

Staff Goal Group
Marion Cross Long Range Plan

Staff Evaluation

Board Policy GCO

The purpose of teacher and certified staff evaluations are: (a) to improve the quality of instruction; (b) to evaluate teachers and certified staff to identify areas of strength and areas for growth and inform personnel decisions; and (c) to ensure that Marion Cross students are receiving the best possible instruction.

To achieve these goals, the Norwich Board endorses and supports the evaluation process for Marion Cross School as outlined in the School Evaluation and Support System described in policy GCO-R, which incorporates annual growth plan goals, formal and informal visits, self assessment, student growth scores and an annual written evaluation from their immediate supervisor. The evaluation process should ensure that teachers meet the general expectations outlined in the SAU 70 Standards of Best Practice, attached as Exhibit GCO-E. In completing annual performance evaluations, the Principal may also consider unsolicited opinions from staff, students and parents and feedback from peer supervision.

By the March School Board meeting of each year, the Principal will provide the Board with a formal letter of recommendation for any certified employee being nominated for renewal onto continuing contract in the current year and a confidential summary profile of all other non-continuing contract teachers. The letter of recommendation will include a summary of the nominee's professional history and a summary of the nominee's evaluations and specific achievements of note.

By the Wednesday immediately preceding April break, the teacher will submit a Self Assessment Report to the Principal in advance of a goal review/summative. The Self-Evaluation Report will describe progress made toward the teacher's annual growth plan and will also include the teacher's personal assessment of his/her performance corresponding to the mandatory and any selected components of evaluation.

By May 1 of each year, the Superintendent will recommend educational goals for the Board to consider for the coming year. These goals are based on identified needs from the evaluation process.

At the last scheduled school board meeting of each school year, the Superintendent will issue an Evaluation Summary Report listing the certified staff members evaluated during the prior year. The report will also describe noteworthy professional accomplishments by staff members.

By July 15 of each year, the Superintendent will provide written certification to the Board that each professional staff member has received an annual evaluation in accordance with GCO-R.

Norwich School Board
Adopted: 4 June 2014

Regulation GCO-R

The Norwich School Board expects administrators to evaluate all professional staff annually. Evaluations are to improve the quality of instruction through professional growth; identify individual areas of strength and areas for growth; inform personnel decisions; and, ensure that Marion Cross students are receiving the best possible instruction.

Teacher Performance Categories:

The Marion Cross teacher evaluation program endorses the teacher performance categories as defined in the VT Guidelines for Teacher and Leader Effectiveness. These four categories serve as the basis for all Teacher evaluations at Marion Cross. These categories provide the evaluator and the teacher with clearly defined categories by which teachers must be evaluated. Those four categories, including sample performance indicators are as follows:

1. The Learner and Learning: A teacher understands individual development and learning patterns, individual differences of learners to the learning process, and the need for supportive and safe learning environments. Sample indicators:
 - a. Student portfolios
 - b. Analysis of video lessons
 - c. Standards-based unit and lesson plans
 - d. Student performance data; for example, growth scores, rubrics, public performances, and/or other assessments
 - e. Professional growth plans informed by student performance data
 - f. Analysis of student learning artifacts to inform instruction
 - g. Documentation of professional learning in pedagogy and/or subject area
 - h. Student and parent surveys
 - i. Supervisor and/or peer, informal and formal observations
2. Content: knowledge to assure learner mastery. Sample indicators:
 - a. Participating actively on content teams
 - b. Self-assessment
 - c. Continuing education/professional growth plans
 - d. Individual Professional Development Plan
 - e. Developing curriculum materials
 - f. Model unit and lesson plans
3. Instructional Practice: A teacher understands and integrates assessment, planning, and instructional strategies to support student learning. Sample indicators:
 - a. Professional growth plans informed by student performance data
 - b. Individual Professional Development Plan
 - c. School and/or district-based pre/post assessments tied to learning standards
 - d. Student portfolios or student projects
 - e. Student performance data; for example, growth scores, rubrics, public performances, and/or other assessments
 - f. Curriculum mapping
 - g. Supervisor and/or peer, informal and formal observations

- h. Student and parent surveys
- i. Self-assessment

4. **Professional Responsibility:** A teacher collaborates with learners, families, other school personnel, and community members to meet the needs of all students and to strengthen the school community and its impact on the lives of students.

Sample indicators:

- a. Professional growth plans tied to school initiatives
- b. Individual Professional Development Plan
- c. Professional portfolio/evidence binders
- d. Self-assessment
- e. Artifacts confirming contributions to school reform activities
- f. Communication with learners, families, colleagues, other school professionals, and community members
- g. Participating in school and/or district committees
- h. Service to local, state, and national professional education organizations
- i. Supervision of student teachers

Components of Teacher Evaluation

Certain components of teacher evaluation (performance indicators) are considered mandatory each year and must be undertaken by both the evaluator (Principal or designee) and the teacher. Those components are:

- Student Performance Data; for example, growth scores, rubrics, public performances, and/or other assessments: a defined and agreed upon formative assessment(s) of student learning tracked and analyzed over time. (See exhibit GCO-E).
- Formal and Informal Evaluations: principal (or designee) visits and formal classroom observations. (A minimum of 3 classroom visits per trimester, and at least 6 by mid March. Verbal or written feedback should be provided within 24 hours of the visit.) A formal evaluation is required in a teacher's first two years at Marion Cross. A formal evaluation may also be requested at other times by the teacher or the principal.
- Self Assessment: a teacher created document reflecting on teaching effectiveness and accomplishment of (or progress towards) any Annual Growth Plan goals.
- Annual Growth Plan Goals tied to student data and/or school initiatives: the teacher and principal will collaboratively develop Annual Growth Plan Goals informed by student data and/or related directly to school or district initiatives.
- An annual written evaluation (based on these mandatory and any additional components).

In addition to the mandatory components listed above, teachers (in collaboration with the building Principal) may select up to 2 additional components for evaluation. The results of the performance assessment in each of the mandatory and selected categories above will constitute the teacher's evaluation.

Timeline for development and submission of evaluation documents

August (staff development days)

Review/revise Annual Growth Plan goals that were established in June

September thru June

Minimum of 3 classroom visits per trimester - (6 by mid-March)

March 1

Evaluations completed for teachers not on continuing contract.

Wednesday immediately preceding April Vacation

Self-Assessment Due

May 1

Recommendation to Board about educational goals for the District for the coming year

May 31

Evaluations completed for teachers on continuing contract and certified staff

June (staff development days)

Annual Growth Plan goals established

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Exhibit GCO-E - Student Performance Data

Student performance data are one of the mandatory components of teacher evaluation. The performance data are the results of the defined and agreed upon formative assessment(s) of student learning tracked and analyzed over time.

Evidence of the use of student performance data to inform teaching will be a mandatory part of teacher evaluation

While multiple assessment measures are expected and encouraged at each grade level, a minimum of one common assessment within each grade level is required and shall be administered at least 3 times in the school year. The form and format of the assessment shall be determined by the teachers at the given grade level in conjunction with the principal.

Individual "Specials" teachers (i.e. Art, Music, Physical Education, Special Education) shall work collaboratively with the Principal to establish the form and format of the assessment(s) to be used for each special. The defined assessments shall be administered at least three times throughout the school year.

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