South Bend Community Schools

Educator Growth & Proficiency System: Teachers

**2013-2014 Learning Edition**

**9. Educator Year-End Self-Assessment** Due 5 days prior to

 Cross-referenced to the Year-End Report (Document 12) Year-End Conference

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**A. Student Target Learning Area (STLA)**

 1. Describe the results and provide evidence for each SMART goal, including initial and concluding assessment data:

 2. Provide your overall assessment of progress in the STLA (Document 12, Item 3):

 3. Describe what you did that produced these results:

 4. Describe what you learned and how you will use your learning going forward:

**B. Professional Target Learning Area (PTLA)**

 5. Describe the results and provide evidence of learning in your PTLA – specifically in terms of

 the Elements of Performance in *The Framework* that focus your PTLA, as well as evidence

 of application in the classroom:

6. Provide your overall assessment of progress in your PTLA (Document 12, Item 7):

7. Describe what you did that produced these results; relate this to your Theory of Action:

8. Describe what you learned and how you will use that going forward:

**C. Looking Forward**

 9. Ideas for Supervision for Quality Learning next year:

**2013-2014 Learning Edition**

**Year-End Self-Assessment on *The Framework for Effective Teaching:* Rating Edition**

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use *The Framework for Effective Teaching* and its Rating Edition to self-assess levels of proficiency in Areas of Performance 3, 4, and 5.

1. Reflect on and record evidence for each Area of Performance, in terms of its specific Elements of

 Performance.

2. Referring to the Area’s continuum in the Rating Edition, select the level of proficiency that aligns

 with the evidence (Document 12, Items 9-11).

3. In the event of full alignment with one level (e.g., “On the Way) and partial alignment with the

 next higher level (e.g., “Nearly There), choose the lower level.

**Area of Performance 3: Creating & Maintaining an Effective Environment for Student Learning**

Note: refer to both the Rating Edition of *The Framework*, and a full edition with Elements rubrics.

1. Evidence in terms of the Elements of Performance in Area 3.

Continue over as needed 🡪

B. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

**Area of Performance 4: Engaging & Supporting All Students in Learning**

Note: refer to both the Rating Edition of *The Framework*, and a full edition with Elements rubrics.

1. Evidence in terms of the Elements of Performance in Area 4.

Continue over as needed 🡪

B. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

**Area of Performance 5: Assessing Student Learning**

Note: refer to both the Rating Edition of *The Framework*, and a full edition with Elements rubrics.

1. Evidence in terms of the Elements of Performance in Area 5.

Continue over as needed 🡪

B. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

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**10. Administrator Preparation** To be completed in the 5-day window

 between the Self Assessment due date

 and the Year-End Conference.

This process is to prepare an administrator for *“putting ideas on the table.”* The teacher’s preparation expresses her or his perspective on evidence of success in the Student Target Learning Area (STLA), Professional Target Learning Area (PTLA), as well as evidence of proficiency and actual self-rating on the *Framework for Effective Teaching*.

The administrator then compares her or his evidence and perspective with that of the teacher, to be prepared for the Exploring and Discovering phases of the *Year-End Conference Protocol*. It is in Exploring and Discovering phase of the conference that evidence is put on the table, always the teacher’s first. Administrators need to be ready to put their evidence on the table, honoring the collaborative spirit of the Conference. Key tools for the Norm of putting ideas on the table:

**Specific Ways to Make Thinking**

**And Perspective Visible**

* Describe the focus of your point of view.
* Provide specific evidence/data.
* Offer concrete examples.
* Explain your reasoning.
* Reveal your perspective.

**Signaling Intention to Share Your Evidence & Perspective**

🢩 “Here is some additional evidence.”

🢩 “Here are some other data.”

🢩 “Another idea is...”

🢩 “From another perspective...”

**Preparation**

1. **Student Target Learning Area (STLA)**
2. Review the results and evidence for each SMART Goal – as provided by the

 teacher and any other source you might have.

1. Consider an overall assessment of progress in the STLA.
2. **Professional Target Learning Area (PTLA)**

 1. Review the results and evidence of the teacher’s learning in the PTLA – as provided

 by the teacher and any other source you might have.

 2. Consider an overall assessment of engagement in the PTLA.

1. **Areas of Performance of the Framework for Effective Teaching**
2. Record and reflect on evidence for each Area of Performance – your own and

 as provided by the teacher.

1. Estimate the rating that you would assign; check correspondence with the teacher’s self-ratings.
2. **STLA, PTLA, *Framework* Areas**

 Anticipate the conversation about similarities between and, more importantly, differences between

 your evidence, perspectives, and ratings, and those of the teacher.

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**11. Year-End Conference Protocol** Conference due by May 22

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

 **Activating & Engaging**

 **(Overall)**

1. What are:

 (a) the Student Target Learning Area (STLA),

 (b) the Professional Target Learning Area (PTLA), and

 (c) the Student SMART Goal

 that are focusing your Growth & Proficiency work?

2. What Theory of Action has been serving as your “compass” in

 organizing this year’s Growth & Proficiency work?

**A. Student Target Learning Area**

**Exploring & Discovering**

3. What are your impressions of the progress of your slice students in

 the Student Target Learning Area?

4. Given your impressions, what specifically is the progress of your

 slice students toward the SMART Goal(s) according to the evidence

 that you have considered? (Document 12, Item 3)

5. Considering the evidence and reflection that you are offering,

 together with the evidence that seems important from my

 perspective, the rating that seems fitting for Student SMART Goal

 progress is… (4, 3, 2, or 1 in the rubric for item 3. In the *Year-End*

 *Report).* What are your thoughts and reflections?

**Organizing & Integrating**

6. What are some factors that have contributed to your slice students’

 progress on the SMART Goal(s) – perhaps in the Action Plan and/or

 outside it?

7. What, specifically, have you done that contributes to the results?

**B. Professional Target Learning Area**

 **Exploring & Discovering**

8. Focusing now on your Professional Target Learning Area (PTLA),

 what are your impressions of your progress? (Document 12, Item 7)

9. Considering your impressions, what specifically is your growth in the Area(s) of *The Framework for Effective Teaching* that have

 focused your Growth & Proficiency work, in terms of the

 proficiency rubrics? Where would you place yourself now?

(Document 12, Item 9)

10. Given where you place yourself on the rubric(s), what evidence are

 you considering that supports your current placement(s)?

11. Considering the evidence and reflection that you are offering about

 your PTLA progress, together with the evidence about Areas of

 Performance 3, 4, & 5 of the *Framework* that seems important from

 my perspective, the ratings that seem reasonable for Areas 3, 4, and 5

 of are… (ratings from item 9 in the *Year-End Report).* What are your

 thoughts and reflections here?

**Organizing & Integrating**

12. Considering your progress in your Professional Target Learning

 Area, what connections are becoming apparent, between your

 learning and the SMART Goal progress of your slice students?

13. Specifically, how did your PTLA progress influence the progress of

 your slice students toward their SMART Goal(s)?

14. Considering your reflections on the progress of your slice students

 in the Student Target Learning Area, and your progress in your

 Professional Target Learning Area, what are your reflections on

 your Theory of Action?

15. Specifically, what have you learned about your Theory of Action,

 and how might you apply your learning in the future?

 **Planning**

16. Given these reflections and looking forward, how will you be

 changing your instructional practices?

17. Looking toward next year’s Growth & Proficiency work, what are

 you anticipating in the way of focus in a Student Target Learning

 Area and your Professional Target Learning Area?

18. Next year, progress in the Equity Focus of assuring that minority

 students are equitably represented at the highest levels of

 achievement will become an additional measure of teacher

 performance.

19. Reflecting on this Year-End conversation, what are you learning?

 How has this conference supported your Growth & Proficiency

 work?

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**2013-2014 Edition**

**12: Year-End Growth & Proficiency Report**

 **and Performance Review** Due 10 days post Conference

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Student Target Learning Area (STLA)**

1. Student SMART Goal in the Student Target Learning Area:

2. Evidence of the progress toward the Student SMART Goal.

3. Rate the Student SMART Goal progress using the rubric below.

 \_\_\_4 \_\_\_3 \_\_\_2 \_\_\_1

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| All or most of the SLICE students met the target(s) in the Goal. The Goal was met or exceeded. | Most students met the target(s) in the Goal, within a few points in either direction. Substantial progress toward the Goal. | Many students met the target(s), but a notable percentage missed the target(s) by more than a few points. Some progress toward the Goal. | A few students met the target(s), but a notable percentage did not. Little progress toward the Goal. |

**II. Professional Target Learning Area (PTLA)**

5. Professional Target Learning Area (PTLA):

6. Semester-long engagement on the part of the teacher, focusing on learning and growth in the

 Professional Target Learning Area:

*Evidence:*

7.Rate the PTLA engagement using the rubric below.\_\_\_4 \_\_\_3 \_\_\_2 \_\_\_1

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| **A.** Actively pursues & documents  specific professional learning.**B.** Reflects on impacts in teaching  practice. **C.** Engages colleagues in reflecting  on learning & application.**D.** Engages students in application  of professional learning. **E.** Applies learning to students  beyond slice. | Demonstrates three or four of the Level 4 criteria. Specify which ones. | Demonstrates two of the Level 4 criteria. Specify which ones. | Demonstrates one of the Level 4 criteria. Specify which one. |

8. In the Initial Conference (Preparation and Protocol) the Professional Target Learning Area was

 aligned to specific Elements of Performance in *The Framework for Effective Teaching*.

 Describe second semester progress in the Professional Target Learning Area, in terms of

 the rubric language for the relevant Elements of Performance in *The Framework*.

*Evidence:*

*Comments:*

**III. Effective Teaching**

9. Year-End Proficiency in Areas of Performance 3, 4, and 5 of *The Framework for*

 *Effective Teaching*.

 Use the full edition*.* Document the evidence that supports each of the Area ratings, in terms of

 the specific Elements of Performance in the Area.

 **Remember:** *Always, evidence before rating!*

**Area of Performance 3:**

**Creating and Maintaining an Effective Environment for Student Learning**

*Evidence:*

Now use the Rating Edition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | TheTarget | NearlyThere | On theWay | GettingStarted |
| **3. Creating and Maintaining an Effective****Environment for Student Learning** |  |  |  |  |

*Comments:*

**Area of Performance 4: Engaging and Supporting All Students in Learning**

*Evidence (use the full edition of* ***The Framework****):*

Now use the Rating Edition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | TheTarget | NearlyThere | On theWay | GettingStarted |
| **4. Engaging and Supporting** **All Students in Learning** |  |  |  |  |

*Comments:*

**Area of Performance 5: Assessing Student Learning**

*Evidence (use the full edition of* ***The Framework****):*

Now use the Rating Edition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | TheTarget | NearlyThere | On theWay | GettingStarted |
| **5. Assessing Student Learning** |  |  |  |  |

*Comments:*

10. Rating of overall performance:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating Focus** | **4** | **3** | **2** | **1** |
| Student Target Learning Area Student SMART Goal |  |  |  |  |
| Professional Target Learning Area |  |  |  |  |
| Area of Performance 3 |  |  |  |  |
| Area of Performance 4 |  |  |  |  |
| Area of Performance 5 |  |  |  |  |

*Comments:*

**Concluding Recommendation for the 2013-2014 School Year**

Initial the Recommendation.

 **Continued employment, initiating Supervision for Quality Learning.**

 This teacher demonstrates exemplary professional leadership and is considered highly

 effective as a result of active participation in Supervision for Quality Learning and the

 Growth & Proficiency Initiative.

**Signatures**

Administrator Signature Date

Teacher Signature\* Date

\*The teacher’s signature denotes receipt of the form, and acknowledgment that the administrator has

 notified the employee of the Concluding Recommendation.