

Jamestown School District



Teacher Evaluation Program

Jamestown School District

California State Teaching Standards

<p>Engaging and Supporting All Students in Learning</p> <ul style="list-style-type: none"> • Connecting students’ prior knowledge, life experience, and interests with learning goals. • Using a variety of instructional strategies and resources to respond to students’ diverse needs. • Facilitating learning experiences that promote autonomy, interaction, and choice. • Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful. • Promoting self directed, reflective learning for all students. 	<p>Creating and Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> • Creating a physical environment that engages all students. • Establishing a climate that promotes fairness and respect. • Promoting social development and group responsibility. • Establishing and maintaining standards for student behavior. • Planning and implementing classroom procedures and routines that support student learning. • Using instructional time effectively.
<p>Understanding and Organizing Subject Matter for Student Learning</p> <ul style="list-style-type: none"> • Demonstrating knowledge of subject matter content and student development. • Organizing curriculum to support student understanding of subject matter. • Interrelating ideas and information within and across subject matter areas. • Developing student understanding through instructional strategies that are appropriate to the subject matter. • Using materials, resources, and technologies to make subject matter accessible to students. 	<p>Planning Instruction and Designing Learning Experiences for All Students</p> <ul style="list-style-type: none"> • Drawing on and valuing students’ backgrounds, interest, and developmental learning needs. • Establishing and articulating goals for student learning. • Developing and sequencing instructional activities and materials for student learning. • Designing short-term and long-term plans to foster student learning. • Modifying instructional plans to adjust for student needs.
<p>Assessing Student Learning</p> <ul style="list-style-type: none"> • Establishing and communicating learning goals for all students. • Collecting and using multiple sources of information to assess student learning. • Involving and guiding all students in assessing their own learning. • Using the results of assessments to guide instruction. • Communicating with students, families, and other audiences about student progress. 	<p>Developing as a Professional Educator</p> <ul style="list-style-type: none"> • Reflecting on teaching practice and planning professional development • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Working with families to improve professional practice. • Working with colleagues to improve professional practice. • Balancing professional responsibilities and maintaining motivation.



**STRUCTURED SUPERVISION
AND
EVALUATION**

Structured Supervision and Evaluation Timeline

Jamestown School District

Individual Development Plan	Within First Trimester
Probationary Teachers (at least three required) 1. Pre-Observation Conference 2. Observation 3. Post Observation Conference	Prior to March 15
Tenured Teachers (only one required) 1. Pre-Observation Conference 2. Observation 3. Post Observation Conference	Prior to April 15th
Summary Evaluation	Prior to May 1st
Informal Observations	Ongoing

Structured Supervision and Evaluation

Jamestown School District

Participants

1. Teachers who are new to the district shall participate in the structured supervision and evaluation process for two to three years. Participating for more than two years will not preclude the probationary teacher from being granted tenure.
2. Tenured teachers may elect to participate in the structured supervision and evaluation process.

Purpose

The purpose of Structured Supervision and Evaluation is to ensure that teaching and instruction offered to Jamestown students is of the highest quality. The process is designed to gather data about classroom practice and instructional delivery as they relate to the California Standards for the Teaching Profession and direct instruction strategies. This information will be used to provide guidance, suggestion, and encouragement to the participating teacher.

Procedure

Formal Observation:

A Individual Development plan will be completed by the teacher and approved by the administrator **within the first trimester** of the school year.

Probationary Teachers - For probationary teachers, **at least three formal observations** will take place during each year school year. Formal observations will include pre-conference and post conference meetings with administrator. A written report about the observation will be prepared and provided to the teacher. The post conference meeting will take place no more than seven days after the observation. The teacher has seven days from the day of the post conference to provide written comment, which will be attached to the district report prior to placement in the teacher's personnel file. All three formal observations will take place **prior to March 15th** of each school year.

Tenured Teachers – For a tenured teacher who elects to use the Structured Supervision and Evaluation process, the administrator will conduct **at least one formal observation** during the year. Formal observations will include pre-conference and post conference meetings with administrator. A written report about the observation will be prepared and provided to the teacher. The post conference meeting will take place no more than seven days after the observation. The teacher has seven days from the day of the post conference to provide written comment, which will be attached to the district report prior to placement in the teacher's personnel file. The formal observation will take place **prior to April 15th** of the school year.

Informal Observation

The Administrator will also make informal observations during the year to provide opportunity for professional interaction and feed back.

Summary Evaluation

A summary Evaluation form and conference will be completed **prior to May 1st**.

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**Self Directed Supervision
and
Evaluation**

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Self Directed Supervision and Evaluation Timeline

Individual Development Plan	Within first trimester
Informal Observations	Ongoing
Summary Evaluation Form	May 1st

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Self-Directed Supervision and Evaluation

Participants

Tenured teachers who are demonstrating competency in the California Standards for the Teaching Profession, including strategies for direct instruction, may elect to participate in a Self Directed Supervision and Evaluation plan.

Purpose

The teacher and administrator will collaborate to ensure continuing professional growth, a focus on school/district/state improvement initiatives, and improved student achievement.

Procedures

The teacher develops and implements an individual development plan in collaboration with the administrator within the first trimester. Professional growth plans may continue for one or two years. Plan activities and methods may include one or more of the following:

- Action research
- Peer coaching or mentoring
- Self assessment of teaching through video taping
- College course work, directly related to teachers assignment
- Development of relevant teaching materials and instructional units
- Workshops and conferences, where information is subsequently shared with other staff.
- School Improvement or Leadership Team participation
- Voluntary participation in PAR as consulting teacher
- Portfolio
- Other, as agreed between teacher and administrator

The administrator will also make informal observations during the year, to provide opportunity for professional interaction and feedback. Unsatisfactory performance concerns will be communicated with the teacher within a reasonable amount of time.

A Summary Evaluation Form and Conference statement will be completed **no later than May 1st**.

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Professional Assistance (PAR)

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Professional Assistance Supervision and Evaluation Timeline (PAR)

Individual Development Plan	First 6 weeks of school year
First Observation Cycle 1. Pre-Observation Conference 2. Observation 3. Post Observation Conference	Within First 8 weeks of school year
Second Observation Cycle 1. Pre-Observation Conference 2. Observation 3. Post observation Conference	Before Winter Break
Third Observation Cycle 1. Pre-Observation Cycle 2. Observation 3. Post Observation Conference	Before March 1st
Informal Observations	Ongoing
Summary Evaluation	Prior to March 15th

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Professional Assistance Supervision and Evaluation (PAR)

Participants

Tenured teachers in need of specific professional assistance and guidance, as determined by the site administrator, shall be placed on a Professional Assistance Supervision and Evaluation. Participation is mandatory and based on administrator's unsatisfactory evaluation.

Purpose

Professional Assistance Supervision and Evaluation will provide focused support to help the teacher improve classroom instruction and overall professional competence.

Procedures

The administrator shall identify areas of concern about the teacher's performance based on multiple indicators, such as formal and informal observations, student achievement data, and student/parent feedback. The administrator will develop and implement the plan with the participating teacher and the PAR consulting teacher. The plan, including goals, strategies, timelines for completion, including interim checkpoints and resources to support, will be approved within the **first six weeks** of the school year.

Schedule of Formal Observations – There will be a **minimum of three formal observations**. The first observation will take place within the **first eight weeks** of the school year. The second will take place **before winter break**. The third formal observation will take place **before March 1st**.

Pre- and Post-Conference meetings – Formal observations will include pre-conference and post conference meetings with administrator. A written report about the observation will be prepared and provided to the teacher. The post conference meeting will take place no more than seven days after the observation. The teacher has seven days from the day of the post conference to provide written comment, which will be attached to the district report prior to placement in the teacher's personnel file.

Informal Observation – The administrator will make informal observations **no fewer than five times during the year**. These observations will provide opportunities for ongoing professional interaction and written feedback.

Summary Evaluation – A summary evaluation conference will be held prior to **March 15th**. A copy of the Summary evaluation will be provided to the teacher **no later than March 15th**.

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FORMS

Jamestown School District Individual Development Plan

Status:

- Probationary
 year 1
 year 2
 year 3
 Tenured

Individual Development Plan for:

Standards for The Teaching Profession addressed in this plan *(check all that apply - 2 standards recommended):*

- Engaging and Supporting All Students in Learning
 Creating and Maintaining Effective Environments for Student Learning
 Understanding and Organizing Subject Matter for Student Learning
 Planning Instruction and Designing Learning Experiences
 Assessing Student Learning
 Developing as a Professional Educator

Goals:	Activities:	Timeline:	Indicators of progress:	Administrative Support:	Follow up:
Met _____ Partially met _____ Not addressed _____	Completed Yes _____ No _____		1. 2.		Attached Narrative

Teacher's signature _____ Date: _____

Administrator's signature _____ Date: _____

The Summative Evaluation Form must be attached:

Pre-Observation Conference

(Items to discuss by teacher and administrator, attach lesson plan if requested)

Teacher: _____

Subject: _____

Grade level: _____

Period / Time and Date of lesson: _____

Administrator: _____

School: _____

◆ **Engaging and Supporting All Students in Learning**

How will you engage the students and maintain their involvement during the instruction and activities?

◆ **Creating and Maintaining Effective Environments for Student Learning**

What methods do you use to maintain an effective learning environment?

◆ **Understanding and Organizing Subject Matter for Student Learning**

What decisions did you make in organizing the content activities of this lesson?

◆ **Planning Instruction and Designing Learning Experiences**

What activities and assessment preceded this lesson?

What are the academic standards of this lesson?

What activities will you do to accomplish the objectives?

What assessment will you use during or after the lesson to determine if the students are meeting the learning objectives?

How will you determine what the next learning objectives will be?

◆ **Assessing Student Learning**

**JAMESTOWN SCHOOL DISTRICT
FORMAL OBSERVATION FORM**

Name _____

Time _____

Date _____

Subject _____

ADMINISTRATOR'S COMMENTS:

ADMINISTRATOR'S SUGGESTIONS:

TEACHER'S COMMENTS:

Administrator's Signature _____

Date _____

Teacher's Signature _____

Date _____

**JAMESTOWN SCHOOL DISTRICT
FORMAL OBSERVATION WRITTEN REPORT
POST CONFERENCE**

ADMINISTRATOR'S COMMENTS:

ADMINISTRATOR'S SUGGESTIONS:

TEACHER'S COMMENTS:

Administrator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Administrative Evaluation Summary Report

Teacher: _____

School: _____

Administrator: _____

Evaluation Date: _____

Standards for the Teaching Profession:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences
5. Assessing Student Learning
6. Developing as a Professional Educator

Administrative Evaluation Summary Report (Page 2)

Plan review date(s): _____

Plan Goals: _____

ADMINISTRATOR'S YEAR END EVALUATION:

Satisfactory

Unsatisfactory

I have read the above evaluation, discussed it with my supervisor, and have received a copy.

My signature does not necessarily indicate agreement. I ___ will ___ will not attach a written response.

Teacher's signature _____

Date _____

Administrator's signature _____

Date _____

Evaluation and Classroom Observation Forms to be placed in employee's personnel file