

Colchester School District Professional Growth Model



July 1, 2025



MISSION STATEMENT

To provide quality education for all students, the Colchester School District Professional Growth Committee will develop and sustain a process that fosters growth for educators that includes observations and professional development.

INTRODUCTION

The Colchester School District Professional Growth Committee, a standing committee with members selected by appropriate constituencies, makes all decisions regarding clarifications and/or recommended changes to the teacher evaluation process. The tasks of the Professional Growth Committee include, but are not limited to, the following responsibilities:

1. Facilitate communication among and between constituent groups.
2. Maintain the collaborative nature of the process.
3. Review the process annually; revise and/or reprint handbooks of the model, process and forms, as needed.
 - Respond to suggested refinements, additions and/or deletions of the evaluation process.
 - Network with other school districts.
 - Respond to requests for formal presentations on the evaluation process.
4. Conduct four meetings annually (September, November, February and May); schedule other meetings, as needed.

Professional Growth Committee members identified by the membership groups:

- one licensed educator from each school (5)
- one special education representative (1)
- one principal (1)
- one CEA representative (1)
- one central office administrator (1)

These members are selected by their respective constituent groups and may remain on the Professional Growth Committee as long as they choose to serve.

CURRENT COMMITTEE MEMBERS

Chris Antonicci, Principal, Union Memorial School
Amanda Barone, Teacher, Malletts Bay School
Colleen Collins, Teacher, Union Memorial School
Evelyn Galati, Chair, Teacher, Colchester Middle School
Deb Hamlin, Speech-Language Pathologist, Malletts Bay School
Amy Minor, Superintendent, Colchester School District
Natalie LaRose, Teacher, Porters Point School
Jason Thime, Teacher, Colchester High School

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5 DIMENSIONS OF TEACHING AND LEARNING

The evaluation process is based on the University of Washington's Center for Educational Leadership 5 Dimensions of Teaching and Learning (©2012, 2016 University of Washington Center for Educational Leadership).

- [5 Dimensions of Teaching and Learning](#)
- [5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation](#)

The 5 Dimensions of Teaching and Learning provide an overview of the dimensions, including a vision for each one and some guiding questions. The 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions and includes a sixth dimension (Professional Collaboration and Communication) and provides five indicators of success for each dimension with descriptors for each of the four performance levels: Ineffective, Partially Effective, Effective and Highly Effective.

There are six dimensions within the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation. Each domain has five indicators, making for a total of 30 indicators.

1. Purpose (P)

P1 – Learning target(s) connected to standards

P2 – Lessons connected to previous and future lessons, broader purpose and transferable skill

P3 – Design of performance task

P4 – Communication of learning target(s)

P5 – Success criteria

2. Student Engagement (SE)

SE1 – Quality of questioning

SE2 – Ownership of learning

SE3 – Capitalizing on students' strengths

SE4 – Opportunity and support for participation and meaning making

SE5 – Student talk

3. Curriculum & Pedagogy (CP)

CP1 – Alignment of instructional materials

CP2 – Teacher knowledge of content

CP3 – Discipline-specific teaching approaches

CP4 – Differentiated instruction for students

CP5 – Use of scaffolds

4. Assessment for Student Learning (A)

- A1 – Student self-assessment
- A2 – Student use of formative assessment over time
- A3 – Quality of formative assessment methods
- A4 – Teacher use of formative assessments
- A5 – Collection systems for formative assessment data

5. Classroom Environment & Culture (CEC)

- CEC1 – Classroom arrangement and resources
- CEC2 – Learning routines
- CEC3 – Use of learning time
- CEC4 – Student status
- CEC5 – Norms for learning

6. Professional Collaboration & Communication (PCC) (the “plus” not included in the original 5 Dimensions of Teaching and Learning)

- PCC1 – Collaboration with peers and administrators to improve student learning
- PCC2 – Communication and collaboration with parents and guardians
- PCC3 – Communication within the school community about student progress
- PCC4 – Support of school, district and state curricula, policies and initiatives
- PCC5 – Ethics and advocacy

PROFESSIONAL GROWTH CYCLES (Overview)

New to Teaching

Educators who are new to teaching and hold a Level I license participate in a formal observation-based assessment that occurs in the first two years of employment within the district.

New to the District/Position

Educators who are new to the district (or new to a position within the district) and hold a Level II license participate in a formal observation-based assessment that occurs in the first year of employment within the district (or new position) with a second year if determined necessary by the administrator. If the new position is like the previous position held, the administrator has the option to keep the educator in the Master Educator cycle.

Master Educator

Educators who have taught in the district for two years (or one year if they were hired with a Level II license) participate in a five-year growth model that combines professional learning, mini observations and renewal of their teaching license.

Intensive Support

Educators who require a highly individualized, team-based system of support and guidance based on three documented pieces of evidence demonstrating ineffective performance in any indicator(s) within the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation are placed in Intensive Support. An educator will no longer be in Intensive Support when all the goals on their Improvement Plan have been satisfactorily met.

NEW TO TEACHING

Overview

The New to Teaching cycle lasts two years and is intended to more intensely observe and support educators who are new to the profession and determine if they are suited to the district and for the position they hold. Educators must demonstrate competency in the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation through formal observations to progress to the Master Educator cycle after two years and pursuant to Vermont statute 16 V.S.A. § 1752 (Grounds and procedures for suspension and dismissal).

Membership

All educators new to the district who hold a Level I license for their first two years of employment, in accordance with the Teacher's Master Agreement, language section XI, paragraph F.

Orientation to the Cycle

Prior to October 1, the administrator will:

- Assign the educator a mentor.
- Review the New to Teaching cycle with the educator either individually or during orientation/in-service.
- Review the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation with the educator.
- Develop a timeline for the three observations.

Roles and Responsibilities

Administrator:

1. Assign the educator a mentor.
2. Orient the educator to the cycle (see Orientation to the Cycle section above).
3. Set up an observation timeline prior to October 1. The observations must be completed by February 15.
4. Schedule and conduct three observations and the respective post observation meetings (see Observations section below).
5. Schedule a mutually agreed upon summative assessment conference by March 15.
6. Write a 2-3 sentence summary of the educator's performance for the year (see Summative Assessment Form).
7. Sign the Summative Assessment Form.
8. Send the Summative Assessment Form to Human Resources.

Educator:

1. Meet with the administrator to review the evaluation process.
2. Provide the administrator with the required information on the Observation Form prior to each observation and meet with the administrator afterward to discuss the observation as soon as possible (see Observations section below).
3. Meet with the administrator by March 15 for a summative assessment conference.
4. Write a 2-3 sentence summary of their performance for the year (see Summative Assessment Form).
5. Sign the Summative Assessment Form indicating a meeting was held. If the educator does not agree with the administrator's summary, they may submit a separate letter stating their differences. This letter will be attached to the form that gets sent to Human Resources.

Observations

There will be three scheduled formal observations prior to February 15. Each formal observation will last for one complete lesson as determined by the administrator. A lesson may or may not be defined as the length of the class period or instructional block.

To prepare for the observation, the educator will complete the Observation Form and submit it to the administrator at least two days prior to the observation. On the form, the educator will:

- Briefly list the steps of the lesson.
- Share any "off stage" preparation that went into the lesson and/or information they feel would be important for the administrator to know. This is done by writing the preparation in the appropriate dimension. It is not intended that every indicator be addressed in the six dimensions.

During the observation, the administrator will note evidence of the dimensions and indicators on the Observation Form.

After the observation, the administrator will summarize the commendations and recommendations based on the evidence collected. The educator and administrator will meet to review the lesson. Here are some questions that **may** be used to facilitate the discussion:

1. In general, how successful was the lesson? Did the students learn what you intended them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' level of engagement and understanding?
3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did this contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). To what extent were they effective?
6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently?
7. Where do you go from here? Is there any re-teaching that needs to occur? If not, what is the next step in building upon this lesson?

At the end of the meeting, the educator and administrator will sign the Observation Form to indicate the meeting was held. A hard copy of the Observation Form will be printed, signed, scanned and uploaded to the educator's folder.

At the administrator's discretion additional formal observations may occur.

Required Forms

The Observation Form is required for each of the three observations and is completed before and after the observation. The Summative Assessment Form is completed after the summative conference is held.

NEW TO THE DISTRICT/POSITION

Overview

The New to the District/Position cycle is intended to more intensely observe master educators who are new to the district or in a new position within the district and determine if they are suited for the position they hold. Educators must demonstrate competency in the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation to progress to the Master Educator cycle. It is intended that this cycle lasts one year, but the administrator may choose to extend it to a second year, if necessary. For example, a special educator who is transferring from another state may need more time to get acclimated to the position.

Membership

All educators new to the district who hold a Level II license or teachers within the district who have a new position.

Orientation to the Cycle

Prior to October 1, the administrator will:

- Assign the educator a mentor.
- Review the New to Teaching cycle with the educator either individually or during orientation/in-service.
- Review the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation with the educator.
- Develop a timeline for the three observations.

Roles and Responsibilities

Administrator:

1. Assign the educator a mentor.
2. Orient the educator to the cycle (see Orientation to the Cycle section above).
3. Set up an observation timeline prior to October 1. The observations must be completed by February 15.
4. Schedule and conduct three observations and the respective post observation meetings (see Observations section below).
5. Schedule a mutually agreed upon summative assessment conference by March 15.
6. Write a 2-3 sentence summary of the educator's performance for the year (see Summative Assessment Form).
7. Sign the Summative Assessment Form.
8. Send the Summative Assessment Form to Human Resources.

Educator:

1. Meet with the administrator to review the evaluation process.
2. Provide the administrator with the required information on the Observation Form prior to each observation and meet with the administrator afterward to discuss the observation as soon as possible (see Observations section below).
3. Meet with the administrator by March 15 for a summative assessment conference.
4. Write a 2-3 sentence summary of their performance for the year (see Summative Assessment Form).
5. Sign the Summative Assessment Form indicating a meeting was held. If the educator does not agree with the administrator's summary, they may submit a separate letter stating their differences. This letter will be attached to the form that is sent to Human Resources.

Observations

There will be three scheduled formal observations prior to February 15. Each formal observation will last for one complete lesson as determined by the administrator. A lesson may or may not be defined as the length of the class period.

To prepare for the observation, the educator will complete the Observation Form and submit it to the administrator at least two days prior to the observation. On the form, the educator will:

- Briefly list the steps of the lesson.
- Share any "off stage" preparation that went into the lesson and/or information they feel would be important for the administrator to know. This is done by writing the preparation in the appropriate dimension. It is not intended that every indicator be addressed in the six dimensions.

During the observation, the administrator will note evidence of the dimensions and indicators on the Observation Form.

After the observation, the administrator will summarize the commendations and recommendations based on the evidence collected. The educator and administrator will meet to review the lesson. Here are some questions that **may** be used to facilitate the discussion:

1. In general, how successful was the lesson? Did the students learn what you intended them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' level of engagement and understanding?
3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did this contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). To what extent were they effective?
6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently?
7. Where do you go from here? Is there any re-teaching that needs to occur? If not, what is the next step in building upon this lesson?

At the end of the meeting, the educator and administrator will sign the Observation Form to indicate the meeting was held. A hard copy of the Observation Form will be printed, signed, scanned and uploaded to the educator's folder.

At the administrator's discretion additional formal observations may occur.

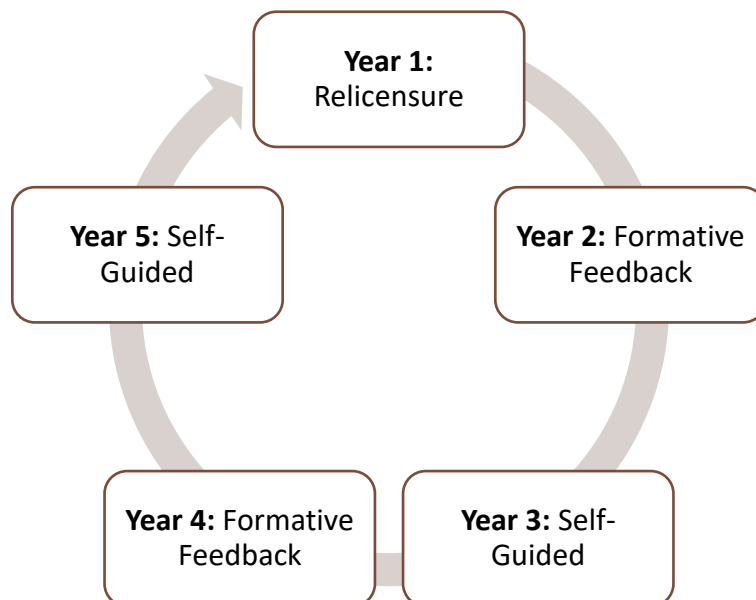
Required Forms

The Observation Form is required for each of the three observations and is completed before and after the observation. The Summative Assessment Form is completed after the summative conference is held.

MASTER EDUCATOR

Overview

The Master Educator cycle lasts five years and is intended to foster professional growth and development in a specific dimension/indicator of the 5 Dimensions of Teaching and Learning. Educators in this cycle have demonstrated their mastery of the profession and are honing their skill through learning experiences and focused feedback from an administrator. Placement within the cycle is based on the year the educator renews the professional license associated with their position. For those educators who are required to hold multiple licenses, the education license issued by the Vermont Department of Education will be used for determining placement with the cycle.



Membership

All educators who have achieved a Level II license and successfully completed the New to Teaching or New to the District/Position cycle.

Formative Feedback Steps

1. Write a goal:
 - a. Review the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation and identify **one** of the 30 indicators for growth for the school year (see 5 Dimensions of Teaching and Learning section above).
 - b. Create a goal that is based on the identified indicator that includes how it will specifically focus on a content area or course (see Sample Goals and Learning Experiences section below).
2. Identify at least two learning experiences that support the goal (see Learning Experiences section below). Write a description of the learning experience. For example, if you are taking an academic course, provide the course title, institution, dates and brief overview of the content with an emphasis on how it relates to the goal.
3. Meet with assigned administrator prior to October 1 to review and get approval for the goal and learning experiences. The administrator is responsible for scheduling the meeting with the educator, informing them about what is required for the meeting and ensuring the meeting happens.
4. Participate in two mini observations with assigned administrator and the respective post observation meeting(s) (see Mini Observations section below).
5. Write a 2-3 sentence summary of the progress made toward the goal.
6. Participate in a mutually agreed upon summative assessment conference prior to June 1.

Self-Guided Steps

1. Write a goal:
 - a. Review the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation and identify **one** of the 30 indicators for growth for the school year (see 5 Dimensions of Teaching and Learning section above).
 - b. Create a goal that is based on the identified indicator that includes how it will specifically focus on a content area or course (see Sample Goals and Learning Experiences section below).
2. Identify at least two learning experiences that support the goal (see Learning Experiences section below). Write a description of the learning experience. For example, if the learning experience is an academic course, provide the course title, institution, dates and brief overview of the content with an emphasis on how it relates to the goal.
3. Meet with assigned administrator prior to October 1 to review and get approval for the goal and learning experiences. The administrator is responsible for scheduling the meeting with the educator, informing them about what is required for the meeting and ensuring the meeting happens.
4. Write a 2-3 sentence summary of the progress made toward the goal.
5. Participate in a mutually agreed upon summative assessment conference prior to June 1.

Roles and Responsibilities (for Formative Feedback and Self-Guided)

Administrator:

1. Provide the educator with the form(s) required for their cycle.
2. Schedule and conduct a meeting with the educator to review, provide feedback and approve their goal and learning experiences.
3. **Formative Feedback only** – Schedule and conduct two mutually agreed upon mini observations, note evidence toward the identified goal and schedule and conduct a post mini observation meeting after the second mini observation. A meeting can occur after the first mini observation, but it is not mandatory.
4. Write a 2-3 sentence summary of the progress made toward the goal.
5. Schedule and conduct a summative assessment conference with the educator prior to June 1.
6. Sign the Master Educator – Formative Feedback Form or Master Teacher – Self-Guided Form and send it to Human Resources.

Educator:

1. Choose an indicator to focus on, write a goal and identify two learning experiences. Submit them prior to the meeting with the administrator (see Master Educator – Formative Feedback Form or Master Educator – Self-Guided Form).
2. Meet with the administrator to review the goal and learning experiences at the meeting initiated by the administrator.
3. Resubmit the goal and learning experiences if necessary.
4. **Formative Feedback only** – Work collaboratively with the administrator to schedule and participate in two mutually agreed upon mini observations. At least two days prior to each mini observation, provide the administrator with a minimum of one observable component (Look-For). Participate in the post mini observation meeting (see Master Educator – Formative Feedback Form).
5. Write a 2-3 sentence summary of the progress made toward the goal (see Master Teacher – Formative Feedback Form or Master Teacher – Self-Guided Form).
6. Meet with the administrator at the summative assessment conference initiated by the administrator to review the progress made toward the goal.
7. Sign the Master Teacher – Formative Feedback Form or Master Teacher – Self-Guided Form. If the educator does not agree with the administrator’s summary, they may submit a separate letter stating their differences. This letter will be attached to the form that is sent to Human Resources.

Mini Observations

There will be two scheduled mini observations prior to May 1. Each mini observation will last 10-15 minutes. The observation must relate directly to the educator’s goal. For example, if the goal is related to CP3: *Discipline-specific teaching approaches* related to science, the observation must be of a science lesson/learning experience.

To prepare for the mini observation, the educator will share with the administrator at least one observable component (Look-For) for the administrator to notice that will demonstrate growth, the approximate time within the larger lesson (knowing life happens and schedules can be delayed) and any additional, relevant information that may affect the lesson. The administrator will review the goal and Look-For(s).

During the mini observation, the administrator will take notes specific to the goal and Look-For(s).

After the mini observation, the administrator will summarize the notes and add it to the Master Educator – Formative Feedback Form. The summary shall include:

- a brief overview of the mini observation
- feedback related to the Look-For(s)

The educator will review the summary. Either party may request a meeting after the first mini observation, but it is not mandatory. A meeting is required after the second mini observation.

At the administrator’s discretion additional formal observations may occur.

Learning Experiences

These are the acceptable learning experiences:

- | | | |
|---|--|--|
| • take an academic course | • do action research | • attend a workshop, conference, etc. |
| • watch a webinar | • observe a peer | • have a peer observe me |
| • create/revise a unit of study | • implement a new unit of study | • read a professional book or article |
| • consult with the literacy coach | • consult with the math coach | • do a lesson study |
| • share new learning with colleagues (whole staff, department, grade level) | • record a lesson and discuss it with knowledgeable colleagues | • an experience not listed that is approved by the administrator |

Learning experiences are those that are initiated by the educator. Therefore, an educator may use any professional learning done outside of the school/district for relicensure. For example, if an educator participates in a day long workshop and uses the hours toward relicensure, they may also use the workshop as one of their learning experiences provided the content is directly related to the goal.

An educator may not use professional development provided by the school/district as a learning experience. They may, however, supplement it with additional, related learning experiences. For example, if there is an outside consultant presenting during the year and they have published a professional book or article, the educator may include reading it as one of their learning experiences.

Relicensure

During the relicensure cycle/year, the educator's sole responsibility is to renew their professional license. For educators who hold multiple endorsement and/or renewal dates, the date of the renewal of the endorsement for which they are employed will be used. For those educators who are required to hold multiple licenses, the education license issued by the Vermont Department of Education will be used for determining placement with the cycle.

Required Form

The required form depends on the year within the cycle. The Master Teacher – Formative Feedback Form or Master Teacher – Self-Guided Form is completed throughout the year and captures all aspects of the cycle (goal, learning experiences, etc.). The Master Educator – Relicensure Form can be completed at any point during the year.

INTENSIVE SUPPORT

Overview

Intensive Support is a highly individualized, team-based system of support and guidance. An educator is placed in Intensive Support based on three documented pieces of evidence demonstrating Ineffective performance in any indicators within the domains of the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation. Intensive Support will last for a period of one calendar year (12 months) from the start of the Improvement Plan or until February 1 of the following school year, whichever date comes first. An educator will no longer be on Intensive Support when all the goals on the Improvement Plan have been satisfactorily met. Intensive Support is intended to address the needs of an educator determined to be at the Ineffective performance level based on evidence acquired from the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation.

Membership

An educator is placed on Intensive Support when:

- their performance is determined to be in the Ineffective performance level based on the three documented pieces of evidence from any domain/indicator contained in the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation and
- they willingly demonstrate a desire to improve their instructional/professional practice.

An educator is not placed on Intensive Support when:

- they have disciplinary/compliance issues,
- they violate Vermont State Statutes and/or
- the documented evidence demonstrates an unwillingness to improve their instructional/professional practice. This constitutes insubordination, which could result in disciplinary actions including suspension and termination.

Documented Evidence

Documented evidence includes, but is not limited to:

- formal or informal observation
- electronic video or recording
- written communication

Resources Available to the Educator

The following resources are available to the educator and must be included in the Improvement Plan:

1. Educational experiences deemed necessary and approved by the administrator (see Learning Experiences section above). The district will provide financial support above and beyond the tuition reimbursement.
2. Access to other professionals (including colleagues who teach the same content and/or have expertise in the indicator(s) of concern).

Educators in need of Intensive Support are free to bring any Colchester Education Association (CEA) member to any or all the meetings.

Roles and Responsibilities

Administrator:

1. Formally meets with the educator and notifies them in writing when the first piece of ineffective evidence is collected and documented as such.
2. Formally meets with the educator when the second and third pieces of documented evidence are collected, provides formal notification in writing of placement in Intensive Support and reviews the ineffective indicator(s) needing improvement.
3. Notifies the Superintendent when the educator is placed in Intensive Support. It is from this notification date that the calendar year Improvement Plan must be implemented.
4. Writes Improvement Plan based on the indicators of the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation that were found to be at the Ineffective level.
5. Provides and reviews the Improvement Plan, including timeline for completion, with the educator. Improvement goals need to be specific, measurable and timely.
6. Signs Improvement Plan.
7. Conducts formal and informal observations and/or mini observations to collect evidence outlined in the Improvement Plan.
8. Convenes regular meetings with the educator to review documented evidence aimed at improving the educator's current practice. If the educator wishes, other professionals who were assigned to support the Improvement Plan may attend these meetings.
9. Conducts a formal meeting with the educator for summative evaluation with recommendation for employment.
10. Provides recommendation for employment to the Superintendent based on the outcome of the Improvement Plan.
11. Informs the educator of Master Educator cycle for the remainder of that school year and/or the following year if there is continued employment. It is at the discretion of the administrator to place the teacher in any Master Educator cycle regardless of where they would be in the five-year cycle.

Educator:

1. Upon the first notification of Ineffective performance, educator meets with administrator and reviews Intensive Support process.
2. Formally meets with administrator as additional pieces of evidence are collected.
3. Formally meets with administrator when third piece of documented evidence is collected and is provided with formal notification in writing of placement in Intensive Support.
4. Reviews with administrator Ineffective indicator(s) needing improvement.
5. Reviews Improvement Plan with administrator including timeline for completion.
6. Signs and implements Improvement Plan.
7. Attends regularly scheduled meetings with administrator to review documented evidence aimed at improvement of the educator's current practice. If the educator wishes, other professionals who were assigned to support the Improvement Plan may attend these meetings.
8. Addresses deficiencies documented in plan to minimum Effective level outlined in the 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation and provides evidence.
9. Attends the formal meeting with administrator for summative evaluation and provides administrator with evidence in support of improvement.

Required Forms

- Notification of Ineffective Performance Form
- Notification of Placement in Intensive Support Form
- Intensive Support Improvement Plan

RETIRING EDUCATORS

If a Master Educator tenders their resignation prior to October 1 in the school year they will retire, then they will be exempt from the evaluation components. Master Educators in this category can be observed at any time, and they will continue to uphold the professional standards for Vermont Educators as expected and outlined in this manual. Master Educators who resign after October 1 will be required to follow all evaluation components. This does not apply to educators in the New to Teaching, New to the District/Position or Intensive Support cycles.

LIST OF FORMS

- Observation Form (for New to Teaching and New to the District/Position cycles)
- Summative Assessment Form (for New to Teaching and New to the District/Position cycles)
- Master Educator – Formative Feedback Form
- Master Educator – Self Guided Form
- Master Educator – Relicensure Form
- Notification of Ineffective Performance Form
- Notification of Placement in Intensive Support Form
- Intensive Support Improvement Plan

ORGANIZATION

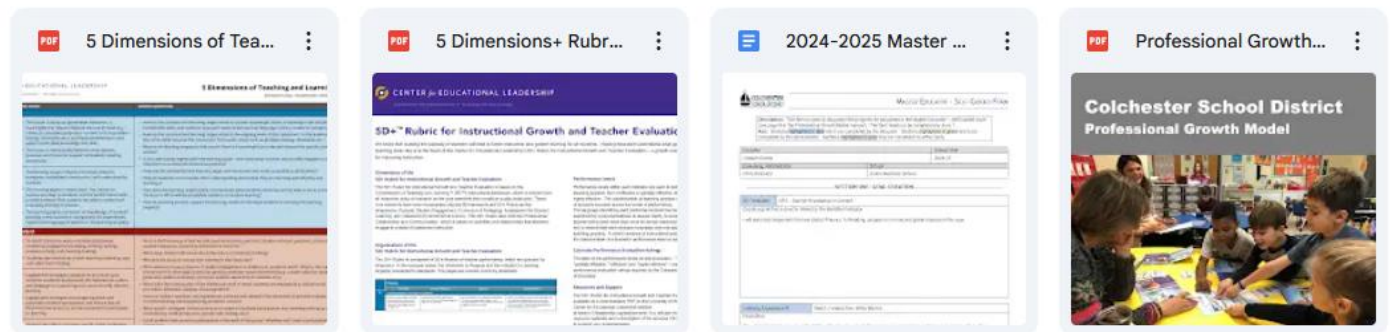
All evaluation forms will be kept in a digital folder located in a Shared Drive and be accessible by both the educator and building administrator(s).

At the conclusion of the school year, all evaluation forms for that school year will be placed in a digital folder with a title indicating the year (20XX-XX School Year). The folder will be in a folder in the educator's evaluation folder entitled "Archives."

Folders



Files



At the end of the school year, a hard copy of the summative form:

- Summative Assessment Form (for New to Teaching and New to the District/Position cycles)
- Master Educator - Formative Feedback Form
- Master Educator - Self Guided Form
- Master Educator - Relicensure Form

will be printed, signed, scanned and uploaded to the educator's digital folder. The signed electronic copy of the form will also be forwarded to the Human Resources department to be added to the educator's personnel file.

For the Intensive Support cycle, all related forms will be signed, scanned and uploaded to the educator's digital folder and a signed electronic copy forwarded to the Human Resources department to be added to the educator's personnel file.

EVALUATION SCHEDULE

August-September	October-March	April-May
New to Teaching		
Mentor assigned Meeting held New to Teaching cycle reviewed Dimensions+ Rubric for Instructional Growth and Teacher Evaluation reviewed Observation timeline set up	Three scheduled observations conducted and Observation Forms (one for each observation) completed Summative assessment conference held	Summative Assessment Form completed, signed and sent to Human Resources
New to the District/Position		
Mentor assigned Meeting held New to the District/Position cycle reviewed 5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation reviewed Observation timeline set up	Three scheduled observations conducted and Observation Forms (one for each observation) completed Summative assessment conference held	Summative Assessment Form completed, signed and sent to Human Resources
Master Teacher – Formative Feedback		
5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation reviewed Section One: Goal Creation section on Master Educator – Formative Feedback Form completed Meeting held	Identified learning experiences worked on Two mini observations conducted Prior to each observation, share at least one observable component (Look-For) and any additional, relevant information that may affect the lesson in Section Two: Mini-Observations on Master Educator – Formative Feedback Form	Section Three: End of Year Reflection/Signatures section on Master Educator – Formative Feedback Form completed Summative assessment conference held Completed Master Educator – Formative Feedback Form signed and send to Human Resources
Master Teacher – Self-Guided		
5 Dimensions+ Rubric for Instructional Growth and Teacher Evaluation reviewed Section One: Goal Creation section on Master Educator – Self-Guided Form completed Meeting held	Identified learning experiences worked on	Section Two: End of Year Reflection/Signatures section on Master Educator – Self-Guided Form completed Summative assessment conference held Completed Master Educator – Self-Guided Form signed and send to Human Resources
Master Teacher – Relicensure		
There are no requirements for this cycle other than getting relicensed through the Vermont Agency of Education.		
Intensive Support		
Since this cycle is based on when the third piece of documented evidence is collected, the timeline will vary from educator to educator. See Intensive Support section above for a complete description of the requirements and timeline for completion.		

SAMPLE GOALS AND LEARNING EXPERIENCES

Elementary Classroom Teacher

5D+ Indicator: CP4 – Differentiated instruction for students

Goal: I will differentiate my reading instruction so students can decode and encode familiar and unfamiliar words, as well as understand word meanings and word parts. I will meet students where they are and individualize each student's instruction based on formative and summative assessments.

Learning Experience #1: Take an academic course. Take an Orton-Gillingham course on syllables and syllable division through the Stern Center.

Learning Experience #2: Observe a peer. Observe the Reading Teacher teach two lessons on using syllable division to help decode and then encode words.

Middle School Teacher

5D+ Indicator: CEC3 – Use of learning time

Goal: I want to establish a positive classroom environment that maximizes learning through effective routines, transitions, norms and expectations. Student to teacher and student to student relationships and interactions will reflect a positive and collaborative climate.

Learning Experience #1: Consult with the Behavior Specialist. Seek additional strategies to improve classroom climate while evaluating effectiveness of interventions. Meet monthly to review data, reflect on process and affect change.

Learning Experience #2: Take an academic course. Take the Developmental Design II course in the Summer of 2024. This course is designed to be curriculum-specific and incorporates Developmental Design into content in a manner that supports all learners.

High School Humanities Teacher

5D+ Indicator: A1 – Student self-assessment

Goal: I will provide opportunities for Advanced Placement Language students to assess their own rhetorical analysis skills in relation to the success criteria for rhetorical analysis in ways that deepen student understanding of progress toward the target(s). Students will use successful criteria for improvement revising their rhetorical analysis responses.

Learning Experience #1: Read a professional book. Re-read my graduate textbook, *Teach Like a Champion 3.0* by Doug Lemov, specifically the chapters that deal with best practices around student self-assessment. I will take notes on different techniques I can apply in my own classroom throughout the year.

Learning Experience #2: Implement a new unit of study. I will revise my Advanced Placement units to incorporate these practices and implement them throughout the year in a predictable layout for the course Rhetorical Analysis Questions.

Elementary School Counselor

5D+ Indicator: P3 – Design of performance task

Goal: I want students to demonstrate their thinking and show application of the learning target(s). Though this is important in all teaching, I'm going to focus on the Care for Kids unit as I have noticed students struggle when it is taught.

Learning Experience #1: Attend a workshop. Prevent Child Abuse Vermont is offering a workshop entitled "Getting Students to Understand the Importance of Sexual Abuse Prevention." One of the outcomes of the workshop directly addresses my goal.

Learning Experience #2: Record a lesson and discuss it with knowledgeable colleagues. I will record Lesson 3: Bodies and show it to my fellow counselors. Lesson 3 has proven to be a particularly challenging lesson for students in the past and I'd like to discuss my instructional practices with my colleagues.

Librarian

5D+ Indicator: CEC1 – Classroom arrangement and resources

Goal: I want to better engage students in the library by identifying books that may be of particular interest to them, making them easier to locate in the library. I will also develop a mechanism for student book reviews that can be displayed throughout the library (e.g. QR codes and book talkers).

Learning Experience #1: Create/Revise a unit of study. I will update signage and introductory lessons to ensure students know how to find books in the library. I will periodically meet with sixth grade classes to refresh lessons throughout the year to ensure that they tie into their curriculum.

Learning Experience #2: Read a professional book or article. The School Library Journal published an article entitled "Updating Your Library." I will read this article and implement its recommendations.

Music Teacher

5D+ Indicator: CEC1 – Classroom arrangement and resources

Goal: I will explore different options for seating, including using choral risers, back jacks, stools, beanbags or whatever else may be available to see if this can improve the classroom environment. Currently, there are only six stools that are used when students are in the art room. The stools do not work for music because we do not use tables. There is a lot of planned movement during music classes (e.g. singing games, dances, free movement) and so we do not necessarily want a whole set of chairs in there unless they can be easily stacked.

Learning Experience #1: Observe a peer. I would like to observe other music teachers (perhaps in different districts) to see how their rooms are set up. What kinds of seating do they offer? Have they used other types of seating and what was the best option for students? Do they share the room with another teacher?

Learning Experience #2: Have a peer observe me. Once I have found someone whose classroom offers ideal seating options, I would like to model my classroom after those by borrowing seating options to try out in my space. Then I would like a peer, maybe from UMS, to observe how the seating helps to scaffold student learning and the purpose of the lesson.

Special Educator

5D+ Indicator: CP5 – Use of scaffolds

Goal: I will support my students by using scaffolds that are clearly related to and support the development of targeted concepts to support their learning independence with writing assessments.

Learning Experience #1: Take an academic course. I will review the material I learned in the Stern Center course “Writing Instruction with the Science of Reading in Mind.”

Learning Experience #2: Observe a peer. I will observe how colleagues use scaffolds, such as graphic organizers, within the classroom and then modify their instructional practices with my knowledge to promote my students’ independence in writing class.

FREQUENTLY ASKED QUESTIONS

1. Can educators work together on a common goal?
 - Yes. In fact, it is encouraged for grade level teams and/or departments to work collaboratively on a common goal.
2. What should I do if I am not a classroom teacher?
 - There are 30 indicators from which to choose. The intent is for educators in the Master Educator cycle to focus on those that pertain to their position. Look for those that are relevant. The Student Engagement and Professional Collaboration and Communication dimensions lend themselves to the responsibilities of all educators.
3. There is only space to record two learning experiences on the Master Educator – Formative Feedback Form and Master Educator – Self Guided Form. What if I want to do more than two?
 - Go for it. You are, however, only responsible for documenting two.
4. What do I do if I don’t know all the details for one of my learning experiences? For example, I know the All Learners Network offers a course on differentiating math instruction, but I don’t know when it will be offered, the exact title, etc.
 - Provide as many details as possible. In the reflection, you can add the relevant missing information.
5. May I use relicensure professional learning for one or both of my learning experiences. For example, if I am taking an academic course at the University of Vermont, can I use it for relicensure and a learning experience to support my goal?
 - Yes, if the professional learning (in this case an academic course) is related to your goal.
6. If the school and/or district are providing professional development, may I use that as one of my learning experiences?
 - No, you may not. If your goal aligns with a school/district initiative, you are welcome to supplement the professional development with related learning experiences. For example, if the math or literacy coordinator is providing professional development sessions, you may ask them to do a lesson study with you, observe a lesson and/or teach a model a lesson. Learning experiences are those initiated by the educator, not the school/district.

7. Can Collaborative Learning Group/department/grade level work time be used as one of my Learning Experiences.
 - Yes. Remember, learning experiences are those initiated by the educator, or in this case by the educators, not the school/district. Simply meeting, though, is not sufficient as that is a job responsibility. The team of educators must engage in a learning experience that supports their goal. For example, the group may decide to read a common article and discuss it during their meeting time.
8. What do I do if I take an academic course or workshop over the summer? Can I include that as one of my learning experiences?
 - Yes, but it must occur during the summer prior to the school year. Learning experiences are intended to affect your current teaching and the mini observations will focus on your new learning. Therefore, it is unacceptable to include a learning experience that will occur after the goal is completed.
9. Are long term substitute and one-year only employees required to do the evaluation process?
 - No, they are not. The model is designed for permanent professional employees.
10. What is the difference between an observation and a mini observation?
 - Observations focus on most (or even all) of the 30 indicators and are used for educators in the New to Teaching, New to the District/Position and Intensive Support cycles. The intent is to ensure that a new educator is at least Effective in all indicators before being placed in the Master Educator cycle.
 - Mini observations focus on an educator's goal in the Master Educator – Formative Feedback cycle. The intent is to provide the educator with focused feedback on the goal they have written based on one of the 30 indicators.
11. Is it true I only must focus on renewing my license in the Relicensure year of the Master Educator cycle?
 - Yes. You're welcome.



Key:

- | | | |
|--------------------------|--------|------|
| Educator | | Date |
| | | |
| Evaluating Administrator | School | |
| | | |

Lesson Plan: Briefly list the steps of the lesson.

P1 – Learning target(s) connected to standards
P2 – Lessons connected to previous and future lessons, broader purpose and transferable skill
P3 – Design of performance task
P4 – Communication of learning target(s)
P5 – Success criteria

Educator	Administrator

Dimension 2: Student Engagement	
SE1 – Quality of questioning SE2 – Ownership of learning SE3 – Capitalizing on students' strengths SE4 – Opportunity and support for participation and meaning making SE5 – Student talk	
Educator	Administrator

Dimension 3: Curriculum and Pedagogy	
CP1 – Alignment of instructional materials CP2 – Teacher knowledge of content CP3 – Discipline-specific teaching approaches CP4 – Differentiated instruction for students CP5 – Use of scaffolds	
Educator	Administrator

Dimension 4: Assessment of Student Learning	
A1 – Student self-assessment A2 – Student use of formative assessment over time A3 – Quality of formative assessment methods A4 – Teacher use of formative assessments A5 – Collection systems for formative assessment data	
Educator	Administrator

Dimension 5: Classroom Environment and Culture	
CEC1 – Classroom arrangement and resources CEC2 – Learning routines CEC3 – Use of learning time CEC4 – Student status CEC5 – Norms for learning	
Educator	Administrator

“Plus” Dimension: Professional Collaboration and Communication	
PCC1 – Collaboration with peers and administrators to improve student learning PCC2 – Communication and collaboration with parents and guardians PCC3 – Communication within the school community about student progress PCC4 – Support of school, district and state curricula, policies and initiatives PCC5 – Ethics and advocacy	
Educator	Administrator

Administrative Summary: Commendations and recommendations

Date of post observation meeting with administrator:	
--	--

Educator’s signature: _____

Date: _____

Your signature indicates you have received this form. Your signature does not necessarily indicate agreement with its contents, only that you have read it and that it will be placed in your personnel file.

Administrator’s signature: _____

Date: _____



Description: This form is used to document the progress for educators in the New to Teaching and New to the District/Position cycles (see pages 4 and 5 in the Professional Growth Model manual). The form needs to be completed after the Summative Assessment Conference.

Key:

- The section highlighted in blue is to be completed by the educator.
- The section highlighted in green is to be completed by the administrator.
- Sections highlighted in gray may be completed by either party.

Educator		Date
Evaluating Administrator	School	Year - Cycle
	Colchester High School ▾	Year 1 - New to Teaching ▾

Date of Observation #1:	
Date of Observation #2:	
Date of Observation #3:	

Educator End of Year Summary	

Administrator End of Year Summary

Educator's signature: _____ Date: _____
Your signature indicates you have received this form. Your signature does not necessarily indicate agreement with its contents, only that you have read it and that it will be placed in your personnel file.

Administrator's signature: _____ Date: _____

Description: This form is used to document the progress for educators in the Master Educator – Formative Feedback cycle (see pages 7 and 9 in the Professional Growth Model manual). The form needs to be completed by June 1.

Key: Sections highlighted in blue are to be completed by the educator. Sections highlighted in green are to be completed by the administrator. Sections highlighted in gray may be completed by either party.

Educator		School Year
Evaluating Administrator	School	Year - Cycle

SECTION ONE: GOAL CREATION

5D+ Indicator:	
Create a goal that is directly related to the identified indicator.	

Learning Experience #1:	
Description	
Learning Experience #2:	
Description	

Date meeting held with administrator (by October 1):	
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----- SECTION TWO: MINI OBSERVATIONS -----

Mini Observation #1	Date:	Time:
Observable component(s) (Look-For(s))		
Any additional, relevant information that may affect the lesson (optional)		

Mini Observation #1 (Administrator Comments)

Date meeting held with administrator (optional):	
--	--

Mini Observation #2	Date:	Time:
Observable component(s) (Look-For(s))		
Any additional, relevant information that may affect the lesson (optional)		

Mini Observation #2 (Administrator Comments)

Date meeting held with administrator (required):

----- **SECTION THREE: END OF YEAR REFLECTION/SIGNATURES** -----

Summary of progress toward goal (Educator)

Summary of progress toward goal (Administrator)

Date meeting held with administrator (by June 1):

Educator's signature: _____

Date: _____

Your signature indicates you have received this form. Your signature does not necessarily indicate agreement with its contents, only that you have read it and that it will be placed in your personnel file.

Administrator's signature: _____

Date: _____

Description: This form is used to document the progress for educators in the Master Educator – Self-Guided cycle (see page 8 in the Professional Growth Model manual). The form needs to be completed by June 1.

Key: Sections highlighted in blue are to be completed by the educator. Sections highlighted in green are to be completed by the administrator. Sections highlighted in gray may be completed by either party.

Educator		School Year
Evaluating Administrator	School	Year - Cycle

----- **SECTION ONE: GOAL CREATION** -----

5D+ Indicator:	
Create a goal that is directly related to the identified indicator.	

Learning Experience #1:	
Description	
Learning Experience #2:	
Description	

Date meeting held with administrator (by October 1):	
--	--

----- SECTION TWO: END OF YEAR REFLECTION/SIGNATURES -----

Summary of progress toward goal (Educator)

Summary of progress toward goal (Administrator)

Date meeting held with administrator (by June 1):

Educator's signature: _____

Date: _____

Your signature indicates you have received this form. Your signature does not necessarily indicate agreement with its contents, only that you have read it and that it will be placed in your personnel file.

Administrator's signature: _____

Date: _____

Description: This form is used to document the educator is in the Relicensure year of the cycle and is only responsible for getting relicensed through the Vermont Agency of Education.

Educator		Date
Evaluating Administrator	School	Year - Cycle
n/a	Colchester High School ▾	Year 1 - Relicensure

Your only focus for this school year is to follow the steps to renew the license you are currently working under. When you have completed the process, you need to send a copy to Human Resources.

Educator's signature: _____ Date: _____

Your signature indicates you have received this form. Your signature does not necessarily indicate agreement with its contents, only that you have read it and that it will be placed in your personnel file.

Administrator's signature: _____ Date: _____

Description: This form is used to inform the educator of Ineffective performance in the dimension indicated (see page 11 in the Professional Growth Manual).

Educator	Date
Evaluating Administrator	School
	Colchester High School ▾

Dimension of concern:

- ☐ Purpose - Indicator(s):
- ☐ Student Engagement - Indicator(s):
- ☐ Curriculum & Pedagogy - Indicator(s):
- ☐ Assessment for Student Learning - Indicator(s):
- ☐ Classroom Environment & Culture - Indicator(s):
- ☐ Professional Collaboration & Communication - Indicator(s):

Evidence

This documents the

- ☐ first
- ☐ second
- ☐ third

piece of ineffective evidence collected.

Educator's signature: _____

Date: _____

Your signature indicates you have received this form. Your signature does not necessarily indicate agreement with its contents, only that you have read it and that it will be placed in your personnel file.

Administrator's signature: _____

Date: _____

NOTIFICATION OF PLACEMENT IN INTENSIVE SUPPORT FORM

Description: This form constitutes official notice that a total of three pieces of evidence at the Ineffective level has been collected in the dimension indicated (see pages 10-12 in the Professional Growth Manual).

Educator		Date
Evaluating Administrator	School	
	Colchester High School ▾	

Dimension of concern:

- ☐ Purpose - Indicator(s):
- ☐ Student Engagement - Indicator(s):
- ☐ Curriculum & Pedagogy - Indicator(s):
- ☐ Assessment for Student Learning - Indicator(s):
- ☐ Classroom Environment & Culture - Indicator(s):
- ☐ Professional Collaboration & Communication - Indicator(s):

This notification has been discussed with this educator. The educator acknowledges the receipt of this form. An Intensive Support Improvement Plan will be developed by the administrator based on the indicator(s) of the dimension that were found to be at the Ineffective level.

Intensive Support Development Meeting	Date:	Time:
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Educator's signature: _____

Date: _____

Your signature indicates you have received this form. Your signature does not necessarily indicate agreement with its contents, only that you have read it and that it will be placed in your personnel file.

Administrator's signature: _____

Date: _____



Documented Evidence/Improvement Goal/Evidence of Completion (add sections as needed)	
Professional Practice at Ineffective Level	Documented Evidence at Ineffective Level Based on Dimension/Indicator
Dimension:	
Indicator:	
Improvement Goal (specific, timely and measurable):	
Documented Evidence of Completed Plan:	

Progress Monitoring		
Date	Improvement Team Member(s)	Description of Interaction

Intensive Support Plan Date Completed:

Plan was

- ☐ successful
☐ unsuccessful

Comment:

Recommended Evaluation Cycle for next school year:

- ☐ Master Educator - Formative Feedback
☐ Master Educator - Self-Guided
☐ Master Educator - Relicensure
☐ Intensive Support

Educator's signature: _____

Date: _____

Your signature indicates you have received this form. Your signature does not necessarily indicate agreement with its contents, only that you have read it and that it will be placed in your personnel file.

Administrator's signature: _____

Date: _____