

**Differentiated Teacher Supervision**  
**And**  
**Evaluation System**

**Burlington School District**  
**150 Colchester Avenue**  
**Burlington, VT 05401**

**E.E.O. This is available in alternative forms for persons with disabilities.**

## **Burlington School District**

### **Differentiated Teacher Supervision and Evaluation System Revised 2007**

The Burlington School District's differentiated supervision and evaluation system recognizes that individual teachers have different needs in addressing their professional growth and development. The system will provide varying levels of supervision in order to better assist teachers in those areas. The following components are included in the differentiated supervision and evaluation system:

Goal Setting – All teachers will participate in annual goal setting. Goals will be collaboratively established by the teacher and administrator and will include a colleague in the Colleague Consultation component. A minimum of two goals will be established. At least one of these additional goals will focus on the improvement of instruction. Individual goals should relate to the accomplishment of school and district goals. Goals should be clearly and specifically stated with indicators of attainment which clearly show how goal achievement can be determined.

Intensive Supervision – For teachers either in their first two years of employment with the Burlington School District (including those with Limited Teacher Contracts) or in a new endorsement area or “set” through change in assignment. Intensive Supervision is a modification of the Ongoing Supervision process with additional classroom observations required. After their first year on intensive supervision, a teacher may be moved to ongoing supervision for their second year at the discretion of their supervisor.

Ongoing Supervision – For teachers employed by the Burlington School District for two or more consecutive years, who do not change “set” or endorsement area. Teachers and their supervisor set goals, schedule observations and conferences and meet at the end of the year to summarize goal attainment and to discuss the administrator's evaluation of the teacher's performance. A teacher can be referred to, or request, Ongoing supervision at anytime during the Colleague Consultation or Goals cycles.

Colleague Consultation – For teachers employed by the Burlington School District for three or more consecutive years, who do not change “set” or endorsement area. A teacher will choose a colleague to work with on goal setting and professional growth and development in collaboration with their supervisor. The colleagues will share expertise and provide each other with support, feedback and technical assistance to refine present skills and learn new ones.

Focused Assistance – For a teacher when his/her performance at any point does not meet the competencies (see Competencies of Professional Practice). All teachers who are held on step must have a Focused Assistance Plan. A teacher is placed in Focused Assistance when their performance does not meet the competencies in any of the four vital areas of professional practice or they fail to make required progress toward attainment of identified goals.

## ***The Cycle of Differential Supervision and Evaluation***

### ***Summary:***

Cycle for teachers on Ongoing Supervision –

|                     |                    |                     |
|---------------------|--------------------|---------------------|
| <u>Year 1</u>       | <u>Year 2 to 5</u> | <u>Year 6</u>       |
| Ongoing Supervision | Colleague or Goals | Ongoing Supervision |

Cycle for teachers on Intensive Supervision –

|                       |                                  |                          |
|-----------------------|----------------------------------|--------------------------|
| <u>Year 1</u>         | <u>Year 2</u>                    | <u>Year 3- Mandatory</u> |
| Intensive Supervision | Intensive or Ongoing Supervision | Ongoing Supervision      |

### ***Competencies of Professional Practice***

The attached competencies of professional practice serve as a foundation for the district's differentiated supervision and evaluation system. Nineteen competencies are utilized to describe the complex activity of teaching; these are divided into four vital areas of teaching responsibility:

Vital Area 1: Planning Preparation

Vital Area 2: The Classroom Environment

Vital Area 3: Instruction

Vital Area 4: Professional Responsibilities

Specific features of each competency are further defined by indicators with a rubric for each indicator that defines levels of performance ranging from “not meeting competencies” to “exceeding competencies”. These indicators and levels of performance should be viewed and used more as a continuum of professional growth than a final rating and should serve as a guide for assisting teachers in improving their practice and reaching goals.

### ***Administrative Responsibilities for All Teachers:***

On or about October 15 of each school year, the supervising administrator will have a staff meeting to discuss this system. It is understood that October 15, some of the goal setting for the district or school may not have been finalized. The administration will provide as much specificity as possible at that time concerning both district and building goals.

By October 30 of each year, the supervising administrator will have scheduled a meeting with each teacher to establish individual goals for that school year.

### ***INTENSIVE SUPERVISION***

Intensive Supervision is a modification of the Ongoing Supervision process with four rather than two required instructional observations and conferencing sessions. The second of these sessions must be scheduled before December 15 and the fourth of these must be completed by March 1.

By March 1, the administrator will schedule a meeting with the teacher. The purpose of this meeting will be:

1. To summarize goal attainment, stating that the goals have been attained or why they have not. A comment reflecting goal attainment will be made on the Final Summative Evaluation form.
2. For the administrator to evaluate the teacher's performance using the Final Summative Evaluation form.

Following a discussion of the teacher's performance and goal attainment, the administrator will recommend the following status to the Superintendent:

- a) Renewed
- b) Intensive Supervision (in case of change of "set" or endorsement area)
- c) Focused Assistance
- d) Held on Step
- e) Non-renewed

The Final Summative Evaluation form and a copy of the Goal Setting Sheet with the Mid-Year assessment completed will be forwarded together to the Superintendent by March 1. Both of these documents are filed in the teacher's personnel file.

### ***ONGOING SUPERVISION***

Teachers and their supervisors set goals, schedule observations and conferences and meet at the end of the year to summarize goal attainment and to discuss the administrator's evaluation of the teacher's performance.

In the Ongoing Supervision component, a teacher works with an administrator to achieve defined goals. Participants will focus supervisory interactions on specific goals and selected competencies from the Competencies of Professional Practice. . A teacher can be referred to, or request, Ongoing supervision at anytime during the Colleague Consultation or Goals cycles.

The teacher and administrator will conduct a minimum of, but not limited to, two (2) instructional observation and conferencing sessions. The first of these sessions will occur no later than December 15, and the second will occur before the end of the school year. . If a report is prepared by an evaluator concerning a class visit, such report shall be shared with the teacher **within three (3) school days** of the classroom observation. The Record of Instructional Supervision form will be used for this purpose and will not be included in the teacher's personnel file.

By the end of the school year, the administrator will schedule a meeting with each teacher. The purpose of this meeting will be:

1. To summarize goal attainment, stating that the goals have been attained or why they have not. A comment reflecting goal attainment will be made on the Final Summative Evaluation form.
2. For the administrator to evaluate the teacher's performance using the Final Summative Evaluation form.

Following a discussion of the teacher's performance and goal attainment, the administrator will recommend the following status to the Superintendent:

- a) Renewed
- b) Intensive Supervision (in case of change of "set" or endorsement area)
- c) Focused Assistance
- d) Held on Step
- e) Non-renewed

A copy of the Goal Setting Sheet and the Final Summative Evaluation form will be forwarded together to the Superintendent's office for inclusion in the teacher's personnel file.

### ***COLLEAGUE CONSULTATION***

For teachers employed by the Burlington School District for three or more consecutive years, who do not change "set" or endorsement area. A teacher will choose a colleague to work with on goal setting and professional growth and development in collaboration with their supervisor. The Colleague Consultation component must be mutually agreed to by the teachers and the administrator.

In the Colleague Consultation component, teachers mutually agree to share responsibility for achieving defined goals. Participants will focus their peer interactions on identified goals as well as selected competencies from the Competencies of Professional Practice. The colleagues will share expertise and provide each other with support, feedback and technical assistance to refine present skills and learn new ones. Teachers engaged in the

Colleague Consultation component develop their timeline for the year and are also responsible for sharing the results in both an interim and summative conference with the appropriate administrator(s).

By January 30, the administrator may schedule a meeting with the teachers to discuss goal attainment to date and to review accomplishment thus far in working with the Collegial Consultation component.

By the end of the school year, the administrator will schedule a final conference with the teachers. The purpose of this meeting will be:

1. To summarize goal attainment, stating that the goals have been attained or why they have not. A comment reflecting goal attainment will be made on the evaluation form cover sheet.
2. For the administrator and teachers to discuss and summarize achievement of the colleague consultation using the Goal Setting form.

Following a discussion of the teacher's performance and goal attainment, the administrator will recommend the following status to the Superintendent:

- a) Renewed
- b) Intensive Supervision (in case of change of "set" or endorsement area)
- c) Focused Assistance

A copy of the Goal Setting Sheet form will be forwarded to the Superintendent's office for inclusion in the teacher's personnel file.

### ***SELF-DIRECTED GOALS***

For teachers employed by the Burlington School District for four (4) or more consecutive years with a minimum of two years of teaching in their current school, who do not change "set" or endorsement area. (Please refer to section 13.1(h) of the BEA Agreement for the definition of elementary "sets".) The Self-Directed Goals must be mutually agreed to by the teacher and the administrator. This component may be chosen by experienced teachers who wish to pursue a specific project of innovation or improvement to the teaching and learning in their classroom/school/district.

The Self-Directed Goals of this differentiated evaluation model are intended to address the needs of experienced teachers who wish to enhance their personal and professional development by focusing on areas of interest and engaging in several highly reflective individual activities. The Self-Directed Goals must be mutually supported by the administrator. The initial Self-Directed Goals conference will focus on a written action plan proposal submitted by the teacher to the administrator. Teachers will describe goals, project activities, rationale, and required resources. Administrators will clarify the project focus, explore various aspects of the project, and discuss ways to assess results.

An interim and summative conference will enable both to review progress, assess results and define project impact.

The administrator will schedule a meeting with the teacher to discuss goal attainment to date and to review accomplishment in working with the Self-Directed Goals.

The purpose of this meeting will be to summarize goal attainment, stating that the goals have been attained or why they have not.

Following a discussion of the teacher's accomplishments and goal attainment, the administrator will recommend the following status to the Superintendent:

- a) Renewed
- b) Intensive Supervision (in case of change of "set" or endorsement area)
- c) Focused Assistance
- d) Held on Step
- e) Non-renewed

A copy of the Goal Setting Sheet will be forwarded to the Superintendent's office for inclusion in the teacher's personnel file.

### ***FOCUSED ASSISTANCE***

A teacher is placed in Focused Assistance when their level of performance does not meet the competencies in any one of the four vital areas of professional practice or when the teacher fails to make required progress toward attainment of identified goals. All teachers who are held on step must have a Focused Assistance plan.

The decision to place a teacher in Focused Assistance can be made at any time during the school year. When a teacher is placed in Focused Assistance, he/she will be given a notice of deficiencies with remedies, timelines for implementation and feedback. Additional administrative support from central office may also be included. It is difficult to describe further the contents of this plan because it will vary widely depending on the nature of the deficiency.

If a teacher is placed in Focused Assistance during the course of a school year with the intent of continuing the Focused Assistance into the next year, the teacher will be held on step in accordance with contractual dates for notification.

Prior to the dates specified in the contract, the supervising administrator will establish a meeting with any teacher in Focused Assistance to determine if the teacher has improved sufficiently to meet the competency area(s) identified in the remedial plan. If the teacher has not sufficiently improved, the supervising administrator will make a recommendation to the Superintendent either to hold the teacher on step and continue him/her in Focused Assistance for another year or to non-renew.

If the teacher does improve performance to an acceptable level in accordance with contractual dates of notification, there will be another meeting scheduled before the end of the school year to re-evaluate skills in each competency area. Following this meeting, the supervising administrator will make a recommendation on the teacher's supervision/evaluation category for the upcoming year.

Participants in the Focused Assistance component will be formally observed as necessary and will engage in pre/post conferences with the administrator on each of these observations. Administrators will also document multiple classroom visitation and related data collection activities. Transition from the Focused Assistance component is dependent on the correction of any deficiencies in current practice as defined by the teacher's assigned administrator.

***Important Dates:***

**By October 15:**

- ❖ Staff meeting conducted to discuss system

**By October 30:**

- ❖ Individual goals established with teachers

**By December 15:**

- ❖ First observation completed for teachers on ongoing supervision
- ❖ Second observation completed for teachers on intensive supervision

**By January 30:**

- ❖ Interim conference held for teachers on colleague

**By March 1:**

- ❖ Fourth observation completed for teachers on intensive supervision
- ❖ Final Summative Evaluation due for teachers on intensive supervision

**By End of School Year:**

- ❖ Second observation completed for teachers on ongoing supervision
- ❖ Final Summative Evaluation due for teachers on ongoing supervision,
- ❖ Documented final meeting for colleague consultation and goals

**Within 3 School Days:**

- ❖ If a report is prepared by an evaluator concerning a class visit, such report shall be shared with the teacher within three (3) school days of the classroom observation.. The Record of Instructional Supervision form will be used for this purpose and will not be included in the teacher's personnel file.

**GOAL SETTING AND MONITORING SHEET**  
**School Year**

TEACHER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_ COMPONENT: \_\_\_\_\_

INSTRUCTIONS: Goals will be collaboratively established by the teacher and his/her supervisor. A minimum of two and no more than five goals will be established. At least one of these additional goals will focus on the improvement of instruction. Individual goals should also relate to accomplishment of school and district goals and Individual Professional Development Plans. Many goals will do both. Goals should be clearly and specifically stated with indicators of attainment which clearly show how goal achievement can be determined.

| <u>GOAL(S)</u> | <u>INDICATORS OF<br/>ATTAINMENT</u> | <u>ATTAINMENT OR<br/>REASON FOR<br/>NON-ATTAINMENT</u> |
|----------------|-------------------------------------|--|
|----------------|-------------------------------------|--|

(Continue on back as needed)

**FINAL SUMMATIVE EVALUATION FORM**  
**Colleague Consultation and Self-Directed Growth**  
**School Year**

TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHING ASSIGNMENT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

COLLEAGUE (If Colleague Consultation): \_\_\_\_\_

The supervisor will provide a narrative summary for all teachers working in either Colleague Consultation or Self-Directed Growth.

Interim Conference Date (by January 30): \_\_\_\_\_

Final Conference Date (by end of school year): \_\_\_\_\_

Narrative:

Narrative (continued)

(Please attach additional pages as needed)

Progress toward attainment of identified goals:

Supervisor should check any appropriate boxes:

- Renewed
- Intensive Supervision
- Focused Assistance
  - Held on Step
- Non-renewed

\_\_\_\_\_  
Teacher Signature and Date

\_\_\_\_\_  
Supervisor Signature and Date

**RECORD OF INSTRUCTIONAL SUPERVISION**

TEACHER: \_\_\_\_\_ ASSIGNMENT: \_\_\_\_\_

OBSERVATION DATE: \_\_\_\_\_ CONFERENCE DATE: \_\_\_\_\_

Evaluation component and type of observation/conference:

\_\_\_\_\_ Intensive Supervision  
 First  Second  Third  Fourth  Optional

\_\_\_\_\_ Ongoing Supervision  
 First  Second  Optional

\_\_\_\_\_  
Signature of teacher – date

\_\_\_\_\_  
Signature of supervisor – date

(White: teacher Yellow: supervisor **No copy to personnel office**)

**Burlington School District**  
**200X-200X Differentiated Supervision & Evaluation Cover Sheet**

PLEASE PRINT OR TYPE:

**Teacher:**  
**Component:**  
**Colleague (if applicable):**

**School:**  
**Position:**

**INTENSIVE SUPERVISION:**

- Stated Goals for the year
- Two observations/conferences by Dec. 15
- Two additional observations/conferences by Mar 1
- Final summative evaluation with specific recommendations for next year

**ONGOING SUPERVISION:**

- Stated Goals for the year
- Two observations/conferences by June 15
- Final summative with specific recommendations for next year

**COLLEAGUE CONSULTATION:**

- Stated Goals for the year
- Self- reflection summary of teacher's perception of action plan success
- Summary of final conference with colleague and collaborating administrator
- Final summative evaluation with specific recommendations for next year

**FOCUSED ASSISTANCE:**

- A specific improvement plan with defined goals and timeline
- Interim evaluation and/or observation summaries
- Final summative evaluation with specific recommendations for next year

**EVALUATION COMPONENT FOR \_\_\_\_\_ (next school year):**

- Ongoing
- Colleague
- Goals only
- Intensive
- Focused Assistance – teacher must have received notice not later than March 1 and will be held on step in \_\_\_\_\_ (next school year).
- Not Applicable (Retirement, Resignation, Leave of Absence, Non-renewal, LTC)

**Appendix B:**

**COMPETENCIES OF PROFESSIONAL PRACTICE**

**Vital Area 1: Planning and Preparation**

- Competency 1a: Demonstrating Knowledge of Content and Methodology
- Competency 1b: Demonstrating Understanding of Students
- Competency 1c: Selecting Instructional Goals
- Competency 1d: Demonstrating Knowledge of Resources
- Competency 1e: Designing Coherent Instruction
- Competency 1f: Assessing Student Learning

**Vital Area 2: The Classroom Environment**

- Competency 2a: Creating an Environment of Respect and Rapport
- Competency 2b: Establishing a Culture for Learning
- Competency 2c: Managing Classroom Procedures
- Competency 2d: Managing Student Behavior

**Vital Area 3: Instruction**

- Competency 3a: Communicating Clearly and Accurately
- Competency 3b: Using Questioning and Discussion Techniques
- Competency 3c: Engaging Students in Learning
- Competency 3d: Providing Written and Oral Feedback to Students
- Competency 3e: Demonstrating Flexibility and Responsiveness

**Vital Area 4: Professional Responsibilities**

- Competency 4a: Compliance with Administrative/Board Policies and Procedures
- Competency 4b: Maintaining Accurate Records
- Competency 4c: Communicating with Families
- Competency 4d: Contributing to the School, District and Profession

## VITAL AREA 1: PLANNING AND PREPARATION

### Competency 1a: Demonstrating Knowledge of Content and Methodology

Indicators:

Knowledge of content \* Knowledge of prerequisite relationships \* Knowledge of content-related technology

| LEVEL OF PERFORMANCE                     |   |  |   |
|--|---|--|---|
| INDICATOR                                | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING  | PROFICIENT  |
| Knowledge of Content                     | Teacher makes content errors and/or does not correct student's content errors.                  | Teacher displays solid content knowledge.  | Teacher displays extensive content knowledge, and makes connections with other content areas.   |
| Knowledge of Prerequisite Relationships  | Teacher displays little understanding of prerequisite knowledge important for student learning. | Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts. | Teacher actively builds on knowledge of prerequisite relationships when delivering instruction. |
| Knowledge of Content-Related Methodology | Teacher displays little understanding of methodology involved in student learning.              | Teacher's methodology reflects effective practice and anticipates student misconception.                     | Teacher continually implements best practices of content-related methodology.                   |

**VITAL AREA 1: PLANNING AND PREPARATION**  
**Competency 1b: Demonstrating Understanding of Students**

Indicators:

Understanding of characteristics (intellectual, social and emotional) of age group \* Understanding of students' varied approaches to learning \* Understanding of students' skills and knowledge \* Understanding of students' interests and cultural heritage

| LEVEL OF PERFORMANCE                                     |  |   |   |
|--|--|---|---|
| INDICATOR  | DOES NOT MEET COMPETENCIES   | BASIC UNDERSTANDING   | PROFICIENT  |
| Understanding of Characteristics of Age Group            | Teacher displays minimal understanding of developmental characteristics of age group.  | Teacher displays understanding of typical developmental characteristics of age group as well as exceptions to patterns. | Teacher displays thorough understanding of typical developmental characteristics of age group, exceptions to the patterns and the extent to which individual students follows patterns. |
| Understanding of Students' Varied Approaches to Learning | Teacher is unfamiliar with the different approaches to student learning, such as learning styles and "multiple intelligences." | Teacher generally demonstrates understanding of different approaches to student learning.                               | Teacher consistently demonstrates thorough understanding of varied approaches to student learning.  |
| Understanding of Students' Skills and Knowledge          | Teacher displays little understanding of students' skills and knowledge and does not indicate that such knowledge is valuable. | Teacher displays understanding of students' skills and knowledge for groups of students.                                | Teacher understands and applies differentiated instruction.   |
| Understanding of Students' Interests and Culture         | Teacher displays little understanding of students' interests or culture and does not indicate that such knowledge is valuable. | Teacher displays understanding of the interests or culture of groups of students.                                       | Teacher displays understanding of the interests or culture of individual student.   |

## VITAL AREA 1: PLANNING AND PREPARATION

### Competency 1c: Selecting Instructional Goals

Indicators:

VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards and frameworks

CLARITY: Goals are clearly stated as student learning and permit sound assessment. \* SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in class. \* BALANCE: Goals represent opportunities for different types of learning - for example, thinking as well as knowledge - and coordination integration within or across disciplines.

| LEVEL OF PERFORMANCE             |  |  |   |
|----------------------------------|--|--|---|
| INDICATOR                        | DOES NOT MEET COMPETENCIES   | BASIC UNDERSTANDING  | PROFICIENT  |
| Value                            | Goals are not valuable and represent low expectations for students. Goals do not reflect important learning. | Goals are valuable in their level of expectations, and importance of learning. | Teacher can clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards. |
| Clarity                          | Goals are either not clear or are stated as student activities. Goals are not measureable.                   | Goals are clear but may include a few activities. Most goals are measureable.  | All the goals are clear, written in the form of student learning and are measureable.                                   |
| Suitability for Diverse Students | Goals are not suitable for the class.  | All the goals are suitable for most students in the class.                     | Goals take into account the varying learning needs of individual students or groups.                                    |
| Balance                          | Goals reflect only one type of learning and one content area.  | Goals reflect several different types of learning.                             | Goals reflect several different types of learning and opportunities for integration.                                    |

**VITAL AREA 1: PLANNING AND PREPARATION**

**Competency 1d: Demonstrating Knowledge of Resources**

Indicators:

Resources for teaching \* Resources for students

| LEVEL OF PERFORMANCE   |   |  |   |
|------------------------|---|--|---|
| INDICATOR              | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING  | PROFICIENT  |
| Resources for Teaching | Teacher is unaware of resources available through the school or district.   | Teacher is aware of many resources available through the school or district.   | In addition to being aware of school and district resources, teacher actively seeks other resources to enhance instruction. |
| Resources for Students | Teacher is unaware of resources available to assist students who need them. | Teacher is fully aware of many resources available through the school or district and knows how to gain access for students. | In addition to being aware of school and district resources teacher is aware of additional resources to enhance learning.   |

## VITAL AREA 1: PLANNING AND PREPARATION

### Competency 1e: Designing Coherent Instruction

Indicators:

Learning activities \* Instructional materials and resources \* Instructional groups \* Lesson and unit structure

| LEVEL OF PERFORMANCE                  |   |   |   |
|---------------------------------------|---|---|---|
| INDICATOR                             | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING   | PROFICIENT  |
| Learning Activities                   | Learning activities are not suitable to students or instructional goals do not follow an organized progression. | Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit reflects current best practice. | Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unit of study that reflects best practice. |
| Instructional Materials and Resources | Materials and resources do not support the instructional goals or engage students in meaningful learning.       | Materials and resources support the instructional goals and most engage students in meaningful learning.  | All materials and resources support the instructional goals and engage students in meaningful learning.   |
| Instructional Groups                  | Instructional groups do not exist or do not support the instructional goals.                                    | Instructional groups are varied, as appropriate to the different instructional goals.   | Instructional groups are varied, as appropriate to the different instructional goals. Students actively participate in instructional groups.                  |
| Lesson and Unit Structure             | The lesson or unit has no clearly defined structure. Time allocations are unrealistic.                          | The lesson or unit has a clearly defined structure. Time allocations are reasonable.  | The lesson or unit structure is clear and allows for differentiation according to student needs. Time allocations are reasonable.                             |

## VITAL AREA 1: PLANNING AND PREPARATION

### Competency 1f: Assessing Student Learning

Indicators:

Correlation with instructional goals \* Criteria and standards \* Use for planning

| LEVEL OF PERFORMANCE                 |   |  |   |
|--------------------------------------|---|--|---|
| INDICATOR                            | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING  | PROFICIENT  |
| Correlation with Instructional Goals | Content and methods of assessment lack relationship to instructional goals. | The assessment is generally related to the instructional goals, both in content and process. | The assessment is completely related to the instructional goals, both in content and process.   |
| Criteria and Standards               | The proposed approach contains no clear criteria or standards.              | Assessment criteria and standards are clear and have been clearly communicated to students.  | Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards. |
| Use for Planning                     | The assessment results minimally effect planning for instruction.           | Teacher uses assessment results to plan for individuals and group instruction.               | Teacher uses assessment results to plan for and with individuals and group instruction. Students actively participate in assessments. Students understand the assessment criteria.        |

## VITAL AREA 2: THE CLASSROOM ENVIRONMENT

### Competency 2a: Creating an Environment of Respect and Rapport

Indicators:

Teacher interactions with students \* Student interactions

| LEVEL OF PERFORMANCE               |   |  |  |
|------------------------------------|---|--|--|
| INDICATOR                          | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING  | PROFICIENT   |
| Teacher Interactions with Students | Teacher interaction with some students is inappropriate to the developmental and culture of the students. Teacher does not apply strategies that result in the general respect of students. | Teacher-student interactions demonstrate general warmth, caring and respect. Such interactions are appropriate to the development and culture of the students. Students exhibit respect for teacher. | Teacher demonstrates caring and respect for each individual student. Students exhibit respect for teacher.                                       |
| Student Interactions               | Student interactions are characterized by conflict and disrespect. Teacher ignores student interactions that are characterized by conflict and disrespect.                                  | Student interactions are generally polite and respectful. Teacher responds to interactions that are cooperative and respectful.  | Students demonstrate genuine caring for one another as individual learners. Teacher reinforces interactions that are cooperative and respectful. |

## VITAL AREA 2: THE CLASSROOM ENVIRONMENT

### Competency 2b: Establishing a Culture for Learning

Indicators:

Importance of the content \* Student pride in work \* Expectations for learning and achievement

| LEVEL OF PERFORMANCE      |   |  |   |
|---------------------------|---|--|---|
| INDICATOR                 | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING  | PROFICIENT  |
| Importance of the Content | Teacher does not convey that the content is important.  | Teacher conveys genuine enthusiasm for the content.  | Teacher conveys genuine enthusiasm for the content and students demonstrate consistent commitment to its value. |
| Expectations for Learning | Instructional goals and activities, and the classroom environment convey low expectations for student learning. | Instructional goals and activities, and the classroom environment convey high expectations for all student learning. | The classroom environment sets high expectations for the learning of all students.                              |

## VITAL AREA 2: THE CLASSROOM ENVIRONMENT

### Competency 2c: Managing Classroom Procedures

Indicators:

Management of instructional groups \* Management of transitions \* Management of materials, supplies and furniture \* Performance of non-instructional duties \* Management of volunteers and paraprofessionals

| LEVEL OF PERFORMANCE   |  |   |   |
|--|--|---|---|
| INDICATOR  | DOES NOT MEET COMPETENCIES   | BASIC UNDERSTANDING   | PROFICIENT  |
| Management of Instructional Groups                               | Groups not working with the teacher are not productively engaged in learning.                        | Tasks for group work are organized and groups are managed so most students are engaged at all times.                    | Groups are productively engaged at all times with students assuming responsibility for productivity.                                    |
| Management of Transitions  | Much time is lost during transitions.  | Transitions occur smoothly, with little loss of instructional time.   | Transitions are seamless, with students assuming some responsibility for efficient operation.   |
| Management of Classroom Resources, including Seating Arrangement | Materials, supplies and seating are arranged inefficiently, resulting in loss of instructional time. | Routines for handling classroom resources occur smoothly, with little loss of instructional time.                       | Routines for handling classroom resources are seamless, with students assuming some responsibility for efficiency.                      |
| Performance of Non-instructional Tasks                           | Considerable instructional time is lost in performing non-instructional tasks.                       | Efficient systems for performing non-instructional tasks are in place, resulting in minimal loss of instructional time. | Systems for performing non-instructional tasks are well established, with students assuming considerable responsibility for efficiency. |
| Management of Volunteers and Paraprofessionals                   | Volunteers and paraprofessionals have no clearly defined duties and productivity is low.             | Volunteers and paraprofessionals are productively.  | Volunteers and paraprofessionals make a substantive contribution to the classroom environment.  |

## VITAL AREA 2: THE CLASSROOM ENVIRONMENT

### Competency 2d: Managing Student Behavior

Indicators:

Expectations \* Monitoring of student behavior \* Response to student misbehavior

| LEVEL OF PERFORMANCE            |   |   |   |
|---------------------------------|---|---|---|
| INDICATOR                       | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING   | PROFICIENT  |
| Expectations                    | No standards of conduct have been established, or students are confused as to what the standards are.                           | Standards of conduct are clear to all students.   | Standards of conduct are clear to all students and have been developed with student participation.  |
| Monitoring of Student Behavior  | Student behavior is not monitored and teacher is unaware of what students are doing.  | Teacher is alert to student behavior at all times.  | Monitoring by teacher is subtle and proactive. Students monitor their own and their peers' behavior, correcting one another respectfully. |
| Response to Student Misbehavior | Teacher does not respond to misbehavior or the response is inconsistent, overly repressive or does not respect student dignity. | Teacher response to misbehavior is appropriate and successful and respects student dignity. | Teacher response to misbehavior is highly effective and sensitive to students' individual needs.  |

### VITAL AREA 3: INSTRUCTION

#### Competency 3a: Communicating Clearly and Accurately

Indicators:

Directions and procedures \* Oral and written language

| LEVEL OF PERFORMANCE      |   |  |  |
|---------------------------|---|--|--|
| INDICATOR                 | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING  | PROFICIENT   |
| Directions and Procedures | Teacher directions and procedures are confusing to students.  | Teacher directions and procedures are clear to students and contain an appropriate level of detail.                    | Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.      |
| Expression                | Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused. | Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages and interests. | Teacher's spoken and written language is correct and expressive, and uses vocabulary that enriches the lesson. |

**Competency 3b: Using Questioning and Discussion Techniques**

Indicators:

Questioning techniques \* Discussion techniques

| LEVEL OF PERFORMANCE   |  |  |   |
|------------------------|--|--|---|
| INDICATOR              | DOES NOT MEET COMPETENCIES   | BASIC UNDERSTANDING  | PROFICIENT  |
| Questioning Techniques | Teacher's questions lack variety do not address higher wait time is inadequate levels of cognitive thinking. | Teacher employs a wide variety of questions at different levels of cognitive thinking. Adequate time is available for students to respond. | Teacher consistently employs a wide variety of questions at different levels of cognitive thinking. Adequate time is available for students to respond. |
| Discussion Techniques  | Only a few students participating in and attending to class discussion.                                      | Teacher successfully engages most students in the discussion, allowing students to take the lead when appropriate.                         | Teacher allows students to assume considerable responsibility for the success of the discussion. Students initiate topics and make contributions.       |

**VITAL AREA 3: INSTRUCTION**  
**Competency 3c: Engaging Students in Learning**

Indicators:

Presentation of content \* Activities and assignments \* Grouping of students \* Instructional materials and resources \* Structure and pacing

| LEVEL OF PERFORMANCE                              |   |  |   |
|---|---|--|---|
| INDICATOR   | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING  | PROFICIENT  |
| Presentation of Content                           | Teacher presents content in an unclear fashion, using poor examples.  | Teacher presents content in a clear fashion, linking information with students' knowledge and experience.  | Teacher presents content in a clear fashion, linking information with students' knowledge and experience.   |
| Activities and Assignments                        | Activities and assignments are not appropriate given student's age or backgrounds. Students are not engaged in the activities and assignment. | Most activities and assignments are appropriate to student's age and background. Almost all students are engaged in the activities and assignment. | All students are engaged in the activities and assignments. Students initiate or adapt activities and projects in their exploration of content.   |
| Grouping of Students                              | Instructional groups are not appropriate to the students and the instructional goals.   | Almost all instructional groups are productive and appropriate to the students and the instructional goals.  | All instructional groups are productive and appropriate to the students and the instructional goals.  |
| Instructional Materials, Resources and Technology | Instructional materials, resources and technology are not aligned with the instructional goals and/or do not engage students.                 | Instructional materials, resources and technology are aligned with the instructional goals and engage students.                                    | Instructional materials, resources and technology are aligned with the instructional goals and engage students. Teacher offers choice, adaptation or creation of materials to enhance learning. |
| Structure and Pacing                              | The lesson has no clearly defined structure. Pacing of the lesson is not appropriate for students.  | The lesson is clearly defined around which the activities are organized. Pacing of the lesson is appropriate for students.                         | The lesson's structure is highly coherent, allowing for student reflection and closure. Pacing of the lesson is appropriate for students.   |

### VITAL AREA 3: INSTRUCTION

#### Competency 3d: Providing Written and Oral Feedback to Students

Indicators:

Quality: accurate, substantive, constructive and specific \* Timeliness

| LEVEL OF PERFORMANCE                                      |  |   |  |
|---|--|---|--|
| INDICATOR   | DOES NOT MEET COMPETENCIES                             | BASIC UNDERSTANDING   | PROFICIENT   |
| Quality, Accurate, Substantive, Constructive and Specific | Feedback is either not provided or is of poor quality. | Feedback is consistently provided and is of high quality. Some students use feedback in their learning. | Feedback is consistently provided and is of high quality. Students are expected to use feedback in their future learning |
| Timeliness  | Feedback is not provided in a timely manner.           | Feedback is usually provided in a timely manner.  | Feedback is consistently provided in a timely manner.  |

### VITAL AREA 3: INSTRUCTION

#### Competency 3e: Demonstrating Flexibility and Responsiveness

Indicators:

Monitors and Adjusts \* Response to students \* Persistence

| LEVEL OF PERFORMANCE |   |  |  |
|----------------------|---|--|--|
| INDICATOR            | DOES NOT MEET COMPETENCIES  | BASIC UNDERSTANDING  | PROFICIENT   |
| Monitors and Adjusts | Teacher adheres rigidly to an instructional plan, even when an adjustment would clearly improve a lesson. | Teacher monitors and makes adjustments as needed.  | Teacher continually monitors lesson, checks for student understanding and makes adjustments as needed.                 |
| Response to Students | Teacher fails to respond appropriately to students' questions or interests.                               | Teacher successfully addresses student's questions or interests.                             | Teacher seizes the opportunity to enhance learning in response to students questions or interest.                      |
| Persistence          | Teacher either gives up or blames the student or the environment for the students' lack of success.       | Teacher seeks approaches for student success using a repertoire of strategies and resources. | Teacher persists in seeking effective approaches for student success, using an repertoire of strategies and resources. |

## VITAL AREA 4: PROFESSIONAL RESPONSIBILITIES

### Competency 4a: Compliance with Administrative/Board Policies and Procedures

Indicators:

Policies and procedures \* Assigned responsibilities

| LEVEL OF PERFORMANCE      |  |   |  |
|---------------------------|--|---|--|
| INDICATOR                 | DOES NOT MEET COMPETENCIES   | BASIC UNDERSTANDING   | PROFICIENT   |
| Policies and Procedures   | Teacher does not comply with school building and/or district policies and procedures.                      | Teacher complies with school building and/or district policies and procedures.                      | Teacher complies with school building and/or district policies and procedures and participates in school and/or district committees to review policies and procedures.                 |
| Assigned Responsibilities | Teacher does not accept and fulfill assigned responsibilities and duties in a prompt and efficient manner. | Teacher accepts and fulfills assigned responsibilities and duties in a prompt and efficient manner. | Teacher accepts and fulfills assigned responsibilities and duties in a prompt and efficient manner and seeks additional responsibilities for the betterment of the school or district. |

## VITAL AREA 4: PROFESSIONAL RESPONSIBILITIES

### Competency 4b: Maintaining Accurate Records

Indicators:

Student completion of assignments \* Student progress in learning \* Recordkeeping \* Electronic Reporting

| LEVEL OF PERFORMANCE              |  |   |   |
|-----------------------------------|--|---|---|
| INDICATOR                         | DOES NOT MEET COMPETENCIES   | BASIC UNDERSTANDING   | PROFICIENT  |
| Student Completion of Assignments | Teacher's system for maintaining information on student completion of assignments is disorganized and ineffective. | Teacher's system for maintaining information on student completion of assignments is fully effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. Students are kept informed of their own progress. |
| Student Progress in Learning      | Teacher's system for maintaining information on student progress is disorganized and ineffective.                  | Teacher's system for maintaining information on student progress is effective.                        | Teacher's system for maintaining information on student progress is fully effective. Students are kept informed of their own learning.                  |
| Recordkeeping                     | Teacher's recordkeeping is disorganized and inaccurate.  | Teacher's recordkeeping is accurate and timely.   | Teacher's recordkeeping is accurate, timely, well organized and produces records that are readily understood by others.                                 |

|                      |  |   |  |
|----------------------|--|---|--|
| Electronic Reporting | Little or no use of available technology to report student progress. | Teacher uses technology to report student progress. | Teacher uses technology to report student progress and uses data to guide instruction. |
|----------------------|--|---|--|

## VITAL AREA 4: PROFESSIONAL RESPONSIBILITIES

### Competency 4c: Communicating with Families

Indicators:

Information about the instructional program \* Information about individual students \* Engagement of families in the instructional program

| LEVEL OF PERFORMANCE                                |  |  |  |
|---|--|--|--|
| INDICATOR   | DOES NOT MEET COMPETENCIES   | BASIC UNDERSTANDING  | PROFICIENT   |
| Information about the Instructional Program         | Teacher provides little or no information to families about their instructional program. | Teacher provides frequent information about their instructional program.   | Teacher provides frequent information about the instructional program to families, using various methods of communication.                                     |
| Information about Individual Students               | Teacher provides little or no information to families about their child's progress.      | Teacher communicates with families about student's progress on a regular basis and is available as needed to respond to parent concerns. | Teacher initiates additional communication with families about student's progress on a regular basis and is available as needed to respond to parent concerns. |
| Engagement of Families in the Instructional Program | Teacher makes no attempt to engage families in the instructional program.                | Teacher's efforts to engage families in the instructional program are frequent and successful.   | Teacher's efforts to engage families in the instructional program are frequent and successful, using a variety of approaches.                                  |

## VITAL AREA 4: PROFESSIONAL RESPONSIBILITIES

### Competency 4d: Contributing to the School, District and Profession DRAFT MAY 1

Indicators:

Collegueship \* School Community \* Professional Demeanor \* *Relationship with Supervisor (?)*

| LEVEL OF PERFORMANCE |  |  |  |
|----------------------|--|--|--|
| INDICATOR            | DOES NOT MEET COMPETENCIES   | BASIC UNDERSTANDING  | PROFICIENT   |
| Collegueship         | Teacher does not model cooperative, supportive, and or professional demeanor; and/or Teacher demonstrates negative or self-serving behavior; and/or Teacher does not demonstrate collaborative behavior. | Teacher demonstrates support, cooperation and collaboration with colleagues. Teacher demonstrates respectful and professional demeanor towards colleagues.   | Teacher demonstrates support and cooperation. Teacher takes initiative in establishing positive, supportive and collaborative relationships among the staff.   |
| School Community     | Teacher avoids becoming involved in school community. Teacher avoids becoming involved in school and district projects.  | Teacher volunteers to participate in school events/community, making a substantial contribution. Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school events, making a substantial contribution and assumes a leadership role in the school community. Teacher volunteers to participate in school and district projects, assumes a leadership role in a major school or district project, and/or participates in activities which contribute to the profession. |

|   |   |  |  |
|---|---|--|--|
| Professional Demeanor and Respect       | Teacher does not demonstrate a positive professional demeanor and respectful behavior towards students, parents and/or fellow District employees.   | Teacher demonstrates a positive professional demeanor and respectful behavior towards students, parents and fellow District employees. | Teacher models a positive professional demeanor and respectful behavior towards students, parents and fellow District employees and maintains a respectful environment. Teacher holds self and colleagues accountable for appropriate and respectful behavior. |
| <i>Relationship with Supervisor (?)</i> | Teacher is unable to maintain a positive and respectful working relationship with <i>supervisor</i> and/or exhibits disrespectful behavior towards <i>supervisor</i> publicly or privately. | Teacher maintains a positive and respectful working relationship with <i>supervisor</i> .  | Teacher maintains and models a positive and respectful working relationship with <i>supervisor</i> .   |