

Year One for Initially Certified Teachers

Guiding Questions for the Pre-Conferences

The observing administrator will meet with you prior to the observation. Please come to that Pre-conference with this planning sheet completed.

Planning:

What are the curriculum goals (content, skills and standard) for the lesson? (long and short term goals)

What are the measurable objectives for the lesson? (The student will...) What will the teacher be doing? What will the students be doing?

How does the content of this lesson build upon prior knowledge and previous lessons and future lessons? (Provide an outline of the instructional unit.) How will you communicate learning expectations to the students?

How will you measure student understanding? What criteria have you established to determine the success of your lesson?

Teaching:

How do you plan to organize students for learning (e.g.: small groups; flexible groups; full class)?

What classroom management techniques will you utilize for this lesson?

What teaching strategies, techniques, and materials have you selected to achieve your lesson objectives? Why?

What modifications or plans do you have to meet the needs of all students in your class?

Evaluatee Name: _____ Pre-conference Date: _____

Year One for Initially Certified Teachers

Guiding Questions for the Post-Conferences

After a formal observation, the administrator will meet with you to discuss the lesson observed. You should come to the Post Conference prepared to discuss your written reflections after the lesson. You should also take to the Post Conference samples of student work that will illustrate your reflections. There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with these same reflective questions and student work.

Lesson Objectives:

Did you meet all of your lesson objectives? How do you know?

How did you adapt your teaching based on student learning/performance during the lesson?

If you were to teach this lesson again, what if anything, would you do differently and why?

What was the greatest challenge you had during the lesson? How did you handle it? What could you do differently?

What did you learn from this lesson about your students as learners? And about yourself as a teacher?

Evaluatee Name: _____ Post-conference Date: _____

Manchester Public Schools

Formal Observation Report

Date of Observation: _____ Evaluatee: _____
Date of Pre-conference: _____ Grade Level: _____ Subject/Content Area: _____
Date of Post-conference: _____ No. of Students: _____ Total Time of Observation: _____
School: _____ Evaluator: _____

Content *Teachers understand the central concepts and skills, tools of inquiry, and structures of the disciplines(s) they teach.*

Pedagogy *Teachers know how to design and deliver instruction.
Teachers recognize the need to vary their instructional methods*

Planning *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.
Teachers select and/or create learning tasks that make subject matter meaningful to students.*

Instructing *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*

*Teachers create instructional opportunities that support students' academic, social and personal development.
Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry (including technology).*

Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.

Assessing and Adjusting

Teachers use various assessment techniques to evaluate student learning.

Area Where Improvement Is Needed:

Plan for Improvement:

Evaluator's
Signature: _____ Date: _____

Evaluatee's
Signature*: _____ Date: _____

*The evaluatee's signature on the "Formal Observation Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee reply may be included as part of this report. This report may become part of the employee's record.

The first Formal Observation Report must be completed and submitted to Human Resources by October 31st for the evaluatee's personnel file.

Manchester Public Schools

Summative Evaluation Report Signature Sheet

Tenured _____
Non Tenured _____

Name: _____
School: _____
Assignment: _____

Date of initial meeting to discuss job description/optional self-assessment (prior to October 31 for tenured teachers, prior to Sept. 30 for non tenured teachers):

Date: _____ Evaluator: _____
Date: _____ Evaluatee: _____

Dates and Times of Observations (line A) and Follow-up Conferences (line B) Follow-up conferences are to be completed with-in five days of observation, except for extenuating circumstances.

1. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
2. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
3. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
4. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
5. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
6. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____

Date of evaluator/evaluatee's meeting to review evaluator's findings (prior to written final evaluation report).

Date: _____ Evaluator: _____
Date: _____ Evaluatee: _____

SUMMATIVE EVALUATION REPORT

An administrator will write the final evaluation narrative which shall be inclusive of the following and give a draft to the teacher by May 31. Final summary narrative due to the Human Resources Office by one week prior to the end of school.

1. Content
2. Pedagogy
3. Planning
4. Instructing
5. Assessing and Adjusting
6. Reflecting
7. Professional Responsibility (collegial sharing and professional growth)
8. Inter-Personal Relationships (including colleagues and parents)
9. Technology Use
10. Recommendations

Distribution:

- 1 copy to Evaluatee
- 1 copy to Human Resources Office (for personnel file)
- 1 copy to Principal
- 1 copy to Department Head (if applicable)

Date: _____ Evaluator's Signature _____
Date: _____ Evaluatee's Signature _____

*The evaluatee's signature on the "Summative Evaluation Report" does not necessarily reflect approval but only that the evaluatee has seen the document. An "Evaluatee Reply" form may be included as part of this report.

Manchester Public Schools

Summative Evaluation Report

Evaluatee Reply

Name: _____
School: _____
Assignment: _____
Date: _____
Evaluatee's Signature: _____

Distribution: 1 copy to Evaluatee
1 copy to Human Resources Office (for personnel file)
1 copy to Principal
1 copy to Department Head (where applicable)

POST WALKTHROUGH YEAR ONE

Guiding Questions

Standard: Connecticut Common Core of Teaching Foundational Skills and Competencies

- I. Teachers Have Knowledge of Students, Content, and Pedagogy;**
- II. Teachers Apply This Knowledge By Planning, Instructing, Assessing and Adjusting; and**
- III. Teachers Demonstrate Professional Responsibility Through Reflection and Continuous Learning**
 - Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
 - Teachers seek out opportunities to grow professionally.

There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with reflections and student work. After a formal WalkThrough, the administrator will meet with you to discuss the lesson segment observed.

What do you think went well?

What evidence of student learning do you have from this lesson?

What, if any, modifications did you make during your lesson as you were teaching? How will you adapt your teaching based on what you discovered about student learning during this lesson?

How might you alter your planning and teaching of this lesson next year, if you teach it again?

Did anything occur during this lesson that was not typical or anticipated? Did it have an effect on the outcome?

Did your lesson relate to any component of your school's School Improvement Plan? If so, how?

Evaluatee's Signature: _____ Post WalkThrough Date: _____

Year Two for Initially Certified Teachers

Guiding Questions for the Pre Conference

The observing administrator will meet with you prior to the observation. Please come to that Pre-Conference with this sheet completed.

Planning:

What are the curriculum goals (content and skills) for lesson? (long and short term goals)

What are the measurable objectives for the lesson? (The student will....) What will the teacher be doing? What will the student be doing?

How does the content of this lesson build upon and connect to prior knowledge, previous lessons, and future lessons? (Include outline of instructional unit.) How will you communicate learning expectation to the students?

What assessments are you planning to employ to monitor and measure student understanding?

How are the assessments connected to the instructional goals and teaching strategies for the lesson/unit? How will these assignment strategies inform you regarding the effectiveness and quality of your instruction?

Teaching:

How do you plan to organize students for learning (e.g.: small groups; flexible groups; full class)?

What classroom management routines and strategies will you utilize for this lesson?

What teaching strategies, techniques, and materials have you selected to achieve your lesson objectives?

What modifications or plans do you have to meet the needs of all learners in your class?

Evaluatee's Signature: _____ **Pre-conference Date:** _____

Year Two for Initially Certified Teachers

Guiding Questions for the Post Conference

After a formal observation, the administrator will meet with you to discuss the lesson observed. You should come to the Post Conference prepared to discuss your written reflections after the lesson. You should also take to the Post Conference samples of student work that will illustrate your reflections. There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with these same reflective questions and student work.

Did you meet all of your lesson objectives? How do you know?

What did students learn in this lesson? What evidence do you have to support your conclusions?

What feedback did you give to students about their learning and how to improve their performance?

How did you assess student learning and performance during the lesson?

If you were to teach this lesson again, what if anything, would you do differently and why?

What was the greatest challenge you encountered during the lesson? How did you handle it? What could you do differently?

What did you learn from assessment data about your students as learners? And about yourself as a teacher?

Evaluatee's Signature: _____ Post-conference Date: _____

Manchester Public Schools Formal Observation Report

Date of Observation: _____ Evaluatee: _____
Date of Pre-conference: _____ Grade Level: _____ Subject/Content Area: _____
Date of Post-conference: _____ No. of Students: _____ Total Time of Observation: _____
School: _____ Evaluator: _____

Content *Teachers understand the central concepts and skills, tools of inquiry, and structures of the disciplines(s) they teach.*

Pedagogy *Teachers know how to design and deliver instruction.
Teachers recognize the need to vary their instructional methods*

Planning *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.
Teachers select and/or create learning tasks that make subject matter meaningful to students.*

Instructing *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*

Teachers create instructional opportunities that support students' academic, social and personal development.

Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry (including technology).

Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.

Assessing and Adjusting

Teachers use various assessment techniques to evaluate student learning.

Area Where Improvement Is Needed:

Plan for Improvement:

Evaluator's
Signature: _____ Date: _____

Evaluatee's
Signature*: _____ Date: _____

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Manchester Public Schools

Summative Evaluation Report Signature Sheet

Tenured _____
Non Tenured _____

Name: _____
School: _____
Assignment: _____

Date of initial meeting to discuss job description/optional self-assessment (prior to October 31 for tenured teachers, prior to Sept. 30 for non tenured teachers)

Date: _____ Evaluator: _____
Date: _____ Evaluatee: _____

Dates and Times of Observations (line A) and Follow-up Conferences (line B) Follow-up conferences are to be completed with-in five days of observation, except for extenuating circumstances.

1. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
2. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
3. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
4. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
5. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
6. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____

Date of evaluator/evaluatee's meeting to review evaluator's findings (prior to written final evaluation report).

Date: _____ Evaluator: _____
Date: _____ Evaluatee: _____

SUMMATIVE EVALUATION REPORT

An administrator will write the final evaluation narrative which shall be inclusive of the following and give a draft to the teacher by May 31. Final summary narrative due to the Human Resources Office by one week prior to the end of school.

1. Content
2. Pedagogy
3. Planning
4. Instructing
5. Assessing and Adjusting
6. Reflecting
7. Professional Responsibility (collegial sharing and professional growth)
8. Inter-Personal Relationships (including colleagues and parents)
9. Technology Use
10. Recommendations

Distribution:

- 1 copy to Evaluatee
- 1 copy to Human Resources Office (for personnel file)
- 1 copy to Principal
- 1 copy to Department Head (if applicable)

Date: _____ Evaluator's Signature _____
Date: _____ Evaluatee's Signature _____

*The evaluatee's signature on the "Summative Evaluation Report" does not necessarily reflect approval but only that the evaluatee has seen the document. An "Evaluatee Reply" form may be included as part of this report.

Manchester Public Schools

Summative Evaluation Report

Evaluatee Reply

Name: _____
School: _____
Assignment: _____
Date: _____
Evaluatee's Signature: _____

Distribution: 1 copy to Evaluatee
1 copy to Human Resources Office (for personnel file)
1 copy to Principal
1 copy to Department Head (where applicable)

POST WALKTHROUGH YEAR TWO

Guiding Questions

Standard: Connecticut Common Core of Teaching Foundational Skills and Competencies

II. Teachers Apply This Knowledge By Planning, Instructing, Assessing and Adjusting; and

III. Teachers Demonstrate Professional Responsibility Through Reflection and Continuous Learning

- Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
- Teachers seek out opportunities to grow professionally.

There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with reflections and student work. After a formal WalkThrough, the administrator will meet with you to discuss the lesson segment observed.

What do you think went well?

What evidence of student learning do you have from this lesson?

What, if any, modifications did you make during your lesson as you were teaching? How will you adapt your teaching based on what you discovered about student learning during this lesson?

How might you alter your planning and teaching of this lesson next year, if you teach it again?

Did anything occur during this lesson that was not typical or anticipated? Did it have an effect on the outcome?

Did your lesson relate to any component of your school's School Improvement Plan? If so, how?

Evaluatee's Signature: _____ Post WalkThrough Date: _____

Feedback after WalkThroughs will generally be provided through an open letter to the school's teaching community, written by the administrator who has conducted the WalkThrough and citing the successful evidence of the Connecticut Common Core of Teaching and student work that demonstrates high standards. Teachers will remain anonymous in these community letters. Should an administrator wish to conduct a Post-WalkThrough Conference with an individual teacher, this reporting form is the authorized one.

WalkThrough Observational Report

(To Be Completed After The Post-Conference)

Teacher Name: _____ School: _____

Assignment: _____

Lesson's Big Idea/Major Concept: _____

Date of WalkThrough: _____ Date of Post-Conference: _____

WalkThrough Administrator: _____

WalkThrough Summary:

Connecticut Common Core of Teaching Standards Observed	Evidence

Did your lesson relate to any component of the School Improvement Plan? If so, how?

Collaborative Post-Conference Discussion Highlights (attach).

Feedback after WalkThroughs will generally be provided through an open letter to the school’s teaching community, written by the administrator who has conducted the WalkThrough and citing the successful evidence of the Connecticut Common Core of Teaching and student work that demonstrates high standards. Teachers will remain anonymous in these community letters. Should an administrator wish to conduct a Post-WalkThrough Conference with an individual teacher, this reporting form is the authorized one.

WalkThrough Observational Report

(To Be Completed After The Post-Conference)

Teacher Name: _____ **School:** _____
Assignment: _____

Lesson’s Big Idea/Major Concept: _____

Date of WalkThrough: _____ **Date of Post-Conference:** _____

WalkThrough Administrator: _____

WalkThrough Summary:

Connecticut Common Core of Teaching Standards Observed	Evidence

Did your lesson relate to any component of the School Improvement Plan? If so, how?

Collaborative Post-Conference Discussion Highlights (attach).

Year Three for Initially Certified/Non-Tenured Teachers

Guiding Questions for the Pre Conference

The observing administrator will meet with you prior to the observation. Please come to that Pre-Conference with this sheet completed.

Planning:

What are the curriculum goals (content and skills) for lesson? (long and short term goals)

What are the measurable objectives for the lesson? (The student will....) What will the teacher be doing? What will the student be doing?

How does the content of this lesson build upon and connect to prior knowledge, previous lessons, and future lessons? (Include outline of instructional unit.) How will you communicate learning expectation to the students?

What assessments are you planning to employ to monitor and measure student understanding?

How are the assessments connected to the instructional goals and teaching strategies for the lesson/unit? How will these assignment strategies inform you regarding the effectiveness and quality of your instruction?

Teaching:

How do you plan to organize students for learning (e.g.: small groups; flexible groups; full class)?

What classroom management routines and strategies will you utilize for this lesson?

What teaching strategies, techniques, and materials have you selected to achieve your lesson objectives?

What modifications or plans do you have to meet the needs of all learners in your class?

Evaluatee's Signature: _____ **Pre-conference Date:** _____

POST WALKTHROUGH AND FORMAL OBSERVATION REFLECTIONS YEAR THREE

Guiding Questions

Standard: Connecticut Common Core of Teaching Foundational Skills and Competencies

II. Teachers Demonstrate Professional Responsibility Through Reflection and Continuous Learning

- Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
- Teachers seek out opportunities to grow professionally.
- Principles of Learning

After a formal observation, the administrator will meet with you to discuss the lesson observed. You should come to the Post Conference prepared to discuss your written reflections after the lesson. You should also take to the Post Conference samples of student work that will illustrate your reflections. There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with reflections and student work.

What do you think went well?

What evidence of student learning do you have from this lesson?

What, if any, modifications did you make during your lesson as you were teaching? How will you adapt your teaching based on what you discovered about student learning during this lesson?

How might you alter your planning and teaching of this lesson next year, if you teach it again?

Did anything occur during this lesson that was not typical or anticipated? Did it have an effect on the outcome?

Did your lesson relate to any component of your school's School Improvement Plan? If so, how?

What Principles of Learning are evident in your classroom?

Evaluatee's Signature: _____ Observation/Through Date: _____

Feedback after WalkThroughs will generally be provided through an open letter to the school's teaching community, written by the administrator who has conducted the WalkThrough and citing the successful evidence of the Principles of Learning and student work that demonstrates high standards. Teachers will remain anonymous in these community letters. Should an administrator wish to conduct a Post-WalkThrough Conference with an individual teacher, this reporting form is the authorized one.

WalkThrough Observational Report

(To Be Completed After The Post-Conference)

Teacher Name: _____ School: _____

Assignment: _____

Lesson's Big Idea/Major Concept: _____

Date of WalkThrough: _____ Length of WalkThrough: _____

Date of Post-Conference: _____

WalkThrough Administrator: _____

WalkThrough Summary:

Principles of Learning Highlighted	Evidence

Did your lesson relate to any component of the School Improvement Plan? If so, how?

Collaborative Post-Conference Discussion Highlights (attach).

Manchester Public Schools Formal Observation Report

Date of Observation: _____ Evaluatee: _____
Date of Pre-conference: _____ Grade Level: _____ Subject/Content Area: _____
Date of Post-conference: _____ No. of Students: _____ Total Time of Observation: _____
School: _____ Evaluator: _____

Content *Teachers understand the central concepts and skills, tools of inquiry, and structures of the disciplines(s) they teach.*

Pedagogy *Teachers know how to design and deliver instruction.
Teachers recognize the need to vary their instructional methods*

Planning *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.
Teachers select and/or create learning tasks that make subject matter meaningful to students.*

Instructing *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*

Teachers create instructional opportunities that support students' academic, social and personal development.

Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry (including technology).

Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.

Assessing and Adjusting

Teachers use various assessment techniques to evaluate student learning.

Professional Growth Area

Plan for Improvement:

Evaluator's
Signature: _____ Date: _____

Evaluatee's
Signature*: _____ Date: _____

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The first Formal Observation Report must be completed and submitted to Human Resources for the personnel file by October 31st.

Manchester Public Schools

Summative Evaluation Report Signature Sheet

Tenured _____
Non Tenured _____

Name: _____
School: _____
Assignment: _____

Date of initial meeting to discuss job description/optional self-assessment (prior to October 31 for tenured teachers, prior to Sept. 30 for non tenured teachers)

Date: _____ Evaluator: _____
Date: _____ Evaluatee: _____

Dates and Times of Observations (line A) and Follow-up Conferences (line B) Follow-up conferences are to be completed with-in five days of observation, except for extenuating circumstances.

1. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
2. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
3. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
4. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
5. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
6. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____

Date of evaluator/evaluatee's meeting to review evaluator's findings (prior to written final evaluation report).

Date: _____ Evaluator's Signature: _____

Date: _____ Evaluatee's Signature: _____

SUMMATIVE EVALUATION REPORT

An administrator will write the final evaluation narrative which shall be inclusive of the following and give a draft to the teacher by May 31. Final summary narrative due to the Human Resources Office by one week prior to the end of school.

1. Content
2. Pedagogy
3. Planning
4. Instructing
5. Assessing and Adjusting
6. Reflecting
7. Professional Responsibility (collegial sharing and professional growth)
8. Inter-Personal Relationships (including colleagues and parents)
9. Technology Use
10. Recommendations

Distribution:

- 1 copy to Evaluatee
- 1 copy to Human Resources Office (for personnel file)
- 1 copy to Principal
- 1 copy to Department Head (if applicable)

Date: _____ Evaluator's Signature _____

Date: _____ Evaluatee's Signature _____

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Manchester Public Schools

Summative Evaluation Report

Evaluatee Reply

Name: _____
School: _____
Assignment: _____
Date: _____
Evaluatee's Signature: _____

Distribution: 1 copy to Evaluatee
1 copy to Human Resources Office (for personnel file)
1 copy to Principal
1 copy to Department Head (where applicable)

Year Four for Initially Certified/Non-Tenured Teachers

Guiding Questions for the Pre Conference

The observing administrator will meet with you prior to the observation. Please come to that Pre-Conference with this sheet completed.

Planning:

What are the curriculum goals (content and skills) for lesson? (long and short term goals)

What are the measurable objectives for the lesson? (The student will....) What will the teacher be doing?
What will the student be doing?

How does the content of this lesson build upon and connect to prior knowledge, previous lessons, and future lessons? (Include outline of instructional unit.) How will you communicate learning expectation to the students?

What assessments are you planning to employ to monitor and measure student understanding?

How are the assessments connected to the instructional goals and teaching strategies for the lesson/unit?
How will these assignment strategies inform you regarding the effectiveness and quality of your instruction?

Teaching:

How do you plan to organize students for learning (e.g.: small groups; flexible groups; full class)?

What classroom management routines and strategies will you utilize for this lesson?

What teaching strategies, techniques, and materials have you selected to achieve your lesson objectives?

What modifications or plans do you have to meet the needs of all learners in your class?

Evaluatee's Signature: _____ **Pre-conference Date:** _____

POST WALKTHROUGH AND FORMAL OBSERVATION REFLECTIONS YEAR FOUR AND TENURED TEACHERS

Guiding Questions

Standard: Connecticut Common Core of Teaching Foundational Skills and Competencies

III. Teachers Demonstrate Professional Responsibility Through Reflection and Continuous Learning

- Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
- Teachers seek out opportunities to grow professionally.
- Principles of Learning

After a formal observation, the administrator will meet with you to discuss the lesson observed. You should come to the Post Conference prepared to discuss your written reflections after the lesson. You should also take to the Post Conference samples of student work that will illustrate your reflections. There are times that an administrator will want to meet with you after a WalkThrough. When the administrator requests a Post Conference after a WalkThrough, you should prepare for the Post Conference with reflections and student work.

What do you think went well?

What evidence of student learning do you have from this lesson?

What, if any, modifications did you make during your lesson as you were teaching? How will you adapt your teaching based on what you discovered about student learning during this lesson?

How might you alter your planning and teaching of this lesson next year, if you teach it again?

Did anything occur during this lesson that was not typical or anticipated? Did it have an effect on the outcome?

Did your lesson relate to any component of your school's School Improvement Plan? If so, how?

What Principles of Learning are evident in your classroom?

Evaluatee's Signature: _____ Post Observation/WalkThrough Date: _____

Feedback after WalkThroughs will generally be provided through an open letter to the school's teaching community, written by the administrator who has conducted the WalkThrough and citing the successful evidence of the Principles of Learning and student work that demonstrates high standards. Teachers will remain anonymous in these community letters. Should an administrator wish to conduct a Post-WalkThrough Conference with an individual teacher, this reporting form is the authorized one.

WalkThrough Observational Report

(To Be Completed After The Post-Conference)

Teacher Name: _____ School: _____

Assignment: _____

Lesson's Big Idea/Major Concept: _____

Date of WalkThrough: _____ Date of Post-Conference: _____

WalkThrough Administrator: _____

WalkThrough Summary:

Principles of Learning Highlighted	Evidence

Did your lesson relate to any component of the School Improvement Plan? If so, how?

Collaborative Post-Conference Discussion Highlights (attach).

Manchester Public Schools

Formal Observation Report For Year Four or Tenured Teachers

Date of Observation: _____ Evaluatee: _____
Date of Pre-conference: _____ Grade Level: _____ Subject/Content Area: _____
Date of Post-conference: _____ No. of Students: _____ Total Time of Observation: _____
School: _____ Evaluator: _____

Content *Teachers understand the central concepts and skills, tools of inquiry, and structures of the disciplines(s) they teach.*

Pedagogy *Teachers know how to design and deliver instruction.
Teachers recognize the need to vary their instructional methods*

Planning *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.
Teachers select and/or create learning tasks that make subject matter meaningful to students.*

Instructing *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*

Teachers create instructional opportunities that support students' academic, social and personal development.

Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry (including technology).

Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.

Assessing and Adjusting

Teachers use various assessment techniques to evaluate student learning.

Professional Growth Area

Plan for Improvement:

Evaluator's
Signature: _____ Date: _____

Evaluatee's
Signature*: _____ Date: _____

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The first Formal Observation Report must be completed and submitted to Human Resources for the personnel file by October 31st.

Manchester Public Schools

Summative Evaluation Report Signature Sheet

Tenured _____
Non Tenured _____

Name: _____
School: _____
Assignment: _____

Date of initial meeting to discuss job description/optional self-assessment (prior to October 31 for tenured teachers, prior to Sept. 30 for non tenured teachers)

Date: _____ Evaluator: _____
Date: _____ Evaluatee: _____

Dates and Times of Observations (line A) and Follow-up Conferences (line B) Follow-up conferences are to be completed with-in five days of observation, except for extenuating circumstances.

1. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
2. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
3. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
4. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
5. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____
6. A. _____ Evaluator _____
Evaluatee _____
B. _____ Evaluator _____
Evaluatee _____

Date of evaluator/evaluatee's meeting to review evaluator's findings (prior to written final evaluation report).

Date: _____ Evaluator's Signature: _____

Date: _____ Evaluatee's Signature: _____

SUMMATIVE EVALUATION REPORT

An administrator will write the final evaluation narrative which shall be inclusive of the following and give a draft to the teacher by May 31. Final summary narrative due to the Human Resources Office by one week prior to the end of school.

1. Content
2. Pedagogy
3. Planning
4. Instructing
5. Assessing and Adjusting
6. Reflecting
7. Professional Responsibility (collegial sharing and professional growth)
8. Inter-Personal Relationships (including colleagues and parents)
9. Technology Use
10. Recommendations

Distribution:

- 1 copy to Evaluatee
- 1 copy to Human Resources Office (for personnel file)
- 1 copy to Principal
- 1 copy to Department Head (if applicable)

Date: _____ Evaluator's Signature _____

Date: _____ Evaluatee's Signature _____

*The evaluatee's signature on the "Summative Evaluation Report" does not necessarily reflect approval but only that the evaluatee has seen the document. An "Evaluatee Reply" form may be included as part of this report.

Manchester Public Schools

Summative Evaluation Report

Evaluatee Reply

Name: _____
School: _____
Assignment: _____
Date: _____
Evaluatee's Signature: _____

Distribution: 1 copy to Evaluatee
1 copy to Human Resources Office (for personnel file)
1 copy to Principal
1 copy to Department Head (where applicable)

MANCHESTER PUBLIC SCHOOLS

CONTINUOUS PROFESSIONAL GROWTH OPTION PLAN

To be completed by October 15th.

Staff Member _____ Participant Colleagues _____
(if appropriate)

Building _____ Assignment _____ Plan Duration _____

- | | |
|---------------------------------------|------------------------------|
| Plan Option: 1 [] School Improvement | 4 [] Curriculum Development |
| 2 [] Instructional Strategies | 5 [] Peer Coaching |
| 3 [] Action Research | 6 [] District Initiative |

Refer to Guidelines For Development to complete this Plan.

Teacher Learning Objective:

Timeline for Objective Completion: (for multiple year plans):

Plan Outline:

- 1. Methods/Strategies:**
- 2. Indicators of Progress:**
- 3. Resource/Support Needed:**
- 4. Collegial Sharing Plan:**

Date

Evaluatee's Signature

Date

Evaluator's Signature

This document may be word processed for ease of completion.

Attach support materials as appropriate.

Continuous Professional Growth Plan Review

Circle One: **FINAL OR ANNUAL SUMMARY REVIEW**
 May 15th to principal
 May 31st principal submits to Human Resources

Staff Member _____ Year: 1 2 3

School _____ Date: _____

Professional Growth Plan Teacher Learning Objective: Year in Plan 1 2 3

Provide a descriptive summary:

Specific results/outcomes from the Professional Growth Plan [attachments encouraged]:

Student Data Analysis (attach)

How are you sharing with colleagues?

How has this Professional Growth experience changed your teaching?

Staff Member Comments:

Administrator Comments:

Date

Evaluatee's Signature

Date

Evaluator's Signature

This document may be word processed for ease of completion.
Attach support documents as appropriate.

COLLABORATIVE SUPPORT

Teacher Name: _____ School: _____

Assignment: _____ Date: _____

Identification of the concern:

You will need to improve your performance on the standard(s) listed. These standard areas have been selected from the district's standards, based on performance data gathered during formal observations, WalkThroughs, and/or other professional experiential contexts.

- Connecticut Common Core of Teaching Foundational Skill Standard(s):
- Appropriate Discipline-Based Professional Teaching Standard(s):
- Principles of Learning Standard(s):

Date(s) to Review Progress on Attached Collaborative Design:

Staff Member's Initial Comments:

Staff Member's Comments at the End of Review:

Evaluator's Comments/Recommendations at the End of Review:

Administrator: _____ Date: _____

Receipt of Notice: _____ Date: _____
(Evaluatee's Signature)

Evaluator Check At End of Review:

- Evaluatee to resume normal Continuous Professional Growth Status.
- Evaluatee receives Extended Evaluation Notice.

Administrator's Signature: _____ Date: _____

Receipt of Notice: _____ Date: _____
(Evaluatee's Signature)

COLLABORATIVE SUPPORT

Collaborative design for professional growth/further development in this area:

Teacher's Name: _____

Desired
Outcome(s): _____

Teacher Learning Outcomes	Measurement/Indicators of Success	Resources Required	Re

How will this plan affect student outcomes?

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EXTENDED EVALUATION PLAN

Name: _____ School: _____
Assignment: _____ Date: _____

Please be informed that due to lack of achievement of minimum performance standards in the following area(s):

it is necessary to continue your evaluation with possible implications for salary increment or continued employment with the Manchester Public Schools. The goal of this Extended Evaluation is to cause improvement in the above listed areas.

At this time you are encouraged to request assistance from the Manchester Education Association in the matter of your evaluation.

Meeting discussion on Extended Evaluation: _____ at _____
(Date) (Time)

Administrator's Signature: _____ Date: _____

Receipt of Notice: _____
(Evaluatee's Signature) (Date)

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Name: _____ Date: _____

EXTENDED EVALUATION PLAN

A. In order to improve in the identified area(s), the evaluatee will do the following: (be specific and include a time line)

Action Plan assistance required resources time line

B. In order to assist the teacher, the principal and/or supervisor will do the following: (be specific and include a time line)

Action Plan Who Will Assist Resources Accessed
Time line

MANCHESTER PUBLIC SCHOOLS

C. Names of Administrators who will participate in supervision:

D. Progress Meeting Schedule

Regular progress meetings will be held as necessary.

The first of such meetings will be held on_____

Subsequent meetings to be held _____and_____.

Administrator will review Extended Evaluation with teacher no later than May 31 (regardless of effective date).

E. The teacher has _____completed the Extended Evaluation Plan.
Satisfactorily or Unsatisfactorily

Principal's/Evaluator's Signature:_____

Evaluatee's Signature:_____

Date: _____