WCSU SUPERVISION & EVALUATION SYSTEM

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Introduction

Purpose:

The purpose of the WCSU Supervision and Evaluation System is to assess the Educator's practice and support professional growth and competence.   The intention of the Supervision and Evaluation Plan is to support and ensure continued improvement through a comprehensive assessment of the application of teaching skills in the classroom. The WCSU views the Supervision and Evaluation Plan as a partnership between Educators and Administrators, whose function is to improve instruction through dialogue, feedback, Educator-inspired learning and a variety of sources of data.

Framework for Teaching (FFT):

The WCSU uses the Charlotte Danielson Framework for Teaching (FFT) as criteria against which effective teaching will be assessed and professional goals developed. The FFT attempts to capture the complexity of teaching and provide a structure for Educators to assess, reflect, and grow their instructional practice. The FFT identifies key aspects of a teacher's professional responsibilities that research has shown to enhance student learning.

Administrators will review evidence collected by the Administrator and the Educator to assess professional growth in the identified FFT Domain(s). Administrators will complete classroom observations, both formal (announced and unannounced) and informal to assess teacher practice relative to the Domains, and the degree to which effective practices are internalized in daily classroom instruction.

Educator Definitions:

Experienced Educators

Experienced Educators are Educators that have 3 or more years of experience in their current role. They hold a Level II license in the area of content or level they are teaching.

New Educators

New Educators are new to the profession, new to the WCSU or new to their role. New Educators have less than 3 years of experience in their current role.

Supervision and Evaluation Cycles

Overview:

Evaluation Cycle	*Supervision Cycle*
Goal Setting & Reflection	Goal Setting & Reflection
Formal observations (minimum of 2)	Formal observation (minimum of 1 in 3-year cycle)
Informal observations	Professional Learning Project
Summative Evaluation	Informal observations
End of Year Goal Reflection	End of Year Goal Reflection or Professional Learning Project Summary (as applicable)

Educators are placed in the cycle based on their level of experience and years in the WCSU. New Educators and Educators in new roles (due to mergers, transfers or reassignments) will begin in a two-year Evaluation cycle before progressing to the Supervision Cycle. After two successful years in the Evaluation Cycle an Administrator can recommend that an Educator move to the Supervision Cycle. Experienced Educators will be placed in a three-year Supervision cycle. Experienced Educators will set new goals and begin a new Supervision cycle every three years. After three years the Experienced Educator will return to the Evaluation cycle for one year. After successful completion of the Evaluation cycle the Administrator may approve the Experienced Educator to return to the three-year Supervision Cycle.

At any time in the cycle an Administrator can place an Educator on an Improvement Plan, upon notification to the Superintendent. At least one school year of an Evaluation cycle will follow an Educator's successful completion of an improvement plan.

EDUCATOR GOALS

Goal Setting:

Educators will work with their Administrators to identify and agree upon 2-3 professional growth goals. One professional growth goal must align with the school's continuous improvement plan and another will be based on a component(s) of the FFT. The third optional goal will be based on the professional aspirations of the Educator and aligned with VT Teaching Standards. Professional Goals are submitted through Frontline.

Professional Goals will be based on:

1. School Continuous Improvement Plan
2. Charlotte Danielson Framework for Teaching
3. Educator-created goal based on professional aspirations and aligned with the VT Teaching Standards (optional)

Mid-year Goal Reflection:

The purpose of the mid-year reflection is for the Educator to reflect upon their goals, share their progress and struggles, and promote dialogue between the Educator and Administrator. This is also an opportunity for the Administrator to learn more about the Educator's goals and to offer more support and resources as the year progresses. Goals may change or adapt as the year progresses and new learning occurs.   The Educator and Administrator will meet in person to discuss the Educator's reflection. The reflection and the feedback from the reflection are recorded in Frontline.

End of Year Reflection:

The purpose of the End of Year Reflection is to allow the Educator the opportunity to reflect on their year, self-assess their goals, and to begin making plans for their continued growth.

The End of Year Reflection will be submitted in Frontline. As part of this process, the Educator or Administrator will have the option to request a meeting to discuss end of the year goals reflection.

Formal Observations:

Formal observations will be used during the Evaluation Cycle and at least once every three years during the Supervision Cycle. The purpose of a formal observation is to assess an Educator's instructional practices by systematically observing their classroom interactions, with the goal of providing constructive feedback to help them improve their teaching effectiveness and student learning outcomes. At any time during a cycle an Administrator can conduct a formal observation following the procedures outlined in this plan.

Announced Formal Observation:

Announced formal observations are those that last a full period, are scheduled by mutual agreement between the Announced formal observations are those that last a full period, are scheduled by mutual agreement between the Educator and the Administrator, require the completion of the pre-observation form, and involve individual pre- and post-observation conferences. The pre-observation form, conference notes and lesson observation will be recorded in Frontline.

Prior to the observation, the Educator and Administrator will agree upon a focus for the observation based on the components of the FFT. Components of the FFT may be selected for the observation based on the Educator's goals, observed practice during informal observations, from school or individual instructional goals or as a new area of growth and practice. The observations from the Administrator are not limited to only the agreed-upon FFT components. Data collected during the observation will be used during the post-observation conference to provide feedback, reflect on practice and establish strategies for supporting the Educator to meet their professional goals.

Unannounced Formal Observation:

The purpose of the unannounced formal observation is to provide the opportunity for the Administrator and Educator to participate in an observation that is more authentic and reflective of the Educator's daily practice. The unannounced formal observation is offered in the spirit of creating opportunities for a more robust, genuine dialogue between Educators and Administrators that is truly reflective of the classroom practice, including the strengths and struggles of teaching. The goal is that this will allow for more support, better feedback, and a stronger understanding of what happens in our classrooms on a daily basis. This practice may also help in the scheduling of formal observations and will reduce paperwork for the Educator. Administrators and Educators should discuss both their intention and level of comfort with unannounced observations to determine the best course of action for individuals.

Unannounced formal observations are also for a full period but are not scheduled ahead of time. The Administrator will let the Educator know the window of time they intend to observe but will not finalize an exact date and time. (For example, a principal will share that they are conducting unannounced observations the first two weeks in March.) An unannounced observation would not require the completion of a pre-observation form, but an Administrator may ask to see lesson plans and materials during or after the lesson observation. An unannounced formal observation will also include a post-observation conference. The conference notes and lesson observation will be recorded in Frontline.

Informal Observations:

The purpose of informal observations is to provide opportunities for Administrators and Educators to engage in conversations about instructional practice. Informal observations are intended to encourage more frequent feedback and rich dialogue between Administrators and Educators.

The informal observation tool utilizes 8 research-based instructional strategies (8 Strategies) to provide feedback on instruction. The informal observation tool is aligned with the FFT and is consistent with the core practices and learning goals established in our current curricular programs. The 8 Strategies are derived from several bodies of research and represent strategies that were repeatedly identified in major bodies of work. More information and resources on these strategies are included in the appendix of this plan. The 8 Strategies are to serve as a guide for informal observations, but are not required. The purpose of the 8 Strategies is to provide a focus to the feedback and help generate conversations between Administrators and Educators.

8 Researched-Based Instructional Strategies:

INSTRUCTIONAL STRATEGY	WORKING DEFINITION
Clear Focus for the Lesson	The teacher provides clarity about what they want their students to learn by clearly sharing the learning targets. The teacher would then use strategies like posing questions, identifying similarities and differences, and summarizing and note-taking to engage students and facilitate understanding.
Direct Instruction	Direct instruction is a teacher-directed teaching method where teachers explicitly present information, model skills, and provide guided practice, aiming for clear and systematic instruction to facilitate student learning. "I do, we do, you do" is an example of this type of teaching strategy that allows for a gradual release of responsibility to the student.
Student Engagement	Engaged learning is when learners are actively involved, motivated, and deeply connected to the learning process. This includes their interactions with the course, instructors, and peers.
Feedback	Feedback as an instructional strategy is a planned, coordinated approach to providing information to learners about their learning progress and performance. It is frequent and focuses on the student as a learner.
Multiple Exposures	Multiple exposures is a high-impact teaching strategy that goes beyond simple repetition; it's about providing students with varied and meaningful interactions with new information over time. Multiple exposures require planning and structure. They provide opportunities to engage, and re-engage, with concepts and ideas, and to practice new skills in different contexts.
Application of Knowledge	An application of knowledge strategy involves helping students use their acquired knowledge in real-world or simulated scenarios, promoting deeper understanding and retention. This contrasts with rote memorization and focuses on problem-solving, case studies, student-created tasks, and hands-on activities, as examples.
Cooperative Learning	Cooperative learning is a student-centered teaching strategy where students work in small groups to achieve shared learning goals, emphasizing interdependence, active participation, and accountability for both individual and group success.
Build Self-Efficacy	Building self-efficacy in teaching involves strategies that empower students to believe in their abilities, leading to increased confidence, effort, and persistence in learning. It's about fostering the belief that they can successfully execute tasks and achieve goals.

The Informal Observation Tools includes all 8 Strategies, but schools may decide to focus on a small number of strategies each year. For example, Leland and Gray may decide to focus on the strategy "Clear Focus for the

Lesson" and agree that learning targets and closure will be included in every lesson. Additionally, an individual teacher may request that their Administrator focus on a particular strategy when informal observations are conducted.

Learning Walks:

The Learning Walk tools are used to gather data that is not specific to an individual educator. Although individual educators may receive feedback from their administrator as a natural outcome of a Learning Walk, the primary purpose of these walks is not evaluative in nature. The purpose of the Learning Walks is to provide a structured way for school leaders and instructional coaches to observe and gather data about classroom instruction, focusing on specific aspects of teaching and learning. Administrators visit classrooms, often with a specific focus (e.g., literacy instruction, student engagement), and use a structured tool to record observations and gather data.

Types of Learning Walks:

TYPE	WHAT IT LOOKS LIKE	EXAMPLES
Whole School	School selects a theme or target instructional areas to look for when conducting Learning Walks. Educators receive feedback on which themes or target areas were observed in their classroom during the Learning Walks.	Anchor charts, visible learning targets, exit tickets
Data Collection	School has a focus area (i.e. learning targets) and data is collected to record number and frequency of the area being studies	School focus is on learning targets. For one week a team conducts random walk throughs to record how many classes have posted learning targets and that collective data is shared
Ghost Walks	Observations of the learning environments (resources, space, etc.). Teachers and class do not need to be present.	Focus is on FTT 2e. Organizing spaces for learning
Administrator Learning	Administrators from different schools come together to conduct Learning Walks in different buildings. The focus is on a particular set of skills or content, not on the Educator. Data is collected and shared as a group with the purpose of improving Administrator learning.	Administrators visit multiple classrooms looking for evidence of FFT 3b: Questioning and Discussion Techniques. They meet as a whole group to share their observations.
Content Evaluation	Learning Walks are conducted with a specific content area or program in mind. Data is used to review the understanding and /or implementation of program content.	Administrators tour K-3 classrooms using a Fundations checklist to learn more about the frequency and duration of writing during the Fundations block.

Sample walkthrough templates are included in the appendix.

EVALUATION CYCLE

During an Evaluation Cycle Administrators will complete a minimum of two formal observations of the Educator. Additional formal observations may occur during the year, depending on time, availability, need or request. For example, an Educator may wish to have an additional observation because they want feedback on a particular skill set they are working on, are unsatisfied with the outcome of their observation and want the opportunity to be observed again or are excited to share a particular unit or lesson. An Administrator may decide to conduct additional observations because they have the opportunity in their schedule to do so, want to provide additional opportunities to highlight an Educator's progress, or want more information about the Educator's instructional practice.

New Educators will be on an Evaluation cycle for 2 years before being considered for a Supervision Cycle. At the end of a 2 year cycle the Administrator may determine that further support and evaluation is needed and can place the Educator on an additional year of Evaluation.

For Educators that have previous experience but are new to their role, the Administrator may decide to place the Educator on the Supervision Cycle after a single successful year of Evaluation.

Summative Evaluation:

The summative evaluation is a comprehensive assessment of a teacher's effectiveness, professional growth, and performance over a specific period. Prepared by an Administrator, it highlights strengths, areas for improvement, and progress toward established goals. By incorporating evidence such as classroom observations, student work samples, feedback, and teacher self-reflection, it provides a well-rounded view of an Educator's impact. This evaluation not only informs decisions about employment, professional development, and career advancement but also supports ongoing growth. It is conducted at the conclusion of the evaluation cycle for both new and experienced Educators. Summative Evaluations are recorded in Frontline.

SUPERVISION CYCLE

Experienced Educators will be placed in a Supervision Cycle upon successful completion of an Evaluation Cycle(s). The Supervision Cycle is a three-year cycle. The Educator and Administrator will agree upon three-year goals for the cycle and will meet annually in the fall to discuss and update goals. Experienced Educators can request to stay on an Evaluation Cycle with formal observations (minimum of two per year) instead of completing a professional learning project with one formal observation during the three-year cycle. Experienced Educators will return to an Evaluation Cycle for one year after the completion of the three-year Supervision cycle.

The Educator proposes their ideas for a professional learning project for the upcoming year during the goal setting meeting with their Administrator. The Educator will submit a finalized plan for their Professional Learning Project by October 15 of each year.

Professional Learning Projects:

Peer Observations:

Peer Observations provide peer feedback on areas identified in the goals. Educator partners with a peer observer and arranges observations.

- Teaching action research experiments / risk taking are encouraged.

- Peer and Educator may select a tool from the Appendix to use for the observation.

- Peer observes one or more classes with oral and written feedback directly to the teacher.

- Educator uses feedback for reflection upon the goals.

Individual Choice Activities:

Educator identifies one to three measurable activities per goal such as:

- Action Research and Study for classroom application

- Curriculum design, implementation

- Professional Courses and Study

- Participating in formative study group / Professional Learning Community (book talk, research group, team)

- Data gathering, analysis, and identification of needs.

- Educator-designed project

Professional Collaboration:

For educators who wish to work with another educator to plan activities to improve teaching and student learning.

- Educator works with a partner to identify and attain mutually agreed upon / compatible goals.

- Educators partner to identify one to three measurable activities per goal, such as: Projects, Action Research, Professional Courses and Study, Co-teaching / teaming, Course content design

Professional Learning Project Description:

By October 15 each year the Educator will submit a description of their Professional Learning Project to their Administrator for approval. The description will provide information about the goals, intended outcomes, and resources needed to complete the project. Educators may wish to use Information about the Professional Learning Project to inform their professional learning goals for the year. The Description is recorded in Frontline.

The Educator and the Administrator will meet formally during the goal setting and mid-year goal setting meetings to discuss the Project and to make any necessary adjustments based on feedback, implementation, or progress toward meeting the goals of the Project.

Professional Learning Project Summary:

The purpose of the Professional Learning Project Summary is to allow the Educator the opportunity to share information about their project, reflect on their progress, and share their learning. An Educator who has completed a professional learning project will submit the professional learning project summary in place of the End of Year Reflection.

The Professional Learning Project Summary will be submitted in Frontline. The Educator and Administrator will arrange a time to meet and discuss the Summary together. The Summary is recorded in Frontline.

IMPROVEMENT PLAN

At any point during an Evaluation or Supervision cycle an Administrator may place an Educator on an Improvement Plan. The Improvement Plan must be presented to the Educator in writing and include evidence (see template in appendix). The Improvement Plan will remain in place until the goals of the plan are achieved, but not for more than one calendar year from its development. Educators successfully completing an Improvement Plan will be placed on the Evaluation Cycle for a minimum of one year upon completion of the Improvement Plan. Educators who do meet the goals of the Improvement Plan within the agreed upon timeline may be recommended for an extension of the Improvement Plan, non-renewal, or termination.

TIMELINE

September	Educators will develop at least two professional goals and submit them in Frontline by September 30.
October	Administrator and Educator meet to discuss Educator goals. Experienced Educators submit finalized plans for Professional Learning Projects by October 15.
December - January	Educator completes Mid-year goal reflection. Administrator and Educator meet to discuss mid-year goal reflection.
November -May	Educator reflects on progress toward goals. Educators in the Supervision cycle continue working on their professional projects. Administrator conducts formal observations. Observations are recorded in Frontline using the Danielson rubric. Informal observations continue throughout the year.
May and June	All formal observations need to be completed by June 1. Educator completes the end of year goal reflection or professional project summary, as applicable, in Frontline. Administrator and Educator meet to discuss goals reflection, discuss supporting materials, and plan for placement in the next school year cycle. Administrator completes summative evaluation for Educators on the Evaluation cycle.

Appendices

Guidance for Goal Writing: *to be completed in Frontline*

Professional Goals will be created following a SMART Goals format. The purpose of SMART goals is to provide a structured and focused approach to goal setting, making goals more achievable and measurable by ensuring they are Specific, Measurable, Achievable, Relevant, and Time-bound. SMART goals use a specific set of criteria to help ensure that objectives are clearly defined and attainable within a certain timeframe. Working through each step of creating a SMART goal can reveal instances where priorities and resources are out of alignment.

	TERM	GUIDANCE	QUESTION PROMPTS
S	Specific	Make your goal specific and narrow for more effective planning	What am I going to do? Why is this important to me?
M	Measurable	Make sure your goal and progress are measurable	How will I measure my success? How will I know when I have achieved my goal?
A	Attainable	Make sure you can reasonably accomplish your goal within a certain time frame	What will I do to achieve this goal? How will I accomplish this goal?
R	Relevant	Your goal should align with your values and long-term objective	Is this goal worthwhile? How will achieving it help me? Does this goal fit my values?
T	Time-bound	Set a realistic but ambitious end date to clarify task prioritization and increase motivation	When will I accomplish my goal? How long will I give myself?

Example SMART Goals:

Goal: By the end of the 2025 school year, I will increase my students' engagement and academic performance in [subject or grade] by implementing differentiated instruction strategies in 80% of my lessons, as measured by student participation rates, assessments, and feedback surveys.

Goal: By the end of the 2025 school year, I will enhance my classroom management skills by attending at least three professional development workshops on behavior management strategies and implementing new techniques in my classroom, aiming for an improvement in my classroom's overall behavior ratings based on self-reflections and peer observations.

Goal: By the end of the first semester, I will develop and implement a set of effective lesson plans for each subject area, incorporating at least two different teaching strategies, and receive positive feedback from my mentor or supervisor on my lesson planning and execution, as measured by a minimum of one monthly feedback session.

Goal: Within the first 6 weeks of school, I will incorporate a minimum of 2 different total participation techniques in every EL lesson and give specific feedback to students in order to increase students' opportunities to respond and ensure equitable access to their learning as evidenced by learning walks conducted by my supervisor.

Mid-Year Reflection on Goals: *to be completed in Frontline*

These questions are designed to encourage meaningful reflection on your progress toward achieving your goals. Rather than being answered in a linear fashion, they are intended as prompts to help you reflect and develop your ideas about your practice.

Questions: Reflect upon your progress toward meeting your goals. What has worked well? What areas might you need more support in? What new strategies might you employ?

How might your Administrator help you in achieving your goals?

Feedback from Administrator:

End of Year Reflection: *to be completed in Frontline*

These questions are designed to encourage meaningful reflection on your progress toward achieving your goals. Rather than being answered in a linear fashion, they are intended as prompts to help you reflect and develop your ideas about your practice.

Questions: Reflect upon your progress toward meeting your goals. What has worked well? What areas might you need more support in? What new strategies might you employ next year?

What are your next steps toward achieving any unmet goals?

How might your Administrator help you in achieving your goals?

Checkbox: Would you like to meet with your Administrator about your end of year reflections on your goals?

Yes ☐
No ☐

Feedback from Administrator:

Informal Observation:

WCSU Informal Observation Tool

WCSU Informal Observation Tool #2 (half sheet)

8 Researched-Based Instructional Strategies:

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Build Self-Efficacy	Building self-efficacy in teaching involves strategies that empower students to believe in their abilities, leading to increased confidence, effort, and persistence in learning. It's about fostering the belief that they can successfully execute tasks and achieve goals.

Research and background information:

Marzano's 9 High Yield Instructional Strategies

Wiggins's 7 Key Characteristics of Better Learning Feedback

Archer's Explicit Instruction (article summary of her work)

Berger's Leaders of Their Own Learning Key Practices in EL Education

National Institute for Direct Instruction

Hattie's Visible Learning research

IES Evidence-based Teaching Practices

Student Engagement Strategies*

Self-Efficacy article providing background information

*multiple sources available from other authors and research

Learning Walks Tools:

Sample FFT Learning Walks

EL Education Learning Walks Ex. 1

EL Education Learning Walks Ex. 2

Ghost Walks: Ghost Walk Brainstorm, Ghost Walk Protocol Instructions, Ghost Walk Learning Walks

Structured Literacy Checklist

School Leader Literacy Learning Walks

K-2 EL Labs Learning Walks

3-5 EL All Block Learning Walks

Fundations Learning Walks

Bridges K-5 Learning Walks Checklist

Bridges Intervention Observation Guide

Heggerty Primary Fidelity Checklist

Heggerty Kinder Fidelity Checklist

Heggerty Primary Extension Fidelity Checklist

ELA KTL/UPENN Learning Walks

KTL Early Writing Learning Walks

Student Engagement Checklist

Student Engagement Learning Walks

Instructional Materials Implementation Tool

Pre-Observation Conference Form: *to be completed in Frontline*

What are the goals or objectives for this lesson?

What do you want the students to understand as a result of this lesson?

What skills are you helping students to develop during this lesson?

Describe your plan for the lesson. Please address each of the following components:

- Instructional strategies (activities, student groupings, time allocations, engagement)

- Specific plans to address learner needs (behavior, learning styles, IEP, accommodations)

Are there any unique characteristics of the class that I need to know about?

Tell me about what you would like me to specifically observe during the lesson.

During the observation, which components of the FFT would you like me to focus on?

Post Observation Conference Form: *to be completed in Frontline*

In general, how successful was the lesson?

Did the students meet the goals and objectives? How do you know?

Were your instructional strategies effective? Would you change anything? How do you know?

How do you feel about what you wanted me to observe?

Reflect on the FFT components that were focused on during the observation. What do you feel went well? What could be improved?

Summative Evaluation: *to be completed in Frontline*

The summative evaluation is a comprehensive assessment of an educator's effectiveness, professional growth, and performance over a specific period. Prepared by an Administrator, it highlights strengths, areas for improvement, and progress toward established goals. By incorporating evidence such as classroom observations, student work samples, feedback, and educator self-reflection, it provides a well-rounded view of an Educator's impact. This evaluation not only informs decisions about employment, professional development, and career advancement but also supports ongoing growth. It is conducted at the conclusion of the evaluation cycle for both new and experienced Educators.

Educator Name: **School Year:**

Role / Position:

Supervisor:

Summary:

Commendations:

Recommendations:

Supervisor Signature & date

Educator Signature & date

Professional Learning Project Description: *to be completed in Frontline*

Please provide a description of your Professional Learning Project.

Questions:

What are the goals for your project? What outcomes do you hope to achieve? What resources will you need? How will you know you have been successful? What support can your Administrator provide?

Feedback from Administrator:

Professional Learning Project Summary: *to be completed in Frontline*

These questions are designed to encourage meaningful reflection on your professional learning project. Rather than being answered in a linear fashion, they are intended as prompts to help you reflect on your project and any new actions you may wish to take.

Questions:

What new learning occurred for you as a result of your professional learning project?

What were your successes? What would you like to try again?

How did the project impact the professional goals you created for the year?

Were you able to meet the goals you set for yourself? Why or why not?

How did your project impact your practice?

Are there elements or outcomes from the project that you would like to continue?

If this is a multi-year project, what are your next steps for the year to come?

Did your project inspire you to have extended or different professional goals for the future?

Feedback from Administrator:

Please describe the success of the Professional Learning Project. What impact did the Project have on the Educator's practice or performance?

What recommendations or required actions do you have to improve the outcomes for this Project? Do you approve of this Project continuing next year?

Please include any other relevant feedback or information about this Project.

Improvement Plan Template *to be completed in Frontline*

Educator Name, Content Area, School   **Administrator:**

Date of Plan: **Date to Review Improvement Plan:**

List Areas of Concern:

List FFT Components related to Concerns:

Goals for Improvement:

Strategies to Address Concerns:

Educator creates a list of strategies to address concerns that is then shared with the Administrator. The Educator and Administrator work together to agree upon strategies that will help the Educator meet their goals.

Strategy	Timeline	Measure	Evidence

Follow Up Plan:

Based on the strategies and timeline, set up regular meetings to review the evidence provided by the educator to determine if the strategy(ies) have been successful in meeting the goal for improvement.   Summaries of follow up meetings will be included in the documentation of the improvement plan.

Dates of Follow up Meetings:

Review of Improvement Plan

Determine if the Improvement Plan is continuing, requires revisions, or is ending.

Educator Signature & date

Administrator Signature & date

Resource: [Best Practices for Writing and Implementing Teacher Performance Improvement Plans](#)