

Washington Northeast Supervisory Union
Teacher Evaluation Process for Professional and Student Learning
School Years 2015-2016

Philosophy

The purpose of a supervision and evaluation system is to increase our individual and collective effectiveness in our work of supporting students to succeed. We believe in continuous growth for ourselves as professionals, just as we do for our students. This system allows for every teacher to set goals and work with colleagues to encourage, inform and support each other as we work to achieve and provide evidence of progress towards those goals. Each teacher is expected to reflect, build on strengths and stretch skills and knowledge to improve student learning. This system relies on collaboration, communication, critical thinking skills and creativity, individually and among professional peers. Each teacher is encouraged to set goals that push beyond his/her current comfort zone and provide evidence of that work. The point is to stretch ourselves and grow, knowing that some of the most effective learning happens when things work out differently than planned.

Process

Every teacher creates a Professional Effectiveness Plan (PEP) for August 2015 through May 15, 2016. This system replaces the current evaluation systems at each of the schools. The plan includes the following steps:

1. Each teacher will create an advisory group with 2-4 colleagues, including the administrator.
2. The teacher will meet with the administrator by October 15, 2015, at the latest. The administrator and teacher will discuss goals for the teacher evaluation process and potential members of the advisory group. The administrator and teacher will agree to the advisory group membership and the administrator will make any necessary suggestions and/or recommendations that the teacher should be aware of before starting the process.
3. The teacher will invite each member to join the advisory group which will support the teacher in meeting his/her goals. The first advisory meeting will be before November 3, 2015, at the latest. Scheduling this meeting and the meeting with the administrator should occur in September or early October to assure that they can be scheduled within the timelines.
4. The teacher will lead the first advisory meeting to present draft goals and evidence for:
 - Student learning
 - Teacher learning
 - Professional responsibilities (such as: participation and leadership in committees, planning teams, LSB, professional organizations, special projects or other responsibilities)

In addition, the teacher will consider how he/she can include developmentally appropriate student voice in his/her plan.

The protocol for the discussion is attached.

5. Each teacher will receive input from his/her advisory group and will construct a Professional Effectiveness Plan (PEP). The plan will outline the expected goals and the supporting evidence for each goal. The teacher and advisory group will complete the PEP plan by the end of the meeting.
6. Each teacher will work on the PEP from October, 2015 through May 2016 to reach the goals and collect evidence. The teacher may choose to have members of the advisory meet during the year, consult on specific goals, observe or assist with their reflection process.
7. A second advisory meeting will be held by January 31, 2016 to discuss progress and share the collection of evidence.
8. By May 15, 2016, the teacher will host a final advisory meeting, including the administrator. At this meeting the teacher will present reflections on the goals and evidence for their PEP. The advisory group will determine if the PEP is complete or incomplete. The advisory *does not* give a rating on the reflection or evidence towards meeting the goals.
9. Following the meeting, the administrator may
 - Accept the PEP reflection, as presented,
 - Require additional evidence of completion,
 - Place the teacher on a Formal Improvement Plan process for the following year.
10. The Formal Improvement Plan process will be used if there is documented evidence that the teacher is in need of more intensive supports to address areas of concern.

New Teachers

All teachers in their first two years of service to the school will have additional supports as follows:

1. Teachers new to the school will have administrative guidance in creating their advisory groups and goals. The advisory group will include the administrator and the teacher's mentor.
2. Teachers new to the profession or to Vermont will have two written performance evaluations each of the first two years. 16 V.S.A § 1752 (b) (2)

Formal Improvement Plan

The Formal Improvement Plan is a highly individualized process and designed to assist the teacher to make improvements necessary to support student success. The administrator will assign the teacher to a Formal Improvement Plan when he/she receives formal substantiated complaints about a teacher, per Article 7 of the Collective

Bargaining Agreement, or has documented evidence that indicates the teacher needs significant improvement in one or more areas.

During the time the teacher is placed on a Formal Improvement Plan, a teacher mentor may be assigned by mutual agreement between the teacher and the evaluating administrator. The superintendent may assign an alternate administrative evaluator at the teacher's request.

A detailed, written Formal Improvement Plan, containing specific criteria for improvement will be developed by the administrator. The teacher will be given the opportunity to contribute to the plan. Other peers or qualified people may be involved as agreed to mutually. The plan will include:

- targeted areas for improvement
- clear criterion/indicators of attainment
- action plan for remediation, including procedures, activities and a timeline
- resources needed
- a schedule of planned conferences with the administrator
- a summative assessment

The timeline begins when the plan is finalized, with input from the teacher, and has been presented to the teacher in a meeting for that purpose.

Following 4 months of Formal Improvement Plan activities, the administrator will complete a summative evaluation. If the summative evaluation is satisfactory, the teacher moves to PEP. If unsatisfactory, the Improvement Plan process continues for another 4 months or until April 1, whichever comes first.

In the event the administrator determines the teacher has not successfully completed the Formal Improvement Plan and/or continues to have serious performance deficiencies the administrator may

- place the teacher on a Formal Improvement Plan for up to an additional 4 months or
- recommend non-renewal.

The teacher will be informed of the administrator's decision at a formal meeting with representation of the Association, if desired. If the recommendation is for non-renewal, the administrator will confer with the superintendent. The superintendent will consider the documentation, meet with the teacher and association representatives, if desired, and determine the status of the teacher for the coming year. In the case of a decision of non-renewal, the teacher will be notified no later than April 15. The process will be in compliance with the Collective Bargaining Agreement and 16 V.S.A § 1752 regarding "Grounds and procedures for suspension and dismissal".