

**Washington Central UUSD Teacher Supervision and Evaluation System
Spring 2026**

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Teacher Supervision and Evaluation Process

The Washington Central Unified Union School District's plan for the supervision and evaluation of educators reflects a commitment to continuous growth for both the individual and the school. We anchor our growth to Charlotte Danielson's definition of good practice as articulated in the 2022 Framework for Teaching. This description of the teaching profession allows teachers the opportunity to reflect on their craft, receive feedback and determine how best to enhance their skills and understandings about student learning in a cooperative effort between both teachers and administrators.

The process of supervision and evaluation promotes the developmental growth of all members of the school community. Teachers will routinely develop goals which support their needs to improve student learning based on their reflections of the evidence they have gathered about their practice.

Each year, the educator will gain feedback from multiple sources. This feedback will vary depending on the placement in the evaluation categories, and all educators will receive feedback from observations of instruction by supervisors. Ultimately, the methods for gathering evidence for feedback on practice will be agreed upon by the teacher and the supervisor in accordance with the evaluation category.

Categories for Supervision and Evaluation

The teacher supervision and evaluation committee has established the need to have a differentiated system in conjunction with observations by supervisors. Therefore, we are defining three categories of teaching. They are:

- **Performing Teacher** - The “Performing Teacher” should be able to identify their own strengths and areas of growth. The Performing Teacher may need some direction to find opportunities for professional learning. As Performing Teachers reach distinguished levels of performance on the Danielson Framework, they will become more independent in goal setting and professional learning.
- **New or New to Endorsement** - The “New or New to Endorsement Teacher” is either new to the profession of teaching, new to WCUUSD schools, or new to a position that requires a different endorsement than their previous position. Teachers may be in this category for the first two years of employment. Teachers who are new to the profession or new to WCUUSD schools will be considered probationary per the negotiated agreement for a period of up to two years.
- **Teacher on Focused Assistance** - A teacher who is unsatisfactory in two or more components in any one domain of the Framework will be placed on Focused Assistance. The growth plan is developed in tandem with administration and the targets are defined by administration.

Who is the Performing Teacher?	
Definition:	The performing teacher is one who is at least basic in all domains of the Danielson Framework. This is a broad category that includes teachers who have satisfactorily completed their probationary period. Performing teachers should be able to identify their areas of growth through reflection and may need some direction to find opportunities for their own learning.
Gateway:	A teacher who performed at the basic, proficient, or distinguished level in all domains of the <i>Framework</i> in their most recent evaluation.
Goal Setting:	Performing teachers set their goals in alignment with school and/or district goals in collaboration with their supervisor. These goals are focused on a few components within Danielson's <i>Framework of Teaching</i> and are developed by reflecting on multiple sources of data or information from the menu below . Performing teachers determine the types of evidence that will be used to show their growth. The supervisor will approve the goal(s) and the plan.

Performing Teacher Cycle		
Formal meeting requirements	Choices for types of evidence	What do observations look like?
☐ 2-3 per year ☐ <i>Fall</i> : Goal setting ☐ <i>Mid-Goal</i> : Check-in (optional) ☐ <i>Goal Achieved</i> : Reflection	☐ Informal observations ☐ Formal observations ☐ Student survey/course feedback survey ☐ Student work and/or assessment data ☐ Committee engagement ☐ Degree advancement ☐ Instructional coaching activities ☐ Professional learning community work ☐ Peer observation ☐ Lesson or unit plans	☐ Informal observations and conversations (<i>walk, talk, write, respond format</i>) ☐ A formal observation may occur at the discretion of the supervisor ☐ Can take place during class time, common planning time, meetings, etc.

Performing Teacher Timeline	
<i>Educator By September 30th</i>	Educator - Based on previous year work, submit goal(s) and professional growth plan to supervisor by September 30th and schedule a meeting with supervisor to discuss by October 15th.
<i>Educator By October 15th</i>	Educator and Supervisor meet to finalize goals and professional development for the year by October 15th.
<i>Educator Throughout year and after goal meeting</i>	Educator - Start to implement professional growth plan and collect evidence.
<i>Educator By June 1st</i>	Educator - Submit Reflection with evidence overview to supervisor by June 1st. Schedule end of year meeting to be conducted by the end of the school year.
<i>Educator and Supervisor summative meeting By End of Year</i>	Meet to discuss growth for the year
<i>Supervisor By End of Year</i>	Supervisor - By end of year submit End of Year Summary for teacher.

Who is the New or New to Endorsement Teacher?	
Definition:	Teachers new to the profession of teaching, new to WCUUSD schools, or new to endorsement are in this category. Teachers will be in this category for up to two years of employment. These teachers are provided with frequent opportunities for supervision and evaluation toward increased competence and professional growth. The second year may be waived by the superintendent.
Gateway:	New to profession, district, and/or endorsement
Goal Setting:	New/New to Endorsement teachers set their goals in alignment with school and/or district goals in collaboration with or with direction from their supervisor. All teachers in this category will have their goals approved by their supervisor.

New or New to Endorsement Teacher Cycle		
Formal meeting requirements	Choices for types of evidence	What do observations look like?
☐ 6-7 per year ☐ <i>Fall</i> : Goal setting ☐ <i>Fall</i> : Formal observation (pre and post) ☐ <i>Mid-Year</i> : Check-in ☐ <i>Winter/Early Spring</i> : Formal observation (pre and post) ☐ <i>Spring</i> : Reflection	☐ Three informal observations ☐ Two formal observations ☐ Student survey/course feedback survey ☐ Student work and data ☐ Instructional Coaching activities ☐ Lesson or unit plans ☐ Mentor log	☐ Informal observations and conversations (<i>walk, talk, write, respond</i> format) ☐ Formal observation ☐ Can be observed during class time, common planning time, meetings, etc.

<i>New or New to Endorsement Teacher Timeline</i>	
Central Office Prior to Start Year	Central Office - Induction - Provide one day training - Introduction to the Framework for Teaching.
Central Office Prior to Start Year	Central Office/Supervisor - Assign mentor and provide time to meet before the start of school.
Supervisor End of the first two weeks of school-year	Supervisor - First two weeks of school, schedule meeting with teacher to review components, including any areas of focus for the district,, and the “look fors” to be observed in instruction.
Supervisor By October 15th	Supervisor - Conduct at least two informal observations to observe new teacher by October 15th.
Educator By October 15th	Educator - October 1 to 15th - Schedule meeting with supervisor to finalize goals.
Educator Throughout first semester	Educator - Throughout the first semester. Work with a mentor to support the learning of the new teacher.
Supervisor November 1st	Supervisor - By November 1st, schedule the first formal observation
Supervisor By end of first semester	Supervisor - by the end of the first semester, conduct at least 3 informal observations
Supervisor By January 15th	Supervisor - by January 15th - Schedule a mid-year check-in on goals, evidence, and written feedback. Mid-year check-in will determine informal observations for the 2nd semester.
Educator Throughout second semester	Educator - Throughout the second semester. work with a mentor to support the learning of the new teacher.
Supervisor By February 1st	Supervisor - By February 1st, schedule the second formal observation
Supervisor By March 15th	Supervisor - by March 15th, review teacher performance via the Framework.
Supervisor By April 1st	Supervisor - By April 1st, review written performance evaluation with teacher, including placement for next year’s cycle.

Who is the Teacher on Focused Assistance?	
Definition:	A teacher that is unsatisfactory in two or more components in any one domain of the Framework or who is placed on Focused Assistance due to a concern that the health or safety of students is at risk.
Gateway:	A teacher may be placed in the Focused Assistance category in two ways: 1. The building administrator may place an educator in the Focused Assistance category through collection of evidence of unsatisfactory performance in two or more components in any one domain of the Framework. 2. The building administrator may place an educator in the Focused Assistance category if they have a concern that the health or safety of students is at risk. The educator may be placed in the Focused Assistance Cycle at any time.
Goal Setting:	Goals will be set in alignment with the component(s) that needs support. The assigned administrator and the teacher will develop and sign an Improvement Plan. This improvement plan must identify the outcome for performance with criteria/evidence for success. The outcomes and criteria will be set by the supervisor. This plan must include a timeline for improvement with a written mid-year evaluation and final evaluation for each year of the plan, mid-way and an ending conference for determining if the criteria are met. Also the plan must include professional support for improved practice and have required, documented check-ins with their supervisor at least every two weeks for reflection of growth. The growth plan is developed in tandem with administration, but the targets are defined by the supervisor. The goal of Focused Assistance is to improve the current practice of a teacher.
Professional Development:	As determined in the growth plan.

Focused Assistance Cycle			
Formal meeting requirements	Types of evidence submitted at reflection meeting	Who observes? How often?	What do observations look like?
☐ Improvement plan meeting at new cycle. ☐ Mid-year evaluation meeting to determine progress. This includes a written evaluation.	☐ Informal observations at least every other week ☐ One formal observation ☐ Student work or other data as	☐ Administrator ☐ Anyone else as determined by action plan	☐ Bi-weekly informal observations and conversations (<i>walk, talk, write, respond format</i>) or formal observations

☐ End of year evaluation meeting to determine progress. This includes a written evaluation.	determined by supervisor		☐ Can be observed during class time, common planning time, meetings, etc. ☐ Flexible review of professional practice
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Teacher on Focused Assistance Timeline	
Improvement Plan start date determination	The “time frame” for Focused Assistance begins when the Improvement Plan is signed by both parties unless notification happens after May 1st, in which case the time frame shall begin in August of the next school year and work on the Improvement Plan may begin by the teacher in the summer.
Supervisor’s notice to employee of new cycle	Schedules a meeting with teacher and representative to notify teacher of need for focused assistance. The details of this meeting shall match the language in the contract: 6.4a: “The Superintendent or designee will provide the teacher written notice that he or she will be placed on Focused Assistance. This letter will cite the reasons for placement on Focused Assistance, provide corresponding documentation, and contain the dates and descriptions of concerning performance. The notification will be signed, dated, and added to the personnel file.”
Supervisor Within 10 days of notification conference	Schedule meeting with teacher and work together to develop Improvement Plan and specific goals within ten days of notification conference. This plan will be developed and signed together.
Supervisor Throughout Focused Assistance category	During the duration of the “Focused Assistance” category, the supervisor will determine how to collect evidence and feedback for the teacher to improve practice.
Supervisor At least every other week	During the duration of the “Focused Assistance” category, the supervisor and the teacher will meet at least every other week to go over the evidence and data that is being collected and provide feedback.
Supervisor mid-year	Schedule mid-year conference with supervisor to discuss progress on Improvement Plan.
Educator	Within one month of the end of first year of Focused Assistance the teacher will reflect in writing on the completion of individual goals based on evidence.
Supervisor	Within one week of the submission of the teacher reflection, the supervisor will meet with the teacher to discuss the self-reflection.

Supervisor	By end of the first year of being placed on Focused Assistance, the supervisor will meet with the teacher to receive and discuss the summative evaluation and make one of the following recommendations: a. The outcome is met and the teacher follows the plan for performing teachers (referred to as the Summative Cycle in the collective bargaining agreement). b. The outcome is not met within the first year and the teacher will remain in the Focused Assistance Cycle for the second year. The Superintendent will determine contract renewal or non-renewal by April 1st in the second year of Focused Assistance. The following actions will take place a. In the case of contract non-renewal: The Superintendent will provide written notification that Focused Assistance is leading to non-renewal. This notification will include cited reasons, corresponding documentation, date, and signature. b. In the case of contract renewal: The teacher goes into the Performing Teaching cycle (referred to as the Summative Cycle in the collective bargaining agreement) for the next two years after successfully completing Focused Assistance.
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Collection, Type, Communication and Reflection of Evidence

Informal Observation Guidelines

Steps:

1. The informal observation may be announced or unannounced.
2. The informal observation is typically at least ten minutes in length.
3. The supervisor will complete an informal observation report within two days.
4. The educator must review the receipt of the report and may submit an addendum.
5. The supervisor must confer with the educator within five days of the informal observation and the conference should be no longer than ten minutes. If patterns are arising during informal observations, the supervisor may schedule a longer conference.
6. Evidence gained from informal observations may be used to establish patterns of practice.
7. Timelines may be adjusted if mutually agreed upon and signed off by both parties.

Formal Observation Guidelines

Steps:

1. Supervisor will schedule the formal observation process and set meeting dates at least two days prior to the pre-observation meeting.
2. If mutually agreed upon and documented by both parties, an activity different than a pre-observation meeting can take place.
3. The pre-observation meeting must occur one day before the observation.
4. A formal observation of at least 45 minutes or a full lesson.
5. Educator will submit post-observation reflections to supervisor prior to post-conference.
6. Supervisor and educator will conduct a post-observation conference within two days. The conference will focus on evidence, areas of strengths and recommendations for improvement. The conference may be held at a later date if agreed upon by teacher and supervisor.
7. Supervisor will submit a finalized report to be used in the final evaluation at the end of the year. The educator will receive a copy of this report and will sign to confirm receipt. This signature does not imply agreement.
8. The educator may submit an addendum within ten days of receipt of the finalized report.

Student Data/Work

Teachers may use student data/work as evidence of their practice.

Student Surveys

Teachers may use the Course Feedback Survey or other student surveys as evidence of their practice.

Appendix A

History of the WCUUSD Teacher Supervision and Evaluation System (from 2018 document) (formerly known as the Blue Ribbon Document)

When the Blue Ribbon Document was developed in 1996, it was on the forefront of practice in the supervision and evaluation of teachers. It emphasized the need for a system of continuous improvement for teachers while addressing the issues of consistency, fairness, professional growth and ease of application. Its original purpose was to build a system based on the Vermont Standards for Educators and the time cycle that was currently in place in Vermont for teacher relicensure. The original Blue Ribbon Committee believed that:

- A multi-year cycle of supervision and evaluation would have a positive effect on all of those who worked and learned in WCUUSD.
- The timeline would be similar to relicensure so teachers would not needlessly duplicate their efforts.
- The system would be workable for administrators and teachers.
- The system would be a working draft, which could be revisited at any time at the request of teachers, administrators or school board members.

Over the years, there have been several revisions to the Blue Ribbon Document based on research and feedback from teachers and administrators. A Blue Ribbon Committee/Task Force was formed in the fall of 2001 to review and revise the WCUUSD Supervision and Evaluation Process. A revised Blue Ribbon Document, based on Charlotte Danielson's Framework for Teaching, was piloted in 2001-02.

The Supervision and Evaluation Rubric was based on Danielson's four domains:

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

Domain 5, Teacher Advisory, was added for U-32 during a previous revision.

The Rubric incorporated the Five Standards for Vermont Educators:

- Learning
- Professional Knowledge
- Colleagueship
- Advocacy
- Accountability

Further revisions have been made on an ongoing basis.

In 2006-07, the Blue Ribbon Committee met for a bi-annual review of the Blue Ribbon Document. The goals of the review were:

- To clarify and simplify the supervision and evaluation process for teachers and administrators;

- To better align the Blue Ribbon process and teacher re-licensure timelines; and
- To provide for a goal-setting process that relates to each teacher's Individual Professional Development Plan (IPDP).

Since the original classroom teacher rubric was developed, WCUUSD has either adapted evaluation rubrics from Danielson's framework or developed similarly designed rubrics for professionals from other disciplines including special educators, nurses, allied arts teachers, and guidance counselors.

In 2008-09, the Blue Ribbon Task Force added language to include expectations in Domain 3: Instruction to explicitly include technology integration and the use of formative assessment to guide instruction. The technology integration expectation officially became part of the Blue Ribbon in 2009-2010 and the formative assessment expectation was implemented in 2010-2011.

The Blue Ribbon Task Force convened during the 2010-2011 school year to review the status of the Blue Ribbon document and identify next steps in the development of the system. The Task Force recommended piloting several minor changes in language and adjustments to the supervision and evaluation process. These included:

- All new teachers, whether new to teaching or new to WCUUSD, will be placed in the Summative Cycle for two years. They removed the administrator discretion in this area for teachers who are experienced when they come to WCUUSD.
- A change in the Focused Assistance Timeline to better fit with the provision that a teacher may be placed on Focused Assistance at any time during the year. This change is reflected both in the form and in the text of the document.
- Creation of a "New Assignment" Cycle for teachers who make a substantial change in assignment. Teachers doing this are placed in the Summative Cycle for that year.
- For teachers who are either new to teaching or new to WCUUSD, they changed from three formal observations to two formal observations with at least one informal observation (walk-through). These observations are followed by either written feedback or a conference.
- An agreement that U-32 would pilot the new TA Rubric that replaces the TA Checklist.

Throughout all of these revisions there has been a shift in focus from evaluating teacher activities to looking at the impact of teaching on student learning and engagement.

During the spring of 2013 the Washington Central Supervisory Union Labor Management Board acknowledged a need to revise the WCUUSD Supervision and Evaluation System and called for the Blue Ribbon Committee to convene per the teachers agreement.

The Blue Ribbon Committee, composed of five teachers, four administrators and one board member, began meeting in the fall of 2013. The Blue Ribbon Committee decided that the revised system should:

- Focus on instructional practice
- Be an authentic reflection of practice

- Promote the ability to observe recognized expertise and exemplary practices
- Contain a component of peer coaching
- Be doable for both the teacher and the administrators by using a technology based system
- Be research-based
- Recognize that the person doing the writing is doing the most reflecting and learning
- Support continual growth for all
- Focus on student learning

During the winter and spring of 2014 the Blue Ribbon Committee determined that WCUUSD should upgrade its definition of teaching to Charlotte Danielson's 2013 version of the *Framework for Teaching*. During June 2014, the committee planned out a one-day professional learning experience to introduce all the licensed educators to the new rubrics and set common vocabulary for the staff. The Washington Central Leadership Team made a commitment to ensure that all new staff will receive this training each year in order to ensure that all educators have an understanding of the rubrics.

During the fall of 2014 the Blue Ribbon Committee met to propose a revised system that achieves the direction the committee set above. Building upon research about effective feedback and teacher growth, the committee learned that frequent feedback with small actionable steps help educators grow and meet the needs of their students more quickly than a system that has longer but fewer observations of practice. Therefore, the committee has built a system that is dependent on walk-throughs by both administrators and performing teachers, but still has formal observations and allows for other methods of gathering data to support the growth of individuals.

The WCUUSD Teacher Supervision and Evaluation Committee met in the spring and summer of 2018 to further define the role of master teacher and determine how to support teacher leadership within the district. In August 2018, based on teacher feedback, the committee eliminated the master teacher tier, defined a teacher leader role, and modified the performing teacher tier and cycle to include teacher leaders.

Appendix B
(Historical from 2018 document)

WCUUSD Supervision and Evaluation Philosophy

In the initial creation of an evaluation document in 2001, the Blue Ribbon Committee was committed to providing the highest quality education to our students. The most significant factor to a quality education is teacher effectiveness. We are committed to a teacher supervision and evaluation process that upholds the following tenets:

- The supervision and evaluation system supports the district's and schools' vision statements.
- The purpose of supervision and evaluation is to promote teachers' professional growth and learning.
- The supervision and evaluation system is a continuous process that is clearly understood and has meaning for all teachers.
- The supervision and evaluation system provides opportunities for teachers to reflect upon and engage in purposeful dialogue about teaching and learning.
- The system for supervision and evaluation of teachers includes continuous training and professional development for teachers, supervisors, and administrators involved in the process.
- The system for supervision and evaluation provides a fair and consistent plan for observing, documenting and reporting teacher performance and effectiveness. The assessment of student progress is an important component of supervision and evaluation.
- The system for supervision and evaluation involves a multi-year cycle that incorporates a variety of assessment data gathered through self-assessment, peer collaboration and summative evaluation.
- WCUUSD provides resources and training necessary to implement the evaluation system.
- WCUUSD strongly supports the mentoring process. The role of the mentor is to guide and support the professional growth of the educator. A mentor is not involved with evaluation, and the relationship between the educator and their mentor is confidential.

As the Washington Central Supervision and Evaluation Committee convened to revise our process we believed in all the philosophical statements above, but we want to focus on a few key ideas to improve the continuous growth for all educators: They are:

- Focus on instructional practice
- Be an authentic reflection of practice
- Promote the ability to observe recognized expertise and exemplary practices
- Contain a component of peer coaching
- Be doable for both the teacher and the administrators by using a technology based system
- Be research-based
- Recognize that the person doing the writing is doing the most reflecting and learning
- Support continual growth for all
- Focus on student learning