

Formative Process

Goal: To enhance performance & effectiveness that improves student learning

Language: Diagnostic and descriptive analysis of performance

Scope: Limited focus at one time

Administrative Supervision Strategies

- Conduct classroom observations to observe and dialogue about the teaching & learning process (the "heart" of supervision)
- Review artifacts of teaching
- Monitor evidence of student learning
- Monitor professional goal(s)



Self-Supervision Strategies

- Analysis of own videotaped instruction
- Analysis of students' learning
- Peer observations and peer teaching
- Self-selected reading and various other professional development and self-assessment activities
- Implementation of professional goal(s)

Peer Supervision Strategies (optional)

- Peer coaching
- Mentoring

Timeframe: Ongoing throughout the evaluation cycle (like a videotape)

Classroom Observation Expectations

| Type of Observation | Nontenured Teachers | Tenured Teachers (final year of cycle) | Tenured Teachers ("off" cycle year) |
|-----------------------|---------------------|--|-------------------------------------|
| Formal Observations | one per semester | one per semester | optional; none required |
| Informal Observations | non required | non required | one per semester |
| Walkthroughs | regular basis | regular basis | regular basis |

Summative Process

Goal: To assess and provide a status report of the teacher's overall performance

Language: Judgments (ratings with narrative) based on performance criteria

Scope: Culminating; comprehensive focus

Levels of Administrative Supervision, Performance Standards, and Summative Evaluation Cycles

Initial Growth Supervision for Nontenured Teachers

A one-semester evaluation cycle for each of the first three years

Professional Growth Supervision for Tenured Teachers

Up to a three-year evaluation cycle when evaluated as "proficient" in all, or nearly all, of the teaching domains

Professional Assistance Supervision for Tenured Teachers

A one-year evaluation cycle when evaluated as "proficient" in some, but not all, of the teaching domains

Professional Growth Supervision for Tenured Teachers

A one-year or less evaluation cycle when evaluated as "unsatisfactory" in one or more of the teaching domains

Performance Standards: Distinguished, Proficient, Basic, and Unsatisfactory

Performance Criteria

Information will be collected, and judgments made, relevant to these five criteria:

- Instructional Planning & Preparation
- Classroom Environment
- Instructional Process
- Professional Responsibilities
- Students' Learning

Types of Data Collected

The following types of data may be collected by the administrator and/or the teacher:

- Classroom observation data
- Artifacts of teaching
- Evidence of student learning
- Progress on professional goal(s)
- Teacher self-assessment (optional)

Summative Evaluation Conference

- Review and discuss the content of the summative evaluation document
- Communicate recommended contract status and level of supervision for the next cycle
- Establish or revise professional goal(s)

For both tenured and nontenured teachers, the summative evaluation conference should be completed by April 1.

Timeframe: Periodically at the end of the summative evaluation cycle (like a snapshot)