

# Grand Island Public Schools Teacher Supervision Process

## PHILOSOPHY AND PURPOSES FOR TEACHER SUPERVISION

The Grand Island Public Schools believe that the process for teacher supervision and evaluation should be authentic as well as reflective of the actual work of teachers. This process should also be a growth experience and a positive insightful process using feedback to improve instructional effectiveness.

Our goal is to make teacher supervision and evaluation a positive experience with a direct focus and impact on student learning. This process recognizes the complexities of good teaching and the value of good professional practice.

The Grand Island Public Schools Teacher Supervision and Evaluation Process is based on professional trust and collaboration; it centers on students' learning and the four domains of teaching responsibility: instructional planning, classroom environment, instructional process, and professional responsibilities.

The purposes for supervising teachers are as follows:

- To enhance performance and instructional effectiveness that improves student learning opportunities and results;
- To promote a positive environment for professional growth and student development;
- To provide supervision that is adaptable to needs and assignments;
- To provide an objective assessment of overall performance based on the four domains of teaching responsibility;
- To support state law, board of education policies, and the district's guiding documents; and
- To collaboratively establish professional goals that will improve teaching and learning.

## TYPES OF TEACHER SUPERVISION

The supervision of teachers is the comprehensive ongoing process of facilitating teachers' professional growth and development throughout their careers. Quality teacher supervision enhances the performance and instructional effectiveness of teachers, thereby increasing the probability of desired student learning opportunities and results. Teacher supervision may take the form of self-supervision, peer supervision, and administrative supervision.

**Self-supervision** is the process where teachers assume personal responsibility for improving their own performance. Self-assessment is an important element of professional work. Teachers are encouraged to regularly reflect on and self-analyze their own teaching performance, and to incorporate self-supervision strategies. Such strategies include the analysis of the teacher's videotaped instruction, analysis of student learning, peer observations, peer teaching, implementation of professional goals, self-selected reading, and participation in various other self-selected professional development and self-assessment activities.

**Peer supervision** is the process by which a peer teacher assumes a shared responsibility for improving another teacher's performance. Teachers are encouraged to participate in available peer supervision strategies, including peer coaching and mentoring. Peer coaching feedback may be provided to GIPS teachers by a teacher designated and trained to effectively coach other teachers. Mentoring is a process by which a trusted and experienced person takes a direct professional and personal responsibility for facilitating the growth and development of a less experienced individual. The district's mentor teacher program is designed to provide novice teachers with professional and personal support through a structured, yet flexible, process and set of activities that results in high performing, reflective practitioners.

**Administrative supervision** is the process by which an administrative supervisor assumes responsibility for monitoring and improving a teacher's performance. Administrative supervision strategies include conducting classroom observations to observe the teaching and learning process; reviewing artifacts of teaching; monitoring evidence of student learning; and establishing and monitoring professional goals.

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## **LEVELS OF ADMINISTRATIVE SUPERVISION**

In the Grand Island Public Schools, administrative supervision will be provided to all teachers by a supervisor(s). A primary supervisor will be designated annually, with the school principal generally assigned as the primary supervisor for teachers employed at their school on a full-time basis.

For those teachers with multiple job assignments, the primary supervisor will be assigned by the Personnel Director, with input from other administrators. For regular education teachers employed at more than one school, a principal at one of these schools will be designated as the primary supervisor. For special education and ELL teachers employed at multiple schools, the administrators responsible for directing these programs will generally be designated as the primary supervisor.

The primary supervisor will be responsible for completing the summative evaluation process, with input and collaboration from the other administrators with whom the teacher works. Teachers who work in more than one school will receive some formative supervision from each school's administrator. Supervisors who share teachers will determine how the supervision of those teachers will be accomplished.

All nontenured teachers in the Grand Island Public Schools will be assigned and provided with Initial Professional Growth Supervision. Tenured teachers will be assigned and provided with one of these three levels of supervision: Professional Growth Supervision, Professional Assistance Supervision, or Professional Improvement Supervision.

### **Initial Professional Growth Supervision**

This form of teacher supervision provides nontenured teachers with sufficient supervision and professional growth opportunities to meet the district's expectations of teachers within their first three years of employment with the Grand Island Public Schools. The district understands that it may take some time for novice and teachers new to the school district to become proficient in all four teaching domains, and this level of supervision is assigned to provide nontenured teachers with sufficient support during the three-year probationary period. As a result, all nontenured teachers will be assigned and provided Initial Professional Growth Supervision and placed on a one semester summative evaluation cycle for the first six semesters (three years).

The purposes of Initial Professional Growth Supervision are to enhance performance and instructional effectiveness that improves student learning opportunities and results; promote learning-focused dialogue, feedback, and reflection; provide ongoing professional development opportunities, support, and resources; provide specific training on the teaching domains and competencies and districtwide and school-based improvement strategies; introduce new teachers to district programs, procedures, policies, and curriculum standards; and evaluate performance for continued employment.

### **Professional Growth Supervision**

This form of teacher supervision provides ongoing coaching, professional development, and support to help tenured teachers continually improve their performance and instructional effectiveness. The purposes of Professional Growth Supervision are to enhance performance and instructional effectiveness that improves student learning opportunities and results; promote learning-focused dialogue, feedback, and reflection; provide ongoing professional development opportunities, support, and resources; focus on successfully implementing district and school-based improvement strategies; and evaluate performance for continued growth and employment.

Professional Growth Supervision will be assigned and provided to tenured teachers when all, or nearly all, of the four teaching domains have been rated at least at the "proficient" standard on the summative evaluation. This level of supervision assures that tenured teachers will receive coaching and supervision throughout their teaching careers. Teachers assigned to Professional Growth Supervision will generally be placed on a three-year summative evaluation cycle. Additionally, they will participate in a collaborative professional goal-setting process, which will result in a goal established and evaluated annually.

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## **Professional Assistance Supervision**

Compared to Professional Growth Supervision, this form of teacher supervision provides a more focused and intentional approach to help tenured teachers improve their performance in an identified area(s) to a level that meets the school district's expectations. Professional Assistance Supervision will be assigned and provided to tenured teachers when some, but not all, of the four teaching domains have been rated at least at the "proficient" standard on the summative evaluation.

The purposes of Professional Assistance Supervision are to enhance performance and instructional effectiveness that improves student learning opportunities and results; promote learning-focused dialogue, feedback, and reflection; provide both ongoing professional development opportunities and specific assistance, support, and resources to improve identified area(s) of need; focus on successfully implementing district, school-based, and personal improvement strategies; and evaluate performance for continued growth and employment.

Teachers assigned to Professional Assistance Supervision will be placed on a one-year summative evaluation cycle. They will participate in an annual professional goal-setting process that will be supervisor-directed to address identified area(s) of need, with the goal(s) closely monitored until performance improves to the "proficient" standard. The supervisor will monitor performance more closely, particularly relative to the supervisor-directed goal, and provide additional assistance as requested or needed. The supervisor will complete another summative evaluation within a year to evaluate how well performance meets the school district's expectations.

## **Professional Improvement Supervision**

This form of teacher supervision provides a concentrated and comprehensive supervision approach by a team of educators to help a tenured teacher improve his or her performance to a level that meets the school district's expectations. Professional Improvement Supervision will be assigned and provided when significant concerns exist with a tenured teacher's performance, as reflected by one or more of the four teaching domains rated at the "unsatisfactory" level on the summative evaluation.

The purposes of Professional Improvement Supervision are to enhance performance and instructional effectiveness that improves student learning opportunities and results; promote learning-focused dialogue, feedback, and reflection; provide specific professional development assistance, support, and resources to improve identified area(s) of need; provide specific assistance and resources to improve identified area(s) of need; and evaluate performance for continued growth and employment.

The decision to assign a tenured teacher to Professional Improvement Supervision will be made by the supervisor and the superintendent's designee (e.g., personnel director), based on the teacher's performance relative to the four teaching domains included in the teacher evaluation document. This process may also be initiated by the teacher when it has been determined that additional assistance and support are needed to maintain or achieve an acceptable level of performance.

Any teacher assigned to Professional Improvement Supervision will be evaluated at least annually. The maximum length of time a teacher may be assigned to Professional Improvement Supervision is two consecutive years. At the conclusion of the Professional Improvement Plan, a decision will be made to either assign the teacher to Professional Growth Supervision or to begin the termination process.

A Professional Improvement Team will be selected by the supervisor and the personnel director, with input from the teacher. This team will normally be composed of three persons: teacher, principal, and personnel director. Either the supervisor or teacher may

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also request representation at sessions by a teacher association representative. The Professional Improvement Team will have responsibility for developing and implementing a Professional Improvement Plan, which will provide a structured format for developing an action plan to address the identified area(s) of need. The improvement plan will include the following components: a written statement of performance expectations; an explanation of how the staff members current performance aligns with those expectations; a review of the direction and support offered by the supervisor and school district; a clear definition of the expected performance outcome(s); an explanation of how the staff members performance will be measured and documented while on the plan; and the timeline for bringing the plan to conclusion, including periodic meetings to discuss progress.

It will be the responsibility of the supervisor to maintain documentation of the artifacts gathered, which will provide evidence of the teacher's progress. Each periodic meeting to review progress should be signed off by the supervisor, teacher, and any other witnesses to the meeting and discussion.

### THE FORMATIVE PROCESS

**Formative evaluation** is the ongoing, diagnostic, and descriptive analysis of a teacher's performance by the supervisor, teacher, or peers for the purpose of guiding and improving the teacher's instructional effectiveness and performance. Formative supervision may take the form of self-supervision, peer supervision, and administrative supervision.

The effective supervision of teachers is an essential function and a key part of the role of school principals and other administrators in providing instructional leadership. **Administrative supervision strategies** include the following:

- Conducting classroom observations to observe and dialogue about the teaching and learning process;
- Reviewing artifacts of teaching;
- Monitoring evidence of student learning; and
- Establishing and monitoring professional goals.

### Classroom Observations

Classroom observations provide the foundation for teacher growth and development, and the basis for formative supervision. Observations of the teaching and learning process provide primary evidence about teacher and student interactions and performance. The purposes of classroom observations include coaching to improve or refine a specific strategy or practice; monitoring the implementation of districtwide strategy or program to ensure it is being implemented as intended; responding to a teacher's request for assistance; intervening to rectify a problem when expectations are not being met; affirming and reinforcing success, growth, or effectiveness in implementing a strategy or practice; and documenting examples of student learning.

Classroom observations may include a combination of formal observations, informal observations, and walkthroughs. Administrative requirements for conducting classroom observations must be necessarily differentiated to accommodate the needs of different teachers and the various contexts in which learning occurs.

The observation data collected will provide the basis for learning-focused dialogue, feedback, and reflection. As a result, supervisors will focus on collecting descriptive records of actual teaching and learning activities. There are a number of effective and efficient ways to collect observation data (e.g., script taping, using observations tools designed to collect data from instruction in particular curricular areas). Supervisors are encouraged to use multiple observation methods and tools in order to conduct contextually-appropriate observations. As appropriate and helpful, the data collected by the supervisor during classroom observations should be shared with the teacher, since analysis and reflection by both the teacher and supervisor are at the heart of the postconferencing process.

Helpful, timely feedback is key to growth and improvement, and so dialoguing with the teacher and providing feedback soon after the observation is key to improving teacher performance. Supervisors are expected to give priority to collecting and sharing classroom observation data that facilitates learning-focused conversations about

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the teaching and learning process. Teachers are expected to use this feedback to improve their instructional effectiveness.

### **Formal Observations**

Formal observations are prearranged (announced) observations of the teaching and learning process for an entire instructional period where data is collected and shared with the teacher to promote learning-focused dialogue, feedback, and reflection. Formal observations must include both a preconference and a postconference. The preconference is scheduled by the supervisor, prior to the observation, for the purposes of sharing information about the planned instructional lesson and/or establishing trust and rapport. The preconference also provides notice of the time and date of the classroom observation.

The postconference provides opportunities for the supervisor to share oral, and possible written, feedback as a part of a learning-focused dialogue. The formative purpose of the postconference is to dialogue about the teaching and learning observed, with the intended outcome of enhancing performance and instructional effectiveness that improves students' learning. The postconference should be completed by the supervisor and teacher within three school days of a classroom observation, and preferably within 24 hours of the observation.

For a nontenured summative evaluation cycle (one semester), supervisors must complete at least one formal classroom observation per summative evaluation cycle. For a tenured summative evaluation cycle (less than one year up to three years), supervisors must complete at least two formal observations (one each semester) during the final year of this cycle.

### **Informal Observations**

Informal observations are observations of the teaching and learning process for at least 15 minutes in length, which must include some type of oral or written feedback. When possible, supervisors are encouraged to engage teachers in a learning-focused dialogue about the observed lesson. Informal observations may be announced, but are generally unannounced visits, at the choice of the supervisor. When a postconference is provided, the purpose and procedures for conducting it and providing feedback are virtually the same as for a formal observation, although the length may be more brief.

For a nontenured summative evaluation cycle (one semester), there are no specific requirements for the number of informal classroom observations that must be completed by supervisors. For a tenured summative evaluation cycle, supervisors must complete at least two informal observations (one each semester) during the "off years" (for teachers receiving Professional Growth Supervision, this means the first and second years of a three-year cycle).

### **Walkthroughs**

Walkthroughs are brief classroom visits where supervisors spend a short amount of time in classrooms for various purposes. The role of walkthroughs is consistent with educational research regarding the importance of visible instructional leaders. Supervisors are encouraged to complete walkthroughs on an ongoing basis to get regular "snapshots" of the teaching and learning process. Supervisors are not required to provide teacher with oral or written feedback collected during walkthroughs.

### **Artifacts of Teaching**

Teachers will collaboratively analyze and review various artifacts of teaching with the supervisor. Teaching artifacts may include instructional unit and lesson plans, course outlines, teacher-made instructional resources, teacher-made assessments, written feedback to students, written communication to parents, and student management plans.

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## **Evidence of Student Learning**

Teachers will analyze and cooperatively review with the supervisor evidence of student work including projects, presentations, and performances; assessment results; teacher observation records and checklists; report cards; and the teacher's grade book.

## **Professional Goal-Setting**

An annual goal-setting process will result in the establishment and monitoring of at least one professional goal for each tenured teacher. This goal-setting process will help ensure continuous improvement as the teacher and supervisor will collaboratively develop, monitor, and evaluate the achievement of this goal, except when the teacher is being provided Professional Assistance Supervision or Professional Improvement Supervision.

Unless directed by the supervisor, the teacher may choose a goal representing any of the four teaching domains. This goal may be based on a prior performance evaluation, replicate a districtwide or school improvement goal, and/or be an individual or group goal. Once developed, the teacher and supervisor will review and approve the goal and action plan by the end of September, as indicated by both signatures of approval. Another option for the evaluation year of the three-year cycle is for the teacher and supervisor to establish the teacher's goal for the next school year during the summative evaluation conference.

The teacher will write a reflection each semester, summarizing their own progress and growth as well as identifying any obstacles or needs. The teacher will provide the supervisor with a copy of the first reflection by the end of the first semester, at which time a personal conference may be requested by either the teacher or supervisor. The teacher will provide the supervisor with a copy of the second reflection by April 1 or prior to the scheduled summative evaluation conference.

Based on the teacher's feedback, observations, and other data, the supervisor will evaluate the goal as fully accomplished, partially accomplished, or not accomplished. When a goal has been evaluated as "partially accomplished" or "not accomplished," the supervisor will communicate in the section "Supervisor's Evaluation and Comments" whether the goal must be continued for the following school year. The supervisor and teacher will conference together by May 15 or during the summative evaluation conference, as indicated by their signatures, to review and evaluate the teacher's achievement of the goal. The teacher's signature will indicate the review and receipt of, not necessarily agreement with, the evaluation. The teacher may write additional comments or attach a written response.

## **THE SUMMATIVE PROCESS**

**Summative evaluation** is the periodic objective appraisal of a teacher's overall performance by the supervisor, which helps identify the teacher's strengths and areas needing improvement, provides direction for continued professional growth and development, and supports and provides a basis for personnel decisions. Summative evaluations are based on the school district's performance criteria, state law, and board of education policies.

### **Summative Evaluation Cycle**

A summative evaluation cycle represents the length of time designated for supervisors to complete the summative evaluation process with their assigned teachers. For all teachers during their first, second, and third years of employment in the Grand Island Public Schools, a summative evaluation cycle must be completed once each semester. For those teachers employed in their fourth and subsequent years, a summative evaluation cycle must be completed at least once every three years. The length of the summative evaluation cycle for tenured teachers may vary from a semester up to three years. In general, the assigned level of supervision will dictate how often tenured teachers will be evaluated.

Except for nontenured evaluation cycles during the first semester, a summative evaluation cycle concludes with communication of the recommended contract status and the level of administrative supervision for the next

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evaluation cycle. Each teacher will be assigned a level of administrative supervision based on their teaching experience and performance as indicated in the summative evaluation document.

It is important to understand that the assigned level of supervision can be changed by the supervisor at any time, based on the teacher's performance. The Contract Recommendation and Level of Administrative Supervision do not provide a guarantee of continued employment for a specific term and do not alter or amend the teacher's employment contract or the district's rights and remedies under Nebraska or federal law. The Contract Recommendation and Level of Administrative Supervision is a designation for administrative purposes, not a progressive discipline program or indication of entitlement to a certain type of remediation or supervision.

Supervisors will provide an annual orientation of the district's evaluation process for teachers scheduled to be evaluated that school year.

### **Summative Evaluation Document**

The completed summative evaluation document communicates the supervisor's appraisal of the teacher's performance based on the school district's performance criteria. This document has sufficient flexibility so that all GIPS teachers can be evaluated using this same form. The particular job assignment will determine the appropriate role of each of the four teaching domains and how each domain will be evaluated for various certified staff members (e.g., counselors, psychologists, integration specialists, and nurses).

Supervisors are responsible for judging performance on each teaching domain according to the four established performance standards. Supervisors will rate each of the four teaching domains of teaching responsibility according to which of the four performance standards best describes the teacher's performance during the evaluation cycle. These performance standards help distinguish among different levels of performance and determine how well teaching behaviors and practices are used consistently, appropriately, and effectively. Each domain will be rated with consideration given to the related competencies and elements within the domain. It is not necessary that every competency be observable at a consistently appropriate and effective level in order to receive a "proficient" rating.

Written narrative that accurately describes and summarizes performance is key to a quality summative evaluation. Supervisors will write comments addressing each domain, including narrative to support any areas of concern which do not meet district expectations. When a teacher's performance for a domain is rated as "basic" or "unsatisfactory," a written explanation must be provided that articulates the improvement needed and the type of assistance and resources available. Supervisors are not required to make narrative comments for every teaching competency, but are encouraged to write comments that specifically address individual competencies as needed and appropriate.

Supervisors will write an Evaluation Summary to summarize the teacher's overall performance. This Evaluation Summary includes two sections, the Supervisor's Summary Comments and the Performance Goal. Depending on whether the professional goal will be supervisor-directed or will be developed collaboratively, the Professional Goal section may be completed with a tenured teacher during or after the postconference. As a part of the Evaluation Summary, supervisors will also recommend the contract status for the next school year and the level of administrative supervision expected for the next evaluation cycle.

The Supervisor's Summary Comments section must address both 1) students' learning and 2) a summarization of areas of strength and concern. This section may also detail some of the formative supervision strategies used to reach conclusions. When addressing the criteria of students' learning, the narrative should reflect how well the teacher's students are learning the district's curriculum. Narrative comments should focus on patterns of student achievement, both formative and summative, and reflect an understanding of the students assigned to the teacher.

### **Performance Criteria**

The criteria for supervising and evaluating all Grand Island Public Schools teachers will be students' learning and the four domains of teaching responsibility identified by Danielson (1996). According to Danielson, there are four distinct, yet overlapping, aspects of teaching responsibility: 1) instructional planning, 2) classroom environment, 3) instructional process, and 4) professional responsibilities.

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Effective teaching behaviors and practices can generally be classified into one of the four **domains of teaching responsibility**. Within these four teaching domains, 22 **teaching competencies** have been identified that represent and further define each domain. To some degree, these competencies form a coherent body of knowledge and skill, but there are also many connections across the domains. More specific indicators, or **teaching elements**, have been identified for each of these competencies that further define and specify teacher behaviors and practices. In order to easily access the many teaching competencies and elements, all GIPS teachers will be provided with a copy of the book Enhancing Professional Practice: A Framework for Teaching during an orientation of the district's supervision and evaluation processes.

## **Domain 1: Instructional Planning and Preparation** [how the teacher organizes the content and designs instruction]

- 1.1 Demonstrates knowledge of content and pedagogy
- 1.2 Demonstrates knowledge of students
- 1.3 Selects instructional learning targets
- 1.4 Demonstrates knowledge of resources
- 1.5 Designs coherent instruction
- 1.6 Assesses student learning

## **Domain 2: Classroom Environment** [the noninstructional interactions of student and classroom management]

- 2.1 Creates an environment of respect and rapport
- 2.2 Establishes a culture for learning
- 2.3 Manages classroom procedures
- 2.4 Manages student behavior
- 2.5 Organizes physical space

## **Domain 3: Instructional Process** [engagement of students in the content to enhance learning]

- 3.1 Communicates clearly and accurately
- 3.2 Uses questioning and discussion techniques
- 3.3 Engages students in learning
- 3.4 Provides feedback to students
- 3.5 Demonstrates flexibility and responsiveness

## **Domain 4: Professional Responsibilities** [the teachers' roles in addition to instructional role]

- 4.1 Reflects on teaching
- 4.2 Maintains accurate records
- 4.3 Communicates with families
- 4.4 Contributes to the school and district
- 4.5 Grows and develops professionally
- 4.6 Shows professionalism

## **Performance Standards**

Performance standards indicate the teacher's level of proficiency for each of the four teaching domains. The supervisor will rate each teaching domain according to which of the following four standards best describes the teacher's performance: distinguished, proficient, basic, or unsatisfactory. The key variables which distinguish the differences among these four levels of performance are the **consistent, appropriate, and effective** use of desirable teaching behaviors and practices.

**Distinguished** - Evidence indicates that a teacher performing at this level has a thorough conceptual understanding of, and consistently implements in various situations, each competency within the teaching domain in a highly effective and appropriate manner. This

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level of performance exceeds district expectations; it is typified by highly accomplished professionals who operate at a qualitatively higher level. Such classrooms consist of a community of learners who are highly motivated and actively engaged, assume considerable responsibility for their own learning, and perform at high levels. Teachers performing at this level make a significant contribution to education; they share their expertise with others and are capable of modeling their instruction with a high degree of proficiency.

**Proficient** - Evidence indicates that a teacher performing at this level has a clear conceptual understanding of, and effectively and consistently implements, in various situations, all or almost all competencies within the teaching domain appropriately and without significant errors. This level of performance fully meets district expectations. Most experienced, capable teachers will regard themselves, and will be regarded by others, as performing at the proficient level.

**Basic** - Evidence indicates that a teacher performing at this level has a generally accurate conceptual understanding of most of the competencies within the teaching domain, and implements many elements with some success. While implementation does accomplish the basic purpose, it is not consistently successful or appropriate. This level of performance partially meets district expectations. With additional experience, professional development, and coaching and supervision, teachers performing at a basic level should become proficient implementing the teaching domain within a reasonable time period.

**Unsatisfactory** - Evidence indicates that a teacher performing at this level does not yet have a complete conceptual understanding, and may possibly have some major misconceptions, of several competencies within the teaching domain. Implementation does not regularly accomplish the basic educational purpose. This level of performance does not meet district expectations, and will require specific plans and assistance for improved performance within a reasonable time period.

### Summative Evaluation Conference

The purposes of the summative evaluation conference are to review and discuss the contents of the evaluation document, to communicate the recommended contract status for the next school year and the recommended level of administrative supervision expected for the next evaluation cycle, and to establish or revise a professional goal(s). The supervisor has responsibility for completing the summative evaluation document and then discussing its contents with the teacher during a summative evaluation conference scheduled within the established time frames. For a tenured teacher, this conference must be completed by April 1.

For a nontenured teacher, the conference must be completed by the end of each semester.

The teacher is encouraged to submit a self-evaluation or other relevant portfolio information at least five days in advance of the summative evaluation conference. The teacher's signature on the summative evaluation document will indicate the review and receipt of, not necessarily agreement with, the content of the evaluation. The teacher may attach additional written responses on separate paper within two weeks of the evaluation conference. Copies of the signed summative evaluation document will be provided to the teacher, the supervisor, and the teacher's personnel file at the Administrative Offices. Only the teacher and other certified staff specified by board of education policy will have the opportunity to review the teacher's evaluation.

### DEFINITIONS

Administrative supervision - the process by which an administrative supervisor assumes responsibility for monitoring and improving a teacher's performance; includes conducting classroom observations to observe the teaching and learning process; reviewing artifacts of teaching; monitoring evidence of student learning; and establishing and monitoring professional goals.

Artifacts of teaching - any resource used to facilitate student learning; includes instructional unit and lesson plans, course outlines, teacher-made instructional resources, teacher-made assessments, written feedback to students, written communication to parents, and student management plans.

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Classroom observation - a supervisor observes the teaching and learning process for the purpose of collecting data that can be analyzed and shared with the teacher to promote learning-focused dialogue, feedback, and reflection; provides the foundation for teacher growth and development, the basis for formative supervision, and primary evidence about teacher and student interactions and performance; includes a combination of formal observations, informal observations, and walkthroughs.

Evidence of student learning - documentation that students understand and can use knowledge at a proficient (mastery) level according to the intended learning target(s); includes samples of students' work; completed projects and products, performances, formative and summative assessment results, report cards, and gradebook.

Formative evaluation - the ongoing, diagnostic, and descriptive analysis of a teacher's performance by the supervisor, teacher, or a peer for the purpose of guiding and improving the teacher's instructional effectiveness and performance; may take the form of self-supervision, peer supervision, or administrative supervision.

Formal observation - a prearranged (announced) observation of the teaching and learning process for an entire instructional period where data is collected and shared with the teacher to promote learning-focused dialogue, feedback, and reflection; must include both a preconference and a postconference.

Informal observation - An observation of the teaching and learning process for at least 15 minutes in length, which must include oral or written feedback; generally an unannounced visit.

Initial Professional Growth Supervision - provides nontenured teachers with sufficient supervision and professional growth opportunities to meet the district's expectations of teachers within their first three years of employment; assigned and provided to all nontenured teachers; a one semester summative evaluation cycle.

Instructional effectiveness - determined by the student learning outcomes that result from instruction; increases the probability of desired student learning opportunities and results.

Nontenured (probationary) teacher - a certified staff member who has served fewer than three successive years in the Grand Island Public Schools as defined by Nebraska Law 79-824.

Peer supervision - the process by which a peer teacher assumes a shared responsibility for improving another teacher's instructional effectiveness using peer coaching or mentoring strategies.

Performance criteria - guidelines for judging performance; with regard to the district's teacher supervision and evaluation process, refers to students' learning and the four domains of teaching responsibility.

Performance standard - an established quality of performance that allows supervisors to distinguish among different levels of performance and determine how well teaching behaviors and practices are used consistently, appropriately, and effectively; with regard to the district's teacher supervision and evaluation process, refers to "distinguished," "proficient," "basic," and "unsatisfactory."

Portfolio - A collection of physical or electronic materials that document or provide evidence of the teacher's professional work and growth; may include, but not limited to, students' work, self-made teaching artifacts; written communication with parents and students; journals or anecdotal records; or a listing of professional learning experiences, reading, publications, and presentations.

Postconference (or postobservation conference) - A scheduled conversation between the supervisor and teacher within three days of the classroom observation to share observations, provide feedback about instructional effectiveness, and promote learning-focused dialogue, feedback, and reflection about the teaching and learning process.

Preconference (or preobservation conference) - A scheduled conversation between the supervisor and teacher in advance of the classroom observation for the purposes of establishing trust and rapport and/or determining the purpose of the observation, learning expectations, and role of the supervisor.

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Professional Assistance Supervision - provides a more focused and intentional approach to help tenured teachers improve their performance in an identified area(s) to a level that meets the school district's expectations; assigned and provided when some, but not all, of the four teaching domains have been rated at least at the "proficient" standard on the summative evaluation; a one-year summative evaluation cycle.

Professional goal-setting - an annual process resulting in the development of a professional goal by a tenured teacher and/or supervisor; helps provide a focus for growth and identify how the teacher and the supervisor will work together for improved instructional effectiveness.

Professional Growth Supervision - provides ongoing coaching, professional development, and support to help tenured teachers continually improve their performance and instructional effectiveness; assigned and provided when all, or nearly all, of the four teaching domains have been rated at least at the "proficient" standard; generally for a three-year summative evaluation cycle.

Professional Improvement Supervision - provides a concentrated and comprehensive supervision approach by a team of educators to help a tenured teacher improve his or her performance to a level that meets the school district's expectations; significant concerns exist with a tenured teacher's performance, as reflected by one or more of the four teaching domains rated at the "unsatisfactory" level on the summative evaluation; a one-year or less summative evaluation cycle.

Self-assessment - the process of collecting data for self-analysis, reflection, and documentation as a part of the summative evaluation process; activities include completing a self-evaluation document or soliciting student feedback; participation is optional and at the teacher's discretion.

Self-supervision - the process by which teachers assume a personal responsibility for improving their own performance; an important element of professional work; includes analysis of videotaped instruction, analysis of students' learning, peer observations and peer teaching, self-selected reading and participation in various other professional development and self-assessment activities, and implementation of professional goals.

Summative evaluation - the periodic objective appraisal of a teacher's overall performance by the supervisor, which helps identify the teacher's strengths and areas needing improvement, provides direction for continued professional growth and development, and supports and provides a basis for personnel decisions; based on the school district's performance criteria, state law, and board of education policies.

Summative evaluation cycle - the length of time allowed for supervisors to complete the summative evaluation process with their assigned teachers.

Summative evaluation document - a written document communicating the supervisor's appraisal of the teacher's performance based on the school district's performance criteria.

Supervision of teachers (or supervision) - the comprehensive ongoing process of facilitating teachers' professional growth and development; enhances the performance and instructional effectiveness of teachers, thereby increasing the probability of desired student learning opportunities and results; may take the form of self-supervision, peer supervision, or administrative supervision.

Supervisor - an administrator responsible for supervising and evaluating (or at least assisting in the evaluation process) the teacher's job performance; must possess a valid Nebraska Administrative Certificate and shall receive training in the supervision and evaluation process. [NOTE: teachers also have responsibility for self-supervision, and they may participate in peer supervision activities.]

Supervisory conference - any type of conference scheduled by the supervisor; may take the form of a postconference following a classroom observation, a review of various artifacts of teaching, a review of student work, a review of the teacher's instructional plans, a review of the teacher's professional goals, or a summative evaluation conference.

Teachers - all certified Grand Island Public Schools staff members except for administrators (e.g., all regular education and special education teachers, counselors, psychologists, integration specialists, and nurses).

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Teaching competencies (or components) - the specific teaching behaviors, skills, and knowledge which are believed to be important to the teacher's performance and instructional effectiveness.

Teaching domains - four distinct aspects of teaching responsibility, namely instructional planning, classroom environment, instructional process, and professional responsibilities.

Teaching elements - subdivisions of each teaching competency that help define and specify teacher behaviors representative of the competency.

Tenured Teacher - a certified staff member who has served more than three successive years in the Grand Island Public Schools as defined by Nebraska Law 79-824.

Walkthrough - a brief classroom visit where the supervisor spends a short amount of time in classrooms for various purposes; no oral or written feedback required; provide regular "snapshots" of the teaching and learning process.