NYSAIS Professional Development Liaisons Workshop
Wednesday, October 14, 2010

Creating a Culture of Continuous Improvement: Linking Faculty Evaluation and Professional Development

Pre-Workshop Materials for Participants

To help you make best use of your time in the workshop, please review the following materials in advance. They provide a context for a panel discussion that will explore how four different schools use faculty evaluation systems to promote professional development and a culture of continuous improvement.

Introduction

As professional development liaisons, we share the goal of finding the best opportunities for our faculty to grow in the ways most meaningful to them and most useful to our students. Conferences, workshops, seminars, in-house retreats, reading groups, featured speakers, Critical Friends Groups—these are among our many resources to promote teaching excellence. We may be overlooking, however, one of our best in-school resources: faculty evaluation. A school’s faculty evaluation process can be a powerful tool for creating a more effective professional development program and for promoting a culture of continuous improvement.

The focus of this year’s workshop is the role of the faculty evaluation process in strengthening the professional development program. The workshop will include examination and discussion of four school models in which faculty evaluation is central to the professional development program.

The programs in these four schools share elements essential to any evaluation process intent upon cultivating faculty excellence. In these schools, the faculty evaluation process:

- Is ongoing
- Creates a sense of ownership on the part of the teacher
- Is linked to concrete standards of good teaching
- Addresses different career stages and faculty needs
- Is customized to individuals and resists a “one size fits all” approach
- Incorporates feedback and observation from administrators, peers, and where appropriate, students
- Evolves as needs change
- Is not primarily aimed at low-performing faculty

These elements are likely to be present already, to a greater or lesser degree, in your school’s current faculty evaluation process. Strengthening your professional development program may be only a matter of connecting it to elements of the evaluation process. Building in-house professional development opportunities benefits faculty and makes practical sense in a time of fiscal retrenchment.
Brief Profiles of Four Evaluation Models

Each school’s evaluation process is briefly outlined below. Expanded material related to each model can be viewed in the Appendix.

**Collegiate School**

General description: K-12 day school for boys, Upper West Side of Manhattan. 113 faculty (full and part time), experienced and heavily tenured. 640 students.

Philosophy of faculty evaluation program: Evaluation as a means of professional development, encouraging collaboration and collegiality. Rooted in Middle States and NAIS evaluation processes. The faculty defines standards of good teaching in the school. Separate process for failing teachers.

Program description: Teachers cycle through every three years. Current program directed by the academic dean. In place for less than five years.

Process overview: Self-study written summer before self-evaluation year, which includes reflections on the “Principles of Good Teaching at Collegiate School.” Teacher, division head and department head meet with the academic dean to review self-study, decide areas on which teacher will focus. Department head and academic dean observe a sequence of classes, hold meetings pre- and post-observation with teacher. Consultation between department head, division head and academic dean to develop specific recommendations for teacher. Teacher responds to recommendations; summative meeting, once everyone has agreed, and recommendations made for professional development going forward. Experienced faculty asked to consider a new role in school, new kind of workshop experience. Professional development funds focused on classroom practice. Recommendations used as reference point for subsequent evaluations.

**Emma Willard School**

General description: 9-12+ boarding and day school for girls, Troy, NY. 56 faculty members (full and part time), 308 students. Dorm faculty are full-time, not classroom teachers, included in evaluation as of 2009.

Philosophy of faculty evaluation program: Developed by a faculty committee to encourage teaching excellence. Evaluation process emphasizes reflection, self-discovery, and growth while recognizing individual strengths and challenges in the context of shared understanding of what makes teaching excellence. The process also promotes open conversation among colleagues about strengths and challenges building upon a culture of collaboration, and encourages faculty to more clearly articulate their intentionality in teaching. Faculty define standards of good teaching in the school. Separate process for failing teachers.
**Program description:** Cycle through approx. every four years; varies according to contract length. Current program directed by director of faculty development with oversight by assistant head for academic affairs. In place for seven years, piloted for first two.

**Process overview:** Self-study written summer before evaluation year. Group meetings throughout evaluation year to share self-discoveries through process, do reflective work together. Focus of evaluation is self-determined, guided by 19 Standards/Attributes of Teaching Excellence (developed by faculty) and by faculty mentor (co-curricular assignment). Feedback, including observation of teaching, surveys and direct conversations, gathered in fall of evaluation year, first from department chair, then colleagues, students, and faculty mentor. Teacher completes the process by writing a report on insights gathered from feedback and an action plan for professional development. Report is the subject of a meeting with head of school, teacher and faculty mentor, and is shared with department chair. Report is used as reference point for subsequent evaluations.

**Saint David’s School**

**General Description:** Pre-K to 8th grade all-boys school, Upper East Side of Manhattan. 80 faculty (full and part time) & 400 students.

**Philosophy of Faculty Supervision Evaluation Program:** The purpose of supervision and evaluation is to support the continued professional development and positive growth of the faculty in an atmosphere that is, in the words of the school’s mission statement, one of “compassion, and kindness.” Nevertheless, observations and feedback focus on student learning and the ability to demonstrate understanding. This is connected to the school’s ongoing work in curriculum development focused on teaching for student understanding. By engaging in an ongoing discussion about the art, craft, and science of teaching, teachers and administrators collaborate in recognizing areas of competence and excellence while also identifying areas for improvement. We believe that multiple perspectives are essential to the process, as is a clearly defined, transparent, deliberate, sequence. The ultimate goal of this process is twofold: to maintain and sustain an exceptional faculty and to create an environment that is educationally sound, academically rigorous as well as, to quote again the school’s mission statement, “compelling, joyful and designed to serve self, others, and God.”

**Program Description:** The criteria for supervision and evaluation are consistent, objective, and flexible; the intention is to avoid being too formulaic and bureaucratic. In the interest of fairness and balance, an evaluation committee of two people, comprised of a faculty evaluator and a supervising administrator observe and assess the performance of a teacher in the year of a milestone evaluation (5, 10, 15, & 20). A comprehensive written evaluation of a teacher’s performance in his or her year of milestone evaluation, a self-evaluation, and professional portfolio is presented to the headmaster at the end of the process. The Dean of Faculty, in addition to writing an executive summary of the findings of the committee, is responsible for the administration of the program, ensuring all involved are exercising their relative responsibilities. The Dean is also responsible for the Mentorship program and the training program for faculty evaluators.
Between milestone years, faculty members develop SMART goals that relate to the specific outcomes of the supervision and evaluation process. These goals are developed in consultation with the administrative team and are part of the end-of-year reflection process.

Process Overview: The Milestone Review Process begins in January of the proceeding year, with official notification and selection of supervision team. A beginning meeting is held in April for faculty, evaluators, and administrators involved in the upcoming year. A self-evaluation document is completed by the Administrator and Evaluatee and discussed at an initial, pre-summer meeting. Goals for the year are developed during this meeting. During September to December, a series of observation using three-step observation processes are carried out. A mid-year meeting is held after two rounds of observations. Final meetings are held in January when recommendations are discussed and agreed upon. The Evaluatee shares the portfolio at this meeting. All documentation is sent to Dean of Faculty in January, synthesized, and a concluding meeting scheduled with the Headmaster in February. Recommendations from these meetings become the focus for the following year’s SMART goals.

St. Luke’s School

General description: PK – 8th grade, coeducational Episcopal day school in Greenwich Village, Manhattan. 35 faculty members, 202 students.

Philosophy of faculty evaluation: Developed to revitalize a moribund traditional evaluation process. Based on Independent School Management’s Meaningful Faculty Evaluation (MFE) system. The basic components of the MFE approach continue guide the St. Luke’s faculty evaluation process:

- A focus on professional growth to maximize student learning
- An intentional linkage between the school’s mission statement and each teacher’s personal mission
- Self-assessment based on community-wide principles of teaching excellence
- Preparation of two annual goals with concrete, identifiable outcomes, each of which constitutes a professional stretch. It is ISM’s view that teachers can manage no more than two meaningful goals in a given year.
- Customized paths to meet each goal

Over time, the MFE protocols have been adapted to St. Luke’s: the MFE teaching excellence ‘sensor’ was customize and expanded, guiding questions were added, and the ways that goals were articulated were simplified. In place since 2000.

Program description: The process is completed annually by every teacher and consists of three parts:

- Part 1: School and personal mission statements
- Part 2: Guiding questions and completion of the Teaching Excellence at St. Luke’s sensor
- Part 3: Two annual goals accompanied by specific resources, actions, and outcomes.
Process overview: Teachers complete Part 1 and Part 2 normally by October 15, and draft preliminary goals. They review Parts 1 and 2 with their supervising administrator, in this case the division head, and together they discuss, refine, and agree on the goals and how they will be accomplished. They also develop a timeline and agree on check-points. Teachers and division heads formally review the year’s work each spring and begin to brainstorm goals for the following year.

Goals may be individual, divisional, or school-wide. The division head and the teacher may adjust or modify a goal as the year progresses. If there is a concern about a teacher’s skill in a particular area, a goal may be mandated. There is a separate set of conversations and process should renewal of a teacher’s contract become in question.
APPENDIX OF SUPPORTING MATERIALS

APPENDIX A. COLLEGIATE SCHOOL

Principles of Good Teaching at Collegiate School: September 2009

Collegiate School seeks to hire, retain, and honor teachers who are reflective in their practice, enterprising in their efforts to improve their teaching and scholarship, and collegial in their desire to support and learn from their peers. Thus our first purpose in sustaining a program for faculty evaluation is the professional growth of the faculty and the improvement of teaching for our students. We also seek a larger benefit for the school. By making the practice and aspirations of teachers the subject of ongoing reflection and conversation, a collaborative evaluation process leads to a greater appreciation of teaching, deeper professional relationships, and a richer dedication to the promise of our students.

In accord with this overarching aim, the evaluation process places the faculty member in the lead by beginning with self-reflection and occurs within a common, school-wide understanding of good teaching. To help articulate that understanding across the three divisions, the faculty met in the spring of 2008 to identify what for Collegiate School constitutes excellence in teaching. Over the course of the following year, the Evaluation Committee, with the oversight of the Academic Council, drew upon that material to write this more formal document to guide teachers in their self-reflection and the evaluation teams in their observations, commendations, and recommendations. While these four areas should apply to any teacher, we do not intend the descriptions below to be a checklist or rubric. Instead, we intend them to prompt helpful reflection about the art and challenges of teaching.

I. Planning and Preparation

Teachers at Collegiate continue to acquire expertise in their disciplines and knowledge of appropriate pedagogy. They strive to plan lessons carefully with regard to content, methodology, preparation of resources, variety and timing of activities, and homework. They employ appropriate methods for developing the content of the lesson and explore thoroughly the resources best suited for students to learn. They work to identify ways of monitoring and assessing students' work and progress during class and modify planned activities as necessary.

1. The teacher demonstrates expertise in the discipline and continues to search for ways to improve teaching.
2. The teacher's lesson is part of a coherent, overarching, and flexible plan for a course or unit of study that is guided by essential goals and questions.
3. The teacher's lesson incorporates purposeful routines, a clear design, a focus on a central idea or question, and a strategic use of time.
4. The teacher recognizes the developmental range of the students and plans lessons and evaluations accordingly. The teacher demonstrates thorough knowledge of the students'
backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
5. The teacher provides the class with the necessary materials, technology, and equipment to run the class effectively and efficiently.
6. The teacher develops the students' skills, which include: problem-solving strategies; collaboration; writing, listening and speaking; effective habits of mind and study; and skills specific to the subject area or discipline.
7. The teacher designs a variety of assessments that allow students to demonstrate their knowledge.
8. The teacher seeks out and uses resources for teaching from professional organizations and the community, including learning specialists, librarians, technology specialists, and advisors.

II. Classroom Environment
Teachers at Collegiate seek to create and sustain a safe, nurturing, and inviting environment in the classroom where the students are physically and emotionally secure. They encourage respect and trust, and the students behave accordingly. Ultimately, they strive to create a classroom where the students are open to discovery, comfortable with perplexity, and eager to learn.
1. The teacher establishes authority in, and maintains control of, the classroom while students observe classroom routines and expectations.
2. The teacher knows and acknowledges the students as individuals.
3. The teacher's tone of voice, physicality, and affect are responsive to the needs of the students.
4. The teacher uses clear, age-appropriate language for directions and explanations.
5. When feasible, the teacher designs the layout of the classroom to suit best the needs of the students and the lesson.
6. The students display their confidence in the classroom environment by taking intellectual risks and by making imaginative connections in class and on assignments.

III. Classroom Teaching
Teachers at Collegiate seek to design classes that are clear in their aims, engaging for the students, consistent in their expectations, and coherent in their structure. While the choice of activities should be appropriate to the age of the students and to the subject itself, all teachers should develop and employ a variety of ways for students to engage in and demonstrate their understanding and skills.
1. The teacher is effective in posing questions and balancing open-ended inquiry with questions that assess preparation and understanding.
2. The teacher is aware of student engagement, responsive in providing feedback, and attentive to the students' experience of the class.
3. The teacher provides balance between teacher-centered instruction, small group work, and independent work where students learn to apply new knowledge and struggle through difficulty.
4. The teacher maintains an effective pace, creates clear transitions between activities, and designs a clear and purposeful structure for the class;
5. The teacher makes and encourages connections to students' prior knowledge, to other disciplines, and to historical and life examples.
6. The teacher explains concepts in clear language.
7. The teacher uses technology appropriately.
8. The students are engaged and demonstrate understanding of course content and skills.

IV. Professionalism
Teachers at Collegiate maintain high collegial standards in their work at the school. They actively seek to create trust and communicate respect in their relationships with other faculty, parents, and students. Upholding appropriate boundaries with parents and students, Collegiate teachers respect confidentiality and demonstrate belief in the promise of their students.
1. The teacher is a presence in the school; he or she respects its policies by being:
   a. on time for classes, meetings, and student activities for which he or she is responsible;
   b. prompt in returning students’ work;
   c. available to students during free periods and before and after the class day;
   d. present at assemblies, convocations, and other school meetings;
   e. available to substitute for absent colleagues;
   f. vigilant and responsible in supervising public spaces;
   g. respectful in keeping his or her area neat and by cleaning up shared space.
2. The teacher is a knowledgeable and responsible advisor. He or she seeks to understand the whole curriculum of the school and to acquire the skills in working with boys that will help create trust and effectiveness in that role.
3. The teacher meets all deadlines for grades, comments, and other time-sensitive obligations. He or she responds in a timely way to inquiries from colleagues, parents, and students.
4. The teacher seeks professional growth both inside and outside the school. He or she assumes leadership roles when appropriate, helps in the orientation and mentoring of new colleagues, stays current with scholarship and developments in his or her discipline, and represents the school effectively at professional meetings and conferences.
5. The teacher supports students in their achievements outside the classroom by attending concerts, plays, athletic events and the like.

Collegiate School 2010-11 Evaluation Process and Calendar

Guiding Principles
The evaluation process is designed to:
1. Maintain focus on student learning and the teacher’s professional growth;
2. Keep the teacher invested and in the lead by beginning with self-study;
3. Keep the work collaborative (key people together at key moments);
4. Allow for multiple observations and account for multiple responsibilities;
5. Suit the writing to the purposes of clarity and accountability - key commendations and recommendations should be specific, observable, and referable to earlier conversations;
6. Assure continuity and sustainability.
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<thead>
<tr>
<th>Calendar</th>
<th>Milestones</th>
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<tr>
<td>September 13</td>
<td>Self-Study due to Academic Dean's Office</td>
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<tr>
<td>September–October</td>
<td>Academic Office schedules meetings attended by teacher, Department Head, Academic Dean and relevant Division Head(s) to review Self-Study, agree on priorities, establish a calendar of class observations, and discuss what data or feedback the teacher seeks from the observations.</td>
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<tr>
<td>October–February</td>
<td>Department and Division Head(s) and Academic Dean complete observations and post-observation meetings (2-way between observer and teacher).</td>
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<tr>
<td>March–April</td>
<td>Department Head drafts commendations and recommendations in consultation with the Division Head(s) and Academic Dean and shares a draft with teacher prior to final meeting. In the case of lower school faculty, the Division Head writes this letter.</td>
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<tr>
<td>April -May</td>
<td>The Academic Office schedules a final, summary meeting, which is attended by all parties, to review the commendations and recommendations.</td>
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<tr>
<td>May</td>
<td>The Department Chair or, for lower school faculty, the Division Head finalizes the letter of commendations and recommendations, which is signed by the evaluating team and sent to the teacher.</td>
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**Self-Study**: A 4-5 page document responding to the following five questions. Comments should include reflections on teaching, advising, and any other assigned role or responsibility. Please include syllabi, curriculum maps, or course outlines/summaries for each of the courses you teach. In addition, please consult with your Department Head or, in the case of lower school teachers, your Division Head about other documents – assignments, assessments, lesson/unit plans, graded student work, etc. – that might provide evidence of student learning and that would help illustrate or deepen the evaluation team’s understanding of how you plan your lessons or courses and design your student assessments.

1. Introductory factual description of roles and responsibilities over the last three years: teaching assignments, advising and co-curricular duties, committee work, relevant activities and accomplishments outside of school, other work or activity that should be of record.
2. In reference to *The Principles of Good Teaching at Collegiate School*, discuss at least one strength and one area for growth in each of the four areas.
3. What information or feedback would be useful to you in the observation process? What evidence of student learning should your observers look for?
4. Discuss goals that you have worked on recently and how successful have you been in reaching them.
5. What have you done recently and would like to do in the near future in regard to your professional growth?
APPENDIX B. EMMA WILLARD SCHOOL

Emma Willard School Faculty Excellence and Professional Development (FEPD) program

The program’s goal is to engage faculty in frank self-assessment about their strengths and challenges in teaching. The FEPD process, rooted in 19 commonly held standards and attributes of excellence in teaching at Emma Willard. It includes a summer and fall semester of reflection and feedback elicited from peers, students, and the department chair, as well as a faculty mentor experienced in the FEPD process. The culmination is a report written by the participant, which includes a detailed explanation of the process, the insights gained, and plan of action for professional development. Faculty members (including residence faculty) undertake the FEPD process at regular cycles. The dean of academics and director of faculty development oversee the program.

Emma Willard School: Attributes/Standards of Teaching Excellence

Personality or temperament
For all of the roles a faculty member fulfills at Emma Willard, some personal traits are always valuable and sometimes necessary. Along with such predictable qualities as intelligence, energy, integrity, imagination, enthusiasm, and humor we agree on a number of other traits. We believe that the successful Emma Willard faculty member will be interested in and open to new experiences, open minded (in the sense of reserving judgment), and responsive and appropriately flexible. She or he will be sensitive and compassionate, and respectful of people.

I. Professional Competence
1. Subject Knowledge—has and acquires the knowledge and skill that is sufficient to meet and challenge students appropriately in the relevant field.

2. Pedagogical Range—informed by an understanding of adolescent development, anticipates the needs of students and employs appropriate approaches to further understanding.

3. Group Dynamics—demonstrates an awareness of different or changing group dynamics and makes adjustments appropriately to meet students’ needs and achieve goals.

4. Expectation Setting—establishes and maintains clear standards of conduct and achievement consistent with the values of the school community.

II. Professional Responsibilities
A
1. Timeliness—is punctual to commitments and responsive to deadlines, and provides feedback to students and colleagues within an appropriate timeframe.
2. **Reliability**—honors commitments and fulfills responsibilities toward the students and the community with consistent and dependable judgment and performance.

3. **Impartiality**—responds with deliberate fairness to students and colleagues in routine and special situations.

4. **Upholding rules**—respects, maintains, and enforces guidelines set by the school to preserve standards in the classroom and the community.

B.

1. **Providing Constructive Feedback**—candidly but tactfully evaluates performance or conduct of students and, where appropriate, colleagues, to recognize and promote improvement.

2. **Communicativeness and collaboration with adults**—willingly participates in collegial give and take, to create a professional atmosphere of sharing and to achieve outcomes valued by all.

3. **Self-evaluative**—reflects on performance critically, acknowledging strengths and opportunities for growth.

4. **Initiative-Taking**—recognizes institutional, community or individual needs and takes appropriate and effective action.

5. **Persistence**—perseveres with students of diverse backgrounds, skills, and levels of motivation.

6. **Commitment to Ongoing Learning**—seeks and appreciates professional and intellectual growth through identifying and participating in a range of relevant learning experiences.

7. **Awareness of One’s Example**—recognizes the influence of her or his actions on adolescent girls and professional colleagues and uses that influence judiciously.

8. **Informed Engagement in Community**—understands the complexity of boarding school life, embraces the vitality of the school community and chooses to participate broadly.

9. **Parent communication**—communicates as necessary with parents in a timely, diplomatic, and honest way to inform them and to seek their support.

10. **Guiding students**—helps students—through listening, questioning and explaining—to think more broadly and thoroughly about the effects of their choices and actions.

11. **Good judgment**—weighs, advises, and makes decisions with sufficient awareness of related circumstances, consequences, obligations, and goals.
<table>
<thead>
<tr>
<th>Event</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Introduction to FEPD, invitation to collect preliminary feedback</td>
<td>May</td>
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<tr>
<td>Begin summer written reflection</td>
<td>early June</td>
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<td>Summer written reflection completed</td>
<td>Aug/Sept, opening meetings</td>
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<td>FEPD group meeting</td>
<td>Wed of opening meetings</td>
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<td>Tues lunch meetings begin</td>
<td>second week of classes</td>
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<td>Participant, facilitator discuss reflection</td>
<td>end of Aug-mid Sept</td>
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<tr>
<td>Observation/feedback (dept chair/supervisor/colleague/facilitator)</td>
<td>mid Sept-early Oct</td>
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<tr>
<td>Facilitator gathers feedback from supervisor</td>
<td>end of Sept</td>
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<tr>
<td>Participant develops student survey</td>
<td>early Oct</td>
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<td>Participant, facilitator meet to revise survey</td>
<td>mid Oct</td>
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<tr>
<td>Participant administers survey</td>
<td>mid-late Oct</td>
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<tr>
<td>Participant processes survey results</td>
<td>early-mid Nov</td>
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<tr>
<td>Further observation/feedback (facilitator, colleague)</td>
<td>early-mid Nov</td>
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<tr>
<td>Participant writes FEPD report</td>
<td>late Nov-Dec</td>
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<tr>
<td>Participant meets with facilitator, revises report</td>
<td>Dec-early Jan</td>
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<tr>
<td>Participant finalizes report &amp; plan for professional development</td>
<td>Jan</td>
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<tr>
<td>Participant meets with Head of School, facilitator to discuss report &amp; plan</td>
<td>Feb-Mar</td>
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<tr>
<td>Final group meeting, feedback on process</td>
<td>Mar</td>
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APPENDIX C. SAINT DAVID’S SCHOOL

2010-2011 Supervision and Evaluation Protocol for Veteran Teachers

The faculty of Saint David’s is the heart of the school, and their ongoing support, development, and growth is essential to the school’s continuation as an institution of academic excellence. The school believes that a balanced program of supervision and evaluation enables its faculty to fulfill their role as educators. By participating in periodic and meaningful conversations about teaching, teachers and administrators promote reflection, introspection, analysis, change, and improvement. The existing program contains a number of redundancies, inefficiencies, and excessive demands of time. After an extended period of study, discussion, and review, the committee has developed an alternative.

The purpose of supervision and evaluation is to support the continued development and positive growth of the faculty in an atmosphere that is, in the words of the school’s mission statement, one of “family, compassion, and kindness.” By engaging in an ongoing discussion about the art and science of teaching, teachers and administrators collaborate in recognizing areas of competence and excellence while also identifying areas for improvement. The ultimate goal of this process is twofold: to maintain and sustain a superior faculty and to create an environment that is educationally sound as well as, to quote again the school’s mission statement, “compelling, joyful and designed to serve self, others, and God.”

The criteria for supervision and evaluation are consistent, objective, and flexible; the intention is to avoid being formulaic and bureaucratic. In the interest of fairness and balance, an evaluation committee of two people, comprised of a faculty evaluator and a supervising administrator will observe and assess the performance of a teacher in the year of a milestone evaluation as outlined in this document and compose a written evaluation of a teacher’s performance in his or her year of milestone evaluation.

The term faculty evaluator refers to a member of the faculty who evaluates the performance of a teacher. The term supervising administrator is the administrator who directly supervises a teacher. Currently, those supervising administrators are the Director of Athletics, the Dean of Studies, the Head of Lower School, and the Head of Upper School.

In this program of supervision and evaluation, there are three groups of teachers: new teachers, (including teachers with previous teaching experience who are new to the school), veteran teachers, and master teachers. The program itself is divided into two sections. The first is the procedure for supervising and evaluating teachers while the second addresses the criteria upon which an evaluation is based.

Procedure
To follow the progress of a teacher as a member of the group of veteran teachers, a formal evaluation will occur on reaching tenth step of the Saint David’s salary scale. Afterwards, veteran teachers will be evaluated every five years, that is, steps fifteen and twenty. In the year of evaluation, the process will generally include but will not necessarily be limited to:
- A minimum of two classroom observations by a Faculty Evaluator that will include both pre- and post-observation meetings
- A minimum of two classroom observations by a Supervising Administrator that will include both pre- and post-observation meetings
- Meetings with Faculty Evaluator and Supervising Administrator with input from the Department Chair where appropriate
- Written evaluation by a Faculty Evaluator and a Supervising Administrator
- Abbreviated portfolio that highlights the teacher’s efforts**
- Visits to classes of other teachers
- SMART Goals
- Annual meeting with Headmaster

**Timeline for Supervision and Evaluation Process**

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<tr>
<th>Month</th>
<th>Event</th>
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<tr>
<td>February - March</td>
<td>Selection of Faculty Evaluators (F.E.)</td>
</tr>
<tr>
<td>April</td>
<td>Initial Self-Assessment completed</td>
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</table>
| April-May   | Initial meeting with S.A., F.E., & F.M.  
Informal visits by S.A. and F.E.  |
| June to August | Summer Holidays                                |
| September   | 1st observation occurs                                                   |
| October     | 2nd observation occurs  
Midway meeting with S.A., F.E., & F.M. |
| November    | 3rd observation occurs                                                   |
| December    | 4th observation occurs  
Portfolio submitted to S.A.                                                |
| January     | Final meeting with S.A., F.E., & F.M.  
Report & Portfolio forwarded to D.F.                                        |
| February    | Faculty Member, Dean of Faculty, and Headmaster meet to review report  
and abbreviated portfolio                                                    |

S.A. = Supervising Administrator  
F.M. = Faculty Member  
F.E. = Faculty Evaluator  
D.F. = Dean of Faculty
Criteria
The criteria for the evaluation of veteran teachers will generally include integration of new and worthy ideas, techniques, and approaches into their teaching; continued growth and development**; and collegial and community contributions. These contributions include sharing of knowledge and experience with other teachers and administrators, sharing of historical overview and institutional memory of school, and professional growth and development.

**Professional growth and development includes postgraduate study; advanced degrees; independent study; collaborative study with other faculty; travel; and service as a curriculum head, mentor, faculty evaluator, committee member, workshop leader, and liaison with other schools, organizations, parents, or alumni groups. Additional endeavors not mentioned here but agreed upon in advance by a teacher and the Dean of Faculty will also be acceptable.

Criteria for Veteran Teachers
A veteran teacher is primarily evaluated on: mastery of content area, individual contributions to curriculum development, a deep understanding of child development and learning, and active contribution to the traditions and values of Saint David’s. The criteria for New Teachers underpin all other criteria. These include knowledge of pedagogy, organizing class so that all students can learn, communicating with parents and students, working with faculty and staff, and professionalism.

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<th>Teaching – Does the teacher:</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>1. Provide oral and written feedback when communicating with students to enhance student learning?</td>
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<td>2. Use ongoing assessment to inform instruction?</td>
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<td>3. Provide feedback to students in a timely manner?</td>
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<td>4. Teach to all learning styles?</td>
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<td>5. Update his or her program to reflect new resources, professional knowledge, and current standards?</td>
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<td>6. Provide differentiated instruction based on individual needs?</td>
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Comments:
### Class Management – Does the teacher:

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Comments:

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<td>4. Submit reports in a timely manner?</td>
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<td>5. Prepare for, conduct, and document constructive parent-teacher conferences?</td>
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<td>6. Use student work to better inform parents of their sons’ progress?</td>
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Comments:
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<tr>
<th>Professionalism and Professional Development – Does the teacher:</th>
<th>1</th>
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<tbody>
<tr>
<td>1. Work in partnership with teachers in same subject area?</td>
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<tr>
<td>1. Display a willingness to implement curriculum changes when required?</td>
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<td>2. Share material and instructional ideas with colleagues, especially new ones?</td>
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<td>3. Meet with colleagues to discuss student work?</td>
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<tr>
<td>4. Continue to seek out learning opportunities?</td>
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<td>5. Serve as a model of what a learner should be?</td>
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<tr>
<td>6. Participate in meetings and professional development sessions in a constructive and active manner?</td>
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<td>7. Evaluate his or her teaching critically and use this to improve his or her effectiveness?</td>
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<td>8. Develop a Professional Development Plan?</td>
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<td>9. Maintain the highest possible level of skill in their subject?</td>
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<td>10. Remain current with professional literature and pedagogical practice?</td>
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<td>11. Reflect on the success or otherwise of professional development opportunities?</td>
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Comments:

Overall Comments:

Teacher’s Signature ___________________________ Date: ___________________________

Administrator’s Signature ___________________________ Date: ___________________________
Supervision and Evaluation Portfolio Requirements

All teachers involved in the school’s Supervision and Evaluation Process are required to prepare an Abbreviated Portfolio. This document will outline items that must be included in the portfolio as well as guidelines regarding items that may be included, a timeline for completion, and submission to the Supervising Administrator and Dean of Faculty.

Items Required:
- Personal school schedule and homeroom schedule, if appropriate: (October)
- Completed Self-Assessment Document (October)
- Final Report from Administrative Supervisor (January)
- Four observation write-ups (December)
- Evaluatee Response to Final Report (January)
- SMART Goals; current year and previous years (October)
- Professional Reflections from 2009-2010 (October)
- Agendas and minutes from Curriculum Meetings: (October)
- List of professional readings, workshops, or conferences: (October/January)
- Sample of Parent/Teacher Communications: (October)
- Sample of Lesson Plans and Unit Descriptors: (October)
- Examples of assessments used during teaching: (October)
- Other documents of interest

Supervision and Evaluation Milestone Self-Assessment For New and Veteran Teachers

Instructions
Please complete the self-assessment below by entering the most appropriate number in the space provided. This document will be included in the portfolio submitted at the end of the Supervision and Evaluation process; however, its purpose is to suggest areas for professional development during the coming months.

<table>
<thead>
<tr>
<th>Teaching: Does the teacher</th>
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<tbody>
<tr>
<td>1  Demonstrate suitable knowledge for his or her teaching assignments?</td>
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<td>2  Plan the curriculum to follow the Scope &amp; Sequence?</td>
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<td>3  Plan lessons appropriately (goals, methods, and materials)?</td>
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<td>4  Demonstrate sound teaching methods and use a variety of techniques to meet the developmental and learning requirements of students?</td>
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<td>5  Elicit responses from a broad cross section of students and rotate leadership roles?</td>
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<td>6  Provide opportunities for small group and independent learning?</td>
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<td></td>
<td>Use assessments, projects, and assignments appropriate to the subject and grade?</td>
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<td>8</td>
<td>Return homework promptly?</td>
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<td>9</td>
<td>Offer extra help to students who need it?</td>
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<td>10</td>
<td>Provide oral and written feedback when communicating with students to enhance student learning?</td>
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<td>11</td>
<td>Use ongoing assessment to inform instruction?</td>
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<td>12</td>
<td>Provide feedback to students in a timely manner?</td>
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<td>13</td>
<td>Teach to all learning styles?</td>
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<td>14</td>
<td>Update his or her program to reflect new resources, professional knowledge, and current standards?</td>
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<td>15</td>
<td>Provide differentiation with instruction based on individual needs?</td>
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<tr>
<td>16</td>
<td>Demonstrate a deep understanding of child development?</td>
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<td>17</td>
<td>Implement new technology in appropriate and productive ways?</td>
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### Classroom Management: Does the teacher

<table>
<thead>
<tr>
<th></th>
<th>Clearly explain and consistently maintain academic and behavioral standards?</th>
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<tr>
<td>2</td>
<td>Model respect, engagement, and productivity?</td>
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<td>3</td>
<td>Organize the classroom to facilitate learning (desks, supplies, display areas, etc.)?</td>
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<td>4</td>
<td>Begin classes on time to maximize instruction?</td>
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<td>5</td>
<td>End classes on time to promote smooth transitions?</td>
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<td>6</td>
<td>Use positive approving verbal communications instead of negative ones?</td>
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<td>7</td>
<td>Actively engage the students in his or her lessons?</td>
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<td>9</td>
<td>Evaluate his or her management style to improve effectiveness?</td>
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### Parent-Teacher Communication: Does the teacher

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<th>Communicate student progress regularly, accurately, and sensitively?</th>
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<td></td>
<td>Contact parents with constructive strategies for student improvement?</td>
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<td>conferences?</td>
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**Professionalism & Professional Development: Does the teacher**

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<td>1</td>
<td>Arrive to duties on time?</td>
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<td>2</td>
<td>Fulfill the full variety of his or her professional responsibilities?</td>
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<td>3</td>
<td>Accept appropriate direction?</td>
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<td>4</td>
<td>Work in a cooperative and collaborative manner with other faculty and staff?</td>
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<td>5</td>
<td>Participate constructively in meetings and committees?</td>
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<td>Work in partnership with teachers in same subject areas?</td>
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<td>Participate in mentoring of new faculty?</td>
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<td>Participate in the school’s professional development program?</td>
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<td>Seek new knowledge and experience from workshops, classes and other sources?</td>
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<td>17</td>
<td>Share knowledge and experience through writing in school publications and faculty presentations?</td>
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<td>18</td>
<td>Have SMART Goals?</td>
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Comments (if required):
APPENDIX D. ST. LUKE’S SCHOOL

Professional Growth and Evaluation at St. Luke’s School
What does it mean to be an exemplary teacher at St. Luke’s? What professional practices do we most value as a faculty? This document is designed to assist you in reflecting on professional excellence and in setting annual goals with your division head. It will help you to identify:

1) areas of current strength and significant contributions to the professional practices of St. Luke’s School, and
2) two specific areas for special focus and professional growth for the year ahead.

This document consists of three parts.
- Part 1: School and personal mission statements
- Part 2: Guiding questions and Teaching Excellence at St. Luke’s sensor
- Part 3: Goals – how I will get there and what they will look like

Part 1: School and Personal Mission Statements

Directions:
Circle, highlight, or underscore core words and/or value phrases from the St. Luke’s School Mission Statement on which you will focus this year. Then compose your own mission statement.

Compose your own personal/professional mission statement. (It can be as short or as long as you wish).

Part 2: Guiding Questions and Teaching Excellence at St. Luke’s Sensor

A. Guiding Questions: Reflect upon the following questions based upon their relevance to your academic discipline, your teaching experience, and the developmental level of your students. Please jot down a few notes and be prepared to discuss them with your division head. These questions are designed to help you complete the Teaching Excellence at St. Luke’s sensor.

A. TECHNOLOGY
- What is a “cutting edge” technique or “best practice” I am currently using?
- Is there a new instructional technique I have tried using technology?
- Identify a new instructional technique I would like to learn or explore using technology.
- Which aspect of contemporary technology do I want to learn more about, such as wikis, blogs, or Twitter?
- How can I advance children’s learning through using /interacting with technology?
- Am I teaching to my comfort level with technology or to how children are currently or will be using technology in their lives?
B. INDIVIDUAL NEEDS
- How have I challenged a child who needed enrichment?
- Give an example of how I have supported a child in need of extra help.
- What are some ways I have differentiated instruction for small groups of children within the classroom?
- What further plans do I have for small group differentiation in the future?

C. ASSESSMENT
- What types of assessment do I frequently use?
- I would like to learn more about the following types of assessment:

D. CLASSROOM MANAGEMENT
- Describe areas of classroom management where I am most successful.
- What are the areas of classroom management where I need support, could improve, or could challenge myself further?
- Do I help children reflect on their behavior? If so, in what ways?

E. MEANINGFUL ENGAGEMENT WITH ALL STUDENTS
- Give examples of how I encourage children to reflect on who they are as learners.

F. COLLEAGUES
- Have I ever observed a colleague in another classroom? Explain.
- How have I collaborated with colleagues? Give an example.
- How do I contribute to the community as a professional?
  - Within the school day?
  - Outside of the school day?
- Do I bring a professional attitude to the community?

G. PARENTS
- How do I communicate with parents outside of conference day and reports?
  - Formally?
  - Informally?
  - How often?
B. Teaching Excellence at St. Luke’s Sensor
Step 1: Self-evaluate your current skills by rating your level of competency from 1-5, one being “needs significant work” and 5 being a high level of competency. Comment where applicable.

Step 2: Review this checklist with your division head and incorporate it into your discussions about goals for the year.

A. Knowledge of “cutting edge” content and process
   _____ Continually work to expand one’s skills and horizons.
   _____ Keep abreast of current research and pedagogy, including learning technology.
   _____ Review and revise the curriculum and curricular activities as needed.
   Comment:

B. High group standards and expectations balanced by responsiveness to individual needs
   _____ Align grade-level standards and outcomes with the overall scope and sequence of the St. Luke’s curriculum.
   _____ Successfully work with students of disparate abilities, and offer additional help and enrichment to those who need it.
   _____ Collaborate with colleagues, Division Heads, Learning Specialist, and School Psychologist as appropriate.
   _____ Use a variety of teaching techniques to introduce, clarify, or reinforce content and skills already acquired.
   _____ Effectively use class time to maintain class achievement momentum without creating undue stress.
   _____ Review and adjust one’s own basic expectations for behavior and work as the year goes on.
   Comment:

C. Evaluation of student learning and progress through a variety of assessments, including graded events
   _____ Utilize a range of developmentally appropriate assessments to meet individual needs and attend to differing learning styles.
   _____ Consistently prepare students for all assessments.
   _____ Continually assess student progress to facilitate student success.
   _____ Celebrate learning through displays of projects, culminating experiences, or other contributions.
   Comment:
D. St. Luke’s School mission-consistent discipline in all instances
   _____ Establish clear and consistent behavioral expectations for both individuals and groups.
   _____ Engage with students so as to leave each child’s dignity intact.
   _____ Be aware of all safety procedures and review them with students; take responsibility for the welfare of students and plan accordingly.
   Comment:

E. Meaningful emotional and psychological engagement with all students
   _____ Encourage student initiative and active learning.
   _____ Create a classroom culture and curriculum that supports students’ understanding of and appreciation for our diverse society; actively engage students in issues of equity, stereotyping, and conflict resolution.
   _____ Create a classroom environment that supports and reflects student participation in learning.
   Comment:

F. Active support for colleagues
   _____ Contribute positively to a professional, mission focused ‘sense of community.’
   _____ Work collaboratively with colleagues.
   _____ Maintain professional confidentiality.
   Comment:

G. Interaction with parents
   _____ Communicate regularly and effectively about student progress.
   _____ Engage with parents to support student growth.
   Comment:
Part 3: Goals – How I Will Get There and What They Will Look Like

Goal #1:
(Choose a goal that is a “stretch” – a true professional challenge.)

Methods to Achieve Goal #1:
(For example: attendance at workshops, collaboration with colleagues, school visits, etc.)

Resources to Achieve Goal #1:
(For example, books, websites, people, subscriptions, etc.)

Means of Knowing Goal #1 Succeeded:
(For example: completion of a product, acquisition of a new skill, etc.)

Goal #2:
(Choose a goal that is a “stretch” – a true professional challenge.)

Methods to Achieve Goal #2:
(For example: attendance at workshops, collaboration with colleagues, school visits, etc.)

Resources to Achieve Goal #2:
(For example, books, websites, people, subscriptions, etc.)

Means of Knowing Goal #2 Succeeded:
(For example: completion of a product, acquisition of a new skill, etc.)