

WINDHAM SCHOOL DEPARTMENT
SUPERVISION AND EVALUATION SYSTEM
REVISED MAY 5, 2005



Our Supervision and Evaluation System was developed collaboratively by teachers and administrators to acknowledge that educators in the Windham School Department are committed to SUCCESS FOR ALL. Our model recognizes the stages of development in the teaching profession and provides a framework for supporting individual growth.

We believe that supervision and evaluation is designed to promote teacher effectiveness, to enhance student learning, and to assure continued professional growth. It is an on-going collegial process of lifelong learning shared by the school community.

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Windham School Department
Professional Standards for Educators

I. Professionalism and Professional Responsibilities

A. Creates and maintains a classroom environment which supports and encourages learning.

1. Creates a comfortable, well-organized physical environment.
2. Establishes a classroom climate of openness, mutual respect, support, and inquiry.
3. Works with students to manage their own behaviors and assume responsibility for their own learning.
4. Uses principles of effective classroom organization.
5. Uses a variety of strategies to increase students' desire and opportunity to learn.
6. Creates an environment in which students work both cooperatively and independently.

B. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.

1. Advocates for students while respecting their privacy and rights to confidentiality.
2. Employs strategies to link school, home, and community to enhance student performance and well-being.
3. Recognizes when it is appropriate to consult with other school professionals concerning a student's learning or health.
4. Works with other school personnel, representatives of community agencies, and representatives of other professional and educational organizations with the goal of supporting student learning and well-being.

C. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.

1. Takes appropriate steps to obtain and maintain professional certification/licensure.
2. Adheres to school policy and demonstrates an understanding of the laws that govern teacher responsibilities and student rights, safety and health.
3. Adheres to affirmative action policies pertaining to school and classroom settings, and interacts with all members of the school community in an equitable and non-discriminatory manner.
4. Understands how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or nonobservance of holidays, activities which are forbidden, expectations regarding gender relations, issues of deference.)
5. Understands the meaning of harassment and how it impacts students and staff, assists students in understanding the meaning of harassment, how to avoid harassing others, and what to do if one feels harassed.
6. Treats others with respect and honors the dignity of all people.
7. Knows what situations make one vulnerable to liability actions and follows appropriate school and district procedures to avoid liability.

D. Demonstrates a strong professional ethic and a desire to contribute to the education profession.

1. Is an active, contributing member of work teams and committees.
2. Participates in staff development opportunities and training sessions and applies information and strategies gained as a result of those experiences to one's own teaching.
3. Reflects upon and strengthens one's own teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.
4. Stays abreast of and employs new teaching strategies and technologies.
5. Maintains a professional demeanor and recognizes the teacher's role as a model for students.
6. Works with colleagues to achieve school and district goals and to address problems in the school.

II. Instruction and Planning/ Preparation

A. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.

1. Creates learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.
2. Encourages students to recognize the interdependence of all knowledge.
3. Pursues and acquires material and human resources appropriate to the classroom.

B. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.

1. Plans for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
2. Develops lesson plans that are linked to student needs and performance; adapts them to ensure and capitalize on student progress and motivation.
3. Articulates lesson goals and provides educationally and ethically defensible rationales for those goals.
4. Plans collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

C. Understands and uses a variety of instructional strategies and appropriate technologies.

1. Chooses effective teaching strategies and materials to meet different learning goals and student needs, to engage students in active learning opportunities, and to help students take responsibility for their own learning.
2. Monitors and adjusts strategies in response to learner feedback.
3. Varies her or his role in the instructional process depending on the content, purposes, and student needs.
4. Employs a wide range of questioning and discussion techniques which elicit responses at a variety of affective and cognitive levels.
5. Encourages all students to use technology and provides access to that technology when available.

6. Provides students with strategies for evaluating the content encountered via computer technology (i.e., Internet, Listservs.)

III. Assessment/ Evaluation/ Guiding Principles Reflection

A. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

1. Incorporates knowledge of students' experiences in the planning, execution, and evaluation of learning experiences.
2. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
3. Models the use of the tools of each discipline and creates opportunities for students to practice their use.

B. Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.

1. Supports physical, social, emotional, cognitive, and moral development of individual students.
2. Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
3. Makes appropriate provisions and adaptations for individual students who have particular learning differences or needs.

C. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

1. Describes the purposes of assessment.
2. Designs and/or uses a variety of formal and informal assessment strategies to assess student outcomes.
3. Matches assessment strategies and instruments to Learning Results and program objectives.
4. Employs a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.
5. Uses valid and reliable assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
6. Communicates responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
7. Involves learners in self-assessment and goal setting for learning.
8. Documents learning using a variety of methods such as portfolios, school records, and other long term indices of the multiple abilities of students.

Provisional Level

(2 year cycle)

(Indicate date completed on left side of document.)

Year 1

_____ **By September 15: Certification Handbook and Professional Standards for Educators**

- Teacher will receive a copy of the Certification Handbook and the Professional Standards for Educators.

_____ **By September 30: Professional Portfolio**

- Teacher will meet with evaluator to review portfolio contents, criteria and timelines for demonstrating growth toward meeting Professional Standards for Educators.

_____ **During the School Year: Observations**

- Four observations (2 per semester) - Two *formal* observations will include pre- and post-observation conferences (Forms D and E) with descriptive feedback provided by the evaluator. The evaluator will have the option to make *additional informal* observations with written descriptive feedback throughout the year. The teacher has the option to provide evidence of how the evaluator's descriptive feedback has been implemented in the classroom (i.e. artifact, written observation, etc).

_____ **By April 30: Professional Portfolio**

- Teacher will submit a professional portfolio to document growth throughout the year. The portfolio will be a collection of artifacts and reflective pieces that demonstrate evidence of meeting the Professional Standards for Educators.

_____ **By May 14: Portfolio Feedback**

- Evaluator will provide the teacher with descriptive feedback related to the professional portfolio.

_____ **By the End of the School Year: Summative Evaluation**

- A summative evaluation (Form F) will be completed by the evaluator. With a teacher contract renewal, evaluator and teacher will plan goals for year two (Form A).

Provisional Level (2 year cycle)

(Indicate date completed on left side of document.)

Year 2

By September 30: Goal Development

- Teacher will meet with evaluator to review and finalize goals (Form A) from the first year evaluation.

Professional Portfolio

- Teacher will meet with evaluator to review portfolio contents, criteria and timelines for demonstrating growth toward meeting Professional Standards for Educators.

During the School Year: Observations

- Four observations (2 per semester) – Two *formal* observations will include pre- and post-observation conferences (Forms D and E) with descriptive feedback provided by the evaluator. The evaluator will have the option to make *additional informal* observations with written descriptive feedback throughout the year. The teacher has the option to provide evidence of how the evaluator's descriptive feedback has been implemented in the classroom (i.e. artifact, written observation, etc.).

By April 30: Professional Portfolio

- Teacher will submit a professional portfolio to document growth throughout the year. The portfolio will be a collection of artifacts and reflective pieces that demonstrate evidence of meeting the Professional Standards for Educators.

By May 14: Portfolio Feedback

- Evaluator will provide the teacher with descriptive feedback related to the professional portfolio.

By the End of the School Year: Goal Review & Summative Evaluation

- A summative evaluation (Form F) will be completed by the evaluator. With a continuing contract, evaluator and teacher will plan goals (Form A) for the following year (**Professional Level-Year 2-4**) based on feedback, self-assessment, and reflection.

Professional Level
(4 year cycle)

(Indicate date completed in space provided in the left column.)

Year 1

_____ **By October 15: Goal Development / Standards Reflection Conference**

- Goal Development- Teacher will develop goal(s) for the year (Form A). This will include methods of documentation approved by the evaluator. One goal will include data collection on student learning outcomes (with respect to student ability and external factors) to be used for analysis and reflection on instruction.
- Standards Reflection Conference- Teacher and evaluator will review the Professional Standards for Educators. Prior to meeting, the teacher will fill out the Professional Standards Reflection Worksheet (Form B). As a result of the review, additional goals may be developed.

_____ **During the School Year: Observations**

- Informal, periodic observations by the evaluator will be conducted throughout the year; written feedback from the evaluator will be provided within one week. Teacher responses to written feedback are optional.
- Formal observations (including pre- and post-observation conferences) may be requested by the teacher or evaluator (Forms D and E).

_____ **By May 31: Standards / Goals Review**

- Teacher and evaluator will review the Professional Standards Reflection Worksheet and goal(s). Prior to meeting, the teacher will fill out the Professional Standards Reflection Worksheet (Form B) and the Goal Sheet (Form A - Part B). As a result of the review, goals may be developed for the following year.

_____ **By the End of the School Year: Summative Evaluation**

- Summative evaluation (Form F) will be given to the teacher.

Professional Level
(4 year cycle)

(Indicate date completed in space provided in the left column.)

YEARS 2 - 4

_____ **By September 30: Goal Development**

- Teacher will develop goal(s) for the year (Form A). This will include methods of documentation approved by the evaluator. One goal will include data collection on student learning outcomes (with respect to student ability and external factors) to be used for analysis and reflection on instruction.

_____ **By October 31: Goal Feedback**

- Evaluator will provide feedback to the teacher on goal(s).

_____ **During the School Year: Observations**

- An evaluator has the option to make informal observations with written feedback within one week. Teacher response to written feedback is optional.

_____ **By May 1: Goal Reflection**

- Goal reflection conference will be scheduled.

_____ **By the End of the School Year: Goal Reflection**

- Goal reflection conference will be completed (Form A - Part B). A goal may be developed for the following year.

Support Level

Indications for placement on teacher support track:

Any professional level teacher who has not met the Professional Standards for Educators may be placed on the Support Level. All actions taken during this level can be used to determine continued employment in the Windham School Department.

I. Awareness Phase

1. The administrator will complete Part A of the Identification of Concern Form (Form G) and will review it with the teacher.
2. The administrator and teacher will work together to complete Part B of the Identification of Concern Form (Form G).
3. Upon review by the teacher and administrator, the administrator will determine the level of progress and will make one of the following recommendations:
 - A. The teacher will remain on the Professional Level cycle.
 - B. The teacher will move to the Assistance Phase of the Support Level.

II. Assistance Phase (Informal Due Process)

1. The teacher and administrator will review recommendations from the Awareness Phase.
2. The administrator, with input from the teacher, will complete the Assistance Phase Action Plan (Form H).
3. Upon review by the administrator, one of the following actions will be taken:
 - A. The teacher returns to the Professional Level cycle.
 - B. The teacher remains in the Assistance Phase of the Support Level with an action plan that includes revised goals and timelines (Form H).
 - C. In the event that the administrator believes the teacher has not attained the goals outlined in the Assistance Phase, and the deficiency (deficiencies) outlined will not benefit from more time given to the matter, the administrator will make a decision and take action regarding the procedural (due process) rights that need to be accorded the teacher (reference the contract between the Windham Educator's Association and the Windham School Committee).

III. Due Process Phase

1. A teacher may be placed in the Due Process Phase because of, but not limited to one of the following:

- A. Not meeting professional standard as specified in the Assistance Phase.
 - B. Specific policy or rule violations.
2. The Due Process Phase begins with a meeting among the administrator, teacher, and association representative, if requested by the teacher.
 3. Further investigation into the matter may be necessary before the administrator makes a formal decision regarding violations that will be reported to the teacher.
 4. The administrator will identify, in writing, the specific standard(s) or policy (policies) in violation. The teacher will have an opportunity to respond in writing. Following this discussion, the administrator will indicate the next steps to be taken.
 5. In the event that the teacher does not meet the set standards in the Due Process Phase, the teacher may be subject to deleterious employment actions on the part of the employer.

Form A

Windham School Department

(to be completed by the teacher)

Goal Sheet

(due by the last week in September)

Evaluator initials: _____

Date: _____

Teacher: _____ Position: _____ School: _____

Evaluator: _____ Position: _____ School: _____

School year: _____ Performance Evaluation Level _____ Provisional
_____ Professional

Professional Goal # _____: (Aligns with the Windham School Department's Professional Standards for Educators.)

Activities: (How will I meet this goal?)

Documentation: (What evidence will I use to demonstrate accomplishment of my goal?)

Resources: (What supports and resources will be needed?)

Projected Date for Completion: (If multi-year goal describe timeline and benchmarks.)

Part B

Goal Reflection Date: ____/____/____

Goal Completed (as described above) ____ Goal Modified ____ (explain on back)

Goal in Progress ____ Goal Not Met ____ (explain on back)

Evaluator comments: _____

Teacher Signature/Date

Evaluator Signature/Date

Copies of this document will be placed in the teacher's personnel file at Central Office; originals will be given to the teacher.

Form B

Windham School Department
Professional Standards Reflection Worksheet
 (to be filled out by teacher prior to standards reflection meeting)

Teacher: _____ Position: _____ School: _____

Evaluator: _____ Position: _____ School: _____

The teacher should determine his/her own demonstration of the professional standard listed for the appropriate point of the year (Fall/Spring) prior to the meeting with evaluator. The purpose of the meeting is to reflect on the Professional Standards for Educators. Current level of progress should be noted in the Fall and Spring columns on the right. Any comments may be made in the appropriate box below the standard.

Does not meet the standard= DNM Partially Meets the Standard= PM Meets the Standard= MS

I. Professionalism and Professional Responsibilities.

Professional Standards		Fall	Spring
A. Creates and maintains a classroom environment which supports and encourages learning.		DNM PM MS	DNM PM MS
Comments	Fall	Comments	
		Spring	
B. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues and community.		DNM PM MS	DNM PM MS
Comments	Fall	Comments	
		Spring	
C. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.		DNM PM MS	DNM PM MS
Comments	Fall	Comments	
		Spring	

D. Demonstrates a strong professional ethic and a desire to contribute to the education profession.	DNM PM MS	DNM PM MS
Comments	Fall	Comments
		Spring

II. Instruction and Planning

Professional Standards		Fall	Spring
A. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among disciplines.		DNM PM MS	DNM PM MS
Comments	Fall	Comments	Spring
B. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.		DNM PM MS	DNM PM MS
Comments	Fall	Comments	Spring
C. Understands and uses a variety of instructional strategies and appropriate technologies.		DNM PM MS	DNM PM MS
Comments	Fall	Comments	Spring

III. Assessment/Evaluation/Guiding Principles Reflection

Professional Standards		Fall	Spring
A. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.		DNM PM MS	DNM PM MS
Comments	Fall	Comments	
		Spring	
B. Demonstrates knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.		DNM PM MS	DNM PM MS
Comments	Fall	Comments	
		Spring	
C. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.		DNM PM MS	DNM PM MS
Comments	Fall	Comments	
		Spring	

Windham School Department
Teacher Observation Form

Teacher: _____

Class Observed: _____

Date: _____

Length of Observation: _____

Formal Observation _____
(must include pre- and post-observation conferences)

Informal Observation _____

Pre-observation conference date: _____

Pre-observation conference summary: _____

OBSERVATION

Summary of classroom activities observed

Commendations

Recommendations

Signing this observation means you have read its contents. You are free to add any statement to this summary, which will be filed in your personnel file at the Superintendent's Office.

Teacher Date

Administrator Date

Form D

Windham School Department

Pre-Observation Worksheet

(submit to evaluator prior to pre-observation conference)

Teacher: _____ Position: _____ School: _____
Evaluator: _____ Position: _____ School: _____
Meeting Date: _____ Time: _____
Observation Date: _____ Time: _____

1. Connection to curriculum standards: What are the expected student learning outcomes?

How is the lesson related to the students' prior learning?

2. Plan of action: What activities will comprise the lesson?

What instructional materials do you plan to use to help students learn the lesson?

3. Assessment: What strategies will you use to assess student learning?

4. Differentiation: How will you provide for the individual needs of students?

5. Professional feedback: On what attribute(s) of your professional practice would you like feedback?

Teachers have the option of having this document attached to the observation and placed in personnel file.

Form F

(to be completed by evaluator)

**Windham School Department
SUMMATIVE EVALUATION**

Teacher: _____ Position: _____ School: _____

Evaluator: _____ Position: _____ School: _____

Does not meet the standard= DNM

Partially Meets the Standard= PM

Meets the Standard= MS

I. Professionalism and Professional Responsibilities

Professional Standards	DNM	PM	MS
A. Creates and maintains a classroom environment which supports and encourages learning.			
B. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.			
C. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.			
D. Demonstrates a strong professional ethic and a desire to contribute to the education profession.			

Comments:

II. Instruction and Planning/Preparation

Professional Standards	DNM	PM	MS
A. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among disciplines.			
B. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.			
C. Understands and uses a variety of instructional strategies and appropriate technologies.			

Comments:

III. Assessment/ Evaluation/ Guiding Principles

Professional Standards	DNM	PM	MS
A. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.			
B. Demonstrates knowledge of diverse ways in which students learn and develop, by providing learning opportunities that support their intellectual, physical, emotional, and social development.			
C. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.			

Comments:

Summary Comments and Recommendations:

Signing this summative evaluation means you have read its contents. You are free to add any statement to this summary, which will be filed in your personnel file at the Superintendent’s office.

Teacher Signature/Date

Evaluator Signature/Date

Copies of this document will be placed in the teacher’s personnel file at Central Office; originals will be given to the teacher.

Form G

**Windham School Department
Identification of Concern Form**

Teacher: _____ Position: _____ School: _____

Administrator: _____ Position: _____ School: _____

Part A (to be filled out by an administrator)

Issue or concern:

Evidence of concern:

Relation to professional standards:

Part B (to be filled out collaboratively by the professional and the administrator)

Course of Action:

Timeline:

Supports requested:

Scheduled review date: _____

Teacher Signature: _____ Administrator Signature: _____

<input type="checkbox"/> Professional Level	<input type="checkbox"/>	(Check One)	<input type="checkbox"/>	<input type="checkbox"/> Remain on Support Level
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Teacher Signature/Date

Administrator Signature/Date

Form H

**Windham School Department
Assistance Phase Action Plan**

Teacher: _____
Administrator: _____

School: _____

Windham School Department Professional Standards for Educators which require growth and improvement:

Goals to address the above concerns:

A. What strategies or activities will be used to accomplish the goal(s)?

B. What documentation or data will be collected to indicate accomplishment of the goal(s)?

C. What administrative support and resources will be needed?

Timeline:

I understand that the timeline may be adjusted to meet my professional development needs.

Teacher signature/Date

Administrator signature/Date

A copy will be sent to the superintendent or designee for review and placement into personnel file of the professional. A signed copy is retained by administration; teacher retains the original.

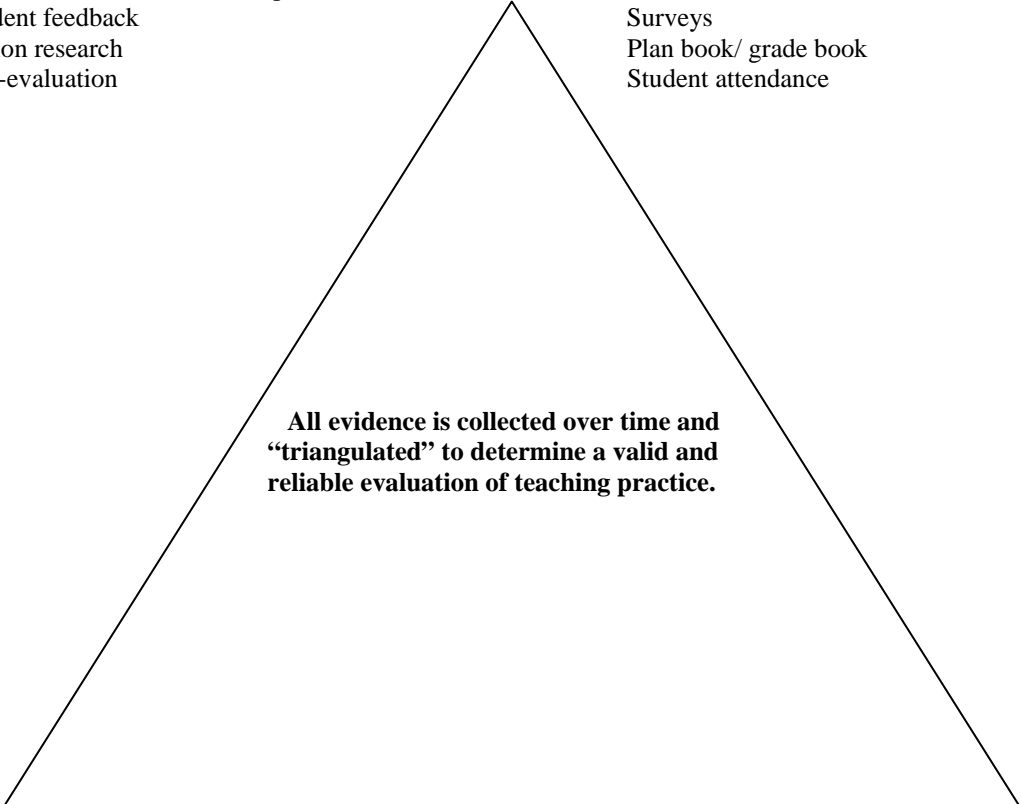
Assessment Evidence for Effective Teaching

(possible options for demonstrating professional growth)

Products:

Reflections journal
Student work/assessment samples
Student feedback
Action research
Self-evaluation

Professional bibliography
Written observations
Surveys
Plan book/ grade book
Student attendance



All evidence is collected over time and
“triangulated” to determine a valid and
reliable evaluation of teaching practice.

Conversations:

Pre/Post observation conferences
Goal meetings with administrators
CFG meetings
Mentor meetings
Conversations with students

Observations:

Formal administrative observations
Mentor observations/team teaching
Presentations to staff
Informal observations-I noticed...
Committee work
School Board presentations
Peer observations-teacher/ teacher
Feedback from para-professionals

Provisional Teacher Portfolio Guidelines

Purpose of the Professional Portfolio:

- ❖ To show evidence of working toward the Professional Standards for Educators over time.
- ❖ To reflect on teaching practices and classroom experiences on a consistent basis.

Portfolio Artifacts and Organization:

- ❖ Include 1-2 items per teaching standard. **Do not** include student names on artifacts unless you have permission from parents.
- ❖ Format the portfolio by teaching standards (10) or by overarching categories (3).
- ❖ Mentors may assist with portfolio development and reflection.

Artifact Suggestions: (You may include other artifacts that are relevant to your teaching position.)

PROFESSIONALISM AND PROFESSIONAL RESPONSIBILITIES

- 1A** Creates and maintains a classroom environment which supports and encourages learning.
- Classroom rules
 - Policies/procedures for classroom
 - Contracts/target sheets
 - Observation from evaluator/colleague
 - Pictures/videos
 - Seating chart/map of classroom
 - Kindergarten handbook
 - Open House information
- 1B** Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues and community.
- PET/Guidance notes
 - Notes/newsletters, etc.
 - Behavior/incident journals
 - SAT/SPED referral forms
 - Field trips
 - Community/school service events
 - Parent/child events
- 1C** Demonstrates an awareness of and commitment to the ethical and legal responsibilities of a teacher.
- Reference letter
 - Anecdotal evidence
 - Codes of conduct
 - Professional certification
 - Philosophy statement
- 1D** Demonstrates a strong professional ethic and desire to contribute to the educational profession.
- Professional goal sheet
 - District/school committee work documentation
 - Examples of shared work with colleagues
 - Workshop/conference documentation

INSTRUCTION AND PLANNING/PREPARATION

- 2A** Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.
- Student work reflecting integration
 - Projects
 - Interdisciplinary units of study
 - Guest speakers
 - Workshop/conference documentation
- 2B** Plans instruction based upon knowledge of subject matter, students, and curriculum goals.
- Lesson plans
 - Grade level curriculum/instruction/assessment work
 - Student assessment data collection forms
 - Workshop/conference documentation
- 2C** Understands and uses a variety of instructional strategies and appropriate technologies.
- Self-assessments/peer assessments
 - Report card sample
 - Technology and other lesson plans
 - Goal/criteria setting with students
 - Lesson examples with pictures

ASSESSMENT/EVALUATION/GUIDING PRINCIPLES REFLECTION

- 3A** Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make these aspects of subject matter meaningful to students.
- Examples of student work
 - Examples of real-life learning activities
 - Community service projects
 - Lesson plans
 - Pictures from classroom work
 - Observation from administrator/colleague

Windham School Department

Supervision and Evaluation Glossary of Terms

Action Plan: This written plan within the Support Level indicates the need for professional growth to meet Windham's Professional Standards for Educators.

Assistance Phase: Following the Awareness Phase in the Support Level, a teacher may be placed in this phase. An Action Plan is developed cooperatively by the teacher and administrator to address concerns. Upon review of progress, a recommendation by the administrator will be made.

Awareness Phase: In this phase, evidence of performance concerns is presented to the teacher by an administrator.

Due Process: Due process is engaged to assure that the employer protects both the interests of the school system and the employee when holding employees accountable for standards of performance.

Evaluator: An observer who makes formative and summative judgments regarding teacher performance.

Formal Observations: Planned observations of the teacher conducted by the evaluator that include the following:

- **Pre-observation conference:** A meeting between the teacher and evaluator will be held to determine the context of the observation and the purpose of data collection.
- **Observation:** The evaluator will conduct the observation, typically in the teacher's classroom. A written summary is prepared and shared at the post-observation conference.
- **Post-observation conference:** A meeting between the teacher and evaluator is held to collaboratively discuss the observation. Descriptive feedback is provided to the teacher.

Formative Observations: This assessment regarding teacher performance is explicitly intended to provide descriptive feedback to the teacher.

Goal Setting: This collaborative process between the teacher and evaluator supports teacher professional growth throughout the year. It is meant to be a reflective process for the teacher.

Informal Observations: These observations by the evaluator are brief and unannounced. They may be used to gather information for the evaluation process.

Professional Level: This level includes any teacher who has taught in Windham for two or more years, and is meeting the Professional Standards for Educators.

Provisional Certification: State certification for the beginning teacher which is usually held for two or more years.

Provisional Level: This level includes any teacher who is in the first or second year of teaching in the Windham School District.

Self-Assessment: Self-reflections of teaching practices relative to the Professional Standards for Educators.

Summative Evaluation: This judgment regarding a teacher's performance is intended to compare the teacher's work to the Professional Standards for Educators.

Triangulation of Data: This variety of evidence, collected over time in the form of products, observations and conversations, is used to make valid and reliable judgments about a teacher's level of performance.