

HOMER TEACHERS' ASSOCIATION
AND
HOMER CENTRAL SCHOOL DISTRICT

HOMER, NEW YORK 13077

**THE SUPPORTIVE
SUPERVISION MODEL:**

A COLLABORATIVE
SUPERVISION AND EVALUATION
OF INSTRUCTION
PROCESS

—

SubCommittee
on
Teacher Evaluation and Supervision

—

Professional Staff Development Committee
Homer Central School District

—

June 2005

Supportive Supervision Model

Preface

In 1987 the Superintendent of the Homer Central School District declared that the process of teacher supervision and evaluation did not provide the information necessary for professionals to improve and grow. He charged the Professional Staff Development Committee (PSDC) with reviewing the existing process and developing a new one which focuses on growth and improvement in ways that are safe and non-threatening; a process that motivates staff to pursue self-identified directions of growth for the benefit of themselves and their students.

A ten member subcommittee of the PSDC consisting of eight teachers and two building principals reviewed the research literature on teacher supervision and evaluation and collected local background data on attitudes and beliefs about supervision. After two years of work, they prepared a report that was the embryo of supportive supervision. The report was reviewed, debated, and augmented over the next school year to include the model criteria of the effective teacher in the Homer Central School District.

A group of twenty five teachers and seven administrators piloted the Supportive Supervision Model during year four of its evolution. The existing teacher evaluation process remained in effect throughout the pilot period. Pilot members were trained in Cognitive Coaching and met regularly to provide feedback on their efforts.

Based on their cumulative assessments, the PSDC reconvened the writing subcommittee and revised the model during the summer. In year five the pilot group each recruited a new member to double the number of teachers in the group. Again training was provided and the process was monitored and adjusted in response to pilot feedback. At the end of the fifth year the Supportive Supervision Model was adopted through collective bargaining as the teacher supervision and evaluation process in the Homer Central School District.

Training workshops provided the entire staff with knowledge and skills in setting goals and developing professional growth plans early in year six, the first year of full implementation. A long term effort toward providing a cognitive coaching foundation for all participants continued. HTA and District Administrators worked together to address process issues as they arose. Data were collected, collated, analyzed, reviewed by teachers and administrators, and reported to the PSDC as a basis for clarifying and revising the Supportive Supervision Model to its present form. A comprehensive program assessment and evaluation is being developed by the PSDC for application in year seven.

ACKNOWLEDGEMENTS

Appreciation and gratitude are extended to each of the members of the committees for their insight, dedication, and hard work in the research, writing, implementation, and revision of the Model.

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1987-88

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Jeff Cowan	Secondary Teacher
Jane Rowe	Elementary Teacher
Gail VanPatten	Elementary Teacher
Gary Harrington	Elementary Principal
Amy Beekman	Guidance Staff
Larry King	Secondary Principal
Ann McLyman	Elementary Teacher

1989-90

Gary Harrington	Elem. Principal, Co-Chair
Judith MacIntire	Elementary Level, Co-Chair
Gail VanPatten	Elementary Teacher
Amy Beekman	Guidance Staff
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Jerry Rice	Director of Curriculum

1991-92

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Sue Harris	Special Education Teacher
Karen Shirley	Intermediate Teacher
Larry King	Junior High School Principal
Marcia Schneider	Secondary Teacher
Diane Williams	Secondary Teacher
Judy Mable	Special Education Teacher
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Joanne Lott	Gary Harrington
Karen Shirley	Diana Moreland
Kathy Updike	Ingrid Fox
Lori Moench	Debbie Merriman
Lynne Ballou	Jerry Rice
Kathy Jacobsen	Dennis Wright
Corky Wrisley	

Special Recognition is extended to:

John Grant, Superintendent from 1983-1993, for his vision and support of the initiative.

Peter Contento, HTA President, for his stability of leadership that allowed the evolution of the project.

Douglas Larison, current Superintendent, for his continuing support of an encouraging culture.

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The Supportive Supervision Model:

A Collaborative Supervision and Evaluation of Instruction Process

Introduction

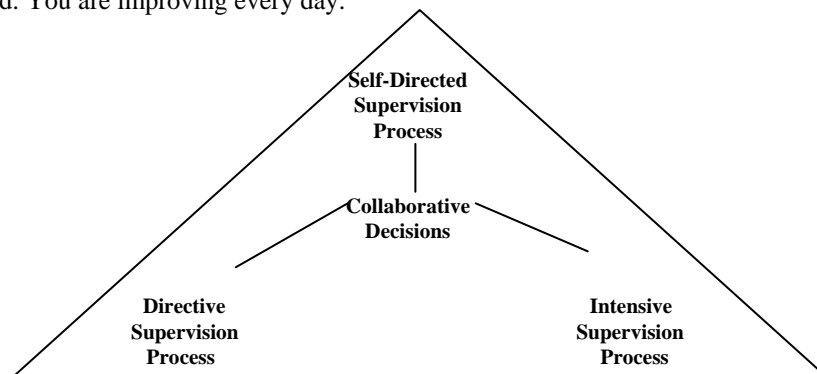
Every year brings new groups of students with unique sets of needs. In addressing these changing needs, every teacher is called upon to adapt; to grow; to find new ways to respond to teaching and learning opportunities. The Supportive Supervision Model provides the opportunity for each teacher to develop and direct his/her professional plan for continued success. It stimulates the development of individuals, encouraging them to set personal goals and become self-directing, self-assessing, and self-modifying.

Participants in Supportive Supervision are constantly experimenting, experiencing, and learning from their situations. They operate in the best interests of the whole school community while simultaneously attending to their own goals and needs. The Supportive Supervision Model operates from the expectation that each of us is doing the best he/she can for students and wants to become more effective every day.

Underlying the behaviors that manifest supportive supervision are these beliefs and assumptions:

- We are mutually interdependent and responsible for each other's success.
- We are competent and know how to precede given clear goals and direction.
- We are professionals in a complex, dynamic setting that requires constant decision-making and the application of higher order cognitive skills.
- We have self-identified positive intent in our behaviors.
- Our individual growth emanates from within and cumulatively drives changes in the entire system.

When you are successfully participating in the supportive supervision process your job belongs to you. You are responsible. You know where you stand. You are improving every day.

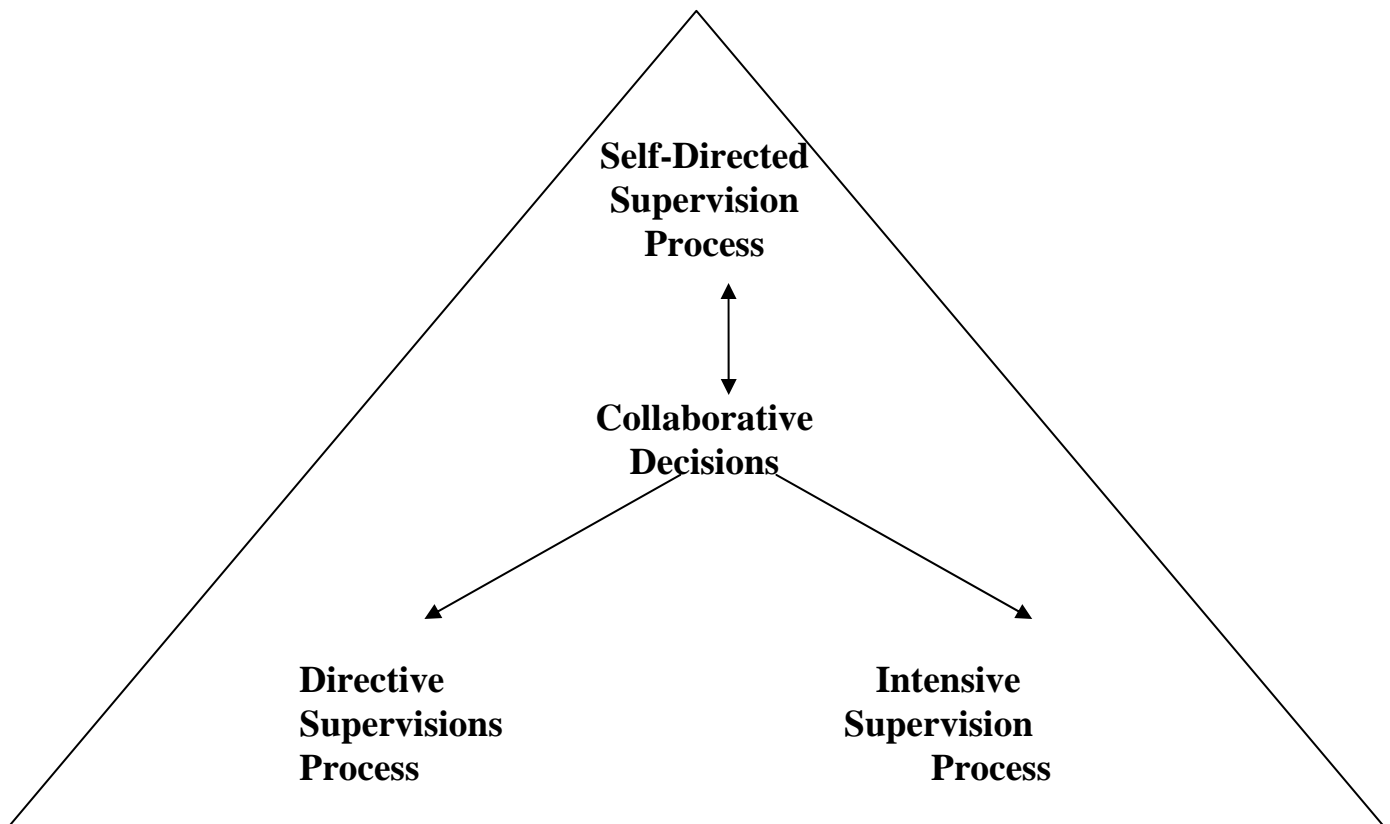


Self-directed Supervision is the ultimate goal of the Supportive Supervision Model for all experienced staff members. It is based on the individual teacher's reflection on instructional effectiveness and the personal desire to become more effective for students each day. Collaborative support from colleagues for each individual's professional growth plan is essential.

Directive Supervision is intended to involve a non-tenured teacher and administrative supervisor in a collaborative process of planning and support to foster more effective instruction and more self-control of professional growth. This process may also involve a tenured teacher not interested in the self-directed option or assigned this option.

Intensive Supervision is the "intensive care" option in the Supportive Supervision Model. It is the response to career threatening difficulties that require the concentrated attention of the teacher, the administration, and the union.

Supportive Supervision: A COLLABORATIVE SUPERVISION AND EVALUATION OF INSTRUCTION PROCESS



THE SELF-DIRECTED SUPERVISION AND EVALUATION OPTION

EXPLANATION:

The purpose of the **Self-Directed Supervision and Evaluation Option** is to encourage continuous self-directed professional improvement.

The process begins with reflection by the individual teacher on improving his/her instructional effectiveness and leadership. A professional growth plan in collaboration with a colleague will result. The growth plan will become a part of the teacher's professional portfolio and will be available for administrative review. The growth plan will form the basis for the teacher's annual evaluation report.

STEP 1. GOAL SETTING AND PLANNING

- A. The Professional Growth Plan (Appendix 1.) will include:
 - growth promoting goals that are **specific, measurable, action oriented, realistic, and time bound.**[S.M.A.R.T.]
 - strategies to be applied in achieving the goals
 - intended timelines for the strategic actions
 - specific criteria for evaluating the successful completion of the plan
- B. The Professional Growth Plan will be placed in the teacher's professional portfolio and shared* with the administrative supervisor and coaching colleague. Completion date for the Plan is no later than October 1.

*Note: A partnership between the teacher and administrator is intended and expected in supportive supervision. Partners support each other in professional growth to their mutual benefit. In order to offer support, each partner needs to know the specific needs of the other in the partnership. In using the term "shared" it is intended that each partner will have a copy of the plan and will communicate with each other about the goals in the plan and the actions inherent in reaching those goals.

STEP 2. FEEDBACK

- A. Throughout the year, feedback will be provided by the selected colleague and by other appropriate staff.
- B. The form of the feedback will vary according to the individual teacher's needs.

STEP 3. EVALUATION

- A. An informal mid-year reflection on the progress of the Plan will be written by the teacher and entered into the teacher's professional portfolio by February 1. (Appendix 1.)
- B. At the end of the year the teacher will write an annual self-evaluation narrative report addressing the professional plan. Completion date for the self-evaluation report is as soon as appropriate closure is reached on the annual professional growth plan after **June 1** and before **September 30**. (Appendix 1.)
- C. The annual self-evaluation narrative report will be reviewed by the administrator. Written reactions may be attached with opportunity for teacher written responses.
- D. A teacher-administrator conference may be requested to discuss reactions. Any teacher and/or administrator comments related to the conference should be attached to the annual self-evaluation report.
- E. The annual self-evaluation report will include the supervision-evaluation option selected for the next school year.
- F. Copies of the annual self-evaluation report with attachments, if any, will be included by the teacher in the teacher's professional portfolio for the year and forwarded by the administrator to the central office personnel file.

THE DIRECTIVE SUPERVISION AND EVALUATION OPTION

EXPLANATION:

The purpose of this option is to provide a collaborative supervision and evaluation structure for non-tenured teachers. Non-tenured teachers will be assigned a mentor in accordance with the Homer Central School District Mentor Program (see Appendix 3). Tenured teachers who desire this form of supervision should design their professional growth plan to include the elements of directive supervision.

The process begins with the individual teacher and administrative supervisor meeting at the beginning of the school year. During the meeting a limited number of goals, intended to improve instruction, are collaboratively developed and agreed upon by the teacher and supervisor. The Effective Teaching Criteria (Appendix 2) is a source for selection of the goals.

These goals must be "real," that is, they should be consistent with research on effective instruction and they must be growth promoting, specific, measurable, action oriented, reachable, and time bound.

The collaboration between administrative supervisors and teachers is contingent upon the experience, training, and willingness of the participants and the trust base that exists between them. Administrators are expected to apply the knowledge, skill, and attitude base of cognitive coaching in supporting the growth of the teacher with whom they are in a coaching relationship.

STEP 1. GOAL SETTING

- A. Early in the year, the teacher and administrative supervisor meet to collaborate and set annual goals. These goals may come from a self-analysis the teacher has done using the Effective Teacher Criteria or from observations and suggestions made by the supervisor using the criterion as a reference. Any goal selected in this phase should have as its focus the enhancement of learning through the improvement of teaching skills.
- B. A small number of goals should be selected.

- C. While it is highly recommended that the goals be selected from the written and agreed upon set of effective teaching criteria developed by district instructional and administrative staff, the goals may come from other areas of perceived or documented needs of the teacher.

STEP 2. PLANNING

- A. The teacher and administrative supervisor collaboratively develop a plan to meet the goals.

The Professional Growth Plan (Appendix 1.) will include:

- growth promoting goals that are specific, measurable, action oriented, realistic, and time bound [S.M.A.R.T]
- strategies to be applied in achieving the goals
- intended timelines for the strategic actions
- specific criteria for evaluating the successful completion of the plan

Note: Completion of these statements can provide a useful framework for the plan:

- *The end result of the completely successful plan will be*
- *The first thing to do is and will be done by The next thing is.... to be done by ..., etc.*
- *I can show I've succeeded by*

- B. The role of the administrative supervisor is to provide the necessary support to allow the teacher to accomplish his/her goals.

- C. The completed Professional Growth Plan (Appendix 1.) will be placed in the teacher's professional portfolio. Completion date for the plan is October 1.

STEP 3. FEEDBACK

- A. The administrative supervisor and the teacher will meet to provide appropriate feedback for the teacher.

*Note: Minimally there are four focal points for the collection of data, all designed and intended to improve and influence student learning and the achievement of student learning outcomes. These are: **teacher behaviors, the teaching process, instructional activities employed, and student responses***

1. *Teachers' behaviors are most commonly observed, for example: the level of questions asked, the use of effective instructional strategies, the movement around the room, or the use of phrases and repetitious comments.*

2. *Assessing teaching processes involves focusing on more complex patterns of behavior involving both teacher and students. Motivating techniques, classroom climate, and classroom management strategies are examples of teaching processes.*

3. *Data collected on instructional activities assess the type and effectiveness of the delivery mode employed, the congruence of the activity to the objective, and the strategies through which*

the activities were employed, such as lectures, cooperative groups, or independent classroom activities.

4. To gauge student responses, data might be gathered on interaction patterns within the classroom, measures of time on task, pupil metacognitive processes, and attribution statements.

- B. Data gathering and observation contacts may vary from a full period observation to a few minutes.
- C. Short meetings to present feedback are held between the administrative supervisor and the teacher. The feedback should be non-judgmental and value-free. The purpose of the feedback is to reinforce teacher behaviors, to expand teacher repertoires, and to cause self-analysis on the part of the teacher.

For example, the supervisor may have a script tape of the observed lesson available for the teacher and they would read through it together.

The conversation should focus on the decisions made at the time of instruction and the resulting student behaviors. The supervisor might ask the teacher to consider what alternative actions might have been used and what the resulting behaviors might have been. The teacher may request the supervisor to come back in a couple of days to observe him/her when he/she will be attempting to use alternative behaviors and decisions.

*In this way the supervisor becomes the eyes and ears for the teacher, a **mirror** to allow him/her to observe his/her own behavior. Recording and reporting only observable facts reduces the chance of judgmental, evaluative language entering the process and increases the probability of teacher reflection and self-identified improvement.*

- D. It is recommended that data be collected and studied throughout the feedback step. These may include teacher assignments, research data, student work, curriculum documents, test data, videotapes, audiotapes, and teacher plans.
- E. Should there be unsatisfactory progress feedback, a second administrator will be included in the process to offer additional guidance and support to the teacher and the administrator.

STEP 4. REVIEW

- A. At mid-year, the teacher and administrative supervisor will conduct a conference to review performance.
- B. This midyear conference will be an analysis of performance and the degree of attainment of professional growth plan goals. All previous observations, feedback documents, and contacts should be factored into this analysis. Modification of goals may be appropriate at this time.
- C. A written document, developed collaboratively, will come out of this review and be included in the teacher's professional portfolio for the year. Completion date for the mid-year feedback report is February 1.
- D. After mid-year review, a collaborative decision will be made regarding the most appropriate supervision option for the remainder of the year. Should this mid-year review

be 1) during the last year of a teacher's probationary appointment, 2) the review is positive and 3) the teacher will be recommended for tenure, the teacher should be moved to the Self-Directed Supervision and Evaluation Option for April, May and June so his/her mentor can help the teacher develop a Professional Growth Plan (See Appendix 1). Should this mid-year review be 1) during the last year of a teacher's probationary appointment, 2) the review is negative and 3) it is questionable if the teacher will be recommended for tenure, then the Annual Evaluation Report (Step 5) should be completed by March 1st so that the District is able to comply with Education Law § 3031 or a Juul Agreement may be developed granting the teacher an additional probationary year.

- E. Nothing above prohibits the District from exercising their right to not renew the non-tenured teacher services.

STEP 5. ANNUAL EVALUATION REPORT

- A. The teacher and administrative supervisor will each write an annual narrative evaluation (Appendix 1). Narrative completion date is as soon as appropriate closure is reached on the annual professional growth plan *after June 1 and before September 30*.
- B. The evaluations will be performance-based and will discuss the degree of attainment of the annual goals, including significant professional and personal activities from the year.
- C. The evaluations will be reviewed in a teacher-administrator conference. Any teacher and/or administrator comments related to the conference will be attached to the evaluations to form the annual evaluation report.
- D. The annual evaluation report will include the supervision-evaluation option recommended for the next school year.
- E. Copies of this summative evaluation report will be placed by the teacher in the teacher's professional portfolio for the year and forwarded by the administrative supervisor to the central office personnel file.

THE INTENSIVE SUPERVISION AND EVALUATION OPTION

EXPLANATION:

The purpose of this option is to provide a more structured and intensive mode of supervision. This may include probationary teachers who require greater specificity to meet tenure status, or when the teacher is not providing effective instruction. This option is characterized by a more formal process. The administrative supervisor will specify timelines and objectives, and will request that assistance be provided by more than just the immediate administrator.

Ideally intensive supervision is characterized by recognition on the part of the teacher and the administrator that the teacher needs assistance to be successful in the classroom. Observations and supervision will be frequent. Feedback will be immediate and specific. All available resources, including human and programmatic, will be utilized where appropriate.

Intensive supervision will be done with, not to, a teacher. The decision about implementation should be collaborative, but may be directive. It is intended to provide the best possible likelihood for professional growth; but it may be a summative, directed process that leads to recommendation for dismissal or non-tenure. It should maintain the supportive climate inherent in the supportive supervision process for as long as is feasible to foster growth.

STEPS IN THE PROCESS:

STEP 1: PLACEMENT

- A. Based on accumulated documentation of the lack of instructional effectiveness, the administrator will assign a teacher to the Intensive Supervision and Evaluation Option.
- B. After a meeting and discussion between the administrator and the teacher, a letter will be sent to the teacher to formally notify him/her of placement into the **Intensive Supervision and Evaluation Option**. A copy will be forwarded to the Superintendent and the personnel file.

STEP 2: CONFERENCE AND GOAL SETTING

- A. A conference will be held between the teacher and the administrator to develop the teacher's annual goals. Specific performance-based objectives will be outlined in this conference.
- B. The Professional Growth Plan (Appendix 1.) will include:
- growth promoting goals that are **specific, measurable, action oriented, realistic, and time bound** [S.M.A.R.T.].
 - strategies to be applied in achieving the goals
 - intended timelines for the strategic actions
 - specific criteria for evaluating the successful completion of the plan
- The plan will be added to the teacher's professional portfolio with duplicates maintained by the administrator. Completion date for the plan is October 1, or within two weeks after assignment to this option if the school year is already underway.
- C. Agreement will be reached between the teacher and the administrator on the necessary resources to accomplish the goals and objectives.
- D. Formal Observation – minimum
A specific and detailed timeline will be worked out for the teacher and administrator to review progress. These formal observations should be at intervals of once every four weeks.
- E. The above does not bar informal observations on a more frequent basis.

STEP 3: FEEDBACK AND REVIEW

- A. Formal observations and evaluations will be conducted by a district administrator.
- B. Should there be unsatisfactory progress feedback, a second administrator will be included in the process to offer additional guidance and support to the teacher and the administrator.
- C. The administrator will provide written feedback and specific suggestions after each set of observations and evaluations.
- D. The evaluation should be reviewed in a follow-up conference with the teacher.
- E. Copies of this document will be added by the teacher to the teacher's professional portfolio and sent by the administrator to the central office personnel file.
- F.. Adjustments and refocusing of the plan can occur at anytime during the year in response to teacher growth.

- G. At mid-year the teacher and administrator will conduct a formal conference to review performance. The conference will be an analysis of performance and the degree of achievement of previously stated goals. A written evaluation will come out of this review. Completion date for this evaluation is February 1. After mid-year review, a collaborative decision will be made regarding the most appropriate supervision option for the remainder of the year. Should this mid-year review be 1) during the last year of a teacher's probationary appointment, 2) the review is positive and 3) the teacher will be recommended for tenure, the teacher should be moved to the Self-Directed Supervision and Evaluation Option for April, May and June so his/her mentor can help the teacher develop a Professional Growth Plan (See Appendix 1). Should this mid-year review be 1) during the last year of a teacher's probationary appointment, 2) the review is negative and 3) it is questionable if the teacher will be recommended for tenure, then the Annual Evaluation Report (Step 5) should be completed by March 1st so that the District is able to comply with Education Law § 3031 or a Juul Agreement may be developed granting the teacher an additional probationary year.
- H. Nothing above prohibits the District from exercising their right to not renew the non-tenured teacher services.

STEP 4. ANNUAL EVALUATION REPORT

- A. The teacher and administrator will each write a narrative evaluation based on the many contacts, plus the mid-year review. Completion date for the narrative is as soon as appropriate closure is reached on the annual professional growth plan *after June 1 and before September 30*.
- B. The evaluations will be performance-based and will discuss the degree of attainment of the annual goals, including significant professional activities from the year.
- C. The evaluations should be reviewed in a teacher-administrator conference. Any teacher and/or administrator comments related to the conference should be attached to the evaluations to form the annual evaluation report.
- D. The annual evaluation report will include the supervision-evaluation option recommended for the next school year.
- E. Copies of this summative evaluation report will be forwarded by the administrator to the central office and placed by the teacher in the teacher's professional portfolio for the year.

STEP 5. SUMMATIVE EVALUATION

- A. Having demonstrated successful achievement of the professional growth plan goals, a collaborative decision will be made regarding the appropriate supervision-evaluation option for the next school year.

- B. If it is determined that the teacher is not able to meet the district's professional standards, the administrator, in consultation with the superintendent and the union, may make recommendations for dismissal.
- C. Dismissal and/or a recommendation to deny tenure can only be given after the steps in the Intensive Supervision Option have been implemented; however, the underlying assumption exists that teacher behaviors threatening the safety and welfare of students will result in immediate disciplinary action for any teacher.

Supportive Supervision Procedural Requirements

SELF-DIRECTED Option		DIRECTIVE Option		INTENSIVE Option	
Teacher	Administrator	Teacher	Administrator	Teacher	Administrator
					Initiation Letter
				Initial Conference	
Professional Growth Plan - OCTOBER 1		Collaborative Planning Conference OCTOBER 1		Collaborative Planning Conference OCTOBER 1	
Professional Portfolio: ➤ Professional Growth Plan ➤ Informal Mid-year Self-evaluation ➤ End-of-year Self-evaluation Report ➤ Teacher Selected Relevant Materials	Option to Review and Comment. Conference for collaboration may be requested by the teacher or administrator at any point in the process	Professional Portfolio: ➤ Professional Growth Plan ➤ Informal Mid-year Self-evaluation ➤ End-of-year Self-evaluation Report ➤ Contact reports ➤ Teacher Selected Relevant Materials	Option to Review and Comment. Conference for collaboration may be requested by the teacher or administrator at any point in the process	Professional Portfolio: ➤ Professional Growth Plan ➤ Informal Mid-year Self-evaluation ➤ End-of-year Self-evaluation Report ➤ Contact Reports ➤ Teacher Selected Relevant Materials	Option to Review and Comment. Conference for collaboration may be requested by the teacher or administrator at any point in the process
			Contact Reports (Two per semester)		Contact Reports (One each 2 weeks)
Mid-Year Self-evaluation FEBRUARY 1		Mid-Year Self-evaluation FEBRUARY 1	Mid-year Evaluation Report	Mid-Year Self-evaluation FEBRUARY 1	Mid-year Evaluation Report
		Mid-Year Conference		Mid-Year Conference	
			Contact Reports (Two per semester)		Contact Reports (One each 2 weeks)
End-of-year Self-evaluation Report**	Review of Teacher's Self-evaluation**	End-of-year Self-evaluation Report**	End-of-year Evaluation Report**	End-of-year Self-evaluation Report**	End-of-year Evaluation Report**
		End-of-Year Conference**		End-of-Year Conference**	
**End-of-Year Self-Evaluation Reports, Reviews, Reactions, and Conferences are to be completed as soon as appropriate closure is reached on the Professional Growth Plan after June 1 and before September 30. (Copies to Teacher's Portfolio and District Personnel File)					

**-APPENDIX ONE:
GLOSSARY AND FORMS**

GLOSSARY

Supervision: - provides a mirror for feedback on teaching performance in non-judgmental terms	Evaluation: - makes a judgment about the effectiveness of teaching performance.
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Administrative Supervisor:

the principal or his/her designee

Administrator:

district administrator as assigned by the superintendent

Colleague:

anyone who can help you fulfill your professional growth plan (not limited to school personnel)

Data Collection:

evidence indicating progress toward attainment of professional growth plan goals. examples include: teacher behaviors, student behaviors, student achievement, materials produced, teacher experiences, parent contacts, et al.

Professional/Personal Activities:

curricular and extracurricular activities, including personal experiences, that contribute to professional growth

Resources:

any persons, materials, or experiences that enhance the professional growth process. examples include: conferences, colleagues, visitations, research, inservice, et al.

Teacher's Professional Portfolio:

teacher owned and controlled documents available for administrative review. Every teacher is expected to maintain a professional portfolio. The portfolio must include the professional growth plan, the mid-year assessment documents, and the end-of-year evaluation documents. It may include data collected, reflections, evaluations, and any other relevant information selected by the teacher.

Homer Central School District/Homer Teachers' Association Teacher's Professional Growth Plan

Name - _____

Date - _____

Teaching
Assignment - _____

Supervision
Option - Self-directed, Directive, Intensive

Colleague/Administrator - _____ **Completion deadline, Oct. 1.**

The narrative of the professional growth plan includes the growth promoting **goals** that are specific, measurable, action oriented, realistic, and time bound; **strategies** for reaching the goals; implementation **timeline**; **data collection procedures**; **resources** to be used; and **evaluation** criteria and procedures.

Homer Central School District/Homer Teachers' Association Teacher's Self-Evaluation Report

Name - _____ Date - _____

Teaching Assignment - _____ Evaluation Period -
Sept. 199 - June 199
Earliest Completion Date, June 1.
Latest Completion Date, Sept. 30.

Colleague/
Administrator - _____

[This self-evaluation is based on a self-assessment of performance during this school year in relation to your professional growth plan. In addition to the supervision option planned for next year, you might include evidence of the following:

- the degree to which you attained the intended outcomes from your professional growth plan
 - new teaching strategies you employed
 - the positive impact on students you observed
 - professional and personal experiences that contributed to your growth
 - adjustment of your plan in response to your experiences during the year
-

**Homer Central School District/Homer Teachers' Association
Administrator-Teacher Contact Report**

Teacher - _____ Date - _____

Teaching Assignment - _____

Administrator - _____

**Homer Central School District/Homer Teachers' Association
Administrator's Evaluation Report
on Teacher Instructional Effectiveness**

Teacher - _____ Date - _____

Teaching Assignment - _____

Evaluation Period -
Mid-year End-of-year

Administrator - _____

Supervision Option
Directive Intensive

Completion Deadlines - Mid-year, Feb. 1; End-of-Year, prior to September 30.

**APPENDIX TWO:
EFFECTIVE TEACHER CRITERIA**

DEVELOPING THE EFFECTIVE TEACHER CRITERIA:

Since the Effective Teacher Criteria are such an integral part of the Supportive Supervision process, the process by which the criteria and definitions were developed and the product of the committee's work are presented here to be used as a future reference .

The *Effective Teacher Criteria* were developed for the Homer Central School District by a committee composed of members of the faculty, administration and Board of Education. The committee began its task by reviewing the current literature on the subject with each member contributing articles and citations relevant to the task.

The committee recognized that an effective teacher's thoughts and actions are purposefully focused on student learning outcomes. The committee proceeded to investigate fundamental areas of expertise of effective teachers. These were defined to be: ***Professionalism, Instruction, Human Relations, Content Mastery, Utilization of Resources and Materials, Classroom Management, Human Growth and Development, and Planning.*** Further analysis led to the identification of attitudes, knowledge and instructional competencies demonstrated by effective teachers.

A model was developed to illustrate the interrelated nature of these fundamental areas [See Figure 1]. Under each heading the committee members outlined the attitudes, knowledge, and instructional competencies appropriate to the area. The *Effective Teacher Criteria* document is an integral part of the Supervision and Evaluation Model and will be used as reference criteria for the proposed supervision and evaluation process.

Piloting the Supportive Supervision Model led to the realization that the Effective Teacher Criteria did not adequately address assessment as a fundamental teaching skill area. The ETC were revised in response to that awareness. Assessment was incorporated into the ETC as a part of the Planning section. The revised list of fundamental areas of teacher expertise is: ***Professionalism, Instruction, Human Relations, Content Mastery, Utilization of Resources and Materials, Classroom Management, Human Growth and Development, and Planning and Assessment.***

THE EFFECTIVE TEACHER CRITERIA

The effective teacher is *one who makes a positive difference in students' learning [academic, social, moral, and personal learning, critical thinking, and learning to learn]*.

An effective teacher's thoughts and actions are purposefully focused on student learning outcomes. The fundamental areas of expertise of effective teachers are *Professionalism, Instruction, Human Relations, Content Mastery, Utilization of Resources and Materials, Classroom Management, Human Growth and Development, and Planning and Assessment*. The interrelated nature of these fundamental areas is illustrated in the Model of Effective Teaching [See Figure 1]. Under each heading is outlined the attitudes, knowledge, and instructional competencies appropriate to the area.

The criteria are designed to be used by teachers as a self-assessment tool to determine areas for improvement and enrichment. The criteria provide a resource for determining staff development programming, Teacher Center objectives, and individual staff improvement goals. The criteria should be used as a guideline for hiring staff and for assisting administrators in determining the support programs necessary for his/her building.

EFFECTIVE TEACHER MODEL

The effective teacher makes a positive difference in student's learning.

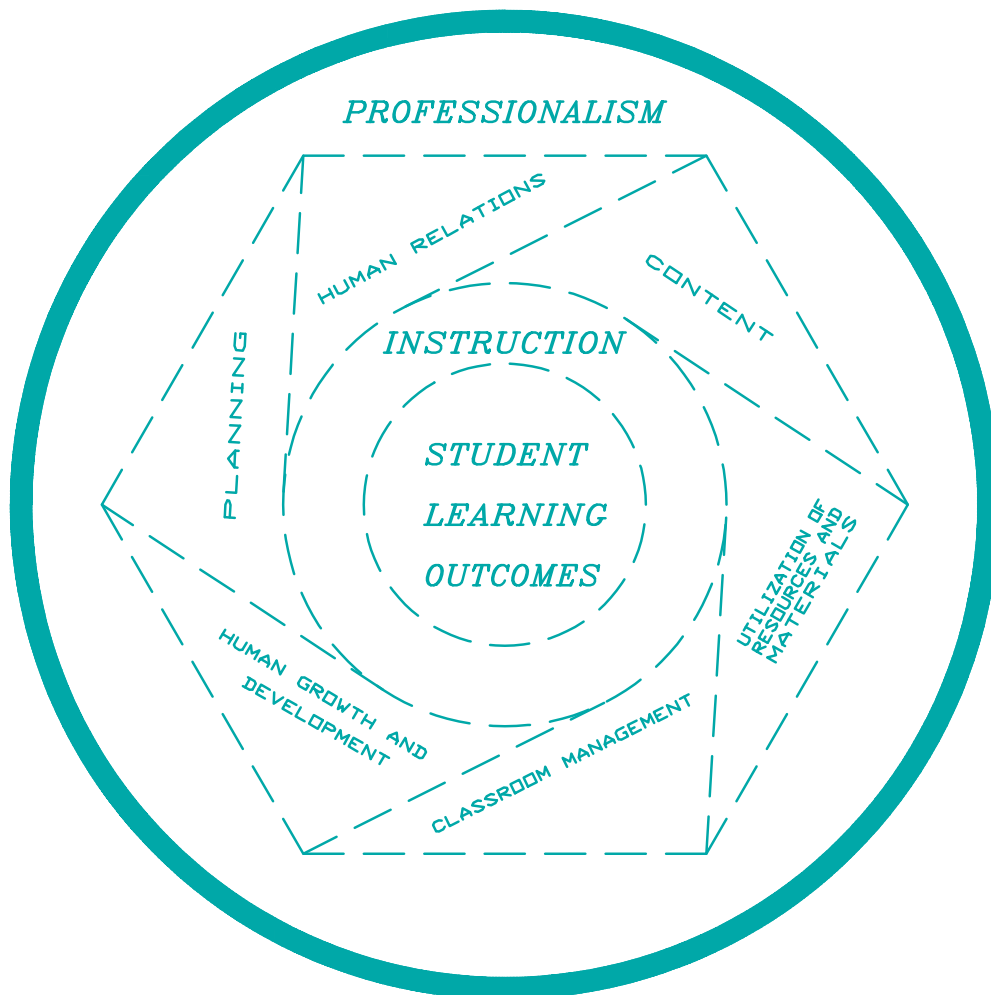
The visual representation of the Effective Teacher Model has Student Learning Outcomes at its center symbolizing the core purpose of effective teaching. Surrounding this center focus is the process of instruction identified into six fundamental areas.

Encompassing the entire process of teaching is professionalism. The dotted lines symbolize the interplay of all aspects of instruction with student learning outcomes and the professionalism of teaching.

STUDENT LEARNING OUTCOMES include academic, social, moral, and personal knowledge and values along with critical thinking skills and learning how to learn.

INSTRUCTION is the dynamic and skillful use of behaviors that will positively affect student learning.

PROFESSIONALISM involves accepting and supporting the social importance of the teaching profession and conscientiously working to upgrade it by: Accepting personal responsibility for his/her own teaching competence and professional and personal growth; Contributing to the development of professional standards, upholding a professional and personal code of ethics and displaying exemplary character and personal standards; Making meaningful and consistent decisions that are grounded on a personal philosophy of education that has the welfare of children and the enhancement of learning as its basis.



HUMAN RELATIONS

DEFINITION: The interaction with others in consideration of their humanity.

ATTITUDE BASE:

The Effective Teacher values: self-awareness, collaboration, commitment to student learning, honesty, fairness, compassion, human life and dignity, equality, responsibility, civility, regard for law, freedom of thought and action, the natural environment.

The Effective Teacher believes that all students can be successful.

KNOWLEDGE BASE:

The Effective Teacher knows and understands: the interactive relationship between school and society, a cross-cultural perspective on schooling, the effects of home environment on students, the concepts, and underlying principles of social interaction.

INSTRUCTIONAL COMPETENCIES:

The Effective Teacher:

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| 1.0 | Accounts for individual differences and uses instructional practices that treat students equitably. | 5.0 | Sets norms for social interaction (rules and procedures) among students and between students and teacher. |
| 2.0 | Adjusts teaching practices based on knowledge of students' interests, prior experiences, skills, abilities, family background, and peer relationships. | 6.0 | Motivates the student to learn and to maintain interest even during temporary lack of success. |
| 3.0 | Teaches students how to pose and solve their own problems. | 7.0 | Communicates effectively, showing human relations skills necessary for interaction with colleagues and other groups (students, parents, administrators, support staff, and the public at large). |
| 4.0 | Engages others (students, adults, colleagues) in assisting with complementary teaching. | | |

- 8.0 Clearly explains student performance to parents, students, other educators, and other lay audiences.
- 9.0 Reasons, takes multiple perspectives, is creative, takes risks, adopts an experimental and problem - solving orientation.
- 10.0 Makes decisions based on research and personal experience in human relations skills.
- 11.0 Creates a supportive classroom community based on mutual respect and caring.
- 12.0 Educates students for membership in a multi-cultural society that affirms diversity of its members.
- 13.0 Offers support to peers.
- 14.0 Engages in collaborative learning, shared decision making, and cooperative work toward a common goal with all members of the learning community.
- 15.0 Functions as a child advocate.
- 16.0 Helps students acquire universally accepted ethical values.
- 17.0 Assists each student in developing self-understanding and a positive self-image.
- 18.0 Provides opportunities for all students to develop qualities of leadership and self-direction.
- 19.0 Communicates an expectation of success to students.

CONTENT

DEFINITION: The concepts, principles, facts, and processes related to a specific field or subject area.

ATTITUDE BASE:

The Effective Teacher values: his/her subject area discipline, its organization and interrelationships with other disciplines, and staying current and informed.

KNOWLEDGE BASE:

The Effective Teacher knows and understands: a broad, conceptual base of the subject matter, the discipline's relationship with other disciplines, the discipline's history, organization, and means of inquiry, the school and community resources related to his/her discipline.

INSTRUCTIONAL COMPETENCIES:

The Effective Teacher:

1.0 Appropriately interprets current findings in his/her field of expertise to the students.

2.0 Provides accurate and current information and related skills regarding his/her subject area to students.

3.0 Assesses and selects current and accurate resources and materials related to the subject area.

MATERIALS AND RESOURCES

DEFINITION: Instructional items which aid the teacher and students in meeting the learning objectives.

ATTITUDE BASE:

The Effective Teacher values: the physical environment as a learning resource; a variety of appropriate materials, human resources, and instructional innovations; the congruence of materials and resources to instructional objectives.

KNOWLEDGE BASE:

The Effective Teacher knows and understands: the impact of the physical environment on learning, a range of materials and resources, where to locate and obtain appropriate instructional materials and resources.

INSTRUCTIONAL COMPETENCIES:

The Effective Teacher:

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| <p>1.0 Uses floor space efficiently, considering instructional areas and traffic patterns.</p> <p>2.0 Uses bulletin boards and other display areas to reinforce objectives, motivate students, and display students' work that reflects learning outcomes.</p> <p>3.0 Stores materials and supplies for convenient use during instruction.</p> <p>4.0 Uses physical plant resources (library, computer lab, gymnasium, etc.) to enhance instruction.</p> <p>5.0 Appropriately uses enrichment and remedial materials.</p> <p>6.0 Uses multi-sensory (visual, audio, and kinesthetic) materials to meet the varied learning styles of students.</p> <p>7.0 Uses materials that are consistent with developmental stages of students.</p> <p>8.0 Uses professional development resources and opportunities to enhance instruction.</p> | <p>9.0 Appropriately incorporates parent aides, volunteers and peer tutors to assist students in meeting objectives and to enhance instruction.</p> <p>10.0 Uses community resources, both human and physical (fire stations, historical sites, etc.), to enhance instruction.</p> <p>11.0 Appropriately uses innovative instructional strategies and technology.</p> <p>12.0 Reviews and evaluates commercial instructional materials for possible classroom use.</p> <p>13.0 Creates and/or adapts instructional materials and resources to meet student needs.</p> <p>14.0 Monitors the quality of materials to assure they enhance learning.</p> |
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CLASSROOM MANAGEMENT

DEFINITION:The creation and maintenance of an environment in which learning can take place.

ATTITUDE BASE:

The Effective Teacher values consistently high standards of expected student behavior, and an environment which encourages cooperation and mutual respect.

KNOWLEDGE BASE:

The Effective Teacher knows and understands: a variety of instructional approaches and their impact on classroom environment, relevant data about students, and a variety of discipline strategies and their impact on the classroom environment.

INSTRUCTIONAL COMPETENCIES:

The Effective Teacher:

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| 1.0 | Selects and applies appropriate discipline strategies. | 11.0 | Provides clear start and stop cues to help pace lessons. |
| 2.0 | Maintains a balance of freedom and security in the classroom. | 12.0 | Concludes lessons clearly, providing opportunity for student closure and teacher summary. |
| 3.0 | Manages time appropriately. | 13.0 | Provides appropriate feedback, enabling students to progress in their learning. |
| 4.0 | Creates, enriches, maintains, and alters instructional settings to capture and sustain the interests of the students. | 14.0 | Evaluates and returns all assignments quickly. |
| 5.0 | Provides active supervision and assistance to students in such a way that others are not distracted. | 15.0 | Expects students to bring materials they need to class each day and to store the materials properly. |
| 6.0 | Maintains awareness of the rest of the class when working with individuals or small groups and takes action as necessary to keep each student on task. | 16.0 | Encourages students to respect the rights and property of others. |
| 7.0 | Circulates around the room while students are working independently, keeping them on task and providing help as needed. | 17.0 | Maintains adequate records. |
| 8.0 | Ensures that assignments, materials, and activities are ready for students. | | |
| 9.0 | Starts lessons promptly and purposefully to keep non-instructional time to a minimum. | | |
| 10.0 | Sets and maintains a brisk pace for instruction that remains consistent with thorough learning. | | |

GROWTH AND DEVELOPMENT

DEFINITION: The physical, cognitive, social, moral, and emotional changes inherent in the stages of human maturation.

ATTITUDE BASE:

The Effective Teacher values each student as an individual.

KNOWLEDGE BASE:

The Effective Teacher knows and understands the relative influence of context and culture on behavior of the student, and the current theories and principles of learning and human growth.

INSTRUCTIONAL COMPETENCIES:

The Effective Teacher:

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| <p>1.0 Appropriately adjusts instruction to the physical, intellectual and chronological factors that influence students.</p> <p>2.0 Makes principled judgments congruent to the student's need(s) by incorporating knowledge and understanding of learning theory, learning styles, and stages of growth and development.</p> | <p>3.0 Facilitates and fosters self esteem, social-moral development, civic responsibility and respect for individual cultural, religious, and racial differences.</p> <p>4.0 Employs multiple methods for measuring and promoting social-emotional growth.</p> |
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PLANNING and ASSESSMENT

DEFINITION: A long and short range process which enhances student learning through the appropriate organization and structure of the intended curriculum, instruction and assessment.

ATTITUDE BASE:

The Effective Teacher values: instructional planning based on information about student achievement as vital to student success; the appropriate adjustment of instructional planning in response to immediate events.

KNOWLEDGE BASE:

The Effective Teacher knows and understands the elements of instruction and assessment: their research base, and their application in respect to student needs, aptitudes, talents, skills, behaviors, experiences, and cultural background.

INSTRUCTIONAL COMPETENCIES:

The Effective Teacher:

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| 1.0 | Incorporates the elements of instruction into his/her plans. | 11.0 | Organizes and arranges the classroom environment to reinforce the curriculum. |
| 2.0 | Presents the appropriate amount of information and skills to students, with the appropriate timing and pacing. | 12.0 | Integrates a variety of monitoring strategies into the lesson plans and adjusts plans as appropriate and in relation to feedback received from the assessment activities. |
| 3.0 | Adjusts plans "on the spot" to take advantage of the teachable moment. | 13.0 | Assures the congruence of curriculum, instruction, and assessment procedures. |
| 4.0 | Organizes the curriculum into units and daily lesson plans by theme, topic, level of difficulty, and appropriate scope and sequence. | 14.0 | Chooses or develops assessment methods appropriate for instructional decisions. |
| 5.0 | Creates and/or adapts activities congruent to the curriculum and appropriately incorporates these into the lesson plan. | 15.0 | Reliably and validly administers, scores, and interprets the results of pupil and program assessments. |
| 6.0 | Incorporates activities that foster student interaction with the material and with one another. | 16.0 | Uses assessment results appropriately when making decisions about individual students, planning instruction, developing curriculum, and school improvement. |
| 7.0 | Incorporates activities and responses that provide for positive student reinforcement. | 17.0 | Develops legitimate pupil evaluation procedures which use valid and reliable pupil assessments. |
| 8.0 | Organizes and arranges lessons to give students maximum time on task. | | |
| 9.0 | Incorporates a variety of congruent and appropriate examples, models, anecdotes, analogies, and metaphors into the lessons. | | |
| 10.0 | Incorporates a variety of congruent and appropriate home work and extended activities into the lesson plans. | | |

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