

Guidelines for SFL Forms

To make the best use of the enclosed Supervision for Learning electronic forms, please follow these rules of thumb:

- These forms are provided for your convenience; however, not all forms can be digitally completed. Exemplar sheets exist to guide you in the creation of your own reports, following the format given by the SFL exemplar. You must reproduce these sheets using your own content.
- These forms require Adobe Acrobat or Adobe Reader. Please ensure that you have the appropriate software to view and complete the forms before attempting to do so.
- Forms that can be digitally completed **MUST BE PRINTED AND SAVED**. Failure to print and/or save the contents of each field will result in a blank form and lost work. If you are unsure of how to complete or save a form, type your response in a word processing application before pasting it into the form.
- Please check to ensure that all necessary information has been typed into the form or attached to the form. Attached work must also be typed.
- The forms are indexed for your convenience. The index is on the following page.

Index to Documents

Document Name	Subject	Page
DOC-TP-1-7	-Worksheet for Teachers Beginning the Teacher Preparation Phase.....	3
DOC-TP-1-2-RUBRIC	-Rubric for Teacher Preparation Phase Indicators Relating to “Standards and Assessment”.....	5
DOC-TP-1-2-EXEMPLARS	-Exemplars for Teacher Preparation Phase Indicators Relating to “Standards and Assessment”.....	6
DOC-TP-3-4-RUBRIC	-Rubric for Teacher Preparation Phase Indicators Relating to “Data Organization and Analysis”.....	9
DOC-TP-3-4-EXEMPLARS	-Exemplars for Teacher Preparation Phase Indicators Relating to “Data Organization and Analysis”.....	10
DOC-TP-5-7-RUBRIC	-Rubric for Teacher Preparation Phase Indicators Relating to “Teacher Objectives, PD Planning, Data to Inform Teaching”.....	11
DOC-TP-5-7-EXEMPLARS	-Exemplars for Teacher Preparation Phase Indicators Relating to “Teacher Objectives, PD Planning, Data to Inform Teaching”.....	12
DOC-IC-1-4-RUBRIC	-Rubric for Initial Collaboration Phase Indicators Relating to “Reviewing Teacher’s First Presentation of Data; PD Implications”.....	15
DOC-IC-1-2-EXEMPLAR	Exemplar for Initial Collaboration Phase Indicators Relating to “Expanding Teacher’s Views of Initial Data”.....	16
DOC-IC-3-4-EXEMPLAR	Exemplar for Initial Collaboration Phase Indicators Relating to “Brainstorming Initial Ideas for PD”.....	17
DOC-PD-1	Professional Development Plan Checklist.....	18
DOC-OBJECTIVE	Worksheet for Developing Teacher Improvement Objectives.....	19
DOC-PD-TEMPLATE	Professional Development Plan Template.....	20
DOC-PD-EXEMPLARS	Exemplars of PD Plans for Various Disciplines.....	21

Index to Documents (Continued)

Document Name	Subject	Page
DOC-IC-5-6-7-RUBRIC	Rubric for Initial Collaboration Phase Indicators Relating to “Teacher-Supervisor Agreement on Teacher PD Plan”	27
DOC-IM-1-2-3-RUBRIC	Rubric for Initial Monitoring Phase Indicators Relating to “PD Plan Implementation and Reporting”	28
DOC-IM-4-RUBRIC	Rubric for Initial Monitoring Phase Indicators Relating to “Initial Supervisory Support”	29
DOC-MCR-PREP	Worksheet for Teacher Preparation Of Mid-Cycle Review	30
DOC-MCR-1-3-RUBRIC	Rubric for Mid-Cycle Review Phase Indicators Relating to “Teacher Providing Evidence Of Student and Teacher Learning; Student Work Samples”	33
DOC-MCR-INTERVIEW	Supervisor’s Guide to the MCR Review	43
DOC-MCR-4-7-RUBRIC	Rubric for Mid-Cycle Review Phase Indicators Relating to “MCR Review Conference and Outcomes”	45
DOC-SM-1-2-RUBRIC	Rubric for Secondary Monitoring Phase Indicators Relating to “PD Plan Progress Reporting”	48
DOC-SM-3-RUBRIC	Rubric for Secondary Monitoring Phase Indicators Relating to “Supervisory Support Activities”	49
DOC-SR-PREP	Teacher Packet for Preparation of Summative Review	50
DOC-SR-1-RUBRIC	Rubric for Summative Review Phase Indicators Relating to “Teacher Submission of Final Report of Progress”	56
DOC-SR-3-4-RUBRIC	Rubric for Summative Review Phase Indicators Relating to “Completion of Formal Evaluation Process”	58

DOC-TP-1-7*SUPERVISION for LEARNING*A Worksheet for Teachers Beginning the
“Teacher Preparation Phase”

1. My chosen general area of professional development focus:

Improving student learning related to:

2. A rationale for my professional development focus area:

- a. My chosen area is *prompted by what data/information?*

- b. My chosen area *relates to district and school priorities* how?

3. My selection of a “slice” taken from my chosen area for professional development

- a. Is dictated by what *baseline data?*

- b. Is influenced by the data derived from what *performance assessment task and rubric that I developed?*

Task:

Rubric:

- c. Is justified by what *established standard?*

DOC-TP-1-2-RUBRIC

Criteria of Excellence for the Teacher Preparation Phase of Professional Development

Indicator **Criteria** Judgment Scale: C=Competent; E=Emergent; JB=Just Beginning

Identifying How Well Students Are Learning Essential Content

The teacher has identified:

TP-1	*	Student performance data that represent “essential learning” and are standards-based.
TP-2	*	Student performance data that results from holistic assessment of a learning task requiring the students’ application of multiple skills and knowledge.

Rubric for Judging Teacher Mastery of Criteria for TP-1, TP-2

The teacher:

C – presents a set of student performance-based data that describes the extent to which a group of students has mastered some element of learning prescribed by established standards

E – presents data related to essential (standards-based_ learning, but it is not performance-based

JB – presents student data that cannot be directly connected to standards

(continued next page)

DOC-TP-1-2-EXEMPLARS**PROFESSIONAL DEVELOPMENT FOCUS***WRITING RESPONSES TO LITERATURE***RATIONALE**

A three-year study of CAPT Results for tenth graders shows a general weakness in this area. Our district has made “improved writing at all levels” a priority, and our high school has specifically charged the English Department with developing a goal aimed at improving writing in the area of responding to literature.

Furthermore, this area of writing is clearly described in the state standards for English:

EXAMPLE STANDARD (taken from CT SDE CAPT):

“GIVEN A LITERATURE PROMPT, THE STUDENT WILL WRITE A REFLECTION SHOWING COMPREHENSION OF THE LITERATURE PIECE, GIVING EVIDENCE OF THE ABILITY TO JUDGE THE LITERARY QUALITY OF THE PIECE, AND MAKING SOME ASSOCIATION BETWEEN THE LITERARY TEXT AND THE STUDENT’S OWN EXPERIENCES”.

RATIONALE (CONTD.)

I developed a CAPT-like performance based assessment and, using the state rubric, administered it to one of my tenth grade classes. My task and rubric is as follows:

(next page)

DOC-TP-1-2 EXEMPLAR**EXAMPLE PERFORMANCE TASK:**

Given copy of the short story-“A Friend in Need”-written by W. Somerset Maugham, write a reflective essay which produces the following:

- your identification of no less than three facts of information which are essential to the understanding of the story;
- your response to the question-“what message does Maugham intend to convey with this story?” (Be sure to cite examples in text)
- your judgment of the quality of this short story as a *literary work*, using the “literary quality criteria” studied in class;
- some connection between this short story and one of your own life experiences (which could include something else you have read).

You have sixty minutes to write your finished essay which is expected to reflect the essential elements of good writing. You must work alone, and no notes or other aids may be used.

THE RUBRIC AGAINST WHICH THE STUDENT WILL BE ASSESSED FOR PROFICIENCY

Indicators of proficiency: *THE STUDENT:*

1. *displays a thoughtful and plausible interpretation of the text (comprehends all of a set of predetermined facts from text);*
2. *displays some reflective thinking about the text (cites a predetermined number of thoughts or ideas which give meaning to the text);*
3. *displays judgments about the literary quality of the text (applies a previously learned criteria for judging literary quality);*
4. *displays an ability to connect the text with at least one outside life experience the student has had (for example, “this theme from the text reminds me of when...”)*

DOC-TP-1-2-EXEMPLAR

As a result of my baseline classroom assessment, I found that “REFLECTION” was the weakest area of performance in writing a response to literature:

EXAMPLE OF DATA ANALYSIS FROM PERFORMANCE ASSESSMENT:

A class of 20 tenth grade English students were assessed using the “Somerset Maugham short story – “A Friend in Need”.

The teacher reports the following assessment data:

QUANTITATIVE DATA

<i>RUBRIC AREA</i>	<i>Developing Proficiency</i>	<i>Near Proficiency</i>	<i>At Proficiency</i>	<i>Exceeds Proficiency</i>
<i>#1-comprehension</i>	6%	24%	6%	64%
<i>#2-reflection</i>	22%	17%	52%	9%
<i>#3-literary quality</i>	6%	24%	6%	64%
<i>#4-life connections</i>	6%	24%	19%	51%

SUMMARY DATA

About 61% or 12 of 20 students achieved proficiency on all parts of the task.

About 94% or 18 of 20 students were nearly proficient *or better* in all rubric areas *except reflection*.

About 39% or 8 of 20 students failed to meet proficiency on *reflection*.

Reflection was the most difficult area for all students.

Over a period of three years, while using similar performance assessments for the measurement of students’ ability to respond to literature, *reflective thinking* about text has been a recurring weakness amongst students in my classes.

DOC-TP-3-4-RUBRIC

Criteria of Excellence and Working Rubric (contd.)

Organizing Pupil Assessment Data for Further Analysis

The teacher has organized:

- *Student performance data so that they may be viewed and interpreted in more than one way.*
- *Student performance data to reveal student performance strengths and weaknesses.*

Rubric for Judging Teacher Mastery of Criteria for TP-3, TP-4

The teacher:

C – presents at least two different renditions of the same data set, displaying whole class results from an assessment, accompanied by a more detailed table showing a breakdown of individual students' results in distinct rubric areas

E – presents data in one or more forms, but without a portrayal of individual student results in distinct rubric areas

JB – presents summative group data only

(continued next page)

DOC-TP-3-4-EXEMPLARS

DISAGGREGATION OF BASELINE DATA

I developed a data matrix in order to view my data two ways:

- 1) a vertical analysis shows how the whole class performed against each of the four rubric areas;*
- 2) a horizontal analysis gives a performance profile for each individual student.*

KEY: DP = developing proficiency NP = near proficiency
 P = at proficiency EP = exceeds proficiency

RUBRIC AREAS

STUDENT	comprehension	reflection	literary quality	life connections
A	P	NP	NP	NP
B	EP	NP	EP	EP
C	NP	DP	NP	NP
D	EP	P	EP	EP
E	EP	P	EP	EP
F	DP	DP	DP	DP
G	EP	P	EP	EP
H	EP	EP	EP	EP
I	NP	NP	P	P
J	EP	P	EP	EP
K	EP	P	EP	EP
L	EP	P	EP	EP
M	NP	DP	NP	NP
N	NP	DP	NP	NP
O	EP	P	EP	P
P	EP	P	EP	P
Q	EP	EP	RP	P
R	EP	P	RP	EP
S	NP	DP	NP	NP
T	EP	P	EP	EP

DOC-TP-5-6-7-RUBRIC

Criteria of Excellence and Working Rubric (contd.)

Analyzing Pupil Data To Inform Ways For Improving Teaching And Learning

The teacher has completed an analysis of data, producing:

- TP-5 *Some conclusions about student performance strengths and weaknesses*
- TP-6 *Some artifacts of student work exemplifying student performance strengths and weaknesses*
- TP-7 *Some ideas about how to modify teaching to bring about improved student learning in the areas targeted in the data analysis*

Rubric For Judging Teacher Mastery Of Criteria For TP-5, 6, 7

The teacher:

C – presents a cogent written report, inclusive of three parts:

1) a description of important pupil strengths and weaknesses which are informed by the set of data analyzed;

2) identifies examples of student work that, at a minimum, portray one representative example of students in three categories: at mastery, near mastery, and below mastery

3) presents a minimum of three actions steps, informed by the data analysis, intended to improve teaching and learning

E – presents some synthesis of the data analyzed, includes at least one artifact of student work, and offers at least one recommendation, informed by the data, that has the potential to improve teaching and learning

JB – presents some synthesis of the data analyzed, accompanied by an attempt at developing general action steps to respond to the data. No samples of student are presented for analysis.

DOC-TP-5-6-7-EXEMPLARS

DATA ANALYSIS SUMMARY REPORT

An analysis of my data matrix (reference page 6), coupled with a careful observation of student work samples (attached) produces the following observations and conclusions:

STRENGTHS

Categorically, students in the class of 20 performed best on their written responses to the Somerset Maugham short story in the areas of “comprehension” (70% at or above proficiency) and “literary quality” (70% at or above proficiency). In discussion with my English teacher colleagues I attribute these results to two factors:

- 1) our district reading program has a strong history in teaching students how to attack a piece of literature, isolating main ideas, and identifying facts and story lines. As a result most students do well with expressing an understanding or comprehension of what they read.*
- 2) Beginning in grade 9 all students are taught in their English classes, a standard protocol for judging literary quality, one that is applied by students in all reading exercises including book reports. It is clear that most students in this class knew how to use the protocol to judge the literary quality of Maugham’s short story.*

An additional rubric area in which 70% of the students performed at or above proficiency was “life connections.” In my analysis, however, I separate out this category because, compared to “comprehension” and “literary quality,” it is less challenging for students. The rubric requires only one connection between the theme of the story and the students’ lives, a relatively easy task for tenth graders.

WEAKNESSES

The data clearly shows that a majority of students in the class had the most difficulty with the “reflection” task. This task requires students to identify specific and predetermined citations from the text which are indicative of the author’s attempt to give meaning to the story. For example in this short story, Somerset Maugham wants the reader to see beyond the obvious situation of a person in difficulty who needs the support of a friend, a reality that is literally described with facts. He further portrays how difficult it is for most people to put their own selfish needs aside, in order to sacrifice something for someone else. The story describes several examples of the inner struggles of the potential support person who recognizes his responsibility to his friend, but is restrained by the sacrifices he must make. A majority of students missed these essential points in reflecting on the deeper meaning of the story. (contd.)

DOC-TP-5-6-7-EXEMPLARS (CONTD.)**Weaknesses (contd.)**

In discussion with my teacher colleagues, all recognized that this skill of deeper analysis and reflection is one we generally see as a weakness amongst ninth and tenth graders. Such reflection requires both inductive and deductive thinking, higher order thinking skills that need to be taught and reinforced.

A further analysis of student work indicated some important information about four specific students:

•student A did not finish the assessment, thus accounting for his poor performance. I will have him do it over again.

•students M, N and S are mainstreamed special education students. All have the capacity to master the task, but will need alternative approaches.

RECOMMENDATIONS MOVING FORWARD

I will design my professional development plan around three major action steps:

- 1) I need to learn more about how to teach inductive and deductive thinking skills.*
- 2) I must, working with colleagues, develop new instructional approaches (curriculum and methods) which help to teach and reinforce students' abilities to reflect more deeply and effectively on the literature they read, and to express those reflections in writing.*
- 3) I need to work more closely and continuously with special education personnel in order to more effectively reach the special needs students in my classes.*

DOC-TP-5-6-7-EXEMPLARS

STUDENT WORK SAMPLES

The following are excerpts from student essays which show various levels of proficiency in regards to identifying “reflection” in the Somerset Maugham short story:

STUDENT D – PROFICIENT

Kobe knew Burton needed a job. However he also knew that Burton was a gambler and a ~~drunkier~~ drinker, and that he had never been able to keep a job before. Kobe’s conflict was – “do I give Burton a job, or do I help him get rid of his bad lifestyle?”

STUDENT B – NEAR PROFICIENT

Burton was a nice guy, but kind of a screwup. He drank booze, went with women and played poker. But Kobe liked him, so he offered him a job.

STUDENT F – DEVELOPING PROFICIENCY

Kobe and Burton xx did stuff together. Burton liked him. He ofered him a job.

DOC-IC-1-4-RUBRIC

Criteria of Excellence for the Initial Collaboration Phase of Professional Development

Indicator **Criteria** Judgment Scale: C = Competent; E = Emergent; JB = Just Beginning

The Initial Collaboration Between Teacher and Supervisor for the Purpose of Establishing a Formal Teacher Improvement Plan

The teacher and supervisor have had conversation(s) producing:

IC-1 A review of the teacher's initial analysis and conclusions or ideas for improvement.

IC-2 Some expansion and extension of the teacher's initial data analysis.

IC-3 Some brainstorming of the elements of a professional development plan that is responsive to the data analysis.

IC-4 Some brainstorming of the elements of a professional development plan designed to support the teacher's efforts to improve (ideas for "getting smarter" and increasing capacity)

Rubric for Judging Teacher Mastery of Criteria for IC-1,2,3,4

The teacher:

C – demonstrates the ability to discuss with understanding, the written report that has resulted from the Teacher Preparation Phase (T-5,6), and further compiles and submits a written first draft of a Teacher Improvement Plan that reflects the results of collaborative work with the supervisor (IC-2,3,4).

E – demonstrates ability to discuss with understanding, the information that has resulted from the Teacher Preparation Phase, but is unable to develop a written first draft of the Teacher Improvement Plan that is truly reflective of the collaborative work with the supervisor.

JB – exhibits only a limited understanding of how to translate the analysis, resulting from the Teacher Preparation Phase, into an action plan for professional development.

DOC-IC-1-2-EXEMPLAR (relate to TP Exemplars)**EXAMPLE EXPANSIVE QUESTIONS BY SUPERVISORS: TEACHER RESPONSES**

S) Do you think the results of this performance assessment would have been the same if you had used a short story other than the one by Somerset Maugham?

T) I don't know, but I think so.

S) Would it be beneficial to find out by repeating the task using a different short story?

T) It would be interesting to compare the data.

S) Do you think your modifications in the instruction of deductive and inductive thinking skills, in order to enhance student reflection of text, should be focused on all students, or initially on just the 8 students who failed to meet proficiency on this part of the assessment ?

T) I don't know; what do you think?

S) Initially, you might achieve better focus on and control of an improvement plan if you designed some instructional approaches for just the non-proficient students.

EXEMPLAR FOR IC-3 AND IC-4 ON NEXT PAGE

DOC-IC-3-4-EXEMPLAR (relate to TP Exemplars)**BRAINSTORMED IDEAS FOR IMPROVED TEACHING OF “THINKING REFLECTIVELY” ABOUT LITERATURE:**

- 1) RESEARCH – Find out what other English teachers are doing to have success in this area of teaching; also read and study about it.
- 2) ASSESS AND UPDATE INVENTORY – Review and identify new and different materials for teaching deductive and inductive approaches to the reflective analysis of literature.
- 3) EXPERIMENT – I will try new approaches and material in a “controlled research environment”; I will continue to research and review.
- 4) SELF ASSESS SKILLS AND COMPETENCIES – In light of my findings relative to research efforts, assessing materials, and in-class experimentation, I may find that there are some things I need to get smarter about. I already know I need to better understand deductive and inductive thinking processes and how to apply them to literature analysis, and how to assess for reflective thinking which students express in their responsive ways.
- 5) SKILLS IMPROVEMENT – I will seek training in the teaching of higher order thinking skills as they apply to the analysis of literature in high school English classrooms.
- 6) MENTORING/COACHING – I will identify a colleague who will be willing to work with me this year as I attempt to improve my teaching of reflective thinking in literature. This could be a person I observe, share ideas with, and one who gives me constructive non-judgmental feedback on things I try in class.

DOC-PD-1

SUPERVISION for LEARNING (Aseltine, Faryniarz, Rigazio-Digilio; 2006)

PROFESSIONAL DEVELOPMENT PLAN CHECKLIST

- 1) My supervisor has informed me that I have met all rubric indicators (TP 1-7) on the SfL Criteria of Excellence ___yes ___no
- 2) If “yes” move on to item #3. If “no” move on to item #5.
- 3) If not yet done, develop a “teacher improvement objective” that is informed by the baseline data and analysis you have completed. (Consult DOC-OBJECTIVE)
- 4) Using your “teacher improvement objective” as an anchor, develop two chronological lists
 - a. Student activities – those classroom-based activities that must evolve in order for you to meet your objectives; ie-assessments, curriculum and instructional implementations, etc
 - b. Teacher activities – the things you need to do or learn in order to have the capacity to meet your objectives; research, training, collaborations, etc.
- 5) Establishing the completion of the teacher Preparation Phase rubric indicators as your immediate objective, develop the two lists specified above in 4a and 4b. In other words – “what do you need to do to successfully accomplish the indicators for TP 1-7?”
- 6) Using the template for PD Planning (DOC-PD-TEMPLATE), incorporate your two lists – from 4a and 4b – into the planning timeline on the template. Consult DOC-PD-EXEMPLARS. For those who do have an established “teacher improvement objective,” your PD timeline should extend into April, May or June. For those who do not yet have the “teacher improvement objective,” your initial objective should be to develop a “teacher improvement objective” by February 1 if possible.
- 7) Submit your PD Plan proposal to your supervisor before December 1, so that it may be finalized and implemented by that date.

**DOC-OBJECTIVE
A WORKSHEET FOR
DEVELOPING TEACHER IMPROVEMENT OBJECTIVES**

THE INITIAL ASSUMPTION:

Within the framework of the SfL:PBSE Model, teachers deemed ready to develop a *Teacher Improvement Objective* are those who have successfully demonstrated “competency” with the seven indicators described in the *Teacher Preparation Phase* of the *Criteria for Excellence*.

A TEACHER IMPROVEMENT OBJECTIVE EXEMPLAR:

By May 1 of this academic year, students in my Period C social studies class who scored in the Near Proficiency range (holistic score of 3.0-3.9) on the October writing sample, will score in the Proficient or Exceeds Proficient range (holistic score of 4.0 or higher) by demonstrating improvement in Support and Detail and Comprehensiveness in persuasive writing related to the social studies curriculum. (Taken from *Supervision for Learning: A Performance-Based Approach to Teacher Development and School Improvement*; Aseltine, Faryniaz, Rigazio-Digilio; 2006; page 58).

The Checklist for an Exemplary Objective

___ 1) The FOCUS POPULATION is clearly defined.

“students in my Period C social studies class who scored in the Near Proficiency range (holistic score of 3.0-3.9)”

___ 2) The ASSESSMENT INSTRUMENT(S) is/are clearly identified.

“the October writing sample:”

___ 3) The TARGETED ACHIEVEMENT LEVEL is clearly identified.

“will score in the Proficient or Exceeds Proficient range (holistic score of 4.0 or higher) by demonstrating improvement in Support and Detail and Comprehensiveness in persuasive writing related to the social studies curriculum”*

___ 4) The TIME FRAME is specified.

“by May 1 of this academic year”

*The implication is clear that the assessment instrument used for the October writing sample will also be used to measure progress in May.

DOC-PD-TEMPLATE

SfL PROFESSIONAL DEVELOPMENT TEMPLATE

Teacher Improvement Objective (if appropriate):

Initial Professional Development Objective (For those not ready for a “teacher improvement objective”):

PROFESSIONAL DEVELOPMENT PLAN

Planned student activities	Timeline	Planned teacher activities
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DOC-PD-EXEMPLARS

Teacher Improvement Objective: Students in my tenth grade English class who were identified as non-proficient on the reflective analysis criteria after completing two performance assessment tasks related to writing responses to short story literature, will demonstrate proficiency on a third assessment following a series of remedial lessons and other learning activities. Proficiency will be demonstrated by students by May 1.

PROFESSIONAL DEVELOPMENT PLAN

<i>Planned student activities</i>	<i>Timeline</i>	<i>Planned teacher activities</i>
<p><i>Students who were below proficiency on a short story performance task given in September, will be assessed with a different task using a new short story. Results and analysis will be shared with supervisors.</i></p> <p><i>Students identified as non-proficient on the alternative performance task will be considered a “cohort” to be the focus of my improvement Objective.</i></p>	9/30	- seek guidance from colleagues on the development of effective performance assessment tasks for use with short story units
	10/15	- collaboratively develop performance tasks
	10/15	
	10/30	- engage in professional readings that focus on inductive and deductive reasoning processes as they are applied by students to successfully complete reflective analyses of literature. My findings and new learning will be shared periodically with supervisors.
	11/15	-with the assistance of supervisors, I will identify formal training and/or university coursework which gives me better qualification for teaching higher order thinking skills. I will commence such training and report to my supervisors on my progress.

Contd.

	12/1	- I will identify a “master” English teacher colleague whom I can observe doing effective teaching literature within lessons that require students to do reflective analysis through writing. I plan to do several observations with followup discussions with the “master” teacher.
<p><i>Using the benefits accrued as a result of my professional development efforts in Oct., Nov., and Dec., I will begin to offer a series of afterschool classes for the cohort group of students, designed to facilitate their improvement in the reflective analysis of literature. I will present my supervisors with an outline of the series of classes at my Mid Year Conference in early February, as well as a progress report.</i></p>	1/5	
<p><i>I will execute the series of remedial lessons for the cohort group of students. My work during this time will reflect my applications of the new materials I discover, as well as the new teaching skills I am learning.</i></p>	1/5 – 4/15	- Supervisors will be invited to do observations of my teaching, giving feedback and recommendations.
<p><i>I will administer a new performance assessment task, similar to the short story tasks used throughout the school year, in order to assess how the cohort group is progressing in their reflective analysis of literature.</i></p>	4/15 – 5/1	
	5/15	- The result of the May performance assessment task will be analyzed and reported in detail to my supervisor.

DOC-PD-EXEMPLARS – contd.

PD PLAN FOR ALTERNATIVE SUBJECT AREA

COMPOSITE EXAMPLE “TRADES”

Focus/Objective (student learning based)

A review of the Job Placement Employer Followup Reports for the years 2000-2001 indicate generally positive reports on VTE students who have been placed in automotive repair jobs. However, one area reported as “needs attention” is “diagnostic accuracy” as it pertains to the efficiency of apprentice mechanics’ initial diagnoses of malfunctioning automotive engines. Standard industry protocols call for a minimum of two diagnostic processes to be applied to each diagnosis – one the initial finding, and the second the confirming finding. As reported by employers, frequently the apprentice mechanics are moving ahead with repair decisions based on their initial findings only, without confirming their initial diagnosis. While their initial findings are often correct, when they are not, costly time and labor is wasted.

The tendency for auto mechanics students in classes to rely on one diagnosis of an engine problem is often observed, but previously has been attributed to impatience. However, more in-depth investigation finds that students are not always held accountable for learning alternative diagnostic processes.

Therefore this Professional Development Plan will address this problem with the following objective:

Auto mechanics students will demonstrate, through both oral description and written reporting, an improved ability to justify each example of engine repair with a minimum of two diagnostic processes: one initial, and one confirming. Such demonstration will be a condition for certification related to a repair function. Student improvement will be the result of new and improved teacher implemented lessons.

List Indicators of Progress in Student Learning to be used in assessing plan.

STUDENT IMPROVEMENT WILL BE INDICATED BY each student demonstrating all of the following when being assessed for “certification” in 90% of the required auto engine repair functions:

- the completion of an initial diagnostic process which is from the approved list for the problem presented;
- the completion of a confirming diagnostic process which is from the approved list for the problem presented, and which is a valid confirmation of the initial diagnosis;
- both the initial and the confirming diagnosis will be adequately described and explained orally to the instructor;
- both the initial and confirming diagnosis will be correctly indicated in writing on the “repair report form.”

COMPOSITE EXAMPLE "TRADES" – CONTD.

<u>ACTION PLAN</u>		
Plan for students	Timeline	Plan for teacher
	9-15-02	+review all Job Placement Employer Followup Reports for the years 2000-2002:corroborate assumptions about single diagnosis problems
	10-1-02	+develop in concert with other auto mechanics teachers, new lessons which are designed to reinforce multiple alternatives to engine diagnosis
	10-15-02	+complete research on both industry and other training school practices as regards the training of apprentice mechanics in engine diagnosis
+introduce to auto mechanics students new protocols for two phase diagnosis of engines	11-1-02	+begin three month GMC update course on new technology for auto engine diagnosis: course to be completed 2-1-03
+begin implementation of new lessons which reinforce multiple alternatives to engine diagnosis	11-15-02	
+administer performance based assessments involving diagnosis and repair tasks which have been covered in class	2-1-03	
	2-15-03	+review and analyze performance based assessments using the rubric established for the objective (two phase diagnosis, oral and written reports); share results with supervisors
+continue new lessons on alternative diagnoses reflecting feedback from assessments and supervisor reviews	3-1-03	
	4-15-03	+complete observations by supervisors of new lessons being implemented: conference and debrief
+administer summative performance based assessments including all required diagnosis and repair tasks	5-1-03	+complete review and analysis of summative assessments
	5-15-03	+submit results and final report to supervisors

Determining Needed Resources and Support

The teacher makes decisions about perceived needs for resources and support, based on a review of the Action Plan (*Enter needs in appropriate spaces on PDP form*).

(SEE COMPOSITE EXAMPLE – GUIDANCE – NEXT PAGE)

DOC-PD-EXEMPLARS – contd.

PD PLAN FOR SUPPORT AREAS (Guidance, etc.)**COMPOSITE EXAMPLE “GUIDANCE”**

Focus/Objective (student learning based)

A review of the school’s Strategic School Profile (SSP) for 2002 indicates that 59% of ninth graders were not involved in at least one extracurricular activity during the 2001-2002 school year. A further analysis of this data shows that among the 59% of the ninth graders not involved in extracurricular activities (118 students), more than half of them received at least one F as a final grade in a major subject. This finding compares with the other 41% (82 students) who did at least one extracurricular activity, among which only one in four students received a final grade of F in a major subject. The data indicates, therefore, that ninth grade students who did not elect participation in extracurricular activities seemed twice as likely to experience academic failure as those who did participate. This finding is also consistent with similar analyses of ninth graders in 2000-2001. It is further noted that research reported by Johnson and others in 1997, and corroborated by the most recent NDE Report on Adolescence, report the following: “Adolescents who extend their connection to school by participating in school activities tend to get better grades”.

Based on these findings, this Professional Development Plan will be based on the following objective:

Ninth grade students who are identified at the end of the first marking period in 2002 as receiving one or more F grades in major subjects, and who have not been involved in extracurricular activities, will be included in a target group which, through counseling to inspire involvement in school activities, will show improved academic achievement by the end of the third marking period.

List Indicators of Progress in Student Learning to be used in assessing plan.

STUDENT IMPROVEMENT WILL BE INDICATED BY the following:

****Ninth grade students in the target group after marking period one (those who received at least one F in major subjects and who did not participate in school activities) will, by the end of marking period three, meet these criteria:*

- 1) will demonstrate substantial participation in at least one school activity having a duration on a minimum of four weeks;*
- 2) will demonstrate a reduction in F grades in major subjects on their third marking period report card.*

COMPOSITE EXAMPLE "GUIDANCE" – CONTD.

ACTION PLAN		
Plan for students	Timeline	Plan for teacher
	9-15-02	+extend research on the relationship between student involvement in school activities and academic achievement
	9-30-02	+confer with student activities and athletic directors, and school administrators in order to compile a resource bank of school activities options for students
	10-15-02	+meet with guidance colleagues to learn of approaches to increasing student interest in school activities
	10-19-02 10-20-02	+attend two day seminar offered by CREC entitled: "Enhancing School Success By Getting Students Connected"
	11-1-02	+complete the preliminary planning for counseling sessions aimed at "improving student success in school"; share plans with supervisors
	11-4-02	+identify Target Group through analyses first marking period report cards and activity lists
+make initial contact with Target Group students to explain project and to encourage participation	11-15-02	
+begin series of biweekly counseling sessions with Target Group students who agree to participate (SESSIONS WILL CONTINUE THROUGH MARCH)	11-30-02	+communicate with Target Group students' parents and teachers in order to seek support and reinforcement
+Target Students complete a questionnaire indicating perceptions of their experiences in activities; indicate how academics are being affected	1-10-03	+complete visitations to various activities Target Students are in to show support
	3-15-03	+complete observations of counseling sessions by supervisors; conference and debrief
+complete counseling sessions: final self assessment and "reflection" completed by Target Group students	4-1-03	
	4-15-03	+final student assessments reviewed and analyzed; third marking period grades are reviewed +submit results and final report to supervisors

Determining Needed Resources and Support

The guidance counselor makes decisions about perceived needs and support, based on a review of the Action Plan (*Enter needs in appropriate spaces on PDP form*)

DOC-IC-5-6-7-RUBRIC**Criteria of Excellence and Working Rubric (Contd.)****Initial Collaboration Phase – Continued****Developing a Formal Teacher Improvement Plan**

The teacher and supervisor have agreed on:

- IC-5 ** a formal and detailed teacher improvement objective with a chronology of processes and outcomes stated in student-performance terms. The objective is developed by the teacher.*
- IC-6 ** a formal and detailed professional development plan crafted by the teacher.*
- IC-7 ** a general identification and description of the supervisory activities (observations, conferences, reviews of student work, etc.) to take place during the Initial Monitoring Phase*

Rubric for Judging the Mastery of Criteria for IC-5,6,7

The teacher:

C – completes a formal and written Teacher Improvement Plan, inclusive of three components:

- 1) a teacher improvement objective, clearly stating what the teacher will do, throughout the supervisory cycle, as a means for effecting specifically stated improved pupil performance.*
- 2) a two part Action Plan – one with a chronological listing of “Plans for the Teacher,” and one with a chronological listing of “Plans for the Students”. (Model Plan in text.)*
- 3) a chronology of suggested supervisory activities (classroom observations, conferences, reviews of student work, etc.) to be integrated into the “Plans for the Teacher” section.*

E – completes a formal and written Teacher Improvement Plan, with an acceptable teacher improvement objective, but absent some or all of the elements described above in #2 and #3.

JB – submits a teacher improvement objective that specifies a teacher improvement target, but that is unclear as to how pupil performance will be positively effected.

DOC-IM-1-2-3-RUBRIC

Criteria of Excellence for the Initial Monitor Phase of Professional Development

Indicator **Criteria** Judgment Scale: C=Competent; E=Emergent; JB=Just Beginning

Identifying Teacher’s Early Success With Implementation Of The Formal Professional Development Plan

- IM-1* * *Implements the formal Teacher Improvement Objective per indicator IC-1 (IF APPROPRIATE: Some teachers will not have demonstrated a readiness for a formal “teacher improvement objective.” Such teachers will, however, embark on a Professional Development Plan that is anchored in developmental process steps.)*
- IM-2* * *Implements the formal Professional Development Action Plan developed per indicator IC-6*
- IM-3* * *Responsibly and appropriately communicates with supervisor on teacher improvement and professional development efforts, providing artifacts of task completion as required.*

Rubric for Judging Teacher Mastery of Criteria IM-1, IM-2, IM-3

The teacher *HAVING A TEACHER IMPROVEMENT OBJECTIVE*:

C – submits, within a 4-8 week time window from the time the objective is finalized, evidence of progress with action steps stated on the PD Plan, showing adherence to a stated time line, and validated with the submission of at least one artifact of evidence.

E – orally communicates, and/or demonstrates, some initial progress with steps outlined on the PD Plan, but does not submit an artifact of evidence within 4-8 week time window.

JB – no progress with the PD Plan is demonstrated or reported within a 4-8 week time frame.

(continued next page)

DOC-IM-4-RUBRIC**Criteria of Excellence and Working Rubric (contd.)****Formal Supervision is Initiated**

The supervisor systematically provides:

IM-4 **the monitoring, facilitation, and support as identified and described under indicator IC-7.*

Rubric for Judging Mastery of Criteria for IM-4

The teacher has initiated with the supervisor(s):

C – all activities (conferences, observations, etc.) specified in the PD Plan for the initial 4-8 weeks.

E – an incomplete number of supervisory activities specified in the PD Plan for the initial 4-8 weeks.

JB – no supervisory activity within the first 4-8 weeks.

(continued next page)

DOC-MCR-PREP**SUPERVISION for LEARNING**
The Mid-cycle Review**A WORKSHEET FOR TEACHERS****(BRING TWO COPIES OF COMPLETED WORKSHEET TO MID-CYCLE REVIEW MEETING)**

Teacher Name _____

Date _____

1. RESTATEMENT OF “TEACHER IMPROVEMENT OBJECTIVE”: ***2. BRIEF SUMMARY STATEMENT – PROGRESS TO DATE
TOWARDS *ANTICIPATED STUDENT LEARNING*****Evidence of student improved learning is summarized as follows:
(attach artifacts of evidence, including student work samples if not already submitted)****TO BE COMPLETED ONLY BY THOSE WITH AN ESTABLISHED
“TEACHER IMPROVEMENT OBJECTIVE”**

MID-CYCLE REVIEW TEACHER WORKSHEET – PAGE 2

- 3. BRIEF SUMMARY LIST – YOUR INDIVIDUAL PROFESSIONAL DEVELOPMENT ACCOMPLISHMENTS**
(attach articles of evidence, if not already submitted)

Date of completion Brief description of activity Knowledge/skill attained

MID-CYCLE REVIEW TEACHER WORKSHEET – PAGE 3**4. SUGGESTED MID-CYCLE ADJUSTMENTS**

- a. I propose to revise my original Teacher Improvement Objective as follows: *

*** APPLIES ONLY TO THOSE WHO HAVE AN ESTABLISHED
“TEACHER IMPROVEMENT OBJECTIVE”**

- b. I am ready to propose an initial Teacher Improvement Objective, as follows: **

**** APPLIES ONLY TO THOSE WHO HAVE NOT YET ESTABLISHED A
“TEACHER IMPROVEMENT OBJECTIVE”**

- c. I propose a revised Professional Development Plan (attached)

DOC-MCR-1-3-RUBRIC

IMPORTANT NOTE: THE RUBRIC FOR THE “MID-CYCLE REVIEW PHASE” IS DIFFERENT FOR TEACHERS WHO HAVE DEVELOPED A TEACHER IMPROVEMENT OBJECTIVE, AND FOR THOSE WHO HAVE NOT.

FOR TEACHERS WITH A FORMAL OBJECTIVE

Criteria of Excellence for the Mid-Cycle Review Phase of Professional Development

Indicator	Criteria	Judgment Scale: C=Competent E=Emergent JB=Just Beginning
	The Teacher Assembles a Package of Materials Representative of Professional Development Progress That is Adequate for Formal Review	
	<i>The teacher:</i>	
MCR-1	* <i>Develops and submits to supervisors a “report of progress” with artifacts of evidence which detail progress to date on the Formal Teacher improvement Objective (reference IC-5).</i>	
MCR-2	* <i>Develops and submits to supervisor a “report of progress” with artifacts of evidence which detail progress to date on the formal Professional Development Action Plan (reference IC-6)</i>	
MCR-3	* <i>Gathers and/or prepares a sample of student work which represents performance-based evidence of student learning.</i>	

Rubric for Judging Mastery of Criteria for MCR-1, MCR-2, MCR-3

The teacher:

C – submits a written report inclusive of three parts:

- 1) A restatement of the “Teacher Improvement Objective” accompanied with a summary of specific indicators of progress which are supported with artifacts of evidence.*
- 2) A summary of specific indicators of progress with the Professional Development Action Plan which are supported with artifacts of evidence.*
- 3) Comparative samples of student work which demonstrate changes in student learning that have resulted from teacher interventions.*

E – submits a written report that is an incomplete combination of the three parts stated for “competency” above.

JB – fails to submit a written report.

(continued next page)

MID-CYCLE REVIEW PHASE – CONTD.**FOR TEACHERS WITHOUT A FORMAL OBJECTIVE****The Teacher Assembles a Package of Materials Representative of Professional Development Progress That is Adequate for Formal Review*****The teacher:***

MCR-1 *(temporarily waived)*

MCR-2 * *Develops and submits to supervisor a “report of progress” with artifacts of evidence which detail progress to date on the formal Professional Development Action Plan (reference IC-6)*

MCR-3 *(temporarily waived)*

Rubric for Judging Mastery of Criteria for MRC-2**The teacher:**

C – submits a written report including a summary of specific indicators of progress which are supported with artifacts of evidence.

E – submits an incomplete report.

JB – fails to submit a written report.

DOC-MCR-1-3-EXEMPLARS

EXEMPLARS PART C – MID CYCLE REVIEW PHASE

EXEMPLAR FOR MCR-1 AND 2

MID CYCLE REPORT OF PROGRESS WITH TEACHER IMPROVEMENT AND PROFESSIONAL DEVELOPMENT

SUBMITTED BY: *The teacher*

DATE: February 10, 2002

REPORT ON TEACHER IMPROVEMENT OBJECTIVES

PERFORMANCE OBJECTIVE: Students in my English class who were identified as non-proficient on the reflective analysis criteria after completing two performance assessment tasks related to writing responses to short story literature, will demonstrate proficiency on a third assessment following a series of remedial lessons and other learning activities.

NARRATIVE UPDATE OF PROGRESS:

I am on schedule with the process objectives which support my performance objective, as follows:

Process Objective #1: I developed an additional performance assessment task which is parallel to the initial task related to the Somerset Maugham task. I sought assistance from my department head in the development of the task (see attached).

Process Objective #2: I administered the new assessment task to the eight students who were below proficiency on the original Somerset Maugham task on October 16, 2001. The results of this assessment were shared with my department head on November 3rd (see attached).

Process Objective #3: As a result of my analysis of the student results on the second assessment, I identified a cohort of six students who remained non-proficient, and shared it with my department head at the November 3rd meeting (see attached).

Process Objective #4: I submitted a formal Professional Development Action Plan to my supervisors on November 15, 2001. This plan was designed to improve my ability to teach inductive and deductive thinking processes to my English students. Progress with my plan is reviewed below.

Process Objective #5: With my department head's input I identified a "master" English teacher colleague who has agreed to serve as my mentor/coach as I attempt to implement my improvement plan. The partnership with this teacher was agreed upon in December. However, because of busy schedules, a lack of coverage, etc., I have not been able to observe this teacher do those things I am trying to get better at.

Process Objective #6: With assistance from my department head I am developing an outline of a series of remedial classes to be offered to the six students I am targeting to do better in their reflective analysis of literature. To date, I have worked with all six students in after school sessions on the following dates: January 8, 15, 22, 29. My department head observed the January 22 session briefly. I believe some positive progress is already evident, as I will show with a "student work sample at my MidCycle Conference.

Process Objectives #7,8 – No progress to report at this time.

ADDITIONAL PERFORMANCE TASK

Given a copy of a selected vignette from Robert Fulghum's book – All I Need to Know I Learned in Kindergarten, write a reflective essay which produces the following:

*your identification of no less than three facts of information which are essential to the understanding of the story;

*your response to the question – “what message does Fulghum intend to convey in this vignette”? (Be sure to cite examples from text)

*your judgment of the quality of this story as a *literary work*, using the “literary quality criteria” studied in class;

*some connection between this short story and one of your own life experiences.

You have sixty minutes to write your finished essay which is expected to reflect the essential elements of good writing. You must work alone, and no notes or other aids may be used.

DATA ANALYSIS FROM ADDITIONAL PERFORMANCE ASSESSMENT

A cohort of eight tenth grade English students were assessed using a Robert Fulghum vignette from the book – All I Really Need To Know I Learned In Kindergarten.

The following is assessment data:

QUANTITATIVE DATA

Key: A-1 = first assessment on Somerset Maugham story, done in October
A-2 = second assessment on Robert Fulghum story, done in November

DP = developing proficiency	+ = improved
NP = near proficiency	0 = no change
P = at proficiency	- = performance declined
EP = exceeds proficiency	

RUBRIC AREAS

STUDENT	Comprehension		Reflection		Literary Quality		Life Connections	
	A-1	A-2	A-1	A-2	A-1	A-2	A-1	A-2
*A	P	P/0	NP	NP/0	NP	P/+	NP	P/+
B	EP	EP/0	NP	P/+	EP	EP/0	EP	P/-
*C	NP	DP/0	DP	DP/0	NP	NP/0	NP	DP/-
*F	DP	DP/0	DP	NP/+	DP	NP/+	DP	DP/0
I	NP	P/+	NP	P/+	P	P/0	P	EP/+
*M	NP	DP/-	DP	DP/0	NP	NP/0	NP	NP/0
*N	NP	NP/0	DP	DP/0	NP	NP/0	NP	NP/0
*S	NP	NP/0	DP	NP/+	NP	P/+	DP	NP/+

- TRACY'S FINAL COHORT

REPORT OF PROGRESS WITH PROFESSIONAL DEVELOPMENT ACTION PLAN

PROFESSIONAL DEVELOPMENT OBJECTIVE: Through individual research, study, and training, I will increase my knowledge of and skill in teaching of inductive and deductive thinking processes as they are applied by students to successfully complete reflective analyses of literature.

NARRATIVE UPDATE OF PROGRESS:

Action step #1 – I have engaged in reading related to the application of higher level thinking skills to classroom teaching. To date I have read Cognition and Instruction by Brown and currently am reading Vygitsky’s Mind in Society: The Development of Higher Psychological Processes. This reading has helped me to clarify my understanding of what inductive and deductive thinking processes mean in a classroom context.

Action Step #2: Through the Connecticut State Department of Education I have obtained instructional materials designed to assist high school English teachers in the preparation of students for the “response to literature” portion of the CAPT. I have also received materials from colleagues which can be used to give students practice in expanding their thinking about literature they read. These materials have been incorporated into my remedial sessions with the six focus students. I will bring samples to the Mid Cycle Conference.

Action Step #3: No progress to date.

(CONTINUED)

EXEMPLAR FOR MCR-3**SAMPLE AND ANALYSIS OF STUDENT WORK**

During my remedial sessions with the six focus students, I taught students the inductive process of looking at the work of a writer and attempting to generate the broadest list possible of responses to the question: “What are the important messages, thoughts, or ideas that this author is trying to convey through the story?”

In our sessions we practiced looking inductively at writing by examining the book – Follow the River, a historical novel by James Thom which is required reading in the students’ American History course. It is a novel which traces the one thousand mile trek for survival by Mary Ingles, after her capture by and escape from Shawnee Indians.

What I observed over three sessions with students (January 8, 15, 22) was an improved capacity on their part to expand their thinking about the important ideas conveyed by the author in this book, thus giving evidence of improved inductive thinking about the text. One representative example of student progress is shown by Tom’s work (attached).

EXEMPLARS FOR MCR-4,5

APPROPRIATE EXEMPLARS INCORPORATED IN EXEMPLARS MCR-1,2,3 WOULD BE REPRESENTED BY SUPERVISOR OBSERVATIONAL NOTES, ETC.

(CONTINUED)

Tom

January 8, 2002

Journal Entry #1

I just finished reading James Thom's book, Follow the River.

You asked me to list what I think was the author's purpose in writing the book. This is my answer.

Since the book is all about Mary Ingles' escape from Indians and her return to her home in Virginia, I think Thom wanted to show that anyone who has an important goal can overcome many dangers and problems.

Tom

January 15, 2002
Journal Entry #2

Since last week, you asked me to go back and look at the book, Follow the River. You taught us to look at a book, not only the story line, but also to think about what the book made us think about.

You then asked for this journal entry, to answer the question: "Why did Thom write this book?"

As I said in my last entry, Thom wanted to tell the story of how Mary survived for months in the wilderness, against danger and hunger, so she could get back to her husband and home in Virginia. As I have thought more about it, I think the author showed that when people are faced with poor treatment and torture as she was, they find strength and courage they did not know they have, to survive. I believe Mary discovered things about herself that she did not know, such as her ability to survive pain, fear, and loneliness. So even though she was driven by a goal, she also experienced discovery about herself.

Tom

January 22, 2002
Journal Entry #3

The last two journal entries have asked us to find meaning in the book, Follow the River, which means we have to look beyond just the story.

This week you asked us to do what you called a “reflective summary” of the major ideas we have thought about in reading this book, and to put them in sentence. This is what I think:

- 1) Mary had a goal of going home that was very strong and drove her to survive.
- 2) Mary found out she could do things, and survive pain and danger, beyond what she believed about herself.
- 3) Mary demonstrated the tremendous strength and courage of a woman.
- 4) Mary by being alone so long, proved that humans are not meant to be alone, and loneliness itself is a risk to health.
- 5) Mary often said that things she used to take for granted, she no longer would, like simple food, shelter, and warmth.

DOC-MCR-INTERVIEW

THE MID-CYCLE REVIEW INTERVIEW

(Supervision for Learning; Aseltine; Faryniarz; Rigazio-Digilio)

A SUPERVISOR'S GUIDE

INTRODUCTORY STATEMENT: Sfl is a model that is designed to take the work of an individual teacher from their current level of performance, to a higher level of performance. The achievement of higher performance is seen through three lenses: 1) What has the teacher learned that is advancing his/her work? 2) How has that new learning effected improved performance amongst that teacher's students? 3) What has the teacher identified as essential personal development (learning for the teacher) moving forward?

The Mid-cycle review is a time for informal evaluation of a teacher's progress. A more formal evaluation will occur in _____. Today we want to determine, through your reflection as a teacher, how far you have come. You might say, if we were doing a formal evaluation now, what would we cite as your achievements.

You were given a worksheet designed to help you prepare for today, and I appreciate your preparation of it. However, of more significance to me as your supervisor is your reflection on the substance of what you have prepared. In other words, in looking at your own work, I will ask you to describe how you assess your progress to date in terms of how it has made you a better teacher.

The context for our discussion today will be your current formal, or informal objective, which I understand to be _____ *****

GUIDING QUESTIONS:

- 1) **Tell me about what you as a teacher have learned, through your Sfl experience to date, that makes you better at your work now than six months ago.**

What would be some concrete evidence of that learning?

- 2) How has what you have learned, had a direct and positive impact on student learning to date?

What would be some concrete evidence of that?

- 3) Moving forward, what do you see that you need to get better or smarter about?

What are some concrete steps that you plan to take to get that learning?

- 4) What are some other reflections or comments you might want to share today?

DOC-MCR-4-7-RUBRIC**MID-CYCLE REVIEW PHASE – CONTD.****FOR TEACHERS WITH A FORMAL OBJECTIVE**

The Teacher Demonstrates An Understanding Of the Mid-year Cycle Review Information and Data

Following the supervisor's organization of materials submitted by the teacher, per specifications in MCR-1,2, and 3:

The supervisor:

MCR-4 *organizes information and data related to the teacher's work during the Initial Monitor Phase, including observational notes, and prepares it for reflection with the teacher (it is important to note that scheduled observation write-ups would already have been shared).

The teacher and the supervisor:

MCR-5 *come together for the Mid-cycle Conference and together review:

- 1) the teacher's report of progress on the Teacher Improvement Objective;
- 2) the teacher's report of progress on the Professional Development Plan;
- 3) the teacher's review of a student work sample that gives data based evidence of student learning;
- 4) the supervisory review of information and data related to the teacher's work.

MCR-6 *discuss any appropriate revisions, additions, or enhancements to the Teacher Improvement Objective and/or the PD Action Plan. Agreement is reached on changes.

Rubric for Judging Mastery of Criteria MCR-5, MCR-6

The teacher:

C – discusses with confidence and accuracy, and to the satisfaction of the supervisor, all important evidence and data related to the teacher improvement objective, to the PD Action Plan, and to the examples of student work that have been submitted; and suggests thoughtful and appropriate changes to the PD Plan, if warranted.

E – demonstrates some degree of confusion or misunderstanding with the material submitted for the mid-cycle review.

JB – is unable to satisfactorily discuss materials submitted.

MID-CYCLE REVIEW PHASE – CONTD.

FOR TEACHERS *WITHOUT* A FORMAL OBJECTIVE

The Teacher Demonstrates An Understanding of the Mid-year Cycle Review Information and Data

Following the supervisor's organization of materials submitted by the Teacher, per specifications in MCR-1,2, and 3:

The supervisor:

- MCR-4 *organizes information and data related to the teacher's work during the Initial Monitor Phase, including observational notes, and prepares it for reflection with the teacher (it is important to note that scheduled observation write-ups would already have been shared).

The teacher and supervisor:

- MCR-5 *come together for the Mid-cycle Conference and together review:
 1) the teacher's report of progress on the PD Action Plan;
 2) the supervisory review of information and data related to the teacher's work.
- MCR-6 *discuss any appropriate revisions, additions, or enhancements to the PD Action Plan. SOMETIMES IT IS APPROPRIATE AT THIS JUNCTURE, FOR THE TEACHER TO DEVELOP A FORMAL "TEACHER IMPROVEMENT OBJECTIVE." Agreement is reached on changes.

Rubric for Judging Mastery of Criteria MCR-5, MCR-6

The teacher:

C – discusses with confidence and accuracy, and to the satisfaction of the Supervisor, all important evidence and data related to the PD Action Plan; and suggests thoughtful and appropriate changes to the PD Plan if warranted.

E – demonstrates some degree of confusion or misunderstanding with the material submitted for the mid-cycle review.

JB – is unable to satisfactorily discuss materials submitted.

(continued next page)

MID-CYCLE REVIEW PHASE – CONTD.**FOR ALL TEACHERS**

The Teacher Establishes Direction for the Remainder of Supervisory Cycle

The teacher:

MCR-7 *makes agreed upon changes and submits updated Teacher Improvement Objective (IF APPROPRIATE) and Professional Development Action Plan.

Rubric for Judging Mastery of Criteria MCR-7

The teacher:

C – completes a written revision of the Teacher Improvement Plan, inclusive of three components: (COMPONENT #1 IS WAIVED FOR TEACHERS NOT YET READY FOR AN OBJECTIVE)

- 1) a teacher improvement objective, clearly stating what the teacher will do, throughout the supervisory cycle, as a means for effecting specifically stated improved pupil performance;*
- 2) a two part Action Plan – one with a chronological listing of “Plans for the Teacher,” and one with a chronological listing of “Plans for the Students.” (Model plan in text)*
- 3) a chronology of suggested supervisory activities (classroom observations, conferences, reviews of student work, etc.) to be integrated into the “Plans for the Teacher” section.*

E – completes an incomplete revision of the Teacher Improvement Plan.

JB – fails to submit a revision.

(continued next page)

DOC-SM-1-2-RUBRIC

Criteria of Excellence for the Secondary Monitor Phase

Indicator **Criteria** Judgment Scale: C=Competent E=Emergent JB=Just Beginning

Ensuring The Continuous Progress Of Teacher Professional Development*The teacher:*

- SM-1 *continues to implement the formal Teacher Improvement Objective (IF APPROPRIATE), and the Professional Development Action Plan, reflecting any recommendations coming out of the Mid-cycle Conference.
- SM-2 *responsibly and appropriately communicates with supervisors on progress with teacher improvement and professional development efforts, providing artifacts of task completion as required.

Rubric for Judging Teacher Mastery of Criteria SM-1, SM-2

The teacher:

C – submits, within a 4-8 week time window from the Mid-cycle Review, evidence of progress with action steps on the PD Plan, showing adherence to a stated time line, and validated with the submission of at least one artifact of evidence.

E – orally communicates, and/or demonstrates some continuing progress with steps outlined in the PD Plan, but does not submit an artifact of evidence within a 4-8 week time frame.

JB – no progress with the PD Plan is demonstrated or reported within a 4-8 week time frame.

(continued next page)

DOC-SM-3-RUBRIC**Criteria of Excellence and Working Rubric (contd.)****Formal Supervision Continues***The supervisor systematically provides:*

SM-3 *the monitoring, facilitation, and support as identified and described in the most updated PD Plan.

Rubric for Judging Mastery of Criteria for SM-3

The teacher has initiated with the supervisor(s):

C – all activities (conferences, observations, etc.) specified in the PD Plan for the 4-8 weeks following the Mid-cycle Review.

E – an incomplete number of supervisory activities specified in the PD Plan for the initial 4-8 weeks following the Mid-Cycle Review.

JB – no supervisory activity within the 4-8 weeks from the Mid-cycle Review.

(continued next page)

DOC-SR-PREP

**TEACHER PREPARATION
FOR
SUMMATIVE REVIEW**

Summative Review

The Formal Summative Review

FOR THE TEACHER

Page BB-11 of the Criteria for Excellence gives a detailed outline of the materials teachers are expected to prepare in advance of their Summative Reviews. This outline is intended to complement specific district requirements. If teachers have been diligent in their self-monitoring of their PD Plans, the preparation task should consist mostly of assembling and organizing materials, from which teachers develop narrative summaries of their accomplishments.

Criteria of Excellence for the Summative Review Phase (SEE ATTACHED TEMPLATE)

Indicator Criteria Judgment Scale: C=Competent E=Emergent JB=Just Beginning

The Teacher Compiles a Summative Review Package of Professional Development Results

The teacher:

*SR-1 *completes and submits a Final Report of Progress with the Teacher Improvement Objective (IF APPROPRIATE) and with the Professional Development Action Plan, which include:*

- 1) Teacher Improvement Section*
 - a. copy of performance and process objectives (IF APPROPRIATE)*
 - b. narrative summary of accomplishments relative to objectives (IF APPROPRIATE)*
 - c. an organized presentation of artifacts, including representative student work, which provides evidence of reported accomplishments*
- 2) Self Evaluation*
 - a. self analysis of work still to be done and/or continued relative to current teacher improvement focus*
 - b. perspective on additional areas which might be included in future teacher improvement and professional development efforts.*

Rubric for Judging Teacher Mastery of Criteria SR-1

The teacher:

C – Submits a complete written report, presented in an acceptable professional format and quality. The report will meet all specifications listed in the criteria for SR-1.

E – Submits a report approximating the specifications listed in the criteria for SR-1, but incomplete and/or deficient in quality.

JB – Fails to submit a summary report as required.

A TEMPLATE

**TEACHER PREPARATION
FOR
SUMMATIVE REVIEW**

(See Pages 140-142; fig.8.3 for example)

SUPERVISION for LEARNING: A Performance-Based Approach to Teacher Development and School Improvement (Aseltine, Faryniarz, Rigazio-Digilio; 2006)

TEACHER FINAL REPORT OF PROGRESS

Staff Member Name:

Primary Assignment:

Secondary Assignment:

Primary Supervisor:

My most current Professional Development Plan is attached: ___Yes ___No

SECTION 1: REPORT OF PROFESSIONAL GROWTH AND IMPROVEMENT

- A. Statement of the Improvement Objective for Your Current Professional Development Plan
(For teachers who have not yet identified a formal objective, a “statement of intent or focus” is adequate.)*

- B. Review of the most Current Professional Development Plan and Accomplishments*

Summary of Accomplishments

Briefly describe your most significant professional development accomplishments this year, with a reference to the artifacts of evidence that have either been previously submitted, or are attached. Summarize only those accomplishments for which you have supporting evidence and include a reference to specific artifacts. Please do not provide detail in this section; your artifacts will provide the detail. Present accomplishments in chronological order.

(The chronology for this section may be taken from the PD Plan)

Summary of Accomplishments – Contd.

SECTION II: REFLECTION ON PROFESSIONAL GROWTH AND DEVELOPMENT**Summative Reflection**

(This should be a reflection on the “teacher learning” that evolved from the accomplishments cited in Section 1.B)

Section III. PLANNING FUTURE PROFESSIONAL DEVELOPMENT

Ideas for Future Development

(The teacher should make a statement of intent for future professional development, based on the progress reported in the current year)

Submitted by:

Date:

DOC-SR-1-RUBRIC

Criteria of Excellence for the Summative Review Phase

Indicator **Criteria** Judgment Scale: C=Competent E=Emergent JB=Just Beginning

The Teacher Compiles A Summative Review Package of Professional Development Results

The teacher:

- SR-1 * completes and submits a Final Report of Progress with the Teacher Improvement Objective (IF APPROPRIATE) and with the Professional Development Action Plan, which include:
- 1) *Teacher Improvement Section*
 - a. *copy of performance and process objectives (IF APPROPRIATE)*
 - b. *narrative summary of accomplishments relative to objectives (IF APPROPRIATE)*
 - c. *an organized presentation of artifacts, including representative student work, which provides evidence of reported accomplishments*
 - 2) *Self Evaluation*
 - a. *self analysis of work still to be done and/or continued relative to current teacher improvement focus*
 - b. *perspective on additional areas which might be included in future teacher improvement and professional development efforts*

Rubric for Judging Teacher Mastery of Criteria SR-1

The teacher:

C – Submits a complete written report, presented in an acceptable professional format and quality. The report will meet all specifications listed in the criteria for SR-1.

E – Submits a report approximating the specifications listed in the criteria for SR-1, but incomplete and/or deficient in quality.

JB – Fails to submit a summary report as required.

(continued next page)

DOC-SR-2-RUBRIC

Criteria of Excellence Working Rubric (contd.)**The Teacher Demonstrates An Understanding Of the Summative Review Information and Data***The supervisor(s) and teacher:*

- SR-2 * engage in the Final Review Conference which will consist of:
- 1) the teacher's oral review of the Final Report of Progress with the Teacher Improvement Objective (IF APPROPRIATE) and the Professional Development Action Plan
 - 2) the teacher's oral review of the Self Evaluation
 - 3) the supervisory review of:
 - a. the teacher's reports of accomplishments with the teacher improvement objective (IF APPROPRIATE), and with the professional development.
 - b. Supervisor information and data relative to the teacher's overall work.
 - 4) attain consensus on the contents of the Final Evaluation Summary Report, pertaining to:
 - a. narrative summary of performance highlights;
 - b. commendations;
 - c. recommendations

Rubric for Judging Mastery of Criteria SR-2*The teacher:*

C – discusses with confidence and accuracy, and to the satisfaction of the supervisor, all important evidence and data related to the Final Report of Progress, and related to the Self Evaluation. The teacher further presents a tentative oral plan for continued professional development that is relevant and appropriate.

E – demonstrates some confusion with the material submitted for the Summative Review, and/or is unclear in the presentation of future professional development plans.

JB – is unable to satisfactorily discuss materials submitted.

IMPORTANT NOTE TO SUPERVISORS: How a teacher performs against the aforementioned rubric for SR-2, must be reflected in the Final Evaluation Summary (the final written evaluation), because it suggests a starting point for the teacher's continued PD work.

(continued next page)

DOC-SR-3-4-RUBRIC**Criteria of Excellence Working Rubric (contd.)****The Formal Evaluation is Prepared, Shared and Signed*****The supervisor will:***

SR-3 **write the Final Evaluation Summary in agreement in SR-2-4.*

The teacher and supervisor will:

SR-4 **meet for the purpose of reading and signing off on the Final Evaluation Summary Report.*

THE RUBRIC GUIDLING THE AFOREMENTIONED STEPS**SHOULD BE GOVERNED BY SCHOOL POLICY**