



**Rutland City
Public Schools**

Teacher Evaluation Handbook

2024-2025

Rutland City Public Schools Vision & Mission Statement

Our Vision

Rutland City Public Schools cultivates a passionate, diverse, and resilient community of critical thinkers who learn with purpose, create innovative and responsible solutions, and lead lives of integrity.

Adopted by the Board of School Commissioners on February 24, 2015

Our Mission

We empower students to be accomplished individuals and community members.

We will:

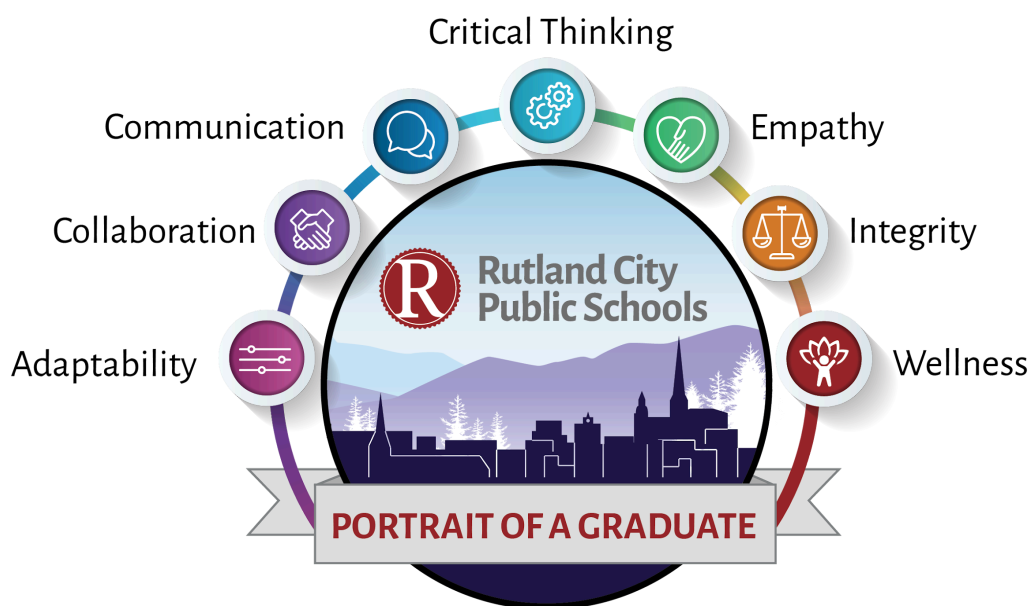
- Deliver a comprehensive and engaging curriculum for a diverse student body.
- Provide a safe and healthy environment that fosters mutual respect.
- Address the social and emotional needs of all students.

Students will:

- Take responsibility for their education.
- Develop their intellectual, creative, social, emotional and physical abilities.
- Be productive members of the school and community.

Every Student, Every Day

Adopted by the Board of School Commissioners on November 27, 2007



RCPS Evaluation System Reference Documents

This document references two major sets of teaching standards. The InTASC (Interstate Teacher Assessment and Support consortium) standards, and the National Board of Professional Teaching Standards.

For summaries of those two references, please visit:

[InTASC Model Core Teaching Standards-2011](#)

[National Board for Professional Teaching Standards](#)

In addition, Charlotte Danielson's Framework for Effective Teaching is referenced to establish a common language and understanding of quality teaching. For more information on the Framework for Effective Teaching, please visit:

[The Danielson Group](#)

Research for Better Teaching and Skillful Teacher

RCPS has a history of instructional practice linked to Research for Better Teaching and the work of John Saphier's organization. We work to train all RCPS supervisors in the "Skillful Leader", *Analyzing Teaching for Student Results*. Many new RCPS teachers have trained in RBT's Studying Skillful Teaching course.

[Research for Better Teaching](#)

Statement of Purpose

The purpose of the Rutland City Public Schools Evaluation and Professional Learning Process is to establish a structure to improve teaching and learning by creating a comprehensive understanding of a teacher's work, by supporting Professional Learning, and by assuring accountability.

Improving teaching and learning begins with the recognition that teaching is a complex process, aspects of which can be studied, understood, and described in terms of categories, indicators, and attributes of effectiveness.

It is on the basis of these Domains of Teaching Responsibility that the teacher's professional skills are assessed and evaluated utilizing a variety of data sources. These may include classroom observations, classroom walkthroughs, conferences, analysis of student work, and written teacher work.

The intended outcomes of the process include:

- Fostering continuous self-examination of professional skills;
- fostering professional growth;
- commending professional achievement;
- providing a rational and reliable basis for making recommendations for the improvement of professional practice and instruction; and
- providing a basis for making employment decisions as needed.

In the context of supervision and evaluation, a major role of the supervisor is to provide focus and feedback for the teacher about performance, to support and stimulate the teacher's thinking about instructional decisions and professional practice, and to provide direction regarding program implementation and goals. The supervisor may also identify that certain specific areas for improvement be addressed as priorities through the teacher's Professional Learning Plan.

A supervision and evaluation process is most productive when both collaboration and respect exist between the teacher and supervisor.

Professional Learning occurs in a variety of ways. Formal courses, mentoring, collegial dialogue, personal assessment and reflection, among others, are the means teachers use to realize continuous improvement in the quality of teaching and learning. Central to any professional learning are clearly set goals, compelling models of improved practice, deeper understanding of the rationale for improvement, opportunities for practice, problem solving and feedback.

Within the five year cycle of proficient and exemplary teachers, this process allows a focus on the creation of a high quality ongoing process of improvement with the support of the teacher's supervisor. This does not mean that the district is responsible for retaining teachers' licenses, but it does allow for a focus of effort on ongoing professional growth.

TWO-YEAR COMPREHENSIVE EVALUATION

Probationary Teachers

Year One and Two: Comprehensive Evaluation

Teachers new to Rutland City Public Schools are placed on a two year comprehensive evaluation schedule.

The purpose of the comprehensive evaluation is to assess the teacher's professional skills on all categories and indicators of effective teaching. The evaluation will be based on data that include the following:

- *Minimum of* two formal classroom observation processes.
- Evaluation of at least one of the domain rubrics from the Danielson Teaching Framework
- Consideration of student data
- Assessment of student work and teacher written work
- Observation of the teacher's work with students, parents and staff
- A record of school activities
- Information provided by the teacher
- Information gathered from teacher-supervisor conferences
- Mid-Year Evaluation
- "Walk-through" observation data
- Structured conferences

The end-of-the year evaluation will be in narrative form. Narrative descriptions and conclusions must be supported by evidence. If the supervisor, at any time during this evaluation cycle, determines the teacher needs significant improvement, the teacher will be placed on a Plan of Assistance.

THREE-YEAR EVALUATION CYCLE

Developing Teachers

After two years of probationary status or after a comprehensive evaluation year, a teacher will be placed as Developing, Proficient, or Exemplary and cycle within the five year rotation.

Professional Learning:

At the end of the evaluation year, the teacher, in consultation with the supervisor, will develop Professional Learning Goals for the next year. The focus of these goals set in the spring conference should take into account the needs of the teacher, department, school and district. At the end of the professional learning year, the teacher will complete the Professional Learning Report, which will be submitted to the supervisor and included in personnel files. Walk through observation information can and should be used as part of this cycle.

Focused Growth:

The purpose of the Focused Growth Year of the evaluation cycle is to focus the efforts of the teacher and supervisor on particular categories and/or indicators of effective teaching. The teacher and supervisor at the end of Professional Learning year or prior to October 1 of Focused Growth Year, will determine these collaboratively. At the end of the Focused Growth year, the teacher will complete the Focused Growth Report, which will be submitted to the supervisor and included in personnel files. In collaboration/conference with the supervisor this report will form the basis of goal setting for the Comprehensive Evaluation Year. Walk through observation information can and should be used as part of this cycle

Comprehensive Evaluation:

- The purpose of the comprehensive evaluation is to assess the teacher's professional skills on all domains in the Framework for Teaching. The evaluation will be based on data that include the following:
- *Minimum of* two formal classroom observation processes.
- Evaluation of at least one of the domain rubrics from the Danielson Teaching Framework
- Consideration of student data
- Assessment of student work and teacher written work
- Observation of the teacher's work with students, parents and staff
- A record of school activities
- Information provided by the teacher
- Information gathered from teacher-supervisor conferences
- Mid-Year Evaluation
- "Walk-through" observation data
- Structured conferences

The end-of-the year evaluation will be in narrative form. Narrative descriptions and conclusions must be supported by evidence.

Alternative to Year Two through Five: Peer Visitation, limited to two years within 2-5

Alternative to the Five-Year Evaluation Cycle: If the supervisor, at any time during the evaluation cycle, determines the teacher needs significant improvement, the teacher will be placed on a Plan of Assistance or the Comprehensive Evaluation phase.

FIVE-YEAR EVALUATION CYCLE

Exemplary/Proficient Teachers

Year One: Comprehensive Evaluation:

The purpose of the comprehensive evaluation is to assess the teacher's professional skills on all categories, standards, and domains of effective teaching. The evaluation will be based on data that include the following:

- *Minimum of two formal classroom observation processes*
- *Consideration of student data (see page 21)*
- Assessment of student work and teacher written work
- Observation of the teacher's work with students, parents and staff
- A record of school activities
- Information provided by the teacher
- Information gathered from teacher-supervisor conferences
- Mid-Year Evaluation
- Walk through observation information can and should be used as part of this cycle

The end-of-the year evaluation will be in narrative form. Narrative descriptions and conclusions must be supported by evidence.

Year Two and Four: Professional Learning

At the end of the evaluation year, the teacher, in consultation with the supervisor, will develop professional learning goals for the next year. The focus of these goals set in the spring conference should take into account the needs of the teacher, department, school and district. At the end of the professional learning year, the teacher will complete the Professional Learning Report, which will be submitted to the supervisor and included in personnel files. Walk through observation information can and should be used as part of this cycle.

Year Three and Five: Focused Growth:

The purpose of the fourth year of the evaluation cycle is to focus the efforts of the teacher and supervisor on particular categories and/or domains of effective teaching. The teacher and supervisor, at the end of Professional Learning or prior to October 1 of Focused Growth, will determine these collaboratively. At the end of the Focused Growth Year, the teacher will complete the Focused Growth Report, which will be submitted to the supervisor and included in personnel files. In collaboration/conference with the supervisor, this report will form the basis of goal setting for the Comprehensive Evaluation that will follow. Walk through observation information can and should be used as part of this cycle.

Alternative to Year Two through Five: Peer Visitation, limited to two years within 2-5

Alternative to the Five-Year Evaluation Cycle: If the supervisor, at any time during the evaluation cycle, determines the teacher needs significant improvement, the teacher will be placed on a Plan of Assistance and/or moved to "developing" or "probationary" status.

TIMELINES

Probationary Teachers *(first two years in RCPS)*

Year 1 and 2 **Comprehensive Evaluation**
Minimum Observations completed by December 1 and April 1
Mid-Year Report due by December 15 (required)
Final Evaluation due by May 15

Developing Teachers

Year 1 **Comprehensive Evaluation**
Minimum Observations completed by December 1 and April 1
Mid-Year Report due by December 15 (suggested)
Final Evaluation due by June 1

Years 2 & 4 **Professional Learning**
PL Plan Due by October 1
Mid Year Check In by January 15 (no paperwork required)
PL Report Due by May 15

Years 3 & 5 **Focused Growth**
FG Plan Due by October 1
Mid Year Check In by January 31 (no paperwork required)
FG Report Due by June 1

Proficient and Exemplary Teachers

Year 1 **Comprehensive Evaluation**
Minimum Observations completed by December 1 and April 1
Mid-Year Report due by December 15 (optional)
Final Evaluation due by June 1

Years 2 & 4 **Professional Learning**
PL Plan Due by October 1
Mid Year Check In by January 15 (no paperwork required)
PL Report Due by May 15

Years 3 & 5 **Focused Growth**
FG Plan Due by October 1
Mid Year Check In by January 31 (no paperwork required)
FG Report Due by June 1

Alternative **Peer Visitations**
1st Due by November 15
2nd Due by February 15
3rd Due by May 15

Four Domains of Effective Teaching

Adapted from Danielson's Framework for Effective Teaching

The Framework for Teaching

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching.

The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, Professional Learning, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

| | |
|--|---|
| Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments | Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space |
| Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism | Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness |

Adapted from the Danielson Group

The following pages contain rubrics for each domain which can be used for both teacher self assessment and supervisor assessment.

| Domain 1: Planning and Preparation | | | | |
|--|---|---|--|--|
| <u>Component</u> | <u>Unsatisfactory</u> | <u>Developing</u> | <u>Proficient</u> | <u>Exemplary</u> |
| 1a: Demonstrating knowledge of content and pedagogy | Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| 1b: Demonstrating knowledge of students | Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| 1c: Setting instructional outcomes | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| 1d: Demonstrating knowledge of resources | Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge | Teacher demonstrates some familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge | Teacher is fully aware of the resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them. | Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance their own knowledge, to use in teaching, and for students who need them. |
| 1e: Designing coherent instruction | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. |
| 1f: Designing student assessment | Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning | Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. |

| Domain 2: The Classroom Environment | | | | |
|---|--|--|---|--|
| Component | Unsatisfactory | Developing | Proficient | Exemplary |
| 2a: Creating an environment of respect and rapport | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict. | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. |
| 2b: Establishing a culture for learning | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. | Teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions." | The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. | High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. |
| 2c: Managing classroom procedures | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |
| 2d: Managing student behavior | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. | It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| 2e: Organizing physical space | The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

Domain 3: Instruction

| <u>Component</u> | <u>Unsatisfactory</u> | <u>Developing</u> | <u>Proficient</u> | <u>Exemplary</u> |
|---|--|---|---|---|
| 3a: Communicating with students | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions. |
| 3b: Using questioning and discussion techniques | Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful. | Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| 3c: Engaging students in learning | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. | Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure |
| 3d: Using Assessment in Instruction | Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| 3e: Demonstrating flexibility and responsiveness | Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

Domain 4: Professional Responsibilities

| <u>Component</u> | <u>Unsatisfactory</u> | <u>Developing</u> | <u>Proficient</u> | <u>Exemplary</u> |
|--|--|---|---|--|
| 4a: Reflecting on Teaching | Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved. | Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved. | Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement. | Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills. |
| 4b: Maintaining Accurate Records | The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray. | The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy. | The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective. | The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation. |
| 4c: Communicating with Families | The educator provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program. | The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program. | The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program. | The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning. |
| 4d: Participating in a Professional Community | Professional relationships with colleagues are negative or self-serving; the teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects. | Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked. | Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions. | Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. |
| 4e: Growing and Developing Professionally | Teacher engages in no Professional Learning activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession. | Teacher engages in seeking out Professional Learning opportunities, welcomes feedback on performances and participates actively in assisting other educators. | Teacher engages in seeking out opportunities for Professional Learning and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. |
| 4f: Showing Professionalism | Teacher's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations. | Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations. | Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations. | Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations. |

EXAMPLES OF PROFESSIONAL LEARNING ACTIVITIES

(This is not an exhaustive list)

- Participates in Professional Learning Community
- School Improvement Efforts
- Maintains currency in area of expertise
- Attends conferences and workshops (within and outside the district)
- Takes graduate level courses
- Attends leadership training
- Develops standards-based units of study
- Introduces classroom innovations
- Completes significant readings and writings
- Takes part in study groups
- Plans and conducts teacher/staff workshops
- Takes part in peer visitation
- Serves as a mentor
- Serves as a cooperating teacher
- Takes part in the CSC-RCPS Professional Learning School
- Serves on school/district/state committees

Please Note: Professional Learning activities can/should be a part of and/or related to individual teacher's goals and the school's action plan.

SAMPLE DATA SOURCES

In order to ensure a comprehensive understanding of the teacher's work, the supervisor and teacher will use a variety of data sources. The supervisor's analysis of such data will be communicated to the teacher in writing. Data sources can/should be a part of and/or related to individual teacher's goals and the school's action plan. *This is not an exhaustive list.*

1. Visitations, formal and informal:

The supervisor will meet with the teacher to discuss professional learning.

2. Student Work or Written Teacher Work:

The supervisor will review other aspects of classroom instruction, which may include written teacher work, student tests, student work, lesson/unit plans, handouts and assignments sheets, unit evaluations written by the teacher, and, after consultation with the teacher, records of student grades.

3. Interaction with Others

The supervisor will view information about the teacher's interaction with students, parents, colleagues, administration, and, where appropriate, members of the community. (No information will be included in an evaluation unless substantiated and based on the supervisor's own observations, documentation, and/or reasonable investigation conducted with the knowledge of the teacher.)

4. Activities

The supervisor will review the teacher's professional learning and participation in faculty activities within the school. A record of involvement in school activities may be noted in the evaluation reports.

5. Data Provided by the Teacher

At the discretion of the teacher, he/she may provide supervisors with additional non-classroom information that can be documented to be included in the end-of-year evaluation report (For Comprehensive or Focused Evaluation Report).

6. Structured Conference

The supervisor may meet with the teacher to share, gather, and/or analyze information and ideas about the teacher's professional work, particularly when the indicators of effective teaching are not readily observable during classroom instruction.

7. Surveys

Parent and student surveys may be used as an additional data source. These surveys will be teacher-based in grades K-6, and school-wide in grades 7-12.

8. Assessment Data

State, local, and classroom assessments in considering student learning.

9. Walk Through observation data and information.

EVIDENCE TO SUPPORT COMPONENTS

The following items can be used to document skills for each component/domain of the framework. *This is not an exhaustive list and we invite teacher to provide other evidence:*

- Walk-throughs by Administrators
- Observations (Announced and Unannounced)
- Awards Received
- Student Reports
- Parent Reports
- Peer Review of Materials
- Teacher-designed Tests
- Documentation of Professional Activity
- Classroom Observations
- Student Achievement Scores
- Action Research
- Participation in School Improvement
- Administrator's Report
- Data Unique to the Individual Teacher
- Conferences Attendance/Coursework
- Self-Assessments
- Artifacts (Student Work)
- Student Portfolio
- Videotapes
- Teacher-designed Rubrics or Assessments
- Lesson Plans
- Participation in Co-curricular or Extra-curricular Activities
- Collaborative Work
- Communication
- Meeting Minutes
- Newspaper Articles
- Use of Community Resources
- Community Service Learning Opportunities

REPORT OF CLASSROOM VISITATION OR STRUCTURED CONFERENCE*(Due Dates: December 1 & April 1)*

Please check one: Classroom Visitation _____ Structured Conference _____
Teacher _____ Date of Visit _____
Supervisor _____ Length of Conference _____
Grade/Class Visited _____ Announced _____ Unannounced _____

The Supervisor shall include the observation and reflection of criteria for evaluation which are set forth in the domains of the Framework for Effective Teaching. Supervisors will comment on the four domains, as needed.

**Planning and Preparation *Classroom Environment *Instruction *Professional Responsibilities*

Student Learning Objectives:

By the end of the lesson students will be able to:

Supervisor's Description of the visit:**Summary:****Commendations:****Recommendations:**

Supervisor's

Signature Position

Date

Teacher's Signature

Date

The signature of the Teacher acknowledges the opportunity to review this material, not necessarily agreement with its content. The Teacher may attach a rebuttal if desired, retain one copy for your records, and return original to your administrator.

"Return signed within ten school days."

MID-YEAR EVALUATION REPORT*(Due Date: December 15)**(Required for probationary teachers; suggested for Developing Teachers, optional for other teachers)*

Teacher_____

Date of Formal Observations_____

Supervisor_____

Date of Mid-Year Conference_____

School/Department_____

Subject/Grade Level_____

The Supervisor shall include the observation and reflection of criteria for evaluation which are set forth in the domains of the Framework for Effective Teaching. Supervisors will comment on the four domains, as needed.

**Planning and Preparation *Classroom Environment *Instruction *Professional Responsibilities*

Supervisor's Reflection:**Commendations:****Supervisor's Concerns, Expectations, or Recommendations:**_____
Supervisor's_____
Signature Position_____
Date_____
Teacher's Signature_____
Date

The signature of the Teacher acknowledges the opportunity to review this material, not necessarily agreement with its content. The Teacher may attach a rebuttal if desired, retain one copy for your records, and return original to your administrator.

"Return signed within ten school days."

COMPREHENSIVE EVALUATION REPORT

*(Due Date: May 15 Probationary Teachers, June 1 Non Probationary Teachers)
(Required for probationary teachers and teachers on Year 1 of the evaluation cycle)*

Teacher_____ **Date of Formal Observations**_____

Supervisor_____ **Date of Conference**_____

School/Department_____ **Subject/Grade Level**_____

The Supervisor's description of performance shall reference criteria for evaluation which are set forth in the domains of the Framework for Effective Teaching. Supervisors will comment on the four domains, as needed.

**Planning and Preparation *Classroom Environment *Instruction *Professional Responsibilities*

The Supervisor shall consider student data and impact on growth. For grades where state assessments are given, that data will be considered.

Supervisor's Summary

_____Needs significant improvement and specific plans will be developed.

Type of Contract: Probationary: 1st year_____2nd year_____ Continuing_____

Supervisor's Signature

Position

Date

Teacher's Signature

Date

The signature of the Teacher acknowledges the opportunity to review this material, not necessarily agreement with its content. The Teacher may attach a rebuttal if desired, retain one copy for your records, and return original to your administrator.

"Return signed within ten school days."

PROFESSIONAL LEARNING PLAN (use one form for each goal)*(Due Date: October 1, Evaluation Years 2 and 4)*

The teacher, in consultation with the supervisor, completes the Professional Learning Plan. Professional Learning activities can/should be a part of and/or related to individual teacher's goals and the school's action plan.

Teacher _____ **Supervisor** _____ **Date of Conference** _____

School/Department _____ **Subject/Grade Level** _____

| | |
|--|---|
| Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments | Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space |
| Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism | Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness |

Goal: What area of professional learning from the Framework for Teaching (above) or school improvement area that will be addressed?

Rationale: How will this goal help students enhance their learning?

Plan: What is the plan to accomplish the goal?

Data: What Data Sources will be used to assess the teacher's progress on the goal and its impact on student learning?

Teacher's Signature Date

Supervisor's Signature Date Received

TEACHER'S PROFESSIONAL LEARNING REPORT (use one form for each goal)*(Due Date: May 15, Evaluation Years 2 and 4)*

Teacher _____ Supervisor _____ Date of Conference _____

School/Department _____ Subject/Grade Level _____

Goal:

This Goal has been: _____ Met or surpassed _____ Partially attained _____ Not attained

Teacher Reflection:

Administrator Comments:

Supervisor's Signature_____
Position_____
Date_____
Teacher's Signature_____
Date

FOCUSED GROWTH PLAN (use one form for each goal)*(Due Date: October 1, Evaluation Years 3 and 5)*

The teacher, in consultation with the supervisor, completes the Focused Growth Plan. Focused Growth activities can/should be a part of and/or related to individual teacher's goals and the school's action plan.

Teacher _____ Supervisor _____ Date of Conference _____

School/Department _____ Subject/Grade Level _____

| | |
|--|---|
| Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments | Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space |
| Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism | Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness |

Goal: What area of focused growth from the Framework for Teaching(above) or school improvement area will be addressed?

Rationale: How will this goal help student development?

Plan: What is the plan to accomplish the goal?

Data: What Data Sources will be used to assess the teacher's progress on the goal and its impact on student learning?

Teacher's Signature Date

Supervisor's Signature Date Received

When the supervisor deems it necessary, the supervisor will complete this form, stating the specific goals to be included in the teacher's Focused Growth Plan.

TEACHER'S FOCUSED GROWTH REPORT (use one form for each goal)*(Due Date: June 1, Evaluation Years 3 and 5)***Teacher**_____ **Supervisor**_____ **Date of Conference**_____**School/Department**_____ **Subject/Grade Level**_____

Goal:

Teacher Narrative Describing Performance on Selected Indicators:

Supervisor's Commendations/Recommendations:

Supervisor's Signature_____
Position_____
Date_____
Teacher's Signature_____
Date

Peer Visitations

This is an option for those on Professional Learning or Focused Growth of the Evaluation Cycle. Use of this option is limited to two of the four years of PL and FG for teachers in the Proficient/Exemplary category.

The peer visit process enables teachers to gain new learning through professional interactions with teaching peers inside and outside of the classroom. Purposes of the Peer Visitation option include the following:

- To enable the observer and teacher to have the opportunity to explore each other's learning practices in order to gain new ideas for their own teaching;
- To help address specific areas or parameters of teaching that the observer may identify as problematic.
- To encourage collegiality and reflection on teaching practices that promote student learning;
- To seek to understand the ways that colleagues approach teaching and learning;
- To provide a mutual learning experience.

Peer Visit Process: Teachers who choose the Peer Visitation Option will be required to complete three visitations during the school year. All three visits can be with one teacher, for an in-depth examination of a chosen teaching domain areas, or with different teachers. Teachers are encouraged to consider teachers in other content areas or grade levels. Teachers must follow the steps outlined below:

Teacher/Administrator Meeting: The observing teacher will initially visit with his/her evaluating supervisor to identify those parameters of teaching about which the teacher is most interested. At that time the teacher may have specific suggestions of a particular teacher and/or set of parameters he/she would like to investigate. The ultimate goal of this meeting is for an agreement on a tentative visitation plan, specific areas to be observed and potential colleagues with whom the teacher may wish to work.

The Initial Teacher meeting: After identifying a colleague, the two teachers will meet to establish the following:

- Purpose of the visit
- Specific area that the visiting teacher will be observing
- An understanding of the learning objectives, activities and assessment practices of the lesson to be observed.
- Other necessary 'ground rules' of the lesson to be observed such as a potential role for the visiting teacher during the class, position in the classroom (where will s/he sit, etc), interactions with students or a role in the lesson, etc.
- Set up a post-visit meeting where you will be able to share your reflections and observations.

The Visit: The observer is encouraged to take notes during the lesson, specifically in the identified parameters. These can be referred to during the debriefing meeting and visitation reflection.

Debriefing the visit: This should occur no more than five school days after the visit is complete so that memories of the visited lesson are still fresh in the minds of both participants.

- Begin by remarking positively on things that you really liked about your colleague's teaching.
- Prioritize your questions about your colleague's teaching practice- focus your discussion on those teaching parameters identified at the initial meeting.
- Be specific- refer to examples from the class rather than generalities. Remember that your colleague is there to give feedback about the instruction, management and planning of this lesson.
- Identify a few specific moves or changes that you may implement as a result of your visit.

Administrative Follow-Up: Observing teachers will be expected to complete and return the Report of Peer Visitation sheet to the evaluating administrator within ten school days of the debriefing between the observing and cooperating teacher.

REPORT OF PEER VISITATION*(Due Date: November 15, February 15, & May 15)***Observing Teacher**_____ **Teacher Observed**_____**Class/ Grade Visited**_____ **Date of Visit**_____ **Length of Visit**_____

Identify the specific domains within Danielson's Framework that you are hoping to observe in your visit.

Please give a brief summary of any new learning or strategies observed during this visit. Be specific about new learning you may have gained in the parameters of teaching you identified above.

What are your "next steps" with this information or strategies in an effort to positively impact student learning?

Supervisor's Comments:

Signatures to be completed following post-visitation meeting between teacher and supervisor.

Observing Teacher's Signature_____
Date_____
Supervisor's Signature_____
Position_____
Date

PLAN OF ASSISTANCE

Teacher's Name _____ Date _____

School _____ Position _____ Supervisor(s) _____

A. Statement of Area(s) Needing Improvement

B. Corrective Program to be followed

C. Monitoring System and Timelines

D. Teacher Comments Following Completion of Plan

E. Administrator's Comments Following Completion of Plan

F. Final Evaluation

_____ Assistance Plan Satisfactorily Completed

_____ Assistance Plan Unsatisfactorily Completed

G. Next Steps:

_____ Repeat of formal Evaluation Year with an Updated Plan of Assistance

_____ Enter Formal Evaluation Year without an Updated Plan of Assistance

_____ Enter Focused Growth Year

_____ Enter Professional Learning Year

_____ Other Steps in accordance with Teacher Contract's and/or VSA Title 16 Sections 1752

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

Superintendent's Signature _____ Date _____

The signature of the Teacher acknowledges the opportunity to review this material, not necessarily agreement with its content. The Teacher may attach a rebuttal if desired, retain one copy for your records, and return original to your administrator.

"Returned signed within ten school days."

VISUAL REPRESENTATION of 5-YEAR CYCLE

| Teacher Status | Evaluation Year 1 | Evaluation Year 2 | Evaluation Year 3 | Evaluation Year 4 | Evaluation Year 5 |
|--|-----------------------------|---|----------------------|--------------------------|----------------------|
| Probationary | Comprehensive Evaluation | Comprehensive Evaluation <i>(At the conclusion of Year 2 teacher status determined by supervisor)</i> | | | |
| Unsatisfactory/ In Need of Assistance | Plan of Assistance | | | | |
| Developing | Comprehensive Evaluation | Professional Learning | Focused Growth | Professional Learning | Focused Growth |
| Proficient/Exemplary | Comprehensive Evaluation | Professional Learning | Focused Growth | Professional Learning | Focused Growth |