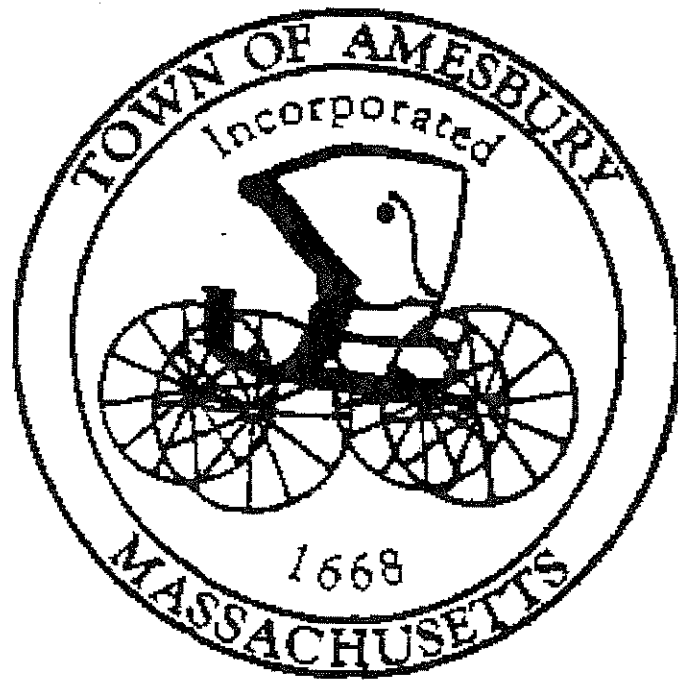


AMESBURY PUBLIC SCHOOLS



PROPOSAL:

SUPERVISION / EVALUATION PROCESS

AMESBURY PUBLIC SCHOOLS

Supervision and Evaluation of Teachers

Introduction

Over a period of two years a committee has been working on a new teacher supervision and evaluation system for the Amesbury Public Schools. Committee membership included teacher and administrative representatives. The purpose of the committee was to review current practices and to suggest modifications to the process. This process recognizes that teachers are at varying career / developmental stages and that the supervision / evaluation process needs to be flexible in order to meet their diverse needs. While much of the process is very similar to the process that is currently implemented, there are significant modifications that should allow for a more meaningful supervision experience for staff and supervisors.

Packet Organization

This packet is organized as follows:

Page No.

➤ Purpose and Structure of Supervision and Evaluation	3
➤ Evaluation Cycles	4
➤ Supervision / Evaluation Guidelines	
- <i>Track 1, Non-PTS</i>	5
- <i>Track 2, PTS</i>	6
- <i>Track 3, Professional Improvement</i>	8
➤ Principles of Effective Instruction Rubrics	9
➤ Self-Assessment Form	29
➤ Appendix A: Forms for Non-PTS staff	34
➤ Appendix B: Forms for PTS staff	50
➤ Appendix C: Forms for improvement planning	61
➤ Appendix D: Professional Development Criteria	64
➤ Appendix E: List of Committee Members	68

The Purpose and Structure of Supervision and Evaluation

The foundation of this supervision system is based on two sources: The Principles of Effective Teaching adopted by the Massachusetts Board of Education in 1995 and Danielson and McGreal's book, Teacher Evaluation to Enhance Professional Practice, published in 2000.

The two purposes of teacher evaluation are quality assurance and professional development. Danielson and McGreal describe teacher evaluation systems as "historically flawed." In reviewing the literature they identify the following factors that have contributed to this state: outdated evaluative criteria, few shared values about good teaching, lack of precision in evaluating performance, hierarchical one-way communication, lack of differentiation between novice and experienced practitioners and limited administrator expertise.

In an attempt to address the above, the committee adopted the rubric format proposed in Danielson's book and organized the content based on the Principles of Effective Teaching (see attached rubrics). These rubrics attempt to describe in concrete and precise language the performance criteria and standards for each element. This model is based on an appropriate level of collegiality and cooperation within the supervisor / teacher relationship and it is totally committed to recognizing and addressing the diverse needs of each member of the teaching staff. It assumes a guiding spirit of support and assistance for novice teachers and the continued growth of professional expertise for veteran staff. (Danielson & McGreal)

Since this system is focused on the ongoing development and expansion of a teacher's instructional expertise, the committee has developed a differentiated model of supervision, a model that serves novice and veteran teachers in different ways. The process is organized into three tracks: Track 1 for novice (non-PTS) teachers; Track 2 for veteran (PTS) staff; and, Track 3 for veteran teachers in need of assistance.

Teachers in Track 1 who are working toward PTS status participate in three years of summative evaluation. Upon successful completion of Track 1, these teachers are placed into Track 2 and randomly assigned to an evaluation cycle group. The attached evaluation cycle divides veteran teaching staff into three groups in Track 2. For each group the supervisory experience consists of a three-year cycle made up of two years of formative supervision and one year of summative evaluation. Danielson and McGreal describe the purpose of formative supervision as "for enhancing the professional skills of teachers" and summative evaluation as "for making consequential decisions."

On the following pages is a more complete description of the evaluation cycles, evaluative criteria based on teacher status (PTS, non-PTS), and samples of the various forms that will be used depending on teacher status. We hope that you will find this document useful in promoting your understanding of this supervision and evaluation system.

For the Committee,



Charles Chaurette
Superintendent of Schools



Mark Allred
President, AFT Local 1033

Evaluation Cycles

Two forms of evaluation will be implemented: formative and summative. Formative evaluation is primarily focused on professional development and evaluative criteria may be found both in and outside of the classroom. Summative evaluation incorporates data taken from direct observation of classroom performance

Non PTS staff will participate in summative evaluation which will include four classroom observations. Two observations will be completed before December 15th and the final two observations prior to May 15th of each school year. At the beginning of the fourth year the teacher will be placed in one of the groups in the PTS pool.

Non PTS staff:

Year 1:	Classroom Observation x 4
Year 2:	Classroom Observation x 4
Year 3:	Classroom Observation x 4
Year 4:	Placement in PTS pool

PTS staff needs are best served by a differentiated model of supervision. This model requires staff to be reflective about their practice and proactive and collaborative in the identification of evaluative goals. The formative years will require staff to meet with his / her supervisor at the beginning of the school year in order to develop goals based on the teacher's professional development needs and the district / school goals. The teacher and supervisor will have a mid-year meeting to review progress and at the end of the year to identify next steps. The summative year will include at least one classroom observation which may be linked to the goals articulated in the formative years or focused on specific instructional strategies.

PTS staff: (3 year cycle)

	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>
Year 1:	Formative	Summative	Formative
Year 2:	Formative	Formative	Summative
Year 3:	Summative	Formative	Formative

Should a PTS staff be identified as a teacher in need of improvement, an improvement plan would be developed which would identify specific areas for improvement, resources available, timelines and methods of evaluation.

AMESBURY PUBLIC SCHOOLS

EVALUATION GUIDELINES FOR TRACK I – NON-PTS

Summative

1. Non-PTS teachers will participate in a minimum of four observations for the first three years. Two of these observations will be completed before the December break, and the last two observations will be completed before May 15th of each school year.
2. Teachers will meet with their supervisor to establish the domains and component(s) that will be evaluated from the Seven Principles of Effective Teaching
 - a. Year 1 – The focus will be on domains one through four
 - b. Year 2 – The focus will be on domains five through seven
 - c. Year 3 All seven domains will be evaluated
3. Teachers will complete the Pre-Observation Data Sheet and meet with their supervisor to discuss their lesson and set a date for their observation
4. Teachers will choose a date for the post-observation conference as close to the date of their observation
5. Teachers will complete the Observation Reflection Form to bring to the post-observation conference

AMESBURY PUBLIC SCHOOLS

EVALUATION GUIDELINES FOR TRACK II - PTS

Formative

1. All teachers will complete the form for the Professional Growth Plan/Implementation
2. All plans and goals may be completed in a one, two or three year cycle
3. All plans and goals must be linked to the Seven Principles of Effective Teaching
4. All teachers will complete the Seven Principles of Effective Teaching self-assessment worksheet (once every three years) and choose which of the seven principle(s) to focus on during year one, two and/or three
5. All plans and goals must support the district's strategic plan and the individual school's site plan
6. Teachers will reference the professional development proposal criteria when establishing plans and goals
7. All plans and goals will be approved by the supervisor
8. Teacher and supervisor will have mid-year meeting/consultation
9. All teachers will complete a summary of their Professional Growth Plan annually to share with their administrator during an end-of-the-year conference

TRACK II PTS

Summative Evaluation

1. All teachers will complete the form for the Professional Growth Plan/ Implementation or refer back to this form if this is year two or three of your plan.
2. Follow steps three through seven of the Track II/Formative.
3. Teachers will complete the Pre-Observation Data Sheet and meet with their supervisor to collaboratively establish which domains will be the primary focus.
4. Teachers will set a date for their observation.
5. Teachers will choose a date for the post-observation conference close to the date of their observation.
6. Teachers will complete the 3-2-1 Self-Evaluation to bring to the post-observation conference.

Amesbury Public Schools

Track 3: Teacher Assistance

Improvement Plan Process

The intent of this track is to provide support to veteran teachers who are having difficulty meeting the district's established teaching standards.

1. Problem is identified by supervisor
2. Teacher and supervisor meet to discuss the issue and problem-solve ways to improve performance
3. Concern is not resolved and teacher receives an unsatisfactory in the component
4. Teacher receives an unsatisfactory rating in year end summative evaluation
5. This results in the development of a formal written improvement plan
 - a) plan includes: domain and component not met, evidence of problem, recommendations for improvement, resources available to assist in improvement, timeline, criteria for successful remediation of problem
 - b) plan requires evaluator to observe teacher two times during the subsequent school year. Observation cycle will be specified in improvement plan timeline
 - c) Evaluator will make a determination in writing at the end of specified period relative to the successful completion of the plan
6. Failure to successfully complete the plan will result in further administrative action which may include but not be limited to: extension of timeline, amendment of the improvement plan, and / or disciplinary action.
7. Successful completion of the plan will result in the return of the teacher to the appropriate step in their respective evaluation cycle.

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

Principles of Effective Instruction and Examples of Descriptions

DOMAIN: I. CURRENCY IN THE CURRICULUM

Component A: The teacher is up-to-date regarding curriculum content

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a. Keeps current in field and applies knowledge to instructional programs</i>	Teacher displays little understanding of pedagogy and rarely applies knowledge to instructional programs	Teacher displays limited knowledge of pedagogy and occasionally applies knowledge to instructional programs	Teacher displays thorough understanding of pedagogy and frequently applies knowledge to instructional programs	Teacher displays extensive understanding of pedagogy and consistently applies knowledge to instructional programs
<i>1b. Teacher demonstrates a working knowledge of the core curriculum of the teacher's assignment</i>	Teacher makes content error(s), does not correct errors students make, and fails to make connections with other aspects of the discipline or with other disciplines	Teacher displays basic content knowledge but cannot articulate connections with other aspects of the discipline or with other disciplines	Teacher displays thorough content knowledge, makes connections between the content and other aspects of the discipline and other disciplines	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge and consistently makes connections between the content and other aspects of the discipline and other disciplines

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

CCO

DOMAIN: II. EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

Component A: The teacher plans instruction effectively

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a. Has a personal vision of high expectations for student work</i>	The teacher's vision represents low expectations and no conceptual understanding for students' work	The teacher's vision represents inconsistent expectations and is evident through some of the students' work	The teacher's vision represents high expectations and is frequently evident in the students' work	The teacher's vision represents high expectations and is consistently evident through students' work
<i>2b. Plans frequent instructional opportunities</i>	The teacher rarely plans instructional opportunities where students are interacting with ideas, materials, teachers and one another	The teacher plans some instructional opportunities where students are interacting with ideas, materials, teachers and one another	The teacher plans many instructional opportunities where students are interacting with ideas, materials, teachers and one another	The teacher plans extensive and ongoing instructional opportunities where students are interacting with ideas, materials, teachers and one another
<i>2c. Designs curriculum experiences</i>	The curriculum experiences are predominantly teacher directed and rarely provide opportunities for students to be responsible for their own learning	The curriculum experiences provide some opportunities for students to be responsible for their own learning	The curriculum experiences provide frequent opportunities for students to be responsible for their own learning	The curriculum experiences provide extensive opportunities for students to be responsible for their own learning

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
2d. Integrates the teaching of reading, listening, writing, speaking, viewing	There is little or no integration of reading, writing, listening, speaking, viewing and the use of appropriate tools within the discipline	There is some integration of reading, listening, writing, speaking, viewing and the use of appropriate tools within the discipline	There is frequent integration of reading, listening, writing, speaking, viewing and the use of appropriate tools within the discipline	There is extensive integration of reading, listening, writing, speaking, viewing and the use of appropriate tools within the discipline

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AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

DOMAIN: II. EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

Component B: The teacher plans assessment of student learning effectively

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
2e. <i>Develops and uses authentic assessment</i>	The teacher rarely develops or uses authentic assessments which describe a student's learning process as well as his/her learning achievements	The teacher occasionally develops and uses some authentic assessments which describe a student's learning process as well as his/her learning achievements	The teacher frequently develops and uses a variety of authentic assessments which describe a student's learning process as well as his/her learning achievements	The teacher consistently develops and uses a variety of authentic assessments which describe a student's learning process as well as his/her learning achievements

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

DOMAIN: II. EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

Component C: The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
2f. Teacher uses individual and group data appropriately	The teacher rarely uses individual and group data appropriately nor maintains confidentiality concerning individual student data and achievement	The teacher occasionally uses individual and group data appropriately and maintains confidentiality concerning individual student data and achievement	The teacher frequently uses individual and group data appropriately and maintains confidentiality concerning individual student data and achievement	The teacher consistently uses individual and group data appropriately and maintains confidentiality concerning individual student data and achievement
2g. Uses a variety of authentic assessment	The teacher rarely communicates student progress to parents, students and staff members in a timely fashion using a range of information	The teacher occasionally communicates student progress to parents, students and staff members in a timely fashion using a range of information	The teacher frequently communicates student progress to parents, students and staff members in a timely fashion using a range of information	The teacher consistently communicates student progress to parents, students and staff members in a timely fashion using a range of information
2h. Communicates student progress	The teacher rarely uses a formal and informal authentic assessment of student achievement and progress for instructional revisions and decision-making	The teacher occasionally uses formal and informal authentic assessment of student achievement and progress for instructional revisions and decision-making	The teacher frequently uses formal and informal authentic assessment of student achievement and progress for instructional revisions and decision-making	The teacher consistently uses formal and informal authentic assessment of student achievement and progress for instructional revisions and decision-making

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

DOMAIN: III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

Component A: The teacher creates an environment that is positive for student learning and involvement

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
3a. Teacher implements instructional opportunities	The teacher implements a minimal number of instructional opportunities where students are interacting with ideas, materials, teachers and one another	The teacher implements some instructional opportunities where students are interacting with ideas, materials, teachers and one another	The teacher implements many instructional opportunities where students are interacting with ideas, materials, teachers and one another	The teacher consistently implements extensive instructional opportunities where students are interacting with ideas, materials, teachers and one another
3b. Implements curriculum experiences	The teacher implements few curriculum experiences in which students take increasing responsibility for their own learning	The teacher implements some curriculum experiences in which students take increasing responsibility for their own learning	The teacher implements many curriculum experiences in which students take increasing responsibility for their own learning	The teacher implements extensive, high quality curriculum experiences in which students take increasing responsibility for their own learning
3c. Use of classroom time and space	The teacher inefficiently uses classroom time and classroom space to promote optimal learning	The teacher adequately uses classroom time and classroom space to promote optimal learning	The teacher skillfully uses classroom time and classroom space to promote optimal learning	The teacher consistently uses classroom time and classroom space to promote optimal learning

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
<i>3d. Understands child growth and development</i>	The teacher demonstrates a minimal understanding of the principles and patterns of child growth and development and does not use this knowledge in working with students	The teacher demonstrates an adequate understanding of the principles and patterns of child growth and development and uses some of this knowledge in working with students	The teacher demonstrates a solid understanding of the principles and patterns of child growth and development and uses this knowledge in working with students	The teacher demonstrates a superior understanding of the principles and patterns of child growth and development and consistently uses this knowledge in working with students
<i>3e. Establishes classroom procedures</i>	The teacher is unable to establish classroom procedures that maintain any level of students' time-on-task and that ensure smooth transitions from one activity to another	The teacher attempts to establish classroom procedures that maintain minimal level of students' time-on-task and that ensure some smooth transitions from one activity to another	The teacher establishes classroom procedures that maintain a consistent level of students' time-on-task and that ensure smooth transitions from one activity to another	The teacher consistently and effectively establishes classroom procedures that maintain an optimal level of students' time-on-task and that ensure seamless transitions from one activity to another

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

DOMAIN: III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

Component B: The teacher maintains appropriate standards of behavior, mutual respect and safety

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
3f. <i>Monitoring of student behavior</i>	Student behavior is not monitored, and teacher is unaware of what students are doing	The teacher is generally aware of student behavior but may miss the activities of some students	The teacher is alert to student behavior at all times	Monitoring by teacher is subtle and preventive. Students monitor their peers' behavior, correcting one another respectfully
3g. <i>Maintains appropriate standards of behavior</i>	The teacher does not maintain appropriate standards of behavior, mutual respect and safety with students	The teacher inconsistently maintains appropriate standards of behavior, mutual respect and safety with students	The teacher maintains appropriate standards of behavior, mutual respect and safety with students	The teacher consistently monitors and maintains appropriate standards of behavior, mutual respect and safety

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

Principles of Effective Instruction and Examples of Descriptions

DOMAIN: IV EFFECTIVE INSTRUCTION

Component A: The teacher makes learning goals clear to students

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
4a. <i>Communicates clearly in writing</i>	Written language is illegible, may contain grammatical and syntax errors. Vocabulary is inappropriate and vague	Written language is legible. Vocabulary and grammar are used correctly. Vocabulary is limited or not appropriate.	Written language is clear and correct. Vocabulary is appropriate to students' ages and interests	Written language is correct and expressive, with well-chosen vocabulary that enriches the lesson
4b. <i>Communicates clearly in speaking, using precise language</i>	Spoken language is inaudible, may contain grammatical or syntax errors, vocabulary is inappropriate and vague leaving students confused	Spoken language is audible, grammar and vocabulary are used correctly. Vocabulary may be limited or not appropriate to students' ages or background	Spoken language is clear and correct. Vocabulary is appropriate to students' ages and interests	Spoken language is correct and expressive, with well-chosen vocabulary that enriches the lesson

Rev 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

Principles of Effective Instruction and Examples of Descriptions

DOMAIN: IV EFFECTIVE INSTRUCTION

Component B: The teacher uses effective instructional techniques

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
4c. <i>Uses a variety of instructional strategies</i>	Teaching strategies are not suitable to students or instructional goals	Few of the strategies are suitable to students or instructional goals	The strategies are suitable to the students and instructional goals	Strategies are highly relevant to students and instructional goals
4d. <i>Uses a variety of appropriate materials to accommodate learning styles and to match objectives</i>	Materials are unsuitable to goals and do not engage the students in the learning process	Materials are partially suitable to goals and moderately engage the students in the learning process	Materials are suitable to goals and actively engage students in the learning process	Materials are extensive and students are highly motivated to enhance their own learning

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

Principles of Effective Instruction and Examples of Descriptions

DOMAIN: IV EFFECTIVE INSTRUCTION

Component C: The teacher uses appropriate questioning techniques

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
4e. <i>Uses a variety of questioning techniques</i>	Questions are of poor quality (lower levels of Bloom's Taxonomy)	Questions are a combination of varying quality. Only some questions invite response	Questions are of high quality with adequate wait time (5-8 secs) to invite student response.	Questions are of uniformly high quality and show an extensive understanding of questioning techniques
4f. <i>Encourages critical and independent thinking</i>	Answers are predominantly recitation style. Teacher mediates all questions and answers	Teacher makes some attempt to encourage critical and independent thinking. Evidence of a discussion is limited to a few students	Classroom interaction represents discussion and successfully engages the majority of the students in the critical thinking process.	Teacher creates an environment where students assume considerable responsibility for the success of the lesson. They initiate critical and independent thinking

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

Principles of Effective Instruction and Examples of Descriptions

DOMAIN: IV. EFFECTIVE INSTRUCTION

Component D: The teacher evaluates, implements innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
4g. <i>Implements innovative approaches to improve instructional practices</i>	Teacher does not know if the lesson was effective or achieved its goals. Has no suggestions to improve the lesson	Teacher has a generally accurate impression of the lesson's effectiveness. Makes general suggestions on new approaches	Teacher makes accurate assessment of lesson's effectiveness. Can cite general references to support judgment. Can make specific suggestions to improve instructional practices.	Teacher draws on an extensive repertoire of skills and offers specific alternative actions to improve instructional practices

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

Principles of Effective Instruction and Examples of Descriptions

DOMAIN: V. PROMOTION OF STANDARDS and EXPECTATIONS for STUDENT ACHIEVEMENT

Component A: The teacher communicates learning goals, high standards and high expectations to students
(District Curriculum Exit Standards/Benchmark and Strategic Plan Objectives)

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
<i>5a. Communicates standard and expectations regarding quality and quantity of work, procedures, behavior</i>	Standards are not communicated and do not represent high expectations -- Standards do not reflect the importance of learning.	Standards are occasionally communicated and sometimes represent high expectations of quality or quantity	Standards are communicated and represent high expectations, understanding and importance of learning	Standards are consistently communicated and the teacher can clearly articulate how the goals establish high expectations
<i>5b. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks</i>	Teacher ignores student questions or interests	Teacher occasionally accommodates student questions or interests	Teacher accommodates student questions or interests	Teacher seizes opportunities to enhance learning, building on a planned or spontaneous event
<i>5c. Models skills, positive attitudes and processes central to the subject being taught</i>	Teacher gives up or blames the students for lack of success	Teacher accepts responsibility for the success of all students, but only has a limited repertoire of strategies	Teacher persists in the approach to model skills, attitudes and processes. Uses a broad repertoire of strategies	Teacher persists in seeking effective approaches to model skills, positive attitudes and processes. Uses an extensive repertoire of strategies

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

Principles of Effective Instruction and Examples of Descriptions

DOMAIN: V. PROMOTION OF STANDARDS and EXPECTATIONS for STUDENT ACHIEVEMENT

Component B: The teacher promotes confidence and perseverance in the student that can stimulate increased personal student responsibility for achieving the goals of the curriculum.

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
<i>5d. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction</i>	Teacher does not demonstrate this belief and displays minimal understanding of modification techniques	Teacher displays moderate understanding of modification techniques	Teacher displays a thorough understanding of modification techniques	Teacher displays an extensive understanding of modification techniques
<i>5e. Encourages and supports students to believe that effort is key to high achievement</i>	Teacher rarely encourages students to take pride in their work	Teacher shows limited encouragement and support of student accepting responsibility for their work	Teacher consistently encourages and supports high quality student work	Through the teacher's encouragement and support, students take obvious pride in their work and initiate improvement where necessary
<i>5f. Acknowledges and values student work, study, inquiry</i>	Teacher's classroom environment conveys inconsistent expectations	Teacher's classroom environment conveys modest expectations	Teacher's classroom environment conveys high expectations	Both student and teacher establish and maintain high expectations
<i>5g. Attempts to build positive relationships with students and parents to enhance students' abilities to learn effectively</i>	Teacher makes little or no attempt to engage students and parents	Teacher makes occasional attempts to engage students and parents	Teacher makes frequent attempts to engage students and parents	Teacher makes extensive attempts to engage students and parents

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SUPERVISION AND EVALUATION OF TEACHERS GCC

Principles of Effective Instruction and Examples of Descriptions

DOMAIN: VI. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

Component A: The teacher strives to ensure equitable opportunities for student learning

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
<i>6a. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines</i>	Teacher is unfamiliar with federal and state statutes and does not adapt them to student needs	Teacher displays limited knowledge of federal and state statutes and rarely adapts them to student needs	Teacher displays thorough understanding of federal and state statutes and applies them to meet student needs	Teacher displays extensive knowledge and understanding of federal and state statutes, applies them to instructional practice and advocates on behalf of students

Rev. 5.2.05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

DOMAIN: VI. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

Component B: The teacher demonstrates an appreciation for and sensitivity to the diversity among individuals

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
<i>6b. Demonstrates sensitivity to differences in abilities, modes of contribution, and social/cultural backgrounds</i>	Teacher is insensitive to differences in student abilities, modes of contribution and social/cultural backgrounds and does not apply knowledge of differences into instructional practice to meet these needs	Teacher displays general knowledge of and sensitivity to the differences in student abilities, modes of contribution, and social and cultural backgrounds and occasionally adapts instructional practice to meet these needs	Teacher displays thorough knowledge of and sensitivity to differences in student abilities, modes of contribution, and social and cultural background and adapts instructional practices to meet these needs	Teacher displays extensive knowledge and sensitivity to differences in student abilities, modes of contribution and social and cultural backgrounds -- Instructional practice reflects this knowledge and sensitivity
<i>6c. Works effectively in a multi-lingual, multi-cultural and economically diverse society</i>	Teacher is unwilling to work with the diverse population that is representative in the school community and is disengaged from some of the constituents being served by the school community	Teacher is willing to work with the diverse population that is representative of the school community and is minimally engaged with a variety of constituents being served by the school community	Teacher is willing to work with the diverse population that is representative of the school community and is frequently engaged with a variety of constituents being served by the school community	Teacher is actively engaged with and advocates for a wide variety of diverse constituents served by the school community

Rev 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

Principles of Effective Instruction and Examples of Descriptions

DOMAIN: VII. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

Component A: The teacher is constructive and cooperative in interactions with parents and receptive to their contributions

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
7a. <i>Keeps parents informed of student's progress and works with them in the total development of the student</i>	Teacher provides minimal information to parents. Does not respond or responds insensitively to parental concerns about students	Teacher adheres to the required procedures for communicating with parents. Responses to parent concerns are minimal	Teacher communicates with parents about student progress on a regular basis and is available as needed to respond to parent concerns. Efforts are made to engage parents in the instructional program	Teacher provides information to parents frequently on all aspects of student progress, sensitively responding to parental concerns. Active efforts are routinely made to engage parents in the instructional program

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

DOMAIN: VII. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

Component B: The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
<i>7b. Works constructively with others to identify school issues and identify possible solutions</i>	Teacher avoids becoming involved with school issues and rarely participates in efforts to identify solutions	Teacher participates in identifying school issues and implementing solutions when directed to do so. Teacher attempts to achieve department/school/district goals	Teacher actively cooperates with others to identify school issues and voluntarily implements solutions toward achievement of department/school/district goals	Teacher initiates the problem solving process and the implementation of solutions to attain department/school/district goals
<i>7c. Works cooperatively with other staff in planning and implementing interdisciplinary curriculum</i>	Teacher's relationships with colleagues are negative or self-serving. Teacher rarely participates in interdisciplinary instruction activities	Teacher maintains cordial relationships with colleagues to fulfill the duties that the department/school/district requires. Teacher occasionally participates in interdisciplinary instruction activities	Teacher's relationships with colleagues reflect support and cooperation. Teacher routinely participates in interdisciplinary instruction	Teacher's relationships with colleagues reflect support and collaboration. Teacher assumes a leadership role in the development of interdisciplinary instruction

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AMESBURY PUBLIC SCHOOLS

SUPERVISION AND EVALUATION OF TEACHERS

GCO

DOMAIN: VII. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

Component C: The teacher is a reflective and continuous learner

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
7d. <i>Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning</i>	Teacher rarely reflects on what students need to know and be able to do in order to learn	Teacher occasionally reflects on what students need to know and be able to do in order to learn	Teacher routinely reflects and acts on what students need to know and be able to do in order to learn	Teacher consistently reflects on and is proactive in addressing what students need to know and be able to do in order to learn
7e. <i>Uses available resources to analyze, expand and refine professional knowledge and skills; resources can include professional organizations, academic course work, school based staff, administrative and community resources and other colleagues</i>	Teacher engages in little or no professional development activities to analyze, expand and refine professional knowledge and skills	Teacher participates in professional development activities to analyze, expand and refine professional knowledge and skills when directed to do so	Teacher seeks out opportunities for professional development activities to analyze, expand and refine professional knowledge and skills	Teacher is consistently proactive in seeking out or providing opportunities for professional development to analyze, expand and refine professional knowledge and skills and contributes to academia

ELEMENT	Unsatisfactory	Basic	Proficient	Distinguished
<i>7f. Is receptive to suggestions for growth and improvement</i>	Teacher rarely accepts suggestions for growth and improvement	Teacher occasionally accepts suggestions for growth and improvement	Teacher routinely accepts suggestions for growth and improvement	Teacher is proactive in pursuit of suggestions for growth and improvement

Rev. 5-2-05

AMESBURY PUBLIC SCHOOLS

SELF-ASSESSMENT WORKSHEET

Key: U...Unsatisfactory B...Basic P...Proficient D...Distinguished

Domain I: Currency in the Curriculum		U	B	P	D
1a.	Keeps current in field and applies knowledge to instructional programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.	Teacher demonstrates a working knowledge of core curriculum of the teacher's assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain II: Effective Planning and Assessment of Curriculum and Instruction

Component A: The teacher plans instruction effectively

2a.	Has a personal vision of high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.	Plans frequent instructional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c.	Designs curriculum experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d.	Integrates the teaching of reading, listening, writing, speaking, viewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher plans assessment of student learning effectively

2e.	Develops and uses authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	--	--------------------------	--------------------------	--------------------------	--------------------------

Component C: The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate

2f.	Teacher uses individual and group data appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g.	Uses a variety of authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2h.	Communicates student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D
Domain III: Effective Management of Classroom Environment				

Component A: The teacher creates an environment that is positive for student learning and involvement

3a.	Teacher implements instructional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.	Implements curriculum experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c.	Use of classroom time and space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d.	Understands child growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e.	Establishes classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher maintains appropriate standards of behavior, mutual respect and safety

3f.	Monitoring of student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3g.	Maintains appropriate standards of behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain IV: Effective Instruction

Component A: The teacher makes learning goals clear to students

4a.	Communicates clearly in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.	Communicates clearly in speaking, using precise language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher uses effective instructional techniques

4c.	Uses a variety of instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d.	Uses a variety of appropriate materials to accommodate learning styles and to match objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component C: The teacher uses appropriate questioning techniques

4e.	Uses a variety of questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f.	Encourages critical and independent thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D
<i>Component D: The teacher evaluates, implements innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase students learning and confidence to learn</i>				
4g. Implements innovative approaches to improve instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain V: Promotion of standards and expectation for student achievement

Component A: The teacher communicates learning goals, high standards and high expectations to students (District Curriculum Exit Standards/Benchmark and Strategic Plan Objectives)

5a. Communicates standards, expectations regarding quality and quantity of work, procedures, behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c. Models skills, positive attitudes and processes central to the subject being taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum

5d. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e. Encourages and supports students to believe that effort is a key to high achievement and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5f. Acknowledges and values student work, study and inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5g. Attempts to build positive relationships with students and parents to enhance students' abilities to learn effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D
Domain VI: Promotion of Equity and Appreciation of Diversity				

Component A: The teacher strives to ensure equitable opportunities for student learning

- | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 6a. | Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|

Component B: The teacher demonstrates an appreciation for and a sensitivity to the diversity among individuals

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 6b. | Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c. | Works effectively in a multi-lingual, multi-cultural and economically diverse society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Domain VII: Fulfillment of Professional Responsibilities

Component A: The teacher is constructive and cooperative in interactions with parents and receptive to their contributions

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 7a. | Keeps parents informed of student's progress and works with them in the total development of the student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|

Component B: The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 7b. | Works constructively with others to identify school problems and identify possible solution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c. | Works cooperatively with other staff in planning and implementing interdisciplinary curriculum and instruction during the regular school day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

		U	B	P	D
<i>Component C: The teacher is a reflective and continuous learner</i>					
7d.	Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7e.	Uses available resources to analyze, expand and refine professional knowledge and skills; resources can include professional organizations, academic course work, school based staff, administrative and community resources and other colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7f.	Is receptive to suggestions for growth and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A

FORMS FOR NON-PTS STAFF

AMESBURY PUBLIC SCHOOLS

PRE-OBSERVATION DATA SHEET

Name: _____

School: _____

Grade / Course: _____

Date: _____

1. What are the objectives for this lesson?

2. State the curriculum benchmark and context for this lesson (prior relevant lessons; unit of study; introductory, developmental, or culminating activity)?

3. Describe any group or individual student characteristics of which the observer would be aware (typical demeanor of students, range of abilities, learning styles, special needs, students leaving for or returning from special services, etc.).

4. What learning activities and instructional media will you be using? Include any modifications designed to accommodate learning styles or special needs.

(over)

5. How are you going to determine if your goals have been met?
6. What kinds of data might the observer gather that would be useful to you?
7. State what the student data you are collection and how it is utilized in your instruction?

AMESBURY PUBLIC SCHOOLS

3-2-1 REFLECTION FORM

Name: _____

School: _____

Date of Observation: _____

Date of Post-Ob. Conf: _____

Please complete the self-evaluation and bring it with you to the post-observation conference. Please schedule the conference as soon as possible after the observation.

3 things that went well during the observation:

2 areas on which you would like to focus:

1 thing that you would do differently:

AMESBURY PUBLIC SCHOOLS

Observation Report

Name: _____

School: _____

Date of Observation: _____

Date of Post-Ob. Conf: _____

Observed Principles of Effective Instruction:

Domain(s)/Elements _____

Evidence / Comments:

Teacher Comments:

Teacher Signature: _____

Supervisor Signature: _____

Date: _____

Date: _____

AMESBURY PUBLIC SCHOOLS

EVALUATION SUMMARY NON-PTS (YEAR 1)

Teacher Name _____ Evaluator Name _____

Key: U...Unsatisfactory B...Basic P...Proficient D...Distinguished

Domain I: Currency in the Curriculum		U	B	P	D
1a.	Keeps current in field and applies knowledge to instructional programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.	Teacher demonstrates a working knowledge of core curriculum of the teacher's assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain II: Effective Planning and Assessment of Curriculum and Instruction

Component A: *The teacher plans instruction effectively*

2a.	Has a personal vision of high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.	Plans frequent instructional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c.	Designs curriculum experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d.	Integrates the teaching of reading, listening, writing, speaking, viewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: *The teacher plans assessment of student learning effectively*

2e.	Develops and uses authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Component C: *The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate*

2f.	Teacher uses individual and group data appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g.	Uses a variety of authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2h.	Communicates student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D
Domain III: Effective Management of Classroom Environment				

Component A: The teacher creates an environment that is positive for student learning and involvement

3a.	Teacher implements instructional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.	Implements curriculum experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c.	Use of classroom time and space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d.	Understands child growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e.	Establishes classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher maintains appropriate standards of behavior, mutual respect and safety

3f.	Monitoring of student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3g.	Maintains appropriate standards of behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain IV: Effective Instruction

Component A: The teacher makes learning goals clear to students

4a.	Communicates clearly in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.	Communicates clearly in speaking, using precise language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher uses effective instructional techniques

4c.	Uses a variety of instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d.	Uses a variety of appropriate materials to accommodate learning styles and to match objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component C: The teacher uses appropriate questioning techniques

4e.	Uses a variety of questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f.	Encourages critical and independent thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component D: The teacher evaluates, implements innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase students learning and confidence to learn

4g. Implements innovative approaches to improve instructional practices

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments/Evidence for any elements rated "U" (Unsatisfactory) or "D" (Distinguished):

Additional Evaluator Comments:

Teacher Comments:

Recommendation for Renewal: ____ Yes ____ No

Teacher Signature

Evaluator Signature

Date

Date

AMESBURY PUBLIC SCHOOLS

EVALUATION SUMMARY NON-PTS (YEAR 2)

Teacher Name _____ Evaluator Name _____

Key: U...Unsatisfactory B...Basic P...Proficient D...Distinguished

	U	B	P	D
Domain V: Promotion of standards and expectation for student achievement				

Component A: The teacher communicates learning goals, high standards and high expectations to students (District Curriculum Exit Standards/Benchmark and Strategic Plan Objectives)

5a. Communicates standards, expectations regarding quality and quantity of work, procedures, behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c. Models skills, positive attitudes and processes central to the subject being taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum

5d. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e. Encourages and supports students to believe that effort is a key to high achievement and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5f. Acknowledges and values student work, study and inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5g. Attempts to build positive relationships with students and parents to enhance students' abilities to learn effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D
Domain VI: Promotion of Equity and Appreciation of Diversity				

Component A: *The teacher strives to ensure equitable opportunities for student learning*

- | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 6a. | Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|

Component B: *The teacher demonstrates an appreciation for and a sensitivity to the diversity among individuals*

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 6b. | Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c. | Works effectively in a multi-lingual, multi-cultural and economically diverse society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Domain VII: Fulfillment of Professional Responsibilities

Component A: *The teacher is constructive and cooperative in interactions with parents and receptive to their contributions*

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 7a. | Keeps parents informed of student's progress and works with them in the total development of the student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|

Component B: *The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district*

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 7b. | Works constructively with others to identify school problems and identify possible solution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c. | Works cooperatively with other staff in planning and implementing interdisciplinary curriculum and instruction during the regular school day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

		U	B	P	D
<i>Component C: The teacher is a reflective and continuous learner</i>					
7d.	Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7e.	Uses available resources to analyze, expand and refine professional knowledge and skills; resources can include professional organizations, academic course work, school based staff, administrative and community resources and other colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7f.	Is receptive to suggestions for growth and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Evidence for any elements rated "U" (Unsatisfactory) or "D" (Distinguished):

Additional Evaluator Comments:

Teacher Comments:

Recommendation for Renewal: ____ Yes ____ No

Teacher Signature

Evaluator Signature

Date

Date

AMESBURY PUBLIC SCHOOLS

SUMMATIVE EVALUATION SUMMARY

Teacher Name _____ Evaluator Name _____

Key: U...Unsatisfactory B...Basic P...Proficient D...Distinguished NA...Not Applicable

Domain I: Currency in the Curriculum		U	B	P	D	NA
1a.	Keeps current in field and applies knowledge to instructional programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.	Teacher demonstrates a working knowledge of core curriculum of the teacher's assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain II: Effective Planning and Assessment of Curriculum and Instruction

Component A: The teacher plans instruction effectively

2a.	Has a personal vision of high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.	Plans frequent instructional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c.	Designs curriculum experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d.	Integrates the teaching of reading, listening, writing, speaking, viewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher plans assessment of student learning effectively

2e.	Develops and uses authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Component C: The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate

2f.	Teacher uses individual and group data appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g.	Uses a variety of authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2h.	Communicates student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D	NA
Domain III: Effective Management of Classroom Environment					

Component A: The teacher creates an environment that is positive for student learning and involvement

3a.	Teacher implements instructional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.	Implements curriculum experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c.	Use of classroom time and space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d.	Understands child growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e.	Establishes classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher maintains appropriate standards of behavior, mutual respect and safety

3f.	Monitoring of student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3g.	Maintains appropriate standards of behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain IV: Effective Instruction

Component A: The teacher makes learning goals clear to students

4a.	Communicates clearly in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.	Communicates clearly in speaking, using precise language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher uses effective instructional techniques

4c.	Uses a variety of instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d.	Uses a variety of appropriate materials to accommodate learning styles and to match objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component C: The teacher uses appropriate questioning techniques

4e.	Uses a variety of questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f.	Encourages critical and independent thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D	NA
<i>Component D: The teacher evaluates, implements innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase students learning and confidence to learn</i>					
4g. Implements innovative approaches to improve instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain V: Promotion of standards and expectation for student achievement

Component A: The teacher communicates learning goals, high standards and high expectations to students (District Curriculum Exit Standards/Benchmark and Strategic Plan Objectives)

5a. Communicates standards, expectations regarding quality and quantity of work, procedures, behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c. Models skills, positive attitudes and processes central to the subject being taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum

5d. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e. Encourages and supports students to believe that effort is a key to high achievement and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5f. Acknowledges and values student work, study and inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5g. Attempts to build positive relationships with students and parents to enhance students' abilities to learn effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D	NA
Domain VI: Promotion of Equity and Appreciation of Diversity					

Component A: The teacher strives to ensure equitable opportunities for student learning

6a. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Component B: The teacher demonstrates an appreciation for and a sensitivity to the diversity among individuals

6b. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6c. Works effectively in a multi-lingual, multi-cultural and economically diverse society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain VII: Fulfillment of Professional Responsibilities

Component A: The teacher is constructive and cooperative in interactions with parents and receptive to their contributions

7a. Keeps parents informed of student's progress and works with them in the total development of the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Component B: The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district

7b. Works constructively with others to identify school problems and identify possible solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7c. Works cooperatively with other staff in planning and implementing interdisciplinary curriculum and instruction during the regular school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		U	B	P	D	NA
<i>Component C: The teacher is a reflective and continuous learner</i>						
7d.	Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7e.	Uses available resources to analyze, expand and refine professional knowledge and skills; resources can include professional organizations, academic course work, school based staff, administrative and community resources and other colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7f.	Is receptive to suggestions for growth and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Evidence for any elements rated "U" (Unsatisfactory) or "D" (Distinguished):

Additional Evaluator Comments:

Teacher Comments:

Recommendation for Renewal (non-PTS only): ____ Yes ____ No

Teacher Signature

Evaluator Signature

Date

Date

APPENDIX B

FORMS FOR PTS STAFF

AMESBURY PUBLIC SCHOOLS

FORMATIVE – TRACK 2 (PTS) 2005-2006

Teacher's Name: _____ School: _____

Strategic Plan Connection: _____

Site Plan Connection: _____

Principles of Effective Teaching Domain(s): _____

Check One

Type of Activity:	_____ Curriculum Development	_____ Study Group
_____ Workshop	_____ Independent Study	_____ Action Research
_____ Grad. Course	_____ Peer Coaching	_____ Other

Implementation Plan/Timeline:

Evaluation Procedures:

Other staff members involved (if any):
.....

Start of Year Goal Setting

Teacher's Signature

Evaluator's Signature

Date

Date

End of Year

Teacher's Signature

Evaluator's Signature

Date

Date

_____ Goal has been met.

AMESBURY PUBLIC SCHOOLS

PRE-OBSERVATION DATA SHEET

Name: _____

School: _____

Grade / Course: _____

Date: _____

1. What are the objectives for this lesson?

2. State the curriculum benchmark and context for this lesson (prior relevant lessons; unit of study; introductory, developmental, or culminating activity)?

3. Describe any group or individual student characteristics of which the observer would be aware (typical demeanor of students, range of abilities, learning styles, special needs, students leaving for or returning from special services, etc.).

4. What learning activities and instructional media will you be using? Include any modifications designed to accommodate learning styles or special needs.

(over)

5. How are you going to determine if your goals have been met?
6. What kinds of data might the observer gather that would be useful to you?
7. State what the student data you are collection and how it is utilized in your instruction?

AMESBURY PUBLIC SCHOOLS

3-2-1 REFLECTION FORM

Name: _____

School: _____

Date of Observation: _____

Date of Post-Ob. Conf: _____

Please complete the self-evaluation and bring it with you to the post-observation conference. Please schedule the conference as soon as possible after the observation.

3 things that went well during the observation:

2 areas on which you would like to focus:

1 thing that you would do differently:

AMESBURY PUBLIC SCHOOLS

Observation Report

Name: _____

School: _____

Date of Observation: _____

Date of Post-Ob. Conf: _____

Observed Principles of Effective Instruction:

Domain(s)/Elements _____

Evidence / Comments:

Teacher Comments:

Teacher Signature: _____

Supervisor Signature: _____

Date: _____

Date: _____

AMESBURY PUBLIC SCHOOLS

SUMMATIVE EVALUATION SUMMARY

Teacher Name _____ Evaluator Name _____

Key: **U**...Unsatisfactory **B**...Basic **P**...Proficient **D**...Distinguished **NA**...Not Applicable

Domain I: Currency in the Curriculum		U	B	P	D	NA
1a.	Keeps current in field and applies knowledge to instructional programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.	Teacher demonstrates a working knowledge of core curriculum of the teacher's assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain II: Effective Planning and Assessment of Curriculum and Instruction

Component A: *The teacher plans instruction effectively*

2a.	Has a personal vision of high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.	Plans frequent instructional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c.	Designs curriculum experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d.	Integrates the teaching of reading, listening, writing, speaking, viewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: *The teacher plans assessment of student learning effectively*

2e.	Develops and uses authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Component C: *The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate*

2f.	Teacher uses individual and group data appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g.	Uses a variety of authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2h.	Communicates student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D	NA
Domain III: Effective Management of Classroom Environment					

Component A: The teacher creates an environment that is positive for student learning and involvement

3a.	Teacher implements instructional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.	Implements curriculum experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c.	Use of classroom time and space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d.	Understands child growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e.	Establishes classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher maintains appropriate standards of behavior, mutual respect and safety

3f.	Monitoring of student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3g.	Maintains appropriate standards of behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain IV: Effective Instruction

Component A: The teacher makes learning goals clear to students

4a.	Communicates clearly in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.	Communicates clearly in speaking, using precise language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher uses effective instructional techniques

4c.	Uses a variety of instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d.	Uses a variety of appropriate materials to accommodate learning styles and to match objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component C: The teacher uses appropriate questioning techniques

4e.	Uses a variety of questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f.	Encourages critical and independent thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D	NA
<i>Component D: The teacher evaluates, implements innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase students learning and confidence to learn</i>					
4g. Implements innovative approaches to improve instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain V: Promotion of standards and expectation for student achievement

Component A: The teacher communicates learning goals, high standards and high expectations to students (District Curriculum Exit Standards/Benchmark and Strategic Plan Objectives)

5a. Communicates standards, expectations regarding quality and quantity of work, procedures, behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c. Models skills, positive attitudes and processes central to the subject being taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component B: The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum

5d. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e. Encourages and supports students to believe that effort is a key to high achievement and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5f. Acknowledges and values student work, study and inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5g. Attempts to build positive relationships with students and parents to enhance students' abilities to learn effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	U	B	P	D	NA
Domain VI: Promotion of Equity and Appreciation of Diversity					

Component A: The teacher strives to ensure equitable opportunities for student learning

- | | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6a. | Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Component B: The teacher demonstrates an appreciation for and a sensitivity to the diversity among individuals

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6b. | Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c. | Works effectively in a multi-lingual, multi-cultural and economically diverse society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Domain VII: Fulfillment of Professional Responsibilities

Component A: The teacher is constructive and cooperative in interactions with parents and receptive to their contributions

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7a. | Keeps parents informed of student's progress and works with them in the total development of the student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Component B: The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7b. | Works constructively with others to identify school problems and identify possible solution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c. | Works cooperatively with other staff in planning and implementing interdisciplinary curriculum and instruction during the regular school day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

		U	B	P	D	NA
<i>Component C: The teacher is a reflective and continuous learner</i>						
7d.	Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7e.	Uses available resources to analyze, expand and refine professional knowledge and skills; resources can include professional organizations, academic course work, school based staff, administrative and community resources and other colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7f.	Is receptive to suggestions for growth and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Evidence for any elements rated "U" (Unsatisfactory) or "D" (Distinguished):

Additional Evaluator Comments:

Teacher Comments:

Recommendation for Renewal (non-PTS only): ____Yes ____No

Teacher Signature

Evaluator Signature

Date

Date

APPENDIX C

TEACHER ASSISTANCE FORMS

**Amesbury Public Schools
Improvement Plan**

Name: _____ Date: _____

School / Position: _____

Evaluator: _____

1. Domain / component(s) not met: _____

2. Evidence of problem(s):

3. Recommendations for Improvement

4. Resources available to assist in improvement

5. Timeline: (Observations must include pre and post conferences)

Observations: 1) _____ 2) _____ 3) _____

6. Success determination:

Additional Comments:

Teacher Signature / Date

Evaluator Signature / Date

** Signature acknowledges review and receipt of this form. Teacher may submit attach comments.*

**Amesbury Public Schools
Improvement Plan Progress Assessment**

Name: _____ Date: _____

School / Position: _____

Domain / Component(s) addressed: (identify by number) _____

Observation dates: _____

Specific resources provided to facilitate improvement:

Specific activities completed by the teacher:

Summative assessment of plan success:

_____ Teacher has successfully met the requirements of the Improvement Plan

_____ Teacher has failed to meet the requirements of the Improvement Plan. Next step:

_____ Extension of timeline

_____ Improvement Plan amendment

_____ Disciplinary Action

Teacher Signature / Date

Evaluator Signature / Date

** Signature acknowledges review and receipt of this form. Teacher may submit attach comments.*

APPENDIX D

PROFESSIONAL DEVELOPMENT CRITERIA

AMESBURY PUBLIC SCHOOLS

PROFESSIONAL DEVELOPMENT PROPOSAL CRITERIA

Curriculum Development

Engages participants in the development of materials, programs, and products that focus on district or school improvement goals and reflects best practice

Proposal must:

- Rationale for proposal
- Identify content knowledge needed to develop curriculum unit
- Identify student learning goals
- Create a timeline for the development of the product
- Include student assessment strategies
- What is needed to implement unit/course

Professional Study Group

A group of participants who come together to collaborate and study problems and issues that arise in the teaching and learning process

Proposal must:

- State the topic, problem or issue to be studied
- Identify link(s) to school/district improvement goals
- Define the collaborative process to be used
- Project how new learning will be integrated into professional practices
- Explain how the information will be disseminated

In-Service Workshop

Engages participants in activities that will broaden and expand knowledge and expertise in specified areas

Proposal must:

- Identify participant learning goals
- Create a timeline for sustained professional learning which incorporates a minimum of 15 contact hours
- Outline research-based content and practices that support student and professional learning
- Explain how the training will directly benefit professional practices
- Project material costs

On-line Courses

Graduate level course work available from on-line providers focused on expanding content knowledge or pedagogy

Proposal must:

- Identify target group
- Describe impact on student/teacher learning
- Provide course description and timeline
- Identify link(s) to school/district improvement goals
- Explain how the course relates to professional responsibilities

Independent Study

Designed to expand professional knowledge and skill through participation in a variety of activities

Proposal must:

- Identify need(s)
- Outline plan to meet stated need(s)
- Determine scope and duration of activities
- Propose a product that will be used as evidence of completion of independent study

Action Research

A methodical evaluation of topics or issues about professional practice and student performance

Proposal must:

- Identify the problem/issue related to professional practice
- Identify the research format: i.e. individual professional research, collaborative research, school-wide research, district-wide research
- Determine a structure for areas of focus for research, for gathering data, and for writing a summary report that describes observations and findings
- Explain how results will be disseminated to the school/district

Peer Coaching/Observation

A professional development strategy that provides one-on-one learning opportunities for participants focused on improving professional practice

- Define the nature of the relationship: i.e.
 - collegial coaching: pairs teacher with similar expertise/experience
 - mentor: pairs experienced practitioner with a less experienced teacher
- Identify the setting for the coaching experience and projected timeline
- Determine how the data will be collected and for what purpose
- Describe the benefits to participants and the reflective practices that will provide evidence of professional development focused on coaching techniques

National Board Certification for Professional Teaching Standards

A national voluntary system to certify teachers who meet the standards of the NBPTS to improve student learning in American schools

Proposal must:

- Assemble a portfolio that includes videotapes of classroom interactions and sample of student work
- Reflective commentary on classroom instruction and student learning
- Documented education-related work outside of the classroom
- Demonstration of knowledge of teaching in a specific subject area
- Peer review of all components of the assessments

Portfolio

A collection of meaningful and focused content that allows educators to demonstrate, examine, and assess their work. This content can represent the work of a classroom teacher or specialist

The portfolio must include the following components:

- Portfolio Title
- Table of Contents
- Project
 - for example: professional development plan, project announcements, etc.
- Participants
 - for example: teacher or participant profiles, digital photos, etc.
- Activities
 - for example: agendas, teacher notes, group processes, or activities that you are using in your initiative
- Journal Entries
 - teacher and student reflections and summaries of significant participants' learning as entries
- Teacher Artifacts
 - for example: teacher baseline data, tools/templates used or created during sessions, and other evidence of significant learning
- Student Artifacts
 - for example: baseline data and other evidence of student learning
- Resource Lists
 - provide the title(s) or URL(s) of any research and/or best practices resources used in the sessions
- Communications
 - any other important project communications

APPENDIX E

EVALUATION COMMITTEE MEMBERS

Evaluation Committee

Mark Allred, Amesbury High School, President AFT

Charles Chaurette, Superintendent of Schools

George Dodier, Amesbury High School

Maria Ferrandini, Cashman Elementary School

Pamela Gagnon, Amesbury Elementary School

Donna Georges, Amesbury High School

Ann Hebert, Amesbury Middle School

Gail Korpusik, Amesbury Elementary School Principal

Marianne Mueller, Cashman Elementary School

Les Murray, Amesbury High School Principal

Cathy Patten, Cashman Elementary School

Julia Phelps, Curriculum Director

Jay Porter, AFT Representative

Cindy Shields, Amesbury High School