

MILTON PUBLIC SCHOOLS  
MILTON, MASSACHUSETTS



**APPENDIX D**

**PERSONNEL**

**SUPERVISION & EVALUATION**

**PROGRAM**

- **Purpose & Description**
- **Observation Form**
- **Standards & Rubrics**
- **Summative Evaluation Form**
- **Collaborative Cycle Form**
- **Independent Cycle Form**

# Supervision & Evaluation

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## Supervision and Evaluation

### Purpose:

*The purpose of a supervision and evaluation program is to improve teaching practices to educate, challenge, and empower all students to be productive, caring and contributing members of society. The program should be ongoing and aligned with the goals of the school system.*

### Program Description:

#### Non-Professional Status Teachers

- Non-Professional Status teachers will remain in the traditional Administrative Cycle until they achieve Professional Status. The Administrative Cycle for Non-Professional Status teachers includes a minimum of three formal Teacher Observations and the Final Summary Evaluation
- The evaluators for all Non-Professional Status teachers will be assigned by the Office of the Superintendent

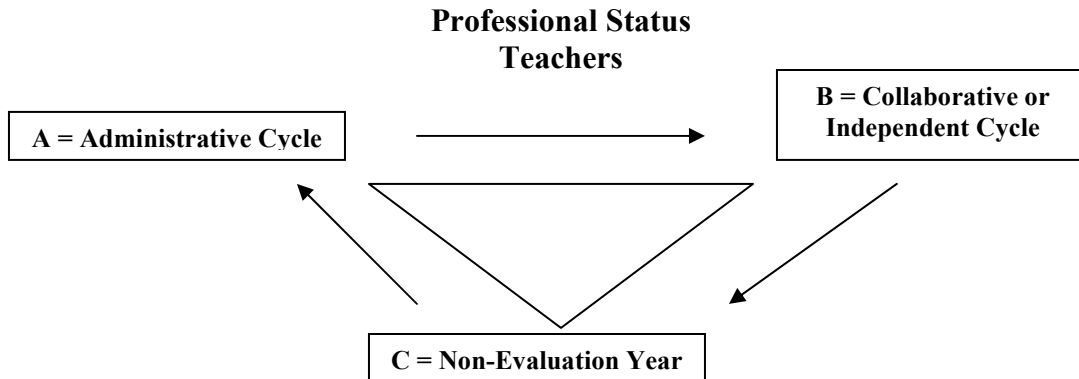
#### Professional Status Teachers

- Professional Status teachers will enter into the new Supervision & Evaluation Program. A teacher may enter the cycle in any of the three years. The new program is a three stage program that repeats indefinitely. The design of the program is to spend one year at each year in the evaluation cycle.
- For the first year of the program all Professional Status teachers will be assigned by the Office of the Superintendent to one of the three cycle options. The design of the program is for each Professional Status teacher to move to the next year option each recurring year.
- The evaluators for all Professional Status teachers will be assigned by the Office of the Superintendent.
- The traditional Administrative Cycle will include a minimum of two formal Teacher Observations and the Final Summary Evaluation.

### Cycle Descriptions: The Evaluation Cycle is a 3 year cycle.

- Administrative Cycle:** Traditional evaluation process that uses the agreed upon tool with a minimum of 2-3 observations (2 observations for Professional status teachers; 3 observations for Non-Professional status teachers) and a summative document at the end of the year. Professional Status Teachers will enter the Administrative Cycle once every three years. *All non-professional status teachers will remain in the Administrative Cycle until they reach professional teacher status.*
- Collaborative Cycle or Independent Cycle:** The **Collaborative** cycle is teacher directed. The teacher, in collaboration with another staff member or members, selects an aspect of his/her teaching to improve upon and submits a proposal that includes a measurable goal and/or product at completion. The teacher will meet with his/her evaluator three times during the course of the year as outlined in the Evaluation Cycle details on page 2. The Evaluation Cycle Details on page 2 also list examples for further clarification.  
  
Similarly to the Collaborative Cycle, the **Independent** cycle is teacher directed. The teacher, working independently, selects an aspect of his/her teaching to improve upon and submits a proposal that includes a measurable goal and/or product at completion. The teacher will meet with his/her evaluator two times during the course of the year as outlined in the Evaluation Cycle details on page 3. The Evaluation Cycle Details on page 3 also list examples for further clarification.
- Non-Evaluation Year:** No formal evaluation of the teacher takes place.

## Evaluation Cycle Details



### Administrative Cycle:

- ❖ Preliminary Meeting with evaluator by close of term one to discuss goals
- ❖ First formal observation by close of term two
  - Pre-conference 2-3 days before evaluation
  - Post observation meeting 2-3 weeks after observation
- ❖ Second formal observation by April 15<sup>th</sup>
  - Pre-conference optional
  - Post observation meeting 2 weeks after observation
- ❖ *Third formal observation by June 1<sup>st</sup> – Non-Professional Status teachers only*
- ❖ Summative Evaluation will be presented 10 days prior to end of the school year
- ❖ Review of Teacher's IPDP

### Collaborative Cycle:

- ❖ Preliminary meeting with evaluator by close of term one to discuss goals
- ❖ Mid-year meeting with evaluator to discuss progress
- ❖ Final product/document submitted by June 1<sup>st</sup>
- ❖ Review of Teacher's IPDP

The Collaborative Cycle can include but is not limited to peer coaching, action research, team teaching, supervision of student teachers, joint lesson planning, collaborative projects, school site council, community outreach project, etc.

#### Examples of Programs

- Differentiated instruction
- Standard Based instruction
- Peer Mediation

### Independent Cycle:

- ❖ Preliminary Meeting with evaluator by close of term one to discuss goals
- ❖ Mid-year meeting with evaluator to discuss progress
- ❖ Summary of outcome/product submitted by June 1<sup>st</sup>
- ❖ Review of Teacher's IPDP

#### Examples of Programs:

- Standards Based Units
- Curriculum Modification for Inclusion
- Present a Professional Development Series for other teachers

## Teacher Observation Form – Administrative Cycle

Teacher: \_\_\_\_\_ Subject Area/Grade : \_\_\_\_\_ Date: \_\_\_\_\_  
(of observation)

**Rating Key:**

**Distinguished                  Proficient                  Fair/ Novice                  Unacceptable\***

<b><u>I. Instruction:</u></b>	<b>Rating:</b>
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**Planning**

The teacher plans appropriate routines, procedures, and expectations that enhance learning

- The teacher keeps an updated plan book consistent with district’s scope and sequence
- The teacher effectively utilizes class time
- All materials are readily available
- Student objectives are clear
- Standards-based assessments are designed
- Appropriate homework that aligns to unit’s objectives and goals is assigned

**Instructional Techniques**

- The teacher provides a wide variety of materials, strategies, and assessments that:
  - accommodate different learning styles (this may include interdisciplinary and team teaching, cooperative learning, lecture, discussion, etc.)
  - accommodate different levels of ability (inclusion, enrichment, remediation)
- The teacher establishes a learning environment that:
  - Supports and increases student engagement
  - Promotes critical thinking
  - Reinforces student learning and meets the needs of diverse learners in a positive atmosphere
- The teacher incorporates the appropriate uses of technology

**Assessment:**

- The teacher plans assessment of students’ learning effectively using informal/formal pre- and post- measurements and checks for understanding during the lesson
- The teacher utilizes a variety of assessment strategies including self evaluation/reflection for students to demonstrate their knowledge
- Assessments are aligned with the curriculum and/or the objectives of the unit or lesson
- The teacher returns assessments with feedback in a timely manner

**Classroom Management:**

- The teacher establishes and maintains appropriate standards of behavior, mutual respect and safety.
- The teacher employs varied and appropriate management strategies to maintain a positive classroom atmosphere
- The teacher effectively allocates classroom time to maximize student engagement.

<b>Narrative:</b>
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<b><u>II. Knowledge:</u></b>	<b>Rating:</b>
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The teacher demonstrates up-to-date knowledge of content and performance standards which reflect district curriculum and Massachusetts State Frameworks standards.

1. The teacher demonstrates up-to-date and current knowledge of standards in content areas
2. The teacher demonstrates up-to-date and current knowledge of the subject matter being taught
3. The teacher incorporates relevant knowledge, ideas, and experiences to enhance student learning
4. The teacher selects and uses appropriate, varied, and challenging materials including technology

<b>Narrative:</b>
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<b><u>III. Professional Responsibilities:</u></b>	<b>Rating:</b>
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1. Policies and Procedures
2. Professional Communication
3. Parental Communication
4. Investment in School Community
5. Continuous Learning

<b>Narrative:</b>
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<b><u>IV. Overall Notes:</u></b>
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**Date of Follow-up Meeting:** \_\_\_\_\_

**Teacher's Signature\*\*** \_\_\_\_\_

**Date** \_\_\_\_\_

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

**Date** \_\_\_\_\_

*\* Each unacceptable rating must be accompanied by a specific written recommendation from the evaluator*

*\*\*Signing does not necessarily indicate agreement*

## **Instruction**

### **Planning**

The teacher plans appropriate routines, procedures, and expectations that enhance learning

- The teacher keeps updated plan book consistent with district's scope and sequence
- The teacher effectively utilizes class time
- All materials are readily available
- Student objectives are clear
- Standards-based assessments are designed
- Appropriate homework that aligns to unit's objectives and goals is assigned

### **Instructional Techniques**

- The teacher provides a wide variety of materials, strategies, and assessments that:
  - accommodate different learning styles (this may include interdisciplinary and team teaching, cooperative learning, lecture, discussion, etc.)
  - accommodate different levels of ability (inclusion, enrichment, remediation)
- The teacher establishes a learning environment that:
  - supports and increases student engagement
  - promotes critical thinking
  - reinforces student learning and meets the needs of diverse learners in a positive atmosphere
- The teacher incorporates the appropriate uses of technology

### **Assessment:**

- The teacher plans assessment of students' learning effectively using informal/formal pre- and post-measurements and checks for understanding during the lesson
- The teacher utilizes a variety of assessment strategies to provide opportunities, including self evaluation/reflection, for students to demonstrate their knowledge
- Assessments are aligned with the curriculum and/or the objectives of the unit or lesson
- The teacher returns assessments with feedback in a timely manner

### **Classroom Management:**

- The teacher establishes and maintains appropriate standards of behavior, mutual respect and safety.
- The teacher employs varied and appropriate management strategies to maintain a positive classroom atmosphere
- The teacher effectively allocates classroom time to maximize student engagement.

### Instruction Rubric

<b>Standard</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Fair/ Novice</b>	<b>Unacceptable</b>
<b>Planning</b>	The teacher demonstrates excellent ability in each indicator.	The teacher demonstrates ability in each indicator.	The teacher minimally achieves each indicator.	The teacher is limited in several indicators or seriously deficient in one indicator.
<b>Instructional Techniques</b>	The teacher employs an extensive repertoire of strategies, resources and technology that are regularly utilized leading to excellence in instruction and enhanced student achievement.	The teacher employs various and effective strategies, resources and technology to address the developmental characteristics of students (as stated in Fair/Novice). Teacher collaborates with other professionals to meet special and exceptional needs.	The teacher provides basic strategies, resources and technology to accommodate diverse learners, learning styles, levels of ability, critical thinking and student engagement.	The teacher demonstrates minimal use of strategies resources and technology to accommodate learning styles and levels of ability.
<b>Assessment</b>	As the teacher plans and utilizes assessments he/she will consistently: administer informal/formal instructional assessments; incorporate a wide variety of assessments; use assessments that are clearly aligned with curriculum and/or objectives of the units or lessons; encourage student to self evaluate and or reflect. All assessment and feedback is completed in a timely fashion.	As the teacher plans and utilizes assessments he/she usually: administers informal/formal instructional assessments; incorporates a wide variety of assessments; uses assessments that are clearly aligned with curriculum and/or objectives of the units or lessons; encourages students to self evaluate. All assessment and feedback is done in a timely fashion.	As the teacher plans and utilizes assessments he/she sometimes: administers informal/formal instructional assessments; incorporates a wide variety of assessments; uses assessments that are clearly aligned with curriculum and/or objectives of the units or lessons; encourages students to self. All assessment and feedback is done in a timely fashion.	As the teacher plans and utilizes assessments he/she rarely: administers informal/formal instructional assessments; incorporates a wide variety of assessments; uses assessments that are clearly aligned with curriculum and/or objectives of the units or lessons; encourages students to self evaluate and or reflect. All assessment and feedback is not done in a timely fashion.
<b>Classroom Management</b>	The teacher establishes and maintains high standards of behavior, mutual respect, and safety; consistently manages effective transitions and clearly utilizes classroom time to maximize student engagement.	The teacher establishes and maintains appropriate standards of behavior, mutual respect, and safety; consistently manages effective transitions and clearly utilizes classroom time to maximize student engagement.	The teacher establishes and maintains appropriate standards of behavior, mutual respect, and safety; usually manages effective transitions and clearly utilizes time to maximize student engagement.	The teacher inconsistently maintains appropriate standards of behavior, mutual respect, and safety; occasionally manages effective transitions; sometimes has difficulty utilizing classroom time to maximize student engagement.



## Knowledge

The teacher demonstrates up-to-date knowledge of content and performance standards which reflect district curriculum and the Massachusetts State Frameworks standards.

1. The teacher demonstrates up-to-date and current knowledge of standards in content area.
2. The teacher demonstrates up-to-date and current knowledge of subject matter being taught.
3. The teacher incorporates relevant knowledge, ideas, and experiences to enhance student learning.
4. The teacher selects and uses appropriate, varied, and challenging materials, including technology.

## **Knowledge Rubric**

<b>Standard</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Fair/Novice</b>	<b>Unacceptable</b>
<b>Knowledge of content and Massachusetts State Frameworks</b>	The teacher demonstrates extensive content knowledge and application of the Massachusetts Framework for area of concentration. Teacher links standards and frameworks to prior knowledge and real world applications. Teacher utilizes appropriate, varied and challenging materials, including technology.	The teacher demonstrates content knowledge and application of the Massachusetts Framework for area of concentration. Teacher links standards and frameworks to prior knowledge. Teacher utilizes appropriate and varied materials, including technology.	The Teacher demonstrates basic content knowledge of the Massachusetts Framework for area of concentration. Teacher inconsistently links standards and frameworks to prior knowledge. Teacher utilizes appropriate materials inconsistently, including technology.	The teacher has minimal knowledge of the Massachusetts State Frameworks. Teacher rarely utilizes appropriate and/or varied materials, including technology.

## **Professional Responsibilities**

### **Policies and Procedures**

The teacher follows district and school policies, procedures and guidelines

### **Professional Communication**

- The teacher communicates respectfully and appropriately with peers, supervisors and other personnel
- The teacher maintains the confidentiality of student and parent information
- The teacher communicates information and concerns regarding student issues using appropriate channels

### **Parental Communication**

- The teacher communicates through formal school methods such as report cards, progress reports, open-house, conferences, Edline
- The teacher communicates using informal methods such as phone calls, newsletters, email
- The teacher communicates student progress effectively using appropriate evidence in a timely fashion
- The teacher communicates information and concerns using chain of command

### **Investment in School Community**

- The teacher interacts appropriately with department/grade level colleagues in events, such as meetings, common planning, field trips, and assessments
- The teacher participates in professional activities that have a positive impact on the school community, such as committees, curriculum teams, and other school activities
- The teacher interacts appropriately with the PTO and the community

### **Continuous Learning**

- The teacher actively pursues and participates in department/grade, district and state professional development opportunities
- The teacher maintains current individual professional development improvement plan (IPDP), annually signed by her/his supervisor
- The teacher maintains current license(s) or is working to obtain a professional license in her/his subject area(s)/field(s)

## Professional Responsibilities Rubric

Standard	Distinguished	Proficient	Fair/ Novice	Unacceptable
<b>Policies and Procedures</b>	Teacher effectively demonstrates and frequently communicates school/district policies and procedures to appropriate members of the school community.	Teacher demonstrates and adequately communicates school/district policies and procedures to appropriate members of the school community.	Teacher has basic knowledge of school/district policies and procedures, but does not always demonstrate or communicate that knowledge well.	Teacher demonstrates inconsistent knowledge of school and district policies and procedures.
<b>Professional Communication</b>	Teacher effectively and respectfully communicates with peers, supervisors, and other personnel. Teacher maintains student and parent confidentiality.	Teacher communicates with peers, supervisors, and other personnel. Teacher maintains student and parent confidentiality.	Teacher ineffectively communicates with peers, supervisors, and other personnel. Teacher has occasional lapses in student and parent confidentiality.	Teacher does not communicate with peers, supervisors, and other personnel. Teacher has serious and/or frequent lapses in student and parent confidentiality.
<b>Parental Communication</b>	Teacher effectively utilizes formal and informal methods of communication concerning student progress.	Teacher utilizes formal and informal methods of communication concerning student progress.	Teacher uses basic or minimum methods of communication concerning student progress.	Teacher ineffectively communicates student progress.
<b>Investment in School and Community</b>	Teacher has supportive and cooperative relationships with colleagues and parents. Teacher takes initiative and/or leadership in professional activities that have a positive impact on the school community.	Teacher has supportive and cooperative relationships with colleagues and parents. Teacher participates in professional activities that have a positive impact on the school community.	Teacher exhibits little evidence of collaboration and cooperation with colleagues and parents. Teacher has limited participation in professional activities.	Teacher relationships with colleagues and parents are uncooperative. Teacher does not participate in professional activities.
<b>Continuous Learning</b>	Teacher actively participates and pursues grade/department, school, district, state, and federal professional development opportunities making a positive contribution to that work. Teacher maintains appropriate licensure. Continuous self improvement is noted in advanced course work or workshop/conferences in IPDP.	Teacher participates in grade/department school, district, state, and federal professional development opportunities. Teacher maintains or is working towards appropriate licensure. Teacher continues his/her own professional growth through graduate course work or workshop/conference or IPDP development/implementation.	There is little or minimal evidence of continuing professional growth. IPDP is incomplete.	There is no evidence of continuing professional growth. IPDP is incomplete or missing.

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Teacher Summative Evaluation Form – Administrative Cycle

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

School/ Grade: \_\_\_\_\_

Status: \_\_\_\_\_ Professional Teacher Status

\_\_\_\_\_ Non- Professional Teacher Status

Evaluator: \_\_\_\_\_

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**Performance Standards:**

- I. Instruction
- II. Knowledge
- III. Professional Responsibilities

Teacher must show significant improvement in the following standard(s) \_\_\_\_\_  
Indicate standard(s): \_\_\_\_\_

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**I. Instruction**

- Planning
- Instructional Techniques
- Assessment
- Classroom Management

**Narrative:**

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II. Knowledge

Narrative:

III. Professional Responsibilities

- Policies and Procedures
▪ Professional Communication
▪ Parental Communication
▪ Investment in School Community
▪ Continuous Learning

Narrative:

Recommendations:

I have seen and discussed this report: \_\_\_\_\_

Teacher's Signature\*

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

Date of conference with teacher regarding this report: \_\_\_\_\_

Individual Professional Development Plan (IPDP) Reviewed \_\_\_\_\_

This (is) (is not) a favorable evaluation

Recommendation for Re- Election: (Non- Professional Teacher Status only)

Yes \_\_\_\_\_ No \_\_\_\_\_

Evaluator's Signature

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

\*Signing does not necessarily indicate agreement

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Collaborative Cycle Plan Proposal Form

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

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

Professional Goals: (related to certification plan & district goals)

[Empty box for Professional Goals]

Proposal: (include measurable goals and description of outcome)

[Empty box for Proposal]

Names of others with whom you will be working:

[Empty box for Names of others]

Anticipated conferences/ workshops/courses/visitations/ etc.

[Empty box for Anticipated conferences]

Final Product/Documentation attached to this form

Preliminary Conference: (Must be held by the close of Term 1)

Teacher Signature: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_

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

Review Conference: (Mid Year)

Teacher Signature: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_

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

End of Year Conference: (Must be held by June 1. Attach final documentation/ product)

Individual Professional Development Plan (IPDP) Reviewed \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_

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

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Independent Cycle Plan Proposal Form

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

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

**Professional Goals: (related to certification plan & district goals)**

**Proposal: (include measurable goals, description of outcome)**

**Anticipated conferences/ workshops/courses/visitations/ etc.**

**Summary of outcome/ product:**

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**Preliminary Conference: (Must be held by the close of Term 1)**

Teacher Signature: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_

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

**Review Conference: (Mid-year)**

Teacher Signature: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_

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

**Individual Professional Development Plan (IPDP) reviewed \_\_\_\_\_**

**End of Year Conference: (Must be completed by June 1<sup>st</sup>)**

Teacher Signature: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_

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