

ANESU Supervision and Evaluation Task Force

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ANESU TEACHER SUPERVISION/EVALUATION SYSTEM

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The goal of the ANESU Teacher Supervision and Evaluation System is to enhance student learning and support the achievement of the Vermont Standards and the RAC Goals and Student Performance Targets by:

- a) Guaranteeing quality instruction for all students
- b) Supporting the professional growth of all teachers
- c) Providing appropriate documentation for decisions on contract renewal

We will accomplish these goals within a framework that supports the growth of the school community, ensures a respectful environment for learning, contributes to a positive school climate, provides opportunities for all stake holders to participate, and promotes communication and collaboration among teachers and administration.

In researching the best ways for a system of supervision and evaluation to fulfill these goals, the following guidelines and principles were used:

1) Characteristics of a system that will guarantee quality instruction:

- Incorporates best teaching practices per ANESU curriculum guidelines and VT. Standards and Learning Opportunities
- Utilizes data from student assessments
- Includes feedback from teacher and follow-up by both the teacher and supervisor

2) Characteristics of a system that will support professional growth:

- Includes active teacher participation, collaboration, initiative
- Encourages reflective teaching practice
- Expects teachers to use student assessment data to inform instruction
- Is supported by a comprehensive professional development system
- Links supervision/evaluation activities with licensure process
- Provides opportunities for peer conferencing and mentoring
- Provides levels of support for and differentiates between all levels of teachers (ie: beginning and experienced, OR successful and probationary)
- Reflects the needs of a variety of teacher situations (ie: classroom, music, guidance, librarian, nurse)

3) Characteristics of a system that will provide appropriate documentation for decisions on contract renewal (meets legal requirements):

- Expectations are clear and consistent
- All steps in the process are stated clearly and followed
- Reflects current negotiated agreements
- Demonstrates teacher input and response
- Provides ample opportunities to improve

To best recognize and meet differing needs of professionals, four separate groups with differing supervision and evaluation processes have been established.

GROUP A: *First year professionals, professionals new to ANESU, and those who are in a new position in the district.* Emphasis will be on intense supervision and support and will include more frequent observations.

GROUP B: *The vast majority of professionals.* Emphasis is on self-directed professional growth with formal administrative evaluation every three years.

GROUP C: *Professionals who have not met district standards of the normal evaluation process.* They will follow an improvement plan as defined in Appendix F. At any time, a principal may reclassify a professional in another group to Group C due to the need to improve in some designated area. A recommendation for reclassification out of Group C will be made at the end of the school year or may be done earlier upon the satisfactory completion of the IMPROVEMENT PLAN (Appendix F1).

GROUP D: *Professionals who have experienced repeated and/or serious deficiencies in meeting district standards.* This process involves administrative probation as defined by the Superintendent of Schools according to all applicable Vermont State Laws and School Board Policies (Title 16, 1752). Only the Superintendent of Schools may classify a professional in Group D or reclassify that professional out of Group D. That decision will be made based on the terms of the probation and in consultation with the building principal or designated supervisor. (See Appendix F2 for probationary procedures).

Supervision and Evaluation System Components

In order to achieve the goal of meeting the Vermont Standards, the task force recommends the adoption of the Vermont Framework of Standards and Learning Opportunities (1996) as the basis for the supervision and evaluation process. The system has the following components:

YEARLY ACTION PLAN AND REFLECTIONS

By the fall every professional faculty member will complete and review with supervisor Part I and Part II of the Yearly Action Plan and Reflection Sheet (Appendix A). The purpose of the activity is to encourage the teacher to reflect on his/her teaching performance and to plan for professional growth and improvement of the instructional environment. While it is not required, it is strongly recommended that this yearly action plan be linked to the teacher's Seven Year Goals. A supervisor may require a teacher to include a particular goal (or goals) in his/her yearly action plan. Within twelve months of reviewing Part I and Part II with his/her supervisor, the teacher will complete and submit to the supervisor Part IV of the Yearly Action Plan and Reflection Sheet. The action plan and reflection sheet asks the teacher to review the action plan identified in the fall and the goals identified in the summative evaluation. The purpose of this review is to:

- a) Comment on the extent to which the goals were met
- b) Cite evidence to support those comments, and
- c) Plan further action based on the conclusions.

Part IV will be reviewed with the supervisor on a yearly basis.

FORMATIVE SUPERVISION

The supervisor/evaluator is the teacher's building administrator or designated program coordinator. As one of the main goals of the ANESU Supervision/Evaluation System is to support the achievement of the Vermont Standards, all classroom observations will be conducted within the context of the Vermont Framework for Standards and Learning Opportunities(1996) (Appendix B). For areas that are not addressed in the Vermont Frameworks, national standards will be used as per ANESU curriculum guidelines. Each formal classroom observation will be preceded with a pre-observation conference. A Pre-Observation Form, (Appendix C1), will be filled out by the teacher prior to the scheduled pre-observation conference. At the pre-observation conference the teacher and supervisor will review

- the purpose of the lesson
- the Vermont Standards to be addressed
- the strategies
- activities
- assessments planned
- any concerns that may exist.

After the observation, a post-observation conference will be held. At this time, the pre-observation form will be reviewed and the classroom observation will be discussed. Prior to the post-observation conference, teachers should reflect on the questions that appear in Appendix C2. These questions will serve as the framework for the post-observation conference. Teachers are not required to answer the (C-2) post-observation questions in writing. The final observation report will be completed after the post-observation conference. The Final Observation Report (Appendix C3) will be completed by the supervisor. The teacher will have the opportunity to respond to this report in writing. The final observation report, the pre-observation form and any teacher response will be placed in the teacher's professional file.

GROUP A Professionals: Informal observations at least once per week for new professionals and bi-weekly for experienced professionals new to the district, will be conducted during the first quarter. These informal observations may be conducted by a supervisor or by a peer conferencer. A minimum of three formal observations will occur during the first year conducted by the supervisor.

GROUP B Professionals: These teachers will be formally evaluated on a three-year cycle. Supervision will include at least three formal observations per cycle and a summative evaluation, and may include additional formal and informal observations.

GROUP C Professionals: Supervisor will provide formal and informal observations as defined in the PROFESSIONAL IMPROVEMENT PLAN (Appendix F1). The professional improvement plan must be approved by the supervisor.

GROUP D Professionals: This process is defined in the district probation procedures (Appendix F2).

SUMMATIVE EVALUATION

The summative evaluation report, written by the supervisor, will cite evidence for conclusions from the formal observations and from other information such as teacher's use of student assessment data to improve student learning and the teacher's portfolio (See Teacher Portfolio Below). The summative evaluation will become part of the teacher's personnel file. Student scores from the Vermont State Comprehensive Assessment Program and the ANESU Comprehensive Student Assessments are intended for program and student evaluation. All student assessment data and the school's action plan will be reviewed and considered by the teacher and supervisor in the development of the teacher's Yearly Action Plan and/or Improvement Plan.

For All Groups: The summative evaluation is based on a minimum of three formal observations and is submitted to the Superintendent of Schools by March 15. The report shall include a recommendation regarding rehiring and reclassification to Group B, C or D.

TEACHER PORTFOLIO

Each teacher will maintain a Professional Portfolio which will include pre and post conference forms and formative and summative evaluation reports from all classroom observations and the Yearly Action Plan and Reflection Sheet. In addition, the portfolios may include any of the following:

- ❖ Graduate transcripts
- ❖ Workshop/in-service certificates
- ❖ Seven Year goals
- ❖ Peer conference data collected (including name of peer conference and dates observed)
- ❖ Student assessment data or samples of student work
- ❖ Classroom assessment tools
- ❖ Standards-based units of study
- ❖ Parent and student survey data

And other information that may help demonstrate the breadth of a teacher's performance. The teacher portfolio will be shared with the supervisor at the time of the summative evaluation.

PEER CONFERENCING

The purpose of peer conferencing is to provide a teacher with additional input from another professional who serves as a resource for professional growth. The peer confereer should be someone committed to the spirit and intent of the professional development process. Each teacher may choose his/her own peer confereer who is familiar with the grade level and subject matter being taught, such as the professional growth colleague. Group A professionals may be assigned a peer confereer by the immediate supervisor. An administrator may serve as a peer confereer at the request of a teacher. Teachers are encouraged to select peer confereers within the same school and/or the Supervisory Union. However, in some situations, a teacher may wish to select someone from outside the ANESU.

The peer conference process should:

- ❖ Have a clear purpose. The teacher should identify what data he/she would like the peer confereer to collect.
- ❖ Include a planning conference, an observation, and a reflective conference.
- ❖ Have problem solving and professional goal setting as the focus.
- ❖ Align with the Yearly Action Plan and goals outlined in the Summative evaluation.

All observations and discussions from the peer conferencing will be confidential. Peer conferencing will be done on a voluntary basis and should be viewed as an opportunity for professional development. Forms from Appendix C1-C3 may be used in peer conferencing.

INPUT FROM STUDENTS AND PARENTS

The purpose of the parent and student surveys is to provide feedback to the teacher. On at least a yearly basis, teachers will distribute and collect student and parent surveys. Student and Parent Survey Forms (Appendix E) align with the Learning Opportunities from the Vermont Frameworks and are drawn, in part, from 360 Degree Supervision.*

Teachers are asked to use the parent and student surveys as written, although they are welcome to add questions. Teachers may alter the format of these surveys (for example: larger print, more spacing between questions) to make the surveys more accessible to students and parents.

Teachers who have more than 30 students will collect the surveys from selected classes and parents. For example, a music teacher who sees all the students in an entire school may collect data from one grade one year and another grade the next, etc. The data gathered from these surveys may be included in the teacher's portfolio if he/she chooses. It should be considered as valuable data for reflection and professional growth. Teachers are encouraged to share and review this data with the supervisor during the summative evaluation process.

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APPENDIX A
ANESU TEACHER SUPERVISION/EVALUATION SYSTEM
YEARLY ACTION PLAN AND REFLECTION SHEET

Name: _____

Date: _____

School: _____

Grade/Subject: _____

Please use the support document Appendix G, as a reference in defining goals for the coming year.

PART I IMPROVEMENT OF STUDENT PERFORMANCE

Identify your goals for improving student performance this year and your plan for reaching these goals. These goals should be based on your analysis of student assessment data, the Vermont Framework of Standards and Learning Opportunities (1996), and the ANESU Reinvention Advisory Council (RAC) Goals:

Goal 1:

A. Actions:

B. Evidence of Success:

Goal 2:

A. Actions:

B. Evidence of Success:

PART II PROFESSIONAL DEVELOPMENT

Identify your professional goals for the coming year and your plans for reaching these goals. These goals should be based on your school's Action Plan, the Vermont Framework of Standards and Learning Opportunities (1996), and on the goals of your Summative Evaluation.

Goal 1:

A. Activities:

B. Evidence of Success:

Goal 2:

A. Activities:

B. Evidence of Success:

PART III LOCAL STANDARDS BOARD (Optional)

Include: Activities completed, focus for the year and connection of Seven Year Plan to Yearly Action Plan as stated on this form.

1. Professional Knowledge

2. Area of Expertise

3. Collegueship

4. Advocacy

5. Accountability

Part IV REFLECTION ON PREVIOUS YEAR'S ACTION PLAN

1. Please comment on the extent to which the goals were met.

2. Cite evidence to support those comments, and

3. Plan further actions (for the coming year) based on the conclusions.

Review with Supervisor on (date): _____

Teacher Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Optional:

Local Standards Board Representative: _____ Date: _____

Professional Growth Colleague: _____ Date: _____

APPENDIX B

Addison Northeast Supervisory Union
PERFORMANCE CRITERIA FOR TEACHERS

BASED ON VERMONT'S FRAMEWORK OF STANDARDS AND LEARNING OPPORTUNITIES

A. ACCESS

CONTENT

- 1) **Access to knowledge and skills described in the Vermont Framework of Standards. For Example:**
 - (a) Instructor teaches local curriculum which is based on the standards of Vermont's Framework.
 - (b) Instructor teaches concepts and skills which are based on the Vital Results standards that are woven throughout the grades, providing an opportunity to develop increasing levels of sophistication and understanding over time (e.g., understanding of atomic theory built on early explorations into the physical properties of objects).
 - (c) Instructor teaches standards-based units of study that are current, coordinated within the school (e.g., across classrooms and grade levels), and coordinated beyond school, (e.g., within the supervisory union).
 - (d) Instructor provides opportunities for students to learn the concepts and skills identified in Vermont's Framework (e.g., physical science included at the primary level; use of a variety of arts media at the secondary level).
 - (e) Instructor provides opportunities for students to read and write every day.

INSTRUCTORS

- 2.1 **Access to instructors who are knowledgeable about the disciplines they teach, about the developmental characteristics of the students they teach, and about best practices and learning and teaching. For example:**
 - (a) Instructor's lesson plans are developmentally appropriate curriculum and instruction.
 - (b) Instructor presents his/her information through multiple perspectives and connected disciplines (e.g., studying the Civil War from historical, economic, and literary perspectives).
 - (c) Instructor continually updates units of study to include new and revised information, current standards, and appropriate instructional strategies.

2.2 Access to Instructors who share their knowledge, who work with others to plan and assess curriculum, and who themselves are continually learning. For example:

- a) Instructor participates in a variety of means of professional development to increase instructor's knowledge of content and learning and teaching (e.g., coaching, study groups, collaborative curriculum development, independent study).
- b) Instructor works collaboratively and effectively with others (e.g., colleagues, parents, other community members, and students) to plan and assess the effectiveness of curriculum.

RESOURCES

3. Instructor provides students with equitable and prompt access to accurate materials and current resources (in addition to textbooks) that are appropriate and available for learning goals. For example:

- a) Instructor frequently engages the community as a resource and a learning laboratory for students (e.g., learning from artists, businesses, health-care providers, town records, town meeting, community theater, the local landfill).
- b) Instructor engages students in accessing a variety of information-technology tools (e.g., computers, telecommunications).
- c) Instructor accesses appropriate services provided within the school for students (e.g., guidance services, special education, speech and language support, health services, enrichment).
- d) Instructor provides resource materials for students that are free of bias, stereotyping, and/or misrepresentation.
- e) Instructor accesses facilities and equipment necessary to support the instructional process.

TIME

4. Instruction that uses time effectively and flexibly to achieve learning goals. For Example:

- a) Instructor builds schedules, within instructor's responsibility, around instructional needs (e.g., flexible blocks).
- b) Instructor uses non-instructional time in creative and purposeful ways (e.g., taking lunch count in Spanish).
- c) Instructor utilizes time built in for collaboration (e.g., student with teacher, teacher with teacher, teacher with family).

- d) Instructor maximizes time devoted to student “time on task”, with high levels of student engagement in constructive learning tasks.

SAFE AND HEALTHY ENVIRONMENT

- 5. **A physically and emotionally safe, educationally supportive environment in which to learn. For example:**
 - a) Instructor, within Instructor’s responsibility, assures that equipment, work, and learning spaces are maintained and organized so that tasks and projects may be carried out safely.
 - b) Instructor models healthy behaviors (e.g., a smoke free, drug free environment).
 - c) Instructor provides an environment in which each student has access to a caring adult.
 - d) Instructor utilizes procedures and rules within the school and classroom that are fair, known to all, and consistently applied.

B. INSTRUCTION

- 1. **Learning experiences that engage students in active learning, build on prior knowledge and experiences, and develop conceptual and procedural understanding, along with student independence. For example:**
 - a) Instructor begins learning experiences by setting a context, and purpose and/or previewing possible applications.
 - b) Instructor uses strategies that help students link new learning to previous knowledge and experiences (e.g., discussion of previous experiences, free writes, pretests, “think-pair-share”, three minute pauses).
 - c) Instructor uses “scaffolding” as a teaching technique so that students can gradually gain expertise (e.g., removing cues over time as students learn to converse in a second language).
 - d) Prompting of students to support their statements with evidence (e.g., while comparing, classifying, constructing support for positions).
 - e) Instructor uses strategies that help students organize and interpret new learning (e.g., having students create graphs and charts, graphic representations, flow charts, distributed practice sessions).
 - f) Instructor uses questions that extend and refine learning (e.g., open-ended questions, error-analysis questions).
 - g) Instructor provides opportunities for students to bring up and explore their own misconceptions, and to replace these with accurate conceptions of knowledge.

VARIETY OF INSTRUCTOR ROLES

2. **Instructors who use a variety of teaching roles (e.g., direct instruction, facilitating, modeling, coaching, reflecting, guiding, observing), and adapt these as appropriate for different purposes of instruction and student needs. For example:**
 - a) Instructor is an explorer and co-learner.
 - b) Instructor's role determined by the purpose of the learning and the needs of the students.

MULTIPLE STUDENT ROLES

3. **Instructor provides opportunities for students to learn through a variety of roles (e.g., planner, questioner, artist, scientist, historian), alone and with others. For example:**
 - a) Instructor collaborates with instructors in both small and large groups.
 - b) Instructor provides opportunities for students teaching other students, formally and informally.
 - c) Instructor encourages student's opportunities to pursue individual concerns, learning interests and projects.
 - d) Instructor provides students opportunities to co-design (e.g., with teachers, peers) of learning activities.
 - e) Instructor provides students with opportunities for independent learning, work in pairs, and work in larger groups.

APPLICATION AND REFLECTION

4. **Instructor provides opportunities for projects and assignments that require students to integrate and apply their learning in meaningful contexts, and to reflect on what they have learned. For example:**
 - a) Instructor encourages students in extended investigations through which students address essential questions.
 - b) Instructor provides opportunities for students to transfer learning from one format to another.
 - c) Instructor provides students with experiences in designing products, services and systems.
 - d) Instructor provides students with opportunities to plan activities, implement teaching-and-learning activities, and following through of projects that meet real needs.

- e) Instructor provides opportunity to use in-depth applications (e.g., critiques, author studies).
- f) Instructor provides opportunities for reflection through a variety of modes (e.g., writing, talking, dancing, painting).

ADAPTIVE LEARNING ENVIRONMENTS

5. Instructor provides learning environments that are adapted so that all students achieve success. For example:

- a) Instructor use of what is known from learning theory (multiple intelligence, learning styles, language development) to select appropriate instructional strategies.
- b) Instructor assesses students' strengths and needs and uses that information to form groups, and to modify and adapt instruction.
- c) Instructor collaborates with those involved with the child's learning experiences (e.g., family members, teachers, health care providers, bus drivers) in order to meet student needs.
- d) Instructor provides an environment in which standards are the constant and time, strategies, and approaches are the variable, based on individual differences, strengths, and needs.

C. ASSESSMENT AND REPORTING

MULTIPLE ASSESSMENT STRATEGIES

1. Instructor utilizes a balance and variety of assessment strategies, used to gain information and provide feedback about student learning (e.g., performance assessments, self-assessments, paper-and-pencil tests, checklists, etc.) For example:

- a) Instructor uses appropriate tools and techniques used for assessing different skills and concepts (e.g., anecdotal notes during observation of a discussion; a standards-based rubric used during a culminating project).

CRITERIA

2. Expectations and performance criteria are clear and public. For example:

- a) Instructor's assessments clearly define student products and/or performances, and judge with observable criteria based on standards.

- b) Instructors arrange for public display of student work samples (e.g., on walls, bookmarks, newsletters, discussions at open house) that illustrate identified criteria.

USING ASSESSMENT TO INFORM INSTRUCTION AND GUIDE STUDENT LEARNING

3. Instructor uses assessment results to influence instructional decisions and to plan the next learning steps for students. For example:

- a) Classroom-based assessments that are embedded into instruction (e.g., assessment of prior knowledge about a topic, entries in learning logs).
- b) Ongoing adjustment of instruction and of the classroom environment based on assessment (e.g., adding learning-teaching activities, selecting different materials, restructuring learning groups).
- c) Appropriate use of tools such as performance checklists, scales, tests, and quizzes before, during and after units of study.
- d) Collaboration in assessment: gathering information from students, parents, other teachers, and/or community members to help build a more complete picture of student growth and achievement.
- e) Students participate as appropriate in the development of performance descriptions.

STUDENT INVOLVEMENT IN ASSESSMENT

4. Instructor provides opportunities for students to use clear criteria and examples to evaluate their own work. For example:

- a) Peer conferencing and self-reflection activities that use identified criteria (students setting criteria for assessment, or using rubrics to assess cooperative group activities).
- b) Involvement by students in setting and monitoring progress towards learning goals.

EFFECTIVELY COMMUNICATING ASSESSEMENT INFORMATION

5. Classroom-based assessments that are combined with other measures to communicate information about student learning. For example:

- a) Clear communication and reporting about results to students, parents, and other professionals.

D. CONNECTIONS

INTERDISCIPLINARY CONNECTIONS

1. Instructor provides opportunities for learning experiences that illustrate strong connections within and across the fields of knowledge. For example:

- a) Direct experience with “real-world” questions, problems, issues, and solutions that are complex and cross discipline boundaries (e.g., students design and build a nature trail using math skills, mapping and principles of design), as opposed to contrived or superficial themes.
- b) Application of skills learned in one discipline to other disciplines (e.g., questioning, estimation, and technical writing used in both social and physical sciences).
- c) Investigation of problems that lend themselves to the scope of interdisciplinary work (e.g., study of rural economic development from social, economic, and environmental perspectives).
- d) Opportunities to make connections among skills, content, and concepts within a discipline (e.g., vocabulary study connected with the history of the English language).

RELEVANCE

2. Instructor creates learning experiences that have personal, community, and/or global relevance. For example:

- a) Thematic studies that allow students to draw connections between their lives and the world beyond the classroom (e.g., the study of immigration patterns in a local town; using the “outdoor classroom” to learn the natural heritage of a local community).
- b) Involvement by students in the development of study units, and in pursuing their own questions to extend or focus a unit.
- c) Service-learning experiences that are linked to classroom learning (e.g., writing a resource book for younger students).
- d) Inclusion of multiple perspectives (e.g., analysis of the spotted owl issue from the perspectives of the environmentalist and the logger).

FAMILY AND COMMUNITY COLLABORATION

3. Instructor, as a member of the school-wide community, works towards and supports an educational climate that is collaborative, in which school staff, families, health and human services personnel, and community members work together to support all learners. For example:

- a) Instructor facilitates ongoing, two-way communication with parents and community members: sharing of information, solving problems, and developing and discussing standards and criteria.
- b) Instructor facilitates students' access to family and community resources, including other social agencies (e.g., counseling provided during the school day), to support high performance by all learners.
- c) Instructor provides opportunities for use of a variety of learning environments that are available in the community (e.g., libraries, lumberyards, shops, historical societies, forests, watersheds, hydroelectric dams).
- d) Instructor provides students with service-learning experiences that help students discover how communities work and their own role in them.
- e) Instructor fosters connections across generations (e.g., mentoring, foster-grandparenting, taking oral histories).
- f) Instructor flexibly schedules parent-teacher conferences, and use of home visits (as appropriate) to meet the needs of families.
- g) Instructor recognizes and supports diverse languages and cultures (e.g., interpreters at parent-teacher conferences and open houses).
- h) Instructor plans proactively to make the school welcoming to all families and community members.

E. PROFESSIONAL RESPONSIBILITIES

1. Instructor participates in professional growth opportunities.

- a) Instructor participates in staff meetings, staff development activities, continuing education courses and/or professional organizations.
- b) Instructor uses self-evaluation to improve teaching skills.
- c) Instructor accepts and provides constructive advice and directs it toward improvement.

2. Instructor recognizes problems and actively contributes to their resolution.

- a) Instructor offers assistance for resolving problems within the school environment.
- b) Instructor assists administrators in modifying school procedures and resolving issues.

3. Instructor demonstrates a concern for students' health and safety.

- a) Instructor insures students' situations and acts upon them.
- b) Instructor reports any information involving suspected danger to the health and safety of the student.
- c) Instructor exhibits no bias because of race, sex, age, family status, sexual orientation, religion, economic capability or physical characteristic.

A. GENERAL

Instructor is in compliance with these expectations:

- a) Accepts and fulfills assigned responsibilities and duties in a prompt and efficient manner.
- b) Attends to routine tasks in an effective and efficient manner.
- c) Completes required record keeping in an accurate and timely manner.
- d) Follows Board of Education policies, building procedures, and any other rules, regulations, or procedures that may be established by the central or building administration.
- e) Follows chain of command in dealing with any complaints and concerns.
- f) Attends required meetings.
- g) Performs other duties as may be assigned by the building principal.
- h) Writes and implements goals as a result of this supervision/evaluation process.
- i) Instructor provides required plans.
- j) Instructor provides updated emergency plans for substitutes.

A. BEST PRACTICES

A. Best Practices (Vital Results). Vital results cut across all fields of knowledge. In the classroom, vital result standards are combined with field of knowledge standards.

1. Communication

- a) Instructor emphasizes to students reading for comprehension and reading critically, to interpret a variety of materials. 1.1-1.4 (Reading).

- b) Instructor emphasizes to students writing effectively for a variety of purposes. 1.5-1.12 (Writing).
- c) Instructor emphasizes to students listening actively for a variety of purposes. 1.13-1.14 (Listening).
- d) Instructor emphasizes to students expressing oneself with power and purpose. 1.15-1.17 (Expression).
- e) Instructor emphasizes to students the usage of the tools of information technology to communicate. 1.18-1.22 (Information Technology).

2. Reasoning and problem solving

- a) Instructor encourages students to ask meaningful questions. 2.1 (Questioning/Problem Solving).
- b) Instructor encourages the student to choose and use effective means of solving problems. 2.2-2.5 (Problem Solving).
- c) Instructor encourages students to approach problem solving with an open mind, healthy skepticism, and persistence. 2.6-2.9 (Approach).
- d) Instructor encourages students to think abstractly and creatively. 2.10-2.14 (Abstract and Creative Thinking).

3. Personal Development

- a) Instructor assists students in developing a sense of unique worth and personal competence. 3.1-3.3 (Worth and Competence).
- b) Instructor encourages and assists students in making healthy choices. 3.4-3.9 (Healthy Choices).
- c) Instructor encourages and assists students in making informed decisions. 3.8-3.9 (Making Decisions).
- d) Instructor encourages students to develop productive and satisfying relationships with others. 3.10-3.13 (Relationships).
- e) Instructor models to students the skills necessary to participate in the workplace. 3.14-3.16 (Workplace).

4. Civic/Social Responsibility

- a) Instructor emphasizes the value to students of learning by serving others, and participates in democratic processes. 4.1-4.2 (Service).
- b) Instructor encourages students to respect and value human diversity as part of our multi-cultural society and world. 4.3-4.4 (Human Diversity).
- c) Instructor explains to students the concepts of continuity and change. 4.5 (Changes).

B. Best practices (in the fields of knowledge)

ARTS, LANGUAGE AND LITERATURE

- 1. In addition to those presented in sections A-F, instructors will employ best practices specific to the arts, language and Literature including:**
 - a) Emphasis on multiple artistic forms and techniques.
 - b) Emphasis on multiple reading strategies and comprehension.
 - c) Mini-lessons and individual student conferences based on students' diverse literacy needs.
 - d) Writing used as a tool for learning across the curriculum (e.g., learning logs, free writes, letters).
 - e) Opportunities for students to pursue literacy through personal interests (e.g., by self-selecting topics, materials, grouping patterns, books).
 - f) Respect and support for languages and dialects used in students' homes.
 - g) Instructors who set examples by reading, writing, and discussing their thoughts with others.

HISTORY AND SOCIAL SCIENCES

- 2. In addition to those presented in sections A-D, Instructors will employ best practices specific to history and the social sciences including:**
 - a) Opportunities for students to participate in democratic processes in the school and community.
 - b) Opportunities for students to participate in partnerships and internships within the community.
 - c) Opportunities for students to collaborate with people of various cultures and social classes.
 - d) Providing opportunities for students to have access to national and international organizations with social resources.
 - e) Providing students with opportunities to construct social, political and economic systems.
 - f) Providing opportunities for students to report on research in various forms.

SCIENCE, MATHEMATICS AND TECHNOLOGY

- 3. In addition to those presented in sections A-F, Instructors will employ best practices specific to science, mathematics, and technology including:**
 - a) Providing the opportunity for students to use manipulative and scientific tools (e.g., calculators, microscopes, graphing calculators, computer simulations, tangrams) to engage students in active, in-depth learning (e.g., investigations, problem solving).

- b) Providing students with frequent interactions with the natural world.
- c) Providing students with opportunities to use inquiry, investigation and experimentation as a regular part of the science program.
- d) Providing opportunities for students to use appropriate tools – including the senses – for observation and subsequent collection of data, including data that may not have been anticipated.
- e) Providing the opportunity for oral and written interactions between teachers and students, and among students, to develop and extend mathematical scientific thinking (e.g., discussions, presentations, learning logs, open-ended follow up questions).
- f) Providing opportunities for flexible groupings for investigations, problem-solving tasks, research and experimentation.
- g) Instructors who display scientists' habits of mind.
- h) Providing open-ended tasks that allow students to explore and/or analyze scientific, mathematical and technical questions.
- i) Assessment approaches that are embedded in instruction, and that require appropriate manipulative and scientific technological tools.
- j) Basic skills (e.g., measuring, recording, and computing) that are integrated with analysis, synthesis, and evaluation.
- k) Providing the opportunity for students to present the results of their investigations to their peers for review.

4/17/07

ADDENDUM TO APPENDIX B

Addison Northeast Supervisory Union

PERFORMANCE CRITERIA FOR SPECIAL EDUCATORS

Please Note: ANESU Performance Criteria for Teachers as described in the ANESU Supervision and Evaluation Process (Adopted June 7, 1999) apply to all Special Educators with the following exceptions:

A. Access - Content 1.

Evidence(c) is not applicable all special educators. It is applicable in the following cases:

- special educators who design and teach semester long classes,
- special educators who team teach with regular educators,
- special educators who provide direct instruction following standards-based IEPs.

C. Assessment and Reporting

2. Expectations and performance criteria are clear and public

Special education assessments can be made public only within the confines of special education law and within the limits of the students' individualized educational plan.

Addendum for Special Educators

In addition to Performance Criteria A-E (with exceptions listed above), the following performance criteria apply to all special educators:

I. Case Management

- A. Acts as case manager for students referred to special education,
- B. Conducts required meetings on individual students as per State of Vermont, federal, and local policies,
- C. Follows proper notification of meetings,
- D. Follows due process procedures,
- E. Allows for flexible scheduled meetings for parent participation as per State of Vermont and federal mandates.
- F. Maintains written and oral communication with team members
- G. Facilitates meetings in a prompt and efficient manner.

II. Supervision and Training

- A. Communicates appropriate expectations for students success across environments
- B. Serves as a model for teaching assistants by showing sustained effort and enthusiasm for teaching and learning,
- C. Trains teaching assistants in adapting environment, curriculum and instruction for students,
- D. Trains teaching assistants in the collection and management of students data,
- E. Schedule teaching assistants effectively and efficiently within the confines of school and student schedules and time available,
- F. Train teaching assistants and other staff to carry out IEP required student behavior programs,
- G. Evaluating teaching assistants.

III. Paperwork/record keeping

- A. Maintains necessary special education file on each eligible special education child,
- B. Reviews and develops IEP annually; writes standards-based IEPs with assessment criteria,
- C. Carries out initial, supplemental, and 3-year comprehensive evaluations including: holds meetings and develops educational plan for referred students, maintains a written communication log for each student, arranges for outside evaluations as necessary, compiles and writes evaluation/eligibility reports.

- D. Collects, maintains and provides necessary data for Medicaid billing purposes,
- E. Provides required Child Count data as necessary,
- F. Keeps meeting minutes.

IV. Child Find

- A. Assists in the identification and programming of handicapped students including participating in pre-referral meetings,
- B. Follows state and local procedures on assessment and administration for eligibility,
- C. Follows State of Vermont, federal, and local procedures in the use of accepted forms and in determining eligibility, timelines, notification and consent.

V. Consultation

- A. Provides on-going consultation services to parents, teachers, administration, teaching assistants, and other school staff
- B. Facilitates communication between physicians, guidance counselors, parents and community agencies as required by referred or eligible students,
- C. Keeps team members adequately informed of needs and changes in student programming.

VI. Complaint Resolution

- A. Assists in the collection of required paperwork in response to pending administrative complaints or legal action
- B. Assists in the preparation for administrative complaints or pending legal action
- C. Participates by testifying in administrative complaints or pending legal action
- D. Participates in formal mediation as required

Best Practices

Special educators will employ the best practices listed in the ANESU Performance Criteria for Teachers. In addition, special educators will employ the following, specific to special education eligible students:

1. Provide for a continuum of service options.
2. Make placement decisions with consideration to the least restrictive environment.
 - Plan for and encourage student independence; assist students to generalize skills/knowledge across environments.
 - Model and encourage the qualities of good citizens: good work ethic, contribute to one's community, participate in the democratic process at all levels.
 - Encourage students' respect for one another and the environment; provide opportunities for success and assist them in developing self-confidence, self-advocacy.
 - Encourage students to take responsibility for their own actions.
 - Provide students with specific strategies for learning, memory, and connecting new knowledge to past experiences.
 - Encourage family and parent partnerships.
 - Assist students to develop emotional regulation and social skills.
3. Encourage collaboration with staff and other agencies.

4/17/07

ADDENDUM TO APPENDIX B

Addison Northeast Supervisory Union

PERFORMANCE CRITERIA FOR LIBRARY MEDIA SPECIALISTS

The Addison Northeast Supervisory Union Performance Criteria for Teachers, as described in the ANESU Supervision and Evaluation Process (Adopted June 7, 1999) apply to School Library Media Specialists. The following additional performance criteria also apply:

A. ADMINISTRATION AND MANAGEMENT OF THE LIBRARY MEDIA CENTER (LMC)

1. Recognizes the critical role of information literacy within the overall curriculum.

(a) Develops short- and long-range goals for LMC programs.

(b) Provides for and encourages the integration of new technology and information-gathering in all curricular areas by all members of the school community.

(c) Facilitates access to resources beyond the library (i.e. Inter library Loan, consulting with experts, etc.)

(d) Encourages collaborative use of the information Skills Planning Guide (Appendix F of the ANESU Language Arts Curriculum).

2. Maintains a physical environment which allows for intellectual growth and effective use of the resources of the LMC.

(a) Plans and arranges LMC facilities for maximum use.

(b) Provides signage and displays as needed to enhance use of the library.

3. Develops and maintains a collection that meets curricular and personal needs of the school community.

(a) Selects materials according to the school and/or district instructional/Library Materials Selection Policy.

(b) Oversees and participates in the development and periodic revision of policies related to the collection (i.e. Materials Selection Policy, Telecommunications Acceptable Use Policy).

(c) Develops the collection according to professional standards.

(d) Ensures that the collection is well-maintained, orderly, attractive, and current, with outdated materials weeded regularly.

(e) Includes a variety of formats in the collection to support different learning styles and curricula.

(f) Attends Materials Review sessions sponsored by the Vermont Department of Education and the Vermont Department of Libraries.

4. Organizes and provides materials for maximum accessibility.

(a) Maintains accurate and up-to-date catalogs and records.

(b) Catalogs and organizes the collection according to professional standards.

- (c) Completes a periodic inventory.
- (d) Keeps an inventory of audiovisual equipment, and oversees its maintenance.
- (e) Develops and implements circulation policies and procedures for library resources and equipment.

5. Prepares and administers budgets according to the needs and objectives of the LMC.

- (a) Makes administrators aware of the needs of the LMC through reports, budget proposals, and statistics.
- (b) Appropriates allotted funds to meet identified needs and teacher requests.
- (c) Demonstrates understanding of and compliance with budgeting procedures as established by the administration.
- (d) Maintains records of all transactions.

B. INSTRUCTION

1. Promotes literacy and the enjoyment of literature.

- (a) Develops activities which promote reading (e.g. book talks, book lists, read-alouds, story times, Red Clover and Dorothy Canfield Fisher programs, etc.)
- (b) Provides appropriate reading guidance to students.
- (c) Communicates with teachers regarding students' reading as needed.
- (d) Demonstrates knowledge of literature appropriate for students.

2. Provides support services and materials for teachers.

- (a) Meets requests for assistance and materials.
- (b) Collaborates with teachers to identify materials and strategies appropriate for the curriculum standards and the students' needs.
- (c) Collaborates with teachers to plan the use of the LMC materials in instruction.
- (d) Plans standards-based units cooperatively with teachers and participates in the delivery of instruction.
- (e) Assists teachers and students in the use of technology, audio-visual hardware and software, and other equipment as appropriate.

3. Exercises leadership and serves as a catalyst in the instructional program, providing varied services to students and staff.

- (a) Develops students' ability to use the LMC independently.
- (b) Provides reference services, guiding users in the selection and use of appropriate resources.
- (c) Serves as an instructional consultant to the faculty and administration.
- (d) Assists staff in individualizing instructional programs.

(e) Responds to the needs of the staff.

(f) Encourages staff to use new instructional technology and services.

C. COMMUNICATION AND OUTREACH

1. Works cooperatively with members of the school community.

(a) Meets with the administration to review and plan the LMC program.

(b) Plans with other librarians within the district and region to achieve program goals.

(c) Links to other libraries regionally and nationally to advance program goals.

2. Promotes the resources and programs of the LMC in the school and larger communities.

(a) Engages in community relations activities to advocate for the school library program.

(b) Contributes to the professional growth of the school community by providing opportunities for exploring new materials, techniques, and technologies.

D. PROFESSIONAL GROWTH AND RESPONSIBILITIES

1. Demonstrates professional growth.

(a) Participates in professional associations, attending conferences and workshops.

(b) Acquires and demonstrates knowledge of current trends in library, education, and information professions.

(c) Supports school and district goals and takes proactive roles to carry out action plans (for example: involvement in school Technology committee, district Curriculum committees, etc.).

(d) Provides staff development as needed on library-related issues such as intellectual freedom, the ethical use of information technologies, etc.

2. Supports full access to information.

(a) Demonstrates and shares knowledge of copyright law as it applies to the LMC.

(b) Provides materials through the LMC without bias in accordance with school policy, the Library Bill of Rights, and the First Amendment to the Constitution of the United States.

(c) Provides equal access to resources for all users.

(d) Adheres to the American Library Association Code of Ethics.

(e) Uses scheduling of the LMC to ensure access.

4/17/07

ADDENDUM TO APPENDIX B

Addison Northeast Supervisory Union

PERFORMANCE CRITERIA FOR SCHOOL NURSES

BASED ON VERMONT'S FRAME WORK OF STANDARDS AND LEARNING
OPPORTUNITIES, NATIONAL AND VERMONT STANDARDS OF SCHOOL NURSING PRACTICE,
AND RAC GOAL #1,3 & 4

Please Note: Addison Northeast Supervisory Union Performance Criteria for Teachers, as described in the ANESU Supervision and Evaluation Process (adopted June 7, 1999) apply to all ANESU Health Educators. Please also note: *Indicates clinical components of school nursing practice that may also be evaluated by a peer school nurse.

A. ACCESS - Every student needs:

CONTENT

1. *Access to a nurse with knowledge and skills described in the *Vermont Health Services: Standards of Practice* manual and the national *Standards of School Nursing Practice*. For example:
 - a. Nurse applies nursing process as the basis for decision making. (Nursing Process = assessment, nursing diagnosis, planning, implementation, evaluation)
 - b. Nurse demonstrates application of theory by use of most recent techniques and information to govern action.
 - c. Nurse develops individualized nursing care plans that are current to student needs and coordinated with the parents, school and community.

INSTRUCTORS

- 2.1 Access to nurses who are knowledgeable about health, about the developmental characteristics of the students/families/school personnel, and about best practices in the fields of *nursing and education. For example:
 - a. Nurse's health counseling and health screening are developmentally appropriate.
 - b. Nurse presents his/her information through multiple perspectives (e.g., variety of religion & health issues, alternative health therapies, and attitudes towards sexuality & birth control).
 - c. *Nurse continually updates nursing care plans, health records, and medical concerns list to include current information and standards.
- 2.2 Access to nurses who share their knowledge, who work with others to assess and plan for student health needs and who themselves are continually learning. For example;
 - a. Nurse participates in a variety of means of profession development.
 - b. Nurse works collaboratively and effectively with others to access, plan and evaluate school health services.

RESOURCES

3. Access to a nurse who provides student s/families/school personnel with current, accurate information and resources that are appropriate to individual health needs and goals. For example:

- a. Nurse engages the community as a resource (e.g., Open Door Clinic, public health resources, welfare and Dr. Dinosaur), as appropriate.
- b. Nurse assists students/families/school personnel in accessing a variety of forms of health information (e.g., World Wide Web, pamphlets, newsletters) and in confirming the validity of the information.
- c. Nurse assists students/families/school personnel, in accessing appropriate services provided within and outside of the school (e.g., guidance, other health professionals and human service providers).
- d. Nurse provides resource materials for students/ families/school personnel that are free of bias, stereotyping and misrepresentation.
- e. Nurse assesses facilities and equipment necessary to support health services and safe school environment and reports assessment findings to principal/superintendent/school board.

TIME

4. Access to Health Services that are organized to maximize time use effectively and provide flexibility. For example:
 - a. Nurse attempts to develop schedules to meet student and the school community needs (e.g., screening schedule, medication schedule).
 - b. Nurse uses time in creative and purposeful ways (e.g., office hours, collaboration).

SAFE AND HEALTHY ENVIRONMENT

5. Access to a nurse who promotes a physically and emotionally safe, supportive learning environment. For example:
 - a. Nurse collaborates with school personnel to promote school-building safety.
 - b. Nurse models health behaviors (e.g., a smoke free environment).
 - c. Nurse provides emotionally safe and caring health services.
 - d. Nurse utilizes procedures and rules within the school and classroom that are fair, known to all, and consistently applied.

B. INSTRUCTION - Students and school personnel need: ACQUIRING KNOWLEDGE AND SKILLS

1. Health counseling experiences that engage students/families/school personnel in active learning, building on prior knowledge and experience, developing conceptual and procedural understanding, and providing student/family/school personal independence. For example:
 - a. Nurse uses learning principles and teaching strategies to discuss and develop a plan to ameliorate health problems.
 - b. Nurse uses strategies that help students organize and interpret new learning (e.g., flow sheets, and height and weight graphs).
 - c. Nurse uses open-ended questions and reframing statements in health counseling.
 - d. Nurse provides opportunities for students/families/school personnel to bring up and explore their own misconceptions and to replace these with accurate conceptions of knowledge.

VARIETY OF NURSE ROLES

2. A nurse who uses a variety of roles (e.g., direct instructor, facilitator, observer, modeling, coaching, reflecting, guiding,) and adapts these roles for different purposes and student/school personnel needs. For example:
 - a. Nurse is explorer and colearner.
 - b. Nurse's role is determined by the purpose of the learning and the needs of the student/school personnel.

ADAPTIVE LEARNING ENVIRONMENTS

3. A nurse who provides support and training to school personnel in developing and fostering adaptive learning environments for students with special health needs. For example:
 - a. Nurse instructs, observes and evaluates school personnel who administer health procedures in the school setting (e.g., medications, urinary catheterizations).
 - b. Nurse collaborates with school personnel in developing a classroom setting that meets student health needs (e.g., best seating for students with hearing or vision difficulties, elimination of allergens in the classrooms with asthmatic or allergic students).

C. ASSESSMENT AND REPORTING -Every student needs:

MULTIPLE ASSESSMENT STRATEGIES

1. *A nurse who utilizes multiple health parameters (e.g., health screening) to uncover possible health barriers to learning/wellness, such as vision and hearing screening results.
2. *A nurse who utilizes multiple health parameters to evaluate, for school personnel, deviations from wellness.

CRITERIA

1. *A nurse who uses health assessment performance criteria established in the *Vermont School Health Services: Standards of Practice* manual and in the field of nursing knowledge to determine deviations from wellness (e.g., referral criteria for vision and hearing found in the manual).
2. *A nurse who uses performance criteria established in the *Vermont School Health Services: Standards of Practice* manual and in the field of nursing knowledge to develop protocol for health procedures and nursing care plans.

USING ASSESSMENT TO INFORM INSTRUCTOR AND GUIDE STUDENT LEARNING AND WELLBEING

A nurse who shares health appraisal findings that indicate potential health problems with parents and teachers and who recommends follow up activities for parents and teachers that

will enhance learning and/or wellbeing. For example: Referrals for follow-up on deviations from normal in hearing, vision, height and weight, and blood pressure.

USING ASSESSMENT TO INFORM INSTRUCTOR FOR HEALTH ASSISTANTS CARRYING OUT NURSE DELEGATED TASKS

A nurse who develops protocols, teaches health assistants protocols and assesses their competencies in understanding and delivering the procedure with safety and accuracy (e.g., urinary catheterizations, administration of medications).

STUDENT/HEALTH ASSISTANT INVOLVEMENT IN ASSESSMENT

1. A nurse who provides opportunities for students to use clear criteria and examples to evaluate their own health and health goals. For example:
 - a. Nurse-student conferencing and self-reflection identify health problems and solutions.
 - b. Nurse provides involvement for students/families in setting and monitoring progress toward health goals and in identifying assets.
2. A nurse who provides involvement of health assistants in self-reflection and evaluation of their implementation of nurse delegated procedures.

D. CONNECTIONS - Every student needs:

INTERDISCIPLINARY CONNECTIONS

1. A nurse who provides opportunities for learning experiences that illustrates strong connections within and across the fields of knowledge. For example:
 - a. Nurse provides resources and consultation for Coordinated Comprehensive School Health Programs (including components such as school health services, physical education, nutrition services, guidance, school personnel wellness, school/family/community connection, health education, healthy school environment and driver's education).
 - b. Nurse provides opportunities to make connections between skills, content, and concepts within a discipline (e.g., hand washing, blood safety - home/community).
 - c. Nurse fosters investigation of problems that lend themselves to the scope of interdisciplinary work (e.g., stress and its impact on the body and its health).
 - d. Nurse assists in the application of skills learned in one discipline to another (e.g., science-health connection with germs).

RELEVANCE

2. A nurse that creates learning experiences that have personal, community, and/or global relevance. For example:
 - a. Nurse provides health counseling that allows students to draw connections among their lives, their family and their community.
 - b. Nurse can provide service-learning experiences that are linked to health related issues (e.g., older student teaching younger students how to use an inhaler, brushing teeth, etc).

3. A nurse who, as a member of the school-wide community, works towards and supports an educational climate supportive to all learners that is collaborative with school personnel, families, health and human services providers, and community members. For example:
 - a. Nurse facilitates ongoing, two-way communications with school personnel, parents and community members in the following areas: sharing of health information, solving health problems, discussing health issues and developing health policies.
 - b. Nurse facilitates student's access to family and community resources, including social agencies (family centers, other health professionals and services, child protection services).
 - c. Nurse fosters connections across generations (e.g., health counseling to identify healthy/helpful relationships).
 - d. Nurse schedules nurse-student/parent conferences and uses home visits to meet the health needs of families.
 - e. Nurse recognizes and supports diverse languages and cultures (e.g., uses interpreters as needed, acknowledges Jehovah Witness health issues).
 - f. Nurse plans proactively to support welcoming school to all families and community members.

E. BEST PRACTICES - VITAL RESULTS

1. COMMUNICATIONS

- a. Nurse evaluates the student's ability to receive and interpret all visual cues in learning and reading situations (e.g., books, board). (Nursing Outcome Criteria -Communication Ability)
- b. Nurse evaluates the student's ability to receive and interpret all auditory cues (NOC Communication Ability - Receptive Ability) for effective listening in a variety of learning situations.
- c. Nurse expects student to describe the health concerns/problems using verbal and nonverbal communication skills as developmentally appropriate.

2. REASONING AND PROBLEM SOLVING

- a. Nurse encourages students to ask meaningful, developmentally appropriate questions demonstrating critical thinking. (VFSLO 2. 1a-f)
- b. Nurse encourages student to uses problem solving process effectively to determine self care and make healthy choices.
- c. Nurse encourages students to approach problem solving with and open mind, healthy skepticism, creativity and persistence.

3. PERSONAL DEVELOPMENT

- a. Nurse assists students/school personnel in developing a sense of unique worth and personal competence.
- b. Nurse encourages and assists students/school personnel in making healthy choices.
- c. Nurse encourages and assists students/school personnel in making informed decisions.
- d. Nurse encourages students/school personnel to develop productive and satisfying relationships with others.

4. CIVIC/SOCIAL RESPONSIBILITY

- a. Nurse emphasizes the value to students of being kind to others.
- b. Nurse encourages student to respect and value human diversity as part of our multicultural society.
- c. Nurse intervenes in observed situations of all types of harassment at school (e.g., child protection team).

A. BEST PRACTICES - FIELDS OF KNOWLEDGE

HISTORY AND SOCIAL SCIENCES

Citizenship

Nurse encourages student to identify and evaluate how individual actions promote or deny personal safety and human rights. (VFSLO 6. 13b) (e.g., abuse = emotional, physical, sexual, neglect)

SCIENCE, MATHEMATICS AND TECHNOLOGY

Systems

Nurse encourages students to analyze and understand living and non-living Systems as collections of interrelated parts and interconnected Systems (VFSLO 7.11) (e.g., relationship of body to drugs, pollution).

The Living World

Nurse encourages students to demonstrate an understanding of the human body, the interrelationship of body systems, heredity, and individual development and to demonstrate an understanding of the impact of the environment on the human body (VFSLO 7.14) (e.g., frostbite, sunburn).

G. BEST PRACTICES - STANDARDS IN SCHOOL NURSING PRACTICE

1. Nurse acts as a resource and facilitator to assists students, families and school personnel to achieve optimal levels of wellness through health education.
2. Nurse interprets school health services needs and the role of the school nurse to the school and community.
3. Nurse collaborates with others professionals in planning to assure the quality of health care provided to students.
4. Nurse acts as a resource and facilitator to assists students, families and school personnel in meeting their health concerns and needs.

H. PROFESSIONAL RESPONSIBILITIES

1. Nurse participates in professional growth opportunities. For example:
 - a. Nurse participates in staff meetings, staff development activities, continuing education courses and/or professional organizations.
 - b. Nurse uses self-evaluation to improve nursing skills and delivery of health services.
 - c. Nurse accepts and provides constructive advice and directs it toward improvement.
2. Nurse recognizes problems and actively contributes to their solution.
 - a. Nurse offers assistance for resolving problems within the school environment.
 - b. Nurse assists administrators in modifying school procedures and resolving issues.
- *3. Nurse demonstrates a concern for student's/school personnel's health and safety.
 - a. Nurse uses a variety of observation skills to assess student/school personnel and family well being.

- b. Nurse reports any information involving suspected danger to the health and safety of the student/school personnel.
- c. Nurse exhibits no bias in regards to race, sex, age, family status, sexual orientation, religion, economic capability or physical characteristics.
- d. Nurse participates with administrators in the performance evaluation of health assistants.

I. GENERAL

Nurse is in compliance with these expectations:

- a. Accepts and fulfills assigned responsibilities and duties in a prompt and efficient manner.
- b. Attends to routine tasks in an effective and efficient manner.
- c. * Completes required record keeping in an accurate and timely manner.
- d. Follows Board of Education policies, building procedures, and any other rules, regulations, or procedures that may be established by the central or building administration.
- e. Follows chain of command in dealing with any complaints and concerns.
- f. Attends required meetings.
- g. Performs other duties as may be assigned by the building principal.
- h. Writes and implements goals as a result of this supervision/evaluation process.
- i. Provides required plans for evaluation process.
- j. Provides updated emergency plans on students with special health needs for substitutes/health assistants.
- k. Follows state and federal laws as applicable (e.g., Nurse Practice Act, FERPA).

APPENDIX C3

FINAL OBSERVATION REPORT

Teacher _____ Supervisor _____

Date of Observation _____ Class being observed _____

1) Summary of lesson observed:

2) Vermont Standards observed:

3) Learning Opportunities observed: (See Appendix B of the ANESU Supervision & Evaluation Process. Address as many of these as appropriate: Access, Instruction, Assessment and Reporting, Connections, and Best Practices)

4. Commendations:

5. Suggestions:

6. Teacher response: (attach sheet if necessary)

Teacher signature _____ **Date** _____

Supervisor signature _____ **Date** _____

APPENDIX D

SUMMATIVE EVALUATION REPORT

School year _____ School _____
Teacher _____ Position _____
Evaluator _____ Date _____

This evaluation is based in part on formal observations conducted on the following dates and other data as noted:

Observation dates: _____

Other data considered: _____

Summary of Performance

(Cite evidence of each of the learning opportunities, referring to observation reports and other data as noted. Include all conference forms, observation reports and yearly action plans and reflection sheets Parts I and II).

- A. Access:**
- θ Meets the Standard at a Proficient level
 - θ Meets the Standard at a basic level.
 - θ Does not meet the Standard
- B. Instruction:**
- θ Meets the Standard at a Proficient level
 - θ Meets the Standard at a basic level.
 - θ Does not meet the Standard
- C. Assessment and reporting:**
- θ Meets the Standard at a Proficient level
 - θ Meets the Standard at a basic level.
 - θ Does not meet the Standard
- D. Connections:**
- θ Meets the Standard at a Proficient level
 - θ Meets the Standard at a basic level.
 - θ Does not meet the Standard

E. Best Practices:

- θ Meets the Standard at a Proficient level
- θ Meets the Standard at a basic level
- θ Does not meet the Standard

F. Professional Responsibilities:

- θ Meets the Standard at a Proficient level
- θ Meets the Standard at a basic level.
- θ Does not meet the Standard

G. General

- θ Meets the Standard at a Proficient level
- θ Meets the Standard at a basic level.
- θ Does not meet the Standard

H. Evaluator Comments:

I. Teacher Comments:

Action Recommended:

Evaluator signature _____ **Date** _____

Teacher signature _____ **Date** _____

(Teacher signature indicates neither acceptance nor approval of this report. It only indicates that you have had input and have read all supporting documents which are attached).

APPENDIX D (continued)

OVERALL PERFORMANCE EVALUATION

GROUP A

- At this time the staff member's performance meets established district standards: advance to Group B.

- At this time the staff member's performance does not meet district standards.

GROUP B

- At this time the staff member's performance meets established district standards. Continue to Group B.

- At this time the staff member's performance does not meet district standards: provide performance assistance at Group C.

- Following performance assistance as Group C, the staff member's performance does not meet district standards: recommend placement at Group D.

Staff Member's Signature

Date

Evaluator's Signature

Date

The staff member's signature on this form represents neither acceptance nor approval of the report. It indicates that the staff member has reviewed the report in conference with the evaluator. The staff member may reply in writing within 7 working days of the date the report is signed by the evaluator. The staff member's statement should be in duplicated and attached to this form.

Comments attached: Yes No

The supervisor's signature on this form verifies the report has been reviewed and that the proper process and procedure appear to have been followed.

APPENDIX D (continued)

It is understood that the Three Year Goals developed here will be used to create the yearly action plan (Appendix A).

COMPOSITE OF GOALS:

APPENDIX E

STUDENT SURVEY

STUDENT FEEDBACK TO TEACHERS – GRADES (K-2, 3-5, 6-8, 9-12)

Students can provide reliable information about classroom instruction. They have the most extensive opportunities of all potential observers to view a teacher performance because of their unique perspective for observing teachers. They see a variety of teachers and performance levels over time.

Student feedback is an important component of a total teacher performance evaluation system. These student surveys can be used to provide feedback to teachers and to show which learning opportunities standards are being met.

The student feedback surveys are easy to administer. Teachers should guarantee to students that results are anonymous and confidential. Completing this form is voluntary. A student may keep the form if he/she decides not to participate.

Student Survey Directions:

The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please answer all the statements by filling in the appropriate number at the beginning of the statement. Students are not to ask any questions during the survey.

APPENDIX E: STUDENT SURVEY- KINDERGARTEN

STUDENT FEEDBACK TO TEACHERS (TEACHER COPY)

1. My teacher helps me follow the rules. (A.5)
2. My teacher is fair with every body. (A.5)
3. My teacher cares about what I do in class. (A.5)
4. I can get help from my teacher when I need it. (B.5)
5. My teacher tells me that I do good work. (C.5, A.5)
6. I know what the teacher wants me to do.

*The right hand column references the Vermont Learning Opportunities.

*Teachers please note: you are welcome to add questions to this survey.

APPENDIX E: STUDENT SURVEY- KINDERGARTEN

STUDENT FEEDBACK TO TEACHERS

- | | | | | |
|----|--|-----|-----------|----|
| 1. | My teacher helps me follow the rules. | YES | SOMETIMES | NO |
| 2. | My teacher is fair with every body. | YES | SOMETIMES | NO |
| 3. | My teacher cares about what I do in class. | YES | SOMETIMES | NO |
| 4. | I can get help from my teacher when I need it. | YES | SOMETIMES | NO |
| 5. | My teacher tells me that I do good work. | YES | SOMETIMES | NO |
| 6. | I know what the teacher wants me to do. | YES | SOMETIMES | NO |

APPENDIX E: STUDENT SURVEY- GRADES 1-2

**STUDENT FEEDBACK TO TEACHERS
(TEACHER COPY)**

1. Is my day interesting? (B.1)
2. Does my class have a schedule? (A.4)
3. Do you feel good about yourself at school? (A.5)
4. Is the work too hard for me? (B.5)
5. Do I get to make choices in my class? (B.3)
6. Does my teacher help me follow the rules? (A.5)
7. Is my teacher fair? (A.5)
8. Do we have the opportunity to help each other learn? (B.3)
9. Are there times when I can get help from my teacher? (B.5)
10. Does my teacher give compliments? (C.5, A.5)
11. Does my teacher help me find information? (A.3)
12. Do I know what the teacher wants me to do? (C.2)
13. Does my teacher explain new things? (B.2)
14. Does my teacher help me improve?

*The right hand column references the Vermont Learning Opportunities.

*Teachers please note: you are welcome to add questions to this survey.

Revised 2/5/02

APPENDIX E: STUDENT SURVEY- GRADES 1-2
STUDENT FEEDBACK TO TEACHERS

1.	Is my day interesting?	YES	SOMETIMES	NO
2.	Does my class have a schedule?	YES	SOMETIMES	NO
3.	Do you feel good about yourself at school?	YES	SOMETIMES	NO
4.	Is the work too hard for me?	YES	SOMETIMES	NO
5.	Do I get to make choices in my class?	YES	SOMETIMES	NO
6.	Does my teacher help me follow the rules?	YES	SOMETIMES	NO
7.	Is my teacher fair?	YES	SOMETIMES	NO
10.	Do we have the opportunity to help each other learn?	YES	SOMETIMES	NO
11.	Are there times when I can get help from my teacher?	YES	SOMETIMES	NO
10.	Does my teacher give compliments?	YES	SOMETIMES	NO
11.	Does my teacher help me find information?	YES	SOMETIMES	NO
12.	Do I know what the teacher wants me to do?	YES	SOMETIMES	NO
13.	Does my teacher explain new things?	YES	SOMETIMES	NO
14.	Does my teacher help me improve?	YES	SOMETIMES	NO

Revised 2/5/02

APPENDIX E: STUDENT SURVEY- GRADES 3-5

STUDENT FEEDBACK TO TEACHERS* (TEACHER COPY)

1	2	3	4		
1	2	3	4	I help to set my own learning goals.	(C.4)
1	2	3	4	My teacher makes our work interesting.	(B.1)
1	2	3	4	I evaluate my work.	(C.4)
1	2	3	4	My school day is interesting.	(B.1)
1	2	3	4	We talk about the subject being studied.	(A.1)
1	2	3	4	I can get help from my teacher during class time and other times during the day.	(B.5)
1	2	3	4	My teacher helps me follow the rules.	(A.5)
1	2	3	4	My teacher explains the lesson clearly.	(B.1)
1	2	3	4	My teacher knows me well.	(A.5)
1	2	3	4	My teacher has work for me to do if I finish my assignment before class is over.	(A.4)
1	2	3	4	I have time to finish my work.	(A.4)
1	2	3	4	My teacher will explain new things in a way that is easy to understand.	(B.1)
1	2	3	4	My teacher uses a variety of classroom activities and resources.	(B.5)
1	2	3	4	My teacher is well prepared.	(A.1)
1	2	3	4	My teacher tells me where I can find information.	(A.3)
1	2	3	4	We help each other to learn.	(B.3)
1	2	3	4	We show what we learn in different ways.	(B.4)
1	2	3	4	I know what the teacher wants us to do.	(C.2)

*Teachers please note: you are welcome to add questions to this survey.

*The right hand column references the Vermont Learning Opportunities.

APPENDIX E: STUDENT SURVEY- GRADES 3-5

STUDENT FEEDBACK TO TEACHERS

1 = Never

2 = Sometimes

3 = Usually

4 = Almost Always

1 2 3 4

I help to set my own learning goals.

1 2 3 4

My teacher makes our work interesting.

1 2 3 4

I evaluate my work.

1 2 3 4

My school day is interesting.

1 2 3 4

We talk about the subject being studied.

1 2 3 4

I can get help from my teacher during class time and other times during the day.

1 2 3 4

My teacher helps me follow the rules.

1 2 3 4

My teacher explains the lesson clearly.

1 2 3 4

My teacher knows me well.

1 2 3 4

My teacher has work for me to do if I finish my assignment before class is over.

1 2 3 4

I have time to finish my work.

1 2 3 4

My teacher will explain new things in a way that is easy to understand.

1 2 3 4

My teacher uses a variety of classroom activities and resources.

1 2 3 4

My teacher is well prepared.

1 2 3 4

My teacher tells me where I can find information.

1 2 3 4

We help each other to learn.

1 2 3 4

We show what we learn in different ways.

1 2 3 4

I know what the teacher wants us to do.

APPENDIX E: STUDENT SURVEY- GRADES 6 - 8

STUDENT FEEDBACK TO TEACHERS* (TEACHER COPY)

1 = Never

2 = Sometimes

3 = Usually

4 = Almost Always

- | | | |
|---------|--|--------------|
| 1 2 3 4 | I help to set my own learning goals. | (C.4) |
| 1 2 3 4 | I understand what my teacher wants me to do. | (C.2) |
| 1 2 3 4 | My teacher makes class work interesting. | (B.1, A.2.1) |
| 1 2 3 4 | I evaluate my work. | (C.4) |
| 1 2 3 4 | My teacher is fair with all. | (A.5) |
| 1 2 3 4 | My teacher maintains discipline in our classroom. | (A.5) |
| 1 2 3 4 | My teacher is well prepared for our class. | (A.1) |
| 1 2 3 4 | Our discussions focus on the topic of the lesson. | (A.1) |
| 1 2 3 4 | We help each other to learn. | (B.3) |
| 1 2 3 4 | My teacher explains new ideas in a way that is easy to understand. | (B.1) |
| 1 2 3 4 | My teacher looks at my work as I am doing it to see if I understand the lesson. | (C.4) |
| 1 2 3 4 | My teacher helps me find information. | (A.3) |
| 1 2 3 4 | My teacher has work for me to do if I finish an assignment before the class is over. | (A.4) |
| 1 2 3 4 | My teacher evaluates my work in different ways. | (C.1) |
| 1 2 3 4 | My teacher returns tests and assignments quickly. | (C.5) |
| 1 2 3 4 | My teacher uses a variety of classroom activities and resources. | (B.5) |
| 1 2 3 4 | My teacher gives enough time to do our work. | (A.4) |
| 1 2 3 4 | My teacher knows me well. | (A.5) |
| 1 2 3 4 | I do projects and assignments that make sense. | (B.4) |
| 1 2 3 4 | I can get help from my teacher during class time and other times during the day. | (B.5) |

*The right hand column references the Vermont Learning Opportunities.

*Teachers please note: you are welcome to add questions to this survey.

APPENDIX E: STUDENT SURVEY- GRADES 6 - 8

STUDENT FEEDBACK TO TEACHERS

1 = Never

2 = Sometimes

3 = Usually

4 = Almost Always

1 2 3 4

I help to set my own learning goals.

1 2 3 4

I understand what my teacher wants me to do.

1 2 3 4

My teacher makes class work interesting.

1 2 3 4

I evaluate my work.

1 2 3 4

My teacher is fair with all.

1 2 3 4

My teacher maintains discipline in our classroom.

1 2 3 4

My teacher is well prepared for our class.

1 2 3 4

Our discussions focus on the topic of the lesson.

1 2 3 4

We help each other to learn.

1 2 3 4

My teacher explains new ideas in a way that is easy to understand.

1 2 3 4

My teacher looks at my work as I am doing it to see if I understand the lesson.

1 2 3 4

My teacher helps me find information.

1 2 3 4

My teacher has work for me to do if I finish an assignment before the class is over.

1 2 3 4

My teacher evaluates my work in different ways.

1 2 3 4

My teacher returns tests and assignments quickly.

1 2 3 4

My teacher uses a variety of classroom activities and resources.

1 2 3 4

My teacher gives enough time to do our work.

1 2 3 4

My teacher knows me well.

1 2 3 4

I do projects and assignments that make sense.

1 2 3 4

I can get help from my teacher during class time and other times during the day.

APPENDIX E: STUDENT SURVEY- GRADES 9 - 12
STUDENT FEEDBACK TO TEACHERS* (TEACHER COPY)

1 = Never	2= Sometimes	3 = Usually	4 = Almost Always	
1 2 3 4	My teacher evaluates my work in different ways.			(C.1)
1 2 3 4	I set my own learning goals.			(C.4)
1 2 3 4	My teacher makes class work interesting.			(B.1, A.2.1)
1 2 3 4	I evaluate my work.			(C.4)
1 2 3 4	Our discussions focus on the topic of the lesson.			(A.1)
1 2 3 4	I do projects and assignments that make sense.			(B.4)
1 2 3 4	My teacher maintains discipline in our classroom.			(A.5)
1 2 3 4	My teacher returns tests and assignments quickly.			(C.5)
1 2 3 4	My teacher gives me feedback about my performance.			(C.2)
1 2 3 4	My teacher knows a lot about this subject.			(A.1)
1 2 3 4	We help each other to learn.			(B.3)
1 2 3 4	My teacher uses a variety of classroom activities and resources.		(B.1,B.2,B.3)	
1 2 3 4	My teacher tells the class about library/media materials that will help us learn about the subject we are studying.			(A.3)
1 2 3 4	My teacher is well organized.			(A.4)
1 2 3 4	We work in different groups depending upon the activity in which we are involved.			(B.5)
1 2 3 4	My teacher encourages us to look at problems in new ways and finds new ways to solve problems.			(B.4)
1 2 3 4	My teacher is available to help me during class time and other times during the school day.			(B.5)
1 2 3 4	My teacher looks at my work as I am doing it to see if I understand the lesson.			(C.3)
1 2 3 4	My teacher knows me.			(A.5)
1 2 3 4	My teacher is fair with all.			(A.5)

*The right hand column references the Vermont Learning Opportunities.

*Teachers please note: you are welcome to add questions to this survey.

APPENDIX E: STUDENT SURVEY- GRADES 9 - 12

STUDENT FEEDBACK TO TEACHERS

1 = Never

2 = Sometimes

3 = Usually

4 = Almost Always

- 1 2 3 4 My teacher evaluates my work in different ways.
- 1 2 3 4 I set my own learning goals.
- 1 2 3 4 My teacher makes class work interesting.
- 1 2 3 4 I evaluate my work.
- 1 2 3 4 Our discussions focus on the topic of the lesson.
- 1 2 3 4 I do projects and assignments that make sense.
- 1 2 3 4 My teacher maintains discipline in our classroom.
- 1 2 3 4 My teacher returns tests and assignments quickly.
- 1 2 3 4 My teacher gives me feedback about my performance.
- 1 2 3 4 My teacher knows a lot about this subject.
- 1 2 3 4 We help each other to learn.
- 1 2 3 4 My teacher uses a variety of classroom activities and resources.
- 1 2 3 4 My teacher tells the class about library/media materials that will help us learn about the subject we are studying.
- 1 2 3 4 My teacher is well organized.
- 1 2 3 4 We work in different groups depending upon the activity in which we are involved.
- 1 2 3 4 My teacher encourages us to look at problems in new ways and finds new ways to solve problems.
- 1 2 3 4 My teacher is available to help me during class time and other times during the school day.
- 1 2 3 4 My teacher looks at my work as I am doing it to see if I understand the lesson.
- 1 2 3 4 My teacher knows me.
- 1 2 3 4 My teacher is fair with all.

**APPENDIX E: PARENT SURVEY FORM
(TEACHER COPY)**

Dear Parent:

Please answer the following questions using the rating guide below and return it to me in the enclosed envelope. Your responses are valuable feedback that I will be using for my professional growth.

1 = Never	2 = Sometimes	3 = Usually	4 = Almost Always
1) _____	The curriculum in my child's class is challenging and relevant.		(B.1)
2) _____	My child has made adequate progress this year.		(C.5)
3) _____	My child's teacher encourages parent/community involvement.		(A.3)
4) _____	My child has the time he/she needs for learning.		(A.4)
5) _____	My child feels safe and comfortable in his/her classroom.		(A.5)
6) _____	The teacher recognizes and uses my child's strengths.		(B.2, B.3)
7) _____	My child uses what he/she learns at school in other situations.		(B.4)
8) _____	My child feels successful at school.		(B.5)
9) _____	My child's teacher makes expectations clear.		(C.2)
10) _____	My child participates in evaluating his/her work.		(C.4)
11) _____	I feel welcome in my child's class.		(D.2)
12) _____	Meetings and conversations with my child's teacher are helpful.		(C.5, D2)
13) _____	My child's teacher communicates regularly with me.		(D.2)
14) _____	My child's teacher uses themes and projects.		(A.2)
15) _____	I visit or volunteer in my child's class and/or attend special class events.		
16) _____	The amount of homework my child receives is appropriate.		

Based on your experiences this year, please include any of my strengths or needs on the back of this sheet.

Thank you for your support.

Teacher's signature

Date

Parent's signature (optional)

Date

* The right hand column references the Vermont Learning Opportunities.

* Teachers please note: you are welcome to add questions to this survey.

Revised 2/5/02

APPENDIX E: PARENT SURVEY FORM

Dear Parent:

Please answer the following questions using the rating guide below and return it to me in the enclosed envelope. Your responses are valuable feedback that I will be using for my professional growth.

1 = Never

2 = Sometimes

3 = Usually

4 = Almost Always

- 1) _____ The curriculum in my child's class is challenging and relevant.
- 2) _____ My child has made adequate progress this year.
- 3) _____ My child's teacher encourages parent/community involvement.
- 4) _____ My child has the time he/she needs for learning.
- 5) _____ My child feels safe and comfortable in his/her classroom.
- 6) _____ The teacher recognizes and uses my child's strengths.
- 7) _____ My child uses what he/she learns at school in other situations.
- 8) _____ My child feels successful at school.
- 9) _____ My child's teacher makes expectations clear.
- 10) _____ My child participates in evaluating his/her work.
- 11) _____ I feel welcome in my child's class.
- 12) _____ Meetings and conversations with my child's teacher are helpful.
- 13) _____ My child's teacher communicates regularly with me.
- 14) _____ My child's teacher uses themes and projects.
- 15) _____ I visit or volunteer in my child's class and/or attend special class events.
- 16) _____ The amount of homework my child receives is appropriate.

Based on your experiences this year, please include any of my strengths or needs on the back of this sheet.

Thank you for your support.

Teacher's signature

Date

Parent's signature (optional)

Date

Revised 2/5/02

APPENDIX E: PARENT SURVEY FORM
ELEMENTARY SCHOOL COUNSELOR

Dear Parent:

Please answer the following questions using the rating guide below and return it to me in the enclosed envelope. Your responses are valuable feedback that I will be using for my professional growth.

1=Never 2=Sometimes 3=Usually 4=Always N/A= Not Applicable

- 1. _____ I know how to access the school counselor.

- 2. _____ The school counselor is helpful in connecting us to community services.

- 3. _____ Conversations or meetings I have had with the school counselor are helpful.

- 4. _____ The school counselor listens to me and takes my concerns regarding my child seriously.

- 5. _____ The school counselor acts in a timely manner.

- 6. Yes / No _____ I am aware that my child has participated in social skills classes and/or class meetings with the school counselor in his/her classroom.

- 7. _____ The school counselor provides me with adequate information on what my child is learning in social skills classes and/or class meetings.

- 8. _____ The topics covered in these classes are relevant.

- 9. _____ The discussions have been helpful for my child and/or my child's class.

- *****
- 10. Yes/ No _____ My child has worked with the school counselor individually or in a small group.

- 11. _____ My child has benefited from participating in small groups/individual counseling with the school counselor.

Do you have additional comments or suggestions concerning the school counseling program at school?
If so, please write them below or on the back of this sheet.
THANK YOU!!

APPENDIX E: PARENT SURVEY FORM-MT. ABRAHAM
FOR BUSINESS DEPARTMENT

Dear Parent:

Please answer the following questions with the help of your son or daughter. Use the rating guide below and return it to me in the enclosed envelope. Your responses are valuable feedback that I will be using for my professional growth.

1= Never 2 = Sometimes 3 = Always

COURSE:

1. _____ Goals for the course were well defined and clearly presented.
2. _____ Had goals that were achieved.
3. _____ Assignments/papers and or projects contributed to my understanding of Keyboarding.
4. _____ Increased my knowledge of Keyboarding.
5. _____ Content was challenging.
6. _____ The keyboarding textbook is user friendly, and helped me to understand the course.

TEACHER:

1. _____ Well prepared for class.
2. _____ Presented material clearly.
3. _____ Encouraged class participation.
4. _____ Allows time for questions.
5. _____ Used a variety of assignments/papers or projects to evaluate my performance.
6. _____ Provided timely and useful feedback on assignments/papers or projects.
7. _____ Enjoys teaching.
8. _____ Has a sense of humor
9. _____ Student feels comfortable approaching the teacher for help.

- 10.____ Treats me with respect.
- 11.____ Available outside of class time.
- 12.____ Student participates in evaluating their own work through completing a rubric.
- 13.____ Communication is received from teacher through progress reports, email, or phone calls.

**Based on your experiences this year, please include any of my strengths or needs on the back of this sheet.
Thank you for your support.**

Teacher's signature

Date

Parent's signature (optional)

Date

APPENDIX E: PARENT SURVEY FORM-MT. ABRAHAM
FOR INDUSTRIAL ARTS/TECHNOLOGY EDUCATION COURSES

Course taught _____ Period _____

Dear Parent:

Please answer the following questions with the help of your son or daughter. Use the rating guide below and return it to me in the enclosed envelope. Your responses are valuable feedback that I will be using for my professional growth.

1 = Not Sure 2 = Never 3 = Sometimes 4 = Usually 5 = Almost Always

1. _____ The syllabus for the course is clear.
2. _____ The curriculum in my child's class is challenging and projects are relevant to the subject matter being explored.
3. _____ A variety of units and projects were examined this semester.
4. _____ My child has the time he/she needs for learning.
5. _____ My child enjoyed the course.
6. _____ My child felt safe and comfortable in the classroom.
7. _____ My child will be able to take what he/she has learned in this class and uses the information in other courses or outside of school.
8. _____ My child felt successful in this class.
9. _____ My child's teacher makes expectations clear.
10. _____ My child participates in evaluating his/her work.
11. _____ There is communication between the teacher and me through progress reports, e-mail, phone calls, etc.
12. _____ I have visited my child's classroom and have seen some of the students work (open house, class visit, etc.) and /or my student has brought finished projects home.

Based on your experiences this year, please include any of my strengths or needs on the back of this sheet.

Thank you for your support.

Teacher's signature

Date

Parent's signature (optional)

Date

APPENDIX E: PARENT SURVEY FORM
MT.ABRAHAM MIDDLE SCHOOL SOCIAL STUDIES

Dear Parent:

Please answer the following questions using the rating guide below and return it to me in the enclosed envelope. Please feel free to add comments. Your responses are valuable feedback that I will be using for my professional growth. Your name is optional, however it would help us respond to your comments. Thank you for your time.

1=Yes

2=No

3=Sometimes

?=I don't know

1. _____ The curriculum in my child's class is challenging and relevant.
2. _____ My child has made good progress this year.
3. _____ My child's teacher encourages parent/community involvement.
4. _____ My child has the time he/she needs to do the work asked of him/her.
5. _____ My child feels safe and comfortable in his/her classroom.
6. _____ The teacher recognizes and uses my child's strengths.
7. _____ My child uses what he/she learns at school in other situations.
8. _____ My child feels successful at class.
9. _____ My child's teacher makes student expectations clear.
10. _____ I see my child use assessment tools given by the teacher to guide him/her through his/her work.
11. _____ My child's teacher uses a variety of teaching and assessment methods.

**Based on your experiences this year, please include any of my strengths or needs on the back of this sheet.
Thank you for your support.**

Teacher's signature

Date

Parent's signature (optional)

Date

APPENDIX E: PARENT SURVEY FORM
MT.ABRAHAM MUSIC DEPARTMENT

Dear Parent:

Please answer the following questions using the rating guide below and return it to me in the enclosed envelope. Please feel free to add comments. Your responses are valuable feedback that I will be using for my professional growth and to better the Music Department. Your name is optional, however it would help us respond to your comments. Thank you for your time.

1=Never

2=Sometimes

3=Usually

4=Almost Always

1. _____ The child's teacher communicates well the dates of required events.
2. _____ My child has made adequate progress this year.
3. _____ My child's teacher encourages parent/community involvement.
4. _____ My child felt well prepared for public performances.
5. _____ My child enjoyed participating in the music ensembles.
6. _____ I feel the Music Department Handbook was helpful.
7. _____ My child and I feel that the teacher had adequate knowledge and experience for the subject being taught.
8. _____ My child feels successful in the Music Department.
9. _____ My child's teacher makes expectations clear.
10. _____ My child participated in evaluating his/her own work.
11. _____ There is adequate communication between the teacher and me.
12. _____ I visit or volunteer at Music Department performances or events.

Based on your experiences this year, please include any of my strengths or needs on the back of this sheet.

Thank you for your support.

Teacher's signature

Date

Parent's signature (optional)

Date

APPENDIX E: PARENT SURVEY FORM
MT.ABRAHAM SCHOOL NURSE

Dear Parent:

Please answer the following questions using the rating guide below and return it to me in the enclosed envelope. Please feel free to add comments. Your responses are valuable feedback that I will be using for my professional growth. Your name is optional, however it would help us respond to your comments. Thank you for your time.

1=Never

2=Sometimes

3=Usually

4=Almost Always

1. _____ The nurse is helpful and caring.
2. _____ My questions are answered to my satisfaction.
3. _____ I feel comfortable that my child's health issues are kept confidential.
4. _____ The school nurse is a resource that is always available.
5. _____ My child feels comfortable going to the Health Office.
6. _____ Conversations with the school nurse are helpful.
7. _____ The school nurse keeps me informed of any change in my child's health status.
8. _____ The school nurse provides age - appropriate health counseling for my child.

**Based on your experiences this year, please include any of my strengths or needs on the back of this sheet.
Thank you for your support.**

Teacher's signature

Date

Parent's signature (optional)

Date

APPENDIX E: PARENT SURVEY FORM
MT.ABRAHAM SPECIAL EDUCATION

Dear Parent:

Please answer the following questions use the rating guide below and return it to me in the enclosed envelope. Your responses are valuable feedback that I will be using for my professional growth. Your name is optional, however it would help us respond to your comments. Thank you for your time.

1= Yes 2 = No 3 = Sometimes 4 = I don't know

1. _____ The curriculum in my child's class is challenging and relevant.
2. _____ My child has made good progress this year.
3. _____ My child's teacher encourages parent/community involvement.
4. _____ My child has the time he/she needs to do the work asked of him/her.
5. _____ My child feels safe and comfortable in his/her class.
6. _____ The teacher recognizes and uses my child's strengths.
7. _____ My child uses what he/she learns at school in other situations.
8. _____ My child feels successful in this class.
9. _____ My child's teacher makes student expectations clear.
10. _____ I see my child use organizational tool/strategies given by the teacher to guide him/her through his/her work.
11. _____ My child's teacher uses a variety of teaching and assessment methods.
12. _____ Meetings and conversations with my child's teachers are helpful.
13. _____ My child's case manager/teacher communicates regularly with me.

**Based on your experiences this year, please include any of my strengths or needs on the back of this sheet.
Thank you for your support.**

Teacher's signature

Date

Parent's signature (optional)

Date

APPENDIX E: PARENT SURVEY FORM
MT. ABRAHAM VISUAL ARTS

Dear Parent:

Please answer the following questions with the help of your son or daughter. Use the rating guide below and return it to me in the enclosed envelope. Your responses are valuable feedback that I will be using for my professional growth.

1= Never 2 = Sometimes 3 = Usually 4 = Almost Always 5 = Doesn't Apply or Don't Know

1. _____ The curriculum in my child's class is challenging and relevant.
2. _____ The child has made adequate progress in art class.
3. _____ My child has the time he/she needs for learning in and out of the classroom.
4. _____ My child feels safe and comfortable in the art classroom.
5. _____ The art teacher recognizes and uses my child's artistic strengths.
6. _____ My child uses what he/she learns in art class in other situations.
7. _____ My child feels successful in art class.
8. _____ My child's art teacher makes expectations clear according to the class syllabus.
9. _____ My child participates in evaluating her/his own work.
10. _____ Conversations (if needed) with my child's art teacher are helpful.
11. _____ I encourage my child in her/his visual art efforts.
12. _____ I attend visual arts events at the school such as the District Fine Arts Festival and/or the Portfolio Show.

Based on your experiences while your child has had this class, please include any of my strengths or needs on the back of this sheet, as well as any other comments you would like to add.

Thank you for your support.

Teacher's signature

Date

Parent's signature (optional)

Date

APPENDIX F1

PROFESSIONAL IMPROVEMENT PLAN

Teacher _____ Date _____

Supervisor/Evaluator _____ Position _____

A. According to the observation report(s) on _____ and/or other information, the following area(s) need(s) improvement:

B. Activities to address the areas designated:

C. Supervisor's/Evaluator's responsibility to provide assistance:

D. Teacher input: (to be filled out by teacher)

E. Timeline expectation:

F. Success will be evidenced by:

Supervisor's/Evaluator's signature

Date

Teacher's signature

Date

_____ Additional sheets attached.

APPENDIX F2

PROBATIONARY PROCEDURES

- 1) The initial recommendation for probation will come from the building principal.
- 2) The Superintendent of Schools will initiate a meeting with the professional and principal to discuss the impending probation. The Superintendent will proceed with probation or reject it based on the conference.
- 3) Probationary periods will be for a period of time needed to correct deficiencies to a maximum of one year.
- 4) The terms of probation will be written. The terms will include:
 - a) Length of probation.
 - b) Specific written deficiencies.
 - c) Specific written requirements for improvement of deficiencies.
 - d) Specific evaluation procedures during the probationary period.
 - e) The Superintendent may deem it advisable to involve other supervision beyond the normal supervision in the evaluation process.
 - f) A post-probationary conference will be held and a written resolution to the problem will be made available to the professional.
 - g) The final result will be continuation of probation, re-instatement with no adverse action, or a recommendation for non-renewal or immediate dismissal.
- 5) Probation is an administrative step to improve a professional's performance. School Boards will be involved after probation if non-renewal or dismissal proceedings are undertaken.

APPENDIX G

Addison Northeast Supervisory Union

Support Document for the Supervision and Evaluation Process

5/7/02

Based On:

Enhancing Professional Practice: A Framework for Teaching
by Charlotte Danielson
“A Standards-Based Evaluation Tool”
Developed by Robert Dunn, Georgie Andrews, & Teachers at
Joy/Westfield School
Vermont Framework of Standards and Learning Opportunities
(1996)
“Support Document for Supervision and Evaluation Instrument”
Windsor Southwest Supervisory Union

Adapted by:

ANESU Supervision and Evaluation Task Force:

Access

Indicator/ ANESU Appendix B alignment	Does Not Meet the Standard	Meets the Standard at a Basic Level	Meets the Standard at a Proficient Level	A Menu of Sources of Evidence
<p>Instructor is knowledgeable about the disciplines s/he teaches.</p> <p>A 1 - p.10 (a & d)</p>	<p>Limited content knowledge in every appropriate Field of Knowledge (Arts, Language & Literature, History & Social Science, Science, Mathematics, and Technology) (e.g. understands content only at grade level taught).</p>	<p>Moderate level of content knowledge in every appropriate Field of Knowledge (e.g. Understands content in grade level taught and could challenge some of the students above grade level).</p>	<p>Displays content knowledge present in all appropriate areas as outlined in the local curriculum at grade level. There is evidence of continuing pursuit of content knowledge through professional development and other resources.</p>	<p>Conference Observation Self-Assessment Student Survey Results Parent Survey Results</p>
<p>Knowledge of VT's Framework of Standards (1996)</p> <p>A 1 - p. 10 (d) A 2.1 - p. 10-11 (b & c)</p>	<p>Content focus is lacking. Student errors are not corrected. There is no connection to VT's Field of Knowledge Standards.</p>	<p>Content knowledge is articulated with no connections to VT's Standards. However, professional development has been initiated.</p>	<p>A Menu of Sources of Evidence of content knowledge which supports implementation of VT Standards-Based Curriculum</p>	<p>Self-Assessment Conference Artifacts Student Survey Results Parent Survey Results</p>
<p>Enhancement of Content Knowledge and/or Content Methodology</p> <p>A 2.2 - p.11 (a) Best Practices B 1, 2, and 3 pp.20-21</p>	<p>Teacher engages in no professional development activities.</p>	<p>Teacher participates in professional development activities to a minimal extent</p>	<p>Teacher seeks out and participates in professional development activities and incorporates ideas into classroom practices.</p>	<p>Observation Self-Assessment Artifacts Student Survey Results Parent Survey Results</p>

Access (continued)

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<p>Teachers themselves are continually learning</p> <p>A 2.2 - p.11 (b) E 1 - p.17 (a)</p>	<p>Participation in professional development occurs when required</p>	<p>Instructor chooses a variety of professional development activities to increase her/his knowledge of content and of learning and teaching (e.g. coaching, study groups, collaborative curriculum development).</p>	<p>Workshops and courses are consistent with school-wide goals and needs (as defined during formal or informal meetings with administration or colleagues). (e.g., coaching, study groups, collaborative curriculum development...)</p>	<p>Portfolio Self-Assessment</p>
<p>Instructor is Knowledgeable about Best practices in Learning and Teaching</p> <p>A 2.1 - pp. 10-11 (a, b, c) Best Practices A 1, 2, 3, & 4 - pp.19-20 A 2 - p.19 (a-d)</p>	<p>May have awareness of different approaches to learning that students exhibit, such as learning styles, modalities, and different “intelligences” but this awareness is not formally not formally practiced.</p>	<p>Two to three different approaches to learning that students exhibit is evident for most major concepts.</p>	<p>Instructor presents his/her knowledge through multiple perspectives and connected disciplines. All learning styles addressed regularly in classroom activities. Instructor continually updates standards-based units of study to include new and revised information and appropriate instructional strategies.</p>	<p>Self- Assessment Observation Artifacts Conference Portfolio Student Survey Results Parent Survey Results</p>

Access (continued)

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<p>Enhancement of Knowledge of Pedagogy</p> <p>A 2.2 - p.11 (b) E 1 - p.17 (a) Best Practices A 1, 2, 3, & 4 pp.19-20</p>	<p>Teacher engages in no professional development activities related to best practices in teaching and learning</p>	<p>Teacher participates in professional development activities to a minimal extent.</p>	<p>Teacher seeks out and participates in professional development activities related to best practices in teaching & learning and incorporates ideas into classroom practice.</p>	<p>Observation Self-Assessment Artifacts Student Survey Results Parent Survey Results</p>
<p>Classroom Vision</p> <p>A 1 - p.10 Best Practices A 1-4 pp. 19-20</p>	<p>Goals represent low expectations. Goals are consistently tied to standards without student input.</p>	<p>Goals are connected to local curriculum guidelines and highlight conceptual understanding for students and the importance of learning.</p>	<p>Clearly articulated and implemented goals to establish high expectations related to VT's Framework of Standards and Learning Opportunities.</p>	<p>Observation Artifact Portfolio Student Survey Results Parent Survey Results</p>
<p>Clarity of Connections and congruence among standards, curriculum, instruction, and assessment.</p> <p>A 1 - p.10 A 3 - p. 11</p>	<p>Goals are stated as student activities & do not permit clear, viable methods of assessment OR Content, processes and methods of assessment lack congruence with curriculum and instruction.</p>	<p>Goals are clear and may include a few standards-based activities which permit viable methods of assessment.</p>	<p>Curricular goals are clearly stated, written in terms of student learning, connected to standards, and facilitate standards-based material selection, instruction, and assessment.</p>	<p>Observation Artifact Portfolio Student Survey Results Parent Survey Results</p>

Access (continued)

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Professional Reflection A 2.1 - p.10 & 11	Reflection is not utilized for measurement of effective teaching or as a tool for lesson adjustment.	Reflection is conducted but follow through for adjustments is lacking.	Reflection is used daily to allow for adjustments to standards-based planning in utilizing published materials, assessment data, etc.	Self-Assessment Conference Artifact Student Survey Results Parent Survey Results
Expectations A 4 - p.12 E 3 - p. 18 Best Practices A 4 - p. 20	No standards of conduct have been established, or students are confused as to what the standards are.	Standards of conduct have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students and have been developed with student participation.	Artifact Observation Self-Assessment Student Survey Results Parent Survey Results
Time is used effectively and flexibly to achieve learning goals A 4 - pp.11-12	A daily schedule may be posted but there are often interruptions or frequent examples of students who are doing busy work. Students are frequently engaged in unrelated work while teacher is engaged with others.	Time is allotted to different curricular areas according to a consistent schedule each school day. There is a minimum of interruption and students who are off-task. Special units are allotted longer blocks of time.	Maximum time is devoted to student “time on task”, with high levels of student engagement in constructive learning tasks.	Observation Self-Assessment Student Survey Results Parent Survey Results
Management of instructional groups B 3 - p. 13 (a, b)	Groups not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior for groups not working with the teacher.	Groups working independently are productively engaged, with students assuming responsibility for productivity.	Observation Self-Assessment Student Survey Results Parent Survey Results

Access (continued)

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<p>Activities and Assignments</p> <p>A 2.1 - p. 10 (a) A 3 - p. 13 (d, e) A 5 - p. 12 (a, b, d)</p>	<p>Activities and assignments are inappropriate given students' age or backgrounds. Students are not engaged.</p>	<p>Most activities and assignments are appropriate to students' age and backgrounds. Students are usually engaged.</p>	<p>Most students are engaged in the activities and assignments. When appropriate, students initiate or adapt activities and projects in their exploration of content.</p>	<p>Observation Self-Assessment Student Survey Results Parent Survey Results</p>
<p>Accurate materials and current resources (in addition to textbooks) are appropriate for learning goals.</p> <p>A 3 - p. 11 (a-e)</p>	<p>Textbooks and workbooks are primary classroom learning tools. Other resources are rarely utilized.</p>	<p>A variety of materials (in addition to textbooks) are sometimes available to students (e.g. hands-on materials, technology...)</p>	<p>A variety of materials including information technology tools are used for learning activities (e.g. research on computer, manipulatives, filmstrips, videos, making models, hands-on approaches.)</p>	<p>Observation Self-Assessment Artifact Student Portfolio Student Survey Results Parent Survey Results</p>
<p>Teacher interactions with students.</p> <p>A 2.2 - p. 11 (b) A 5 - p. 12 (c, d) E 3 - p. 18 Best Practices A 3 & 4, p. 19-20</p>	<p>Teacher interactions with some students is negative, demeaning, sarcastic, or inappropriate to the developmental and cultural norms of students.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for developmental and cultural norms of the students.</p>	<p>Teacher-student interactions are friendly and demonstrate warmth, caring, and respect. Such interactions are appropriate to the developmental and cultural norms of the students.</p>	<p>Observations Student Survey Results Parent Survey Results</p>

Access (continued)

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<p>Student interactions</p> <p>A 5 - p.12 (c, d) E 3 - p. 18 Best Practices A 3 & 4, p. 19-20</p>	<p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>	<p>Students do not demonstrate negative behavior toward one another.</p>	<p>Student interactions are generally polite and respectful and demonstrate genuine caring for one another as learners.</p>	<p>Observations Self-Assessment Student Survey Results Parent Survey Results</p>
<p>Awareness of students' interests and cultural heritage (diversity).</p> <p>A 2.1 - p. 10 A 5 - p.12 (c) E 3 - p. 18 Best Practices A 3 - p. 19 (a) A 4 - p. 20 (b)</p>	<p>Knowledge of ALL students' interests or cultural heritage is present but there is little indication that this knowledge is utilized as learning connection.</p>	<p>The value of understanding ALL students' interests or cultural heritage is acknowledged for the class only as a collective whole.</p>	<p>Knowledge of cultural heritage of ALL students. The class atmosphere shows high respect for diversity.</p>	<p>Observation Conference Student Survey Results Parent Survey Results</p>
<p>Monitoring of student behavior</p> <p>A 5 - p. 12 E 3 - p. 18</p>	<p>Student behavior is not monitored, and teacher is unaware of what students are doing.</p>	<p>Teacher is generally aware of student behavior but may miss the activities of some students.</p>	<p>Monitoring by teacher is subtle and proactive. Students monitor their own and their peers' behavior, correcting one another respectfully.</p>	<p>Observation Self-Assessment Artifact Student Survey Results Parent Survey Results</p>
<p>Monitors and Adjusts</p> <p>B 5 - p.14</p>	<p>Teacher adheres rigidly to an instructional plan, even when an adjustment will clearly improve a lesson, or attempts to adjust a lesson, with mixed results.</p>	<p>Teacher monitors students but may not make adjustments</p>	<p>Teacher continually monitors students and makes adjustments as needed.</p>	<p>Observation Self-Assessment Student Survey Results Parent Survey Results</p>

Instruction

Indicator/ ANESU Appendix B alignment	Does Not Meet the Standard	Meets the Standard at a Basic Level	Meets the Standard at a Proficient Level	A Menu of Sources of Evidence
<p>Oral & Written Language</p> <p>B 1-5 pp.12-14 Best Practices A 1 - p.19 (a - d) A 3 - p.20 (e)</p>	<p>Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher’s spoken and written language is clear and correct . Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds</p>	<p>Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ ages and interests</p>	<p>Observation Self-Assessment Artifact Student Survey Results Parent Survey Results</p>
<p>Presentation of Content</p> <p>B 1, 2, 3, & 5, pp. 12-14 Best Practice A 1 - p. 19 (a-e) A 3 - p. 19 (a)</p>	<p>Teacher presents content in an inappropriate and unclear fashion, using poor examples.</p>	<p>Teacher usually presents content in an appropriate and clear fashion, linking information with students’ knowledge and experience.</p>	<p>Teacher presents content in an appropriate and clear fashion, linking information with students’ knowledge and experience. Students contribute to the presentation of the content.</p>	<p>Observation Self-Assessment Artifact Student Survey Results Parent Survey Results</p>
<p>Questioning Techniques</p> <p>B 1-5 pp. 12-14 Best Practices A 2 - p. 19 (a)</p>	<p>Teacher’s questions lack variety and are virtually all at lower levels of cognitive thinking.</p>	<p>Teacher’s questions lack variety. Although at different levels of cognitive thinking, only some invite a response. Does not always give adequate time for response.</p>	<p>Teacher consistently employs a wide variety of questions at different levels of cognitive thinking. Adequate time is available for students to respond.</p>	<p>Observation Self-Assessment Student Survey Results Parent Survey Results</p>

Instruction (Continued)

Indicator/ ANESU Appendix B alignment	Does Not Meet the Standard	Meets the Standard at a Basic Level	Meets the Standard at a Proficient Level	A Menu of Sources of Evidence
<p>Discussion Techniques</p> <p>B 1-5 pp. 12-14 Best Practices A3 - p..20 (e) A 4 - p..20 (a)</p>	<p>Teacher mediates all questions and answers with only a few students participating in and attending to class discussions.</p>	<p>Teacher attempts to engage students in the discussion, with many students participating in and attending to class discussion.</p>	<p>Teacher attempts to engage all students in discussion. Students initiate relevant contributions.</p>	<p>Observation Self-Assessment Student Survey Results Parent Survey Results</p>
<p>Response to Students</p> <p>B 1 - p. 13 (g) B 3 - p. 13 (c)</p>	<p>Teacher ignores and/or fails to respond appropriately to students' questions or interests.</p>	<p>Teacher attempts to accommodate students' questions or interests, with mixed results.</p>	<p>Teacher successfully accommodates students' questions or interests. Teacher Seizes opportunities to enhance learning, building on a spontaneous event.</p>	<p>Observation Self-Assessment Artifact Student Survey Results Parent Survey Results</p>
<p>Knowledge of Content-Related Pedagogy</p> <p>Best Practices B pp.20-21</p>	<p>Limited understanding of pedagogical issues involved in learners attaining VT's Framework of Standards.</p>	<p>Pedagogical knowledge is present as outlined in Vermont Learning Opportunities.</p>	<p>Pedagogical practices reflect some of the "best practices" stated in VT's Learning Opportunities.</p>	<p>Self-Assessment Observation Artifacts Student Survey Results Parent Survey Results</p>
<p>Grouping of Students</p> <p>B 3 - p. 13 (a, b, c, e)</p>	<p>Instructional groups are inappropriate given students' age or backgrounds. Students are not engaged.</p>	<p>Instructional groups are usually appropriate to the students and generally successful in advancing the instructional goals.</p>	<p>Instructional groups are productive and fully appropriate to the students and the instructional goals.</p>	<p>Observation Self-Assessment Student Survey Results Parent Survey Results</p>

Instruction (continued)

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<p>Persistence</p> <p>B 1, 2, 3, 4, & 5 - pp.12-14</p>	<p>Teacher either gives up or blames the student or the environment for the student's lack of success.</p>	<p>Teacher accepts responsibility for students' success but uses only a limited repertoire of instructional strategies.</p>	<p>Teacher persists in seeking effective approaches for student success, using an extensive repertoire of strategies and resources.</p>	<p>Self Assessment Artifact Student Survey Results Parent Survey Results</p>
<p>The Developmental Characteristics of the Students S/He Teaches</p> <p>A 2.1 - pp. 10-11</p>	<p>Teacher understands the developmental characteristics of children in his/her class(es) but rarely organizes classroom activities to meet developmental needs.</p>	<p>Teacher understands the developmental characteristics of children in his/her class(es) and sometimes sets blocks of time aside for activities that meet developmental needs (e.g., choice time twice per week).</p>	<p>Teacher understands the developmental characteristics of children in his/her class(es) and chooses activities that meet these needs every day. Collaborates and consults with other teachers to meet special and exceptional needs in his/her class.</p>	<p>Self-Assessment Observation Conference Artifact (student work) Student Survey Results Parent Survey Results</p>
<p>A Physically and Educationally Supportive Environment in Which to Learn</p> <p>A 5 - p. 12 E 3 - p. 18</p>	<p>Classroom shows evidence of clutter and is inefficient. Classroom rules are developed by the teacher without clear student understanding (e.g., students don't feel a sense of community).</p>	<p>Classroom is organized and neat, but changes (e.g., workspaces reorganized to accomplish specific activities) are made infrequently. Classroom rules made with students but carried out inconsistently. Risk taking is inconsistent.</p>	<p>Equipment, work, and learning spaces are maintained and organized so that tasks and projects may be carried out safely, efficiently, and cooperatively.</p>	<p>Observation Student Survey Results Parent Survey Results</p>

Instruction (continued)

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Management of Transitions A 4 - pp. 11-12	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some unnecessary loss of instructional time.	Transitions are smooth with students assuming some responsibility for efficient operations.	Observation Self-Assessment Student Survey Results Parent Survey Results
Management of Materials, Supplies, and Furniture A 5 - p.12 A - p. 18 (b)	Materials, supplies and furniture are arranged inefficiently, resulting in loss of instructional time.	Routines for handling and arranging materials, supplies and furniture occur with little loss of instructional time.	Routines for handling materials, supplies and furniture are seamless, with students assuming some responsibility for efficient operation.	Observation Self-Assessment Student Survey Results Parent Survey Results
Performance of Non-Instructional Duties A 4 - p. 11 (b)	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.	Observation Self-Assessment Student Survey Results Parent Survey Results
Structure and Pacing A 4 - pp. 11-12	The lesson has no clearly defined structure. Pacing of the lesson is too slow or rushed.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is appropriate for most students.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate for most students.	Observation Self-Assessment Student Survey Results Parent Survey Results

Instruction (continued)

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<p>Multiple Instructor Roles (e.g., direct instruction, facilitating, modeling, coaching, reflecting, guiding, observing)</p> <p>B 2 - p. 13</p>	<p>Teacher generally relies on one instructor's role.</p>	<p>Teacher generally relies on one instructor's role, and sometimes uses one other one.</p>	<p>Instructor role determined by the purpose of the learning and the needs of the students. Teacher demonstrates skill in multiple instructor roles.</p>	<p>Observation Self-Assessment Conference Portfolio Student Survey Results Parent Survey Results</p>
<p>Directions and Procedures</p> <p>B 1-5 - pp.12-14</p>	<p>Teacher directions and procedures are confusing to students.</p>	<p>Teacher directions and procedures are clear to students and contain an appropriate level of detail.</p>	<p>Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.</p>	<p>Observation Self-Assessment Student Survey Results Parent Survey Results</p>

Assessment and Reporting

Indicator/ ANESU Appendix B alignment	Does Not Meet the Standard	Meets the Standard at a Basic Level	Meets the Standard at a Proficient Level	A Menu of Sources of Evidence
Record Keeping A - p. 18 (c) C 5 p. 15	Teacher's record keeping is disorganized resulting in errors and confusion.	Teacher's record keeping requires frequent monitoring to avoid error.	Teacher's record keeping is accurate, timely and respectful of student confidentiality.	Observation Artifact Student Survey Results Parent Survey Results
Lesson Assessment C 3 - p. 15 (b) E 1 - p. 17 (b)	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples of that assessment.	Self-Assessment Artifact
Adjustment for Future Teaching C 3 - p. 15 (b) E 1 - p. 17 (b)	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions for how a lesson may be improved another time.	Teacher makes specific suggestions and rationale for how to improve future lessons.	Self-Assessment Conference
Criteria and Standards C 2 - p. 15 C 3 - p. 17 C 4 - p. 17	The approach of the lesson does not contain clear criteria or reference to standards.	Assessment criteria and standards have been developed but they are either not clear or have not been clearly communicated to the student.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students may have contributed to developing the criteria	Self-Assessment Observation Artifact (student work) Student Survey Results Parent Survey Results

Assessment and Reporting (Continued)

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<p>Expectations and Performance Criteria are Clear and Public</p> <p>C 2 - p. 15 (a, b)</p>	<p>Assessments designed to measure student performance sometimes based on standard(s). Students and parents see grades but not criteria.</p>	<p>Assessments designed to measure student performance are based on standards. Students and parents are sometimes informed about expectations (e.g., parents learn about criteria during parent conferences, but are not regularly informed about student performance or changing expectations.</p>	<p>Assessments clearly define student products and/or performances, and judge student work with observable criteria based on standards. Public display of students' work samples illustrate identified criteria. Assessment results are regularly reported to students, parents, and colleagues (e.g., weekly newsletters sent home outlining current activities and expectations.</p>	<p>Artifact Self-Assessment Conference Observation Student Survey Results Parent Survey Results</p>
<p>Use of Assessment Results</p> <p>C 3 - p. 15 (a - e)</p>	<p>Assessment results are not used to plan for the class as a whole.</p>	<p>Assessment results are used to plan for individuals and groups of students.</p>	<p>Assessment results are used to plan on an ongoing basis. Students are aware of how they are meeting the established standards and may participate in planning the next steps. Feedback is provided in a timely manner. Student self-assessment is an integral component.</p>	<p>Observation Self-Assessment Conference Artifact Student Survey Results Parent Survey Results</p>

Assessment and Reporting (continued)

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<p>Working with Others to Plan and Assess Curriculum</p> <p>A 2.2 - p. 11 (b)</p>	<p>Planning time generally used to accomplish everyday teaching tasks (e.g., correcting papers, writing lesson plans). Rarely uses planning time to collaborate.</p>	<p>Planning time used occasionally to collaborate with colleagues.</p>	<p>Planning time used to connect units and activities to achieve continuity of curriculum across grade levels. Assessment data used to make curricular decisions and to decide upon program changes addressing student needs as defined by assessment results</p>	<p>Self-Assessment Observation Artifacts</p>

Connections

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<p>Projects and assignments require students to integrate and apply their learning in meaningful ways</p> <p>D 1 - p. 16 (a - d) D 3 - p. 17 (b - e)</p>	<p>All content areas are taught with few connections made between them. Students may be given opportunities to apply their knowledge within the content area (e.g. making charts and graphs to display math solutions).</p>	<p>Students are given opportunities to apply their knowledge across subject areas (e.g. making charts and graphs to display a numerical relationship related to social studies learning). Students are sometimes provided with real world applications of what they learn.</p>	<p>Students regularly apply knowledge learned to real-world contexts. Activities often allow students to solve real problems using the knowledge and skills taught in class (e.g. describe the average 6th grader).</p>	<p>Self-Assessment Observation Artifact (student work) Student Survey Results Parent Survey Results</p>
<p>Accurate materials and current resources, (in addition to textbooks) are appropriate for learning goals</p> <p>D 3 - p. 17 (c) D 2 - p. 16</p>	<p>Textbooks and workbooks are primary classroom learning tools. Other resources are rarely utilized.</p>	<p>A variety of materials (in addition to textbooks) are sometimes available to students (e.g. hands-on materials, technology, ...)</p>	<p>A variety of materials including information technology tools are used for learning activities (e.g. research on computer, mani-pulatives, film-strips, videos, making models, hands-on approaches)</p>	<p>Observation Self-Assessment Artifact Student Portfolio Student Survey Results Parent Survey Results</p>

Connections (continued)

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<p>Family and Community Collaboration</p> <p>D 3 - p.17 (a, h)</p>	<p>Rarely shows evidence of communications/ collaboration (e.g. parent-teacher conferences, student discipline issues in classroom, field trip information, unit of study information...)</p>	<p>Communications/ collaboration occurs but remains infrequent (e.g., occasional newsletters, phone calls home to share good news, classroom presentations...)</p>	<p>Teacher and parents communicate regularly about curriculum, instructional practices, assessment results, and other school/community information (e.g. parent-teacher goal setting, newsletters, classroom presentations, phone calls home to share good news.)</p>	<p>Observation Self-Assessment Artifact Student Survey Results Parent Survey Results</p>

Professional Responsibilities

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<p>Instructors Who Share Their Knowledge</p> <p>E 1 - p.17 (c)</p>	<p>Teacher uses professional development experiences and classroom instructional materials almost exclusively in own classroom.</p>	<p>Teacher occasionally shares new experience and materials with colleagues.</p>	<p>Teacher routinely shares new and/or successful classroom experiences and materials with colleagues.</p>	<p>Self-Assessment Artifact Conference Observation</p>
<p>Service to the School, Participation to the School, District, and Profession</p> <p>E 1 - p.17 (a) E 2 - p. 18 (a, b) A - p. 18 (f)</p>	<p>Teacher refuses to become involved in school and district events or projects.</p>	<p>Teacher participates in school/district events or projects only when specifically asked.</p>	<p>Teacher volunteers to participate in school/district events or projects, making a substantial contribution.</p>	<p>Observation Self-Assessment Student Survey Results Parent Survey Results</p>

General

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<p>Teacher's management of Volunteers and Paraprofessionals</p> <p>A - p.18 (a, g) B 5 - p. 14 (c)</p>	<p>Volunteers and Paraprofessionals have no clearly defined duties and do nothing most of the time.</p>	<p>Volunteers and Paraprofessionals are productively engaged during portions of class time, but require frequent direction.</p>	<p>Volunteers and Paraprofessionals are productively and independently engaged during the entire class and make a substantive contribution to the classroom environment.</p>	<p>Observation Self Assessment</p>
<p>Policies and Procedures</p> <p>A - p. 18 (d, e)</p>	<p>Teacher does not comply with school building and/or school district policies and procedures.</p>	<p>Teacher complies with school building and school district policies and procedures.</p>	<p>Teacher complies with school building and school district policies and procedures and participates in school and/or district committees to review policies and procedures</p>	<p>Observation Self Assessment Artifact</p>
<p>Assigned Responsibilities</p> <p>A - p. 18 (a)</p>	<p>Teacher does not accept and fulfill assigned responsibilities in a prompt and efficient manner.</p>	<p>Teacher accepts and fulfills assigned responsibilities in a prompt and efficient manner.</p>	<p>Teacher accepts and fulfills assigned responsibilities in a prompt and efficient manner and seeks additional responsibilities for the betterment of the school or district.</p>	<p>Observation Self Assessment Artifact</p>