



OSSD Teacher Supervision Evaluation Process (SEP)

Alignment with Ends v8.23.22

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Purpose of the Evaluation Cycle

All supervision and evaluation systems (SEP) should be designed to enable staff to achieve specific goals on behalf of the organization that employs them. In the case of the Orange Southwest School District, the purpose of the SEP is to develop and reinforce skills, knowledge, and behaviors that achieve the Board's Ends (i.e., the district's stated goals as outlined in Appendix A). This SEP is developmental in nature as it is geared towards personal growth and achievement over time. Should administrative functions be needed - improvement plans or separation - they will be instituted using different processes as outlined in the collective bargaining agreement. This is to protect the developmental function this SEP strives to serve.


Teacher Notification

The administration will, whenever possible, notify non-probationary teachers prior to the end of a school year if they will be scheduled for evaluation during the next school year, also referred to as being on-cycle.



-  *All probationary teachers are considered on cycle.*
-  *All non-probationary teachers who have had a satisfactory evaluation will be on-cycle every third year.*
 - *Should reasonable concerns arise during a teacher's off-cycle year(s), an administrator can move a teacher to on-cycle with written notification.*
-  *Any teacher who has an unsatisfactory evaluation will be placed on a written improvement plan.*

On-Cycle Teacher Responsibilities

1. *By the final school day in September, the teacher will schedule an initial meeting with their supervisor to establish goals for the year and to discuss a growth plan. At this meeting, the supervisor will outline the observation and evaluation process for the year.*
2. *Following the initial meeting, each teacher shall submit a written growth plan to their supervisor. At least one goal of the growth plan must directly support the district's Ends which can be found in Appendix A. The teacher must define the goal(s) and state what objective data (e.g., Track my Progress, STARS 360, SBAC, Vermont Science Assessment, Advanced Placement Scores, common formative assessments, common summative assessments, college and career readiness inventory) they will collect and assess to demonstrate progress towards achieving their goal(s). In collaboration with their supervisor a threshold will be established in relation to the data that indicates successful achievement of the goal (e.g., at least 90% of students in the teacher's class will achieve proficiency or high on the Vermont Science Assessment). The plan will also outline the specific actions the teacher will engage in over the course of the year that are strategically designed to support achievement of their goal(s).*

 Generally, the best way to identify goals for the coming year is to reflect on the previous year or years. Assessment data can reveal areas of potential focus as can a department or grade team's own reflections on which concepts and standards students had the most difficulty achieving. No matter how well the students do, the idea is to create goals that concentrate on areas of relative weakness to make them stronger.

****Note:** Generally, goals are created in collaboration with the teacher's supervisor; in special circumstances (e.g., new initiatives, areas of needed focus) the supervisor may establish some or all of the goals for the teacher.

3. On-cycle teachers shall provide their supervisor with the written growth plan by end of the second week of October. A plan template can be found in Appendix B of this document.
4. The written plan shall be reviewed and approved by the teacher's supervisor prior to commencement. The supervisor shall make recommendations for improvement to the plan as needed. The use of student data in the creation and evaluation of the plan and its goals are critical as this allows the teacher to evaluate the impact of their activities on student learning in order to facilitate continuous growth and improvement over time.
5. On-cycle teachers shall complete a self-assessment by the agreed upon date set in collaboration with their supervisor, but in no case shall it be later than March 15th. The self-assessment shall be a narrative reflection on the progress made towards achieving the goals outlined in the growth plan using student data as evidence to support the conclusions.
 -  If reasonable progress was made, the teacher should state what their new goals will be for the coming year.
 -  If reasonable progress was not made, the teacher should reflect on why and outline what new actions or activities will be tried in the coming year to progress towards achievement of their goals and why these new activities may allow for progress when the others did not.
6. Teachers shall schedule a meeting with their supervisor immediately following the submission of their self-assessment in order to facilitate the creation of a final evaluation report for the cycle.


Note: Since teachers must maintain proficiency in the Vermont Teacher Standards in order to maintain their licenses, these standards are always subject to feedback and evaluation: <https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-core-teaching-and-leadership-standards-for-vermont-educators.pdf>


360 Degree Feedback


Teachers may identify individuals to participate in their self-assessment or to provide additional evidence to their evaluator. This may include peers, supervisors, direct reports, and students. The self-assessment shall be used to provide additional feedback on progress towards the goals outlined in the growth plan, the effectiveness of the activities used to reach those goals, and to prompt a deeper reflection into the learning needs of the teacher's students. If a 360 Degree Feedback process is used, it is often most advantageous for the feedback members to discuss behaviors and activities the teacher engages in that have an impact on the achievement of their goals.

Supervisor Responsibilities

In addition to those responsibilities outlined above, the supervisor shall:

-  *Conduct **at least** two direct observations of the teacher:*
 - *Classroom observations will last at least ½ of a full class period.*
 - *At least one observation will be unannounced.*
 - *Observations can also include (but are not limited to) direct observation of teacher planning, assessments, gradebooks, student work, meetings, and conferences.*

-  *Prepare a written formal summative evaluation that at a minimum:*
 - *Provides an evidenced-based judgement of how well the teacher is meeting some or all of the Vermont State Professional standards for teachers.*
 - *Provides an evidence-based judgment on the progress made towards achieving the goals outlined in the teacher's growth plan.*
 - *Provides an evidence-based judgment on whether the teacher is:*
 - *For Non-Probationary Teachers*
 - *In Good Standing*
 - *Should be placed on an improvement plan*
 - *For Probationary Teachers*
 - *Recommended for contract renewal*
 - *Recommended for non-renewal*
 - *Recommended for an additional probationary year*

-  *Review the summative evaluation with the teacher and forward a signed (by both supervisor and teacher) copy to central office for inclusion in the teacher's personnel file.*

Appendix A: District Ends

Policy Type: ENDS

Policy Title 1.0 Mission Statement

Students have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community.

Further, our core focus is on the following:

1.1 Critical thinking: Students creatively apply experiences and critical analysis to solve problems and make informed decisions.

1.2 Foundational Knowledge: Students possess comprehensive knowledge of a core curriculum in the following areas:

1.2.1 Reading, writing and communication

1.2.2 Mathematics

1.2.3 Science

1.2.4 Social studies

1.2.5 Life Skills

1.2.6 The Arts

1.3 Ability to Adapt: Students are adaptable, resilient and can manage change.

1.4 Information Technology: Students use and apply information and technology appropriately, effectively and objectively.



ORANGE SOUTHWEST SCHOOL
DISTRICT

APPENDIX B: TEACHER GROWTH PLAN

EDUCATOR NAME:	SCHOOL YEAR:
TEACHER PEER:	SCHOOL:
PRIMARY EVALUATOR:	GRADE(S)/COURSE(S):
CONTRIBUTING EVALUATOR:	EDUCATOR STATUS:
DATE OF INITIAL MEETING:	PLAN APPROVAL DATE:

Goal Setting

Teachers will have at least two goals for professional growth, one must directly support the district's Ends. Further goals must either support the district's **Ends** or the teacher's growth relative to one of the ten **Core Teaching Standards for Vermont Educators**. Goals may take multiple years to complete and should be large enough to have a notable impact on student growth or achievement.

Goal 1

Which End will this Goal Support (cut-and-paste from Appendix A)?

State your goal? Is it specific, measurable, realistic and results-focused?

What positive outcome(s) for students is your goal designed to promote?

What data will you collect and analyze to evaluate your progress? What threshold relative to the data must be crossed in order to indicate success?

What action steps will you complete this year to achieve or make progress (if multiyear) on your goal?

Goal 2

Which Critical End or Vermont Teaching Standard will this Goal Support (cut-and-paste)?

State your goal? Is it specific, measurable, realistic and results-focused?

What positive outcome(s) for students is your goal designed to promote?

What data will you collect and analyze to evaluate your progress? What threshold relative to the data must be crossed in order to indicate success?

What action steps will you complete this year to achieve or make progress (if multiyear) on your goal?

Mid-Cycle Reflection

Write a short narrative that outlines the current progress made towards each of your goals. These goals should use the data you've collected as evidence to support your assertions. After completing the written reflection, discuss if there is a need to modify any part of your goal statement(s)?

Date Mid-Cycle Reflection Completed: _____

Self-Assessment: Submitted by March 15th

Write a short narrative reflecting on the progress made towards achieving your goals this year using student data as evidence to support the conclusions.

- If reasonable progress was made, state what your new goals will be for the coming year based upon what you have learned and explain why those new goals are important to continued student growth and achievement.
- If reasonable progress was not made, reflect on the potential causes and outline what new actions or activities will be tried in the coming year and why these new activities may allow for progress when the others did not.

Date Self-Reflection Completed: _____

SUPERVISOR SIGNATURE

TEACHER SIGNATURE

Date of Plan Self-Assessment Meeting and Plan Completion: