

September 22, 2005

WESTFORD PUBLIC SCHOOLS



PROFESSIONAL STANDARDS and TEACHER EVALUATION PROCESS MANUAL

PHILOSOPHY

The Westford School Committee is responsible for providing students with the best educational opportunities and programs available. To achieve this end, there are many decisions to be made and steps to be taken. We believe that evaluation is a vital step in meeting these responsibilities. The evaluation process serves to promote the improvement of instruction, the growth of staff members, and the effectiveness of the educational program. With these ends in mind, evaluation information can and should be discussed any time during the school year.

Evaluation is viewed as a collaborative process, which we hope, will nurture experimentation and risk taking. Our basic assumption is that performance evaluation should be rich in information and be used to improve the quality of classroom instruction. It is both a formative and summative process of inquiry. The process is formative in the sense that teachers can learn from the assessment of outside observers and use the information to modify their teaching practices, and summative in that the evaluation report is submitted to the Superintendent and maintained in the teacher's file.

This evaluation process is grounded in three basic assumptions about evaluation. First, the primary purpose of evaluation is the improvement of instruction. Second, the results of evaluation will inform the processes of hiring, retention, and transfer. Third, the evaluation program will meet the legal requirements of local and State authorities.

The identification by the School Committee of teacher performance standards will be the basis by which administrators will assess teacher performance. The Committee has defined specific teacher expectations as outlined in The Westford Public Schools Performance Standards. The process is designated to provide frequent, systematic, formal and informal analysis and feedback to each teacher. This evaluation data will validate effective practices, stimulate further growth and improvement, expand repertoires and stretch teacher thinking. Westford's evaluation process establishes rigorous performance standards in a fair comprehensive evaluation process for teachers.

PURPOSE OF TEACHER EVALUATION

According to State Regulations 35.02, "Evaluation shall mean the ongoing process of defining goals and identifying, gathering and using information as part of a process to improve professional performance (the 'formative evaluation') and to assess total job effectiveness and make personnel decisions (the 'summative evaluation'). Westford's evaluation process is built upon the belief that teaching and teachers are the heart of the educational process. Teacher performance makes a difference in the achievement of students as well as in the student's sense of fulfillment and well-being. The Superintendent will assure that all evaluators utilizing this evaluation process are properly trained prior to his/her involvement.

The foundation of our evaluation process is designed to:

1. Assist the individual teacher in providing a high quality education for students
2. Provide a means of periodically assessing individual performance of a teacher over a period of time
3. Provide information detailing teacher's current performance level, areas of strength, areas of improvement, and suggestions that will lead to further improvement

Even though the emphasis of evaluation is on the concepts listed above, we recognize that teacher evaluation also provides data for personnel decisions relating to renewal, promotion, assignment and dismissal.

PRINCIPLES FOR TEACHER EVALUATION

The Westford Public Schools Performance Standards are derived from the Department of Education's Principles of Effective Teaching and from the *Skillful Teacher* by John Saphier and Robert Gower.

An effective system for teacher evaluation:

1. The performance standards shall be measurable.
2. The performance standards shall reflect and allow for significant differences in assignments and responsibilities. These differences shall be described in evaluation reports.
3. The performance standards shall be shared with the person being evaluated in advance of the evaluation process.
4. The purpose of evaluation shall be stated clearly, in writing, to the person being evaluated.
5. The evaluation process shall be free of racial, sexual, religious and other discrimination and biases as defined in State and Federal laws.
6. The person being evaluated shall be allowed to gather and provide additional information on his/her performance. Such information must be provided in a timely manner and must be considered by the evaluator.
7. The person being evaluated shall have an opportunity to respond in writing to the evaluation reports.
8. The performance standards shall include a systematic way to encourage teachers to be constant learners.
9. The performance standards shall require frequent interaction with others in a collaborative setting.

EVALUATION CRITERIA

The evaluation criteria consist of performance indicators. These performance indicators are based on the Westford Public Schools Performance Standards.

There is an important distinction in this process that needs to be clarified. Evaluation consists of both observing and judging. Observation includes seeing, documenting, classifying and interpreting performance. It is assumed that observation precedes judgments and that observation is a means to gather data to support claims about teaching.

The evaluation process includes observation and scripting, interpretation, conferencing, and completing the evaluation instrument.

Evaluators and teachers will collaborate on the collection and organization of information in the area of non-instructional activities continuously throughout the school year. When the evaluation is completed, specifics will be shared with the teacher and the rating justified by the evaluator.

This evaluation process will be the only instrument utilized unless changes are recommended and approved by the Westford Education Association and the Westford School Committee.

This manual does not exhaust the number or variety of ways in which a staff member might exemplify these categories. It is merely an attempt to construct a handy reference for staff and evaluators.

NON-PROFESSIONAL STATUS TEACHERS

FORMAT FOR EVALUATION PROCESS

The Westford Public School system supports new teachers with a three-year mentor program that pairs a veteran teacher with each new teacher to the district during the first year. Our evaluation system, based on *The Skillful Teacher* text, is comprised of both formative observations and summative evaluations of non-professional status teachers on an annual basis. Any person employed by the Westford Public Schools will be required to successfully complete the *Skillful Teacher* course within 3 years of his/her appointment, unless waived by the Superintendent or designee. The Superintendent or designee will approve the syllabus for the Skillful Teacher course and ensure that course materials include *The Skillful Teacher* text by Saphier and Gower. The course will meet in a semester format for a minimum of 37.5 hours and a maximum of 42.5 hours. A teacher may be considered for professional status after three satisfactory years of teaching in the Westford Public School system. The following process is in place to evaluate non-professional status teachers.

FORMATIVE OBSERVATIONS

- Formative observations may or may not be announced.
- The formative observation evaluator may be either the teacher's principal, or designee(s)
- Formative observations by the evaluator will include written suggestions for growth and appropriate coaching using the "Non-Professional Status Formative Observation Form." The teacher will also complete this form for self-evaluation. See Appendix C.
- During the post-conference, within seven school days of the observation, the evaluator and teacher will share their "Non-Professional Status Formative Observation Form" findings.
- One formative observation must take place before October 31st. A second formative observation must take place by January 31st.
- All formative observations will be returned to the teacher upon completion of the summative evaluation.

SUMMATIVE EVALUATION

- The format for the summative evaluation will be the same as that used for professional status teachers. This entire process must be completed by May 1st.

- If the first summative evaluation is unsatisfactory and related to instructional issues observable in a classroom observation, a second classroom observation and summative evaluation shall be conducted and completed by May 15th. Otherwise, a second summative evaluation pertaining to Part IV only will be conducted by May 15th.
- A building administrator will evaluate all non-professional status teachers in their third year of employment.

PROFESSIONAL STATUS TEACHERS

FORMAT FOR EVALUATION PROCESS

OBSERVATION FORMAT

The observation after scripting will be written in a narrative format with a structure that uses a series of claims, evidence, interpretation, judgment, and suggestions.

Claim: A statement that a teacher performs a certain teaching skill or carries out a certain pattern in his/her instruction (thus a generalization).

Evidence: A quote or literal description of something said or done.

Interpretation: A statement of what the behavior accomplished or intended to accomplish or what was significant about it - the effect on students.

Judgment: A sentence, phrase, or adjective that lets the reader know what the writer thought of the behavior.

SUMMATIVE EVALUATION FORMAT:

Instructional Responsibilities and Activities

- I. Currency in the Curriculum and Effective Planning and Assessment of Curriculum and Instruction
- II. Effective Management of Classroom Environment and Effective Instruction
- III. Promotion of High Standards and Expectations for Student Achievement

Non-Instructional Responsibilities and Activities

- IV Fulfillment of Professional Responsibilities
 - A. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.
 - B. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.
 - C. The teacher is a reflective and continuous learner and keeps current in curriculum areas and instructional strategies.
 - D. The teacher is an Educational Leader
 - E. The Teacher Works on Curriculum Development
 - F. The Teacher Promotes Equity and Appreciates Diversity

V. Summary Profile

- Summarization
- Highlights
- Interpretation
- Commendations
- Suggestions (If a class is superb the evaluator is not obligated to write a suggestion to satisfy a district norm)

PARTICIPANT'S ROLES AND PROCEDURES

At the beginning of the school year, all professional staff will review with his/her evaluator the evaluation policies, procedures, and instruments used in performance evaluation.

The evaluator and the staff member will mutually establish a summative observation date (day of the month) and, if possible, time that the observation will occur. However, it may become necessary for exceptions to be made and a new mutually agreed upon observation date will be scheduled.

During the month of September, each staff member will be notified of his/her evaluation status for that year. At that time, the staff members to be evaluated will receive a preference form regarding pre-conferencing and audio/video taping and forms for completing a list of non-instructional activities for the evaluation cycle.

Professional status teachers who have satisfactory evaluations will be observed and evaluated utilizing a four-year professional growth cycle. Non-Professional status teachers will be observed and evaluated each school year. Additional evaluations may be conducted if desired by staff member or evaluator.

FOUR-YEAR PROFESSIONAL GROWTH CYCLE

Year 1

EVALUATION – one (1) or more scripted (formal) observation(s) as part of a summative evaluation.

Any staff member who evidences need for improvement through an unsatisfactory evaluation must be provided assistance to improve through the use of formative evaluation procedures. The assistance must include measurable recommendations for correcting the problems identified and reasonable time guidelines for assessing the teacher's improvement. The recommendations and guidelines will be reviewed by the Principal, Superintendent, and Teacher. The teacher may request a WEA representative of his/her choice to be present. If the second evaluation is unsatisfactory, this, as well as the first unsatisfactory evaluation, will be sent to the staff member's central office personnel file. If the second evaluation is satisfactory, the first unsatisfactory evaluation is not included in the central office file and is eliminated. If a satisfactory evaluation is not accomplished with two appropriately spaced observations the Principal and Superintendent will determine the appropriate action (e.g., transfer, further evaluation, dismissal, etc.) after conferring with the teacher. The teacher may request a WEA representative of his/her choice to be present. If a professional status staff member receives an unsatisfactory evaluation and the above mentioned process is not completed by the end of that school year, the evaluation process will be carried over to the following school year.

PRE-OBSERVATION

Pre-observation conferences shall be held at the request of the evaluator or Unit A staff member.

POST OBSERVATION

1. Within seven school days of the observation, the evaluator will preview the script with the staff member. After this meeting, the staff member will have five school days to review the script and to recommend revisions to the script, if necessary.
2. From the date of script conference, the evaluator has Twenty-five (25) school days to complete the "Instructional Responsibilities & Activities" part of the Evaluation Form.

3. Between the script conference and the twenty-fifth school day after the script conference review, the evaluator will complete Parts I, II and III of the evaluation instrument and meet with the staff member for the purpose of discussion. If taping was utilized in the observation process, the tape will be returned to the staff member at this time. It is further intended that the tape may not be used for any other purpose by either party. If the overall rating is satisfactory, this will complete the "Instructional Responsibilities & Activities" part of the instrument. If the evaluation is unsatisfactory, additional observations will take place prior to the completion of this section of the instrument as outlined in the above section on Participants Roles and Procedures.

INSTRUMENT COMPLETION SCHEDULE

1. Any observation before February 1 will involve only "Instructional Responsibilities & Activities".
2. Observation conferences which take place before February 1st may include a discussion of "Non Instructional Responsibilities & Activities", but this section need not be completed at that time.
3. Any concerns that an evaluator/evaluatee might have for "Non Instructional Responsibilities & Activities" will be brought to the attention of the evaluatee/evaluator as soon as possible after the evaluator becomes aware of the concern.
4. "Non Instructional Responsibilities & Activities", will be discussed and completed sometime after February 1st, but prior to May 15th for both professional and non-professional status staff.

Following the end of the Year 1 summative evaluation, the teacher and evaluator will mutually agree upon which of three options, described under Year 3, the teacher will pursue in Year 3. If a mutual agreement cannot be found, the teacher will follow Option A. If Option B is mutually agreed upon, the teacher and evaluator will develop a written plan for Year 2, Year 3 and Year 4. At any point during Year 2, either party may insist on Option A in Year 3. Option C for highly effective teachers requires only three "formative" evaluations in Year 3.

Year 2

If Option A is selected for year 3, the year 2 activities will be determined at the sole discretion of the Unit A member and may include but are not limited to:

- Professional Relationships
- Peer Visitations:
 - Teacher selects participants
 - Teaching experiments and risk-taking are encouraged
 - Names and dates will be forwarded to primary evaluator
- Parent Relationships
- Community Relations
 - Encourages activities that demonstrate a commitment to school and community
 - Examples might include but are not limited to:
 - Clothing/ food drives
 - Senior citizen activities
 - Career activities
 - Promotes good citizenship
 - School spirit
 - Community service such as Recycling
 - PTO/ School Council
 - WASA and DARE
 - Last Night
 - Uses community resources
- Professional Development

Year 3

OPTION A—Repeat the evaluation process of Year 1.

OPTION B—The teacher and his/her evaluator will mutually agree upon a “focused evaluation.” This focused evaluation might include but is not limited to one of the items listed below. These are suggestions and teachers are not limited to one of these topics.

- Multiple peer observations
- A research project
- Study groups
- Portfolio analysis
- Written articles
- Self-videotaped evaluation
- Team teaching with administrator or principal
- Present a staff development topic
- Journal writing
- Special projects

OPTION B must be completed by May 1st. The teacher must receive a narrative report with commendations and suggestions during a post-conference with the evaluator by May 15th.

OPTION C— The teacher and his/her evaluator will mutually agree upon a “formative evaluation.” This formative evaluation will mirror the evaluation process of Year 1 with the exception that all three evaluations will be formative.

Year 4 **Repeat the professionalism section in Year 2**

INSTRUCTIONAL RESPONSIBILITIES & ACTIVITIES

CLASSROOM TEACHER

Reports from *classroom observations* by administrators of teachers are summarized in the Instructional Responsibilities and Activities section of the summative evaluation form. All formal observations will include a post-conference. Some observations will include a pre- and post-conference between the teacher and administrator, although pre-conferences are not required. What is being observed is the teacher's selection, application, and evaluation of the knowledge base on teaching. (Refer to Appendix A for details.) This includes the parameters of:

- **Clarity:** What does it take to explain things clearly?
- **Momentum:** How do I keep the flow of events moving with smooth, rapid transitions?
- **Objectives:** What should I teach and how should I frame my objectives?
- **Discipline:** How do I deal with very resistant students?
- **Time:** How do I use instructional time to maximize student learning?
- **Attention:** How do I get students to pay attention and stay on task?
- **Expectations:** How do I communicate to students what I expect of them and are my expectations appropriate?
- **Routines:** What procedural routines are important, and how do I get maximum mileage out of them?
- **Space:** How do I get the most out of my space and furniture?
- **Learning experiences:** How can I adjust for student's learning styles?
- **Principles of learning:** How do I make lessons more efficient and effective?
- **Models of teaching:** How can I vary my teaching to match curriculum content and student learning style?

- **Student** How do I know what students have really learned?
evaluation:
- **Personal** How do I build good personal relationships with students?
relationship
building:

Teachers are expected to continue to add to their repertoire of teaching strategies and increase their capacity to appropriately match these strategies to individual students, groups of students, and different curricula.

NON-INSTRUCTIONAL RESPONSIBILITIES & ACTIVITIES

CLASSROOM TEACHER:

The Non-Instructional category in the teacher evaluation system signals that teachers are expected to play a positive role in the school system beyond the classrooms. In the non-teaching role, the teacher needs to meet parameters of

- Communication with parents
- Contribution to the grade/ team/ department, building and school district
- Professional Responsibilities
- Constant learner
- Educational leader
- Curriculum Development
- Advocate for equity and diversity

This category includes such behaviors as how teachers function at department meetings, how they interact with peers on curriculum committees and other task forces, and how they reach out to new teachers. There are many ways teachers help colleagues, build team spirit, and further the collaborative goals of the school.

(Refer to Appendix B)

APPENDIX A

WESTFORD PUBLIC SCHOOLS PERFORMANCE STANDARDS*

Instructional Responsibilities and Activities

I. CURRENCY IN THE CURRICULUM and EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION (some examples might include, but are not limited to)

A. The teacher is up to date regarding curriculum content

1. Demonstrates a working knowledge of the core curriculum of the teacher's assignment.
2. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logic, analysis and synthesis when planning units, lessons, and assessments.
3. Keeps current in the field and applies knowledge to the instructional program.
4. Contributes to the ongoing evaluation of the curriculum.

B. The teacher plans and implements instruction effectively.

1. Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work.
2. Implements curricular units that derive from unifying themes of fundamental importance to students' present or future lives.
3. Identifies individual and group needs and plans appropriate strategies, including those that involve the use of up-to-date technologies, to meet those needs.
4. Uses materials and resources, including technologies, that are appropriately matched to curricular goals and to students' needs and learning styles.
5. Frames curriculum around students' own prior knowledge and experience and identifies prerequisite skills, concepts, and vocabulary that are important for students to know in order to be successful at a task.
6. Seeks out and collaborates with school-based specialists, resource personnel, including technology specialists, and administrators to better design curricula or instructional modifications to meet the special learning needs of students and support all students to learn and apply a challenging core curriculum.
7. Plans engaging ways to introduce each unit of study.
8. Plans and implements frequent instructional opportunities where students are interacting with ideas, materials, teachers and one another.

* Derived from the Department of Education Principles of Effective Teaching and the Skillful Teacher.

9. Designs and implements curriculum experiences in which students take increasing responsibility for their own learning.
10. Integrates the teaching of reading, listening, writing, speaking, viewing and the use of appropriate learning tools (e.g., calculators, computers, etc.) within the discipline.

C. The teacher plans assessment of student learning effectively.

1. Determines specific and challenging standards for student learning.
2. Develops and uses authentic assessment which describes a student's learning process as well as his/her learning achievements.
3. Incorporates time for individual and interactive reflection including response journals, debriefings and group discussions.

D. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

1. Regularly uses a variety of formal and informal authentic assessments of students' achievement and progress for instructional revisions and decision-making.
2. Implements evaluation procedures that appropriately assess if the student has learned the objectives taught.
3. Communicates student progress to parents, students and/ or staff members using a range of information including portfolios, anecdotal records and other artifacts.
4. Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work.
5. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.

II. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT and EFFECTIVE INSTRUCTION (Some examples might include, but are not limited to)

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

1. Demonstrates openness to student questions about information and ideas.
2. Uses classroom time and classroom space to promote optimal learning.
3. Understands principles and patterns of child growth and development and uses this knowledge in working with students.
4. Establishes classroom procedures that maintain momentum and ensure smooth transitions from one activity to another.
5. Sets and communicates appropriate expectations for effort, work habits and study skills.

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

1. Maintains systematic approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations.
2. Manages routines effectively.
3. Maintains appropriate professional boundaries with students.
4. Serves as a positive role model for students.

C. The teacher makes learning goals clear to students.

1. Makes connections between concepts taught and students' prior knowledge and experiences.
2. Regularly checks for students' understanding of content and concepts and progress on skills.
3. Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies. Remediates, reteaches, or extends teaching to meet individual and/or group need.
4. Communicates clearly in writing and speaking, using precise language.
5. Understands and shows students the relevance of the subject to life-long learning.
6. Assigns relevant homework that enhances the learning process by providing additional practice, expanding skills learned in class and accommodating for individual learning differences.

D. The teacher uses appropriate instructional techniques.

1. Uses a variety of teaching strategies, including cooperative, peer and project-based learning; audio-visual presentations, lecture, discussions and inquiry, and practice and application.
2. Provides options for students to demonstrate competency and mastery of new material, including written work, plays, artwork, oratory, visual presentations, exhibitions and portfolios.
3. Uses a variety of appropriate materials in order to reinforce and extend skills, accommodate learning styles and match instructional objectives.
4. Enhances student's thinking and ability to summarize important concepts and link them to important learning and prior knowledge.

E. The teacher uses appropriate questioning techniques.

1. Uses a variety of questioning techniques, including those that encourage and guide critical and independent thinking and the development of ideas.
2. Presents information recognizing multiple points of view; encourages students to assess the accuracy of information presented.

F. The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

1. Regularly tries innovative approaches to improve instructional practices.
2. Continually evaluates, tries innovative approaches and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence about learning.
3. Assesses instructional strategies in authentic ways by comparing intended and actual learning outcomes.

III. PROMOTION OF HIGH STANDARDS AND EXPECTATIONS FOR STUDENT ACHIEVEMENT (some examples might include, but are not limited to)

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

1. Regularly communicates objectives or learning outcomes to students.
2. Regularly provides feedback to students on their progress on goals and objectives.
3. Communicates standards, expectations and guidelines to students and parents.
4. Looks for opportunities to enhance thinking, encourage risk taking, and promote persistence with challenging tasks.

B. The teacher fosters confidence and perseverance in the student that promotes a willingness to accept responsibility for achieving the goals of the curriculum.

1. Uses prompt feedback and goal setting to increase student motivation and ownership of learning.
2. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction.
3. Encourages and supports students in believing that effort is a key to high achievement.
4. Regularly identifies students needing extra help and encourages their participation in extra help sessions.
5. Identifies students who are not meeting expectations and develops a mutual plan for improvement.
6. Models attitudes of fairness, courtesy and respect that promote students' participation and commitment to learning.
7. Builds positive relationships with students and parents to enhance students' abilities to learn effectively.
8. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties which interfere with learning and/or participation in class.

APPENDIX B

WESTFORD PUBLIC SCHOOLS PERFORMANCE STANDARDS*

Non-Instructional Responsibilities and Activities

IV. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES (Some examples might include, but are not limited to)

A. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.

1. Keeps parents informed of student's progress and works with them to aid in the total development of the student.
2. Make provisions to be available to parents
3. Maintains professional boundaries with parents.
4. Is sensitive to different family situations

B. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.

1. Maintains professional boundaries with colleagues.
 - a. Re-establishes contact following conflicts with colleagues
 - b. Following debate and discussion supports final decisions
2. Works constructively with others to identify school problems and suggest possible solutions.
3. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction and other school programs and shares expertise and new ideas with colleagues.
4. Participates in student or school activities and regularly attends and participates in department or team meetings.
5. Cooperates with other teachers about students' overall workload.
6. Shows respect for different educational philosophies and approaches to teaching.
7. Responds to student behavior in a professional manner, consistent with building and system policies to maintain a safe and respectful environment.

C. The teacher is a reflective and continuous learner and keeps current in curriculum areas and instructional strategies.

1. Understands what students need to know and be able to do and reflects about what the teacher can do to foster learning.
2. Uses available resources to analyze, expand, and refine professional knowledge and skills.
3. Participates in activities that demonstrate a commitment to the teaching profession.

- a. Participates on committees that work to improve teaching, communication, or public relations, e.g. evaluation committees.
 - b. Writes articles about teaching.
 - c. Participates in organizations that promote academic growth and development in his/her fields.
 - d. Participates in conferences and workshops.
 - e. Subscribes to professional literature.
 - f. Applies for grants and outside funds
4. Seeks out information in order to grow and improve as a professional.
 - a. Enrolls in courses and attends workshops and conferences
 - b. Visits programs within and without the school system.
 5. Presents courses or programs for others.
 6. Is receptive to suggestions for growth and improvement.

D. The Teacher is an Educational Leader

1. Facilitates free and open exchange of ideas by encouraging others to speak, listen and participate in group consensus.
2. Nurtures problem solving by others and ideas that focus on the identification of new solutions.
3. Reflects on and/ or devises strategies to determine how goals and procedures were meeting the needs of students and makes appropriate or necessary suggestions for modification of them.
4. Serves in leadership roles in professional organizations.
5. Leads in-house or community activities that promote staff cohesion and unity.

E. The Teacher Works on Curriculum Development

1. Pilots new programs
2. Develops curriculum materials and tests for the school system.
3. Conducts research on the effectiveness of curriculum implementation.

F. The Teacher Promotes Equity and Appreciates Diversity

1. The teacher strives to ensure equitable opportunities for student learning.
2. The teacher demonstrates appreciation for and sensitivity to the diversity among individuals

APPENDIX C

NON-PROFESSIONAL STATUS FORMATIVE OBSERVATION FORM

Teacher Name _____ Date of Formative Observation _____

Evaluator _____ School _____

Post-Conference Date _____

This guide has been prepared in order to create an understanding of what is expected in a summative evaluation.

Formative observations will not be used in the teacher's final evaluation. The following topics are parameters from the *Skillful Teacher*.

- | | |
|--|---|
| <u>Clarity:</u> | Are my expectations clear? |
| <u>Momentum:</u> | How do I keep the flow of events moving with smooth, rapid transitions? |
| <u>Objectives:</u> | What are my objectives and how do I present them clearly to students? |
| <u>Discipline:</u> | How do I deal with disruptive situations? |
| <u>Time:</u> | How do I use instructional time to maximize student learning? |
| <u>Attention:</u> | How do I get students to pay attention and stay on task? |
| <u>Expectations:</u> | How do I communicate to students what I expect of them and are my expectations appropriate? |
| <u>Routines:</u> | What routines are important and effective? |
| <u>Space:</u> | How do I get the most of my space and furniture? |
| <u>Learning Experiences:</u> | How do I adjust for students' learning styles? |
| <u>Principles of Learning:</u> | How do I make lessons efficient and effective? |
| <u>Models of Teaching:</u> | How do I vary my teaching to match curriculum content? |
| <u>Student Evaluation & Assessment:</u> | How do I know what students have really learned? |
| <u>Personal Relationship Building:</u> | How do I build good personal relationships with students? |

Summary Narrative:

Staff Member's Comments:

Staff Member's Signature _____ Date _____

Evaluator's Signature _____ Date _____

APPENDIX D

**WESTFORD PUBLIC SCHOOLS
EVALUATION INSTRUMENT**

Staff Member's Name _____

INSTRUCTIONAL RESPONSIBILITIES and ACTIVITIES

Date of Observation _____ Time _____

Grade _____ Level _____

Subject _____ Period _____

Date of Script Conference _____

Date of Return of Scripting to Supervisor _____

Date of Evaluation Conference _____

Supervisor's Name _____

Supervisor's Signature _____ Date _____

Staff Member's Signature _____ Date _____

NON-INSTRUCTIONAL RESPONSIBILITIES and ACTIVITIES and SUMMARY PROFILE

Supervisor's Signature _____ Date _____

Staff Member's Signature _____ Date _____

Staff members must return this report signed and may attach any statement that they feel further amplifies the evaluation. Signatures indicate only that the parties are familiar with the contents of this report.

RATING SCALE: For professional status teachers there is one summative rating for the instrument, "S" for satisfactory, "U" for unsatisfactory, or "N/A" for not applicable. In the "Comments" section of each item, the rating is qualified by the evaluator. Additional comments on any items can be made on a separate page and attached to this instrument. Interpretations of this instrument are dependent on the "Teacher Evaluation Manual" and the book, *The Skillful Teacher*.

For non-professional teachers there is an initial rating for the instrument, following the Summary Profile, "S" for Satisfactory and "R" for Reevaluate. If the initial rating is R and related to instructional issues a second classroom observation will be conducted. Following the second observation, if necessary there is a final rating "R" for Renewed and "N" for Non Renewed.

INSTRUCTIONAL RESPONSIBILITIES and ACTIVITIES (Interactive Teaching)

I. CURRENCY IN THE CURRICULUM and EFFECTIVE PLANNING and ASSESSMENT OF CURRICULUM and INSTRUCTION

Comments:

II. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT and EFFECTIVE INSTRUCTION

Comments:

III. PROMOTION OF HIGH STANDARDS and EXPECTATIONS FOR STUDENT ACHIEVEMENT

Comments:

NON-INSTRUCTIONAL RESPONSIBILITIES and ACTIVITIES

IV. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

Comments:

A. PARENT RELATIONSHIPS

B. PROFESSIONAL RELATIONSHIPS

Comments:

C. CONTINUOUS LEARNER

Comments:

D. EDUCATIONAL LEADER

Comments:

E. CURRICULUM DEVELOPMENT

Comments:

F. PROMOTION OF EQUITY and APPRECIATION OF DIVERSITY

Comments:

STAFF MEMBER'S COMMENTS

V. SUMMARY PROFILE: Summarization, highlights and interpretation of Part I-IV (**Professional Status**)

____ Satisfactory

____ Unsatisfactory

V. SUMMARY PROFILE: Summarization, highlights and interpretation of Part I-IV (**Non-Professional**)

____ Satisfactory

____ Renewed

____ Reevaluate

____ Not Renewed

APPENDIX E

Staff Member's Name _____ Date _____

Evaluation Year _____

Please check your preference on the following:

Preconferences:

- _____ I wish a preconference
_____ I do not wish a preconference

Tape recording:

- _____ I do not want to be tape recorded (audio or video)
_____ I will permit tape recording
_____ Audio _____ Video

Preferences for Formal Observation(s)

Choose: 1st quarter, 2nd quarter, 3rd quarter, trimester 1, trimester 2, trimester 3 _____

Your evaluator will take your preference under consideration. However, due to time constraints, your evaluator may not be able to honor your requests.

Staff Member's Signature

APPENDIX F

**WESTFORD PUBLIC SCHOOLS
PEER OBSERVATION FORM**

Staff Members Name _____ Date Observed _____

Peer Observer _____

Lesson Observed _____

Peer Observer Signature _____

Signature of Teacher Observed _____