APPENDIX C

Teacher Evaluation

TABLE OF CONTENTS

OVERVIEW.............................................................................................................2
EVALUATION YEARS 1-4.................................................................................3-7
EVALUATION PROCEDURES FOR TEACHERS.................................8-9

EVALUATION FORMS

A. PRE-CONFERENCE FORM (FORM A)..............................................10-11
B. OBSERVATION REPORT (FORM B)..................................................12-13
C. SUMMATIVE EVALUATION REPORT (FORM C).....................14-15
D. PROFESSIONAL GROWTH PLAN - YEARS 2, 3, 4 (FORM D)...16-17
E. PROFESSIONAL DEVELOPMENT PLAN (FORM E).................18

JOB DESCRIPTION

EVALUATION STANDARDS/PRINCIPLES & DESCRIPTORS....19-21
OVERVIEW

The evaluation system consists of a sequential four-year cycle which provides opportunities to further enhance classroom effectiveness and personnel decisions through:

- **Year One** -- Formal observation
- **Year Two** -- Teacher-initiated observation
- **Year Three** -- Collaboration
- **Year Four** -- Individual choice activities

All evaluations will be conducted in accordance with the MA Department of Education regulations 603 CMR 35.00.

POSITION ON THE CYCLE

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

b. Teachers without professional status, or who are new to the system, will remain on Year One of the evaluation cycle for three years, or be placed on Year Two, at the discretion of the evaluator and with approval of the superintendent.

c. The superintendent will assign itinerant teachers to their primary evaluator and home base.

d. The superintendent may place any teacher in Year One of the cycle in which case the teacher will be given a written statement of the reason why. All teachers will be notified by June 30th regarding what evaluation cycle they will be working within for the following year.
EVALUATION YEARS 1-4

EVALUATION YEAR 1
FORMAL EVALUATION/CLASSROOM VISITATION YEAR

Classroom evaluations will be written in anecdotal narrative form. Administrators will interpret and record their observations using the criteria and language from The Skillful Teacher and Carver Teacher Job Description.

Classroom evaluations will include:

CLAIMS -- generalizations about a person's teaching
EVIDENCE -- a literal description of what was seen or heard
INTERPRETATIONS -- explanations of why the evidence supports the claim
JUDGMENTS -- what the evaluator thought of the observed event or substantiated facts
SUGGESTIONS or RECOMMENDATIONS -- for growth and/or improvement may also be included

PROCEDURES and FREQUENCY of OBSERVATIONS

1. a. Teachers without professional status will be formally observed a minimum of three times during the school year.

   b. All teachers with professional status in Evaluation Year 1 of the four-year cycle, will be formally observed a minimum of two times during the school year.

2. a. Pre-conferences - Announced formal observations will include a pre-conference (Form A). The teacher and administrator will discuss features and the context of the class to be observed. All observations will be held within five school days following the pre-conference meeting.

   b. Classroom Observations - The first of which, for teachers without professional status, will be held prior to November 1. The second observation will be held prior to March 1 and the third will be held prior to May 15. Teachers with professional status first observation will be prior to December 15. The second observation will be held
before April 15. To the extent possible, the administrator will observe the entire class presentation.

c. **Post-conference** - All formal observations will be followed by a post-conference. This post-conference will include the discussion of the observed lesson, an exchange of perceptions, and the sharing of ideas about conclusions and recommendations for improvement. This post-conference will occur within five (5) school days of the visit. The observation report, which reflects the conference discussion, will be given to the staff member within ten (10) school days of the post-observation conference. The staff member will return the signed report to the observer within five (5) school days of receiving it. Signing acknowledges both receipt of the report and opportunity for comment, but not necessarily agreement with its contents.

d. A teacher may request an **additional observation/evaluation** from the same or a different evaluator.

3. Evaluators will complete a **Summative Evaluation Report** (Form C). All formal observation reports will serve as the basis for the Summative Report. In addition, the Summative Report may include judgments/documentation relative to the fulfillment of professional responsibilities as outlined in the Carver Public Schools' Job Description. The summative evaluation report will be given to each teacher before the close of school.

4. A teacher will share his/her end-of-the-year Professional Growth Plan (Form D) with the Administrator prior to June 10. Staff wishing to amend their Professional Growth Plan may do so by the end of September of the following academic year.
Observation is a professional growth activity in which one's teaching is observed and feedback given. Its purpose is to generate communication and useful information about one's teaching.

**CRITERIA:**

1. Observations should focus on a particular topic or area.
2. Observations should be accompanied by mutual pre-planning and feedback.
3. A minimum of one observation is required with additional observations permitted at the discretion of the teacher.
4. Every effort will be made by administration to provide time and classroom coverage for teachers conducting their activities (i.e. substitutes).
5. This cycle requires the completion of Professional Growth Plan D and a pre and a post conference.

**SAMPLE ACTIVITIES: (Teacher Selected)**

1. Paired Observations/Mutual Feedback
2. One-Way Observation and Feedback/By Request and Mutual Agreement
3. Video Taping/With Feedback
4. Observation by Outside Consultant or Teacher From Other System
5. Feedback From Students as Determined by the Teacher
6. Combinations of Above Activities
7. Other Option(s) Subject to Approval of Building Administrator
EVALUATION YEAR 3
COLLABORATION YEAR

Professional growth carried out with one or more people for improvement of instructional practices/student outcomes and personnel decision making.

CRITERIA
1. The identified goal/focus should contribute to one's professional knowledge and/or skill as a teacher.
2. Activities should take place over an identified period of time.
3. Requires completion of approved Professional Growth (Form D) and a pre and a post conference.
4. Every effort will be made by administration to provide time and classroom coverage for teachers conducting their activities.

SAMPLE ACTIVITIES: (Teacher Selected)

1. Study Group
2. Work With a Consultant
3. Committee Work
4. Pilot a Program
5. Joint Planning of Lessons
6. Grade Level or Department Project
7. Peer Observation
8. Co-Teaching
9. Interdisciplinary/Integrated Instruction
10. Program Evaluation
11. Combination of the Above
12. Other Options(s) Subject to Approval of Building Administrator
EVALUATION YEAR 4
INDIVIDUAL CHOICE

The teacher may use this year to reflect on professional growth and select a project of his/her choice.

CRITERIA:

1. Activities should take place over an identified period of time.
2. The goal/focus should contribute to one's professional knowledge and/or skill as a teacher.
3. This cycle requires completion of Professional Growth Plan D and a pre and a post conference.

SAMPLE ACTIVITIES: (Teacher Selected)

Individual Choice

1. Course Work
2. Workshop/Conference Attendance
3. Independent Study
4. Study Group/Research (collaborative or individual)
5. Curriculum Development or Design
6. Shadow Other Positions
7. Grant Writing and Management
8. Outside Teacher Visitation
9. Develop/Design Materials
10. Mentoring
11. Classroom Experimentation
12. Combination of the Above
13. Student Teacher
14. Other Options(s) Subject to Approval of Building Administrator
EVALUATION PROCEDURES
FOR TEACHERS

1. Administrators are expected to engage in frequent, regular and ongoing monitoring and supervision of classroom teaching throughout the year.

2. If, as a result of direct observations, supervision or other evidence, it is determined that a teacher may not be performing to district job description standards, the administrator will hold a conference with the teacher to address the concerns and to seek remedies. Such remedies may include involvement of a peer coach and/or assistance by additional trained evaluators determined by the evaluator.

3. Such intervention may occur at any time during the school year and during any year of the four-year cycle.

4. If prescribed remedies resolve the identified concerns, no formal action is needed.

5. If prescribed remedies do not resolve the evaluator’s concerns, as evidenced in documented classroom observations or supervision records, the evaluator will note this in writing to the teacher and the superintendent. The teacher may exercise the option of EAPC representation at any time during the process.

6. The supervising administrator will meet with the teacher, and when appropriate another evaluator, to discuss remediation efforts and review performance documents to assist the administrator in determining if a Professional Improvement Plan (Form E) is warranted. The decision to place a teacher on a Professional Improvement Plan will be the responsibility of the building principal with the approval of the superintendent.

7. A teacher placed on a Professional Improvement Plan will be notified in writing by April 1st of this decision. The superintendent and EAPC will also be notified of the determination to place the teacher on a Professional Improvement Plan.

8. A conference will be held with the teacher to review the areas of deficiency, what the teacher must do to correct deficiencies, a list of resources available for assistance, identification of person(s) who will provide assistance, a schedule of observation and ongoing evaluation and the plan duration. A copy of the suggested Professional Improvement Plan will be given to the teacher at this conference. The teacher will sign Form E to acknowledge receipt of the suggested plan.

9. If there is no agreement upon the elements of the plan, the dispute shall be submitted forthwith to mediation/arbitration under the expedited rules of the American Arbitration Association.
PROCEDURES APPLIED to PROFESSIONAL IMPROVEMENT PLAN

1. A remediation plan will be developed to provide in-classroom assistance to a teacher placed on a Professional Improvement Plan. Personnel directly helping the teacher will not write the evaluations. Any teacher placed on a Professional Improvement Plan will be temporarily removed from other years of the cycle.

2. All parties involved in the Professional Improvement Plan shall be provided copies of the plan and shall acknowledge receipt in writing.

3. Periodic reviews, as identified in the Professional Improvement Plan, will be held with the teacher to review performance and progress. The evaluators 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 Professional Improvement Plan):

   a. Sufficient Progress - Removal from a Professional Improvement Plan and return to the evaluation cycle as recommended by the building administrator.

   b. 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 which may include the following:

      1. An alternate remediation plan. A determination of this status may include specific terms and/or conditions as part of the summative report with which the teacher must comply. The length of time for completion will be determined by the evaluator(s).

      2. Discipline, up to, and including dismissal proceedings, in accordance with MA General Laws, Chapter 71, Section 42.
The evaluator and classroom teacher will meet and determine the class to be observed. Prior to the scheduled visit, the teacher will provide the evaluator with a completed Pre-Conference Form. Should plans change between the time of the pre-conference and the observation, the observation will be rescheduled at the request of either party.

Teacher's Name     Date of Scheduled Observation

Class Selected     Grade(s)     Period/Day

1. List the objective(s) of this lesson:

2. What teaching/learning activities will be observed and what methods will be used?
3. Are there any group or individual characteristics or circumstances of which the evaluator should be aware? (i.e.) Unusual behaviors, grouping interactions, students leaving class during the period, lab work, etc.

4. OPTIONAL - If the teacher desires particular emphasis placed on any of the following performance criterion(a), circle selections from the list below:

<table>
<thead>
<tr>
<th>A. Attention</th>
<th>I. Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Momentum</td>
<td>J. Routines</td>
</tr>
<tr>
<td>C. Expectations</td>
<td>K. Models of Teaching</td>
</tr>
<tr>
<td>D. Personal Relationship Building</td>
<td>L. Objectives</td>
</tr>
<tr>
<td>E. Discipline</td>
<td>M. Evaluations</td>
</tr>
<tr>
<td>F. Principles of Learning</td>
<td>N. Learning Experiences</td>
</tr>
<tr>
<td>G. Clarity</td>
<td>O. Organization of Curriculum</td>
</tr>
<tr>
<td>H. Space</td>
<td></td>
</tr>
</tbody>
</table>

(The Skillful Teacher, Jon Saphier and Carver Job Description)

5. Additional teacher comments or notes: Evaluator's notes
Observation Report
(Form B)

Teacher________________________ School________________________ Grade/Subj._____

Date of Observation_____________ Beginning Time_____________ Ending Time_____

Evaluator________________________ Announced________________________
Unannounced_____________________

Observations

The observation report will identify teacher's instructional practices and patterns of behavior (claims), supported by quotes or description of behavior (evidence). The report will also include the effect on students or the significance of the teaching act (interpretation) and the evaluator's assessment of the teaching (judgment). Suggestions for growth and/or improvements may also be included. Notes may be attached to the observation form.
Signatures below indicate that a conference between the teacher and the evaluator was held within five school days of the observation. The teacher's signature on this form also indicates that he/she has seen all comments on the form. The teacher's signature does not necessarily indicate agreement with the observation report. The teacher will return this form to the evaluator within five school days of receipt.

Copy to:

Evaluator_________________________________ Date________________________

Teacher___________________________________ Date________________________
The Summative Evaluation Report is based on all Formal Observation Reports and items addressed in the Carver Job Description.

Record below, in narrative form, a description and evaluation of performance which may include any/all of the following areas:

I. CURRENCY IN THE CURRICULUM

II. EFFECTIVE PLANNING & ASSESSMENT OF CURRICULUM & INSTRUCTION

III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

IV. EFFECTIVE INSTRUCTION

V. PROMOTION OF HIGH STANDARDS & EXPECTATIONS FOR STUDENT ACHIEVEMENT

VI. PROMOTION OF EQUITY & APPRECIATION OF DIVERSITY

VII. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES
Signature of Teacher

Signature of Evaluator

Date

Date

Signatures above indicate that a conference between the teacher and the evaluator was held (prior to June 10). 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.

Copy to:

Evaluator

Date

Teacher

Date

Principal

Date

(Additional sheets may be used if necessary.)
PROFESSIONAL GROWTH PLAN - YEARS 2, 3, 4

(FORM D)

________________________ SCHOOL YEAR

NAME: ____________________________

SCHOOL __________________________

TODAY'S DATE ________________

CYCLE PHASE: Please check one

_____ 2. Observation/Teacher Initiated Year

_____ 3. Collaboration Year

_____ 4. Individual Choice

PLAN - PRIOR TO END OF SEPTEMBER

1.) DESCRIBE THE INTENDED ACTIVITY. (IDENTIFY PROCEDURES, RESOURCES, AND TIMEFRAME)

2.) EXPLAIN THE CONNECTION BETWEEN YOUR PROPOSED ACTIVITY AND ITS IMPACT ON STUDENT LEARNING.

EVALUATOR APPROVAL DATE ________________________________
PROFESSIONAL GROWTH PLAN
(FORM D) CONTINUED

SUMMARY - PRIOR TO JUNE 10
3.) Summarize Findings of Professional Growth Experience and its Impact on Student Learning.

4.) Recommendations/Reflections. (List/clarify benefits and/or implications for Future Professional Growth)

Evaluator Comments:

Evaluator_________________________________ Date________________

Teacher______________________________ Date________________

(Additional teacher comments may be attached.)
## JOB DESCRIPTION

### EVALUATION STANDARDS

**PRINCIPLES AND DESCRIPTORS**

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shall mean any person designated by a superintendent, consistent with the procedures set out in 603 CMR 35.06, who has responsibility for evaluation.</td>
<td>Shall mean any person employed in a school district in a position requiring a certificate as described in 603 CMR 7.10 (1) through (33) and (39) through (42).</td>
</tr>
</tbody>
</table>

### I. Currency in the Curriculum

#### A. The teacher is up to date regarding curriculum content

1. Follows the current curriculum.
2. Provides opportunities for reasoning logic, analysis and synthesis by planning units, lessons, and assessments.
3. Demonstrates mastery of content in lesson plans and during class instruction.
4. Selects available materials and activities that reflect currency in content area.

### II. Effective Planning and Assessment of Curriculum and Instruction

#### A. The teacher plans instruction effectively.

1. Lesson plans are complete and detailed.
2. Lesson plans include objectives which relate to the curricular goals as well as students needs and learning styles.
3. Identifies individual and group needs and plans appropriate strategies to meet those needs in collaboration with others.
4. Has materials and facilities ready for use and uses materials and resources, including technologies that are appropriately matched to curricular goals.
5. Integrates and reinforces reading, listening, writing, speaking, viewing and the use of appropriate learning tools within the discipline.

#### B. The teacher monitors and assesses students’ understanding of the curriculum effectively and adjusts instruction, materials or assessment when necessary.

1. Evaluates and provides feedback on student progress during instruction.
2. Monitors students’ performances as they engage in learning activities.
3. Encourages responses or demonstrations from specific students for assessment purposes.
4. Reports student progress to parents in accordance with local district and school policies.
5. Maintains confidentiality unless disclosure is required by law.
6. Documents student progress in a variety of ways.
7. Maintains accurate records.
III. Effective Management of Classroom Environment

A. The teacher creates an environment that is positive for student learning and involvement.

1. Interacts with students in group formats as appropriate.
2. Seeks student participation.
3. Maintains seating arrangements/grouping appropriate for the activity and the environment.
5. Maintains appropriate pace/momentum that maintains a high level of students’ time on task and that ensures smooth transitions from one activity to another.
6. Utilizes classroom space to promote optimal learning.

B. The teacher maintains appropriate standards of behavior, respect and safety.

1. Maintains appropriate professional boundaries with students.
2. Applies rules consistently and fairly.
3. Reinforces expected behavior and responds appropriately to those behaviors which interfere with the learning process.

IV. Effective Instruction

A. The teacher makes learning goals clear to students.

1. Communicates learning expectations.
2. Gives clear teacher directions for classroom procedures or routines.
3. Communicates objective of the lesson and relates lesson content to prior or future learning.
4. Uses effective communication skills: correct grammar, appropriate language, and skill in oral and written communication.
5. Links content to students’ curiosity and experiences.
6. Checks for students’ understanding and re-teaches as needed.

B. The teacher uses appropriate instructional techniques.

1. Uses a variety of teaching strategies and models to engage students actively and successfully.
2. Accommodates student learning styles by using a variety of materials, activities, and approaches.
3. Secures student attention using a variety of attention moves.
4. Provides opportunities for students to apply knowledge and skills.
5. Provides effective closure to instruction.

C. The teacher uses appropriate questioning techniques.

1. Extends students’ responses/contributions by using a variety of methods.
2. Encourages multiple points of view, critical thinking, and analysis.
3. Provides reasonable amount of time for students to respond.

V. Promotion of High Standards and Expectations for Student Achievement

A. The teacher communicates high standards and expectations to students.

1. Challenges students by communicating high standards and expectations for performance and behavior.
2. Establishes guidelines regarding quality and quantity of students’ work.
B. The teacher promotes confidence and perseverance in the student that stimulate increased personal responsibility for achieving the goals of the curriculum.

1. Reinforces correct responses/performances.
2. Uses strategies to motivate students in learning.
3. Encourages students to take risks, to take responsibility for learning, and to persevere with challenging tasks.
4. Establishes climate of mutual respect and tolerance and avoids sarcasm and negative criticism.

VI. Promotion of Equity and Appreciation of Diversity

A. The teacher strives to ensure equitable opportunities for student learning by demonstrating an appreciation for and sensitivity to the diversity among students.

1. Encourages participation by all students in classroom and co-curricular activities.
2. Recognizes and addresses the needs of diverse student populations.
3. Provides opportunities for all students to share their cultural experiences.
4. Addresses instances of student insensitivity to others.
5. Demonstrates respect for individual differences.

VII. Fulfillment of Professional Responsibilities

A. The teacher is constructive and cooperative in interactions with parents.

1. Interacts professionally and cooperatively with parents.
2. Initiates communication with parents about student performances and/or behavior when appropriate.

B. The teacher is constructive and cooperative in interactions with administration.

1. Works collaboratively with others in planning and implementing instruction and school programs.
2. Complies with policies, operating procedures, and requirements of the district and school.
3. Performs assigned professional duties.
4. Submits accurate and complete reports and required materials on time.