

OESU Teacher Growth Model Flowchart

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

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

- A minimum of 6 Ten- minute Learning Observations completed by the principal
- Ongoing feedback
- Reflective summary written by teacher – referencing VTPR
- Written summary by principal – based on teacher reflection and learning Observations

Developing/Effective/Highly Effective



IMPROVEMENT PHASE:

Intensive Support

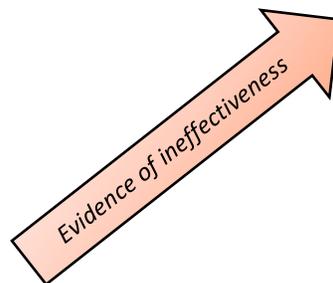
Determine priority areas for growth

Develop a plan

Two observations with pre- and post-conferences

Collect evidence of improvement

Written summary



SELF-GUIDED PHASE:

Area of Growth

All goals will align with the Vermont Teacher Performance Rubrics (VTPR)

Teachers self-assess their practice utilizing the VTPR Standards and identify 2 areas of focus for the year.

- Collect evidence of practice using at least two of the following:
 - ⇒ Areas of focus shared with supervisor 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
- Reflection summary written by teacher and shared with supervisor.