

Overview of Teacher Supervision/Evaluation Program

Track I Initial Staff Development

Who

- Teachers who have not taught at the school previously
- Teachers who are new to teaching, in their first two years

Purpose

- To ensure that the *Standards for Effective Christian Teaching* are understood, accepted, and demonstrated
- To provide support in implementing the *Standards*
- To provide accountability for decisions to continue employment

Method

- Formal classroom observations with feedback
- Informal classroom observations
- Structured discussion of a subset of the Standards (components 1a, 1c, 1f, 2, 3, 4a, 4d, 4e, 5a, 5c, 5d, 7b)
- Discussion of professional practices
- Year-end evaluation, focusing on the above subset of the *Standards*, to include parent and student input

Track II Professional Development

Who

- Teachers who have at least one year of experience at the school, who are demonstrating the *Standards for Effective Christian Teaching*

Purpose

- To enhance professional growth
- To improve student achievement
- To provide feedback on professional issues
- To focus on school improvement initiatives

Method

- Ongoing informal discussion of teacher performance
- Development of personal Professional Growth Plan
- Establish indicators of progress
- Administrative support of teacher
- Feedback to teacher
- Informal classroom observations
- Biennial evaluation:
 - Formal classroom observations with feedback
 - Year-end evaluation to include parent and student input

Track III Teacher Assistance

Who

- Teachers in need of specific professional guidance in identified area(s) of the *Standards for Effective Christian Teaching*. Generally (but not exclusively), this will be teachers who receive “Unsatisfactory” ratings on a year-end evaluation in one or more of the following components of the Standards: 1a, 1b, 1c, 1f, 2, 3, 4a, 4d, 4e, 5a, 5c, 5d, 7b, 7e.

Purpose

- To give an experienced teacher the opportunity to seek assistance in any Standard
- To provide a more structured process for a tenured teacher who may benefit from more support
- To provide due process for disciplinary action (**Note:** This does not preclude disciplinary action against a teacher who is not formally in Track III. There is no requirement established that teachers must be placed in a Track III program before any disciplinary action may be taken.)

Method

- Ongoing discussion focused specifically on identified area(s) of needed improvement
- Formal classroom observations with feedback
- Videotaped class lessons
- Informal classroom observations
- Year-end evaluation, focusing on identified area(s) of needed improvement

Explanation of the Teacher Supervision/Evaluation Program

Supervision is aimed at improving teachers' skills, the instructional process, and learning outcomes. Because teachers are indwelt by God the Holy Spirit and are called to Christian school teaching, they should be trusted to press on toward improvement and maturity, both personal and professional.

Responsibility for supervision rests with the administration, particularly with the school-level Headmaster. He is to exercise gentleness in an unpretentious manner. He is responsible for developing procedures that will help teachers improve the quality of their instruction. Teachers are accountable for personal evaluation, examination, and growth, but are submissive to administrative supervision, making the administrator's work rewarding.

A variety of supervisory activities are used in the process of supervision and evaluation. These may include

- Teacher self-evaluation
- Classroom observations (both scheduled and unscheduled)
- Peer coaching/mentoring
- Videotaping
- Student and parent feedback
- Differentiated supervision

The administration is responsible for developing and carrying out the plan below for supervising the instructional improvement of each teacher. This plan allows for different levels of professional skill development.

This program recognizes the fact that there are three different groups of teachers at the school:

- Those who have not taught before at the school. This group includes two sub-groups:
 - Those who have classroom teaching experience elsewhere.
 - Those who have not taught in a classroom before, or who have not taught on a high school level. These teachers shall receive the thorough evaluation for their first two years.
- Those who have teaching experience at the school, and are demonstrating an acceptable level of competence.
- Those who have teaching experience at the school, but who have specific areas of significant weakness that must be addressed and corrected in order to remain as an employee of the school.

Individuals in these three groups receive different types of oversight and evaluation, based on their differing needs.

Track I

Teachers in Track I will go through a time of training related to the Standards, particularly with regard to the subset of the Standards which is deemed most important for new teachers. This will be done through pre-planning meetings, faculty meetings, and some readings. The purpose of this is to help inexperienced teachers learn effective teaching skills, and to help all teachers new to the school learn what we expect of teachers.

The school-level Headmaster will schedule several formal classroom observations with Track I teachers. The teacher will let the Headmaster know what the objectives of the lesson will be, and will let him know any particular things to watch for. While these observations are a factor in the year-end evaluation, the primary purpose of them is formative – that is, they provide an opportunity for the Headmaster and the teacher to find areas to improve and develop. The teacher should not be afraid of trying out something new at this time, as the Headmaster can give feedback as to its effectiveness. Following these observations, the Headmaster will give a written report to the teacher, and will schedule a conference if necessary.

Several times during the school year, the Headmaster may arrange to videotape one of the teacher's class lessons. After the Headmaster has an opportunity to watch the video, he will provide feedback to the teacher. This may be

in the form of a personal conference to watch portions of the lesson, or it may consist of the Headmaster's written comments.

The Headmaster will also visit the classroom of all teachers (not just Track I) on an unannounced basis through the year. The teacher is not expected to change anything or suddenly do something for the Principal, but just to carry on with class. These visits may be anywhere from 5 to 15 minutes long. The Headmaster may give some feedback to the teacher following these visits, but will not do so in every instance.

Teachers in Track I will also discuss particular instructional practices individually with the Headmaster, as the occasion arises. Teachers are encouraged to talk with the Headmaster about any new ideas for teaching before implementing them in the classroom, just to get additional insight into their effectiveness.

Track I teachers also receive a thorough evaluation at the end of the year, but one that is based on the subset of Standards. Track I teachers should receive at least a "Basic" level evaluation in each of the Standards, in order to move into Track II in the following year. This evaluation includes an evaluation by the Headmaster, and also is based on input received from parents and students in the form of official surveys.

Track II

Track II teachers have shown themselves to be generally competent, based on previous experience at the school. Thus, there is less direct supervision needed. Instead, the focus is on refinement and development of teaching skills. The Headmaster will discuss with each teacher a plan for personal professional development, focusing on some specific area in which the teacher would like to develop further. That plan for development will vary depending on the teacher and on the goals desired.

The Headmaster will also conduct informal classroom visits to Track II teachers, as described above under Track I.

All Track II teachers will receive a thorough evaluation on a biennial basis. This will consist of several formal, full-period classroom observations, parent and student input, and a full report by the Headmaster. Track II teachers shall maintain at least a "Basic" rating in all components of the Standards, but should expect to be rated "Proficient" in many areas, and should set the "Distinguished" level as their goal.

Track III

The school expects that all teachers will begin in Track I and then move to Track II, where they will remain for their teaching careers. However, should a teacher, either in Track I or Track II, demonstrate decided weaknesses (rated "Unsatisfactory") in the subset of Standards listed above, or should the Headmaster think it is necessary, a teacher shall be placed in Track III. This may happen at any point in time: during a school year, or from one year to the next.

The purpose of Track III is to provide systematic help for teachers who are decidedly weak in particular areas. This involves regular, individual meetings between the Headmaster and the teacher, possible assigned readings and study, regular classroom observations (both formal and informal, along with videotaped lessons), and a full evaluation at the end of the year, including parent and student input. The Headmaster and teacher shall focus on those Standards that are weak, with the goal being to improve at least to the "Basic" level by the end of the school year.

Track III can be considered somewhat as a probationary step. That is, the teacher in Track III is formally notified of particular weaknesses, and is to concentrate on improving those areas. At the end of the school year, if the weaknesses have not improved to at least the "Basic" level, the Superintendent and Headmaster will determine if the teacher shall remain employed (continuing in Track III), or shall not be offered a contract.

However, Track III is not to be considered the first step in a dismissal process. Rather, it is analogous to our placing students on academic or behavioral probation. Track III provides us with a systematic way of addressing and correcting weaknesses, with the goal that the teacher improve and move back into Track II. The desired outcome is not for the teacher to leave the school, but to correct the situation and remain as a valued member of the faculty for many years.

It should be noted here that, although assigning a teacher to Track III may be the first step in a disciplinary process which may result in the dismissal of a teacher or may result in not offering a teacher a contract to return, Track III is not an essential part of that decision. That is, the school reserves the right to refuse to offer any teacher a contract, for any reason whatsoever, whether or not the teacher has been in Track III. In addition, the school reserves the right to dismiss a teacher during the school year, when due process has been followed, whether or not that teacher has been placed in Track III. Placing a teacher in Track III may be part of the process in determining whether or not to rehire a teacher, or it may be part of the process in dismissing a teacher during the school year, but the failure to assign a teacher to Track III is not to be considered a violation of due process.

For Track I and Track III teachers, a selection of the Standards has been made, to serve as the basis for training and/or evaluation. This is not to say that other Standards are not important, but rather that certain of the Standards are seen as more essential to defining the foundational level of teaching. For new teachers (Track I), the selected Standards are seen as those which are most important for new teachers to focus on. For decisions regarding assigning teachers to Track III, the selected Standards are those in which Unsatisfactory ratings are particularly crucial and have a decidedly negative impact on the teacher's effectiveness.