

Falmouth School Department

Process of Evaluation & Supervision Continuing Contract Teachers

Date of Initiation: Fall 2005

Guiding this work are the

Standards for Accomplished Teaching

(Based on Five Core Propositions of the
National Board Professional Teaching Standards)

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to their students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

Descriptors of Standards

1. Teachers are committed to students and their learning
 - a. Demonstrates knowledge of cognitive development and different learning styles
 - b. Creates a culture of respect and equity
 - c. Creates a culture of high expectations for learning
2. Teachers know the subjects they teach and how to teach those subjects to their students
 - a. Demonstrates an understanding of how their subject is organized, how concepts are related, and how concepts are linked to other disciplines
 - b. Uses a breadth of instructional techniques effectively
 - c. Designs coherent units of instruction (learning goals, activities, materials, resources) and utilizes a breadth of available curriculum resources
3. Teachers are responsible for managing and monitoring student learning
 - a. Organizes and manages classroom procedures, including physical environment, groups, transitions, and materials
 - b. Manages student behavior
 - c. Assesses student growth consistently and in accordance with instructional goals and standards
 - d. Engages students in learning
 - e. Provides constructive, timely and substantive feedback to students
 - f. Maintains accurate records of student learning
4. Teachers think systematically about their practice and learn from experience
 - a. Reflects on teaching practices accurately and is able to create strategies to modify future teaching
 - b. Demonstrates flexibility and responsiveness by monitoring student learning and modifying instruction according to student needs
 - c. Makes an effort to grow professionally
5. Teachers are active members of learning communities
 - a. Collaborates with other teachers, administrators, and district staff
 - b. Communicates and collaborates with parents
 - c. Fulfills all professional responsibilities

Supervision & Evaluation System

Introduction

The Falmouth School Department is committed to providing a high quality standards-based education for all students – one that acknowledges and respects the wide range of student ability and offers diverse and appropriate learning opportunities for all. One component of supporting student learning is a set of clear expectations for teachers in the district, which clearly meets all requirements of teacher supervision by local policy mandate and state guidelines. Also, the community holds as a key performance goal for the district the continued commitment to building a supportive, professional learning community for the teaching staff. Therefore, the district has based its standards of teacher performance expectations on the Five Core Propositions of the National Board for Professional Teaching.

The purpose of the Supervision and Evaluation System for continuing contract teachers is to provide a structured, supportive, and collaborative environment to promote professional learning that will enhance student learning. This system will provide an assessment cycle to ensure that all teachers continue to meet the district's standards for effective teaching and to be reflective in their practice.

The Supervision and Evaluation System is a three-year process and is designed so the teacher will work on an individually developed plan for two years, with administrative support through both formative and summative feedback. The third year is designed to allow teachers time for reflection upon and practice of new learnings. If the administrator and teacher agree, the plan can also be extended into the third year.

Process

Step 1: By the end of October of Year One, the teacher completes a self-assessment using the National Board Professional Teaching Standards (see attached rubric). The teacher chooses a minimum of two sub-standards (out of 18 possible) to work on during the next two years. The self-reflection should be a thoughtful analysis of strengths and areas of need based on past student learning. Documentation prepared by the teacher includes the NBPTS rubric marked for the purpose of self-assessment, and a one-page reflection based on those standards. A copy of the reflection will be submitted.

Step 2: A proposed Professional Growth Plan Description (see attached form) is prepared based on the self-assessment. The Professional Growth Plan Description should also include methods and strategies for completing the plan, indicators of progress, including student data, and resources/support needed. (See list of options, also attached.)

Step 3: In October or early November of Year One, the teacher meets with his/her administrator to discuss the proposed plan. The administrator may choose to change one of the goals that the teacher has chosen based on other described professional priorities for that teacher. The agreed upon plan and the methods for working on the goals are agreed upon by the administrator and teacher, and then documented on the form. In addition, the plan will include a description of how the teacher will demonstrate the completion of the plan and how student learning has been impacted. The administrator retains the option of providing an administrative evaluation through observation or other methods as a contributing element of the proposed plan. Agreement to the plan is indicated by signature of both the teacher and the administrator.

Step 4: Goals are addressed as described in the plan during Year One.

Step 5: In May of Year One, the teacher and administrator meet to discuss progress toward meeting the proposed plan. At this time, the plan can be readjusted and revised based on work completed during Year One.

Step 6: Goals continue to be addressed as described in the plan during Year Two.

Step 7: By May 15 of Year Two, the teacher completes the Professional Growth Plan Review, including vital results and outcomes. The teacher then meets with the administrator to discuss completion of the plan.

Step 8: The administrator provides a **summative evaluation**, adding a narrative description to the Professional Growth Plan Review under “administrator comments,” citing the teacher’s performance based on the targeted goals and an assessment of outcomes. Commendations and recommendations for improvement will be included as appropriate.

Step 9: If the goals have not been completed, a plan is developed to continue the work in Year Three.

Timeline

Year One

September

- Teacher completes self-assessment using the National Board Standards for Professional Teaching
- A one-page reflection is written, and two target goals are identified.
- A Professional Growth Plan Description is developed based on the self-assessment and reflection's target goals.

October and November

- Teacher presents his/her proposed Professional Growth Plan Description to the administrator.
- The administrator may suggest one goal change.
- The Professional Growth Plan Description is finalized, with signatures by both the teacher and the administrator.

December through April

- The Professional Growth Plan is addressed.

May and June

- Teacher meets informally with principal for plan review and updating, as needed.

Year Two

September through April

The Professional Growth Plan is addressed.

May and June

Teacher prepares Professional Growth Plan Review and presents it to the administrator, with any supporting materials attached as needed.

Administrator completes Administrator comments section as the summative assessment. It is reviewed with the teacher, whose signature signifies that the summative assessment has been presented.

If the teacher wishes to comment further on the summative assessment, his/her written comments may also be attached to the form prior to superintendent review.

Options for the Continuing Contract Teacher

Methods/Strategies

- Critical Friends Groups
- Peer coaching/observation
- Classroom based research
- Action research
- Take on a leadership role
- Portfolio development
- Serve as a mentor
- Take graduate or continuing education courses
- Develop content knowledge
- Develop assessments
- Study groups, either organize or participate
- Personal reflective journal
- Look at student work and develop instructional responses
- Collaborate with outside organizations, e.g. CBEA, SMP
- Administrative observation
- National Board candidacy

Possible Topics to Embed in Goal Statement

- Differentiation
- How students learn
- Effective teaching
- Effective assessment
- Cross disciplinary teaching and or collaboration
- Questioning strategies
- Curriculum implementation, e.g. Jr. Great Books

Possible Options for Demonstration of Met Goals

- Student data
- Anecdotal evidence (student work artifacts, survey results, journaling)
- Research findings
- Observation notes (administrator or peer)
- Certificates of course completion
- Letters from colleagues

PLEASE NOTE: These are all suggestions, and are not intended to be prescriptive or limiting.