AMITY

Regional School District No. 5

Bethany~Orange~Woodbridge

EDUCATOR SUPERVISION AND EVALUATION PLAN

2024-2025

Developed by the 2023-2024 Professional Development and Evaluation Committee

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INTRODUCTION

During the 2023--2024 school year, the Amity Professional Development and Evaluation Committee (PDEC) collaborated on reviewing, re-conceptualizing, and redefining the Administrator and Educator Supervision and Evaluation Plans as required by the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 (CT GUIDELINES 2023).

The PDEC, composed of six teachers and six administrators, convened in September of 2023 and met monthly though June of 2024. A consensus protocol was established at the onset, and all committee members agreed on all components of the plan.

The PDEC began the revision process by creating the Amity Educator Evaluation Rubric, comprising eight categories. This rubric was created intentionally using language from the CCT (2017), Danielson Framework for Teaching, The Marshall Teacher Evaluation Rubric, and the Marzano Focused Teacher Evaluation Model. The Amity PDEC brainstormed the qualities of a model Amity educator, completed a crosswalk with all four educator evaluation models, and from that crosswalk, created the Amity Single Point Rubrics. The eight characteristics and 33 competencies of the Amity Single Point Rubrics reflect the consensus of the PDEC.

The revised Educator Supervision and Evaluation Plan is designed to engender meaningful and deep discussions between educators and evaluators regarding educator practice; cultivate reflection that supports student learning and student performance; and cultivate and sustain collegial and collaborative relationships among Amity staff. Both plans are based on the CT GUIDELINES 2023. However, the Amity plans have been designed specifically for Amity educators.

“Educator” is used throughout the document to represent teachers and nontraditional teachers. Educator includes teachers and educator support specialists who provide instruction and support services to students and staff. Educator also broadly applies to administrators except where exceptions are noted.

The PDEC is responsible for providing orientation to and training for all educators and evaluators on the entirety of the evaluation process, including the standards and criteria for success and the differentiated supports and processes.

OVERVIEW

The Educator Learning and Evaluation Plan aims to foster continuous professional growth, enhance instructional practices, and improve student outcomes by centering on goal setting, collaborative practices, and teacher reflection.

Amity educators will be assigned to one of two cohorts and will be assigned to a primary evaluator holding an 092 or 093 Connecticut Administrative Endorsement.

In Cohort 1 are educators new to the profession in their first four years; or educators new to the Amity Region #5 in their first two years. In Cohort 2 are educators who have achieved tenure in Amity Region #5. Cohort 2 will be further split into two groups: Cohort 2A and Cohort 2B.

Cohort 1 educators will have: two formal observations with pre- and post- conferences followed by written feedback; one mini observation with written feedback (one review of practice with written feedback may be substituted for the mini observation); and two complementary observations with written feedback.

Cohort 2A educators will have one formal observation with a post conference and written feedback.

Cohort 2B educators will have two mini observations with written feedback. (One review of practice with written feedback OR a supplemental observation by a colleague or peer may be substituted for one mini observation.)

All educators will set goals by mid-October using the language of the Rubric Competencies. They must use a minimum of three competencies for goals, one of which must come from the characteristic of Pedagogy. The others can come from any of the other characteristics. While educator goals are limited to at least three competencies, evaluators may refer to the complete Amity Rubric Competencies to provide feedback on observations, reviews of practice, and end-of-year feedback to educators.

Goals can span one to three years, allowing for deep, sustained focus on significant areas of improvement. Educators can also set goals in collaboration with colleagues. This encourages teamwork, shared learning experiences, and collective responsibility for student achievement.

- A goal setting conference must occur each year by mid-October (even if an educator sets a goal that spans multiple years). Goal setting conferences may occur with a group of teachers if they are working collaboratively on a goal.
- A formal mid-year review allows teachers to reflect on their progress, adjust goals if necessary, and seek additional support or resources.
- At the conclusion of the evaluation cycle, teachers will complete a final reflection form

to assess their growth, celebrate successes, and identify areas for future development.

By centering teacher reflection, allowing for long-term and collaborative goal setting, and aligning with the CT GUIDELINES 2023, this evaluation plan supports a holistic approach to teacher development, ultimately leading to better educational outcomes for students.

GOAL SETTING/ MID-YEAR/END-OF-YEAR

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement.

An effective educator will demonstrate all the qualities identified in the Amity Regional District Single Point Rubrics.

Goal Setting
(Completed by October 15)

The goal setting conference must occur each year by mid-October even if an educator sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi-year goal. This initial conference also provides an opportunity for educators and evaluators to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year. In the process of goal setting, the educator should identify three to six (3-6) rubric competencies aligned to the goal; at least one (1) of which must come from the characteristic of Pedagogy; the selection of the competencies shall also be mutually agreed upon.

The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), **multiple sources of evidence** (at least two sources), professional learning plan, and appropriate support and goals to drive progress toward goal attainment. Goal setting may allow for differentiated partnerships (perhaps in teams or in collaboration with other educators).

Educator Goal Setting Form

Mid-Year Check-in
Midyear Check-in (Cohort 1 Completed by February 1; Cohort 2 Completed by March 1)

The midyear check-in consists of reciprocal dialogue between the educator and evaluator. The midyear conversation is a crucial progress check-in and includes educator self-reflection on their progress toward their goal(s) so far. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

Cohort 1	Cohort 2
• Educators new to the profession (first four years) • Educators new to the Amity Region #5 (first two years)	• Educators who have achieved tenure in Amity Region #5

The evaluator provides specific feedback aligned to the single point rubric related to the educator's goal(s) and completed observations.

Educator Mid-Year Check-In Form

End-of-Year Reflection Conference
(Scheduled from May 1 to the day prior to the last five educator work days.)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year reflection could include the impact of new learning on educator practice and growth; impact on student learning, growth, and achievement; the school community; strengths and concerns with respect to the individualized rubric; and possible next steps/goals for the upcoming year. The reflection form must be completed five (5) days prior to the scheduled conference.

The evaluator provides a concise narrative summarizing areas of growth, next steps for the following year, and a check box indicating successful completion of the annual process.

Educators in TEAM
Educators currently involved in the TEAM induction process are required to set one professional growth goal each year and are encouraged to align their goal with one of the TEAM modules. Educators may also set collaborative goals if this is mutually agreed to.

Calendar

- PDEC will facilitate the Educator Evaluation Plan orientation meeting by September 30.
- Goal conferences must occur by October 15.
- One formal or mini observation completed prior to the mid-year conference.
- Mid-year conferences must occur by February 1 (Cohort 1) or March 1 (Cohort 2).
- Remaining observations completed prior to May 15.
- End-of-year reflection conference may be scheduled from May 1 to the day prior to the last five educator working days. The evaluator's end-of-year summary will be provided within five days of the end-of-year meeting and prior to the educator's last workday.

OBSERVATIONS

Cohort 1	Cohort 2
Who: • New to profession (first four years) • New to Amity Region #5 (first two years)	**Who:** • Educators who have achieved tenure in Amity Region #5

What:
• Two (2) formal observations (minimum of 30 minutes in length) with pre- and post- conferences. Written and verbal feedback within five (5) school days.
• One (1) mini observation (10-20 minutes) with written feedback in five (5) days
  ○ One (1) review of practice with written and verbal feedback may be substituted for the mini observation.
• Two (2) complementary observations (10-20 minutes) with written feedback in five (5) days established at the goal setting conference.
	What:
	• Cohort 2A – One (1) formal observation (minimum of 30 minutes in length) with post conference. Written and verbal feedback within five (5) school days.
	• Cohort 2B – Two (2) mini observations (10-20 minutes) with written feedback in five (5) days.
	  ○ One (1) review of practice with written and verbal feedback OR a supplemental observation by a colleague or peer may be substituted for one (1) mini observation.

Cohort 2 is divided into two parts and alternates every other year. Cohort 2A has a formal observation in that academic year. Cohort 2B has two mini observations in that academic year.

For educators assigned to Cohort 1, at least one (1) of the required formal observations must occur prior to mid-year conference.

For educators assigned to Cohort 2B, at least one (1) mini observation completed by the evaluator must occur prior to mid-year conference.

The evaluator will consider 18 competencies of the single point rubric when completing an observation.

Educator Observation Form

A Review of Practice may be substituted for a mini-observation. The Review of Practice is completed with the educator's evaluator.

Educator Review of Practice Form

SUCCESS CRITERIA

Success Criteria
An educator is determined to have successfully completed the learning process by demonstrating reflection on practice and its impact on students.

The educator will demonstrate how they developed new learning throughout the continuous learning process through multiple sources of evidence. The educator will demonstrate how they positively impacted student learning throughout the continuous learning process using evidence. The educator will articulate connections/rationale between the improved learning and their own changes in practice.

Single Point Rubrics
Single point competency rubrics are not "pass/fail." They should be used to guide the conversation between educator and evaluator and maintain a common, standards-based vision of what effective practice looks like. Rubrics should be used to identify areas of strength as well as help identify growth opportunities and supports that could help support the educator's ongoing growth.

Characteristics of an Amity Educator with Competencies

Possible Sources of Evidence (For both *Impact on Practice* and *Impact on Students*)

- Required observational evidence
- Reviews of practice
- Required student learning evidence aligned to the 3-6 competencies selected at the goal setting conference
- Implementation plans/lesson plan(s)
- Educator learning logs/impact on practice reflection
- Educator created learning materials
- Information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.
- Educator and/or student self-reflection
- Student learning artifacts
- Mastery-based demonstrations of achievement
- Observational evidence of students' words, actions, interactions (including quotations when appropriate)
- Rubrics, interim or benchmark assessments, other assessments
- Other artifacts/sources

Educator Reflection

The end of year process requires the educator to reflect on progress toward their growth goal. The educator will reflect on the following questions:

- What impact did your new learning have on your practice/goal(s), and how do you know?
- What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?
- What challenges did you encounter and what are your next steps with your professional learning?

Evaluator Feedback

The evaluator will consider all competencies in the single point rubric when evaluating educator performance and providing commendations and recommendations. One competency within pedagogy must be included in either the commendations or recommendations. Feedback consisting of multiple and varied quantitative and qualitative indicators of professional growth.

Commendations

- The evaluator uses at least three competencies to provide commendations as evidence of strengths. At least one of these commendations should be related to the educator's goal.

Recommendations

- The evaluator uses at least three competencies to provide recommendations of next step actions. At least one of these recommendations should be related to the educator's goal.

End of Year Forms

- Educator End of Year Self-Reflection Form
- Evaluator End of Year Conference Form

TIERED SUPPORT/CORRECTIVE SUPPORT

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan for tenured educators.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a tenured educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1
All educators have access to opportunities for professional growth in their role in the District. Tier 1 supports are broadly accessible professional learning opportunities for all educators, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaches, department chairs). These resources should be identified through a goal setting process by mutual agreement.

Tier 2
In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, instructional coaching, a lesson plan review, conferences with the evaluator, among other agreed upon options etc.) that can be either suggested by the educator and/or recommended by an evaluator.

These supports are not part of a formal corrective action plan but are designed to help an educator who is showing an early pattern of concerns. Tier 2 support should be provided after a conversation between the educator and their evaluator and may include a representative from the collective bargaining unit upon request of the educator or administrator. Tier 2 support should be clearly documented in the feedback provided to the educator.

Tier 3
In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start

date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan for a tenured educator. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified educators.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- Clear objectives specific to the well documented area of concern;
- Specific indicators of successful growth for remediation of the area of concern;
- Resources, support, and interventions to address the area of concern;
- A defined time frame of at least eight weeks for implementing the resources, support, and interventions;
- Supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. These may include:

- If the educator successfully completes the Corrective Support Plan, the educator returns to Tier 1.
- If the educator fails to meet all of the expectations to improve their performance but has demonstrated growth toward the goals, the length of the plan may be extended to allow more time for another period of up to eight weeks.
- If the educator has failed to make progress or is non-compliant with the Corrective Support Plan, further administrative action may be required. This may include a recommendation for disciplinary action up to and including a recommendation for termination of employment. Such recommendation for termination will be made after a second evaluator reviews the data.

Forms

Support Plan
Support Plan Progress Report

DISPUTE RESOLUTION PROCESS

A panel composed of the Assistant Superintendent, President of the Amity Education Association (AEA) or designee, and two neutral people shall resolve disputes where the evaluator and educator cannot agree on goals, the evaluation cycle, feedback on observations, reviews of practice, evidence, reflection on practice, reflection on impact to students, or the successful completion of the learning process.
The appeals process shall function in the following manner:

a. The educator submits a written appeal to the Assistant Superintendent.
b. The educator selects a member of the bargaining unit who is also a member of the Professional Development and Evaluation Committee to serve as a neutral 3rd party.
c. The neutral fourth party is an administrator, assigned by the superintendent who is not the educator's evaluator during the evaluation process.
d. The four-person committee meets to resolve the issue(s); the goal is to come to consensus on a resolution and make a specific recommendation to the educator within 10 working days of the meeting.

Should the established process not result in a resolution (i.e., no consensus on a given issue or educator rejects the recommendation), the Superintendent will make the final decision; the superintendent's decision cannot be appealed.

In a case where the Assistant Superintendent is the evaluator of the educator involved in the dispute, another administrator not involved with the supervision and evaluation process of the educator, will be chosen by the Superintendent to chair the appeals process.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement between the local or regional board of education and the relevant bargaining unit.

ADMINISTRATOR EVALUATION

Administrators by definition are educators and as such, most components of the Educator Evaluation and Supervision Plan are appropriate for and apply to them. As such, administrator evaluation will include:

- A Goal Setting Conference; goals may be one-, two-, or three-year goals.
- A Mid-Year Conference;
- An End of Year Reflection Conference; and
- Observations, Site Visits, and Reviews of Practice

For the purpose of observation, administrators will be divided into 2 cohorts.

Cohort 1	Cohort 2
Who: • Administrators new to the position (first two years) • Administrators new to Amity Region #5 (first two years)	**Who:** • Administrators who have achieved tenure in Amity Region #5
What: • Two (2) formal observations/site visits (minimum of 30 minutes in length) with pre- and post- conferences. Written and verbal feedback within five (5) school days. • One (1) review of practice with written and verbal feedback.	**What:** • Two (2) mini observations/site visits (10-20 minutes) with written feedback in five (5) days. • One (1) review of practice with written and verbal feedback OR a supplemental observation by a colleague or peer may be substituted for one (1) mini observation.

Administrators will be evaluated with the Characteristics of an Amity Administrator with Competencies Single Point Rubric. In the process setting mutually agreed upon goal(s) ~~of goal setting~~, the administrator should identify three to six (3-6) rubric competencies aligned to the goal; at least one (1) of which must come from the characteristic of Instructional Leadership; the selection of the competencies shall also be mutually agreed upon. The evaluator will consider all competencies in the single point rubric when evaluating administrator performance and providing commendations and recommendations. One competency within Instructional Leadership must be included in either the commendations or recommendations.

Administrator Reflection

The end of year process requires the educator to reflect on progress toward their growth goal. The educator will reflect on the following questions:

- What impact did your new learning have on your practice/goal(s), and how do you know?

- What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know?
- What challenges did you encounter and what are your next steps with your professional learning?

Possible Sources of Evidence for Administrator Reflection

- Information from site visits
- Strategic plans
- Learning walk/instructional rounds
- Self-reflection (e.g., journals, learning logs)
- Leader created professional learning materials
- Operational artifacts (e.g., schedules, procedural revisions)
- Educator learning outcomes
- Policy updates
- Community communications
- Constituent feedback
- Program development and implementation
- Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development)
- Systems and structures

Characteristics of an Amity Administrator with Competencies
Administrator Goal Setting Form
Administrator Observation-Site Visit-Review of Practice Form
Mid-Year Conference
Administrator End of Year Self-Reflection Form
Administrator End of Year Conference Form

An administrator is determined to have successfully completed the learning process by demonstrating reflection on practice and its impact on students.

Administrators will have access to Tiered Support and the Dispute Resolution Process. The President of the Amity Administrators' Group (AAG) will serve in lieu of the President of the Amity Education Association (AEA) in the Dispute Resolution Process.

DEFINITIONS

Characteristics: The categories within the single point rubric. The Amity Educator Single-Point Rubric contains 8 characteristics: Knowing and Valuing Students, Providing Supportive Learning Environments, Content, Pedagogy, Collaboration, Stewardship, Lifelong Learning, and Reflection.

Competencies: The individual descriptions of the skill (or competency) for each characteristic within the single point rubric. The Amity Educator Single-Point Rubric contains 33 competencies.

Complementary Observation: A complementary observation is an observation with a duration of 10-20 minutes followed by written feedback. Complementary observations are completed by another educator who may have specific content knowledge, TEAM mentor training, or other expertise in Amity rubric competencies. The educator assigned to perform a complementary observation will be identified by the administrator at the goal setting conference. Complementary observations must be completed by fully trained observers. All High School Department Chairs and Middle School Content Leaders will be trained and act as complementary observers; other educators may also be trained as complementary observers. Complementary observers may conduct observations and post-conference feedback. A complementary observation will be shared with the educator and the assigned evaluator.

Formal Observations (min 30 min): A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance in a significant job function. This may include a pre-conference and post-conference (based on cohort as indicated in the table) and results in written feedback within five school days.

Mini Observation (10-20 min): An observation with a duration of 10-20 minutes followed by written feedback.

Review of Practice: Reviews of practice are non-classroom observations completed by the evaluator and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/mentoring sessions, review of educator work and student work, or review of other artifacts with written feedback within five school days.

Single-Point Rubric: A description of a standard of behavior or performance that represents the enduring understanding of professional practice framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

Supplemental Observation: A collegial opportunity for an observation from another educator specifically related to content, TEAM module, rubric competencies, goals, or any other Tier 1 support area. The purpose of a supplemental evaluation and the peer completing it should be

discussed at the goal setting and/or mid-year conference. Evidence of completion of the supplemental observation should be included in the educator's end of year reflection.

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EDUCATOR AND ADMINISTRATOR SUPERVISION AND EVALUATION PLAN FORMS AND SINGLE-POINT RUBRICS

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Characteristics of an Amity Educator with Competencies
Single Point Rubric

KNOWING AND VALUING STUDENTS

- The educator accepts and respects cultural differences and seeks to understand the influence of culture, bias, and inequities on students' success.
- Interactions between educator and students are consistently positive, and the educator establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.
- The educator is an advocate for all students in and beyond the classroom.
- The educator uses students' interests and backgrounds during interactions with students and monitors the sense of community in the classroom.

PROVIDING SUPPORTIVE LEARNING ENVIRONMENTS

- The educator creates a learning environment in which students are willing to take risks and respond to questions and challenges; and students feel safe to make, and learn from, mistakes.
- The educator demonstrates a belief in the importance of learning and personal growth that motivates them to succeed and flourish. Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.
- The educator provides students with recognition of their current performance and their knowledge gain relative to the learning goal.
- The educator adapts and creates new strategies for unique student needs and situations.

CONTENT

- The educator's explanation of content uses content-specific language and vocabulary, and is accurate, academically rigorous, appropriately scaffolded, and relevant to the experiences of students.
- The educator takes initiative to deepen content knowledge and understands the curriculum individually and in collaboration with colleagues.
- The educator knows the subject matter well and has a good grasp of child development and how students learn.

PEDAGOGY

- Learning experiences support curiosity, exploration, agency, and encourage higher order thinking.
- Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences.
- The educator employs differentiated strategies, tasks, and questions that cognitively engage students in constructing new and meaningful learning.
- The educator consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.
- Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.
- Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.

- Students engage in multiple ways and represent their ideas and responses through multiple means.
- The educator's responsiveness and adjustments lead to deeper understanding for students and/or new learning experiences.
- The educator uses formative and summative assessments to gather evidence of understanding, analyze progress, and provide constructive feedback.
- The educator uses information from student progress and students' experience of learning to guide their next steps for instruction.

COLLABORATION

- The educator is a positive team player and collaborates with colleagues to improve teaching and learning.
- The educator listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.

STEWARDSHIP

- The educator actively works with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.
- The educator takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. The educator makes a substantial contribution to school events, projects, and initiatives.
- The educator contributes ideas, expertise, and time to the overall mission of the school.

LIFELONG LEARNING

- The educator engages in relevant professional learning and applies new learning to practice.
- The educator directs his/her own professional inquiry in learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.
- The educator regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.
- The educator invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.

REFLECTION

- The educator consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students.
- The educator analyzes the impact of his/her own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.
- Based on reflection, the educator considers multiple paths forward; communicates a commitment to the success of students; and plans, practices, and implements improvements.

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Characteristics of an Amity Administrator with Competencies
Single Point Rubric

KNOWING AND VALUING STUDENTS

- The administrator accepts and respects cultural differences and seeks to understand the influence of culture, bias, and inequities on students' success.
- Interactions between administrator and students are consistently positive, and the administrator establishes a school environment that is consistently respectful of students' cultural, social and/or developmental differences.
- The administrator is an advocate for all students in and beyond the classroom.
- The administrator uses students' interests and backgrounds during interactions with students and monitors the sense of community in the school.

PROVIDING SUPPORTIVE LEARNING ENVIRONMENTS

- The administrator creates a school environment in which students are willing to take risks and respond to challenges; and students feel safe to make, and learn from, mistakes.
- The administrator demonstrates a belief in the importance of learning and personal growth that motivates them to succeed and flourish. Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.

COLLABORATION

- The administrator is a positive team player and collaborates with colleagues to improve teaching and learning.
- The administrator listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.

STEWARDSHIP

- The administrator actively works with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.
- The administrator takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. The administrator makes a substantial contribution to school events, projects, and initiatives.

LIFELONG LEARNING

- The administrator engages in relevant professional learning and applies new learning to practice.
- The administrator directs his/her own professional inquiry in learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.
- The administrator regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.
- The administrator invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

REFLECTION

- The administrator consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students.
- The administrator analyzes the impact of his/her own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.
- Based on reflection, the administrator considers multiple paths forward; communicates a commitment to the success of students; and plans, practices, and implements improvements.

INSTRUCTIONAL LEADERSHIP

- The administrator develops, implements and sustains shared vision, mission and goals that articulate high expectations for all students.
- The administrator creates and implements cohesive improvement plans and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.
- The administrator engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals, and identifies and addresses barriers to achieving the vision, mission and goals.
- The administrator works with staff to develop a system to implement and/or evaluate curriculum and instruction aligned to state and national standards and ensures the application of learning in authentic settings.
- The administrator promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.
- The administrator works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.
- The administrator analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.
- The administrator develops collaborative processes for staff to analyze student work, monitor student progress, and examine and adjust instruction to meet the diverse needs of students.
- The administrator engages staff in solving schoolwide or districtwide challenges related to student success and achievement.

OPERATIONAL LEADERSHIP

- The administrator develops and maintains positive and trusting relationships with school and district staff and external resources to recruit and retain highly qualified and diverse staff.
- The administrator provides multiple conditions, including support, time, or resources for professional learning, that lead to improved practice.
- The administrator evaluates staff using sources of evidence such as observation, reviews of practice, collegial dialogue, and student-learning data, which results in improved teaching and learning.
- The administrator regularly provides clear, timely and actionable feedback based on evidence.
- The administrator leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.
- The administrator proactively identifies and addresses issues and concerns that support a positive learning environment.

- The administrator implements communication systems that assure the accurate and timely exchange of information.
- The administrator develops, implements, and monitors a transparent, fiscally responsible budget aligned to the school and district improvement plans and district, state and federal regulations.
- The administrator establishes, implements, and monitors expectations for student conduct aligned to the policies of the district, and provides appropriate training for staff and students to uphold these expectations.

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Educator Goal Setting Form		
Educator Name:	**School Year:**	**Location:**

Self-Reflection *Completed by Educator based off goals and end-of-year reflection from prior school year.*	
Succinctly capture your self- reflection here; consider using the Sample Questions found within the model to guide your thinking.	

Goal, Rationale, Alignment and Professional Learning Plan *Completed by Educator*	
Based on your reflection above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal?	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

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Educator Supervision and Evaluation Plan

Based on your self-reflection, identify 3-6 rubric competencies aligned to the goal; at least one of which must come from the characteristic of Pedagogy.

KNOWING AND VALUING STUDENTS

- ☐The educator accepts and respects cultural differences and seeks to understand the influence of culture, bias, and inequities on students' success.
- ☐Interactions between educator and students are consistently positive, and the educator establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.
- ☐The educator is an advocate for all students in and beyond the classroom.
- ☐The educator uses students' interests and backgrounds during interactions with students and monitors the sense of community in the classroom.

PROVIDING SUPPORTIVE LEARNING ENVIRONMENTS

- ☐The educator creates a learning environment in which students are willing to take risks and respond to questions and challenges; and students feel safe to make, and learn from, mistakes.
- ☐The educator demonstrates a belief in the importance of learning and personal growth that motivates them to succeed and flourish. Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.
- ☐The educator provides students with recognition of their current performance and their knowledge gain relative to the learning goal.
- ☐The educator adapts and creates new strategies for unique student needs and situations.

CONTENT

- ☐The educator's explanation of content uses content-specific language and vocabulary, and is accurate, academically rigorous, appropriately scaffolded, and relevant to the experiences of students.
- ☐The educator takes initiative to deepen content knowledge and understands the curriculum individually and in collaboration with colleagues.
- ☐The educator knows the subject matter well and has a good grasp of child development and how students learn.

PEDAGOGY *(at least one (or three) competency must be marked in pedagogy)*

- ☐Learning experiences support curiosity, exploration, agency, and encourage higher order thinking.
- ☐Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences.
- ☐The educator employs differentiated strategies, tasks, and questions that cognitively engage students in constructing new and meaningful learning.
- ☐The educator consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.
- ☐Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.
- ☐Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.
- ☐Students engage in multiple ways and represent their ideas and responses through multiple means.
- ☐The educator's responsiveness and adjustments lead to deeper understanding for students and/or new learning experiences.
- ☐The educator uses formative and summative assessments to gather evidence of understanding, analyze progress, and provide constructive feedback.

☐The educator uses information from student progress and students' experience of learning to guide their next steps for instruction.

COLLABORATION

☐The educator is a positive team player and collaborates with colleagues to improve teaching and learning.

☐The educator listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.

STEWARDSHIP

☐The educator actively works with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

☐The educator takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. The educator makes a substantial contribution to school events, projects, and initiatives.

☐The educator contributes ideas, expertise, and time to the overall mission of the school.

LIFELONG LEARNING

☐The educator engages in relevant professional learning and applies new learning to practice.

☐The educator directs his/her own professional inquiry in learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.

☐The educator regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.

☐The educator invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.

REFLECTION

☐The educator consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students.

☐The educator analyzes the impact of his/her own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.

☐Based on reflection, the educator considers multiple paths forward; communicates a commitment to the success of students; and plans, practices, and implements improvements.

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Goal Setting Conference *Completed by Evaluator (By October 15)*	
Evaluator Name:	**Educator Cohort:** ☐Cohort 1 ☐Cohort 2A ☐Cohort 2B
Notes:	**Supports Required/Suggested:** ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

The questions below are to guide your reflection. You do not need to answer all the questions.

Self-Reflection Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, evaluator, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?

- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Administrator Goal Setting Form		
Educator Name:	**School Year:**	**Location:**

Self-Reflection *Completed by Educator based off goals and end-of-year reflection from prior school year.*	
Succinctly capture your self- reflection here; consider using the Sample Questions found within the model to guide your thinking.	

Goal, Rationale, Alignment and Professional Learning Plan *Completed by Educator*	
Based on your reflection above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's	

vision, mission, and strategic goals?	

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Based on your self-reflection, identify 3-6 rubric competencies aligned to the goal; at least one of which must come from the characteristic of Instructional Leadership.

KNOWING AND VALUING STUDENTS

☐The administrator accepts and respects cultural differences and seeks to understand the influence of culture, bias, and inequities on students' success.

☐Interactions between administrator and students are consistently positive, and the administrator establishes a school environment that is consistently respectful of students' cultural, social and/or developmental differences.

☐The administrator is an advocate for all students in and beyond the classroom.

☐The administrator uses students' interests and backgrounds during interactions with students and monitors the sense of community in the school.

PROVIDING SUPPORTIVE LEARNING ENVIRONMENTS

☐The administrator creates a school environment in which students are willing to take risks and respond to challenges; and students feel safe to make, and learn from, mistakes.

☐The administrator demonstrates a belief in the importance of learning and personal growth that motivates them to succeed and flourish. Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.

COLLABORATION

☐The administrator is a positive team player and collaborates with colleagues to improve teaching and learning.

☐The administrator listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.

STEWARDSHIP

☐The administrator actively works with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

☐The administrator takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. The administrator makes a substantial contribution to school events, projects, and initiatives.

LIFELONG LEARNING

☐The administrator engages in relevant professional learning and applies new learning to practice.

☐The administrator directs his/her own professional inquiry in learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.

☐The administrator regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.

☐The administrator invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.

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REFLECTION

☐The administrator consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students.

☐The administrator analyzes the impact of his/her own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.

☐Based on reflection, the administrator considers multiple paths forward; communicates a commitment to the success of students; and plans, practices, and implements improvements.

INSTRUCTIONAL LEADERSHIP

☐The administrator develops, implements and sustains shared vision, mission and goals that articulate high expectations for all students.

☐The administrator creates and implements cohesive improvement plans and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.

☐The administrator engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals, and identifies and addresses barriers to achieving the vision, mission and goals.

☐The administrator works with staff to develop a system to implement and/or evaluate curriculum and instruction aligned to state and national standards and ensures the application of learning in authentic settings.

☐The administrator promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.

☐The administrator works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.

☐The administrator analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.

☐The administrator develops collaborative processes for staff to analyze student work, monitor student progress, and examine and adjust instruction to meet the diverse needs of students.

☐The administrator engages staff in solving schoolwide or districtwide challenges related to student success and achievement.

OPERATIONAL LEADERSHIP

☐The administrator develops and maintains positive and trusting relationships with school and district staff and external resources to recruit and retain highly qualified and diverse staff.

☐The administrator provides multiple conditions, including support, time, or resources for professional learning, that lead to improved practice.

☐The administrator evaluates staff using sources of evidence such as observation, reviews of practice, collegial dialogue, and student-learning data, which results in improved teaching and learning.

☐The administrator regularly provides clear, timely and actionable feedback based on evidence.

☐The administrator leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.

☐The administrator proactively identifies and addresses issues and concerns that support a positive learning environment.

☐The administrator implements communication systems that assure the accurate and timely exchange of information.

☐The administrator develops, implements, and monitors a transparent, fiscally responsible budget aligned to the school and district improvement plans and district, state and federal regulations.

☐The administrator establishes, implements, and monitors expectations for student conduct aligned to the policies of the district, and provides appropriate training for staff and students to uphold these expectations.

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Administrator Goal Setting Conference *Completed by Evaluator (By October 15)*	
Evaluator Name:	**Administrator Cohort:** ☐Cohort 1 ☐Cohort 2
Notes:	**Supports Required/Suggested:** ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

The questions below are to guide your reflection. You do not need to answer all the questions.

Self-Reflection Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, evaluator, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?

- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps *Completed by Educator*	
Name:	**Location:**
What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:**
Links to Evidence:	

Mid-Year Conference *Completed by Evaluator* *(Cohort 1 Completed by February 1; Cohort 2 Completed by March 1)*
Date of Mid-Year Conference:
Feedback to Educator (Feedback regarding progress on professional learning and progress toward goa(s)l. Include change in tiered supports, if recommended.)**:**

The questions below are to guide your reflection. You do not need to answer all the questions.

Professional Learning and Action Questions

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

End-of-Year Reflection & Feedback Process		
Name:	**School Year:**	**Location:**
Self-Reflection *Completed by Educator*		
What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:**	
Links to Evidence:		

The questions below are to guide your reflection. You do not need to answer all the questions.

Professional Learning and Action Questions
Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Self-Reflection Questions

- Thinking about the success and challenges you may have encountered this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and
- practice?
- Based on your experiences from this past year, are there any new strategies or methods you'd like to explore and implement next year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal next year?
- What would it look like to achieve that goal for next year?

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

End-of-Year Conference *Completed by Evaluator prior to the educator's last work day*			
Educator Name:		**Location:**	
Evaluator Name:		**School Year:**	
Summary of Conference			
Development of new learning & impact on practice related to goal			
Impact on student learning, growth, and achievement			
Summative Feedback & Growth Criteria *One competency within pedagogy must be included in either the commendations or recommendations*			
Commendations (3 minimum) *At least one related to the educator's goal*			
Recommendations (3 minimum) *At least one related to the educator's goal*			
Successful Completion of the Evaluative Cycle		☐ Yes	☐ No
Supports Required/Suggested ***Are tiered supports required above and beyond tier 1 (included in feedback above)*?** ☐ Not applicable ☐ Tier 2 ☐ Tier 3		If Tier 2 and/or Tier 3, please specify strategies: •	
Cohort for Next School Year	☐Cohort 1	☐Cohort 2A ☐Cohort 2B	☐Cohort 2 (*Administrators Only*)
For multi-year goals only: • *What adjustments are needed to the goal(s)?* • *Why?* • *How might adjustments impact the timing of the goal(s)?*		☐ Educator will continue multi-year goal. ☐ Educator will adjust multi-year goal. ☐ Educator completed multi-year goal. **Notes:** Click or tap here to enter text.	
Educator Signature: Click or tap here to enter text.		**Date:** Click or tap to enter a date.	
Evaluator Signature: Click or tap here to enter text.		**Date:** Click or tap to enter a date.	

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Administrator End-of-Year Reflection & Feedback Process		
Name:	**School Year:**	**Location:**
Self-Reflection *Completed by Educator*		
What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:**	
Links to Evidence:		

The questions below are to guide your reflection. You do not need to answer all the questions.

Professional Learning and Action Questions
Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?

- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Self-Reflection Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Administrator End-of-Year Conference *Completed by Evaluator prior to the educator's last work day*		
Educator Name:	**Location:**	
Evaluator Name:	**School Year:**	
Summary of Conference		
Development of new learning & impact on practice related to goal		
Impact on educator and/or student learning, growth, and achievement, and/or on organizational health		
Summative Feedback & Growth Criteria *One competency within instructional leadership must be included in either the commendations or recommendations*		
Commendations (3 minimum) *At least one related to the educator's goal*		
Recommendations (3 minimum) *At least one related to the educator's goal*		
Successful Completion of the Evaluative Cycle	☐ Yes	☐ No
Supports Required/Suggested ***Are tiered supports required above and beyond tier 1 (included in feedback above)*?** ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: •	
Cohort for Next School Year	☐Cohort 1	☐Cohort 2
For multi-year goals only: • *What adjustments are needed to the goal(s)?* • *Why?* • *How might adjustments impact the timing of the goal(s)?*	☐ Educator will continue multi-year goal. ☐ Educator will adjust multi-year goal. ☐ Educator completed multi-year goal. **Notes:** Click or tap here to enter text.	
Educator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.	
Evaluator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.	

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Educator Observation Form		
Educator Name:		**Observer Name:**
Class Name & Period:		**Date of Observation:**
Observation Type:	☐**Formal w/ Pre and Post** ☐**Formal w/ Post**	☐**Mini**
Pre-Observation (for Cohort 1 Participants Only) *Completed by the Educator*		
Lesson Plan	*Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes including the identified competency(ies) focus for the observation.		
Observation *Completed by the Evaluator*		
Observation Notes:		
Post-Observation Reflection (Cohort 1 and 2A Participants) *Completed by the Educator*		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation Conference Feedback *Completed by the Evaluator with the Observational Competencies*		
Conference Feedback:		

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

EDUCATOR OBSERVATIONAL COMPETENCIES		
Evidence of Strengths		Evidence for Growth
	KNOWING AND VALUING STUDENTS ☐The educator accepts and respects cultural differences and seeks to understand the influence of culture, bias, and inequities on students' success. ☐Interactions between educator and students are consistently positive, and the educator establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences. ☐The educator is an advocate for all students in and beyond the classroom. ☐The educator uses students' interests and backgrounds during interactions with students and monitors the sense of community in the classroom.	
	PROVIDING SUPPORTIVE LEARNING ENVIRONMENTS ☐The educator creates a learning environment in which students are willing to take risks and respond to questions and challenges; and students feel safe to make, and learn from, mistakes. ☐The educator demonstrates a belief in the importance of learning and personal growth that motivates them to succeed and flourish. Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated. ☐The educator provides students with recognition of their current performance and their knowledge gain relative to the learning goal. ☐The educator adapts and creates new strategies for unique student needs and situations.	
	CONTENT	

	☐The educator's explanation of content uses content-specific language and vocabulary, and is accurate, academically rigorous, appropriately scaffolded, and relevant to the experiences of students. ☐The educator knows the subject matter well and has a good grasp of child development and how students learn.	
	PEDAGOGY ☐Learning experiences support curiosity, exploration, agency, and encourage higher order thinking. ☐Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences. ☐The educator employs differentiated strategies, tasks, and questions that cognitively engage students in constructing new and meaningful learning. ☐The educator consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions. ☐Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated. ☐Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding. ☐Students engage in multiple ways and represent their ideas and responses through multiple means.	

	☐The educator's responsiveness and adjustments lead to deeper understanding for students and/or new learning experiences. ☐The educator uses formative and summative assessments to gather evidence of understanding, analyze progress, and provide constructive feedback. ☐The educator uses information from student progress and students' experience of learning to guide their next steps for instruction.	
	COLLABORATION ☐The educator is a positive team player and collaborates with colleagues to improve teaching and learning. ☐The educator listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	
	REFLECTION ☐Based on reflection, the educator considers multiple paths forward; communicates a commitment to the success of students; and plans, practices, and implements improvements.	

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Educator Review of Practice Form		
Educator Name:	**Evaluator Name:**	**Date of Review:**
Pre-Review of Practice *Completed by the Educator as appropriate to the review*		
Evidence	*Upload and provide hyperlink(s) here, as appropriate	
Pre-Review of Practice Notes (including the identified competency(ies) focus for the review of practice).		
Review of Practice Conference *Completed by the Evaluator with the Competencies*		
Review of Practice Notes and Feedback:		

REVIEW OF PRACTICE COMPETENCIES		
Evidence of Strengths		Evidence for Growth
	KNOWING AND VALUING STUDENTS ☐The educator accepts and respects cultural differences and seeks to understand the influence of culture, bias, and inequities on students' success. ☐The educator is an advocate for all students in and beyond the classroom.	
	PROVIDING SUPPORTIVE LEARNING ENVIRONMENT ☐The educator creates a learning environment in which students are willing to take risks and respond to questions and challenges; and students feel safe to make, and learn from, mistakes. ☐The educator demonstrates a belief in the importance of learning and personal growth that motivates them to succeed and flourish. Confidence, resilience, persistence, and teamwork that support	

	student perseverance are intentionally developed and celebrated. ☐The educator adapts and creates new strategies for unique student needs and situations.	
	CONTENT ☐The educator takes initiative to deepen content knowledge and understands the curriculum individually and in collaboration with colleagues. ☐The educator knows the subject matter well and has a good grasp of child development and how students learn.	
	PEDAGOGY ☐Learning experiences support curiosity, exploration, agency, and encourage higher order thinking. ☐The educator uses formative and summative assessments to gather evidence of understanding, analyze progress, and provide constructive feedback. ☐The educator uses information from student progress and students' experience of learning to guide their next steps for instruction.	
	COLLABORATION ☐The educator is a positive team player and collaborates with colleagues to improve teaching and learning. ☐The educator listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	
	STEWARDSHIP ☐The educator actively works with colleagues, students, and families to develop and sustain a positive school climate that supports student learning. ☐The educator takes initiative in contributing to and leading events, programs, or activities that further	

	the culture of learning in the school and brings the values of the school to life through modeling and positive action. The educator makes a substantial contribution to school events, projects, and initiatives. ☐The educator contributes ideas, expertise, and time to the overall mission of the school.	
	LIFE-LONG LEARNING ☐The educator engages in relevant professional learning and applies new learning to practice. ☐The educator directs his/her own professional inquiry in learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets. ☐The educator regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities. ☐The educator invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	
	REFLECTION ☐The educator consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students. ☐The educator analyzes the impact of his/her own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	

	☐Based on reflection, the educator considers multiple paths forward; communicates a commitment to the success of students; and plans, practices, and implements improvements.	

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Administrator Observation-Site Visit-Review of Practice Form					
Educator Name:			**Observer Name:**		
Class Name & Period:			**Date of Observation:**		
Observation Type:	☐**Formal w/ Pre and Post**	☐**Formal w/ Post**	☐**Mini**	☐**Site Visit**	☐**Review of Practice**

Administrator Observation	
Pre-Observation/Site Visit (for Cohort 1 Participants Only) *Completed by the Educator*	
Lesson Plan	*Upload and provide hyperlink here, as appropriate
Pre-Conference Notes including the identified competency(ies) focus for the observation.	
Observation/Site Visit *Completed by the Evaluator*	
Observation Notes:	
Post-Observation/Site Visit Reflection (Cohort 1 and 2 Participants) *Completed by the Educator*	
What does today's evidence tell you?	
Are there patterns, trends, or outliers?	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	
Post-Observation/Site Visit Conference Feedback *Completed by the Evaluator with the Competencies*	
Conference Feedback:	

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Administrator Review of Practice	
Pre-Review of Practice *Completed by the Educator as appropriate to the review*	
Evidence	*Upload and provide hyperlink(s) here, as appropriate
Pre-Review of Practice Notes (including the identified competency(ies) focus for the review of practice).	
Review of Practice Conference *Completed by the Evaluator with the Competencies*	
Review of Practice Notes and Feedback:	

ADMINISTRATOR COMPETENCIES		
Evidence of Strengths		Evidence for Growth
	KNOWING AND VALUING STUDENTS ☐The administrator accepts and respects cultural differences and seeks to understand the influence of culture, bias, and inequities on students' success. ☐Interactions between administrator and students are consistently positive, and the educator establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences. ☐The administrator is an advocate for all students in and beyond the classroom. ☐The administrator uses students' interests and backgrounds during interactions with students and monitors the sense of community in the classroom.	
	PROVIDING SUPPORTIVE LEARNING ENVIRONMENTS	

	☐The administrator creates a school environment in which students are willing to take risks and respond to questions and challenges; and students feel safe to make, and learn from, mistakes. ☐The administrator demonstrates a belief in the importance of learning and personal growth that motivates them to succeed and flourish. Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.	
	COLLABORATION ☐The administrator is a positive team player and collaborates with colleagues to improve teaching and learning. ☐The administrator listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	
	STEWARDSHIP ☐The administrator actively works with colleagues, students, and families to develop and sustain a positive school climate that supports student learning. ☐The administrator takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. The administrator makes a substantial contribution to school events, projects, and initiatives.	
	LIFELONG LEARNING ☐The administrator engages in relevant professional learning and applies new learning to practice. ☐The administrator directs his/her own professional inquiry in learning in collaboration with colleagues and demonstrates curiosity and energy for	

	professional conversations and growth focused on developing knowledge, skills, and mindsets. ☐The administrator regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities. ☐The administrator invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	
	REFLECTION ☐The administrator consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students. ☐The administrator analyzes the impact of his/her own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning. ☐Based on reflection, the administrator considers multiple paths forward; communicates a commitment to the success of students; and plans, practices, and implements improvements.	
	INSTRUCTIONAL LEADERSHIP ☐The administrator develops, implements and sustains shared vision, mission and goals that articulate high expectations for all students. ☐The administrator creates and implements cohesive improvement plans and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	

	☐The administrator engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals, and identifies and addresses barriers to achieving the vision, mission and goals. ☐The administrator works with staff to develop a system to implement and/or evaluate curriculum and instruction aligned to state and national standards and ensures the application of learning in authentic settings. ☐The administrator promotes and models evidence-based instructional strategies and practices that address the diverse needs of students. ☐The administrator works with staff to implement and evaluate formative and summative assessments that drive instructional decisions. ☐The administrator analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals. ☐The administrator develops collaborative processes for staff to analyze student work, monitor student progress, and examine and adjust instruction to meet the diverse needs of students. ☐The administrator engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	
	OPERATIONAL LEADERSHIP ☐The administrator develops and maintains positive and trusting relationships with school and district staff and external resources to recruit and retain highly qualified and diverse staff.	

	☐The administrator provides multiple conditions, including support, time, or resources for professional learning, that lead to improved practice. ☐The administrator evaluates staff using sources of evidence such as observation, reviews of practice, collegial dialogue, and student-learning data, which results in improved teaching and learning. ☐The administrator regularly provides clear, timely and actionable feedback based on evidence. ☐The administrator leads difficult conversations about performance or growth to strengthen teaching and enhance student learning. ☐The administrator proactively identifies and addresses issues and concerns that support a positive learning environment. ☐The administrator implements communication systems that assure the accurate and timely exchange of information. ☐The administrator develops, implements, and monitors a transparent, fiscally responsible budget aligned to the school and district improvement plans and district, state and federal regulations. ☐The administrator establishes, implements, and monitors expectations for student conduct aligned to the policies of the district, and provides appropriate training for staff and students to uphold these expectations.	

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Support Plan *Completed by Evaluator*			
Educator:	**Date:**		**Location:**
Evaluator:		**Timeline:**	
Level of Support:	☐Tier 2	☐Tier 3	☐Corrective Action
Area(s) of Need:			
Goals/How improvement will be demonstrated in the area(s) of need:			
Evaluator Responsibility (resources, supports, interventions, etc):			
Educator Responsibility:			
Educator Signature:		**Date:**	
Collective Bargaining Representative Signature:		**Date:**	
Evaluator Signature:		**Date:**	

Amity Regional School District No. 5
Educator Supervision and Evaluation Plan

Support Plan Progress Report *Completed by Evaluator*			
Educator:		**Review Meeting #**	
Evaluator:		**Date of Meeting:**	
Topic Discussed:			
Growth Area(s):			
Area(s) of Need:			
Evaluator Comment:			
Educator Comment:			
Next Steps:			
Educator Signature:		**Date:**	
Collective Bargaining Representative Signature:		**Date:**	
Evaluator Signature:		**Date:**	

Next Step Recommendation *Upon Completion of the Plan, Evaluator will make a next step recommendation*				
☐Tier 1	☐Tier 2	☐Tier 3	☐Corrective Action	☐Administrative Action