

# OESU Teacher Growth Model Description

OESU IS COMMITTED TO USING THE VERMONT TEACHER PERFORMANCE RUBRIC (VTPR)

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**Annually, all Teachers self-assess their practices utilizing the VTPR Tool and identify 2 areas of focus derived from the rubric. Phases are determined by the Administrator.**

## *Formative Phase*

### **Learning Observations**

#### OBJECTIVE

The learning observations will validate professional growth and competence, it will provide feedback that supports and ensures continued improvement through a comprehensive assessment of the application of teaching skills in the classroom.

#### OVERVIEW

The administrator will conduct 6 ten-minute Learning Observations per teacher. Ongoing feedback will be provided, as well as ongoing dialogue between the teacher and the administrator. The dialogue will focus on teacher growth of practices with reference to VTPR.

#### PROCEDURES

Administrator conducts 6 ten-minute learning observations per identified teacher. Administrator will communicate written or verbally with teacher after observation.

Teacher will write a reflective summary of their growth, referencing the VTPR, and using the beginning of the year self-assessment as their baseline. The reflection will be given to administrator.

Administrator will write an end of the year collective summary referencing the teacher's reflection combined with evidence of the observations conducted throughout the year.

Both summaries will be dated and signed by both parties and placed in the teacher's personnel file at the OESU office.

## *Self-Guided Phase*

#### OBJECTIVE

The objective of the Self-Guided Phase is to promote adult learning relative to professional practice. To achieve this objective, adult learners require ownership of their own learning, established by thoughtful self and peer assessment, personal reflection on teaching practices, and ongoing feedback.

#### OVERVIEW

Teachers self-assess using the VTPR rubrics to identify 2 areas of growth. The growth areas are focused on an "element" within the standards. Areas of focus will align with the Vermont Teacher Performance Rubrics (VTPR).

- Standard 1: Planning and Preparation
- Standard 2: The Classroom Environment
- Standard 3: Instruction
- Standard 4: Professional Responsibilities
- Standard 5: Professional Growth OESU Teacher Growth Model adopted September 24, 2015

PROCEDURES

1. Self-assessment and identify 2 areas of need: Teachers self-assesses their practice using the VTPR. Teacher identifies 2 areas of growth from the self-assessment.
2. Areas of focus is shared with supervisor
3. Collect evidence of practice using at least two of the following:
  - Lesson Observation (Peer, Administrator, Coach, Mentor)
  - Analysis of Student work
  - Professional Development aligned to focus area of growth
  - Focused Offsite visit aligned to focus area of growth
  - Other with approval from administrator
4. Reflection summary written by teacher and shared with supervisor

*Improvement Phase:*

**Intensive Support** needed when there's evidence of ineffectiveness

OBJECTIVE

Intensive Support provides targeted and monitored support and assistance for the teacher to improve.

OVERVIEW

This phase is for teachers who have been determined, by an administrator, as being in need of improvement. The focus of discussions taking place within the phase will be based on the Vermont Teacher Performance Rubrics. If appropriate, the administration will develop a plan in collaboration with the teacher. In addition, there may be 10-minute learning observations and routine walk-throughs as in the normal course of practice. Participants involved in this phase will also be formally observed twice, and will engage in pre- and post- conferences with their administrator. The administration will determine the teacher's phase for the following year.

PROCEDURES

**Educator**

- Meet with administrator to clarify reasons for status.
- Determine priority areas for growth using VTPR.
- Create a plan of improvement with administrator.

**Administrator/Supervisor**

- Identify and notify those educators who need to be in the Improvement Phase.
- Meet with teacher to clarify the reasons for their status.

Plan two observation cycles with the administrator including pre-conference, observation of a whole lesson, and post-conference.

Prepare for pre/post conferences.

Discuss observation with administrator.

On-going consultation with administrator on plan.

Collect and share appropriate documentation associated with progress in identified priority areas, which should include but not be limited to the following:

- examples of student work
- sample unit and/or lesson plans
- student feedback

Complete a final self-reflection relative to the VTPR; to be shared with the administrator.

Discuss with administration summative evaluation results and status for the following year.

Develop and define individual focus areas using VTPR. When appropriate the teacher will collaborate with the administration on the plan.

Develop a plan of improvement with teacher

Plan two (2) formal observations (lesson) and pre/post conference times. The first formal observation must occur **before December 1st**.

In addition to the formal lesson observations, learning observations and walk-through visits may occur as a normal course of practice.

Notify the Superintendent **by Feb 1st (discuss date)** of any potential recommendations for non-renewal.

Complete the Summative Evaluation.

Summative Evaluation Summary, at the conclusion of the year, is provided to the teacher for signature.

The Summative Evaluation Document is given to the Supervisory Union for inclusion in the educator's personnel file.

Recommend placement of the teacher for the following year.

*Exit from the Improvement Phase is dependent on demonstrated effectiveness in adapting to new contexts as defined by the teacher's assigned administrator and an acceptable rating using the VTPR. The personnel files of teachers in this component will include the educator's self-reflection at the educator's discretion as well as the summative evaluation summary completed by the administrator who has worked with the teacher.*