



GREENDALE SCHOOL DISTRICT

Teacher Evaluation System

Created in collaboration with The Greendale
Administration and the Greendale Education
Association

*Greendale School District
5900 South 51 Street
Greendale WI 53129*

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Revised 8/02

A team of teachers and administrators have collaborated on the process that will be used for supervision, evaluation and development of professional staff. Collaboration means the ability to talk about practice. Practice is what we bring to the children to enhance their learning and growth as people. I personally want to acknowledge the work of this committee and the service they have provided. Greendale relies on the ideas, passion and commitment of its staff. All of us who serve children and the Greendale Public Schools will benefit.

William H. Hughes, Ph.D., Superintendent of Schools

Committee Members

Administrative Team

Dr. William H. Hughes, Superintendent
Dr. Michael B. Zellmer, Director of Curriculum
Ms. Mary Pat Siewert, Director of Pupil Services-Principal, College Park
Elementary School
Mr. Peter J. DeRubeis, Principal, Greendale High School
Mr. Charles Herman, Principal, Greendale Middle School
Mrs. Michele Kloth, Principal, Canterbury Elementary School
Mrs. Theresa West, Principal, Highland View Elementary School
Mrs. Christine Spohrleder, Human Resources Coordinator

Greendale Education Association

Mr. Kurt Susek
Mrs. Deborah Weyer
Mrs. Diane Edward
Mr. Alharve Epton
Mrs. Ginny Rozak
Mrs. Susan Peterson

**GREENDALE SCHOOL DISTRICT
TEACHER EVALUATION SYSTEM**

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MISSION

The Greendale School District, in partnership with students, families, and community, is committed to excellence by providing a broad-based, child-centered educational program which will develop each student's unique abilities to achieve success.

School Board Goals

- ◆ To review and assess the strategies used by the District to encourage outstanding student performance and responsibility at the District, Building, and Classroom levels and to recommend and implement strategies for improvement.
- ◆ To give special attention to staff evaluation across the district.
- ◆ To determine the appropriate level of infusion of technology in the instructional program.
- ◆ To monitor and adjust the District Assessment Program and make recommendations to remedy needs and align curriculum with State Standards.
- ◆ To advocate and seek greater resources that will more effectively advance the District's child-centered educational program.
- ◆ To give special attention to long range planning for the Greendale School District.

Strategies to Accomplish Goals

- ◆ We will advocate for extended involvement in attaining greater resources to effectively advance our child-centered educational programs.
- ◆ We will continue to revise, articulate and coordinate the K-12 multi-disciplinary curriculum.
- ◆ We will promote and support a safe and constructive learning environment for everyone's physical, emotional, and intellectual well-being.
- ◆ We will assess and communicate student progress.
- ◆ We will examine the options for restructuring the school district to more effectively meet educational needs.



GREENDALE SCHOOL DISTRICT

INTRODUCTION

The Greendale School District is committed to academic rigor placing a strong emphasis on high expectation in each and every educational program in order to promote student achievement. The teacher evaluation system, as revised through the collaboration between the Greendale School District and the Greendale Education Association is designed to support high expectations for teaching excellence and professional practice. If students are to be prepared for success in the future, the district and all staff must challenge themselves to design and implement programs that will motivate every child to achieve at his or her level of capability.

This handbook identifies the process that will be used for supervision, evaluation, and development of professional staff. The process described was developed during the 1999-2000 school year and implemented on a pilot basis in 2000-01. During that first year of district implementation, the process was viewed as a work in progress with some minor changes made in this revision. Many factors were considered in the development of this process. The primary source of input came from the work of the team. Another important source of knowledge was found in the literature related to professional staff supervision, evaluation, and development. Much of this process is based on Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. This work is based on consultation with expert practitioners and researchers including those aspects of teaching that are expected of experienced as well as that of beginning teachers.

The framework divides the complex task of teaching into four broad areas. Each domain consists of five or six components, which are outlined in the *Framework for Professional Practice*. As this handbook is read and reflected upon, it is important that the principles that serve as a foundation for the process are clearly understood.

- Identifies the improvement and enhancement of student achievement as its primary focus.
- Designed to bring about instructional improvement in the classroom and at the school level.
- Is built upon common beliefs about teaching and learning inherent in the Greendale School District.
- Establishes linkage between curriculum development, instruction, and the assessment of student learning.
- Defines a framework of professional practice that describes the role of teaching.
- Includes self-evaluation, reflection, and goal setting as key components for all staff members.
- Includes teamwork as a vehicle through which instructional improvement and collaboration can be enhanced.
- Acknowledges the value of recognizing exemplary performance.

With that challenge in mind, a framework of professional practice has been developed to identify the variables that must be considered when decisions are made regarding the development, implementation, and evaluation of the programs and the professional practices that are carried out in the Greendale School District. In the decision making process, the district must keep the following mission and core beliefs in mind.

THE MISSION

The Greendale School District, in partnership with students, family and community, is committed to excellence by providing a broad-based, child centered educational program which will develop each student's unique ability to achieve success.

The *Framework of Professional Practice* and *Professional Growth Plan* evolved over many hours of discussion with members of the Greendale Education Association, the administrative team, and Board of Education reflecting on their collective wisdom. While everyone will not agree with every professional practice, each of the members of this team believes that this process has been designed to ensure that the performance of each member of the professional staff translates to the consistent delivery of high quality instruction. The process provides each professional staff member with meaningful feedback, clearly identifying areas of strength, as well as areas where improvement is required.

The Greendale School District's system of evaluation, Framework of Professional Practice, with opportunities to identify and reward the exemplary performance of individual professional staff members. The process also serves as a means for identifying staff development needs and establishing individual plans to address those needs. Finally, we believe this process serves as a vehicle for identifying those few individuals who are not willing or able to meet the performance expectations required in the Greendale schools.

CORE EXPECTATIONS

Includes Wisconsin's Proposed Standards for Teacher Performance

Assumptions

1. The primary goals of the teacher evaluation process are to improve teacher performance, enhance professional growth, and promote student achievement.
2. The Framework of Professional Practice will be used to evaluate all professional staff.
3. Whenever the word "appropriate" appears in the document, it refers to the student's physical, intellectual, emotional, and developmental levels.
4. Teachers have been in-serviced/informed of the teacher evaluation process as well as pertinent policies and expectations of the Greendale School District.
5. The teacher/classroom has been provided with the customary materials, equipment, and services that are the norm in the Greendale School District for the grade level or subject area.

GREENDALE SCHOOL DISTRICT TEACHER EVALUATION SYSTEM

Philosophy of Education

The Greendale School District believes in a balanced philosophy of education. The curriculum should be broad-based, child-centered, and a blend of traditional subjects and student interests. Teaching practices reflect that students learn and develop in different ways. The school represents the larger society; therefore, the social atmosphere of the school should be cooperative and inclusive, fostering an open and critical-minded approach to life. We believe that an education also instills self-discipline, citizenship, social sensitivity, creative and critical thinking, and the ability to solve personal and social problems. Thus, knowledge is not viewed as an end in itself, but as a means to live a responsible life. Teachers develop the framework for classroom decisions and provide guidance in the students' exploration of an established curriculum. All teaching activities help foster a mature sense of responsibility by practice and example.

Philosophy of Evaluation and Supervision

Teacher evaluation and Professional Growth are based on the belief that the knowledge base of teachers and the effective use of their skills and abilities are valuable assets of the Greendale Public Schools. The major purposes of an evaluation system are to improve the quality of teaching provided to students, to recognize excellence in instructional practices, and to provide a process for dealing with inadequate performance. The experience should be positive for the teacher and evaluator, creating a climate of respect, professional growth, and cooperation.

Teacher performance evaluation is important in enhancing student learning. Growth is considered ongoing, and there is a difference between evaluation and Professional Growth. The evaluation process emphasizes expectations and responsibilities that directly affect students and the learning process. The evaluation process also extends to accountability with students, families, the community, and colleagues resulting in a positive school environment.

The evaluation and supervision process should be supportive and collaborative and allow for creativity and innovation. While general evaluative procedures will be uniform and consistent, there is a need for a range of options or choices for teachers' growth. Each teacher has unique characteristics as an educator and these characteristics must be considered in the evaluation procedure based on a common set of performance standards for all teachers within a certain time period. The Greendale School District and the Greendale Education Association are committed to support every employee through staff development, time for collaboration, and opportunities for professional growth.

GREENDALE SCHOOL DISTRICT
THE FRAMEWORK OF PROFESSIONAL PRACTICE
(Incorporates the Wisconsin Teaching Standards)

I. Planning and Preparation

A. Knowledge of Content and Pedagogy (Standard 1, 7)

1. Displays strong content knowledge and continues to update this knowledge.
2. Designs plans and practices that reflect an understanding of the relationships among topics and concepts within a content area.
3. Engages students in learning by using instructional practices that reflect current research on best practices within the discipline.
4. Anticipates the skills students will need in order to learn topics and concepts. Makes instruction interesting and relevant, providing for different types of presentations.

B. Knowledge of Students (Standard 2, 3, 7, 8)

1. Displays thorough understanding of typical developmental characteristics of age group.
2. Recognizes and plans for students' strengths and the varied approaches to learning that students exhibit.
3. Displays knowledge of students' different skills, including those with special needs.
4. Displays knowledge of the students' interests.

C. Selecting Instructional Goals (Standard 2, 7)

1. Chooses appropriate goals that adhere to the district's mission, adopted curriculum and expectations for each grade level.
2. Articulates clearly how selected goals represent high expectations for students and, relate to district curriculum frameworks and standards.
3. Sets measurable goals for student learning and assessment.
4. Develops goals that take into account the diverse learning needs of individual students or groups, including developmental levels, interests, background, and academic achievement.
5. Chooses goals that represent opportunities for different types of learning and opportunities for integration of different content areas.

D. Knowledge of Resources (Standard 4, 7, 10)

1. Uses resources available through the school or district to assist students and helps students to access resources.
2. Seeks other materials to enhance instruction from professional organizations, community resources or technology.
3. Uses Internet-based resources to research existing on-line plans and curriculum tools.
4. Demonstrates knowledge of multimedia, hypermedia and telecommunications activities to support instruction and student learning.

E. Designing Coherent Instruction (Standard 1, 3, 4, 5, 7)

1. Plans learning activities that are highly relevant to students and instructional goals, as well as reflect recent professional research.
2. Selects materials and resources that clearly support the instructional goals and engage students in meaningful learning.
3. Plans instructional groups that are varied and appropriate to the instructional goals and the students.
4. Develops a clear structure for differentiated lessons that allow for reasonable time allocations, prior knowledge and background, and the different learning styles of individual students.

F. Assessing Student Learning (Standard 2, 7, 8)

1. Develops various approaches to appropriately assess goals in a unit of study.
2. Communicates assessment criteria and standards clearly to students.
3. Determines an appropriate scoring system to effectively evaluate student work.
4. Develops authentic assessment methods.
5. Provides on-going and summative evaluation that measures student progress towards goals.
6. Uses assessment results to plan for individuals and groups of students.

II. The Classroom Environment

A. Creating an Environment of Respect and Rapport (Standard 3, 5, 6)

1. Demonstrates genuine caring, respect, and value for individual students through verbal and nonverbal behaviors.
2. Encourages and cultivates interactions that are friendly, respectful and tolerant of individual and cultural differences among students.
3. Treats students in a positive manner refraining from using cynicism, sarcasm, or other negative comments.

B. Establishing a Culture for Learning (Standard 3, 5)

1. Conveys genuine enthusiasm for the subject, displays a high regard for each student's ability to learn, and creates a safe environment that encourages risk-taking.
2. Encourages students to take pride in their work and be supportive of their classmates.
3. Develops instructional goals, activities, interactions, and an environment that conveys high expectations for student achievement.
4. Provides opportunities for successful experiences for all students.

C. Managing Classroom Procedures (Standard 5)

1. Develops procedures for the smooth operation of the classroom and the effective use of time.
2. Establishes routines for the movement and management of classroom groups, which ensure student engagement, productivity and collaboration.

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3. Establishes efficient routines for handling materials and supplies that promote student responsibility.
 4. Establishes efficient systems for performing non-instructional duties resulting in minimal loss of instructional time.
 5. Provides guidance and supervision to classroom assistants and volunteers so that they are able to work independently and productively, contributing to the overall learning environment.
 6. Provides opportunities for students to utilize computers and other technologies for learning and research tools.
- D. Managing Student Behavior (Standard 5)
1. Develops and consistently applies standards of behavior that are appropriate to the developmental levels of students.
 2. Clearly conveys standards of conduct and classroom rules to all students.
 3. Monitors student behavior at all times seeking to be proactive rather than reactive in response to students.
 4. Encourages students to monitor their own behavior.
 5. Responds to inappropriate behavior in an effective manner that shows sensitivity to individual needs and respect for the student's dignity.
- E. Organizing Physical Space (Standard 5)
1. Organizes the classroom to ensure safety, efficiency, and accessibility to different learning activities for all students.
 2. Uses physical resources skillfully to enhance learning and contribute to effective instruction.

III. Instruction

- A. Communicating Clearly and Accurately (Standard 6)
1. Communicates clear procedures and directions, anticipating possible student misunderstanding.
 2. Demonstrates written and spoken language that models acceptable standards of communication.
- B. Using Questioning and Discussion Techniques (Standard 2, 3, 4, 6)
1. Poses questions that require different levels of reasoning.
 2. Allows adequate time for students to respond to questions.
 3. Extends learning by probing student responses for elaboration and clarification.
 4. Engages all students in discussions.
- C. Engaging Students in Learning (Standard 1, 2, 3, 4, 5, 6, 7)
1. Represents content in an appropriate manner that links students' knowledge and experiences.
 2. Engages students in activities and assignments that enhance understanding, challenge student abilities, and are appropriate to developmental levels and learning styles.

3. Develops a variety of student groups that are suitable to the instructional goals.
 4. Selects instructional materials and resources that engage students in learning.
 5. Designs the structure of a lesson to be coherent and have appropriate pacing that allows for meaningful introduction, reflection and closure.
 6. Uses a variety of presentation technologies as appropriate in instruction.
 7. Develops student learning activities that integrate computers and technology in instruction.
 8. Provides opportunities that motivate students to apply and reinforce their learning.
- D. Providing Feedback to Students (Standard 3, 4, 8)
1. Provides positive feedback in a variety of ways. Feedback should be individualized, accurate, substantive, and constructive, depending on task and goals.
 2. Provides consistent feedback and grades in a timely manner.
 3. Encourages students to use feedback to further their learning.
 4. Completes progress reports and quarterly and semester grades at established district timelines.
- E. Demonstrating Flexibility and Responsiveness (Standard 3, 4, 7, 8)
1. Demonstrates ability to make spontaneous decisions about adjusting or extending lessons in progress to enhance learning.
 2. Accommodates and responds to student questions or interests that emerge during lessons.
 3. Seeks effective alternative approaches for students who experience difficulty in learning.
 4. Uses sound judgment to deal effectively with problem situations.

IV. Professional Responsibilities

- A. Reflecting on Teaching (Standard 8, 9)
1. Assesses a lesson's effectiveness accurately in terms of accomplishing goals and student achievement, citing specific examples to support judgement.
 2. Uses reflections on teaching to improve future teaching efforts.
- B. Maintaining Accurate Records (Standard 8)
1. Develops effective system for maintaining information on student completion of assignments.
 2. Develops effective system for maintaining information on student progress in learning.
 3. Develops effective system for maintaining information on non-instructional activities.
 4. Maintains student records and reports in accordance with district policies and building practices.

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5. Maintains special education records and other differentiated records appropriate to student programming.
- C. Communicating with Families (Standard 8, 10)
1. Provides frequent information to parents about the instructional program.
 2. Provides frequent information to parents on both positive and negative aspects of student progress in a sensitive and respectful manner.
 3. Responds to parent concerns by expressing empathy, respect, and a willingness to address concerns.
 4. Makes an effort frequently and successfully to engage families in the instructional program.
 5. Uses a variety of methods, including technology, to communicate with parents, students, and colleagues.
- D. Contributing to the School and District (Standard 9, 10)
1. Develops collegial relationships that are characterized by a willingness to share, support and collaborate in the best interest of students.
 2. Focuses on advancing the school and district initiatives.
 3. Shares the duties that help the school function smoothly, enhances the school's culture and advances the district's initiatives.
 4. Assumes a role in school and district projects, striving to make contributions.
- E. Growing and Developing Professionally (Standard 9)
1. Seeks opportunities for Professional Growth to enhance content knowledge, instructional practices, and support district and school initiatives.
 2. Participates actively in district in-services and applies knowledge gained to teaching practices.
 3. Maintains collaborative and professional relationships with colleagues.
 4. Maintains positive attitude about the profession and displays a willingness to counter negativity directed towards education.
 5. Keeps abreast of current information and advancements in both content areas and instructional practices.
 6. Knows the importance of technology in society and understands ethical issues relating to technology.
 7. Demonstrates knowledge and skills of computers and on-line technologies for a variety of professional uses.
- F. Showing Professionalism (Standard 10)
1. Maintains appropriate levels of professional discretion and confidentiality in all school-related matters.
 2. Displays willingness to proactively serve students, seeking out resources when necessary to ensure student's security, safety and well being.
 3. Challenges negative attitudes about students and helps ensure that all students are respected in the school.
 4. Maintains an open mind and participates in decision-making, helping to ensure that decisions are based on high professional standards.

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COMPONENTS OF PROFESSIONAL PRACTICE

Correlation of the Wisconsin Teaching Standards with the
Greendale School District Framework of Professional Practice

State Standard	Description of Standard	Framework Component	Description of Teacher Performance
1	Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students.	1a 1e 3c	Knowledge of content and pedagogy Designing coherent instruction Engaging students in learning
2	Understands how children learn and develop; provides learning opportunities that support their development.	1b 1c 1f 3b 3c	Knowledge of students Selecting instructional goals Assessing student learning Using questioning and discussion techniques Engaging students in learning
3	Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.	1b 1e 2a 2b 3b 3c 3d 3e	Knowledge of students Designing coherent instruction Creating an environment of respect and rapport Establishing a culture for learning Using questioning and discussion techniques Engaging students in learning Providing feedback to students Demonstrating flexibility and responsiveness
4	Understands and uses variety of instructional strategies.	1d 1e 3b 3c 3d 3e	Knowledge of resources Designing coherent instruction Using questioning and discussion techniques Engaging students in learning Providing feedback to students Demonstrating flexibility and responsiveness
5	Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1e 2a 2b 2c 2d 2e 3c	Designing coherent instruction Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space Engaging students in learning

State Standard	Description of Standard	Framework Component	Description of Teacher Performance
6	Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	2a 3a 3b 3c	Creating an environment of respect and rapport Communicating clearly and accurately Using questioning and discussion techniques Engaging students in learning
7	Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	1a to 1e 3c 3e	Planning and Preparation Domain Engaging students in learning Demonstrating flexibility and responsiveness
8	Understands and uses formal and informal assessment strategies.	1b 1f 3d 3e 4a 4b 4c	Knowledge of students Assessing student learning Providing feedback to students Demonstrating flexibility and responsiveness Reflecting on teaching Maintaining accurate records Communicating with families
9	Reflects on teaching.	4a 4d 4e	Reflecting on teaching Contributing to the school and district Growing and developing professionally
10	Fosters relationships with colleagues, parents, and agencies in the larger community.	1d 4c 4d 4f	Knowledge of resources Communicating with families Contributing to the school and district Showing professionalism

GREENDALE SCHOOL DISTRICT
EMPLOYEE EVALUATION SYSTEM

At a minimum, all staff members involved in regular evaluation will be evaluated at least once every two years. Teachers new to the district will be evaluated each year of the first three years in the district, as well as participate in the district's staff development and the teacher mentoring program within the first two years in the district. All teachers new to the building, but not the district, may be evaluated in their first year in the building based on previous evaluation status and principal's discretion.

I. Process and Procedure - Teachers

A. Probationary Teachers

1. Probationary teachers will receive an orientation to the teacher evaluation system. They will participate in the new teacher seminar to be conducted by superintendent, director of curriculum and director of pupil services. The building principal, director of curriculum, director of pupil services or designee will be responsible for supervision.
2. The principal will assign a mentor and the mentor will collaborate with the new teacher throughout the year.
3. The principal will observe the teacher on an ongoing basis.
4. Before May 15, the principal will prepare and share a written summative report with the teacher. By January 15 the principal will meet with the probationary teacher and review (in writing) classroom observations to date.
5. The same procedure will be used during second and third year, except that the new teacher seminar is optional unless recommended by principal.
6. If the principal verifies satisfactory performance, the teacher will participate in Teaching Review and Improvement Plan (TRIP) beginning with the fourth year of employment.
7. If unsatisfactory performance is noted, the administration may choose to non-renew the teacher's contract.
8. If unsatisfactory performance is noted, a Plan for Special Assistance (PSA) may be implemented after the first year.

B. Post-Probationary Teachers

1. One-half of all post-probationary teachers will participate in TRIP or a Professional Growth Plan each year.
2. Teachers not assigned to a specific building will be the responsibility of the director of curriculum and director of pupil services.
3. Teachers assigned to more than one building will be the responsibility of the principal of the teacher's "home base."
4. Before May 15, the principal will prepare and share a written summative report with teacher (see Teacher Evaluation Report, page 37).
5. Teachers in a new assignment and/or returning from leave of at least one semester will be placed in the cycle as determined by the building principal, the director of curriculum, or the director of pupil services.
6. If at any time unsatisfactory performance is noted, a Plan for Special Assistance (PSA) will be implemented. The procedures in the PSA are outlined to remediate teacher deficiencies. It is the ultimate goal of the assistance plan to return teachers to the status of regular evaluation. In instances where serious

deficiencies remain, the School District will follow the contract and due process procedure in initiating non-renewal of the teacher.

- C. If a principal requires a PSA for a teacher in need of assistance at any point in the supervision process, a review or second opinion from the director of curriculum or pupil services is needed to proceed with the PSA.

PSA Options include, but are not limited to:

1. Developing an initial Plan for Special Assistance (PSA).
2. Ending of Plan for Special Assistance (PSA) and return to the standard evaluation procedure.
3. Continuation or modification for the PSA.
4. Disciplinary action up to and including suspension, withholding the annual experience increment, termination, or non-renewal.

Throughout this process, teachers will be informed of the right to have a Greendale Education Association representative present during interaction with the evaluator.

GREENDALE SCHOOL DISTRICT
PLANNING FOR PROFESSIONAL GROWTH

	Probationary Plan	Post-Probationary Plan (TRIP or Professional Growth Plan)	Plan for Special Assistance
WHO	Probationary teacher	Post-probationary teacher	Post-probationary teacher in need of specialized assistance in one or more areas of professional competencies
WHAT	Observation and evaluation of performance	TRIP Process or Professional Growth Plan	Direct assistance to improve effectiveness
PURPOSE	<p>To ensure that standards for performance are understood, accepted, and demonstrated</p> <p>To provide a common ground for understanding the professional competencies</p> <p>To provide accountability for decisions to continue employment</p>	<p>To enhance professional growth</p> <p>To improve student learning</p> <p>To provide feedback on professional issues and undertakings</p> <p>To focus on district initiatives and school improvement initiatives</p>	To provide specific support to the staff member in an effort to improve professional competency in identified area(s).
METHOD	<p>TRIP Process</p> <p>Classroom observation with feedback</p> <p>Review of artifacts</p> <p>Discussion of professional practices</p>	<p>TRIP Process or Development of plan by staff member(s) and administrators</p> <p>Various methods of staff development and in-service</p> <p>Feedback to staff members</p> <p>Observation</p>	Observation and feedback focused specifically on identified areas of needed improvement

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T R I P

The Teaching Review and Improvement Program (TRIP) is a positive approach to encourage self-improvement and create a continuous focus on improved instruction. The Greendale School District recognizes evaluation as part of professional growth. The building principal and individual teacher share responsibility for this procedure.

The major activity of this program is the evaluation of specific teaching or job-related goals. The approved "Framework for Professional Practice" will be the basis for most goal setting. The purpose of this appraisal plan is to focus on instruction with a teacher and a principal working together to increase teaching effectiveness and student learning. TRIP is a repetitive two-year procedure. Prior to October 15 of the first year, the teacher will establish goals and submit these in written form to the principal. A joint appraisal will then be completed by June 1st of that year. (See Goal Setting, page 33.)

Establishing Goals

A goal setting conference will be held prior to October 15 of the teacher's designated TRIP year. The teacher and principal have a dual responsibility in making the goal setting conference productive and goals should be the result of this cooperative activity. While it is assumed that the goals will be developed cooperatively, the principal will have final approval and a written goal setting report will be completed on the form provided.

Goals must focus on district or school improvement initiatives. Four areas of goals from the Teacher Framework of Effectiveness are recognized.

- I. Planning and Preparation
- II. Classroom Environment
- III. Instruction
- IV. Professional Responsibilities

Measurability of Goals

The building administrator will observe the teacher on an ongoing basis. Portfolios may be developed by the teacher, outlining professional growth.

Appraisal Conference

Prior to June 1 of the TRIP year, a final conference will be held and a final report prepared using the District form (See attached form, page 37).

GREENDALE SCHOOL DISTRICT
PROFESSIONAL GROWTH PLAN/ACTION RESEARCH

Teachers who have successfully completed the regular evaluation process are eligible to participate in the Professional Growth program. Administrators will notify each staff member completing the regular evaluation as to their eligibility by April 15 of the evaluation year. Eligibility for Professional Growth is contingent upon meeting the evaluation criteria listed in the Greendale Framework of Professional Practice in this document. Teachers may also request Professional Growth as an alternative in the year of required participation.

Teachers not recommended for Professional Growth may request a rationale for the non-recommendation period. They may also request a conference with the director of curriculum or director of pupil services in order to appeal this decision.

A teacher involved in professional growth plan will identify, in collaboration with the administrator of all involved, a goal area to be pursued for up to a period of two years. Each staff member eligible for a professional growth plan must have completed a minimum of one goal setting process and evaluation (TRIP). Individual teachers may collaborate to initiate a group goal process with administrative approval. The goals identified must relate to a district- or school-wide initiative.

A goal setting worksheet, the attachment, is to be utilized for outlining the goal strategies to be used, responsibilities of individuals, resources needed, time line and evidence of completion. Criteria for assessing goal completion will also be identified. The goal setting process should be initiated in September or October, but can be initiated earlier if a staff member successfully completes the regular evaluation process. Teachers may participate in goal setting more often than required if they request such involvement, resulting in an alteration in the teacher's TRIP cycle. The goal completion will be documented as part of the goal setting process in a narrative statement completed by the principal and teacher in a collaborative fashion. It is requested that goals be shared within and among buildings with staff member permission, at faculty meetings to serve as examples for other staff to use in developing their own goals.

Any issues arising in the goal setting process may be referred to a committee convened by the superintendent based on the framework of a PSA Committee. If a mutual resolution cannot be reached, the PSA Committee will review the issue and make a final decision.

PROFESSIONAL GROWTH NARRATIVE SUMMARY

(Due by October 15)

Name(s): _____

Administrator: _____

Plan Start Date: _____

Plan Completion Date: _____

1. Identify the goals of your Professional Growth plan.

2. How will you determine the effectiveness of this plan?

3. Identify the activities that will be used to accomplish the goals of this plan.

4. How is this plan linked to district initiatives?

5. Identify the responsibilities of each group member.

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COMPREHENSIVE PLAN OF SPECIAL ASSISTANCE FOR IMPROVING TEACHER PERFORMANCE (PSA)

This program is designed to inform a teacher of administrative concerns, that the teacher is experiencing serious classroom problems, and that he or she needs to improve his or her instructional performance. **It must be stressed that a teacher referred to this program is not being identified as an unsuccessful teacher who needs to be removed.** However, there is a probability that without intervention, termination may occur.

The superintendent will be informed of any teacher referred for the PSA. The superintendent will review the situation with the building principal and the GEA president, and will form a PSA Committee. The committee shall consist of the following:

- Superintendent (chairman)
- Principal
- One teaching peer selected by teacher
- One representative of the Greendale Education Association to be selected by the Association.

The purpose of the PSA Committee is to develop a specific improvement plan and procedure to correct the unacceptable behavior or performance. The building principal, the director of curriculum, or the director of pupil services, as appropriate, will be responsible for determining if unacceptable behavior has been corrected.

Intervention Symptoms

There are a variety of signals that may indicate a colleague is experiencing serious performance problems, a pattern of behavior or problems that do not meet the core expectations of Greendale teachers. Some of the more common warning signs are:

- serious problems with classroom control and student discipline
- disorganized classroom atmosphere
- students frequently out of the classroom and in the halls
- frequent conflicts with students
- unusually high incidence of student discipline referrals from the classroom
- total lack of interest in classroom activities by most students
- inconsistent treatment of student behavior
- difficulty in working with multi-ethnic student body
- frequent complaints from parents
- frequent complaints from teachers
- lack of planning and preparation for instruction
- lack of respect for students
- difficulties in dealing with fellow staff
- general negative attitude toward one's job
- delinquency in performing job-related tasks
- failure to comply with local and district policies
- inaccurate, inadequate, or poorly kept records

Patterns of absences and regular tardiness in and of themselves are not sufficient reasons for referral; however, in conjunction with the above symptoms they are indicative of problems that inhibit student learning in a teacher's classroom.

GREENDALE SCHOOL DISTRICT

PLAN OF SPECIAL ASSISTANCE OUTLINE

DIRECTIONS: Use the following outline and attach additional page(s) as necessary.

- I. Background Information: Teacher's name, school and/or department, teaching assignment and training background and/or teaching experience if important to this plan.
- II. Statement of Deficiency: This section should include a direct reference of documentation of previous intervention or serious deficiencies regarding the core expectations (reference p. 6).
- III. General Statement of Plan of Special Assistance: This section should include the purpose of the plan, the role of the supervisor, a clear statement (directive) that the Plan of Special Assistance is to be followed, and what action will occur if desired improvements are not achieved.
- IV. Program to be Followed: This section should include a very specific statement as to what is expected of the teacher (refer to each area of performance rated unsatisfactory on the summative evaluation instrument), a series of reasonable activities and timelines for each area of unsatisfactory performance, indication of what assistance will be offered by the supervisor or other resources, i.e., curriculum support and/or fellow teachers if they are willing to help.

Guidelines For Supervisors Working With Teachers On A Comprehensive Plan Of Special Assistance

1. Each teacher who has been designated for a Plan of Special Assistance should be observed in class by the building principal and/or supervisor for a minimum period of thirty minutes at least once per month following presentation of a plan of assistance.
2. The Plan of Special Assistance form will be used as the primary focus document for those teachers designated for this supervision. The principal will keep a continuous log of improvement actions.
3. Each classroom visitation should be recorded on a "Post-Conference Narrative: A Formative Input" form. Care should be taken so that the visitation report has specific examples of any weaknesses noted in the teacher's performance.
4. The visitation report should be reviewed with the classroom teacher in a conference. A record of the conference and discussion shall be kept by the supervisor, with a copy provided to the teacher. The teacher will be given suggestions on how to improve the noted deficiencies. These deficiencies may fall outside the domain of the classroom, e.g., interpersonal relationships or other professional responsibilities.
5. When there is a question of adequate performance, a second opinion may be helpful and may be requested by the teacher. In such cases, the mutually acceptable administrator or designee will observe the teacher on a plan of assistance at least twice prior to proceeding with any disciplinary action.

6. A conference between the principal and the Superintendent is required before any recommendation for nonrenewal is made.
 7. The responsibility for quality instruction rests primarily with the building principal and/or supervisor. If a teacher's performance is unsatisfactory, the supervisor shall help that teacher as soon as possible. If attempts to help are unsuccessful, the supervisor has the duty to recommend a freeze in the teacher's annual increment and/or non-renewal.
- V. Monitoring System: This section should include the schedule of conferences and observations to determine progress (formative inputs), the method of altering or adjusting program, and a specific time for final assessment of the plan.
- VI. Final Evaluation: This section should include a final assessment of the satisfactory or unsatisfactory achievement of the plan.
- VII. Recommendation: This section should include the supervisor's recommendation regarding the future status of the teacher. This would also be provided to the Human Resources Department.
- VIII. Signature Section: Signatures below signify receipt and delivery of this memorandum.

(Teacher's Signature)

(Date)

(Supervisor's Signature)

(Date)

GREENDALE SCHOOL DISTRICT

ATTACHMENTS

Teacher Evaluation Timeline

Goal Setting

Goal Setting Worksheet

Teacher Evaluation Report

Plan of Special Assistance (PSA)

Plan of Special Assistance (PSA) Growth Plan and Ongoing Progress Report

GREENDALE SCHOOL DISTRICT

TEACHER EVALUATION TIMELINE

Date	Action	Responsibility
August	<ul style="list-style-type: none"> Review with Administrative Team the teacher evaluation process and plan for the school year. 	Superintendent
September	<ul style="list-style-type: none"> Send a copy of the Teacher Evaluation Report listing teachers to be evaluated to schools Give evaluator identification letters to teachers. Send a copy of the List Verifying Receipt of Teacher Evaluator Identification letters to Superintendent. Hold a meeting to explain the Teacher Evaluation Process and distribute copies of sample forms. 	Human Resources Staff Human Resources Staff Administrators Administrators
September through April	<ul style="list-style-type: none"> Conduct professional growth activities. Conduct observations, provide feedback, and provide assistance as necessary Conduct school plan assessment activities. 	Administrator/Teacher Administrators/Central Office Supervisor/Educational Services Staff, as requested Administrators
By October 15	<ul style="list-style-type: none"> Send to the schools an updated copy of the Teacher Evaluation Report listing teachers to be evaluated. Complete Goal Setting worksheet. 	Human Resources staff Teachers/Administrators
By January 15	<ul style="list-style-type: none"> Conduct conference and written update on goal progress. (Optional) 	Principal
January	<ul style="list-style-type: none"> Recommend staff for contract renewal (memorandum). 	Administrators/Supervisors
January through May 15	<ul style="list-style-type: none"> Provide ongoing support/follow through from preliminary evaluation. 	Administrators
May 1 - May 30	<ul style="list-style-type: none"> Give the teacher evaluation form to each teacher who was evaluated that year. Give a teacher evaluation form letter to each teacher scheduled for the TRIP process next year. 	Administrators/Central Office Supervisors
By May 15	<ul style="list-style-type: none"> Teachers return completed forms to building administrators. 	Teachers
By the end of the school year	<ul style="list-style-type: none"> Within forty-eight hours after receiving their evaluations in a conference, teachers return the signed evaluation forms. 	Teachers
By the end of the school year	<ul style="list-style-type: none"> Submit completed teacher evaluations to Human Resources 	Administrators/Central Office Supervisors
July	<ul style="list-style-type: none"> File evaluation documents in personnel files. 	Human Resources staff

NOTE: In situations where an unsatisfactory teacher evaluation is anticipated, contractual timelines must be adhered to. The teacher's evaluator should contact his/her supervisor to ensure that appropriate procedures are followed.

Two-year Action Plans need a one-year update memo from teachers to the supervisor.

GREENDALE SCHOOL DISTRICT

GOAL SETTING

Goal setting is a crucial, initial step in the whole process of performance evaluation. It should be viewed within the context of the total professional staff supervision, evaluation and development process.

Goals are statements of purposeful intent. Significant, precise, observable and measurable goals should replace vague, ambiguous, or global educational goals. Goals stated in this concrete manner are more likely to be achieved. An acceptable goal includes indicators of performance, plans for achievement and some measure of evaluation.

Tips for Writing Goals

- 1) Goals should:
 - a) Be directly related to and consistent with the mission and core beliefs of the school district.
 - b) Be few in number.
 - c) Be significant and represent a needed change in behavior or a challenge to that person.
 - d) Be specific, observable, and measurable.
 - e) Be realistic and attainable.
 - f) Differentiate between short and long-range commitments.
 - g) Be clearly stated in writing.
 - h) Include a plan of action and steps for implementation.
 - i) Include some standard of acceptable performance and evaluation.
 - j) Be referred to frequently through the school year and modified as necessary.
- 2) Questions to ask when writing goals.
 - a) What is the goal? What is to be achieved?
 - b) How is the goal to be achieved? What are the short and long term objectives?
 - c) What resources are needed to assist in achieving the goal?
 - d) When is achievement of the goal anticipated? Is it a short or long range goal? If long range, what progress will be seen during the current year?
 - e) How will accomplishment of the goal be measured? What are the specific criteria upon which achievement will be based?
- 3) Goals are general statements written so that they focus on specific actions. These statements should contain verbs such as:

identify	locate	list
itemize	write	select
describe	compare	contrast
differentiate	construct	plan
solve	predict	choose
evaluate	organize	formulate
translate	integrate	create

GREENDALE SCHOOL DISTRICT

GOAL SETTING WORKSHEET

Due by October 15

Teacher/Position: _____ Administrator: _____

Date: _____

Performance Goal(s): Two or three goals may be chosen in any of the following areas: (Complete in the fall)

A. Planning & Preparation: (Management, teaching innovations, communications, relationships)

Measurement/Assessment: (Complete in the fall)

B. Classroom Environment:

C. Instruction:

D. Professional Responsibilities:

E. Principal's Suggestions:

F. Other Goals

Measurement/Assessment: (Complete in the fall)

**GREENDALE SCHOOL DISTRICT
TEACHER EVALUATION REPORT
Professional Growth Plan**

Teacher: _____ **Administrator:** _____

Position: _____ **Date:** _____

A. Goals Statement (Completed by the teacher)

Goal I: _____

Goal II: _____

Goal III: _____

B. 1. Summary of Methods of Measurement/Assessment: (Teacher completes)

C. 1. Evaluation of Goal Attainment: (Teacher completes)

Goal I: _____

Goal II: _____

Goal III: _____

D. 2. Teacher Comments/Concerns/Summary: (Optional)

E. **Administration Recommendations/Comments/Summary:**

Signature indicates completion of the process.

Teacher Signature

Date

Administrator's Signature

Date

GREENDALE SCHOOL DISTRICT
PROFESSIONAL GROWTH NARRATIVE SUMMARY
(Due by October 15)

Name(s): _____ Administrator: _____

Plan Start Date: _____ Plan Completion Date: _____

1. Identify the goals of your Professional Growth plan.

2. How will you determine the effectiveness of this plan?

3. Identify the activities that will be used to accomplish the goals of this plan.

4. How is this plan linked to district initiatives?

5. Identify the responsibilities of each group member.

**GREENDALE SCHOOL DISTRICT
PLAN OF SPECIAL ASSISTANCE**

Teacher: _____

Grade/Subject: _____

School: _____

Evaluator: _____

- I. Background Information
- II. Statement of Deficiency
- III. General Statement of Plan of Special Assistance
- IV. Program to be Followed:
- V. Monitoring System
- VI. Final Evaluation
- VII. Recommendation
- VIII. Signature Section

Teacher's Signature

Date

Supervisor's Signature

Date

**GREENDALE SCHOOL DISTRICT
GREENDALE SCHOOL DISTRICT**

**PLAN FOR SPECIAL ASSISTANCE (PSA) GROWTH PLAN
ONGOING PROGRESS REPORT**

For personal use. Inclusion not necessary with year-end report to administration.

Note: The administration shall maintain this log as part of the Plan for Special Assistance.

Name: _____ Year: _____

School: _____ Subject/Grade: _____

Building Administrator: _____

Peer Coach (if involved): _____

Goal: _____

Is this the first year for this goal? Yes ____ No ____

If no, please attach reports of previous years.

June

July

August

September

October (Meet with building administrator by October 15)

November

December (Compile into conference and summary report of classroom observations to date by December 15)

January

February

March

April

May

GREENDALE SCHOOL DISTRICT

