

**h WASHINGTON WEST SUPERVISORY UNION
TEACHER SUPERVISION AND EVALUATION**

Vision

The schools of the Washington West Supervisory Union (WWSU) are committed to

- Assuring high quality education for all students
- Engaging all students in rigorous, meaningful learning
- Finding the interests and talents of students, and building on their strengths
- Providing a viable curriculum and challenging instruction for the 21st century
- Creating a culture for professional learning and competence through reflection of practice and collaborative dialogue.

To that end, the WWSU community supports a teacher evaluation system, aligned with supervision, mentoring, and professional development, that enhances this vision. The most critical factor of a students' education is the quality of their teacher. Teacher evaluation is an integral part of ensuring that all students can learn.

Description

Schools in the Washington West Supervisory Union use a Differentiated Supervision and Evaluation Model that combines Formative and Comprehensive supervision and evaluation processes. This combination assures a thorough process which has a presumption of competence at its core; recognizing that improvement of teaching and student learning is a goal for all WWSU educators. The model's purpose is to promote a professional learning culture and support professional growth while ensuring fair assessment of effective teaching practice as required under Vermont Statute.

Notification

Principals will provide teachers with copies of the model, forms, procedures, and respective timelines, by October 1 of the school year. This notification will include notice of which staff members will follow the Formative or Comprehensive component of the model for the current school year; placement is determined by the renewal date and level of the educator's professional license. The superintendent or his/her designee may place any staff member on a tier for Intensive Supervision and Assistance at any time.

Criteria

The WWSU model uses the *Framework for Teaching* (Danielson, ASCD 1996, 2000) as criteria against which effective teaching will be assessed and professional goals developed. Additionally, the WWSU Mentoring program for new teachers is based on the Framework for Teaching and offers support to all teachers new to the Supervisory Union in refining their teaching practice.

DIFFERENTIATED SUPERVISION AND EVALUATION MODEL

Overview

Teacher supervision and evaluation at Washington West Supervisory Union has as its primary purpose the improvement of teaching and student learning. For teaching and student learning to improve a professional culture must exist in which teachers are engaged in activities which identify areas of strength and areas of growth, and which support efforts to improve teaching practice, pedagogy, and content knowledge to improve student learning. A differentiated supervision and evaluation model recognizes that individual teachers have different needs in addressing professional growth and development. The model allows for teachers at different stages of development to grow and improve at different rates, and provides more or less support for the professional, as needed.

Objective

The objective of this model is an improved culture of instructional practices and student learning. The objective will be realized through the implementation of a supervision and evaluation model which is meaningful and realistic to teachers and administrators.

Formative and Comprehensive Components

The Formative component of the model assures professional growth through teacher and peer assessment, goal setting, and professional reflection. The Formative component is designed to align and support required professional licensure requirements for Vermont Educators (Individual Professional Development Planning). The Comprehensive component of the model uses classroom observation, teacher conferences with the supervising administrator, and a review of the attainment of individual goals to document and ensure professional growth and effective application in the classroom.

Summaries of each component follow.

Formative Component - Professional Goal Setting

Objective

The objective of the Formative component is to promote adult learning relative to professional practice. To achieve this objective, adult learners require ownership of the learning goals, established by thoughtful self and peer assessment, personal reflection on teaching practices, and ongoing feedback. Professional activities designed to help attain individual goals must support the needs of adult learners by engaging them in all aspects of their professional practice.

Overview

Teachers will work with their administrators to identify and agree upon 1 - 3 professional growth goals. One professional growth goal must align with district and school goals and initiatives. All goals will align with the *Framework for Teaching* (FFT) Domains of Professional Practice. Teachers will self assess their practice utilizing the

WWSU Supervision and Evaluation Procedures

FFT Domains and then develop goals related to areas of growth they've identified within those Domains:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Procedures

1. **Self assessment and goal setting:** Teachers will self assess their practice using the FFT, and will identify areas of growth from the self assessment. A total of 1-3 goals will be developed based upon the identified areas of growth and proposed, with a plan to attain the goals, to their supervising administrator for approval. Each school may indicate additional goal setting practices in alignment with school-based action plans.

2. **Concurrence of goal(s) and professional growth activities:** Teachers and their supervising administrators will hold one or more conferences to reach agreement on goal(s), and on a professional development plan designed to achieve the goal(s). Activities should be as specific as possible and should include a means to document the work and collect data from which goal attainment can be measured.

In the event there is no mutual agreement of the goals, the building principal shall determine said goals.

3. **Progress and Completion of the professional growth plan:** During the school year the teacher works independently or with peers, when applicable, toward achievement of the goal(s). Administrators provide help and consultation as needed. A review conference will be held near the end of the school year, during which the teacher will provide evidence of completion of the activity(s), attainment of the goal, and possible considerations for future goals. To prepare for the review conference the teacher will complete a written reflective statement.

Formative Component Options *(Include but are not limited to the following)*

Peer Observations

Peer Observations provide peer feedback on areas identified in the goals. These may be shared with the administrator at the teacher's discretion.

- Teacher partners with a peer observer and arranges observations. Teaching action research experiments / risk taking are encouraged.
- Peer observes one or more classes.
- Peer observer provides oral and written feedback directly to the teacher.
- Teacher uses feedback for reflection upon the goals.

Teacher summarizes efforts, including data and an analysis of goals attainment in the reflective statement.

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Individual Choice Activities

Teacher identifies one to three measurable activities per goal such as:

- Action Research and Study for classroom application
- Curriculum design, implementation
- Classroom teaching experiments
- Professional Courses and Study
- Participating in Formative study group / Professional Learning Community (book talk, research group, team)
- Data gathering, analysis, and identification of needs

Teacher summarizes efforts, including data and an analysis of goals attainment in the reflective statement.

Professional Collaboration

For teachers who wish to work with another teacher to plan activities to improve teaching and student learning.

- Teacher works with a partner to identify and attain mutually agreed upon / compatible goals.
- Teachers partner to identify one to three measurable activities per goal, such as:
 - Project
 - Action Research
 - Professional Courses and Study
 - Co-teaching / teaming
 - Material construction

Teacher summarizes efforts, including data and an analysis of goals attainment in the reflective statement.

Comprehensive Component - Administrator Classroom Observations and Review of Evidence

Objective

The objective of the Comprehensive component is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of teaching effectiveness in the WWSU, and supports and ensures continued improvement through a Comprehensive assessment of the application of teaching skills in the classroom.

Overview

Administrators will review evidence collected by the teacher (and agreed upon in the Formative component of the plan) to assess professional growth in the identified Domain(s). Administrators will complete classroom observations, both formal (announced) and informal (unannounced) to assess teacher practice relative to the Domains, and the degree to which effective practices are internalized in daily classroom instruction.

Procedures

Each evaluation will normally consist of two formal observations and additional informal observations to be completed by the supervising administrator. The supervising administrator can do more than two formal observations. Formal observations shall include a pre-observation and post-observation conference. The time between the formal observation(s) and the pre-conference will be forty-five (45) days or less. The time between the formal observation and the post conferences will be ten (10) or less. A different time sequence may be mutually agreed upon and created in the pre-observation conference. A post-observation conference and a pre-observation conference (for the next observation) may be combined upon mutual agreement.

1. The pre-observation conference for formal observations may include, but not be limited to discussion of goals, objectives, lesson plans, and other pertinent issues. In the event there is no mutual agreement of the goals or focus of the observation(s), the supervising administrator shall determine said goals / focus. With mutual agreement, a teacher and administrator may also use a planning pre-observation conference to plan a series of timely classroom observations to be followed by a post-observation conference. The timely implementation of this sequence will be stated and agreed upon at the pre-observation conference(s).

2. The supervising administrator will complete the formal classroom observations as determined in the pre-observation conference. The administrator may, at his / her discretion, include evidence observed through any informal observation(s) of the teacher's practice. Upon completion of the observations, the administrator will complete a written observation report. The written observation report will be given to the teacher within ten (10) working days of the observation unless otherwise mutually agreed upon.

3. Concurrently during the Comprehensive observation cycle, the supervising administrator will conduct a review of the teacher's professional goals and evidence the teacher collected which documents attainment of the teacher's professional goals. This review may, in many instances, align with Domain 4 of the FFT criteria, Professional Responsibilities.

4. A final Comprehensive evaluation conference will be held with the teacher to discuss the observation report(s) and the final Comprehensive evaluation report. The final Comprehensive evaluation report will contain: a summary of the classroom observations (formal and informal) documenting effective practice in the FFT domains, and review and assessment of the attainment of the teacher's professional goals, and when applicable recommendations for continued professional growth. The final Comprehensive evaluation written report will be given to the teacher within thirty (30) working days from the end of the last observation completed in the Comprehensive evaluation cycle. NOTE: Comprehensive report will be placed in teachers personnel file at central office, however no such report may be placed in the teacher's personnel file or otherwise acted upon without prior conference; provided however, that such a conference is requested by the teacher within five (5) days of receipt of the report.

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Comprehensive evaluation conferences and final Comprehensive evaluation reports must be completed by June 1st.

Required Activities of the Comprehensive Component

- Pre and post observation conferences.
- Formal classroom or workplace observations by administrator.
- Comprehensive evaluation completed by the supervising administrator.
- Administrator assessment of the teacher on the FFT Domains aligned to the five VT professional educator standards.

NOTE: Comprehensive Administrative Observation and Evaluation is for all Level I teachers and teachers in their first two years of employment in a WWSU school, including those with short term contracts, those teaching in a new endorsement area, teachers in a new teaching assignment, teachers identified by their supervising administrator (see WWSU #1) in a plan of assistance, and Level II educators in year one or year four of the Professional Growth Cycle.

Documentation and Planning (Year 7 only)

Documentation and planning is for teachers in the final year of their Vermont Professional License. Submission of evidence that reviews the past seven years of professional growth and a new Individual Professional Development Plan completes the formal evaluation procedures. Teachers are responsible for the development, documentation, and implementation of their IPDP, and for presenting adequate evidence to support re-licensure to the Local Standards Board.

Intensive Supervision and Assistance

INTENSIVE ASSISTANCE PROCESS

The majority of faculty members in the Washington West Supervisory District are dedicated professionals who perform at high levels. Occasionally, however, a teacher does not perform well enough to meet performance expectations. When this occurs, the administrator informs the teacher that he or she needs to participate in the Intensive Assistance Process. The goal of this process is to help the teacher identify and work to improve the specific areas where his/her performance is not adequate. A variety of interventions can be used to achieve the necessary improvement. Every aspect of the Intensive Assistance Process is carefully documented. If the teacher succeeds in improving his/her performance, he or she continues in his/her position and spends the next two years on the supervisory cycle. If, after two years, all continues to go well, the teacher may be placed on the Formative cycle. If, however, the administrator finds that even with one year of intensive assistance the teacher's performance fails to meet performance expectations, the teacher will be dismissed, in accordance with the terms of the Master Agreement.

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Procedures:

Whenever a faculty member is placed in the Intensive Assistance Process, procedures will be individualized to address his/her specific issues and areas of needed growth. At the same time, however, there are some actions that the teacher can expect will occur.

1. The teacher may be placed in the Intensive Assistance Process any time that his/her performance fails to meet the district's performance expectations. The administrator must document in writing the reason(s) for taking this step. The teacher may respond in writing to the administrator's decision.

2. In a meeting with the teacher, the administrator will outline both verbally and in writing the steps that he or she proposes for assisting the teacher in achieving compliance with the performance standards. The teacher is asked to respond to the administrator's plans and to contribute positively to this planning process. A written document is drawn up after the meeting describing the finalized plan, and it is signed by both the administrator and the teacher.

3. The administrator, the teacher, and others involved in the plan carry out the Intensive Assistance Process. At appropriate stages throughout, each comments in writing about the progress of the process.

4. When the Intensive Assistance Process has been underway for one year, the administrator will make a written recommendation to the Superintendent concerning the teacher's future employment. If the administrator finds that after one year of intensive assistance, the teacher's performance continues to fail to meet performance expectations, the administrator will recommend that the teacher be dismissed in accordance with the terms of the Master Agreement. The administrator will inform the faculty member verbally and in writing about the content of this recommendation before submitting it to the board. If the recommendation is not to continue the employment of the teacher, the teacher may have an opportunity to resign before the board acts upon the recommendation of the administrator. If the recommendation is to continue employing the teacher, and is approved by the board, then the teacher enters the supervisory cycle at the Comprehensive level for the next two years, after which, if all goes well, he or she may be placed on the Formative cycle.

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The Professional Growth Cycle

Seven stages of the Professional Growth Cycle are incorporated in this model. The seven (7) year cycle begins in the year in which the teacher receives his/her Level II license. Years one (1) and four (4) are always dedicated to the Comprehensive Component of the model. Year seven (7) will be devoted to reflection, preparing professional evidence and developing a new an Individual Professional Development Plan. Years two (2), three (3), five (5) and six (6) will be dedicated to the Formative Component of the model. Teachers and administrators will use the respective forms and established procedures for each cycle. A summary of the Professional Growth Cycle for level II educators follows:

The Seven (7) Year Professional Growth Cycle

Year 1 Comprehensive	Year 2 Formative	Year 3 Formative	Year 4 Comprehensive	Year 5 Formative	Year 6 Formative	Year 7 Reflection
-Administrator Observations -Goal Setting (administrative decision)	-Goal Setting -Informal observations	-Goal Setting -Informal observations	-Administrator Observations -Goal Setting (administrative decision)	- Goal Setting - Informal observations	-Goal Setting - Informal observations	Documentation and planning - IPDP - informal observations

The Supervision and Evaluation Cycle Tiers

Probationary Level Teachers	Professional Level Licensed Teachers	Intensive Supervision and Assistance
Years 1 and 2: Comprehensive Observation Cycle	Year 1: Comprehensive	Comprehensive Cycle as establish in an individual, specific improvement plan by the administrator with stated timelines to document improvement of practice.
Year 3: Formative	Years 2 & 3: Formative	Placement in seven year cycle determined by administrator after successful documentation of improved practice.
	Year 4: Comprehensive	
	Year 5 & 6: Formative	
	Year 7: Documentation prior to re-entry in the seven year cycle.	Upon successful completion of the intensive cycle staff will be placed on the Comprehensive cycle for the next 2 years.

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**Washington West Supervisory Union
Comprehensive Evaluation Cover Sheet**

Teacher's Name: _____ Date: _____

School: _____ Supervising Administrator: _____

Attach the following forms:

- Pre-observation discussion notes
- Observation form(s)
- Self-assessment reflection
- Final written Comprehensive evaluation

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**Washington West Supervisory Union
Pre-Observation Planning Notes (optional form)**

Teacher's Name: _____ Observer _____

School: _____ Date of Conference: _____

Class to be observed (grade, subject, date):

1. What are your goals or objectives for this lesson (linked to the Domains and VT Standards)?

2. How will you use your assessment results to support student learning and to provide feedback to students.

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3. Describe your plan for instructional delivery. Address each of the following and provide a rationale for each area (please attach any planning documents):

-Instructional strategies: (Activities, student grouping patterns, time allocations)

-Specific plans to address different learner needs, including behavior, learning styles, and IEP needs:

-Materials, resources, technology, including personnel if appropriate (attach copies of materials that students will use during the lesson):

4. Any unique characteristics of the class of which the observer should be aware:

5. Any specific focus for the observation:

Washington West Supervisory Union
Final Comprehensive Evaluation Report

Teacher's Name: _____ Date: _____

School: _____ Supervising Administrator: _____

Introduction:

Commendations:

Recommendations:

Summary:

Based on the above information, I certify that ____name____ is a competent teacher. I am recommending that he or she be put on the _____ component of the Professional Growth Cycle.

Acknowledgement of Content:

The teacher's signature below may not necessarily reflect agreement, but it should reflect an awareness of the content of this report. The major points of this report have been discussed with the teacher in a previous meeting. A teacher has the right to rebut any statements contained in this report or to file a separate report or rebuttal at the time of the signing of this report. If the teacher refuses or neglects to sign the report, the administrator will note the date and time and circumstances when the report was given to the teacher, along with the administrator's signature and date. This administrator recognizes and appreciates the effort and energy that the teacher has put into this evaluation process.

Teacher Signature _____ Date: _____

Administrator Signature _____ Date: _____

Please attach completed rubrics to this form upon completion and before submitting to Central Office.

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**Washington West Supervisory Union
Intensive Assistance Plan**

Teacher's Name: _____ Date: _____

School: _____ Supervising Administrator: _____

Area(s) of Concern – Identified by Domain and Component:

Specific Level of Performance Expected:

Resources/Supports/Interventions Needed:

Method(s) of Evaluation

Timeline:

Quarterly Review #1 Date _____

Quarterly Review #2 Date _____

Quarterly Review #3 Date _____

Final Review and Completion Date _____

Teacher Signature _____ Date: _____

Administrator Signature _____ Date: _____

Washington West Supervisory Union
Final Comprehensive Evaluation Report for Intensive Assistance

Teacher's Name: _____ Date: _____

School: _____ Supervising Administrator: _____

Introduction:

Commendations:

Recommendations:

Summary:

Based on the above information, I certify that ____name____ is a competent (or not) teacher. I am recommending that he or she be put on the _____ component of the Professional Growth Cycle.

Acknowledgement of Content:

The teacher's signature below may not necessarily reflect agreement, but it should reflect an awareness of the content of this report. The major points of this report have been discussed with the teacher in a previous meeting. A teacher has the right to rebut any statements contained in this report or to file a separate report or rebuttal at the time of the signing of this report. If the teacher refuses or neglects to sign the report, the administrator will note the date and time and circumstances when the report was given to the teacher, along with the administrator's signature and date. This administrator recognizes and appreciates the effort and energy that the teacher has put into this evaluation process.

Teacher Signature _____ Date: _____

Administrator Signature _____ Date: _____

Washington West Supervisory Union
Annual Goal(s) Cover Sheet

Teacher's Name: _____ School Year: _____

School: _____ Supervising Administrator: _____

Goal:

Rationale

How does this goal connect/ link to the *Framework For Teaching* Domains, your IPDP, student data, Supervisory Union goals and/or school action plans and initiatives?

Assessment Methods to Validate Attainment of Goal

What qualitative and or quantitative data will you use to measure attainment of your goal? (What method will you use to measure or monitor your progress?)

Strategies /opportunities for attaining goal

What strategies / activities will you use to address your goal?

Resources

Describe resources needed if extraordinary beyond usual and customary professional development support.

Timeline

Complete a timeline relevant to a specific strategy / activity.

Administrator Comments:

Employee Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

**Washington West Supervisory Union
End-of-Year Reflection**

Teacher's Name: _____ Date: _____

School: _____ Supervising Administrator: _____

Take some time to reflect upon your annual goals (Professional Development Plan goals). Submit a written reflection that assesses the level of achievement of your goals, how attainment of these goals have impacted teaching and learning, and how they relate to the Framework For Teaching and Vermont Standards. Please attach any artifacts that document your success.

Administrator Comments:

The contents of this reflection have been reviewed and discussed with the supervising administrator.

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Use additional sheets if needed.

Washington West Supervisory Union
Individual Professional Development Plan (IPDP) Comprehensive Form

The contents of teacher's name here new seven year Individual Professional Development Plan have been reviewed and discussed with the supervising administrator.

Administrator Comments:

Employee Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

**WWSU's Professional Growth Cycle
Roles and Responsibilities**

Comprehensive Component Years 1 and 4:

Teachers –

- Writing annual goals for the Comprehensive component is an administrative decision, this activity may not be required for all teachers
- Schedule a meeting with the supervising administrator to review/discuss annual goals (based on administrative decision)
- Schedule formal observations with supervising administrator
- Participate in pre and post observation conferences
- Submit a written reflection that assesses attainment of goals (based on administrator decision)
- Schedule Comprehensive conference with the supervising administrator to discuss observations, job performance, goals and future plans

Administrators –

- Meet with teacher to review/discuss annual goals (based on administrative decision)
- Participate in pre and post observation conferences
- Conduct formal observations (minimum of 2)
- Complete formal observation report(s)
- Conduct informal observations
- Write a Comprehensive evaluation report
- Participate in a Comprehensive conference
- Submit signed Comprehensive evaluation and observations to Central Office (By June 2nd)

Formative Component Years 2, 3, 5 and 6:

Teachers –

- Write annual goals
- Schedule a meeting with the supervising administrator to review/discuss annual goals (at the beginning of the school year)
- Submit a written reflection that assesses attainment of goals
- Schedule an end-of-year conference with the supervising administrator to discuss goals, informal observations, job performance and future plans

Administrators –

- Meet with teacher to discuss/review annual goals
- Conduct informal observations
- Participate in an end-of-year conference to discuss goals, informal observations, job performance and future plans
- Send signed goals and reflections to Central Office (By June 15th)

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Documentation Component Year 7:

Teachers –

- Collect and assemble evidence that documents your professional growth over the past 7 years
- Write a new Individual Professional Development Plan (IPDP)
- Submit evidence of professional growth and your new IPDP to the Local Standards Board
- Schedule a conference with the supervising administrator to review evidence of professional growth and the new IPDP

Administrators –

- Conduct informal observations
- Meet with the teacher to review professional growth, the new IPDP and informal observations
- Send IPDP Comprehensive Form to Central Office (By June 6th)

Vermont Statutes

Title 16: Education

Chapter 53: Contract, Compensation And Sick Leave

16 V.S.A. § 1752. Grounds and procedures for suspension and dismissal

§ 1752. Grounds and procedures for suspension and dismissal

(a) A teacher under contract to teach in a public school who fails, without just cause, to complete the term for which the teacher contracted to teach shall be disqualified to teach in any public school for the remainder of the school year.

(b) Unless otherwise negotiated, a teacher under contract to teach in a public school whose contract is not to be renewed for the ensuing year shall be notified in writing, setting forth the grounds therefore no later than April 15. If the teacher so notified desires a hearing, the teacher shall so request in writing to the clerk of the school board. The teacher shall have the right to a hearing before the school directors within 15 days, may present witnesses and written evidence, and may be represented by counsel. A hearing shall be in executive session unless the teacher making the appeal requests or agrees in writing that it be open to the public. The school board shall affirm, modify, or reverse the non-renewal and shall issue its decision in writing within five days. In the case of a probationary teacher who has received two written performance evaluations per year of probationary service, a decision of the board shall be final. The standard for non-renewal of a contract shall be:

(1) In the case of a non-probationary teacher, just and sufficient cause.

(2) In the case of a probationary teacher, any reason other than those prohibited by law. However, the standard for non-renewal for a probationary teacher's contract shall be just and sufficient cause if the teacher has not received at least two written performance evaluations per year of probationary service. A probationary teacher is a person who has been employed as a teacher in Vermont public schools for less than two school years.

(c) A superintendent may suspend a teacher under contract on the grounds of incompetence, conduct unbecoming a teacher, failure to attend to duties or failure to carry out reasonable orders and directions of the superintendent and school board.

(d) The suspension shall be in writing and shall set forth the grounds therefore. Copies shall be delivered to the teacher, and to the chairman and to the clerk of the board of school directors. Thereafter, performance under the teacher's contract shall be suspended, but he shall be paid pro rata to the time of his dismissal by the board.

(e) The teacher so suspended shall have the right to appeal to the board of school directors of the district for review of the decision. Filing a written notice of appeal with the clerk of the school board within seven days of the effective date of the suspension shall initiate the appeal. The clerk of the board shall forthwith forward a copy of the notice of appeal to the superintendent and send to the teacher an acknowledgment of receipt of the appeal.

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(f) The school board to whom the appeal is directed shall hear the appeal within ten days of receipt of notification. The teacher and the superintendent shall be advised by the clerk of the board of the time and place of hearing by written notice at least three days before the date of hearing.

(g) All parties shall be entitled to counsel at every stage of the proceedings established by this section. Hearings shall be in executive session, unless the teacher making an appeal requests or agrees in writing that they be open to the public. A teacher making an appeal may waive in writing his right to a hearing.

(h) Upon hearing, or if no appeal is taken, the school board shall affirm or reverse the suspension or take such other action, including dismissal, as may appear just. If the suspension, or the dismissal, is reversed, the teacher shall not suffer any loss of pay, retirement benefits, or any other benefits to which he would otherwise have been entitled.

(i) The decision of the school board shall be in writing and filed with the clerk of the school board not later than five days after the hearing or after the time for taking an appeal has expired. The clerk shall within three days notify the superintendent and the teacher in writing of the decision.

(j) No action shall lie on the part of a teacher against any school district for breach of contract by reason of suspension or dismissal unless the procedures herein described have been followed by said teacher.

(k) Every teacher's contract shall be deemed to contain the provisions of this section and any provision in the contract inconsistent with this section shall be considered of no force or effect. (Amended 1963, No. 132; 1975, No. 79; 1997, No. 127 (Adj. Sess.), § 1.

<http://www.leg.state.vt.us/statutes/fullsection.cfm?Title=16&Chapter=053&Section=01752>

Appendix B

OPERATIONAL DEFINITIONS

Differentiated Model – A model of supervision and evaluation that recognizes the differing stages of professional growth and experience. It is structured in tiers to allow for different requirements depending upon the needs of the individual teacher.

Enhancing Professional Practice: A Framework For Teaching – Text written by Charlotte Danielson. This book contains the criteria on which the evaluation model is based. Cited in the evaluation model as the *Framework for Teaching*. Published by ASCD, 1996.

Entry to the evaluation cycle – The first time a teacher participates in the professional growth cycle for Veteran Teachers is an Entry Year, during which the teacher works to develop a Professional Development Plan.

Evaluation Cycle – One complete cycle of the evaluation process which varies depending upon the tier. Veteran teachers participate in a four year cycle, teachers new to the profession participate in a two year probationary cycle, teachers new to WWSU participate in a one year cycle, and teachers in need of Intensive Assistance participate in a cycle that is defined by the superintendent or his / her designee.

Forms

Annual Self-Assessment / Reflection (form) – Teacher form used to report progress on annual goal attainment.

Final Comprehensive Evaluation Report (form) – Administrative form used as a cover to all observation records. This form provides a template on which the administrator summarizes the completed professional evaluation cycle.

Formal Observation Cover Sheet (form) – Administrative cover to the observation forms.

Intensive Assistance Plan (form) – A form used by the administrator to record the agreed upon plan for assistance.

Pre-Observation Discussion Notes (form) – Administrative form used to record discussion held during the pre-observation conference.

Annual Goal (s) Cover Sheet (form) – A teacher form used as a cover sheet for individual goal sheet which are attached to the cover.

Formal Observation – Pre-scheduled observations of a teacher's work, with clear objectives and goals. These result in written statements.

Formative Assessment – The process of self and peer assessment for the purpose of on-going professional growth.

Individual Professional Development Plan (IPDP) – The plan developed by the teacher for the purposes of re-licensing by the Local Standards Board.

Informal Observation – Scheduled or unscheduled observations of a teacher's work. These do not require written summary.

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Intensive Assistance – An evaluation and intervention process for teachers with current documentation of unsatisfactory performance.

Intensive Assistance Plan – A plan developed by an administrator for purposes of helping a teacher in an intensive evaluation cycle.

Mentor – A trained teacher who assists teachers new to WWSU or new to teaching.

Model – This evaluation model including all its components, as presented to the school board and association.

New Teachers – Teacher new to WWSU or teachers new to teaching.

Peer – Faculty member.

Peer Coaching – A collaborative process where two teachers study each other's work for the purpose of providing non-judgmental feedback, and learning from each other.

Peer Observation – An informal process where a peer observes a teacher's classroom to provide non-judgmental feedback for the purpose of improving classroom instruction.

Pre-Observation Conference – A conference between the teacher and administrator prior to any formal observation for the purpose of reviewing information regarding the lesson to be observed.

Post-Observation Conference – A conference between the teacher and administrator after each formal observation for the purpose of providing feedback to the teacher and gathering additional information as necessary.

Professional Development Opportunities – Those opportunities a teacher selects as part of his/her professional development plan.

Professional Goals – Improvement goals for the evaluation cycle developed by the teacher and approved by the administrator.

Professional Evidence – Evidence developed and maintained by the teacher to support his/her professional growth and attainment of goals set in his/her professional development plan. This may be the same evidence used for the teacher's Individual Professional Development Plan.

Reflection – The thoughtful analysis of the various aspects of teaching, with subsequent ideas on how to further improve professional practice. A teacher's written reflection should be specific to his/her IPDP goals and considered against the criteria from the *Framework for Teaching*.

Roles and Responsibilities – Teacher and Administrator responsibilities in the supervision and evaluation process.

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Rubric – A scoring guide that includes criteria and performance descriptors at different levels. In the WWSU Teacher Evaluation Process, rubrics from the *Framework for Teaching* will be used to assess attainment of stated professional goals in the teacher's professional development plan, and to assess classroom performance during formal and informal observations.

School Action Plan – A document required by Act 60 that includes goals and objectives for improved student learning.

Self- Assessment – A comprehensive reflective statement written by the teacher which assesses the teacher's attainment of goals established in his/her professional development plan, according to the criteria of the *Framework for Teaching*. The statement should also reference evidence that supports the teacher's self-assessment conclusions.

Standards for WWSU Educators – A list of standards for professional development and evaluation, consisting of standards in instruction, learning, professional knowledge, professional responsibilities, accountability, collegueship, and advocacy, which align with the Individual Professional Development Plan and the *Framework for Teaching*.

Student Data – School-wide, subject-wide, and/or individual student data. This data may include, but is not limited to, state standardized tests, national exams, student grades, and teacher provided data, such as examples of student work, attendance and drop-out rates, etc.

Comprehensive Evaluation – A document written by the administrator that includes a description of performance based on the criteria from the *Framework for Teaching* and a summary of professional growth and development as evidenced by progress towards, or attainment of established professional development goals. The Comprehensive evaluation will be written at the conclusion of the evaluation cycle for both new and veteran teachers.

Supportive Colleague – A peer assigned to meet regularly with a new teacher for the purpose of advising and supporting the new teacher in various aspects of teaching.

Teacher – Any WWSU employee holding a Professional Educator license.