

SOUTHBRIDGE PUBLIC SCHOOLS
TEACHER EVALUATION
PURPOSE and PHILOSOPHY

The purpose of the teacher supervision and evaluation program of the Southbridge Public Schools is to ensure quality instruction and promote growth and reflection among our professional staff. The teachers in the Southbridge Schools are well educated and committed professionals who are current in their instructional practices. The supervision and evaluation program is focused on these strengths.

Teaching and learning is an extremely complex process. The teacher's knowledge and skills, the learning standards within each curriculum to be taught, the physical classroom setting, and the students' prior knowledge and ability to learn comprise the framework for students and teachers in their daily interactions.

The standards of effective teaching and professional performance are developed to support teachers and evaluators as they work together to provide quality educational experiences for students. Effective teaching can be observed, described, and evaluated. It is the primary responsibility of the teacher to work toward continuous improvement in instruction and professional performance; it is the responsibility of the evaluator to assist and support in that effort. Reflection, collegial discussions, meaningful dialogue with evaluators and the support of professional workshops and literature are key components in supporting teachers as they work to improve teaching and learning in our schools.

UNDERSTANDINGS

- A. Evaluation is a cooperative effort requiring a constructive dialogue between the evaluator and the teacher.
- B. The goals and evaluations will adhere to the purpose, philosophy and criteria identified in the Formal Evaluation Form contained herein (which contains the Standards of Effective Teaching).
- C. The Superintendent, central office instructional leaders (Directors and Coordinators), principals, or assistant principals may evaluate a teacher using this process and criteria.
- D. In any year of the cycle for teachers with Professional Status, the evaluator may initiate a formal evaluation if he/she becomes aware of a performance of teaching that is below the district standards of effective teaching or if the teacher has been placed on a Professional Improvement Plan. The teacher being evaluated shall be allowed to gather and provide additional information on his/her performance. Such information will be provided in no less than ten working days and must be considered by the evaluator during the process.
- E. The purpose of the Professional Improvement Plan is to improve instruction and provide the teacher with support to raise the level of teaching to meet the district standards of effective teaching. It is understood this is a serious action but one that is the next step in providing the teacher with appropriate assistance in improving classroom teaching. If a PTS teacher is placed on a Professional Improvement Plan, the building principal may

require the teacher to remain on Year One of the cycle for the remainder of the year upon approval of the Superintendent.

- F. Any document(s) that is part of the evaluation and is placed in his/her personnel file must contain an area to be signed by the teacher stating he/she has read the document before it is filed.
- G. The evaluation process shall be free of age, racial, sexual, religious, and other forms of discrimination and biases as defined in state and federal laws.
- H. All rights of the teacher relative to the grievance procedure in the contract will be observed throughout this process.

SOUTHBRIDGE PUBLIC SCHOOLS
FORMAL OBSERVATION
GUIDELINES

If a teacher receives a descriptor of N (does not meet the standard) on the observation form, the evaluator will provide (in narrative form) a written claim and evidence to support the claim.

If the teacher receives multiple descriptors of N on the observation form, the principal will hold a conference with the teacher within five working days of receiving the written evaluation and address the concerns. The teacher will be afforded the opportunity to bring in an Association representative. The evaluator will provide specific examples in writing that describe the teaching deficiencies along with suggestions for strategies to improve the teaching. After a second classroom observation by the principal, the principal and teacher will meet to discuss the aforementioned strategies and improvements within 10 working days. If no growth or improvement is evident after 30 days, the principal may place the teacher on a Professional Improvement Plan. If the performance shows sufficient progress there will be no additional formal visits.

All scheduled classroom observations must be no less than forty minutes and no more than the entire class lesson. A post conference will follow within five school days.

The formal observation form will include a narrative of the lesson and identify areas of commendation or concern observed during the classroom visit. This form is the instrument used to evaluate a PTS teacher in year one of the growth cycle. If as a result of direct observations, supervision, or other evidence, it is determined that a teacher is not performing to the district standards the administrator will follow the process for placing a teacher on a Professional Improvement Plan identified in this complete document.

SOUTHBRIDGE PUBLIC SCHOOLS
EVALUATION PROCEDURES
Teachers with Non-Professional Status

Teachers without Professional Status will be placed on Year One until they achieve professional teacher status.

Staff evaluations will occur according to the following cycle and criteria:

- Classroom observations will take place during the entire teaching period. Teachers will receive four written observations and one summative evaluation
- Two written observations between September 15 and December 15
- Two written observations between January 3 and April 10
- No observations are to be scheduled the day before/after holidays/vacations, half-days or special school events

Each classroom visit will include a pre and post conference with the teacher and the evaluator.

Pre-Conference:

- The teacher will be evaluated using the Standards of Effective Teaching Form
- During the pre-conference the teacher will identify the focus, standard(s) and objectives of his/her lesson with the principal or evaluator.

Post-Conference:

- A post conference will be held between 5-10 days after the classroom observation. Following the post-conference the teacher and principal will sign the evaluation and forward it to the Superintendent's office where it will be placed in the teacher's personnel file. A copy of the signed evaluation will be provided to the teacher.

Summative Report:

- A final summary evaluation will be written by the principal in collaboration with other evaluators and submitted for signature to the teacher on or before May 15. The original, signed evaluation will be sent to the Superintendent's office and will remain in the teacher's personnel file. A copy of the signed summary will be provided to the teacher.

SOUTHBRIDGE PUBLIC SCHOOLS
EVALUATION PROCEDURES
Teachers with Professional Status

Year One: Formal Evaluation

Staff evaluations will occur according to the following cycle and criteria:

- Classroom observations will be no less than 40 minutes and no longer than a full class period.
- The observation will occur between October and March
- No observations will be scheduled the day before/after holidays, vacations, half-days or special school events
- Teachers will receive one written observation and one summative evaluation.

The classroom visit will include a pre and post conference with the teacher and the evaluator.

Pre-Conference:

- The teacher will be evaluated using the Standards of Effective Teaching Form
- During the pre-conference the teacher will identify the focus, standard(s) and objectives of his/her lesson with the principal or evaluator.

Post-Conference:

- A post conference will be held between 5-10 working days after the classroom observation. Following the post-conference the teacher and principal will sign the evaluation and forward it to the Superintendent's office where it will be placed in the teacher's personnel file. A copy of the signed evaluation will be provided to the teacher.

Summative Report:

- A final summary evaluation will be written by the principal in collaboration with other evaluators and submitted for signature to the teacher on or before May 15. The original, signed evaluation will be sent to the Superintendent's office and will remain in the teacher's personnel file. A copy of the signed summary will be provided to the teacher.

Year Two: Professional Growth

During this cycle each teacher will identify an area for professional growth. On or before October 15th the teacher will develop and submit to the evaluator a proposal for his/her Professional Growth Plan (PGP). The proposal will include a one or two year growth goal(s), action steps, evidence of attainment, support materials needed and a timeline. The plan will be approved by October 30th and the final report will be submitted to the evaluator no later than May 15th. The staff member and evaluator will meet to review progress on the goal at mid-year and will meet to discuss the attainment of the goal and the final report no later than June 1st.

Examples: coursework, research project, piloting a program or text, training in Standards-based instruction, training in the Skillful Teacher, developing units that focus on standards-based instruction, committee work, mentoring, peer coaching, training in the John Collins Writing Program, training in mathematics, training in content-specific curriculum, curriculum revision, lesson study, applying for National Teacher Certification, grade-level meetings focused on specific initiatives, preparing professional staff workshops, grant writing, focus groups, analyzing student data, creating interdisciplinary units, team teaching, other similar projects

Year Three: Professional Growth

The teacher may choose a new professional growth area in year three or continue with the growth area he/she worked on in year two. If the teacher chooses a new area for growth in year three, he/she will meet with the evaluator to discuss a proposal with action steps, goals, support materials needed on or before October 15th. The plan will be approved by October 30th. Each year of the professional growth cycle (whether it is year two or year three), the teacher will meet at mid-year with his/her evaluator to discuss progress on the area of growth. The final report will be submitted no later than May 15th. The staff member and the evaluator will meet to discuss the attainment of the goal and the final report no later than June 1st.

Understandings:

All professional growth areas will be consistent with improving teaching within the teacher's assignment or will be aligned with the Southbridge Public School's current district goals.

If the evaluator and the staff member cannot come to a mutual agreement on the professional growth area they will meet with the Superintendent to identify an appropriate growth area agreed on by all. This meeting must take place no later than December 1st to allow the teacher time to complete the PGP.

Teachers of PreK-5 who accept a change in their teaching assignment to another building or grade will remain on their current year in the evaluation cycle. Teachers of grades 6-12 who accept a change in assignment requiring another state license (i.e. from life science to physical science, from algebra to calculus) will revert to year one (formal evaluation) of the cycle for that school year and will be evaluated in their new teaching position.

A final grade resulting when the teacher's PGP includes a college course will require submission of an official grade report hand carried to the Superintendent's office for goal completion.

SOUTHBRIDGE PUBLIC SCHOOLS
PRE-CONFERENCE FORM

Date _____

The evaluator and classroom teacher will meet to determine the class to be observed. Prior to the scheduled visit, the teacher will provide the evaluator with a complete Pre-Conference Form. Should plans change between the time of the pre-conference and the observation, the observation will be re-scheduled at the request of either party.

Evaluator _____ Date of scheduled observation _____

Teacher to be observed _____ Grade/Class ____/_____



1. Identify the objectives of the lesson



2. Describe the instructional strategies/methodologies that will be used during the lesson:



3. Are there any special circumstances in the class the evaluator should be aware of?

4. OPTIONAL: If the teacher desires particular emphasis be placed on any of the performance criteria contained within the Formal Observation Form:



5. Additional teacher comments or notes:



6. Evaluator's notes: Must conform to the items on the Formal Observation Form.

Southbridge Public Schools
Classroom Observation Form

Teacher: _____ Date: _____
 Evaluator(s): _____ Date of Hire: _____
 Teaching Assignment: _____ Year in _____
 Evaluation (Circle) NPTS 1 NPTS 2
 NPTS 3 PTS 4

Dates of Formal Observations: _____

District Standards of Effective Teaching

N -Does Not Meet Standard S -Sometimes Meets Standard C-Consistently Meets Standard N/A-Not Applicable/Evaluated

A. Curriculum, Instruction and Assessment	N	S	C	N/A
1. Uses relevant Curriculum Frameworks to plan activities addressing content standards that will advance students' level of content knowledge.				
2. Plans sequential units of study that make learning cumulative, connect learning across content areas, and are based on the learning standards within the Frameworks.				
3. Draws on results of formal and informal assessments to plan learning activities appropriate for the range of students.				
4. Applies knowledge of human development to plan learning activities appropriate for the range of students within a classroom.				
5. Plans lessons with clear objectives and measurable outcomes.				
6. Plans the pedagogy appropriate to the specific discipline and to the age and cognitive level of the students in the classroom.				
7. Integrates media and technology resources in the management of teaching and in student learning, as appropriate.				

Narrative:

B. Effective Instruction	N	S	C	N/A
1. Sets high standards and expectations for all students.				
2. Clarifies learning objectives and gives students models of quality work to illustrate expectations.				
3. Provides regular and frequent feedback to students on their progress.				
4. Models clear writing and speaking in communication with students and families.				
5. Employs multiple teaching and learning strategies.				
6. Demonstrates effective use of pacing in classroom instruction.				
7. Uses a variety of teaching techniques to provide many and varied opportunities for diverse learners to achieve competence.				

8. Designs and demonstrates differentiated instruction to meet the needs of all students.				
9. Builds on students' prior knowledge and experience.				
19. Analyzes and uses assessment data to inform instruction.				

Narrative:

C. Classroom Climate and Operations	N	S	C	N/A
1. Creates a positive learning environment.				
2. Makes appropriate use of the physical environment to provide a range of learning activities.				
3. Maintains appropriate standards of behavior, mutual respect, and safety.				
4. Manages classroom routines and procedures without loss of significant instructional time.				
5. Promotes climate of community, inclusion, and mutual support among students.				

Narrative:

D. Equity and Diversity	N	S	C	N/A
1. Acts on the belief that all students can learn the curriculum and includes all students in the range of academic opportunities.				
2. Assesses the significance of student differences in performance levels and adapts classroom activities appropriately.				
3. Incorporates respect for human difference.				
4. Identifies and addresses any achievement gaps with specific actions in the classroom.				

Narrative:

E. Professional Relationships and Responsibilities	N	S	C	N/A
1. Demonstrates knowledge of current educational research and development.				
2. Demonstrates knowledge of content in classroom practice.				
3. Participates in building a professional community by collaborating with colleagues to improve instruction, assessment, and student achievement.				
4. Communicates effectively with parents regarding their child's academic performance				
5. Participates in ongoing professional development as part of a				

Signatures below indicate a conference between the teacher and the evaluator was held. The teacher's signature on this form indicates that he/she has seen all comments on the form. The teacher's signature does not necessarily indicate agreement with the evaluation report.

Evaluator: _____ Date: _____

Teacher: _____ Date: _____

Administrator: _____ Date: _____

If not accepted by the evaluator, a teacher will have the option to return to the formal evaluation cycle or to submit a new proposal.

Assessment of growth as it relates to your proposal:

Signature of Teacher

Date

Teacher submitted proposal by October 15th () **Yes**

() **No Evaluation signature & dated**

Teacher submitted final report on or before 6/1 () **Yes**

() **No evaluation signature**

Accepted

Not Accepted

Name of Evaluator

Date

REMEDICATION PROFESSIONAL IMPROVEMENT PLAN (PIP)

If, as a result of direct observations or supervision, it is determined that a teacher is not meeting the district standards, the administrator will hold a conference with the teacher to address the concerns and seek remedies. The remedies may include involvement of other trained evaluators (i.e., coordinators, department heads). The intervention may occur at any time during the school year and/or during any year of the cycle. If the prescribed remedies resolve the identified concerns, no formal action is needed.

If the prescribed remedies do not resolve the evaluator's concerns following 30 days of support, as evidenced in documented classroom observations or supervision records, upon approval of the Superintendent, a Professional Improvement Plan (PIP) will be developed to provide classroom assistance to a teacher. If there is another evaluator assisting the teacher (i.e. department head, coordinator, academic coach, or team leader), that professional will not write the evaluations. A mentor will be provided upon teacher request after the PIP has been developed. If there is a mentor it is understood that the relationship between the teacher and the mentor is confidential. The administrator must perform all observations in a timely fashion.

Process

- Schedule a conference to review the areas of deficiency
- Discuss corrective actions to eliminate deficiency(s)
- Provide a list of resources available for assistance
- Identify the duration of the plan and scheduled observations
- Develop the PIP with the teacher
- Sign appropriate documents to acknowledge receipt of the PIP
- Teachers will have a minimum of three months to show improvement
- Periodic reviews will be held with the teacher to review performance and progress
- The evaluators(s) will meet, discuss all observations compiled to date, prepare a final summative report, and make a declaration of the teacher's status not less than one year from placement on a PIP as follows:
 - Sufficient Progress – Removal from PIP and return to regular evaluation cycle
 - Insufficient Progress – The teacher who does not demonstrate sufficient progress will be notified formally via the summative evaluation report. The teacher will also be notified of recommendations for administrative action
- The teacher has a right to due process and to SEA representation at all meetings for PIP according to the prevailing Contractual Agreement.