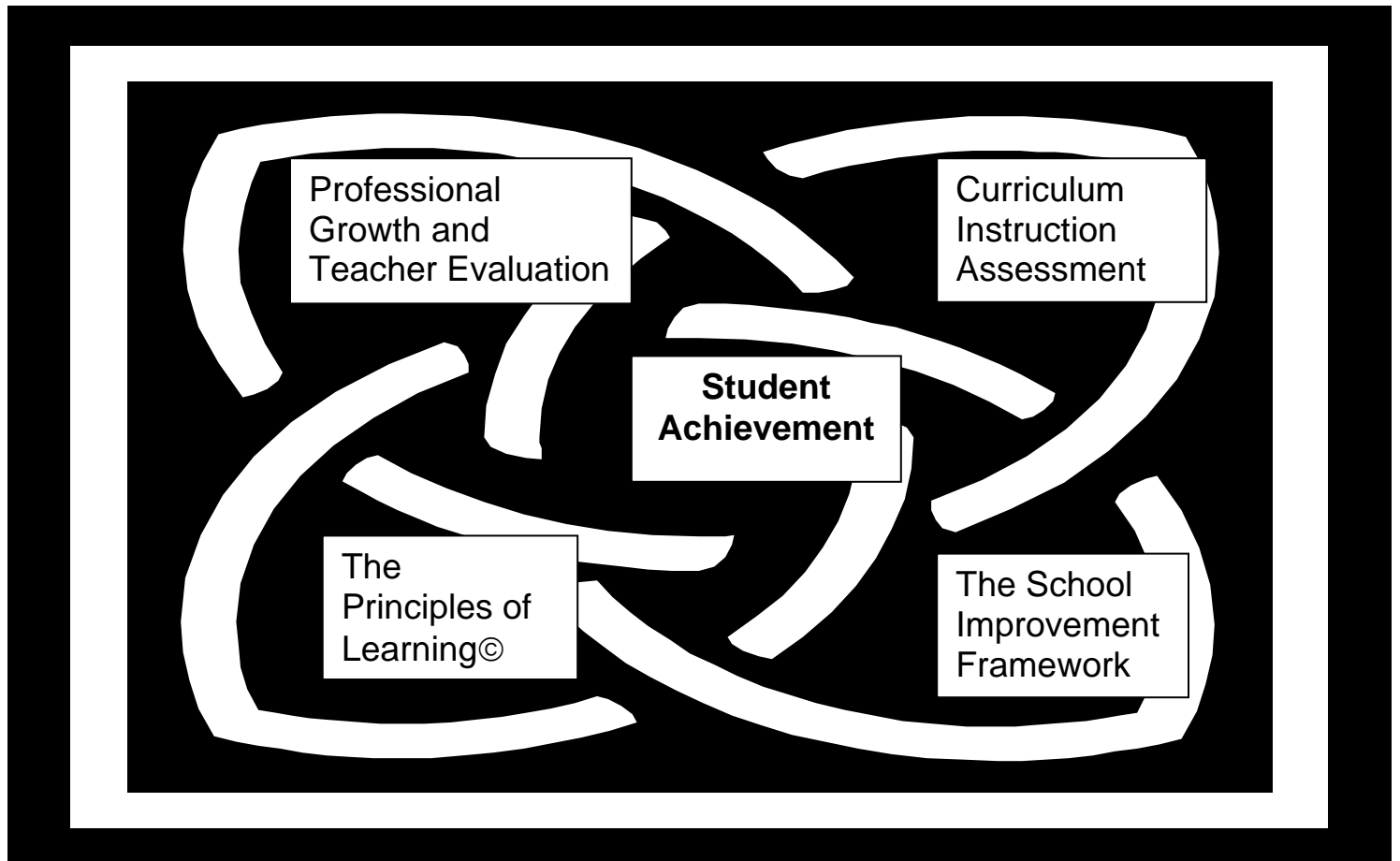


# The Manchester Professional Growth and Teacher Evaluation Program

“The Manchester Learning Community”

*Adopted by the Manchester Board of Education*

*April 23, 2001 (Adjusted 2002)*



# **MISSION OF MANCHESTER SCHOOLS**

**The mission of the Manchester Public Schools is to assure that students become responsible citizens who will be successful in a rapidly changing world.**

**Through an active partnership of students, school personnel, families and the community, the Manchester Public Schools encourage learning from birth through graduation and beyond.**

**As partners, we strive to create safe and inclusive schools defined by support for individual needs, respect for differences, integrity, and pride.**

**We are committed to excellence in teaching and learning.**

**We strongly value each student's capacity for high educational achievements.**

**We empower students by helping them to attain the knowledge, skills, and values needed for success.**

# MANCHESTER PUBLIC SCHOOLS

## TEACHER PROFESSIONAL GROWTH AND EVALUATION COMMITTEE

### Teacher Representatives

#### Elementary

Mr. Thomas Alexander

Mrs. Diane Burns

Mrs. Jill Kilgus

Mr. Mark Sullivan

Mrs. Judy Morganroth

#### Middle

Mr. Michael Bednarz

Mrs. Norma Irvin

#### High

Mrs. Lin Bieback

Mrs. Katelyn Lindstrom Miner

#### At-Large

Ms. Diane Clare-Kearney

### Administration Representatives

Dr. William Brindamour

Mrs. Donna Fitzgerald

Mrs. Linda Gejda

Dr. Anne Marie Mistretta

Mrs. Jenifer Tait

# THE MANCHESTER PUBLIC SCHOOLS

## TEACHER PROFESSIONAL GROWTH AND EVALUATION PROGRAM

The Manchester Public Schools have designed a Teacher Professional Growth and Evaluation Program that links school improvement, instructional improvement, professional development, and teacher evaluation. With all functions of a school “system” working together toward student achievement, the results are powerful, pervasive, and persuasive. To that end, Manchester has created a total professional learning environment that supports both beginning teachers and tenured teachers, who, in turn, support student learning.

**Student achievement is our mission.** More than ever before in the history of American education, it is imperative that we structure a “public” education -- an environment in which ALL students can succeed in a “thinking curriculum.” “Never before has the pool of developed skills and capabilities mattered more in our prospects for general economic health. And never before have skill and knowledge mattered as much in the economic prospects for individuals. There is no longer a welcoming place in low-skill, high-wage jobs for individuals who have not cultivated talents appropriate to an information economy. The country, indeed, each state and region, must press for an overall higher level of such cultivated talents. Otherwise, we can expect a continuation of the pattern of falling personal incomes and declining public services that has characterized the past twenty years.” (Resnick, “From Aptitude to Effort: A New Foundation for Our Schools,” 1995).

The Manchester Professional Growth and Teacher Evaluation Program is one that embraces challenging high standards for all students. It is built on several key systemic structures used in Manchester schools: The School Improvement Plans and The Principles of Learning©, State of Connecticut and Manchester School District Standards, The State of Connecticut Common Core of Teaching and Common Core of Learning.

The procedures outlined in this program promote collaboration for adult learning. Professionals grow on a continuum from beginning teacher to more experienced tenured teacher. Professionals improve their skills, abilities, and perspectives through private study and through reflective practice in collaboration with colleagues and administrators. The philosophical underpinnings of this reflective practice are that improving teaching improves student learning.

- ✓ **The Induction Phase** of Professional Growth and Evaluation is augmented by the district through the Continuing Induction Seminar Series and the mentoring services, provided through the Connecticut Beginning Educator Support and Training Program (B.E.S.T.). It is further supported by administrative formal observation and feedback as well as continual WalkThrough experiences. Teachers’ instructional and assessment practices are reflected upon and discussed within the context of student learning. (See page 6).
- ✓ Tenured teachers in the **Continuous Professional Growth Phase** are supported in reflection and ongoing examination of student work. As experienced professionals, their work becomes integral not only to students but also to their colleagues, who benefit from “cognitive coaching” and collaborative reflection. (See page 51).
- ✓ The Professional Growth and Teacher Evaluation Program also contains a strong support component, called the **Collaborative Support Phase**. Through this experience, a teacher gains additional coaching, modeling, and monitoring, as needed for effective instruction. (See page 62)
- ✓ Should a teacher’s performance require further improvement, an **Extended Evaluation** component is included in the program. In this phase a teacher is assisted and monitored for improvement or dismissal. (See page 66).

The Manchester Professional Growth and Teacher Evaluation Program outlines procedures for evaluation of teacher performance. It provides a vehicle for decision-making regarding recommendation for continued employment.

(The Principles of Learning are the property and service marks of the Institute for Learning at the University of Pittsburgh and may not be used, reproduced or distributed without the express written permission of the University of Pittsburgh.)

# Standards of The Manchester Professional Growth and Teacher Evaluation Program

The Manchester Professional Growth and Teacher Evaluation Program is built on several key systemic structures and standards used in Manchester Schools:

- The School Improvement Plans
- The Principles of Learning©
- The State of Connecticut and Manchester School District Standards
- The State of Connecticut Common Core of Teaching and Common Core of Learning
- The Beginning Educator Support and Training Program.

## **The School Improvement Plans:**

The School Improvement framework links goals and objectives that are focused on student learning outcomes with classroom strategies and data collection. Integral to the process is training. Teacher professional development becomes focused and ongoing, with student performance and results as a focal point. The scaffolding prompts teachers to work collaboratively and to use student work as a vehicle for discussing instructional strategy improvement. The School Improvement framework assists schools to advance all components necessary for improved teaching and learning.

Through the **School Improvement Planning** process, teachers can engage in action research that merges classroom instructional strategies, professional development, and data collection to analyze whether true student learning growth has occurred. **Action research** projects focus on classroom instructional strategies that will improve student learning of the extended basic skills and foundational inquiry skills that are articulated in the State of Connecticut Standards. Teachers work together on grade level teams/cross grade level teams/interdisciplinary teams/subject area departments to determine what **classroom strategies** they will implement to address particular learning needs for individual students or clusters of students. Teachers gather student performance data (uniform assessment scores, student work samples, teacher observation, standardized test scores) and regularly discuss the results and their meaning. The process reflects cognitive coaching, peer consultation, and reflective feedback. (Costa & Garmston, 1994). The close linkage of **professional development** to classroom instruction in an action research construct has facilitated focused and ongoing teacher learning. (Joyce, Showers, 1995 & Sparks, 1994).

## **The Principles of Learning©:**

The Manchester Learning Community is organized to foster student effort. The Teacher Professional Growth and Evaluation Program details the expectation that all classrooms will be organized around The Principles of Learning© (Resnick, University of Pittsburgh, 1998):

- ❑ Organizing for Effort
- ❑ Providing clear expectations
- ❑ Designing fair and credible student assessments
- ❑ Structuring a rigorous thinking curriculum
- ❑ Fostering accountable talk among students
- ❑ Socializing intelligence
- ❑ Celebrating success
- ❑ Perceiving learning as an apprenticeship
- ❑ Self-Management of Learning

## **The Connecticut Common Core of Learning and Teaching**

The Connecticut Common Core of Teaching articulates the knowledge, skills, and professional attributes that teachers are expected to attain and exhibit. The CCT presents these professional standards as Foundational Skills and Competencies and Discipline-Based Standards.

Manchester’s initially certified teachers are expected to demonstrate their competence through both the Manchester Professional Growth and Teacher Evaluation Program and through successful completion of the Connecticut Beginning Educator Support and Training Program (B.E.S.T.) and B.E.S.T. Portfolio Assessment (as stipulated by the State Department of Education).

The Connecticut B.E.S.T. Program supports beginning teachers through locally provided mentoring and through state level seminars. The B.E.S.T. Program stipulates the guidelines for beginning teachers to assemble professional portfolios that demonstrate their ability to plan instruction, deliver instruction, assess student learning, and reflect on teaching in order to develop strategies to improve teaching. The Manchester Public Schools augment the B.E.S.T. Program with our locally sponsored “Continuing Induction Seminar Series.” Through this series of workshops, beginning teachers can learn about classroom management, alternative instruction strategies, district support programs, and a wide variety of other topics pertinent to teaching.

## **Tenure**

Every beginning teacher in Connecticut must fulfill all obligations, as specified by the State of Connecticut, prior to applying for a Provisional **Certificate** and prior to the granting of tenure by the school system. A beginning teacher will receive **tenure** only after successful completion of four years of teaching in Manchester, as delineated in the Manchester Teacher Professional Growth and Evaluation Program, and after recommendation by the Superintendent of Schools and Board of Education acceptance of that recommendation . A teacher who has received tenure in another Connecticut school system and begins teaching in Manchester, enters the evaluation program in Year Three of the Induction Phase.

All Manchester teachers are expected to increase their application of the CCT competencies and attributes as their experience and service lengthen. Once tenured, a teacher’s continued growth is directed through the Connecticut Common Core of Teaching, through the Manchester School Improvement Planning Frameworks, and through the Principles of Learning©.

As the district organizes its curriculum for instruction and as teachers plan their instructional units and lesson objectives, we are all guided by the Connecticut Common Core of Learning. The student learning standards document parallels the Connecticut Common Core of Teaching in

that it articulates foundational skills that all students should master. These standards, assessed primarily through the Connecticut State Testing Program, are integral for teachers as they design instruction for students and determine their own individual and collaborative professional development needs, focused on student achievement.

Manchester's local curriculum and performance standards and measurements align with the Connecticut Common Core of Learning and the Connecticut K-12 Curriculum Frameworks. Manchester teachers use the local, state, and national curricular guides as they design instruction. Manchester's curriculum implementation guides and student assessment rubrics become key tools in instructional planning and assessment. They are an integral resource used by administrators who analyze the effectiveness of instruction that is taking place.

**EVALUATING PUPIL SERVICES SPECIALISTS:** This document contains evaluation standards for Pupil Services Specialists. These standards are based on documents developed by the CT State Department of Education: Evaluating Pupil Services Specialists (10/93); Guidelines for School Social Work; Best Practices for School Counseling; Guidelines for School Psychology; Guidelines for Speech and Language Pathology. These competencies, indicators and standards are aligned with the Connecticut Common Core of Teaching. Please see the appendix for competencies for Pupil Services Specialists.

## The WalkThrough

The Manchester Professional Growth and Teacher Evaluation Program includes a new teacher support procedure called The WalkThrough. Administrators will conduct multiple WalkThroughs, focusing on the above standards. A WalkThrough is a tour through a school's learning areas, using the standards appropriate to the evaluation phase (Induction Phase or Continuing Professional Development). Manchester administrators have been trained in The WalkThrough by The Principals' Institute through the Danforth Foundation. ("The WalkThrough Developing A Learning Community" designed by Institute for Learning, Learning Research and Development Center at The University of Pittsburgh, 1998 under the direction of Dr. Lauren Resnick.)

The purpose of a WalkThrough is to focus the participants on improving the core of educational practice, directing (or re-directing) all actions toward the core functions of the school – instruction and learning. The essential questions a WalkThrough answers:

- How do teachers understand the nature of knowledge, teaching, and learning?
- What is the student's role in learning?
- How are these ideas about knowledge, teaching, and learning manifested in teaching and in students' classwork?

**Observational WalkThroughs** can be conducted by principals and Instructional Supervisors. Principals and supervisors will learn more about individual teacher's and the school's implementation of state and district standards and implementation of the Principles of Learning© by looking for evidence of them in a classroom or the school. They will provide feedback on the presence of the Principles of Learning© in action and/or implementation of the state and district standards.

Feedback after Observational WalkThroughs will generally be provided through an open letter to the school's teachers, written by the administrator who has conducted the WalkThrough and citing the successful evidence of the Principles of Learning© and the student work that demonstrates high standards. Teachers will remain anonymous in these letters. At times an

administrator may wish to conduct a Post-WalkThrough Conference with an individual teacher to offer a compliment or to foster reflection and provide feedback.

There are times when an administrator(s) from another building will “visit” classrooms. The intent of these visits is for the building principals to learn about other school cultures, the instructional practices within them, and the school’s work on the School Improvement Plan. Administrators from other schools do not conduct WalkThroughs for evaluative purposes, unless there are extenuating circumstances that warrant their assistance.

**The Collegial WalkThrough** is conducted by teacher peers and is non-evaluative in nature. The practice is founded on the belief that shared professional practice improves professional experience and the collective knowledge base. It is important that the personal professional learning that comes from an individual professional growth experience be documented and shared with colleagues as well as administrators for:

- gaining the insight of others
- transferring the information/skills learned beyond the situation
- strengthening individual/school commitment to modifications and experimentation
- documenting learning to provide a base of shared knowledge. (Costa & Kallick, 2000).

Teachers set goals together and spend time before the WalkThrough reviewing goals, discussing successes, and stating concerns. They strive to share a common understanding of teaching and learning (through standards, rubrics, and the School Improvement Plan). Teachers focus on developing a learning community among their grade level/department/team colleagues. They discuss evidence of successful changes in instructional practice. They help each other to reflect on ways in which the Principles of Learning© were evident as a means to foster students’ attainment of knowledge of standards.

Principals and administrative/teacher support teams may conduct collegial WalkThroughs. The purpose is a supportive one and is not followed by a written report.

**The Executive Supervisory WalkThrough** is conducted by the Superintendent, and Assistant Superintendent, who are accompanying the building principal. The intent is to strive to know every teacher and to match adult learning needs to improve instruction and student learning (School Improvement Plan). These administrators will observe the quality of students’ work as measured against district and state standards and rubrics. They aim to observe and verify examples of student work and instruction that exemplify the Principles of Learning©. They can review the professional growth status of teachers, what they are currently teaching and what kinds of help they have been given or might need in the future. In this WalkThrough mode the administrator focuses the building principal on creating a learning environment among the staff of the building and the district. All administrators involved extend their understanding of the instruction and learning foci chosen by the district for improvement. They may recommend specific instruction and learning suggestions and expect that they will be pursued as part of the School Improvement Plan. Discussion will focus on the successes and weaknesses specific to instruction and learning in the school, using the School Improvement Plan.

**Administrative Training:** The district will continue to train administrators on a regular basis so that they can support teachers toward continuous growth and so that they will provide fair and credible teacher evaluations. Training continues for WalkThrough experiences. The purpose of a WalkThrough is to focus teachers and administrators on improving core education practices. During WalkThroughs, participants use the Principles of Learning© and state, local and national instructional standards for high quality student work.

## **Ongoing Professional Development Mandates and Opportunities**

The Manchester School System is a learning community committed to ongoing professional development. We believe that one of the most critical factors in improvement in student achievement is the continuous improvement of teacher instructional skills.

Manchester teachers are expected to meet all Connecticut State Department of Education mandates with respect to professional development, including the number and nature of continuing education units (CEU) per year for continued licensure. The Manchester Board of Education makes provision for professional development within the teacher contract and work calendar. The district also offers professional development through class release time, after school, on weekends, and during spring and summer vacations. Schools also are committed to structuring teacher schedules, whenever possible, in such a fashion as to encourage joint planning and ongoing discussion of student work.

Responsibility for professional development is shared by each school site and the district. Each school site organizes targeted and focused professional development through the School Advisory Council and other school leadership structures. Individual school professional development is articulated within the School Improvement Plan. The district organizes professional development through the K-12 Curriculum Council and the Teacher Professional Growth and Evaluation Committee. Professional development is co-funded through local Board funds and through grants. Wherever possible, the district funds professional development activities requested by teachers, as stipulated in contract. Teachers provide input regarding professional development, and they have opportunities to evaluate professional development experiences

### **Administrative Responsibilities Within the Teacher Professional Growth and Evaluation Processes.**

Administrators are responsible for the activities listed below:

- Ensure the design of a School Improvement Plan annually, which
  - Demonstrates review of student performance data
  - Specifies focused teacher instructional strategies for improved student achievement
  - Articulates targeted and focused teacher professional development
  - Defines targeted activities with parents to help them assist their children at home
  - Delineates possible funding sources
  
- Use the teacher evaluation standards as articulated within this document
- Foster positive relationships during the professional development and evaluation process
- Conduct teacher evaluation according to the processes and times established within this document
- Articulate professional judgment based on data and knowledge of research-proven instructional strategies
- Provide for advice and resources to teachers on data collection and analysis
- Assist teacher in the reflective process
- Provide for training of self and staff in research-proven practices to address and narrow the gaps between the district's expectations for student performance and the actual student performance.

## **EVALUATION OF TEACHER PROFESSIONAL GROWTH AND EVALUATION PLAN**

The Manchester Teacher Professional Growth and Evaluation Committee meets regularly to collect information on the effectiveness of this plan.

Each year, the committee will meet to devise a data collection tool to collect information from administrators and teachers regarding the processes, timelines, and standards contained within the Teacher Professional Growth and Evaluation Program. The committee analyzes the information and makes adjustments to the document, as deemed necessary.

### **Resolution of Disputes**

If the administrator and teacher cannot agree on a professional growth plan, the problem will be referred to a committee comprised of an advocate chosen by the teacher, an advocate chosen by the administrator, and a third member chosen by the two advocates. After listening to the views of the teacher and administrator, the committee will offer suggestions to them in developing an appropriate growth plan. If the administrator and teacher still cannot agree, the committee will decide on the growth plan.

**MANCHESTER PUBLIC SCHOOLS**  
**TEACHER PROFESSIONAL GROWTH AND EVALUATION PROGRAM**  
**PURPOSES \*\*\*\*\* PROCESSES \*\*\*\*\* TIMELINES**

**Years I and II                      Years III and IV                      Continuous Professional Growth**

<p><b>Purposes</b></p>	<ul style="list-style-type: none"> <li>▪ Support beginning teachers who must master the CCT;</li> <li>▪ Support beginning teachers' successful completion of the BEST Portfolio</li> <li>▪ Improve the quality of instruction</li> <li>▪ Evaluate teacher performance for continued employment</li> </ul> <p><b>Standards:</b> CCT; district</p>	<ul style="list-style-type: none"> <li>▪ Support teacher professional growth</li> <li>▪ Expedite teacher effectiveness in raising student achievement through improved instruction</li> <li>▪ Post induction transfer into professional and collegial learning community</li> <li>▪ Evaluate teacher for continued employment (Granting tenure after Yr. IV)</li> </ul> <p><b>Standards:</b> CCT; district; Principles of Learning; School Improvement Plan</p>	<ul style="list-style-type: none"> <li>▪ Improvement in student achievement through teacher continuous professional growth</li> <li>▪ Teacher collegial growth through sharing</li> <li>▪ Determine Teacher training needs</li> <li>▪ <b>Collaborative Support</b> for teachers needing highly structured support for improvement</li> </ul> <p><b>Standards:</b> CCT; district; Principles of Learning; School Improvement Plan</p>
<p><b>Processes</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal classroom observations;</li> <li><input type="checkbox"/> WalkThroughs</li> <li><input type="checkbox"/> Mentor support in Yr. I</li> <li><input type="checkbox"/> In-district Induction Seminars in Yrs. I and II</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal classroom observations;</li> <li><input type="checkbox"/> WalkThroughs</li> <li><input type="checkbox"/> Guided Professional Growth Plans</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal classroom observations, as necessary or requested</li> <li><input type="checkbox"/> WalkThroughs</li> <li><input type="checkbox"/> Professional Growth Conferences and Sharing</li> </ul>
<p><b>Timelines</b></p>	<p><b>September-February 1st:</b> Minimum of 3 formal classroom observations with pre/post conferences and written documentation</p> <p><b>By October 31<sup>st</sup> :</b> First observation submitted to Human Resources.</p> <p><b>February 1<sup>st</sup>:</b> Mid-Year Progress Report</p> <p><b>By March 1<sup>st</sup>:</b> Non-renewed teachers receive Summative Evaluation Report. Letter to Superintendent of Schools</p> <p><b>Prior to April 1<sup>st</sup>:</b> Minimum of 1 formal classroom observation with pre/post conferences and written documentation (non-renewed teachers by 3/1. (In Year II, a principal <b>may</b> opt to conduct 3 formal and preview BEST portfolio, where possible.)</p> <p><b>Throughout year:</b> Minimum of 4 formal WalkThroughs conducted by Principal; others conducted by Central Office Admin.</p> <p><b>By May 31<sup>st</sup>:</b> Summative Evaluation Report draft to teachers. Final one week prior to end of school to HR.</p>	<p><b>Prior to November 1<sup>st</sup>:</b> Minimum of 1 formal classroom observation with pre/post conferences and written documentation</p> <p><b>Prior to February 1<sup>st</sup>:</b> Minimum of 1 formal classroom observation with pre/post conferences and written documentation</p> <p><b>February 1<sup>st</sup>:</b> Mid-Year Prog. Rept.</p> <p><b>By March 1<sup>st</sup>:</b> Non-renewed teachers receive Summative Evaluation Report. Letter to Superintendent of Schools. Year 3 teachers select a Guided Professional Growth Activity to continue into Year 4. Documentation.</p> <p><b>Throughout year:</b> Minimum of 4 formal WalkThroughs conducted by Principal; others conducted by Central Office Admin.</p> <p><b>By May 15<sup>th</sup>:</b> Teachers submit Annual Summary Review to principal.</p> <p><b>By May 31<sup>st</sup>:</b> Summative Evaluation Report draft to teachers. Final one week prior to end of school to HR</p>	<p><b>By November 1<sup>st</sup>:</b>  Continuous Professional Growth Planning Sheet completed and placed with Human Resources</p> <p><b>By May 15<sup>th</sup>:</b>  Teachers give annual summary review to principal</p> <p><b>By May 31<sup>st</sup>:</b>  Final or Annual Summary Review to Human Resources</p> <p><b>Throughout year:</b> Minimum of 4 formal WalkThroughs conducted by Principal; others conducted by Central Office Admin. (Written documentation, as necessary)</p> <p><b>Collaborative Support:</b> See timelines designed through individual plan.</p>

# Year One for Initially Certified Teachers

**During the first semester** (September through February 1<sup>st</sup>) you will be formally observed a minimum of three times. These formal observations will include a pre-conference and a post-conference. The administrator who observes will generally be your building principal. District administrative personnel, such as the K-12 Instructional Supervisors, the Assistant Superintendent, or Special Education Supervisors (when appropriate), may also conduct a formal observation.

The observations will provide information about your strengths and areas where growth is needed, as measured against **the standards established in The Connecticut Common Core of Teaching. The three Foundational Skills and Competencies and Appropriate Discipline-Based Professional Teaching Standards that will be measured are:**

- I. Teachers Have Knowledge of Students, Content, and Pedagogy;
- II. Teachers Apply This Knowledge By Planning, Instructing, Assessing and Adjusting; and
- III. Reflection and Continuous Learning: Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.

(Please refer to the Appendix for the Connecticut Common Core of Teaching Foundational Skills and Competencies and the Discipline-Based Professional Teaching Standards appropriate to the subject area that you teach.)

## **Second Semester (After February 1<sup>st</sup>)**

**One formal observation prior to April 1<sup>st</sup> for all first year teachers, and if your building principal determines that you must remain in formal observations, you will continue in that evaluation mode.** Administrators will continue to observe your classes with formal pre and post conferences. The standards against which you are assessed remain those indicated above.

If your building principal determines that you are able to move into a second phase of professional growth and evaluation, **you will be supported and assessed against CCT Foundational Skills and appropriate Discipline-Based Professional Teaching Standards:**

- II. Teachers Apply This Knowledge By Planning, Instructing, Assessing and Adjusting; and
- III. Reflection and Continuous Learning: Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.

Administrator(s) will conduct multiple WalkThroughs, focusing on the above standards. The intent of the WalkThroughs is to support teachers in their preparation for assessment through the State of Connecticut Beginning Educator Support and Training Program (B.E.S.T.).

# Year One for Initially Certified Teachers

## Guiding Questions for the Pre-Conferences

The observing administrator will meet with you prior to the observation. Please come to that Pre-conference with this planning sheet completed.

### **Planning:**

What are the curriculum goals (content, skills and standard) for the lesson? (long and short term goals)

What are the measurable objectives for the lesson? (The student will...) What will the teacher be doing? What will the students be doing?

How does the content of this lesson build upon prior knowledge and previous lessons and future lessons? (Provide an outline of the instructional unit.) How will you communicate learning expectations to the students?

How will you measure student understanding? What criteria have you established to determine the success of your lesson?

### **Teaching:**

How do you plan to organize students for learning (e.g.: small groups; flexible groups; full class)?

What classroom management techniques will you utilize for this lesson?

What teaching strategies, techniques, and materials have you selected to achieve your lesson objectives? Why?

What modifications or plans do you have to meet the needs of all students in your class?

Evaluatee Name: \_\_\_\_\_ Pre-conference Date: \_\_\_\_\_

# Year One for Initially Certified Teachers

## Guiding Questions for the Post-Conferences

After a formal observation, the administrator will meet with you to discuss the lesson observed. You should come to the Post Conference prepared to discuss your written reflections after the lesson. You should also take to the Post Conference samples of student work that will illustrate your reflections. There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with these same reflective questions and student work.

### Lesson Objectives:

Did you meet all of your lesson objectives? How do you know?

How did you adapt your teaching based on student learning/performance during the lesson?

If you were to teach this lesson again, what if anything, would you do differently and why?

What was the greatest challenge you had during the lesson? How did you handle it? What could you do differently?

What did you learn from this lesson about your students as learners? And about yourself as a teacher?

Evaluatee Name: \_\_\_\_\_ Post-conference Date: \_\_\_\_\_

# Manchester Public Schools

## Formal Observation Report

Date of Observation: \_\_\_\_\_ Evaluatee: \_\_\_\_\_  
Date of Pre-conference: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject/Content Area: \_\_\_\_\_  
Date of Post-conference: \_\_\_\_\_ No. of Students: \_\_\_\_\_ Total Time of Observation: \_\_\_\_\_  
School: \_\_\_\_\_ Evaluator: \_\_\_\_\_

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**Content** *Teachers understand the central concepts and skills, tools of inquiry, and structures of the disciplines(s) they teach.*

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**Pedagogy** *Teachers know how to design and deliver instruction.  
Teachers recognize the need to vary their instructional methods*

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**Planning** *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.  
Teachers select and/or create learning tasks that make subject matter meaningful to students.*

**Instructing** *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*

*Teachers create instructional opportunities that support students' academic, social and personal development.  
Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry (including technology).*

*Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.*

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## **Assessing and Adjusting**

*Teachers use various assessment techniques to evaluate student learning.*

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### **Area Where Improvement Is Needed:**

### **Plan for Improvement:**

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's  
Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*The evaluatee's signature on the "Formal Observation Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee reply may be included as part of this report. This report may become part of the employee's record.

**The first Formal Observation Report must be completed and submitted to Human Resources by October 31<sup>st</sup> for the evaluatee's personnel file.**

# Manchester Public Schools

## Summative Evaluation Report Signature Sheet

Tenured \_\_\_\_\_  
Non Tenured \_\_\_\_\_

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Assignment: \_\_\_\_\_

Date of initial meeting to discuss job description/optional self-assessment (prior to October 31 for tenured teachers, prior to Sept. 30 for non tenured teachers):

Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

**Dates and Times of Observations (line A) and Follow-up Conferences (line B)** Follow-up conferences are to be completed with-in five days of observation, except for extenuating circumstances.

1. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
2. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
3. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
4. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
5. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
6. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_

Date of evaluator/evaluatee's meeting to review evaluator's findings (prior to written final evaluation report).

Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

### **SUMMATIVE EVALUATION REPORT**

An administrator will write the final evaluation narrative which shall be inclusive of the following and give a draft to the teacher by May 31. Final summary narrative due to the Human Resources Office by one week prior to the end of school.

1. Content
2. Pedagogy
3. Planning
4. Instructing
5. Assessing and Adjusting
6. Reflecting
7. Professional Responsibility (collegial sharing and professional growth)
8. Inter-Personal Relationships (including colleagues and parents)
9. Technology Use
10. Recommendations

Distribution:

- 1 copy to Evaluatee
- 1 copy to Human Resources Office (for personnel file)
- 1 copy to Principal
- 1 copy to Department Head (if applicable)

Date: \_\_\_\_\_ Evaluator's Signature \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee's Signature \_\_\_\_\_

\*The evaluatee's signature on the "Summative Evaluation Report" does not necessarily reflect approval but only that the evaluatee has seen the document. An "Evaluatee Reply" form may be included as part of this report.

**Manchester Public Schools**

**Summative Evaluation Report**

**Evaluatee Reply**

**Name:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
**Assignment:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Evaluatee's Signature:** \_\_\_\_\_

Distribution: 1 copy to Evaluatee  
1 copy to Human Resources Office (for personnel file)  
1 copy to Principal  
1 copy to Department Head (where applicable)

# POST WALKTHROUGH YEAR ONE

## Guiding Questions

**Standard:** Connecticut Common Core of Teaching Foundational Skills and Competencies

- I. Teachers Have Knowledge of Students, Content, and Pedagogy;**
- II. Teachers Apply This Knowledge By Planning, Instructing, Assessing and Adjusting; and**
- III. Teachers Demonstrate Professional Responsibility Through Reflection and Continuous Learning**
  - Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
  - Teachers seek out opportunities to grow professionally.

There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with reflections and student work. After a formal WalkThrough, the administrator will meet with you to discuss the lesson segment observed.

What do you think went well?

What evidence of student learning do you have from this lesson?

What, if any, modifications did you make during your lesson as you were teaching? How will you adapt your teaching based on what you discovered about student learning during this lesson?

How might you alter your planning and teaching of this lesson next year, if you teach it again?

Did anything occur during this lesson that was not typical or anticipated? Did it have an effect on the outcome?

Did your lesson relate to any component of your school's School Improvement Plan? If so, how?

Evaluatee's Signature: \_\_\_\_\_ Post WalkThrough Date: \_\_\_\_\_

Feedback after WalkThroughs will generally be provided through an open letter to the school's teaching community, written by the administrator who has conducted the WalkThrough and citing the successful evidence of the Connecticut Common Core of Teaching and student work that demonstrates high standards. Teachers will remain anonymous in these community letters. Should an administrator wish to conduct a Post-WalkThrough Conference with an individual teacher, this reporting form is the authorized one.

## WalkThrough Observational Report

(To Be Completed After The Post-Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment: \_\_\_\_\_

Lesson's Big Idea/Major Concept: \_\_\_\_\_

Date of WalkThrough: \_\_\_\_\_ Date of Post-Conference: \_\_\_\_\_

WalkThrough Administrator: \_\_\_\_\_

**WalkThrough Summary:**

<b>Connecticut Common Core of Teaching Standards Observed</b>	<b>Evidence</b>

**Did your lesson relate to any component of the School Improvement Plan? If so, how?**

**Collaborative Post-Conference Discussion Highlights (attach).**

## Year Two for Initially Certified Teachers

**During the first semester** (September through February 1<sup>st</sup>) you will be formally observed a minimum of three times. These formal observations will include a pre-conference and a post-conference. The administrator who observes will be your building principal, for the most part. District administrative personnel, such as the K-12 Instructional Supervisors, the Assistant Superintendent, or Special Education Supervisors (when appropriate), may also conduct a formal observation.

The observations will provide information about your strengths and areas where growth is needed, as measured against **the standards established in The Connecticut Common Core of Teaching. The three Foundational Skills and Competencies and appropriate Discipline-Based Professional Teaching Standards that will be measured are:**

- I. Teachers Have Knowledge of Students, Content, and Pedagogy
- II. Teachers Apply This Knowledge By Planning, Instructing, Assessing and Adjusting; and**
- III. Reflection and Continuous Learning: Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.**

(Please refer to the Appendix for the Connecticut Common Core of Teaching Foundational Skills and Competencies and the Discipline-Based Professional Teaching Standards appropriate to the subject area that you teach.)

### **Second Semester (After February 1<sup>st</sup>)**

**During this semester, the principal has the option of conducting a fourth formal observation prior to April 1<sup>st</sup> or of previewing your BEST Portfolio (if you are responsible for submitting a BEST Portfolio). If your principal determines that you must remain in formal observations, you will continue in that evaluation mode.** Administrators will continue to observe your classes with formal pre and post conferences. The standards against which you are assessed remain those indicated above.

**If your building principal determines that you are able to move into a second phase of professional growth and evaluation, you will be expected only to complete your responsibilities to the B.E.S.T. Program. During the spring in your summative conference, you will be asked to select a growth focus area from the CCT that will become a professional goal in your third year of teaching.**

**Administrator(s) will conduct multiple WalkThroughs, focusing on the above standards. The intent of the WalkThroughs is to support Second Year Initial Certification teachers in preparation for assessment through the State of Connecticut Beginning Educator Support and Training Program (B.E.S.T.) Portfolio Assessment.**

# Year Two for Initially Certified Teachers

## Guiding Questions for the Pre Conference

The observing administrator will meet with you prior to the observation. Please come to that Pre-Conference with this sheet completed.

### Planning:

What are the curriculum goals (content and skills) for lesson? (long and short term goals)

What are the measurable objectives for the lesson? (The student will....) What will the teacher be doing? What will the student be doing?

How does the content of this lesson build upon and connect to prior knowledge, previous lessons, and future lessons? (Include outline of instructional unit.) How will you communicate learning expectation to the students?

What assessments are you planning to employ to monitor and measure student understanding?

How are the assessments connected to the instructional goals and teaching strategies for the lesson/unit? How will these assignment strategies inform you regarding the effectiveness and quality of your instruction?

### Teaching:

How do you plan to organize students for learning (e.g.: small groups; flexible groups; full class)?

What classroom management routines and strategies will you utilize for this lesson?

What teaching strategies, techniques, and materials have you selected to achieve your lesson objectives?

What modifications or plans do you have to meet the needs of all learners in your class?

Evaluatee's Signature: \_\_\_\_\_ Pre-conference Date: \_\_\_\_\_

# Year Two for Initially Certified Teachers

## Guiding Questions for the Post Conference

After a formal observation, the administrator will meet with you to discuss the lesson observed. You should come to the Post Conference prepared to discuss your written reflections after the lesson. You should also take to the Post Conference samples of student work that will illustrate your reflections. There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with these same reflective questions and student work.

Did you meet all of your lesson objectives? How do you know?

What did students learn in this lesson? What evidence do you have to support your conclusions?

What feedback did you give to students about their learning and how to improve their performance?

How did you assess student learning and performance during the lesson?

If you were to teach this lesson again, what if anything, would you do differently and why?

What was the greatest challenge you encountered during the lesson? How did you handle it? What could you do differently?

What did you learn from assessment data about your students as learners? And about yourself as a teacher?

Evaluatee's Signature: \_\_\_\_\_ Post-conference Date: \_\_\_\_\_

# Manchester Public Schools Formal Observation Report

Date of Observation: \_\_\_\_\_ Evaluatee: \_\_\_\_\_  
Date of Pre-conference: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject/Content Area: \_\_\_\_\_  
Date of Post-conference: \_\_\_\_\_ No. of Students: \_\_\_\_\_ Total Time of Observation: \_\_\_\_\_  
School: \_\_\_\_\_ Evaluator: \_\_\_\_\_

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**Content** *Teachers understand the central concepts and skills, tools of inquiry, and structures of the disciplines(s) they teach.*

---

**Pedagogy** *Teachers know how to design and deliver instruction.  
Teachers recognize the need to vary their instructional methods*

---

**Planning** *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.  
Teachers select and/or create learning tasks that make subject matter meaningful to students.*

**Instructing** *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*

*Teachers create instructional opportunities that support students' academic, social and personal development.*

*Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry (including technology).*

*Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.*

---

## **Assessing and Adjusting**

*Teachers use various assessment techniques to evaluate student learning.*

### **Area Where Improvement Is Needed:**

### **Plan for Improvement:**

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's  
Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

*\*The evaluatee's signature on the "Formal Observation Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee reply may be included as part of this report. This report may become part of the employee's record.*

# Manchester Public Schools

## Summative Evaluation Report Signature Sheet

Tenured \_\_\_\_\_  
Non Tenured \_\_\_\_\_

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Assignment: \_\_\_\_\_

Date of initial meeting to discuss job description/optional self-assessment (prior to October 31 for tenured teachers, prior to Sept. 30 for non tenured teachers)

Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

**Dates and Times of Observations (line A) and Follow-up Conferences (line B)** Follow-up conferences are to be completed with-in five days of observation, except for extenuating circumstances.

1. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
2. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
3. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
4. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
5. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
6. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_

Date of evaluator/evaluatee's meeting to review evaluator's findings (prior to written final evaluation report).

Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

### **SUMMATIVE EVALUATION REPORT**

An administrator will write the final evaluation narrative which shall be inclusive of the following and give a draft to the teacher by May 31. Final summary narrative due to the Human Resources Office by one week prior to the end of school.

1. Content
2. Pedagogy
3. Planning
4. Instructing
5. Assessing and Adjusting
6. Reflecting
7. Professional Responsibility (collegial sharing and professional growth)
8. Inter-Personal Relationships (including colleagues and parents)
9. Technology Use
10. Recommendations

Distribution:

- 1 copy to Evaluatee
- 1 copy to Human Resources Office (for personnel file)
- 1 copy to Principal
- 1 copy to Department Head (if applicable)

Date: \_\_\_\_\_ Evaluator's Signature \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee's Signature \_\_\_\_\_

\*The evaluatee's signature on the "Summative Evaluation Report" does not necessarily reflect approval but only that the evaluatee has seen the document. An "Evaluatee Reply" form may be included as part of this report.

**Manchester Public Schools**

**Summative Evaluation Report**

**Evaluatee Reply**

**Name:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
**Assignment:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Evaluatee's Signature:** \_\_\_\_\_

Distribution: 1 copy to Evaluatee  
1 copy to Human Resources Office (for personnel file)  
1 copy to Principal  
1 copy to Department Head (where applicable)

# POST WALKTHROUGH YEAR TWO

## Guiding Questions

**Standard:** Connecticut Common Core of Teaching Foundational Skills and Competencies

**II. Teachers Apply This Knowledge By Planning, Instructing, Assessing and Adjusting; and**

**III. Teachers Demonstrate Professional Responsibility Through Reflection and Continuous Learning**

- Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
- Teachers seek out opportunities to grow professionally.

There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with reflections and student work. After a formal WalkThrough, the administrator will meet with you to discuss the lesson segment observed.

What do you think went well?

What evidence of student learning do you have from this lesson?

What, if any, modifications did you make during your lesson as you were teaching? How will you adapt your teaching based on what you discovered about student learning during this lesson?

How might you alter your planning and teaching of this lesson next year, if you teach it again?

Did anything occur during this lesson that was not typical or anticipated? Did it have an effect on the outcome?

Did your lesson relate to any component of your school's School Improvement Plan? If so, how?

Evaluatee's Signature: \_\_\_\_\_ Post WalkThrough Date: \_\_\_\_\_

Feedback after WalkThroughs will generally be provided through an open letter to the school's teaching community, written by the administrator who has conducted the WalkThrough and citing the successful evidence of the Connecticut Common Core of Teaching and student work that demonstrates high standards. Teachers will remain anonymous in these community letters. Should an administrator wish to conduct a Post-WalkThrough Conference with an individual teacher, this reporting form is the authorized one.

## WalkThrough Observational Report

(To Be Completed After The Post-Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment: \_\_\_\_\_

Lesson's Big Idea/Major Concept: \_\_\_\_\_

Date of WalkThrough: \_\_\_\_\_ Date of Post-Conference: \_\_\_\_\_

WalkThrough Administrator: \_\_\_\_\_

**WalkThrough Summary:**

Connecticut Common Core of Teaching Standards Observed	Evidence

**Did your lesson relate to any component of the School Improvement Plan? If so, how?**

**Collaborative Post-Conference Discussion Highlights (attach).**

## **Year Three for Initially Certified Teachers or Teacher Entering With Previous Tenure in Another School District**

**During the first semester** (September through February 1<sup>st</sup>) you will be formally observed a minimum of two times, once prior to November 1<sup>st</sup> and a second time prior to February 1<sup>st</sup>. These formal observations will include a pre-conference and a post-conference. The administrator who observes will be your building principal, for the most part. District administrative personnel, such as the K-12 Instructional Supervisors, the Assistant Superintendent, or Special Education Supervisors (when appropriate), may also conduct a formal observation.

The observations will provide information about your strengths and growth needed areas as measured against **the standards established in The Connecticut Common Core of Teaching. All Foundational Skills and Competencies and Appropriate Discipline-Based Professional Teaching Standards will be measured:**

- I. Teachers Have Knowledge of Students, Content, and Pedagogy
- II. Teachers Apply This Knowledge By Planning, Instructing, Assessing and Adjusting; and
- III. Teachers Demonstrate Professional Responsibility Through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration.

**You are a part of a Supportive Professional Learning Community.** In the Manchester Professional Learning Community, collaboration exists among teachers and the administrative staff, focused on instructional strategies to improve student achievement. Building level and district level administrators will conduct WalkThroughs in schools and classrooms throughout the year. Support staff colleagues (such as Reading Staff, Department Heads) and other colleagues (such as grade level or department teachers) are welcome to WalkThrough classrooms, using the Principles of Learning© and district standards.

### **Second Semester (After February 1<sup>st</sup>)**

Your building principal *may* complete formal written reports on the WalkThroughs conducted during this year, preferably after February 1<sup>st</sup>. The principal may wish to discuss the WalkThrough with you in post-conference and provide you with a copy of the written report.

During the spring, your administrator will meet with you to discuss the Guided Professional Growth Activity that the data suggest you should work on during your fourth year of teaching. Please see The Continuous Professional Growth Section for documentation on Pages 60 and 61.

**B.E.S.T. Year Three:**

If you are an initially certified teacher who has received an extension for successful completion of the B.E.S.T. Portfolio, you will also be engaged in district assessment activities that will correlate to your B.E.S.T. Portfolio completion. **You are expected to meet with your building principal and select a mutually agreed upon growth focus area from the CCT. You will be supported and assessed against CCT Foundational Skills and appropriate Discipline-Based Professional Teaching Standards:**

- II. Teachers Apply This Knowledge By Planning, Instructing, Assessing and Adjusting; and
- III. Reflection and Continuous Learning: Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.

Administrator(s) will conduct multiple WalkThroughs, focusing on the above standards. The intent of the WalkThroughs is to support Third Year Initial Certification teachers who must successfully complete their portfolio assessment through the State of Connecticut Beginning Educator Support and Training Program (B.E.S.T.).

# Year Three for Initially Certified/Non-Tenured Teachers

## Guiding Questions for the Pre Conference

**The observing administrator will meet with you prior to the observation. Please come to that Pre-Conference with this sheet completed.**

### **Planning:**

What are the curriculum goals (content and skills) for lesson? (long and short term goals)

What are the measurable objectives for the lesson? (The student will....) What will the teacher be doing? What will the student be doing?

How does the content of this lesson build upon and connect to prior knowledge, previous lessons, and future lessons? (Include outline of instructional unit.) How will you communicate learning expectation to the students?

What assessments are you planning to employ to monitor and measure student understanding?

How are the assessments connected to the instructional goals and teaching strategies for the lesson/unit? How will these assignment strategies inform you regarding the effectiveness and quality of your instruction?

### **Teaching:**

How do you plan to organize students for learning (e.g.: small groups; flexible groups; full class)?

What classroom management routines and strategies will you utilize for this lesson?

What teaching strategies, techniques, and materials have you selected to achieve your lesson objectives?

What modifications or plans do you have to meet the needs of all learners in your class?

**Evaluatee's Signature:** \_\_\_\_\_ **Pre-conference Date:** \_\_\_\_\_

# POST WALKTHROUGH AND FORMAL OBSERVATION REFLECTIONS YEAR THREE

## Guiding Questions

**Standard:** Connecticut Common Core of Teaching Foundational Skills and Competencies

**IV. Teachers Demonstrate Professional Responsibility Through Reflection and Continuous Learning**

- Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
- Teachers seek out opportunities to grow professionally.
- Principles of Learning

After a formal observation, the administrator will meet with you to discuss the lesson observed. You should come to the Post Conference prepared to discuss your written reflections after the lesson. You should also take to the Post Conference samples of student work that will illustrate your reflections. There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with reflections and student work.

What do you think went well?

What evidence of student learning do you have from this lesson?

What, if any, modifications did you make during your lesson as you were teaching? How will you adapt your teaching based on what you discovered about student learning during this lesson?

How might you alter your planning and teaching of this lesson next year, if you teach it again?

Did anything occur during this lesson that was not typical or anticipated? Did it have an effect on the outcome?

Did your lesson relate to any component of your school's School Improvement Plan? If so, how?

What Principles of Learning are evident in your classroom?

Evaluatee's Signature: \_\_\_\_\_ Observation/Through Date: \_\_\_\_\_

Feedback after WalkThroughs will generally be provided through an open letter to the school's teaching community, written by the administrator who has conducted the WalkThrough and citing the successful evidence of the Principles of Learning© and student work that demonstrates high standards. Teachers will remain anonymous in these community letters. Should an administrator wish to conduct a Post-WalkThrough Conference with an individual teacher, this reporting form is the authorized one.

## WalkThrough Observational Report

(To Be Completed After The Post-Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment: \_\_\_\_\_

Lesson's Big Idea/Major Concept: \_\_\_\_\_

Date of WalkThrough: \_\_\_\_\_ Length of WalkThrough: \_\_\_\_\_

Date of Post-Conference: \_\_\_\_\_

WalkThrough Administrator: \_\_\_\_\_

### WalkThrough Summary:

Principles of Learning Highlighted	Evidence

**Did your lesson relate to any component of the School Improvement Plan? If so, how?**

**Collaborative Post-Conference Discussion Highlights (attach).**

# Manchester Public Schools Formal Observation Report

Date of Observation: \_\_\_\_\_ Evaluatee: \_\_\_\_\_  
Date of Pre-conference: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject/Content Area: \_\_\_\_\_  
Date of Post-conference: \_\_\_\_\_ No. of Students: \_\_\_\_\_ Total Time of Observation: \_\_\_\_\_  
School: \_\_\_\_\_ Evaluator: \_\_\_\_\_

---

---

**Content** *Teachers understand the central concepts and skills, tools of inquiry, and structures of the disciplines(s) they teach.*

---

**Pedagogy** *Teachers know how to design and deliver instruction.  
Teachers recognize the need to vary their instructional methods*

---

**Planning** *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.  
Teachers select and/or create learning tasks that make subject matter meaningful to students.*

**Instructing** *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*

*Teachers create instructional opportunities that support students' academic, social and personal development.*

*Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry (including technology).*

*Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.*

---

## **Assessing and Adjusting**

*Teachers use various assessment techniques to evaluate student learning.*

## **Professional Growth Area**

### **Plan for Improvement:**

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's  
Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

*\*The evaluatee's signature on the "Formal Observation Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee reply may be included as part of this report. This report may become part of the employee's record.*

**The first Formal Observation Report must be completed and submitted to Human Resources for the personnel file by October 31<sup>st</sup>.**

# Manchester Public Schools

## Summative Evaluation Report Signature Sheet

Tenured \_\_\_\_\_  
Non Tenured \_\_\_\_\_

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Assignment: \_\_\_\_\_

Date of initial meeting to discuss job description/optional self-assessment (prior to October 31 for tenured teachers, prior to Sept. 30 for non tenured teachers)

Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

**Dates and Times of Observations (line A) and Follow-up Conferences (line B)** Follow-up conferences are to be completed with-in five days of observation, except for extenuating circumstances.

1. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
2. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
3. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
4. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
5. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
6. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_

Date of evaluator/evaluatee's meeting to review evaluator's findings (prior to written final evaluation report).

Date: \_\_\_\_\_ Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Evaluatee's Signature: \_\_\_\_\_

### **SUMMATIVE EVALUATION REPORT**

An administrator will write the final evaluation narrative which shall be inclusive of the following and give a draft to the teacher by May 31. Final summary narrative due to the Human Resources Office by one week prior to the end of school.

1. Content
2. Pedagogy
3. Planning
4. Instructing
5. Assessing and Adjusting
6. Reflecting
7. Professional Responsibility (collegial sharing and professional growth)
8. Inter-Personal Relationships (including colleagues and parents)
9. Technology Use
10. Recommendations

Distribution:

- 1 copy to Evaluatee
- 1 copy to Human Resources Office (for personnel file)
- 1 copy to Principal
- 1 copy to Department Head (if applicable)

Date: \_\_\_\_\_ Evaluator's Signature \_\_\_\_\_

Date: \_\_\_\_\_ Evaluatee's Signature \_\_\_\_\_

\*The evaluatee's signature on the "Summative Evaluation Report" does not necessarily reflect approval but only that the evaluatee has seen the document. An "Evaluatee Reply" form may be included as part of this report.

**Manchester Public Schools**

**Summative Evaluation Report**

**Evaluatee Reply**

**Name:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
**Assignment:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Evaluatee's Signature:** \_\_\_\_\_

**Distribution:** 1 copy to Evaluatee  
1 copy to Human Resources Office (for personnel file)  
1 copy to Principal  
1 copy to Department Head (where applicable)

## **Year Four for Initially Certified Teachers /Non-Tenured Teachers**

Congratulations. When you are placed in Year Four of the Manchester Teacher Professional Growth and Evaluation Program, you have either successfully met your responsibility to the State of Connecticut through the B.E.S.T. Program, or you came to Manchester a year ago from another Connecticut town where you had received tenure. It is during this year that your principal must inform the Superintendent of Schools whether or not to recommend that the Board of Education grant tenure.

Manchester Public Schools expect that this will be a transitional year for you—one in which you move from evaluation through a more constant administrative monitoring to one that is less guided by your administrator and more self-directed and collegial. Until this point your growth as a teacher has been theoretically and practically assisted by your principal and colleagues. By Year Four, you should be well-prepared as a teacher and ready to assist your colleagues, poised to align your professional growth with your school and district goals.

During this year, your principal will formally observe you twice during the year. One observation will occur before November 1<sup>st</sup>. The second observation must occur prior to February 1<sup>st</sup>.

You are part of a Supportive Professional Learning Community. In the Manchester Professional Learning Community, collaboration exists among teachers and the administrative staff, focused on instructional strategies to improve student achievement. Building level and district level administrators will conduct WalkThroughs in schools and classrooms throughout the year. Support staff colleagues (such as Reading Staff, Department Heads) and other colleagues (such as grade level or department teachers) are welcome to WalkThrough classrooms, using the Principles of Learning© and district standards.

Your building principal *may* complete formal written reports on the WalkThroughs conducted this year. The principal must discuss the WalkThroughs with you in post-conference and provide you with a copy of the written report.

You are responsible to work on a Professional Growth Area that you began to document during Year Three. If you did not complete planning forms during Year Three, you must complete them at this point and submit an Annual Summary Review. Please see the Continuous Professional Growth section of this document (page 51).

**Page 42 Revised May 2002**

# Year Four for Initially Certified/Non-Tenured Teachers

## Guiding Questions for the Pre Conference

**The observing administrator will meet with you prior to the observation. Please come to that Pre-Conference with this sheet completed.**

### **Planning:**

What are the curriculum goals (content and skills) for lesson? (long and short term goals)

What are the measurable objectives for the lesson? (The student will....) What will the teacher be doing? What will the student be doing?

How does the content of this lesson build upon and connect to prior knowledge, previous lessons, and future lessons? (Include outline of instructional unit.) How will you communicate learning expectation to the students?

What assessments are you planning to employ to monitor and measure student understanding?

How are the assessments connected to the instructional goals and teaching strategies for the lesson/unit? How will these assignment strategies inform you regarding the effectiveness and quality of your instruction?

### **Teaching:**

How do you plan to organize students for learning (e.g.: small groups; flexible groups; full class)?

What classroom management routines and strategies will you utilize for this lesson?

What teaching strategies, techniques, and materials have you selected to achieve your lesson objectives?

What modifications or plans do you have to meet the needs of all learners in your class?

**Evaluatee's Signature:** \_\_\_\_\_ **Pre-conference Date:** \_\_\_\_\_

# POST WALKTHROUGH AND FORMAL OBSERVATION REFLECTIONS YEAR FOUR AND TENURED TEACHERS

## Guiding Questions

**Standard:** Connecticut Common Core of Teaching Foundational Skills and Competencies

**V. Teachers Demonstrate Professional Responsibility Through Reflection and Continuous Learning**

- Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
- Teachers seek out opportunities to grow professionally.
- Principles of Learning

After a formal observation, the administrator will meet with you to discuss the lesson observed. You should come to the Post Conference prepared to discuss your written reflections after the lesson. You should also take to the Post Conference samples of student work that will illustrate your reflections. There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with reflections and student work.

What do you think went well?

What evidence of student learning do you have from this lesson?

What, if any, modifications did you make during your lesson as you were teaching? How will you adapt your teaching based on what you discovered about student learning during this lesson?

How might you alter your planning and teaching of this lesson next year, if you teach it again?

Did anything occur during this lesson that was not typical or anticipated? Did it have an effect on the outcome?

Did your lesson relate to any component of your school's School Improvement Plan? If so, how?

What Principles of Learning are evident in your classroom?

Evaluatee's Signature: \_\_\_\_\_ Post Observation/WalkThrough Date: \_\_\_\_\_

Feedback after WalkThroughs will generally be provided through an open letter to the school's teaching community, written by the administrator who has conducted the WalkThrough and citing the successful evidence of the Principles of Learning© and student work that demonstrates high standards. Teachers will remain anonymous in these community letters. Should an administrator wish to conduct a Post-WalkThrough Conference with an individual teacher, this reporting form is the authorized one.

## WalkThrough Observational Report

(To Be Completed After The Post-Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment: \_\_\_\_\_

Lesson's Big Idea/Major Concept: \_\_\_\_\_

Date of WalkThrough: \_\_\_\_\_ Date of Post-Conference: \_\_\_\_\_

WalkThrough Administrator: \_\_\_\_\_

**WalkThrough Summary:**

Principles of Learning Highlighted	Evidence

**Did your lesson relate to any component of the School Improvement Plan? If so, how?**

**Collaborative Post-Conference Discussion Highlights (attach).**

# Manchester Public Schools

## Formal Observation Report For Year Four or Tenured Teachers

Date of Observation: \_\_\_\_\_ Evaluatee: \_\_\_\_\_  
Date of Pre-conference: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject/Content Area: \_\_\_\_\_  
Date of Post-conference: \_\_\_\_\_ No. of Students: \_\_\_\_\_ Total Time of Observation: \_\_\_\_\_  
School: \_\_\_\_\_ Evaluator: \_\_\_\_\_

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**Content** *Teachers understand the central concepts and skills, tools of inquiry, and structures of the disciplines(s) they teach.*

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**Pedagogy** *Teachers know how to design and deliver instruction.  
Teachers recognize the need to vary their instructional methods*

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**Planning** *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.  
Teachers select and/or create learning tasks that make subject matter meaningful to students.*

**Instructing** *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*

*Teachers create instructional opportunities that support students' academic, social and personal development.*

*Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry (including technology).*

*Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.*

---

## **Assessing and Adjusting**

*Teachers use various assessment techniques to evaluate student learning.*

## **Professional Growth Area**

### **Plan for Improvement:**

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's  
Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

*\*The evaluatee's signature on the "Formal Observation Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee reply may be included as part of this report. This report may become part of the employee's record.*

**The first Formal Observation Report must be completed and submitted to Human Resources for the personnel file by October 31<sup>st</sup>.**

# Manchester Public Schools

## Summative Evaluation Report Signature Sheet

Tenured \_\_\_\_\_  
Non Tenured \_\_\_\_\_

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Assignment: \_\_\_\_\_

Date of initial meeting to discuss job description/optional self-assessment (prior to October 31 for tenured teachers, prior to Sept. 30 for non tenured teachers)

Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

**Dates and Times of Observations (line A) and Follow-up Conferences (line B)** Follow-up conferences are to be completed with-in five days of observation, except for extenuating circumstances.

1. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
2. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
3. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
4. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
5. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_
6. A. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_  
B. \_\_\_\_\_ Evaluator \_\_\_\_\_  
Evaluatee \_\_\_\_\_

Date of evaluator/evaluatee's meeting to review evaluator's findings (prior to written final evaluation report).

Date: \_\_\_\_\_ Evaluator's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee's Signature: \_\_\_\_\_

**SUMMATIVE EVALUATION REPORT**

An administrator will write the final evaluation narrative which shall be inclusive of the following and give a draft to the teacher by May 31. Final summary narrative due to the Human Resources Office by one week prior to the end of school.

1. Content
2. Pedagogy
3. Planning
4. Instructing
5. Assessing and Adjusting
6. Reflecting
7. Professional Responsibility (collegial sharing and professional growth)
8. Inter-Personal Relationships (including colleagues and parents)
9. Technology Use
10. Recommendations

Distribution:

- 1 copy to Evaluatee
- 1 copy to Human Resources Office (for personnel file)
- 1 copy to Principal
- 1 copy to Department Head (if applicable)

Date: \_\_\_\_\_ Evaluator's Signature \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluatee's Signature \_\_\_\_\_

\*The evaluatee's signature on the "Summative Evaluation Report" does not necessarily reflect approval but only that the evaluatee has seen the document. An "Evaluatee Reply" form may be included as part of this report.

**Manchester Public Schools**

**Summative Evaluation Report**

**Evaluatee Reply**

**Name:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
**Assignment:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Evaluatee's Signature:** \_\_\_\_\_

**Distribution:** 1 copy to Evaluatee  
1 copy to Human Resources Office (for personnel file)  
1 copy to Principal  
1 copy to Department Head (where applicable)

# CONTINUOUS PROFESSIONAL GROWTH FOR THE TENURED TEACHER

Tenured teachers do not cycle through a year of Full-Evaluation; however, a formal observation may be conducted at the discretion of the building administrator or at the request of the teacher. Building and district administrators also conduct WalkThroughs in classrooms of tenured teachers on a regular basis. Tenured teachers are assessed using the Connecticut Common Core of Teaching Foundational Skills and Discipline-Based Standards. They are also assessed using the Principles of Learning© and the district’s performance-based standards. **When an administrator wishes to document a formal observation or a WalkThrough, the forms in Year Four must be used.**

During the Continuous Professional Growth Phase, tenured teachers, after consulting with their evaluating administrator, establish a learning task that is mutually agreed upon in which they would like to engage. The professional learning **must be focused on and must document student learning** and may extend beyond one year, depending on the initiative. While a teacher may participate in an individual professional growth experience, *tenured teachers are highly encouraged to learn with other colleagues, primarily through the School Improvement Frameworks.*

## “Peers Helping Peers”

While all continuous growth experiences **need not be conducted through groups, it is imperative that the personal professional learning that comes from an individual professional growth experience be documented and shared with colleagues as well as administrators for:**

- gaining the insight of others
- transferring the information/skills learned beyond the situation
- strengthening individual/school commitment to modifications and experimentation
- documenting learning to provide a base of shared knowledge (Costa and Kallick, April 2000).

A key component of the Continuous Professional Growth phase is shared professional practice. “This practice is not evaluative but is part of ‘peers helping peers’ process.” This occurs naturally through many practices: action research projects, grade level meetings, department meetings, coaching/modeling by an internal consultant, peer visits. “The process is based on the desire for individual and community improvement and is enabled by the mutual respect and trustworthiness of staff members.” (Astuto, Clark, Read, McGree, Fernandez, 1993).

While every professional growth option expects some form of collegial sharing, one option focuses on that exclusively. In the Peer Coaching option teachers can dedicate their professional growth experiences to working with other colleagues. Described in the following pages are **The Continuous Professional Growth Options:**

- School Improvement
- Instructional Strategies
- Action Research
- Curriculum Development
- Peer Coaching
- District Initiatives

Most of these options use action research as methodology. Through the Action Research option teachers may engage in large-scale action research projects.

# MANCHESTER PUBLIC SCHOOLS

## CONTINUOUS PROFESSIONAL GROWTH PLAN

### GUIDELINES FOR DEVELOPMENT

A Continuous Professional Growth Plan may be developed for an individual staff member, or a team of staff members may elect to collaboratively develop a plan. The plan may be for the duration of 1, 2, or 3 years. If a plan is for 2 or 3 years, an Annual Summary Appraisal and Data Analysis Review will be completed by each individual even though the teacher might have worked in a group. At the conclusion of the plan, a Final Summary Sheet will be completed. Revisions to the plan may be completed annually.

Professional Growth Plan Elements	Suggestions
<ul style="list-style-type: none"> <li>• What option will be used?</li> </ul>	<p><b>Option could include:</b> School Improvement, Instructional Strategies, Action Research, Curriculum Development, Peer Coaching, District Initiative</p>
<ul style="list-style-type: none"> <li>• What is the teacher learning objective of your Professional Growth Plan?</li> </ul>	<p>All objectives must result in the continuous improvement of student learning</p>
<ul style="list-style-type: none"> <li>• Why did you choose this teacher learning objective?</li> <li>• How do you think this will improve student learning?</li> </ul>	
<ul style="list-style-type: none"> <li>• What is the time line for your plan?</li> </ul>	<p><b>Time line could include:</b> 1-year, 2-year, or 3-year plan; include anticipated starting date of plan and timelines.</p>
<ul style="list-style-type: none"> <li>• What methods/strategies will be used?</li> </ul>	<p><b>Methods/strategies could include:</b> Coaching, videotaping, self-assessment, mentoring, teacher academies, college courses, simulations, workshops, visitation days and conferences</p>
<ul style="list-style-type: none"> <li>• What are the indicators of progress?</li> </ul>	<p><b>Indicators of progress could include:</b> Student work samples, videotapes of classes, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journal entries, case study analysis, professional portfolios, benchmarks</p>
<ul style="list-style-type: none"> <li>• What resources/support are needed?</li> </ul>	<p><b>Resources/support could include:</b> Classroom materials, student materials, journals, workshops, resources, books, collegial time, appropriate technology, mentoring, collegial support, release time, administrative support.</p>
<ul style="list-style-type: none"> <li>• How do you plan to benefit from a colleague?</li> <li>• How will your work help a colleague?</li> </ul>	<p>Grade level meeting discussions, Department or team sharing Faculty presentations, Formal professional development seminars Coaching/reflective feedback Modeling in colleague classroom</p>

## **Continuous Professional Growth Option**

### **School Improvement Initiative**

The School Improvement Plans link goals and objectives that are focused on student learning outcomes with classroom instruction strategies and student performance data collection. Integral to the process is training Teacher professional development throughout the school, or across a grade/team/department becomes focused and ongoing, with student performance and results as a focal point. The School Improvement Framework prompts teachers to work collaboratively and to use student work as a vehicle for discussing instructional strategy improvement.

Examples:

- Developing and analyzing school theme units
- Planning and presenting a professional growth activity for school improvement
- Designing and documenting instructional strategies included in the School Improvement Plan

#### **Documentation To Be Included in Plan and Data Analysis Report:**

- Classroom Instruction Practice Studied
- Reference to School Improvement Plan
- Evidence of Collegial Sharing
- Professional Development
- Student Data Analyzed

**See Guidelines For Development.**

## **Continuous Professional Growth Option**

### **INSTRUCTIONAL STRATEGIES**

This involves teacher(s) investigating particular instructional strategies, such as (but not limited to) cooperative learning, or instructional modification for inclusion of English Language Learners or Special Education identified students or alternative classroom management techniques. This would be followed by implementation of the strategy within the instructional program, documentation, and analysis of the effectiveness of the strategy on student learning.

**School Improvement Plans and Instructional Strategy Study:** Each school's School Improvement Plan focuses on the instructional strategies the school has designated for the year for team study/practice. Prior to selecting the Instructional Strategy Option, check against the School Improvement Plan. If teacher learning objective you have selected is included in the School Improvement Plan, please use that option.

#### **Documentation To Be Included in the Data Analysis Report.**

- Strategy Implemented
- Student Performance Data
- Professional Development
- Evidence of Collegial Sharing

**See Guidelines For Development.**

# Continuous Professional Growth Option

## ACTION RESEARCH

Rationale: Action Research has the potential for creating and/or supporting school-based and district initiatives aimed at improving student learning. Learning occurs in the context of the teacher's work. Teachers should have a significant role in using their knowledge and insight to improve practice and be held accountable for best practice.

Action Research Defined: Action Research is an inquiry process conducted for the purpose of problem solving and improvement of instructional practice. The seven steps below are essential for conducting effective Action Research.

### Documentation To Be Included in Data Analysis Report:

- Selection of the problem – Must be tied to improving teaching and learning. May reflect the School Improvement Plan.
- Review of Current Research – Proven Practices References noted.
- Identification of Research Question(s)
- Data Collection [pre, mid, post] – Data are used to measure the research questions.
- Data Analysis – Comparison of pre/post data (quantitative); triangulation of multiple data sources  
Qualitative data (teacher observation, student attitude, parent perceptions)
- Data Sources: school/teacher records, student work portfolios, photographs, videotapes, journals, logs, rubrics, observation for specific purposes, tests, surveys, interviews, focus groups, case studies
- Data Analysis Report /Conclusions – Finding Answers to the Problem and reporting to building administrator and colleagues.
- Taking Action – What changes in the teaching and learning process are to be implemented?

The Action Research project must be continued for at least two years to validate the data.

**See Guidelines For Development.**

# Continuous Professional Growth Option

## CURRICULUM DEVELOPMENT

The Curriculum Development Professional Growth Plan Option was created as an alternative to traditional curriculum development initiatives that occur during the formal five year cycle (see District Initiative Option). Teachers interested in this Continuous Professional Growth Plan option must submit a plan that describes the focus of curricular review (content, skills, instructional strategies, assessment, and materials selection) and a rationale for choosing this plan. Examples of curriculum development that would qualify in this option are:

- redesign of criterion-referenced tests or other materials responsive to the State testing program.
- design of culturally sensitive/responsive instructional units.
- creation of performance-based/inquiry-based units with rubrics
- redesign of units with technology-integration

Activities may include curriculum design or redesign, alignment with national or state standards alignment with the CSDE testing program, broadening the scope of instructional activities and assessments, materials selection or interdisciplinary connections among several curricula. A clearly stated rationale for improving student and teacher performance must be the focus of all work.

Teachers are strongly encouraged to collaborate among their peers and with discipline-based teachers on this Continuous Professional Growth Objective.

**This option must be continued across at least two years.** The curriculum project must be designed (and possibly) implemented in Year 1. The project must be implemented (or replicated) in Year 2 to gather or authenticate student performance data.

### **Documentation to be included in the Plan and Data Analysis Report:**

A summative report must be provided to the teacher's building principal and K-12 Instruction Supervisor/Assistant Superintendent.

- The Curriculum Unit Constructed with district cover sheets
- The Rubric Designed
- Data Collected/Analyzed
- Evidence of Collegial Sharing

**See Guidelines For Development.**

# Continuous Professional Growth Option

## PEER COACHING

The peer coach is a teacher who is recognized for effective instructional skills, perhaps focused in a certain area. The peer coach is an individual who has been trained to work with other teachers to foster instructional improvement.

A teacher may select this option when he or she has “teamed” with a colleague who wishes to learn new instructional strategies. For example, a teacher who opts (through the Curriculum Development option) to design culturally responsive instructional units may coordinate with a peer coach who is skilled in this area. Another example might be a teacher who (through the Instructional Strategies option) wishes to develop instructional strategies for earlier intervention. This teacher may “team” with a peer coach trained as an Early Intervention Trainer.

The peer coaching process has three components: pre-conference, observation and post conference.

Pre-conference: teachers meet informally to develop a common language and communication rapport. A decision is made when to do an observation, how the coach will be received in the classroom, and the role of the coach will have while in the classroom.

Observation: an observation is more than just watching a teacher work. An observation should be an objective reflection about a topic determined at the pre-conference. The observation should be purposeful, factual, value-free, specific, and nonjudgmental. The observer may use several methods of data collection during the observation. Participants may engage in WalkThrough as well.

Post-conference: the coach is to provide the feedback in a helpful, nonthreatening manner. The teacher is to actively listen and to assess the data presented by the coach. After the information has been given to the teacher, the coach may ask questions, be asked for suggestions or additional comments. Recognition and praise should be given for accomplishments and possible modifications could be suggested. The purpose of the post-conference is to help the teacher refocus on the observation to prepare for the next coaching cycle.

This process is shared with each member on the peer coaching team.

- The process is observation based: colleagues observe each other teach.
- The observations are data based: the observer records full information about the class observed over time.
- There is collaborative assessment: each participant tries to identify patterns of teacher and learner behavior.
- There is concern for improving student learning.
- The collaborative assessment is based on the goals and the desired outcomes established in the Continuous Professional Growth Plan.

When a teacher who selects this option has not yet been trained as a peer coach through a formal training program, that teacher must be trained and practice during Year I of this professional growth experience. Actual peer coaching may then occur in Year II. Approved training seminars: CT B.E.S.T Mentoring, Peer Coaching/Reflective Feedback Training through a RESC, SERC, a local university program, or through district Trainers of Teachers.

Once every four years, a tenured and CT. B.E.S.T. certified mentor may select this option if that teacher agrees to serve as a mentor for a Beginning Teacher during the Beginning Teacher's Year One and Year Two.

***A teacher who selects the Peer Coaching option in a capacity other than the B.E.S. T. Program must be well trained not only in Peer Coaching but also in a strongly focused area, such as Cooperative Learning, Technology Integration, Early Intervention, Culturally Responsive Instruction.***

**Documentation To Be Included:**

- A Log of Peer Coaching Interactions
- A Reflective Journal that contains anecdotal information, examination of the teacher's role as coach (measured against the classic role described in the literature), lessons learned by the coach (This Journal should not contain any evaluative comments regarding the teacher who is being trained.)

**See Guidelines For Development.**

# **Continuous Professional Growth Option**

## **SCHOOL DISTRICT INITIATIVE**

The School District Initiative option provides a teacher(s) the opportunity to participate in a project to enhance student learning. This can be accomplished within an individual school or across the district.

- A school district initiative may include action research but may not consist solely of it.
- Some examples of school district initiative include: formal curriculum development, teacher evaluation document design, policy development, school evaluation activities: NAEYC, NELMS, NEASC, etc.
- The proposal must be approved by the teacher's immediate supervisor and, when appropriate, by the appropriate K-12 Supervisor or Assistant Superintendent.
- Initiatives can be accomplished through:
  - a. Committee work. With meeting attendance required.
  - b. Participation in an individual/small group project.

### **Documentation To Be Included:**

- Submit a Continuous Professional Growth Plan Description
- Annual Appraisal document must be submitted by the teacher to his/her immediate supervisor and designated K-12 Supervisor/Assistant Superintendent.
- Evidence of Collegial Sharing
- Log of meeting attendance and related task notations

**See Guidelines For Development.**

**MANCHESTER PUBLIC SCHOOLS**

**CONTINUOUS PROFESSIONAL GROWTH OPTION PLAN**

To be completed by October 15<sup>th</sup>.

Staff Member \_\_\_\_\_ Participant Colleagues \_\_\_\_\_  
(if appropriate)

Building \_\_\_\_\_ Assignment \_\_\_\_\_ Plan Duration \_\_\_\_\_

- |                                       |                              |
|---------------------------------------|------------------------------|
| Plan Option: 1 [ ] School Improvement | 4 [ ] Curriculum Development |
| 2 [ ] Instructional Strategies        | 5 [ ] Peer Coaching          |
| 3 [ ] Action Research                 | 6 [ ] District Initiative    |

*Refer to Guidelines For Development to complete this Plan.*

**Teacher Learning Objective:**

**Timeline for Objective Completion: (for multiple year plans):**

**Plan Outline:**

- 1. Methods/Strategies:**
- 2. Indicators of Progress:**
- 3. Resource/Support Needed:**
- 4. Collegial Sharing Plan:**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

This document may be word processed for ease of completion.

Attach support materials as appropriate.

## Continuous Professional Growth Plan Review

**Circle One:**      **FINAL OR ANNUAL SUMMARY REVIEW**  
                                 **May 15<sup>th</sup> to principal**  
                                 **May 31<sup>st</sup> principal submits to Human Resources**

Staff Member \_\_\_\_\_ Year: 1    2    3

School \_\_\_\_\_ Date: \_\_\_\_\_

Professional Growth Plan Teacher Learning Objective:      Year in Plan 1    2    3

Provide a descriptive summary:

Specific results/outcomes from the Professional Growth Plan [attachments encouraged]:

Student Data Analysis (attach)

How are you sharing with colleagues?

How has this Professional Growth experience changed your teaching?

Staff Member Comments:

Administrator Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

This document may be word processed for ease of completion.  
Attach support documents as appropriate.

# CONTINUOUS PROFESSIONAL DEVELOPMENT PHASE

## COLLABORATIVE SUPPORT

Tenured teachers do not cycle through a year of Full-Evaluation; however, a formal observation may be conducted at the discretion of the building administrator or at the request of a teacher. Building and district administrators also conduct WalkThroughs in classrooms of tenured teachers on a regular basis. Tenured teachers are assessed using the Connecticut Common Core of Teaching Foundational Skills and Discipline-Based Standards. They are also assessed using the Principles of Learning© and the district's performance-based standards.

At times, tenured teachers may need additional structured assistance to improve performance of their instructional or professional responsibilities. A building principal, who has concerns about a teacher's performance, based on formal observations or WalkThroughs, will meet with the teacher to discuss the data that have prompted this professional judgment.

The building principal will discuss the concern formally with the teacher. The principal will identify the problem area(s), presenting the demonstrating data. Both the building principal and the teacher will document a plan of action to remedy the performance problem. K-12 Instruction Supervisors may be asked to serve as resource personnel. The plan of action must specifically address the professional growth that must occur over a specified timeline (**a maximum of 10 teaching months**), as measured against standards selected from:

- ❑ The Connecticut Common Core of Teaching Foundational Standards;
- ❑ The Appropriate Discipline Based Professional Teaching Standards;
- ❑ The Principles of Learning; and
- ❑ District Performance Standards and School Improvement Initiatives

Upon review of progress made toward correcting the problem in the growth areas, the principal will make one of the following recommendations:

- If the principal determines that the teacher has progressed satisfactorily, the principal will return the teacher to the Continuous Professional Growth Phase of the Teacher Professional Growth and Evaluation Program.
- If the principal determines that the teacher has not progressed satisfactorily, the principal will formally advise that teacher in a formal meeting. The teacher will be advised to have a representative of the Manchester Education Association (MEA) present at that meeting. The staff member has a right to MEA and/or other legal representation in all subsequent meetings.

# COLLABORATIVE SUPPORT

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

## Identification of the concern:

You will need to improve your performance on the standard(s) listed. These standard areas have been selected from the district's standards, based on performance data gathered during formal observations, WalkThroughs, and/or other professional experiential contexts.

- Connecticut Common Core of Teaching Foundational Skill Standard(s):
- Appropriate Discipline-Based Professional Teaching Standard(s):
- Principles of Learning Standard(s):

Date(s) to Review Progress on Attached Collaborative Design:

Staff Member's Initial Comments:

Staff Member's Comments at the End of Review:

Evaluator's Comments/Recommendations at the End of Review:

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Receipt of Notice: \_\_\_\_\_ Date: \_\_\_\_\_  
(Evaluatee's Signature)

Evaluator Check At End of Review:

- Evaluatee to resume normal Continuous Professional Growth Status.
- Evaluatee receives Extended Evaluation Notice.

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Receipt of Notice: \_\_\_\_\_ Date: \_\_\_\_\_  
(Evaluatee's Signature)



## COLLABORATIVE SUPPORT

**Collaborative design for professional growth/further development in this area:**

Teacher's Name: \_\_\_\_\_

Desired Outcome(s): \_\_\_\_\_

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Teacher Learning Outcomes	Measurement/Indicators of Success	Resources Required	Resources in Place

How will this plan affect student outcomes?

# MANCHESTER PUBLIC SCHOOLS

## EXTENDED EVALUATION

When a tenured Manchester teacher has failed to demonstrate competency against the standards in the Manchester Teacher Professional Growth and Evaluation Program, that teacher may be placed in the Extended Evaluation component.

Extended Evaluation may be initiated at any time during the school year. Regardless of the effective date, the administrator will review the extended evaluation with the teacher no later than the end of May. At this time, the administrator will either terminate the extended evaluation or have it continue into the next school year. Under normal circumstances, the extended evaluation will be in effect no more than **10** consecutive school months.

A review of the Teachers' Professional Growth Plan or an initial discussion should be held between the evaluator and the staff member focusing on areas of concern. The teacher and evaluator will develop an Extended Evaluation Plan. If the teacher refuses to assist in developing the plan, an Extended Evaluation Plan shall be developed by the evaluator and shall include:

- A list of what must be accomplished by the teacher
- A list of the professional assistance offered by the district
- A timeline for successful improvement
- A timeline to review the plan

Upon review of the Extended Evaluation Plan and progress toward correcting the problem/situation, the principal/supervisor will make one of the following recommendations:

- ❑ Incident(s)/situation(s) resolved (staff member shall be removed from the Extended Evaluation and returned to the place in Continuous Professional Growth Phase.
- ❑ Incident(s)/situation(s) not resolved/improved and staff member may face additional disciplinary measures, including contract termination.

# MANCHESTER PUBLIC SCHOOLS

## EXTENDED EVALUATION PLAN

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

Please be informed that due to lack of achievement of minimum performance standards in the following area(s):

it is necessary to continue your evaluation with possible implications for salary increment or continued employment with the Manchester Public Schools. The goal of this Extended Evaluation is to cause improvement in the above listed areas.

At this time you are encouraged to request assistance from the Manchester Education Association in the matter of your evaluation.

Meeting discussion on Extended Evaluation: \_\_\_\_\_ at \_\_\_\_\_  
(Date) (Time)

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Receipt of Notice: \_\_\_\_\_  
(Evaluatee's Signature) (Date)

**MANCHESTER PUBLIC SCHOOLS  
EXTENDED EVALUATION**

This plan may begin at any time during the school year and under no circumstances will be in effect for more than 10 consecutive school months.

Extended Evaluation Times	Extended Evaluation
Month 1	Meeting between evaluator and staff member will take place in order to focus on areas of concern, resulting in an Extended Evaluation plan. This will include, but will not be limited to: <ul style="list-style-type: none"> <li>• professional assistance offered by district</li> <li>• what must be accomplished by teacher</li> <li>• time lines for successful improvement and review of plan</li> <li>• a list of persons involved</li> </ul>
As specified in plan	Meetings as specified in plan
End of May	Administrator will review Extended Evaluation with teacher no later than the end of May (regardless of the effective date).
End of plan ( as specified in plan, within 10 teaching months)	Recommendation by evaluator that problem has been resolved and teacher moves to Continuous Professional Growth Phase OR Recommendation by evaluator that problem is not improved: teacher may face disciplinary measures, including contract termination

# MANCHESTER PUBLIC SCHOOLS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## EXTENDED EVALUATION PLAN

A. In order to improve in the identified area(s), the evaluatee will do the following: (be specific and include a time line)

Action Plan                      assistance required                      resources                      time line

B. In order to assist the teacher, the principal and/or supervisor will do the following: (be specific and include a time line)

Action Plan                      Who Will Assist                      Resources Accessed                      Time line

## MANCHESTER PUBLIC SCHOOLS

**C. Names of Administrators who will participate in supervision:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**D. Progress Meeting Schedule**

Regular progress meetings will be held as necessary.

The first of such meetings will be held on\_\_\_\_\_

Subsequent meetings to be held \_\_\_\_\_and\_\_\_\_\_.

Administrator will review Extended Evaluation with teacher no later than May 31 (regardless of effective date).

**E. The teacher has \_\_\_\_\_completed the Extended Evaluation Plan.**  
Satisfactorily or Unsatisfactorily

Principal's/Evaluator's Signature:\_\_\_\_\_

Evaluatee's Signature:\_\_\_\_\_

Date: \_\_\_\_\_

## APPENDICES

- **WalkThrough Questions**  
from “The WalkThrough Developing A Learning Community” and the work of Dr. Lauren Resnick and the Institute for Learning at the University of Pittsburgh
- **Connecticut Common Core of Learning Foundational Skills**
- **Connecticut Common Core of Teaching**
- **Principles of Learning**  
The Work of Dr. Lauren Resnick (1998)  
The Institute for Learning at The University of Pittsburgh
- **Manchester School Improvement Frameworks**
- **Pupil Services Specialists Competencies**

## **WalkThrough Questions: Organize For Effort**

- What happens when a student makes a mistake or doesn't answer questions correctly? Does the student get an opportunity to figure out the answer?
- Are all students confident that they can do the work required in each class? How do you know? If the students say, "No," ask what they would need to build their confidence.
- How do students indicate they feel they can take a risk, share new ideas with their class and have classmates help them think through their ideas or answer their questions?
- What do students do when they are having difficulty solving a problem or completing an assignment? Do they "stick" with the work, or do they tend to give up?
- If a student isn't doing well in class, what might the reason(s) be? What can a student do if he or she is not doing well in a class? What does a student do to get help? When would a student get this help?
- In what ways do students come prepared to work in class every day? Does every student in class come to class prepared to work?
- When students haven't completed assignments (homework or classwork), what happens? Who makes sure they complete the assignment and when is this work done?

### **For Executive Supervisory WalkThrough:**

- In what ways do students compete with each other for grades or recognition? In what ways do they try to do better than other students? How do you know this is what is happening? What kinds of competitive activities, or activities where students earn first, second, and third place for their work (i.e., science competitions, math competitions) does the school promote? Who participates in them?

## WalkThrough Questions: Organize for Effort

*In what ways are students supported as learners?*

- In what ways do adults in the school know you and the work you are capable of doing? What does this adult do?
- Do you have access to all the resources that you need to do “good” work? Can you provide some examples of the resources that you use when you use them?
- Do you think the teacher believes that all students in this classroom are capable of learning? How do you know this?
- Does an adult in the school ask how your work is progressing or if you need any help; does an adult encourage you to keep working hard, look at your work, and suggest ways to improve it? Give examples of how this occurs.
- Is there an adult outside of school who helps you with your work, encourages you to work hard, and provides you with opportunities to learn? Tell how this occurs.

## WalkThrough Questions: Organize For Effort

*What visible signs indicate that a school is organized for effort?*

- Do all students have quality work displayed somewhere in the room/school? Is this work regularly updated?
- Are criteria charts, rubrics, or expectations for quality work posted in classrooms? In what ways do students talk about them and use them to judge the quality of their own work?
- Is there a record-keeping system in place that lets students and teachers know what work has or has not met the standard?

### **For Executive Supervisory WalkThrough**

*To what extent are students aware of how they function as learners and of the opportunities available to them?*

- Can students use the library, computer room, or resource center throughout the day, including afterschool? Which students use these resources? When?
- May they take any class of interest? In what ways do students sign up for classes that they want to take? May any student in the school take an honors or gifted class if he or she chooses to?
- In what ways is the work one student does for an “A” the same as the work another students does for an “A”? How do you know?
- Do all students have to work hard in each class? How do you know? What does it mean to work hard?
- In what ways do students help each other complete work or understand work?

## WalkThrough Questions: Clear Expectations

### *What are the visible signs of expectations?*

- In what ways do criteria, charts, rubrics, or expectations require students to include facts as well as reasoning when producing work?
- Are good examples of quality student work that meet the standards on display? Are the qualities that make it good labeled?
- Is student work displayed within a standards-based learning continuum; do students know how the skill and concepts they have learned or will learn fit into the continuum?
- In what ways do the displays of student work show students' individuality?
- In what ways does the portfolio system foster students' achievement toward the standards?

### *How aware are students of their learning?*

- What are you learning?
- Why do you need to know this information?
- What did you learn previously that has helped you with this lesson?
- How will this lesson help you with future lessons?
- Who helps you understand what you are learning and why you are learning it?

## WalkThrough Questions: Clear Expectations

*How do students learn about the quality of their learning? Ask students....*

- How do you know if your work is “good” enough?
- If you want to do good work in this room, how do you know what to include in your work to make it good?
- If you want to make your work better, how do you know what needs to be improved?
- Do you discuss with your teacher or other students ways to make your work better?
- Do you get to see other students’ work to discuss why it is good and to share ideas about ways to improve it?
- When you earn a grade, can you explain why you earned it?
- Do you discuss your school work with your parents? If so, how do you discuss the work, and what do you discuss?

## WalkThroughQuestions: Academic Rigor in a Thinking Curriculum

*What do students tell us about how they are actively engaged in reasoning about the curriculum and knowledge construction using known facts and established concepts.*

- What are you studying in this subject area? What facts help you to study the ideas or to do the activities in this subject.
- Tell me some questions that you have asked in class recently. How do you get answers to your questions?
- How do you define a challenging, high-level assignment? Please show me an activity or some work that was challenging to you.
- In what ways do you interpret or make sense of materials you are reading, studying, or viewing? How do you do this?
- If you apply what you are learning, in what ways do you think this application of knowledge helps your learning?
- Do you have opportunities to reflect in discussions or in writing about what you are learning and how you are learning it? Tell us about the opportunities.
- What are some questions that you or others were asked recently about why you chose to work a certain way or how you knew something?
- In which subjects do you work on extended projects? How do you know if your project work is good enough? Have you ever had to revise a project? Please explain the circumstances and whether the revision helped your learning.

## WalkThrough Questions: Academic Rigor in a Thinking Curriculum

*What do students tell us about how they are actively engaged in reasoning about the curriculum and knowledge construction using known facts and established concepts?*

- What are you studying in this subject area? What facts help you to study the ideas or to do the activities in this subject?
- Tell me some questions that you have asked in class recently. How do you get answers to your questions?
- How do you define a challenging, high-level assignment? Please show me an activity or some work that was challenging to you.
- In what ways do you interpret or make sense of materials you are reading, studying, or viewing? How do you do this?
- In what ways do you get to use or apply what you are learning in other subjects or outside of school?
- If you apply what you are learning, in what ways do you think this application of knowledge helps your learning?
- Do you have opportunities to reflect in discussions or in writing about what you are learning and how you are learning it? Tell us about the opportunities.
- What are some of the big ideas that you are now discussing in this class?
- What are some questions that you or others were asked recently about why you chose to work a certain way or how you knew something?
- In which subjects do you work on extended projects? How do you know if your project work is good enough? Have you ever had to revise a project? Please explain the circumstances and whether the revision helped your learning.

## **WalkThrough Questions: Academic Rigor in a Thinking Curriculum**

### **For Executive Supervisory WalkThrough**

*What visible signs indicate that knowledge and thinking are intimately joined throughout the curriculum and instruction?*

- Is there an articulated curriculum in each subject that avoids needless repetition from grade to grade? If so, in what ways does it progressively deepen students' understanding of core concepts?
- Has the school/department/grade level, mapped curriculum for the year to ensure integration?
- Is the curriculum organized around major concepts specified in the standards? If so, what are the major concepts in the subject area under study?
- In what ways does the assessment for the subject area under study evaluate thinking, reasoning, and identified core knowledge?
- In what ways is instruction organized to support reflection on learning processes, strategies, and levels of thinking required?
- What process is used for teachers to discuss and receive feedback on their lesson plans for evidence of high thinking demand and teaching of the identified core concepts?
- What evidence do you see in students' work that they are learning about major concepts organized around core knowledge?

## **Participant's Responsibilities During an Observational WalkThrough**

The following list of participants' responsibilities helps to make the observational WalkThrough experience positive for all involved: the principal, professional developers, teachers, and students. These responsibilities are introduced after the purpose of the WalkThrough has been identified. Comments and questions will follow from this established purpose.

- Make comments or ask questions that prompt those who hear them to think deeply about their work, without feeling that they are being evaluated.
- Maintain professional conversation in all areas, including classrooms, hallways, and restrooms.
- Make descriptive statements or ask thought-provoking questions; being silent during a WalkThrough or during the pre- or post-conference does not necessarily mean that you are being respectful.
- Do not focus on other schools/districts or your own experiences. This is the school's/teacher's time; focus on this school's/teacher's work.

One WalkThrough experience is only a snapshot in time. It is important to develop an awareness of this by:

--discussing ways that the principal might return to the classroom for future visits.

--suggesting that further conversations might be needed with teachers to learn more about what happened before and after a lesson.

--asking teachers for examples of students' work in order to learn more about a lesson.

- Do not interrupt a lesson being conducted with a class unless the teacher or principal signals that you may ask students questions. If you do talk with students, keep the discussion brief; the teacher has planned a lesson.
- If the teacher asks why you are walking through his or her school, explain that you are learning to identify students' work and instruction that exemplify the Principles of Learning©.
- Allow enough time for a post-WalkThrough conference. Cite specific examples from classrooms and how each relates to the Principles of Learning©.

## Possible Components of Post-WalkThrough Letters

*Post-WalkThrough letters from the principal might include comments from each of the following areas:*

- Provide personal reflections on conducting a WalkThrough. This part of the letter may include:
  - a thank you to teachers and students for participating in the WalkThrough
  - an observation about teachers' preparation of materials that met the purposes of the WalkThrough; and/or
  - a statement about what conducting a WalkThrough meant for the principal's own learning
- State the purpose for this particular WalkThrough and relate it to the general WalkThrough purpose and to the school's agenda.
- Provide examples of students' and teachers' work seen and/or heard and relate this to the school's focus. Do this without giving specific names and classrooms. For example, "Students were able to tell us why they read for twenty minutes per day. One student said, "I will be a better reader, and I will know more words." Students in this classroom clearly know what they are learning.
- State in what ways the work of observing and studying student work will continue. For example, "I look forward to coming back next week and hearing about the criteria for what makes a good newspaper article summary."
- Invite teachers to discuss the WalkThrough further with you.

# **The Principles of Learning© (Resnick, 1998)**

## **Organize For Effort**

- ❑ **A clear, high minimum set of standards that every student is expected to meet is established in each subject.**
- ❑ **All students are taught a curriculum that prepares them to meet the standards.**
- ❑ **Additional instruction and learning time is provided for students who need it in order to meet the standards.**
- ❑ **When there are special learning opportunities, a willingness to do the work is the primary admission criterion.**
- ❑ **Students are responsible for completing academic work that has been specified and negotiated.**
- ❑ **There are specified bodies of work that students must accomplish by the end of key stages of schooling.**

## **Clear Expectations**

- ❑ **Standards that include models of student work are available to and discussed with students.**
- ❑ **Students judge their work with respect to standards.**
- ❑ **Intermediate expectations leading to the formally measured standards are specified.**
- ❑ **Families and community are informed about the accomplishment standards children are expected to achieve.**

## **Recognition of Accomplishment**

- ❑ **Frequent and regular occasions for recognizing student accomplishment linked to standards are established.**
- ❑ **Recognition events mark real accomplishment – meeting a standard or intermediate expectation.**
- ❑ **Enough clearly demarcated progress points are set so that all students experience recognition and celebration of their accomplishments periodically.**
- ❑ **Families and other community members who matter to students participate in celebrations and recognition events.**
- ❑ **Employers and colleges recognize and ask for evidence of academic accomplishments of high school students.**

## **Fair and Credible Evaluations**

- ❑ **Exams and tests are referenced to standards and designed to be studied for. These exams and tests are valid when students are directly prepared to take them.**
- ❑ **Exams, tests and classwork are graded against absolute standards, not on a curve.**
- ❑ **A reporting system exists that makes it clear to students and their parents how they are progressing toward expected standards.**
- ❑ **Assessments validly test the full range of adopted standards.**

- ❑ Curriculum and assessments are aligned.
- ❑ “Public accountability” assessment instruments and “instructional assessments” are aligned.

## **Academic Rigor in a Thinking Curriculum**

- ❑ Commitment to a knowledge core
- ❑ High thinking demand
- ❑ Active use of knowledge

## **Accountable Talk**

- ❑ A substantial portion of instruction time involves students in peer- or teacher-led talk related to the concepts delineated in the standards.
- ❑ Talk must be accountable to:
  - the learning community
  - accurate information
  - standards of evidence
  - standards of reasoning
- ❑ In instructional discussions teacher and students press for clarification and explanation
- ❑ Require justifications of proposals and challenges
- ❑ Recognize and challenge misconceptions
- ❑ Demand evidence for claims and arguments
- ❑ Interpret and use each others’ statements

## **Socializing Intelligence**

- ❑ Students are acquiring and using strategies for learning and problem-solving.
- ❑ Students are acquiring and using strategies for appropriately getting and giving help in learning.
- ❑ Staff communicate to all students that they are already competent learners, and are able to become even better through their persistent use of strategies and by reflecting on their efforts.
- ❑ Classroom practice holds students accountable for using learning, problem-solving and helping strategies.
- ❑ Students are persistent when working on challenging problems.
- ❑ Students regularly expect to do “better than before.”

## **Learning as Apprenticeship**

- ❑ Students create authentic products for authentic audiences.
- ❑ Student products meet publicly agreed upon standards of quality.
- ❑ Experts from within the school or from the community critique and guide student work
- ❑ Learning strategies and thinking are overtly modeled and discussed

# EVALUATING PUPIL SERVICES SPECIALISTS

The following competencies and indicators to be used in the Manchester Professional Growth and teacher Evaluation Program are based on documents developed by the CT State Department of Education: Evaluating Pupil Services Specialists (10/93); Guidelines for School Social Work; Best Practices for School Counseling; Guidelines for School Psychology; Guidelines for Speech and Language Pathology. These competencies, indicators and standards are aligned with The Connecticut Common Core of Teaching.

Have knowledge of:

## I. Students

- Understands impact of stress, disability, disease and deprivation (including neglect and abuse) in human behavior.
- Knowledge of human growth and development (physical, social, emotional, intellectual) as it relates to learning
- Knowledge of family relationships and varying life-styles and their impact on child development
- Recognizes and understands the worth of all students

## II. Content

- Acceptable written, oral, and nonverbal communication skills
- Has knowledge of theory and practice of the discipline and of the special area of practice in education
- Demonstrates accurate and up to date knowledge of theory and practice for discipline
- Ability to critically examine new information in discipline area
- Demonstrates knowledge of role and function within the school setting
- Effectively meets the needs of exceptional students (PPT role and function)
- Demonstrates theory and practice of individual and group process
- Has knowledge of strategies for remediation and skill development

## III. Pedagogy

- Selects a variety of service delivery methods
- Selects a variety of materials and evaluation instruments
- Selects appropriate assessment materials and techniques
- Appropriately selects/uses informal and formal assessment and instructional techniques
- Collects, disseminates, and uses information that is relevant to the needs and developmental level of the students

Apply this knowledge by:

## I. Planning

- Plans and prepares for sessions in advance
- Identifies and sequences goals and objectives for interventions
- Plans programs and interventions to achieve established/selected goals and objectives
- Makes appropriate referrals to staff/programs/ members of the community
- Meets professional responsibilities – organizes time/space/materials/equipment
- Makes appropriate effort to maintain schedules, routines, procedures to reflect established priorities

## II. Instructing

- Establishes rapport with students (family)
- Skill in managing behaviors of students individually and in groups
- Promotes positive learning environment
  
- Uses appropriate range of interventions – matches approaches, methods with demands of student
- Helps student develop positive self-concepts, sensitivity to and respect for needs/feelings/diversity of others
- Facilitates development of student independence (develop thinking skills, problem solving skills, self-evaluation skills, self-discipline)
- Promotes students' ability to communicate effectively with others
- Implements individual/group counseling/behavior strategies
  
- Communicates directions/explanations/expectations in clear manner
- Effectively implements programs and interventions to achieve established/selected goals/objectives
  
- Assists parents to understand factors interfering with child's learning and engage parent in educational process and psychosocial progress

## III. Assessment and Adjustment

- Administers, scores, interprets measurements, inventories, evaluations – formal and informal measures
- Demonstrates ability to observe and interpret behavior of student
- Systematically observes the child in multiple settings
- Includes parent, student, school staff, community
- Obtains and uses information about students from available records
- Monitors effectiveness and outcomes of interventions and progress toward goals
- Effectively assesses (diagnoses) student needs including knowledge of human growth and development (physical, social, emotional, intellectual) as it relates to learning
- Demonstrates ability to communicate clearly assessment results to student, school staff, parent

## IV. Technology

- Uses technology effectively as a management tool
- Incorporates technology as appropriate into instruction/intervention

Demonstrates professional responsibility through:

### I. Professional and ethical practice

- Follows policies, procedures and curricula of the school district
- Understands and protects due process rights of students, parents, staff
- Provides services in accord with principals of professional ethics and legal requirements
- Understands and supports responsibilities of students, parents, and staff
- Demonstrates ethical behavior

II. Reflecting and continuous learning

- Demonstrates responsibility for self-evaluation, self growth, professional involvement

III. Leadership and collaboration

- Work cooperatively/collaboratively with colleagues, administrators, members of the community
- Encourage cooperative involvement and support of parent and the community
- Facilitates communication between home and school
- Maintains liaison role, as appropriate, with community service providers and school personnel
- Works effectively as a member of interdisciplinary teams