



2018-2019
Faculty Evaluation
Protocol and Procedure

The Danielson Framework for Evaluation and Observation is the basis for evaluation and observation protocol for St. John's faculty. This protocol consists of four domains:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

The goal of this protocol is to:

- invite extensive reflection on teaching and learning
- support faculty in their growth as educators
- develop a clearer understanding of the demands and responsibilities of teaching
- further develop a common language around sound instruction.

This protocol aims to assist teachers by providing an explicit framework for reflection on practice, planning, assessment, and professional responsibilities. The challenge of teaching is significant, and this protocol seeks to provide an opportunity to engage in meaningful dialogue, gain feedback, and identify evidence of faculty's exceptional instructional practices.

The centerpiece of this transition is to provide faculty with the opportunity to see concrete examples of effective practice and areas for improvement. Inasmuch as this framework is an evaluative tool, it is a basis for best practices and continued improvement. The framework will also be deconstructed, as the year progresses in various professional development opportunities.

FORMAL OBSERVATION PROCESS

Faculty will be formally evaluated who are in their first, second, and fourth years. After the fourth year, a teacher is evaluated at three (3) year increments.

NEW FACULTY, in their **first year** of hire at St. John's College High School, will be evaluated as follows:

- One formal evaluation by an administrator in both the first semester and the second semester.
- One formal evaluation by the Department Chair in the second semester

For those teachers being formally evaluated who are in their **second year**, the visit schedule is as follows:

- One formal evaluation by an administrator in the first semester and the second semester.
- One formal evaluation by the Department Chair in the first or second semester

For those teachers in their **fourth year and beyond**, the visit schedule is as follows:

- One formal evaluation by an administrator in, either, the first semester or the second semester.
- One formal evaluation by the Department Chair in either the first or second semester

For each evaluation, a pre-observation and post-observation meeting must be held, and feedback must be provided within seventy-two hours of classroom observation. The observations must be scheduled between September 25, 2017 and December 8 for the first semester. The second semester observations must be scheduled between January 22, 2017 and May 7, 2018.

Written Evaluation: A formal written evaluation will be given to, discussed with, and signed by both the evaluator and new teacher for EACH SEMESTER. The evaluations must be completed by Tuesday, January 16, 2018 for the first semester and Tuesday, May 22, 2018 for the second semester. A copy of the written evaluation must be furnished to the teacher, kept by the Chair, and submitted to the Principal.

THE DANIELSON FRAMEWORK

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

EVALUATION RUBRIC

Administrators and Department Chairs will use a rubric to rate teachers' mastery of each domain. There are 4 levels of performance ranging from 1 – 4 for each sub-domain. The overwhelming majority of ratings will fall in the category of Distinguished (4), Proficient (3), and Basic (2). An expanded discussion and explanation of the rubric will take place during the pre/post observation meeting between the teacher and Administrator and Department Chair.

Framework for Teaching

Examples of Evidence for Domains 1-4

(More explicit descriptions of each domain's levels of proficiency and further examples will be provided in a separate document)

Domain 1: Planning and Preparation

1a. Knowledge of Content and Pedagogy

- Lesson plans incorporate best practices
- Use of assessment data to plan instruction
- Professional development in the content area (courses, workshops)

1b. Knowledge of Students

- Learning styles inventory
- Instructional grouping techniques
- Awareness of level, background, previous teacher

1c. Selecting Instructional Goals

- Lesson plans show relationship to curriculum goals
- Curriculum maps, calendar
- Active in grade level/course meetings

1d. Knowledge of Resources

- Demonstration of school/community resources
- Evidence of collaboration and learning with peers and colleagues

1e. Designing Coherent Instruction

- Lesson plans show progression of continuity
- Rubrics tied to specific goals
- Use of concept maps, graphic organizers

1f. Assessing Student Learning

- Assignments and assessment are clearly aligned and identified
- Variation of assessment techniques meeting all learning styles
- Specific guidelines (i.e. rubrics)

Domain 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interactions with students
- Teacher establishes relationships with each student
- Words and actions of the teacher demonstrate this skill
- Teacher encourages students to take intellectual risks and be creative

2b. Establishing a Culture for Learning

- Setting expectations for learning and achievement
- Instilling student pride in work
- Peer conferences, literature circles, math groups led by students

2c. Managing Classroom Procedures

- Management of instructional groups, transitions, materials and supplies
- Evidence in the classroom – teacher explains, re-teaches, and implements procedures
- Procedures are developed, communicated in writing to students and families early in the year, and monitored and enforced throughout the year

2d. Managing Student Behavior

- Rules/expectations are clearly and consistently applied
- Response to student misbehavior, classroom rhythm is minimally disrupted, student dignity is maintained
- Teacher often points out positive behaviors for all students

2e. Organizing Physical Space

- Safety and accessibility – students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies
- Desks and chairs arranged so main teaching area is visible to all students
- Appropriate use of technology is evident

Domain 3: Instruction

3a. Communicating with Students

- Expectations for learning and content
- Directions and procedures (oral and written) – language is audible, legible, correct usage, spelling, etc.
- Instruction is given in large and small groups and individually, if needed
- Teacher uses interactive whiteboard, manipulatives, and other visuals during instruction

3b. Using Questioning and Discussion Techniques

- Quality of questions
- “Think time” is allowed before responses
- Teacher probes to seek clarification, i.e. “explain...”, “give an explanation for...”
- All students are engaged in discussion, not just a few, students often take initiative
- Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose
- Teacher has a procedure to ensure that all students are participating in discussions

3c. Engaging Students in Learning

- Activities and assignments are adapted to students’ learning styles and levels
- Teacher’s use examples and metaphors illustrate new learning; teacher connects with student knowledge, interests, and culture
- Teacher promotes problem-solving, permits choice, tests hypotheses, requires thought, is relevant and authentic

3d. Using Assessment in Instruction

- Monitoring of student learning/assessment
- Teacher and peer comments on student work using assessment criteria
- Effective feedback that is specific, descriptive, understandable
- Feedback is provided in a timely fashion and gives students information needed to improve performance
- Assessment is both formative and summative
- Opportunities for self-assessment and self-monitoring of progress
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3e. Demonstrating Flexibility and Responsiveness

- Response to students’ academic needs
- Adjustments to learning that improve student experience or clarify confusion
- Teacher possesses an extensive repertoire of strategies such that transitions are seamless
- Teacher adjusts lessons or reteaches as needed

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching

- Lesson plans with reflective notations
- Pre and post tests with explanations
- Student survey
- Peer observations

4b. Maintaining Accurate Records

- Gradebook
- Lesson plan book
- Student documentation

4c. Communicating with Families

- Open House/Back to School night
- Parent/teacher/student conferences
- Canvas webpage
- Emails/phone calls to parents (responding in a timely fashion)

4d. Participating in a Professional Community

- Positive/professional relationships with colleagues
- Involvement in a culture of professional inquiry
- Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities
- Movement beyond one's classroom

4e. Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities
- Receptivity to feedback from colleagues
- Subscribes to professional journals/attends professional conferences and shares knowledge with colleagues

4f. Showing Professionalism

- Displays integrity and ethical conduct
- Compliance with school regulations
- Daily interactions with students
- Is open-minded and willing to adopt new approaches
- Sets long-term goals and takes responsibility for own professional growth

An important aspect this framework involves reflection before and after the classroom observation. To that end, the following set of questions will be used for the pre and post observation meetings. The evaluator will provide more insight into the process of answering these questions at the time of observation.

Pre-Observation Reflection

Name: _____ Date: _____

Department: _____ Class: _____

This document is directly related to Danielson's Domain I: Planning and Preparation. Please complete these pre-planning questions at least 48 hours prior to the observation. Upon completion, the teacher will email this document to the observer. In order to provide further thought, reflection, and discussion around this document, a Pre-Observation conference will be arranged between the teacher and observer. Please bring a copy of this document to your Pre-Observation conference.

1. Describe the class. Include specific needs of students, differentiated instructional strategies that may be used, and special conditions that may exist.
(1b: Knowledge of Students, 1c: Selecting Instructional Goals, 1e: Designing Coherent Instruction)
2. Describe the goals of the lesson and how these goals relate to curriculum expectations.
(1b: Knowledge of Students, 1c: Selecting Instructional Goals, 1e: Designing Coherent Instruction)
3. How is this lesson connected to students' prior knowledge and how will this lesson be connected to lessons that follow?
(1a: Knowledge of content and pedagogy, 1c: Selecting Instructional Goals, 1e: Designing Coherent Instruction)
4. How will students be actively engaged in the lesson?
(1e: Designing Coherent Instruction)
5. What materials and resources will be used in the lesson?
(1d: Knowledge of Resources)
6. How will you assess what students have learned/understood?
(1f: Assessing Student Learning)
7. What support activities or assignments, if any, have you planned based on this lesson?
(1b: Knowledge of Students, 1e: Designing Coherent Instruction)

Post-Observation Reflection

Name: _____ Date: _____

Department: _____ Class: _____

The teacher should use these questions as a guide in reflecting on the lesson. Teachers will email this completed document to the observer within 48 hours of the observation. The observer will arrange a Post-Observation conference during which these questions will be used as the basis for discussion. The teacher is also asked to reflect on the remaining Sub-Domains of Domain 4 (4b-4f).

1. Did the students learn what I intended? Were my instructional goals met?
(1c: Selecting Instructional Goals)
2. How do I know that they learned the material?
(1f: Assessing Student Learning)
3. To what extent were students productively engaged?
(1b: Knowledge of Students, 3c: Engaging Students in Learning)
4. How well did I differentiate the instruction given the range of students in my class?
(1b: Knowledge of Students, 3c: Engaging Students in Learning)
5. What skills were taught, developed, and/or reinforced during this lesson?
(4a: Reflecting on Teaching)
6. Did I modify my goals or instructional plan as I taught the lesson? Why?
(3e: Demonstrating Flexibility)
7. If I were to teach this lesson again, what might I do differently?
(4a: Reflecting on Teaching)

Faculty
Evaluator

Observation Date
Department



Domain 1: Planning and Preparation	1	2	3	4	Evidence:
1a. Demonstrating Knowledge of Content and Pedagogy					
1b. Demonstrating Knowledge of Students					
1c. Setting Instructional Outcomes					
1d. Demonstrating Knowledge of Resources					
1e. Designing Coherent Instruction					
1f. Designing Student Assessments					
Domain 2: The Classroom Environment					Evidence:
2a. Creating an Environment of Respect and Rapport					
2b. Establishing a Culture for Learning					
2c. Managing Classroom Procedures					
2d. Managing Student Behavior					
2e. Organizing Physical Space					
Domain 3: Instruction					Evidence:
3a. Communicating with Students					
3b. Using Questioning and Discussion Techniques					
3c. Engaging Students in Learning					
3d. Using Assessment in Instruction					
Domain 4: Professional Responsibilities					Evidence:
4a. Reflecting on Teaching					
4b. Maintaining Accurate Records					
4c. Communicating with Families					
4d. Participating in the Professional Community					
4e. Growing and Developing Professionally					
4f. Showing Professionalism					

*See rubric for further information on levels 1-4



Faculty Evaluator

Observation Date

Department

Other comments or suggestions: Evidence:

Teacher's Signature Date

Evaluator's Signature Date