

# **WINDHAM CENTRAL SUPERVISORY UNION**

*The Mission of Windham Central Supervisory Union is to provide excellence and integrity in an inspired, motivated, and respectful school community by providing a safe environment, which allows students to learn the skills needed for future success.*

## **CORE VALUES**

*Place students at the center of decision making  
Build trust and respect by acting ethically, transparently and with integrity  
Operate as a community of learners, committed to developing the skills and capabilities of all  
Collaborate, share and seek creative solutions*

# **TEACHER SUPERVISION AND EVALUATION PLAN**

## **PURPOSE**

The purpose of the WCSU Supervision and Evaluation Plan is to maximize student learning by providing all teachers and administrators with a process for continuous improvement through goal setting, collaboration, and reflection based on standards of effective teaching.

## **PHILOSOPHY**

The WCSU teacher evaluation process is grounded in the belief that professional growth is continuous. Our teacher evaluation plan focuses on the relationship between teaching and learning as we seek to fulfill our mission to ensure that all students learn.

## OVERVIEW

Goal setting and the Professional Growth Plan occur continuously throughout the licensure cycle. When setting goals, teachers will take into consideration the five domains of teaching from Danielson's *Framework for Teaching* (ASCD 1996), *Five Standards for Vermont Educators* (2003), each school's Action Plan, and each teacher's Individual Professional Development Plan (IPDP).

Teachers will work with their administrators to identify and agree upon 1 - 3 professional growth goals. One professional growth goal must align with district and school goals and initiatives. All goals will align with the *Framework for Teaching* Domains of Professional Practice.

Teachers will self assess their practice utilizing the rubrics, on the next pages, to develop goals related to areas of growth they have identified within those Domains:

- Domain 1: **Planning and Preparation:** Teachers plan lessons/units effectively to ensure success for all students
- Domain 2: **The Classroom Environment:** Teachers are responsible for creating a climate that promotes student learning
- Domain 3: **Instruction:** Teachers know the subjects they teach and how to teach those subjects to students
- Domain 4: **Monitoring Student Achievement:** Teachers are responsible for the ongoing assessment and evaluation of student learning
- Domain 5: **Professional Responsibilities:** Teachers think systematically about their practice and learning from experience. Teachers are members of learning communities.

This rubric is a tool for self reflection and goal setting and the basis for the Supervision and Evaluation process

### WCSU Professional Teaching Standards

VT's 16 Prin- ciples	<b>Domain 1: Planning and Preparation</b> -Teachers plan lessons/units effectively to ensure success for all students.					
		<b>Standard</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7	A	<b>Plans exhibit knowledge of cognitive development reflective of students' age group.</b>	Teacher is unfamiliar with the developmental characteristics of the age group and does not use instructional practices that reflect students' developmental stages.	Teacher displays a general awareness of the developmental characteristics of students but applies limited instructional strategies.	<b>Teacher displays an understanding of typical developmental characteristics of age group and applies this knowledge in planning.</b>	Teacher displays an understanding of individual students' developmental needs (as well as exceptions to patterns) and consistently uses that knowledge in planning and managing learning activities.
9,15	B	<b>Plans informed by data analysis of students' skills and knowledge.</b>	Teacher does not pre-assess student knowledge or skills, and does not plan learning activities that align with students' knowledge and skills.	Teacher does some pre-assessment but does not plan instruction that reflects students' prior skills and knowledge.	<b>Teacher displays knowledge of students' skills and knowledge based on data analysis in order to plan instruction.</b>	Teacher pre-assesses student knowledge and skills in order to consistently plan for instruction that creates links between students' prior understanding and new knowledge.
1,2,3, 4,6	C	<b>Plans reflect knowledge and understanding of varied learning styles and needs of students.</b>	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles and different "intelligences".	Teacher displays a general awareness of the different approaches to learning that students exhibit, but does not differentiate instruction.	<b>Teacher displays understanding of the different approaches to learning that various students exhibit and applies this knowledge in planning.</b>	Teacher demonstrates a thorough understanding of the diverse ways in which students learn by providing appropriate provisions and adaptations for individual students who have particular learning differences or needs.

## WCSU Professional Teaching Standards

VT's 16 Prin- ciples	<b>Domain 2: Environment-Teachers are responsible for creating a climate that promotes student learning</b>					
		<b>Standard</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2	A	<b>Creates a culture of respect and rapport.</b>	Interactions in teacher's classroom, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, insults or conflict.	Interactions in teacher's classroom are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity to students.	<b>Interactions in the classroom demonstrate caring and respect, both between teacher and student and student among students. Interactions are appropriate to developmental and cultural norms.</b>	Interactions in teacher's classroom are highly respectful, of all individuals. Teacher expects and models high levels of civility among class members.
5	B	<b>Develops a culture of active student investment and participation.</b>	The classroom atmosphere does not allow for students to feel welcomed and valued.	The teacher encourages students to participate in class discussions.	<b>The teacher creates a classroom atmosphere where student contributions are valued and add to the learning process.</b>	The teacher provides multiple and varied opportunities for student voice in class discussions and to take risks in the learning process.
8,13,10	C	<b>Organizes classroom environment as a resource for learning.</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students.	The teacher's classroom is safe. Essential learning is accessible to all students but the furniture arrangement only partially supports the learning activities.	<b>The classroom is safe accessible to all students. Physical resources support learning activities.</b>	The teacher's classroom is safe; furniture and other physical resources are deliberately organized to support and enhance the learning activities.
5	D	<b>Establishes routines, procedures and transitions to support learning.</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	<b>Classroom routines, procedures and transitions have been established and function smoothly with little loss of instruction time.</b>	Classroom routines and procedures are seamless in their operation, with students assuming considerable responsibility for their implementation.
4	E	<b>Promotes student engagement in learning.</b>	Students are not intellectually engaged in significant learning as a result of inappropriate activities or materials, lack of lesson structure or pacing, or unawareness of learning goals.	Students are partially engaged intellectually as a result of poor quality activities or materials, uneven structure or pacing, or limited awareness of learning goals.	<b>Students are cognitively engaged in the lesson with appropriate activities and materials, suitable structures and pacing, and a clear awareness of the learning goals.</b>	Students are highly engaged throughout the lesson and make meaningful contributions. The structure and pacing of the lesson allow for student reflection and attainment of learning goals.
5,10	F	<b>Promotes positive student behavior.</b>	No monitoring of student behavior is evident, and responses to student misbehavior are inappropriate.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond appropriately to student misbehavior.	<b>Teacher has established clear standards of conduct, and responds to behavior appropriately, respectfully and consistently.</b>	Teacher's monitoring of student behavior is subtle and preventive. Teacher employs varied techniques to promote positive student behavior.

## WCSU Professional Teaching Standards

VT's 16 Prin- ciples	<b>Domain 3: Instruction-Teachers know the subjects they teach and how to teach those subjects to students</b>					
		<b>Standard</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1,6	A	<b>Demonstrates knowledge of content.</b>	Teacher demonstrates little understanding of the subject or structure of the discipline.	Teacher displays a basic understanding of content, but does not make connections with other disciplines or to possible student misconceptions.	<b>Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines and imparts this content knowledge to students.</b>	Teacher demonstrates an extensive knowledge of content; such that other teachers look upon him/her as an expert in the field and go to this teacher for content advice.
4	B	<b>Designs units and lessons based on appropriate instructional goals that engage students in meaningful learning.</b>	The instructional plan does not support the stated instructional goals or engage the students in meaningful learning. A limited range of resources are identified.	Some, but not all, of the elements of the instructional plan support the stated instructional goals and engage students in meaningful learning.	<b>All elements of the instructional plan support the stated instructional goals and engage students in meaningful learning.</b>	All of the elements of the instructional plan support the stated instructional goals and engage the students in meaningful learning. The teacher's instructional plan is highly coherent and the final purpose is clear to students.
3,4	C	<b>Uses a variety of instructional techniques and supporting technologies appropriate for the subject and student need.</b>	The teacher uses only one or two instructional strategies regardless of subject or situation of student need. The teacher resists incorporating different approaches into the classroom.	The teacher attempts to use a variety of instructional techniques; but comfort and proficiency with different techniques varies.	<b>Teacher effectively and proficiently uses a variety of instructional techniques and tools as appropriate for the subject, situation and student.</b>	The teacher effectively and proficiently uses a variety of instructional techniques as appropriate for the subject, situation and student need, and is considered a role model for demonstration of some instructional techniques.
2,3,4	D	<b>Demonstrates flexibility and responsiveness in instructional approaches.</b>	The teacher does not recognize individual differences in students or adjust instructional practice accordingly through differentiated activities and assignments.	The teacher incorporates some differentiated activities and assignments into planning, but does so inconsistently.	<b>Teacher consistently differentiates instruction and adjusts the lesson through monitoring and modifying instruction.</b>	The teacher recognizes individual differences in students and adjusts instructional practice to assist students in meeting high standards.
7,16	E	<b>Provides high quality feedback which is meaningful and fosters student learning.</b>	Teacher's feedback to students is not accurate, substantive, constructive, specific or timely.	Teacher provides feedback to students but it is either uneven in quality or infrequent.	<b>Teacher's feedback to students is accurate, substantive, constructive, specific and timely.</b>	Teacher's feedback is of consistently high quality, fosters student learning, and students are encouraged to seek additional understanding from other sources.

## WCSU Professional Teaching Standards

VT's 16 Prin- ciples	<b>Domain 4: Monitoring Student Achievement</b> -Teachers are responsible for the ongoing assessment and evaluation of student learning.					
		<b>Standard</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7,15,16	A	<b>Communicates clear assessment standards and criteria.</b>	Assessment contains no clear criteria or standards.	Criteria and standards are set for assessment but are not clear or understood by students.	<b>Teacher communicates clear assessment standards and criteria to students, and consistently checks for student understanding.</b>	Teacher includes student in the development of assessment standards. Criteria are clear and understood by students.
7	B	<b>Assesses student growth consistently in relation to instructional goals.</b>	Assessment is not aligned with instructional goals.	Assessment is partially aligned with the instructional goals.	<b>Formal and informal assessment techniques are aligned with the instructional goals.</b>	Assessment techniques are varied and fully aligned with the instructional goals. Students monitor their own progress in achieving the goals.
15	C	<b>Uses ongoing assessment results.</b>	Teacher does not use assessment results in designing future instruction.	Teacher uses assessment results to plan for future instruction for the classroom as a whole.	<b>Teachers use formative assessment and summative assessment results to plan instruction for individual students, groups of students, and the class as a whole.</b>	Formative and summative assessment results are used continuously to design future work for individual students, groups of students, and the class as a whole.
16	D	<b>Maintains accurate and up-to-date student records.</b>	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining records is effective and up-to-date.	<b>Teacher's system for maintaining accurate records reflects standards of the classroom and district, and is effective and up-to-date.</b>	Teacher's system for maintaining accurate records reflect standards of the classroom and district, are effective and up to date. Students use the system as a tool for learning.
16	E	<b>Communicates student achievement with students and parents.</b>	Teacher fails to inform students and families of student progress.	Teacher communicates with students and parents about progress at conferences and formal reporting periods.	<b>Teacher communicates with students and parents about progress on a regular basis and responds to questions and concerns.</b>	Communication of student achievement is timely, clear and accessible to students and families.

## WCSU Professional Teaching Standards

VT's 16 Prin- ciples	<b>Domain 5: Professional Responsibilities</b> -Teachers think systematically about their practice and learn from experience. Teachers are members of learning communities.					
		Standard	1	2	3	4
1,3,14,15	A	<b>Reflects on teaching and creates strategies to modify future teaching.</b>	Teacher does not reflect on instruction or student work to inform future teaching.	Teacher reflection is generally accurate and involves some analysis of data. Teacher relies primarily on support services to meet individual student needs.	<b>Teacher accurately assesses own effectiveness in achieving goals of lessons and units. Teacher uses student achievement data to make specific adjustments to teaching.</b>	Teacher continually and accurately reflects on instruction and student achievement data to adjust instruction and to promote student learning.
1,14	B	<b>Seeks opportunities to grow and develop professionally.</b>	Teacher does not participate in professional development activities.	Teacher participates in professional development activities when required or needed for re-certification.	<b>Teacher accesses multiple opportunities for continued professional growth and development.</b>	Teacher actively pursues professional development and uses the new knowledge and skills to promote student learning.
8,11,12,16	C	<b>Collaborates with colleagues.</b>	Teacher's relationships with colleagues are negative or self-serving. The teacher avoids being involved in school initiatives or attempts to undermine others' effort to improve the school.	Teacher's relationships with colleagues are cordial but do not contribute to improving instruction.	<b>Teacher establishes and maintains constructive and productive collaborative relationships with colleagues, contributing to improvement in instructional practices and promoting a positive learning culture for both students and teachers.</b>	Teacher takes a leadership role in working with colleagues and makes a substantial contribution to the school in promoting collaboration and a positive culture for learning.
11,12,16	D	<b>Collaborates with families.</b>	Teacher provides little or no information to families and makes no attempt to develop a partnership between the family and the school. The teacher does not respond appropriately to parent concerns.	Teacher makes an effort to engage families in the education of the student. Communication while limited, is generally appropriate.	<b>Teacher works collaboratively with families to develop partnerships in education of students. Communication is appropriate.</b>	The teacher communicates frequently with families and engages them in all aspects of the instructional program. Teacher employs a wide range of communication techniques.
11	E	<b>Demonstrates commitment to students, school and district.</b>	Teacher does not participate in school and district endeavors.	Teacher participates in school and district endeavors when specifically asked.	<b>Teacher participates in school and district endeavors, making a substantial contribution.</b>	Teacher takes a leadership role in school and district endeavors.
NA	F	<b>Fulfills professional responsibilities.</b>	Teacher does not adhere to expectations, procedures or timelines for professional responsibilities.	Teacher adherence to procedures, timelines and expectations for duties and other non instructional responsibilities is inconsistent.	<b>Teacher adherence to procedures, time lines and expectations for duties and other non-instructional responsibilities is consistent.</b>	Teacher exceeds all expectations for meeting professional responsibilities without exception.

## SUPERVISION AND EVALUATION CYCLE

All cycles include a beginning of year and end of year meeting between the teacher and the administrator

Probationary Teachers	Continuing Teachers	Improvement Plan **
<b>Years 1 and 2: Summative Cycle</b> Formal and informal observations Goal Setting Reflections Summative Evaluation	<b>Year 1: Summative Cycle</b> Formal and informal observations Goal Setting Reflections Summative Evaluation	Summative Cycle as established in an individual, specific improvement plan by the administrator with stated timelines to document improvement of practice
<b>Year 3: Formative Cycle</b> Formal and informal observations Goal Setting Reflections	<b>Years 2 &amp; 3: Formative Cycle</b> Formal and informal observations Goal Setting Reflections	Placement in seven year cycle determined by administrator after successful documentation of improved practice and one year of Summative Cycle
	Year 4: Summative or Documentation	
	Year 5 & 6: Formative	
	<b>Year 7: Documentation</b> prior to re-entry in the seven year cycle IPDP Informal observations Conversation between administrator and teacher at end of year	

\* Placement on the cycle will be determined after a teacher/administrator conversation.

\*\* At any time in the cycle, an administrator can place an educator on an improvement plan upon notification to the Superintendent. At least one year of summative evaluation cycle will follow a teacher's successful completion of an improvement plan.

The process is a seven year cycle, with the summative cycle during years 1 and 4, and the formative cycle during years 2, 3, 5, and 6. Year 7 is a documentation year during which the teacher documents his or her Individual Professional Development Plan.



## Summative Year

### Objective

The objective of the summative component is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of teaching effectiveness in the WCSU, and supports and ensures continued improvement through a summative assessment of the application of teaching skills in the classroom.

### September

- Teacher completes self-assessment using rubric for professional teaching standards based on Danielson's five domains of teaching.
- Teacher develops goal(s) based on improved student learning, with at least one related to school action plan

### October

- Teacher and administrator meet to finalize goals and action steps

### November through May

- Administrator conducts 2 formal observations (including pre and post conversations, teacher reflection and written summary of observation) and informal observations.

#### Formal observation process

Teacher and administrator schedule the observation and pre-conference.

Teacher and administrator meet to talk about the planned observation, using the Pre/post Planning Notes and Reflection sheet.

After the observation, the teacher reflects (using the document noted above).

Administrator writes observation summary from notes and provides teacher with it within 10 school days.

Teacher and administrator meet to talk about observation summary and teacher reflection, and teacher and administrator sign the summary.

Teacher expectations: participates in collaborative learning team/critical friends group, invites peer observations, collaborates in cycle of inquiry focused on goal areas, engages in coursework, etc.

### May

- Teacher reflects on progress toward goals, and submits reflection and any supporting materials to administrator
- Teacher and administrator meet to discuss reflection, look at supporting materials, and plan for the next cycle.

### June

- Administrator writes summative evaluation and meets with teacher to discuss it.
- Evaluation submitted to superintendent's office for personnel file

## **Formative Year**

### Objective

The objective of the formative component is to promote adult learning relative to professional practice. To achieve this objective, adult learners require ownership of the learning goals, established by thoughtful self and peer assessment, personal reflection on teaching practices, and ongoing feedback. Professional activities designed to help attain individual goals must support the needs of adult learners by engaging them in all aspects of their professional practice.

- Teacher completes self-assessment using rubric for professional teaching standards based on Danielson's five domains of teaching.
- Teacher develops goal(s) based on improved student learning, with at least one related to school action plan

### October

- Teacher and administrator meet to finalize goals and action steps

### November through May

- Informal and formal observations, teacher participates in about peer observations, collaborative learning team/critical friends group, cycle of inquiry, coursework, etc.
- Teacher reflects on progress toward goals, and submits reflection and any supporting materials to administrator
- Teacher and administrator meet to discuss reflection, look at supporting materials, and plan for the next cycle.

## **Documentation Year 7**

- Teachers assemble evidence that document professional growth over past 7 years
- Administrator conducts informal observations
- Teacher writes a new Individual Professional development plan
- Teacher submits evidence of professional growth and IPDP to Local Standards Board
- Teacher and administrator meet to review evidence of professional growth, new IPDP and informal observations

## **APPENDIX**

- A. Goal Setting Worksheet**
- B. Pre- Post Observation Planning Notes and Reflection**
- C. Optional Informal Observation Sheet**
- D. WCSU Improvement Plan**
- E. Reflection on Goals**
- F. Final Summative Evaluation Report**
- G. Operational Definitions**

# Goal Setting Worksheet

A

Name \_\_\_\_\_

Question prompting the goal: \_\_\_\_\_

Domain: \_\_\_\_\_

GOAL(S) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<u>Supports/Steps/Activities</u>			
What steps/activities/supports will be initiated to achieve this goal?	Who will be responsible for initiating or sustaining the action steps?	What is realistic timeframe for each phase of the activity?	What evidence will you present that you are making progress toward your goal?

# Formal Observation

**B**

## Pre-Observation Notes and Reflection for both Teacher and Administrator

Teacher \_\_\_\_\_(Reflection)

Observer \_\_\_\_\_(Notes)

Class to be observed (grade, subject, date)

Date of Conference \_\_\_\_\_

Pre (Teacher Plan)

Post (Teacher Reflection/Administrator Notes)

<ol style="list-style-type: none"><li>1. Lesson Objectives (Unit Plan objectives)</li>          <li>2. Formative Assessments (including pre-assessment)</li>          <li>3. Instructional Plan (Group, individual, differentiation, materials, technology, resources, etc.)</li>          <li>4. Questions/Focus Area</li></ol>	
--	--

# Optional Informal observation sheet

Teacher \_\_\_\_\_

Grade level/subject \_\_\_\_\_

Date of visit \_\_\_\_\_

Focus question \_\_\_\_\_

<b>Time</b> <i>Note the time the activity is occurring.            Try to note something every few minute.s</i>	<b>What is the teacher doing?</b>	<b>What are students doing?</b>	<b>What questions do you have about what you are observing?</b>

**WCSU Improvement Plan**

**D**

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

School: \_\_\_\_\_ Supervising Administrator: \_\_\_\_\_

Area(s) of Concern (Identify Domain and Component)

Specific level of Performance Expected:

Resources/Supports/Interventions Needed:

Method(s) of Evaluation

Timeline:

Review Schedule \_\_\_\_\_

Completion Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

Personnel File

Teacher \_\_\_\_\_ Year \_\_\_\_\_  
Principal \_\_\_\_\_ Date \_\_\_\_\_

REFLECTION ON GOALS

(Please reflect on your achievement of your goals: level of achievement and impact on student learning and instruction. Attach any artifacts that document your progress or achievement of these goals.)

Goal 1

---

---

---

---

---

---

---

---

Goal 2

---

---

---

---

---

---

---

---

Goal 3

---

---

---

---

---

---

---

---



# Final Summative Evaluation Report

**F**

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

School: \_\_\_\_\_ Supervising Administrator: \_\_\_\_\_

Introduction:

Commendations:

Recommendations:

Acknowledgement of Content:

The teacher's signature below may not necessarily reflect agreement, but it should reflect an awareness of the content of this report.

Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

Personnel File

## OPERATIONAL DEFINITIONS

## G

**Cycle of Inquiry** – The process of collaboratively examining data, framing questions, implementing instructional changes, examining the new data and continuing this process for ongoing improvement.

**Documentation Year:** Teacher assembles evidence of professional growth for Local Standards Board and writes new IPDP. Teacher and Administrator meet to review evidence of professional growth, new IPDP.

**Formal Observation** – Pre-scheduled observations of a teacher’s work, with clear objectives and goals. These result in written summary reports.

**Formative Assessment** – The process of self and peer assessment for the purpose of on-going professional growth.

**Individual Professional Development Plan (IPDP)** – The plan developed by the teacher for the purposes of re-licensing by the Local Standards Board.

**Informal Observation** – Scheduled or unscheduled observations of a teacher’s work. These do not require written summary, but still require conversation around written notes.

**Improvement Plan** – A plan developed by an administrator for purposes of helping a teacher with current documentation of unsatisfactory performance.

**Mentor** – A trained teacher who assists teachers new to WCSU or new to teaching.

**Peer Coaching** – A collaborative process where two teachers study each other’s work for the purpose of providing non-judgmental feedback, and learning from each other.

**Peer Observation** – An informal process where a peer observes a teacher’s classroom to provide non-judgmental feedback for the purpose of improving classroom instruction.

**Pre-Observation Conference** – A conference between the teacher and administrator prior to any formal observation for the purpose of reviewing information regarding the lesson to be observed.

**Post-Observation Conference** – A conference between the teacher and administrator after each formal observation for the purpose of providing feedback to the teacher and gathering additional information as necessary.

**Professional Goals** – Improvement goals for the evaluation cycle developed by the teacher and approved by the administrator.

**Professional Evidence** – Evidence developed and maintained by the teacher to support his/her professional growth and attainment of goals set in his/her professional development plan. This may be the same evidence used for the teacher’s Individual Professional Development Plan.

**Reflection** – The thoughtful analysis of the various aspects of teaching, with subsequent ideas on how to further improve professional practice.

**Rubric** – A scoring guide that includes criteria and performance descriptions at different levels on each domain.

**School Action Plan** – A document required by Act 60 that includes goals and objectives for improved student learning.

**Self – Assessment** – A Comprehensive reflective statement written by the teacher which assesses the teacher’s attainment of goals established in his/her professional development plan, according to the rubrics.

**Summative Evaluation** – A document written by the administrator that includes a description of performance based on the domains and a summary of professional growth and development as evidenced by progress towards, or attainment of established professional development goals. The summative evaluation will be written at the conclusion of the evaluation cycle for both new and veteran teachers.