



SUPERVISION AND EVALUATION PLAN

EFFECTIVE DATE OF PLAN: 2024/2025

Cambridge Elementary School

Eden Central School

Green Mountain Technology & Career Center

Hyde Park Elementary School

Johnson Elementary School

Lamoille Union High School

Lamoille Union Middle School

Waterville Elementary School

Lamoille North Supervisory Union Supervision and Evaluation Plan

Vision

The Lamoille North Supervisory Union (LNSU) educational community is 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 professional community supports a teacher evaluation system, aligned with supervision, mentoring, and professional development that enhances this vision. Teaching matters most in student learning. Teacher evaluation is an integral part of ensuring that all students learn.

Description

LNSU schools use a differentiated supervision and evaluation model that combines formative and comprehensive supervision and evaluation processes. This combination assures a comprehensive process which has a presumption of competence at its core; recognizing that improvement of teaching and student learning is a goal for all LNSU 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.

Criteria

The LNSU model uses the Framework for Teaching (Danielson, 2022) as criteria against which effective teaching will be assessed and professional goals developed. The Framework for Teaching, and its respective Descriptors of Practice/Levels of Performance, is identified as one of the only research-based sets of criteria for teaching practice (Educational Testing Service and National Board-Certified Teacher).

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Overview

Teacher supervision and evaluation at LNSU has as its primary purpose the improvement of student learning. For 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. 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 support for the professional, as needed.

The evaluation areas in which a teacher is expected to demonstrate competence are as follows:

- Instructional and Curriculum Planning (Domain 1: Planning and Preparation)
- Learning Environment (Domain 2: The Classroom Environment)
- Teaching (Domain 3: Instruction)
- Curriculum and Instructional Management (Domain 3: Instruction and Domain 4: Professional Responsibilities)
- Professional Responsibilities (Domain 4: Professional Responsibilities)
- Parent-Community Responsibilities (Domain 4: Professional Responsibilities)

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 principals. A four-level system of evaluation is designed to recognize and support each teacher's level of growth and development and to support the high teaching standards defined by the district. Each level and the associated evaluation procedures are as follows:

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Levels:

1. New to the District - (Probationary)

During the first year of teacher's service, the principal will conduct a minimum of three classroom observations, and during the second year of service (if applicable), a minimum of two classroom observations, which will be scheduled in advance with the teacher, will not exceed one per two-week period, and will be completed by March 31st. Additional observations may be conducted at the discretion of the principal throughout the year. During each year of probation, the principal will hold a mid-year review meeting to discuss the teacher's progress, after which the principal will also complete a written evaluation report. Classroom observations and evaluations during the probationary period are otherwise subject to all pertinent terms of this agreement. Two written evaluations of the probationary teacher are required per year. This two-year evaluation process is designed to provide focused feedback to teachers within their first two years of employment in the district. During this evaluation process, teachers will participate in:

Year One: Mentoring, Goal Setting, and three formal classroom observations.

Year Two: Mentoring, Goal Setting, and two formal classroom observations.

Observation and evaluation reports will be available through Teachpoint.

Goal setting for first- and second-year teachers will be focused on certain aspects of Domain 2 and 3 including but not limited to:

- A strong start to class
- Clear learning targets
- Learning activities that aim toward the learning target
- Formative assessment of the learning target
- Classroom culture

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2. Non-Probationary Teachers (veteran teacher, more than two years in LNSU)

For teachers who are past their first two (Probationary) years in LNSU, this evaluation process includes yearly goal setting. All goals will be established collaboratively between the veteran teacher and the principal. Refer to the *Goal Setting* section of this document for specifics. Once every five (5) years, a veteran teacher will participate in a formal classroom observation process. This will include two formal classroom observations/evaluations (including pre and post observation conferences as outlined in the *Administrative Observations/Evaluations* section of this document). During the years when a veteran teacher is not involved in a formal classroom observation, as evidence to demonstrate progress towards meeting approved goals, a teacher, in collaboration with his/her principal, may select from one or more of the following: Colleague/Team/Grade-Level Consultation; Self-Directed/Self-Designed; or Peer Classroom Observations. Applicable selections will be noted on the teacher's Goal Setting form and reviewed with the principal.

3. Veteran Teachers - New to Assignment/Endorsement

For teachers who are new to their assignment, outside of their current grade clusters (Grades PreK-2; Grades 3-6; Grades 7-8; Grades 9-12; and/or new to endorsement.)

Year One: Mentoring, Goal Setting, and two formal classroom observations.

Year Two: Mentoring (to be determined by the teacher and his/her principal) and Goal Setting.

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Goal Setting:

All teachers will participate in annual goal setting. Goals will be established collaboratively between the teacher and principal. Teachers will set a minimum of two goals and a maximum of three goals per year. One goal may be administrative directed.

Professional goals are due to your principal by October 30th. Goals are to be submitted using the GOAL SETTING FORM electronically in Teachpoint. Both the teacher and the principal will sign off at the bottom of the template indicating approval of the goal(s) set. An end-of-the-year conference will be held between the teacher and principal by March 31st. During the end-of-the-year meeting, the principal will indicate if each goal was achieved, not achieved, and whether it will be continued into the next school year.

Evaluation Components:

In preparation for the Observation, the teacher is to complete the PRE-OBSERVATION FORMS in Teachpoint. The principal may have a pre-conference with the teacher.

The principal will arrive a few minutes prior to the start of the session to be observed. The principal will conduct the formal classroom observation for most of the session to be observed.

The principal will make every attempt to complete the first formal classroom observation on or before November 30th and the final observation must be completed on or before March 31st.

A Post-Observation Conference will be scheduled and conducted within six school days of each formal classroom observation. Following each observation, a teacher will receive a copy of any written observation or evaluation report prepared by the principal within six school days of the teaching observation or the incident covered in the written report. A teacher receiving a written observation or evaluation report may make a written request for a conference to discuss the report with the principal. If a teacher who receives a copy of an observation or evaluation report wants a conference, his written request must be made within six school days after receiving the report. If such a conference is requested in writing by a teacher, the

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conference will be scheduled no later than six school days after receipt of written request for a conference.

Upon initial receipt of an observation or evaluation report, the teacher will be asked to sign a copy to indicate receipt of it. The teacher's signature will not be taken to necessarily indicate concurrence with the content, just that it was received. If a teacher refuses to sign the report, it will be so noted on the report and forwarded to the school's Association Representative who shall sign it. No teacher will be required to sign a blank or incomplete evaluation form.

For additional rights and responsibilities: Reference sections 11.5, 11.6, 11.7 & 11.8 of the Teacher Master Agreement.

Observation and evaluation reports will be available through Teachpoint.

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**LNSU
PRE-OBSERVATION FORM**

Teacher's Name:

Observer's name:

School:

Date:

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

1. What are your goals or objectives for this lesson (from the Proficiency and Supporting Standards document for the content area found in the shared drive named *LNSU Curriculum Alignment Folder* in the *Proficiency and Priority Standards Document* or found in the resources tab on the left side bar in here in Teachpoint)?
2. How will you use your assessment results to support student learning and to provide feedback to students?
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.

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**LNSU
TEACHER MIDYEAR EVALUATION SUMMARY**

This Evaluation addresses the extent to which evidence supports performance expectations in the areas of evaluation including the goals, outlined in the teacher’s *Professional Growth Plan (PGP)* or *Professional Improvement Plan (PIP)*. This evaluation may also include evidence-based commendations and recommendations on the teacher or other professional responsibilities, performance on other agreed-upon rubrics (ex: reading instruction) or other areas of Danielson’s domains not explicitly identified in the teacher growth plan.

Evaluation Area	Summary of Evidence	Commendations and Recommendations
Instructional and Curriculum Planning <i>(Domain 1: Planning and Preparation, particularly domain 1c, 1e, 1f)</i>		
Learning Environment <i>(Domain 2: The Classroom Environment, particularly 2b)</i>		
Teaching <i>(Domain 3: Instruction, particularly 3b,3c,3d, 3e)</i>		
Professional Responsibilities (Domain 4 Professional Responsibilities)		
Parent-Community Responsibilities <i>(Domain 4 Professional Responsibilities)</i>		

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**LNSU
TEACHER EVALUATION SUMMARY**

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Learning Environment <i>(Domain 2: The Classroom Environment, particularly 2b)</i>		
Teaching <i>(Domain 3: Instruction, particularly 3b,3c,3d, 3e)</i>		
Professional Responsibilities (Domain 4 Professional Responsibilities)		
Parent-Community Responsibilities <i>(Domain 4 Professional Responsibilities)</i>		

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GOAL SETTING

Teacher: _____ School: _____ Supervisor: _____

INSTRUCTIONS: Teachers will set a minimum of two goals and a maximum of three goals per year. One goal may be administrative directed.

LNSU OBSERVATION FORM

Time in:

Time out:

INSTRUCTIONS: Teachers will set a minimum of two goals and a maximum of three goals per year. One goal may be administrative directed.	To which Danielson Component (ie: 1f: Designing Coherent Instruction) does this goal most closely correspond?	How will this particular goal enhance your own instructional practice? and/or How do you see this goal affecting student outcomes?	What will you share in order to show evidence of achieving this goal (evidence, artifacts, etc.)?
Goal #1 (describe)			
Goal #2 (describe)			
Goal #3 (describe)			

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Number of students in the classroom:

Observable role of adults in the classroom: (check all that apply)

- Lead Teacher
- Co/team/supporting teacher
- 1-1 para
- Classroom para
- Behavior interventionist
- Volunteer
- Student teacher
- Teacher not in room

Learning Objective/goal/outcome is easily discernible by observer and/or is posted?

- Yes
- No

Learning objective is:

Students are grouped in the following ways, during the observation (click all that apply):

- Individually
- Large group (ie: half class)
- Small group (3-6)
- Whole class
- Partners
- Other (use pencil below to indicate)

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THE FRAMEWORK FOR TEACHING RUBRIC

DOMAIN 1: PLANNING AND PREPARATION:

1c Setting Instructional Outcomes			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Instructional outcomes are not identified, are not rigorous, or are inappropriate. Instructional outcomes are not relevant or meaningful or do not reflect important learning. Instructional outcomes do not reflect grade-level standards. Instructional outcomes are unclear or are stated as activities. Instructional outcomes do not reflect a range of purposes.</p>	<p>Instructional outcomes are moderately rigorous and are appropriate for most students in the class. Instructional outcomes are somewhat relevant and partially reflect important learning and development. Instructional outcomes partially reflect grade-level standards. Instructional outcomes are somewhat clear and partially describe what students will learn. Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.</p>	<p>Instructional outcomes are rigorous and appropriate for students. Instructional outcomes are mostly relevant and reflect important learning and development. Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how. Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social-emotional, and character development goals.</p>	<p>Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking. Instructional outcomes consistently reflect important, meaningful, and relevant learning for students. Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk-taking. Instructional outcomes are uniformly clear and specific and support students to extend their learning. Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.</p>
<p>EVIDENCE:</p>			

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1e Planning Coherent Instruction			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The design of learning experiences does not support student engagement with important content. Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes. There is only a single approach or activity planned for students to learn the content. Student groupings are not used or do not support learning. Plans for learning are not well structured or sequenced.</p>	<p>Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes. Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge. There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson. Students are in groups that are only partially appropriate to the learning activities or goals. Plans for learning are partially well structured but may not be realistic about time expectations.</p>	<p>Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class. Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success. Instructional groups are organized thoughtfully to maximize learning and build on students' strengths. Plans for learning are well structured and have a flow that allows for student learning and reflection.</p>	<p>Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning. Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content. Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences. Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development. Plans for learning are well structured and have a flow that supports student autonomy in the learning process.</p>
<p>EVIDENCE:</p>			

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1f Designing and Analyzing Assessments			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes. Assessments are not aligned to the instructional outcomes. Assessments lack criteria by which student performance can be accurately assessed. There are no formative assessments planned. Assessment results are not relevant or used for future planning.</p>	<p>Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes. Assessments are partially aligned to instructional outcomes but may not assess them completely. Assessment criteria and standards have been developed, but they are unclear or too vague. Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson. Assessment results are used in future planning for some students, groups of students, or the class as a whole.</p>	<p>Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students. Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings. Assessment criteria and standards are established, clear, and fully understood by students. Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data. Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.</p>	<p>Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments. Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred. Assessment criteria and standards are clear, and students have contributed to their development. Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance. Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.</p>
<p>EVIDENCE:</p>			

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DOMAIN 2: CLASSROOM ENVIRONMENT:

2b Fostering a Culture for Learning			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The culture of the class is not conducive to learning and does not support development. There is little or no sense of purpose for the work or the reasons for doing it are external demands. The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect. Students have little or no agency in learning experiences or classroom life. The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.</p>	<p>The culture of the class is somewhat conducive to learning and development. The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success. The teacher occasionally encourages student curiosity, critical thinking, reasoning and reflection. Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent. The teacher encourages confidence, resilience, persistence, and teamwork, promoting a conviction that with hard work and perseverance all students can master the content.</p>	<p>The culture of the class is characterized by high expectations and supports students' learning and development. The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish. The teacher encourages and intentionally develops student curiosity, critical thinking, reasoning and reflection. Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated. The teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that support student perseverance.</p>	<p>Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success. The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students. Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development. Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful. Students encourage one another to persevere and use strategies to support each other through challenging work.</p>
<p>EVIDENCE:</p>			

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DOMAIN 3: INSTRUCTION:

3b Using Questioning and Discussion Techniques			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Questioning and discussion are absent or do not support learning and development. Questioning and discussion do not invite student thinking, are of little cognitive challenge, and often have a single correct response. Questioning and discussion do not invite or require students to explain their thinking. Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.</p>	<p>Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development. The teacher frames questions to promote critical thinking and deeper understanding but with uneven success. Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so. The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.</p>	<p>Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection. Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding. Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so. The teacher successfully engages students in discussion; students actively participate and ask questions of one another.</p>	<p>Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection. Student initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding. Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry. Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.</p>
<p>EVIDENCE:</p>			

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3c Engaging Students in Learning			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Learning experiences do not require active intellectual engagement by students. Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach. Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task. Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available. The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.</p>	<p>Learning experiences partially engage students intellectually; the activities require students to do some thinking. Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct response or approaches. Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities. Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them. The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.</p>	<p>Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means. All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking. Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated. Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content. The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.</p>	<p>Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance. Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging. Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful. Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging. Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.</p>
<p>EVIDENCE:</p>			

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3d Using Assessment for Learning			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Formative assessment is not used during instruction or does not support student learning and development. The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful. The teacher does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress. Students receive no feedback, or the only feedback given is global or for only a few students.</p>	<p>Formative assessment partially supports student learning and development. Students partially understand how they will know they are progressing successfully and how their work will be evaluated. The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective. The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.</p>	<p>The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback. The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment. The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals. Students receive timely, constructive feedback from the teacher or others that advances learning.</p>	<p>Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges. Students and those who support them clearly understand how their progress is being assessed; they have an active voice in establishing standards for success that are relevant and ambitious. Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals. Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.</p>
<p>EVIDENCE:</p>			

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3e Responding Flexibly to Student Needs			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs. The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding. The teacher brushes aside or does not fully address students' questions or difficulties. The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.</p>	<p>The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success. The teacher attempts to adjust learning experiences based on evidence but is only partially successful. The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success. The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.</p>	<p>The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences. The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs. The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy. Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.</p>	<p>Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities. Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher. Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond. Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.</p>
<p>EVIDENCE:</p>			

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Note:

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. Originally published by ASCD, 1996. Updated rubrics from 2022 used.