting with the evaluator (and/or supervisor as appropriate). For purposes of accountability, the teacher’s self-assessment will serve as the primary basis for the annual performance review. If additional comments are warranted or desired by either the teacher or evaluator, they may be added to the form before the signatures of both parties.
2. The year-end conference with the supervisor/evaluator will provide an opportunity for celebrating the accomplishments of all teachers, and establishing future directions for her/his continued growth and development.

3. It should be noted that although a written performance summary should strive to be a collaboratively crafted document, absolute mutual agreement may not always be the result of said collaboration. If a teacher strongly disagrees with the year-end assessment that is written or supplemented by a supervisor/evaluator, the teacher should add a statement relative to the nature of the disagreement before signing the document.
4. Participants in the year-end conference must bring pertinent data such as available test scores, evidence of successful Reviews of Practice, student work samples, and anecdotal notes.
5. While all conferences are intended to promote the growth of the teacher and by their nature are important, the year-end conference is considered a critical element in the supervisory process.
6. The evaluation requires two (2) signatures - the teacher and the administrator, with a copy to all parties. When appropriate, the year-end conference will include the supervisor during evaluation procedures.
7. It should be noted that although a written performance summary should strive to be a collaboratively crafted document, absolute mutual agreement may not always be the result of said collaboration. If a teacher strongly disagrees with the year-end assessment that is written or supplemented by a supervisor/evaluator, the teacher should add a statement relative to the nature of the disagreement before signing the document.

**Please Note:**

**End-year Conference must be completed by 6/10/2016  
Summative Review is due by 6/15/2016**

## **Student and Educator Support Specialist (SESS) Practice Framework- CCT Rubric for Effective Service Delivery 2014**

**The Connecticut State Department of Education (CSDE)** recognizes that in many of Connecticut’s Approved Private Special Education Programs (APSEPs), there are educators who provide academic and/or clinical services. A group of these individuals are referred to as Student and Educator Support Specialists (SESS). Support Specialists or service providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

The CSDE, in partnership with SESS representatives from around the state developed the *CCT Rubric for Effective Service Delivery 2014* for use with support specialist. This rubric was developed as a companion to the *CCT Rubric for Effective Teaching 2014* and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of learners.

In spring 2015, phase one of a validation study of the *CCT Rubric for Effective Service Delivery* began with an extended group of field practitioners. This work resulted in an improved version of the rubric to embrace a wider range of service provider roles and responsibilities with greater attention to both student and adult learners. As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2015* is offered as an option for use as part of an APSEP evaluation and support plan and should be considered by the established Professional Development and Evaluation Committee (PDEC) as part of discussion of educator roles and responsibilities and appropriate observation frameworks. Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this rubric to most closely represent a CSDE-APSEP that may have unique assignments and responsibilities (e.g., board-certified behavior analyst (BCBA), home school family liaison, instructional coach, transition coordinator, etc.).

## CCT RUBRIC FOR EFFECTIVE TEACHING 2015 – AT A GLANCE

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<b>DOMAIN 1: Learning Environment and Commitment to Learning</b>	<b>DOMAIN 2: Planning for Active Learning</b>
<p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> <li>A. Promoting a positive learning environment that is respectful and equitable.</li> <li>B. Promoting developmentally appropriate standards of behavior that support a productive learning environment.</li> <li>C. Maximizing service delivery by effectively managing routines and transition.</li> </ul>	<p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> <li>A. Developing plans aligned with standards that build on learners’ knowledge and skills and provide an appropriate level of challenge.</li> <li>B. Developing plans to actively engage learners in service delivery.</li> <li>C. Selecting appropriate assessment strategies to identify and plan learning targets.</li> </ul>
<b>DOMAIN 3: Service Delivery</b>	<b>DOMAIN 4: Professional Responsibilities and Leadership</b>
<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevance learning and to promote their curiosity about eh world at large by:</i></p> <ul style="list-style-type: none"> <li>A. Implementing service delivery for learning.</li> <li>B. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</li> <li>C. Assessing learning, providing feedback and adjusting service delivery.</li> </ul>	<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> <li>A. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</li> <li>B. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</li> <li>C. Working with colleagues, students and families develop and sustain a positive school climate that supports student/adult learning.</li> </ul>

## Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

### Therefore, in the SEED teacher evaluation and support model:

Each teacher should be observed between three and eight times per year through both formal and informal observations as defined below.

- Formal:** Observations that last at least 30 minutes and are followed by a post- observation conference, which includes timely written and verbal feedback.
- Informal:** Observations that last at least ten minutes and are followed by written and/ or verbal feedback.
- Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.

***PLEASE NOTE:** reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation or review of practice.*

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within five business days, but districts are encouraged to consult with evaluators and teachers to establish a mutually agreed upon timeframe.
- Providing both verbal and written feedback after an informal observation or a review of practice is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.
- Districts and evaluators can use their discretion to establish a mutually agreed upon number of observations based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. The table on the next page summarizes the recommendations within the SEED model as compared with requirements established in the Guidelines.

## Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). **Pre- and Post-Conference Forms** are available.

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

## Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2014*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

## Stakeholder Feedback (10%)

Feedback from stakeholders will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED.

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school stakeholder survey (meaning data is aggregated at the school level);
2. Administrators and teachers determine several school-level stakeholder goals based on the survey feedback;
3. The teacher and evaluator identify **one** related stakeholder engagement goal and set improvement targets;
4. Evaluator and teacher measure progress on growth targets; and
5. Evaluator determines a teacher's summative rating, based on four performance levels.

## Administration of a Whole-School Stakeholder Survey

Stakeholder surveys should be conducted at the whole-school level as opposed to the teacher- level, meaning stakeholder feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Stakeholder surveys must be administered in a way that allows stakeholders to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to stakeholders' names. The stakeholders' survey should be administered every spring and trends analyzed from year to year.

# Guidelines for Writing Goals, IAGD Objectives, and Lesson Objectives

1. Goals and IAGD objectives must be written by those who are responsible for achieving them.
2. Goals and IAGD objectives must be mutually agreed upon and be sufficiently challenging and appropriate for the teacher's experience and stage of development.
  - a. Goals and IAGD objectives must be specifically identified.
  - b. It is acceptable to seek suggestions or help in setting goals and IAGD objectives (peer assistance appropriate here).
  - c. Discussion, deliberation, and negotiation are encouraged in order to avoid unrealistic and/or inappropriate goals.
  - d. Pressure or coercion, implied or otherwise, must not be used to obtain agreement.
3. Goals, IAGD objectives, and lesson objectives must state in observable terms the specifics to be accomplished. It is best to use action verbs when writing goals, objectives, and lesson objectives.
4. Goals, IAGD objectives, and lesson objectives must relate to the individual's role. An individual's goals must be compatible with content/grade, school, and district goals.
5. Goals and IAGD objectives will be discussed with administrator (or supervisor as appropriate). They will then be stated in writing with signatures of all parties affixed to each copy and will be referred to in conferences throughout the year.
6. Goals and IAGD objectives must be realistic and attainable.

## Teacher Performance Rubric Summary Description

The Teacher Supervision, Evaluation, and Professional Learning Committee created the new yearly Teacher Performance Rubric Summary with opportunity for input from all certified Susan Wayne educators. The new Rubric Summary provides the teacher and the supervisor/evaluator with clear indicators of accomplishments and for continuous teacher improvement. The descriptive statements in the rubric are linked to the foundational skills and competencies as well as the discipline-based professional teaching standards of *Connecticut's Common Core of Teaching* (CCT). Susan Wayne's Danielson Rubric is organized around the four CCT instructional standards (i.e., Planning for Active Learning; The Classroom Environment; Instruction; and Professional Responsibilities and Teacher Leadership) and the Danielson-Susan Wayne Rubric. The rubric summary is used as an analytic tool to provide feedback for teachers to help them plan for further professional growth. As part of the dialog at the End of Year Performance Conference, the teacher and supervisor/evaluator will use the rubric and matrix to assess the yearly performance.

The rubric being used is based on the *Connecticut Common Core of Teaching and Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 2012). These are "best practices" for all teachers.

The four performance continuum columns for each discipline rubric, reading from left to right, were given a rating of 1 through 4 by the Teacher Supervision, Evaluation, and Professional Committee, as outlined below:

1. Below Standard
2. Developing
3. Proficient
4. Exemplary

The administrator/supervisor determines proficiency by completing the Teacher Performance Rubric Summary (Attachment H) and calculating the composite score using the key located at the bottom of Attachment H.

The ratings from the rubric will be recorded on Attachment H (Teacher Performance Rubric Summary). During the dialog between the teacher and supervisor/evaluator during conferences, the teacher will share artifacts, student data, Reviews of Practice from the classroom, and through formal and informal observation(s) by the supervisor/evaluator. Attachment H will be completed later by the supervisor/evaluator and given to the teacher for signature and further discussion if necessary. If any issues/concerns arise, the teacher may request an additional conference with the supervisor/evaluator.

**GOAL SETTING – Due November 25**

**Teacher** \_\_\_\_\_

**School/Grade** \_\_\_\_\_

**Date** \_\_\_\_\_

I. **Goal/ IAGD Objective:** (Specific, realistic, manageable and measurable IAGD objective stating what you hope to achieve. This should be an initiative which you consider to be worthy of focused attention.)

II. **Action Plan:** (Strategies, activities, or methods you believe will be helpful in accomplishing your goal/IAGD objective.)

III. **Indicators of Academic Growth and Development (IAGD):** (Evidence that the objective has been achieved. This section describes what you will expect as measures of your success and progress toward goal.)

IV. **Support/Resources requested:**

V. **Goal is approved as proposed:**

**Signature of Adm.** \_\_\_\_\_

**Date** \_\_\_\_\_

**Signature of Supv.** (as appropriate) \_\_\_\_\_

**Date** \_\_\_\_\_

**Signature of Teacher** \_\_\_\_\_

**Date** \_\_\_\_\_

Pre-Observation Lesson Plan Form

Teacher \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Date of Visit \_\_\_\_\_ Time \_\_\_\_\_

**Content Standards:** Identify one or two primary local, state, or national curricular standards this lesson is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

**Learner Background:** Describe the students' prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students' previous performance in this content area or skill impact your planning for this lesson?

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**Learning Activities:** Identify the instructional grouping (whole class, small groups, pairs, and individuals) you will use in each lesson segment and approximate time frames for each.

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

Lesson Development: Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

**Pre-Observation Lesson Plan Form continued**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with learning differences. These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEP's, gifted and talented students, struggling learners, and English language learners.

*Note: Differentiated instruction may not be necessary in every lesson. However, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.*

Which students do you anticipate may struggle with content/learning objectives of this lesson?		
Student Name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?
Which students will need opportunities for enrichment/higher level of challenge?		
Student Name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?

Notes from the pre-conference

**OBSERVATION SUMMARY**

**Teacher** \_\_\_\_\_ **Grade/Content Area** \_\_\_\_\_

**Date** \_\_\_\_\_ **Time** \_\_\_\_\_

**I. MANAGEMENT**

**II. INSTRUCTION (Plan/Teach)**

**III. ASSESSMENT**

\_\_\_\_\_  
**Teacher's signature**

\_\_\_\_\_  
**Administrator's signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor's signature (as appropriate)**

**POST-OBSERVATION REFLECTION**

**Teacher** \_\_\_\_\_

**Grade/Content** \_\_\_\_\_

**Date of Visit** \_\_\_\_\_

**Time** \_\_\_\_\_

**Lesson Data to be Discussed During Post-Observation Conference:** What did I want my students to learn? (As you reflect on the lesson, how did it actually unfold as compared to what you had anticipated happening as you did your planning?):

**Summary of Teacher Reflections:** How did I know my students learned it? (Provide the data/information that you have used to determine your students' progress towards this lesson's objectives. Include individual and group information/data.):

**Implications for Future Planning/Teaching:** If my students did not learn it, what do I do differently? (How will you use your students' performance today as you envision the next step for these students in learning? If you were to teach this lesson again to these students, what changes would you make? As you reflect over this lesson, what ideas or insight are you discovering about your teaching?):

\_\_\_\_\_  
**Teacher's signature**

\_\_\_\_\_  
**Administrator's signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor's signature (as appropriate)**

**MID-YEAR PROGRESS TOWARD GOAL(S)/OBJECTIVE(S) –**  
**Due at time of Mid-year Conference**

**Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reflections on progress toward annual goal(s)/objective(s) that will lead to student growth:**

**Indicator of Academic Growth and Development (IAGD):**

**Reflections on growth in meeting standards of CCT:**

**Additional Comments: (optional)**

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor's Signature (as appropriate)**

**YEAR-END SUMMATIVE REVIEW – No Later Than June 15**

**Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evidence of student progress towards meeting goal(s) / objective(s)** (bring multiple indicators to discuss the extent to which students met learning goal(s) / objective(s) as well as reviews of practice):

**Reflections on effectiveness of overall performance\*:**

**Reflections on growth in meeting standards of CCT:**

**\*Attach relevant artifacts and data. Non-tenured teachers may refer to categories suggested on Reviews of Practice Form.**

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor's Signature (as appropriate)**

### Teacher Performance Rubric Summary

Year _____	School(s) _____
Teacher _____	Subject _____
Supervisor _____	Title _____
Evaluator _____	Title _____

<i>Score (Please check appropriate score): 1 = Below Standard 2 = Developing 3 = Proficient 4 = Exemplary</i>	1	2	3	4
<b>Domain 1. Planning for Active Learning</b>				
1a. Ensuring that the content instruction is an appropriate level of challenge and meets student learning needs				
1b. Developing and organizing coherent and relevant units, lessons and learning tasks				
1c. Supporting content area literacy skills; and when appropriate, numeracy skills across the curriculum				
1d. Selecting appropriate assessment strategies to monitor student progress				
<b>Domain 2. The Classroom Environment</b>				
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organization of physical space				
<b>Domain 3. Instruction</b>				
3a. Communicating with students				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Using assessment in instruction				
3e. Demonstrating flexibility and responsiveness				
<b>Domain 4. Professional Responsibilities and Teacher Leadership</b>				
4a. Engaging in continuous professional growth to impact instruction				
4b. Collaborating with colleagues to develop and sustain continuous improvement				
4c. Communicating and collaborating with, and engaging appropriately with families about their students instructional program				
4d. Demonstrating other professional behaviors				
<b>40% Teacher Performance and Practice</b>				
<b>Composite Score (Please circle score):    1 = 26-18    2 = 44-27    3 = 32-45    4 = 72-63</b>				

**Teacher Performance Rubric Summary (Continued)**

**Meeting Dates:**

Goal Setting Conference: \_\_\_\_\_ Mid-Year Conference: \_\_\_\_\_

End of Year Conference: \_\_\_\_\_

Pre-Observation Conference: \_\_\_\_\_

Observations: \_\_\_\_\_

Post Observation Conference: \_\_\_\_\_

**Teacher Rating Breakdown:**

40%: \_\_\_\_\_

10%: \_\_\_\_\_ = \_\_\_\_\_

45%: \_\_\_\_\_

5%: \_\_\_\_\_ = \_\_\_\_\_

Total Score: \_\_\_\_\_

**Summary**

A brief summative statement may be included with this evaluation; the evaluator may address the following:

- Areas of Strength/Commendations
- Professional Goal Progress
- Areas of Growth Needed
- Supervisor/evaluator and teacher must mutually agree on an area of focus for continuous improvement and document in the Summative Statement below.

Summative Statement (*Optional*):

**Signature indicates that the Teacher received a copy.**

Supervisor \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator \_\_\_\_\_

Date: \_\_\_\_\_

Teacher \_\_\_\_\_

Date: \_\_\_\_\_

**I agree**       **I disagree**

Additional Comments (Teacher: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.) If any issues/concerns arise, the teacher may request an additional conference with the supervisor/evaluator.