

Chittenden Central  
Supervisory Union

Supervision and  
Evaluation  
Manual

2007 – 2008  
School Year

## An Overview of the Process

1. There are five cycles in the supervision and evaluation model. Each educator will participate in one cycle each year.

Focused Assistance: Adapting to New Contexts (FA: ANC)  
Focused Assistance: Improving Current Practice (FA: ICP)  
Administrative Consultation (AC)  
Colleague Consultation (CC)  
Self-Directed Focus (SDF)

2. School staffs will be informed of the evaluation instrument by October 15<sup>th</sup> of each school year. Educators will identify a cycle or be directed to participate in a cycle by October 15<sup>th</sup> of each school year.
3. New staff members and reassigned staff members will be assigned to the Focused Assistance: Adapting to New Contexts cycle at the beginning of the new school year. A reassigned staff member will be assigned to this cycle if over half of their assignment is new, and will remain in the cycle for a minimum of one year. A staff member new to the profession will be assigned to this cycle for a minimum of two years. This may be extended if needed.
4. Veteran staff members with documented deficiencies will be assigned to the Focused Assistance: Improving Current Practice cycle for a minimum of one year. This may be extended if necessary.
5. Each staff member will be assigned to the Administrative Consultation cycle at least once every four years. Principals may assign staff members to this component more often if necessary.
6. Staff members may elect to participate in the Colleague Consultation or Self-Directed Focus cycles with principal consent.
7. Colleague Consultation and Self-Directed Focus cycles may be extended up to three years as mutually agreed upon by the participating staff member and administrator.
8. Goal conferences for all cycles should be completed by October 15<sup>th</sup> of each school year.

9. Each staff member and administrator will be responsible for fulfilling their respective responsibilities as outlined in this manual.
10. Each staff member must maintain a portfolio. Contents of the portfolio are outlined in this manual.
11. At any time during the school year an administrator can place a staff member with documented deficiencies in the Focused Assistance: Improving Current Practice cycle. An administrator is expected to notify the superintendent's office of a non-renewal recommendation by February 1<sup>st</sup> of each school year.
12. At the end of each school year supervision and evaluation records will be forwarded to personnel files maintained in the supervisory union's central office.

## Frequently Asked Questions

1. What are the five evaluation cycles?

Focused Assistance: Adapting to New Contexts  
Focused Assistance: Improving Current Practice  
Administrative Consultation  
Colleague Consultation  
Self-Directed Focus

2. Do staff members have to go through all five cycles?

No. However, each staff member must participate in the Administrative Consultation cycle once every four years.

3. What approach should new staff members or re-assigned staff members use?

Staff members, new to the district or new to a different role, will automatically be placed in the Focused Assistance: Adapting to New Contexts cycle. This approach has been designed to provide thorough and consistent support throughout the first two years, if necessary, of service in the district or re-assignment.

4. Can a staff member move from one cycle to another cycle during the school year?

Generally, no. However, there may be extenuating circumstances that require a staff member to move to another cycle. This decision must be made with administrator approval. Additionally, an administrator may require a staff member, with documented deficiencies, to move to the Focused Assistance: Improving Current Practice cycle at any time during the school year.

5. How will staff members who work at more than one school be evaluated?

The administrator who provides supervision for the majority of the time will evaluate staff members. For staff members who provide services in different schools, on an equal basis, a mutual decision among administrators and staff members will be made.

6. How will staff members and administrators use the framework?

The framework, developed by Charlotte Danielson and adopted for our supervision and evaluation model, contains concepts and skills grounded in a body of research that seeks to identify the most effective principles of instruction. *These principles maximize student learning and promote student engagement.* At the beginning of each school year staff members, supervisors, and administrators should use the framework as a basis for the goal setting process. 22 components and seventy six elements are found in the framework. Although each staff member is certainly responsible for demonstrating a basic level of performance in each component, goals should be set only on those components or elements that are identified through professional reflection and the goal setting process.

7. Why use a rubric to evaluate performance?

A rubric serves many purposes. It helps staff members and administrators define skill levels. It provides an objective and consistent lens through which educators can view performance. It informs staff members as to how they will be assessed and evaluated. Most important, it creates an opportunity for staff members to reflect on their own professional practice within the goal setting process.

8. How will the evaluation model relate to the Individual Professional Development Plan?

When a staff member chooses to participate in the AC, CC, or SDF cycle of this model, she/he is encouraged to create a link with her/his Individual Professional Development Plan (IPDP). The activity chosen to fulfill her/his IPDP standard could also be used for the chosen evaluation cycle. The documentation of the activity could serve as part of the supervision and evaluation portfolio and the IPDP portfolio.

9. How will the evaluation model relate to the school action plan (SAP) and comprehensive plan for continuous improvement (CPCI)?

The SAP and the CPCI provide direction for a school's growth and development. The individual staff goals formulated within this supervision and evaluation model should, at some level, acknowledge the direction of the SAP and the CPCI.

### Focused Assistance: Adapting to New Contexts Cycle

This cycle is intended to address the needs of two groups of staff members: those new to the supervisory union; and those engaged in a new or significantly different role/assignment. Participants involved in the FA: ANC cycle will be formally observed a minimum of two times over their first year of service. Additionally, educators new to the profession will be observed a minimum of two times over their second year of service. Participants will engage in pre-conferences and post-conferences with their administrator for each of these observations. A goal setting meeting should be held, and goals should be developed, by October 15<sup>th</sup> of each school year. Goals will be aligned with specific needs as identified by supervisor/principal.

#### Roles and Responsibilities

Participant	Roles and/or Responsibilities	Timeline
Staff Member	Goal setting conference to develop goals with supervisor/administrator for school year	By October 15 <sup>th</sup>
	Plan observations, pre-conferences, and post-conferences	First observation and conferences completed before December 1 <sup>st</sup>
	Complete self reflection on the achievement of goals	By June 30 <sup>th</sup>
	Complete a portfolio	By June 30 <sup>th</sup>
	Final goal conference to review portfolio/reflection and identify cycle for following year	By June 30 <sup>th</sup>
Administrator	Identify staff members in FA: ANC cycle	Prior to school year
	Goal setting conference to develop goals with supervisor/administrator for school year	By October 15 <sup>th</sup>
	Plan observations, pre-conferences, and post-conferences	First observation and conferences completed before December 1 <sup>st</sup>
	Notify the superintendent's office of recommendation for non-renewal of contract if necessary	February 1 <sup>st</sup>
	Complete summative evaluation	By June 30 <sup>th</sup>
	Final goal conference to review portfolio/reflection and identify cycle for following year	By June 30 <sup>th</sup>

Exit from the FA: ANC cycle is dependent on successful completion of individual goals and demonstrated effectiveness in adapting to new contexts as defined by the staff member's supervisor/administrator.

### Focused Assistance: Improving Current Practice

This cycle is intended to address the needs of experienced staff members with documented professional deficiencies. It is the administrator's responsibility to address educators, who in her/his opinion, need to improve their current practice. The administrator must address perceived educator deficiencies according to the following steps:

- Step 1 Schedule a conference with the educator to discuss and clarify concerns, share perceptions, define issues, and delineate appropriate expectations.
- Step 2 Continue to monitor areas of concern and identify any progress toward meeting defined expectations. Communicate concern and progress in writing.
- Step 3 If the administrator determines that progress is either minimal or unacceptable, she/he will place the staff member in Focused Assistance: Improving Current Practice cycle and will develop an improvement plan to address the staff member's documented deficiencies.

Participants involved in the FA: ICP cycle will be formally observed a minimum of 4 times. Participants will engage in pre-conferences and post-conferences with their administrator for each of these observations. Administrators will also document multiple informal classroom visits and related data collection activities. The initial conference will focus on goal setting and will result in the development of an improvement plan and timeline for the school year. This meeting should be held, and goals should be developed, by October 15<sup>th</sup> of each school year. Goals will be aligned with specific needs as identified by supervisor/principal.

#### Roles and Responsibilities

Participant	Roles and/or Responsibilities	Timeline
Staff Member	Goal setting conference to develop goals and improvement plan with supervisor/administrator for school year	By October 15 <sup>th</sup>
	Plan observations, pre-conferences, and post-conferences	First observation and conferences completed before December 1 <sup>st</sup>
	Complete self reflection on the achievement of goals	By June 30 <sup>th</sup>
	Complete a portfolio	By June 30 <sup>th</sup>
	Final goal conference to review portfolio/reflection and identify cycle for following year	By June 30 <sup>th</sup>

FA: ICP Roles and Responsibilities (Continued)

Administrator	Identify staff members in FA: ICP cycle	Prior to school year
	Goal setting conference to develop goals and improvement plan with supervisor/administrator for school year	By October 15 <sup>th</sup>
	Plan observations, pre-conferences, and post-conferences	First observation and conferences completed before December 1 <sup>st</sup>
	Administrator is expected to notify the superintendent's office of recommendation for non-renewal of contract if necessary	February 1 <sup>st</sup>
	Complete summative evaluation	By June 30 <sup>th</sup>
	Final goal conference to review portfolio/reflection and identify cycle for following year	By June 30 <sup>th</sup>

Exit from the FA: ICP cycle is dependent on the correction of any deficiencies in current practice as defined by the staff member's administrator. The personnel files of staff members in this cycle will include an improvement plan with specific goals, a self-reflection summary of the educator's perceptions of her/his improvement plan success, an evaluation, and recommendations regarding the staff member's future employment in the supervisory union.

## Administrative Consultation

This cycle allows a staff member to work with an administrator to achieve identified goals. The staff member and administrator will focus their supervision and evaluation efforts on identified components in Danielson’s framework. Goals should support individual professional development and be linked to the school action plan and the comprehensive plan for continuous improvement. At least one component or element in each domain will be identified in the goal statement. Each educator will be evaluated in the administrative consultation cycle at least once every four years.

### Roles and Responsibilities

Participant	Roles and/or Responsibilities	Timeline
Staff Member	Goal setting conference to develop goals with supervisor/administrator for school year	By October 15 <sup>th</sup>
	Plan observations, pre-conferences, and post-conferences	
	Complete self reflection on the achievement of goals	By June 30 <sup>th</sup>
	Complete a portfolio	By June 30 <sup>th</sup>
	Final goal conference to review portfolio/reflection and identify cycle for following year	By June 30 <sup>th</sup>
Administrator	Identify staff members in AC cycle	Prior to school year
	Goal setting conference to develop goals with supervisor/administrator for school year	By October 15 <sup>th</sup>
	Plan observations, pre-conferences, and post-conferences	
	Notify the superintendent’s office of recommendation for non-renewal of contract if necessary	February 1st
	Complete summative evaluation	By June 30 <sup>th</sup>
	Final goal conference to review portfolio/reflection and identify cycle for following year	By June 30 <sup>th</sup>

At the final goal conference the staff member’s participation in the AC cycle or other cycles for the following school year will be discussed.

## Colleague Consultation

This cycle allows two or more staff members to share responsibility for achieving identified goals. The staff members will focus their supervision and evaluation efforts on identified components in Danielson’s framework. At least one component or element will be identified in at least one domain. Goals should support individual professional development and be linked to the school action plan and the comprehensive plan for continuous improvement.

The Colleague Consultation cycle may be extended up to three years as mutually agreed upon by the participating staff member and administrator.

### Roles and Responsibilities

Participant	Roles and/or Responsibilities	Timeline
Staff Member	Goal setting conference with colleague to develop goals for school year	By October 15 <sup>th</sup>
	Participate in an opportunity to disseminate work to colleagues	By June 1st
	Complete a collaborative reflection on the achievement of goals	By June 30 <sup>th</sup>
	Complete a portfolio	By June 30 <sup>th</sup>
	Final goal conference with colleague to review portfolio/reflection	By June 30 <sup>th</sup>
Administrator	Identify staff members in CC cycle	Prior to school year
	Goal setting conference with colleagues to review and approve goals	By October 15 <sup>th</sup>
	Facilitate an opportunity for participants to disseminate their work to colleagues	By June 1st
	Complete final evaluation overview	By June 30 <sup>th</sup>
	Final goal conference to review portfolio/reflection and identify cycles for following year	By June 30 <sup>th</sup>

At the final goal conference the staff members’ participation in the other cycles for the following school year will be discussed.

### Self-Directed Focus

This cycle is intended to address the needs of staff members who wish to enhance their professional development by focusing on areas of interest and engaging in highly reflective individual practices. The decision of a staff member to participate in this cycle must be supported by her/his administrator. Staff members will focus their supervision and evaluation efforts on identified components in Danielson’s framework. At least one component or element will be identified in at least one domain. Goals should support individual professional development and be linked to the school action plan and the comprehensive plan for continuous improvement.

The Self-Directed Focus cycle may be extended up to three years as mutually agreed upon by the participating staff member and administrator.

### Roles and Responsibilities

Participant	Roles and/or Responsibilities	Timeline
Staff Member	Goal setting conference with supervisor/administrator to develop goals for school year	By October 15 <sup>th</sup>
	Participate in an opportunity to disseminate work to colleagues	By June 1 <sup>st</sup>
	Complete a self reflection on the achievement of goals	By June 30 <sup>th</sup>
	Complete a portfolio	By June 30 <sup>th</sup>
	Final goal conference to review portfolio/reflection and identify cycle for following year	By June 30 <sup>th</sup>
Administrator	Identify staff members in SDF cycle	Prior to school year
	Goal setting conference with staff member to review and approve goals	By October 15 <sup>th</sup>
	Facilitate an opportunity for participants to disseminate their work to colleagues	By June 1 <sup>st</sup>
	Complete final evaluation overview	By June 30 <sup>th</sup>
	Final goal conference to review portfolio/reflection and identify cycles for following year	By June 30 <sup>th</sup>

At the final goal conference the staff member’s participation in the other cycles for the following school year will be discussed.

## General Guidelines

The goal setting process should be completed by October 15<sup>th</sup> of each school year.

In considering professional goals, Charlotte Danielson's [A Framework for Teaching, Second Edition](#) rubric will be used to help identify goals; and the SMART goal outline will be used to design goals.

All pertinent records and forms will be submitted to the personnel files of staff members located at the supervisory union's central office.

Portfolios should include goal statements, appropriate evaluation forms, classroom observation summaries/notes, sample lesson plans and student work, self-reflection, and evaluation.

Portfolios may also include professional development activities, student feedback, parent feedback, and any other information pertinent to professional reflection and improvement.

Colleague Consultation and Self-Directed Focus cycles may be extended up to three years as mutually agreed upon by the participating staff member and administrator.

## Setting *SMART* Goals Using the Framework

### Specific

A specific goal has a much greater chance of being accomplished than a general goal. Use the language of the Framework to word your goal.

### Measurable

Establish concrete criteria for measuring progress toward the attainment of the goal you set. When you measure progress, you stay focused on the essence of the domain and reached your targets for professional growth.

### Attainable

When you identify goals that are most important to your professional growth, you refine the attitudes, abilities, skills and capacity necessary to accomplish other important tasks in teaching, too. You begin seeing previously overlooked opportunities that bring you closer to framing your thinking about teaching within the domains of professional practice.

### Realistic and Results Driven

To be realistic, a goal must represent an objective toward which you are both willing and able to work that fulfills a need. A results driven goal will most likely have a direct impact on student learning.

### Time Bound

When your goal is plotted out within a time frame, you have a better chance of making it specific and measurable and thus attainable.

### *Example of SMART goal using Danielson's Framework*

- I will use formal and informal student assessment data to inform whole class, small group, and 1:1 instruction resulting in the decrease of identified students' literacy achievement gaps by three levels before the end of the 2007 – 2008 school year.

### Pre-Observation Form

Educator: \_\_\_\_\_ Pre-Observation Conference Date: \_\_\_\_\_

*This form should be used to frame the discussion that will take place during the pre-observation conference. You may be asked to complete the form before the pre-observation conference. Provide the observer the lesson or unit plan including the grade expectations from the Vermont Framework. Also attach copies of instructional materials that students will use.*

What enduring understandings or essential questions will be central to the work of students during the observation?

How will students be engaged in this learning opportunity?

Briefly describe students in your class, especially those with special needs. How will you differentiate your instruction to meet the diverse needs of learners?

What understandings or essential concepts or skills will be assessed?

How will students be assessed?

Are there specific areas of instruction on which you would like the observer to focus?

### Post Observation Form

Educator: \_\_\_\_\_ Post-Observation Conference Date: \_\_\_\_\_

*This form should be used to frame the discussion that will take place during the post-observation conference. You may be asked to complete this form before the post-observation conference. Please bring examples of student work from the observation to the conference.*

Were your instructional goals met?

To what extent were students productively engaged?

Did you make any modifications/adjustments to your plan during the lesson?

Describe an example in which your feedback positively affected a student's learning.

How do you plan on making use of the assessment results garnered from the lesson?

If you had the opportunity to teach the lesson again, what would be different?

## Classroom Observation Record

Staff Member Name \_\_\_\_\_ Observation Date \_\_\_\_\_

Component Observed
Creating an Environment of Respect and Support
Establishing a Culture for Learning
Managing Classroom Procedures
Managing Student Behavior
Organizing Physical Space
Communicating With Students
Using Questioning and Discussion Techniques
Engaging Students in Learning
Using Assessment in Instruction
Demonstrating Flexibility and Responsiveness

