

NEWPORT PUBLIC SCHOOLS

PROCEDURES  
AND  
EVALUATION TRACKS

# PROCEDURES

The Newport Public Schools holds itself and all of its teachers to high, rigorous standards on behalf of all of our students. Teachers employed by the Newport Public Schools must meet the eleven RI Professional Teaching Standards as demonstrated by listed Criteria.

## EVALUATION TRACKS

All teachers will be assigned to one of three evaluation tracks in a three year cycle as follows:

- I. **Non-Tenured Track** All non-tenured teachers
- II. **Tenured Appraisal Track** All tenured professionals about whom the district does not have significant concerns.
- III. **Focused Assistance Track** The track for tenured teachers whose performance causes the district significant concern and who require immediate and substantive assistance.

**[Add calendar of evaluation dates as set forth by HR]**

## TRACK 1: Non-Tenured

### A. GOALS

- 1) Provide maximum interaction between evaluators and non-tenured teachers in order to help non-tenured teachers understand the performance requirements identified in the Newport appraisal document
- 2) Provide evaluators with working data in order to secure resources and identify areas for professional growth
- 3) Maximize evaluators' opportunities to help non-tenured teachers develop instructional practices that meet student needs
- 4) Provide evaluators with adequate evidence in order to make decisions regarding contract renewal (Multiple sources of data bullet below)

### B. PROGRAM REQUIREMENTS: NON-TENURED TEACHERS

- 1) Non-tenured teachers must receive formal, structured evaluation of their progress and overall capacity on performance standards each year until tenure is earned.

Formal structured evaluation shall include:

- A minimum of three classroom observations (extended observations can be considered equal to two observations) - two of the three observations will be announced and one will be unannounced. The unannounced observation shall be either the second or the third observation of the year
- Pre-observation conferences to focus on the purpose of the observation
- Post-observation conferences to provide the teacher with feedback about classroom observation – teacher maintains observation checklist and/or binder
- Multiple sources of data that allow for examination of a minimum of three data sources beyond classroom observation, (e.g. teacher made materials, teacher newsletters, student work, lesson plans, rubrics, grade records, etc.)
- Principal/teacher evidence – record of attendance
- Year end conference to review the year's work and consider recommendations and goals for the future – review standards addressed this year – teacher maintains checklist and/or binder.

Non-tenured teachers, whose performance in mastering the complexities of teaching do not meet the expectations of Newport Public Schools:

- Will be given explicit feedback at each post observation about the standards/criteria in question and the difference between their present level of performance and the level they need to reach in order to be offered a continuing contract.
- Will have appropriate opportunities for help, information, and support identified by the evaluator as soon as significant patterns of inadequate performance are noted and discussed; such opportunities may include, but are not limited to, working with a mentor, a program or curriculum specialist, a department head, a colleague or colleagues who are particularly skilled in the area of concern, a university program or an outside consultant.
- Will not be eligible to participate in the focused assistance track but may receive help and support
- May request that a colleague or mentor visit their classroom and provide feedback/data for the purpose of professional development but not for evaluation; if the data gathered by individuals who are offering support indicates serious problems or a lack of adequate progress, that data
  - Will be provided to the teacher but will not be shared with the evaluator or become part of the evaluation process.

## **TRACK II: Tenured Appraisal**

### **A. GOALS**

- 1) Determine how effectively teaching is working to help students learn; thus encourage and recognize teacher self-assessment, reflection, and enlightened risk-taking to sustain and enhance performance
- 2) Encourage and support professional growth and collaboration in support of student learning
- 3) Acknowledge the complex nature of the teaching profession

### **B. PROGRAM REQUIREMENTS**

- 1) In year one and two of the cycle, the teacher will collaborate with the evaluator in designing and implementing a professional development growth plan. In these years, annual formative assessment will:

- Involve goals and activities set by the teacher with the advice and consent of the designated evaluator
  - Be targeted to improve student learning
  - Include teacher's evidence of student learning
  - Enable teachers to identify resources needed and future options to pursue
  - Be documented in a brief year-end summary, submitted by the teacher, co-signed by the teacher and evaluator; the summary will note data sources used to identify and assess goals, which may result in modifications or new goals
- 2) In order to support and stimulate professional practice, once per cycle the teacher will obtain, use and reflect on data from one of the following professional perspectives such as:
- University course work
  - Peer observations and feedback
  - A colleague sitting in on a class as a student in order to identify the cognitive challenges a student faces
  - A colleague reviewing and providing feedback on a unit, materials and/or an assessment
  - Collaborating with colleagues to review student work
  - Collaborating with colleagues to plan and design materials
  - Serving on an accreditation or program evaluation committee
  - Asking a specialist to visit and provide feedback
  - Planning and delivering a substantive informative presentation to educational colleagues, parents or community

Information on the perspective sought and how it affected one's practice will be discussed during the formal appraisal year and included in the summary report at the end of that year.

- 3) In the third (3<sup>rd</sup>) year of a three year cycle, a designated evaluator will conduct a formal appraisal of teaching performance on each standard. Formal appraisal will include:
- One (1) announced classroom observations at least 30 minutes long
  - Examination of at least three (3) data sources beyond classroom observation

- Pre and post conferences as appropriate in order to solicit information from the teacher and provide feedback or suggestions

## **TRACK III: Focused Assistance for Tenured Teachers**

### **A. GOALS**

- 1) Provide clear processes for intervening to protect student learning and to help tenured staff members improve their professional performance
- 2) Use multiple data sources both to diagnose problems in performance clearly and directly and to identify when sufficient improvement has been made
- 3) Set guidelines for response to insufficient progress or not meeting performance standards

### **B. PROGRAM REQUIREMENTS**

- 1) A teacher will be assigned to the focused assistance track at any time as a result of two (2) of the following:
  - Formal appraisal of teaching determined that the performance of a tenured teacher does not meet Newport’s standards based on the eleven Professional Teaching Standards
  - Evidence from several data sources suggesting that a tenured teacher is having sustained difficulty in providing competent, caring, high quality instruction to all students and requires more than informal support and short-term help during any point in the three-year evaluation cycle
  - Evidence that indicates student learning is being compromised during any point in the three (3) year evaluation cycle.
- 2) The evaluator will provide written notice of performance concerns, with identification of specific standards to be addressed and the evidence causing that decision. This information will be provided to the teacher and to the superintendent. The superintendent shall within two weeks of receipt of the information notify the teacher and District Evaluation Committee.
- 3) The evaluator will identify an Assistance Team to address the standards of concern; the evaluator may choose to allow the teacher to work on an individual improvement plan or to work with a team.
- 4) The evaluator, teacher, and the Assistance Team will develop an improvement plan that includes evidence of required progress, support to be offered, timelines for implementation, and documentation requirements.
- 5) Following agreed upon time lines, the evaluator will conduct at least two classroom observations focused on standards previously not met to determine the impact of the improvement plan on classroom teaching

performance. The third observation may be conducted by an evaluator who is chosen by the teacher from the District Evaluation Committee and is not a member of the Focused Assistance Team.

- 6) No later than the close of the academic year during which focused assistance has been provided, the evaluator will provide a written recommendation to the Superintendent indicating:
  - The standards have been met and the teacher should enter year two of the evaluation cycle.
  - Said standards have not yet been met, but the evaluator deems the improvement progress to be substantive and comprehensive enough to warrant a second year of focused assistance.
  - Said standards have not been met, progress on the improvement plan is unsatisfactory, and termination proceedings should begin. These termination proceedings are defined according to Rhode Island Public law, Chapter 13, Section 16-13.
- 7) A teacher may register his/her disagreement with the decision by filing a written statement signed by both parties (teacher and evaluator) and placed on file as part of the post conference summary.

#### **C. THE FOCUSED ASSISTANCE TEAM**

- 1) The Focused Assistance Team has three major responsibilities:
  - To act as expert advisors in the design of the improvement plan
  - To act as resources and guides for the teacher as she/he goes about implementing the improvement plan
  - To provide the teacher with targeted, demanding, standards-based feedback that allows the teacher to assess his/her progress toward meeting the performance standards and to identify adjustments that need to be made.
- 2) The Focused Assistance Team may request additional help from the evaluator; however, it makes no recommendation as to whether a teacher has met the goals of the improvement plan. Content of specific conversations with the teacher or observations with the teacher or observations will not be shared with the evaluator nor constitute evidence regarding the degree to which a performance standard has been met.

3) Membership of the Assistance Team:

- Core membership appointed annually by the District Evaluation Committee, with additional specific membership based on teaching standard concerns;
- Once this process is initiated, there will be two TAN members and two Administration members drawn from the list below to work with the teacher.
- Curriculum specialist, reading specialist or outside expert in the subject matter
- Add to curriculum liaison/department chair responsibility, as needed,
- Colleague widely acknowledged as a role model for the standard of concern
- Colleague with expertise in special education, differentiated instruction, assessment, etc.
- Central Office Personnel
- Principal/Administrator from another building
- TAN Representative
- Teacher may select one member from this suggested list

**D. ROLE AND RESPONSIBILITIES OF THE DISTRICT EVALUATION COMMITTEE**

The District Evaluation Committee must:

- Membership – Central Office Personnel
  - Executive Director of Teaching, Learning & Professional Development
  - TAN Representative
  - Principal/Assistant Principal from each level
- Meet with the teacher and evaluator to explain the Focused Assistance process
- Review the membership of the assistance team
- Approve the focused assistance plan or propose changes to the plan within two weeks
- Meet with the Focused Assistance Team to review and approve revisions to the plan if necessary
- Submit the plan to the Superintendent

**E. RESOLUTION OF DISPUTE**

Should an impasse arise between the Focused Assistance Team and the District Evaluation Committee, the dispute will be submitted to the Superintendent for resolution.

# PERFORMANCE STANDARDS AND CRITERIA



## PREPARATION FOR PRE-OBSERVATION CONFERENCE

Bring this outlined form or a lesson plan that includes the information below to your pre-observation conference to facilitate discussion.

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

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

School: \_\_\_\_\_

Grade/Subject: Math 9-12

**Sample**

1. Briefly describe the students in this class, including those who may need accommodations.

*This class is comprised of mostly sophomores. There are about 5 juniors who went through a 2 year Algebra I program, and 3 freshman who took Algebra I in the eighth grade. There are 2 students that have an Individualized Education Plan (IEP). The plans focus on extended time and study guides for tests. There is one student from the Alternative Learning Program who struggled first semester last year in Algebra II and is retaking this course for a graduation requirement.*

2. What are your goals for the lesson? What do you want the students to learn? How do these goals support the district's curriculum, state frameworks, and content standards?

*The goal for this lesson is to solve problems involving maximum and minimum values using linear programming techniques. Linear programming involves 3 main topics in Algebra II, graphing functions, solving systems of inequalities, and defining the steps to solving a word problem. The students utilize the steps to graphing a system of inequalities to identify the feasible region. The vertices for the region are calculated, and will determine the maximum or minimum values for the optimal solution by using the definition of functions. The goal for this lesson is for the student to solve these problems but more so to explain the problem and to be held accountable for describing the techniques used to finding the optimal solution. These goals align with the district's curriculum in Algebra II and applies them to a real life situation. This task will strengthen the students mathematical skills and knowledge which is one goal in the school improvement plan.*

3. What strategies will you use to engage students in the content? What instructional materials, technology, or other resources will you use? List your sequence of activities.

*I will assign groups by the students learning styles. These groups will facilitate conversations about the topic and will initiate a discussion on how to find the optimal solution. The students will use graph paper to graph the feasible region and then use the TI-83 calculator to check their graph and to correct any mistakes. Also, they will use the calculator to find the vertices of the region. The*

*class will then change into a whole class setting. I plan to demonstrate the steps to solving the school proposal problem on PowerPoint.*

4. How do you plan to assess student achievement and how do you plan to make use of the results of the assessments?

*I will make an informal assessment of the student's achievement by talking with each group, and then in the whole class setting I will use questioning techniques to determine if they understand the material on Linear Programming.*

*Their homework will be for each group to solve one problem out of five. On the second day of the lesson I will have the students meet with their group to discuss the solution and then have the groups present their findings to the class. I will hold each student accountable for each problem in the packet by informing them that one of these problems will be found on the quiz.*

**Sample**

## SELF REFLECTION FOR POST-OBSERVATION CONFERENCE

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

School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?
3. Did I alter my goals or instructional plan as I taught the lesson? Why?
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

## SELF REFLECTION FOR POST-OBSERVATION CONFERENCE

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

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

School: \_\_\_\_\_

Grade/Subject: Math 9-12

**sample**

1. As I reflect on the lesson, to what extent were students productively engaged?

*I thought that the opening of the lesson went well. As a class, we discussed the homework problem and my goal was to engage the students in a discussion about Linear Programming. After the discussion the students were put into groups, which promoted discourse in the class. The students were discussing the constraints and with help from each other they found the system of inequalities to graph. In closure, I used questioning techniques to determine if the students could explain the calculations used to find the solution. I think the students did extremely well solving this problem and had a good understanding of the material.*

2. Did students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?

*The students learned how to set up the system of inequalities and to graph the feasibility region. From the graph they were able to determine the optimal solution. Although there were some questions about how to setup the constraints the students were able to use the steps to solve the problem. My goal was met for this lesson and I will be able to assess the students after the quiz on this section. Once the quiz has been graded both the students and I will know how well they knew the material.*

3. Did I alter my goals or instructional plan as I taught the lesson? Why?

*I did alter my plans at the end of the lesson. I decided to end the lesson with a discussion about the optimal solution instead of the presentation on PowerPoint. There was not enough time to display the problem and there were some students who still had to finish the problem. I chose to close the lesson by asking questions about the steps to the problem and had students explain the reasoning used to solve the problem. The following day I introduced the lesson with the PowerPoint presentation and had the students work in groups on another problem.*

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

*I would not change this lesson. I thought the lesson went well and the students had a good understanding of the problem.*

## EVALUATOR OBSERVATION & CONFERENCE REPORT

The Classroom Observation and Conference Report is written by the evaluator/administrator after the Classroom Observation and before the Post-Observation Conference takes place.

- The completed form is submitted by the administrator/evaluator to the teacher for his/her signature.
- The teacher retains a copy for his/her records and returns a copy to the administrator/evaluator.
- The completed Classroom Observation and Conference Reports are attached to the Summative Report and forwarded to the Superintendent.

**Note: The *sample* Classroom Observation & Conference Report form serves only as an example. Each observation is unique and the report is prepared by the administrator will reflect this quality.**

# EVALUATOR OBSERVATION & CONFERENCE REPORT

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

School: \_\_\_\_\_ Conference(s) Date: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Standard I: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.

Standard II: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas that they teach.

Standard III: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Standard IV: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approach to learning.

Standard V: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, performance skills, and literacy across the content areas.

Standard VI: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation.

Standard VII: Teachers work collaboratively with all school personnel, families, and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

Standard VIII: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Standard IX: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

Standard X: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.

Standard XI: Teachers maintain professional standards guided by legal and ethical principles.

## RECOMMENDATIONS:

*The teacher's signature indicates that the teacher has read and reviewed the Classroom Observation and Conference Report, but does not necessarily indicate that s/he agrees with its contents. Teachers may attach additional comments.*

\_\_\_\_\_  
Teacher's Signature / Date

\_\_\_\_\_  
Administrator's Signature / Date

# EVALUATOR OBSERVATION & CONFERENCE REPORT

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

Observation Date: \_\_\_\_\_

School: \_\_\_\_\_

Conference(s) Date: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

**Sample**

- Standard I: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.
- Standard II: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas that they teach.
- Standard III: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
- Standard IV: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approach to learning.
- Standard V: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, performance skills, and literacy across the content areas.
- Standard VI: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation.
- Standard VII: Teachers work collaboratively with all school personnel, families, and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.
- Standard VIII: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.
- Standard IX: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.
- Standard X: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.
- Standard XI: Teachers maintain professional standards guided by legal and ethical principles.

## RECOMMENDATIONS:

*In our post-conference, Mr. S. reflected on this lesson. Thinking about what he might do differently, were he to teach the lesson again, he thought he would more explicitly describe the safe use of the equipment during the instructions for the Fitness Circuit, especially some rules for the use of the climbing structure. He is struggling with the balance between complete, detailed instructions and the need to keep the pace fast and active. He will experiment with more detailed safety instructions, and assess the impact on momentum.*

*As student safety is of particular concern, and there appeared to be some student behavior issues, we discussed the possibility of professional development or class observations with Mr. H. to observe his strategies around classroom management.*

*The teacher's signature indicates that the teacher has read and reviewed the Classroom Observation and Conference Report, but does not necessarily indicate that s/he agrees with its contents. Teachers may attach additional comments.*

\_\_\_\_\_  
Teacher's Signature / Date

\_\_\_\_\_  
Administrator's Signature / Date

# TEACHER SUMMARY OF PROFESSIONAL GROWTH REPORT

The Summary of Professional Growth Report captures the work done on the Professional Growth Plan. It is to be completed by tenured teachers in the Tenured Appraisal (Track II), Years 1 and 2.

During these years the Professional Growth Report will:

- Include a description of the data sources used to assess progress in meeting Rhode Island Professional Teaching standards and professional growth goals
- Focus on those standards identified in your Professional Growth Plan over Years One and Two
- Includes teacher analysis of evidence of student learning
- Involve goals and activities set by the teacher with the advice and consent of the designated evaluator
- Enable the teacher to identify resources needed and future options to pursue
- Be documented in a brief year-end summary, submitted by the teacher, co-signed by the teacher and evaluator, that notes data sources used to identify and assess goals, resulting in modifications of goals, and/or identification of new goals

Note: The administrator/evaluator's signature is required on this form.

# TEACHER SUMMARY OF PROFESSIONAL GROWTH REPORT

Teacher: \_\_\_\_\_ Year: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

## TRACK II: APPRAISAL CYCLE (TENURED)

\_\_\_ YEAR 1

\_\_\_ YEAR 2

**DATA GATHERING PROCEDURES:** The professional should include a description of the data sources used to assess his/her progress in meeting RI Professional Teaching Standards and professional growth goals.

**REFLECTIONS/NEXT STEPS:** Professionals should use this section to set forth what they have learned from the year and what modifications to existing goals or new goals they expect to pursue as a result of that learning.

Date of Professional Growth Conference: \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature / Date

\_\_\_\_\_  
Administrator's Signature / Date

# RI PROFESSIONAL TEACHING STANDARDS

*(Report only on those standards identified in your Professional Growth Plan)*

STANDARD	EVIDENCE & ANALYSIS
Standard I: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard II: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas that they teach.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard III: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard IV: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approach to learning.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard V: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, performance skills, and literacy across the content areas.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard VI: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard VII: Teachers work collaboratively with all school personnel, families, and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard VIII: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard IX: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard X: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.	<b>EVIDENCE</b>  <b>ANALYSIS</b>
Standard XI: Teachers maintain professional standards guided by legal and ethical principles.	<b>EVIDENCE</b>  <b>ANALYSIS</b>

**NEWPORT PUBLIC SCHOOLS  
TEACHER APPRAISAL PROGRAM**

**RECOMMENDATION FOR FOCUSED ASSISTANCE**

TO: \_\_\_\_\_  
*Superintendent of Schools*

FROM: \_\_\_\_\_  
*Name of Evaluator*

RE: \_\_\_\_\_  
*Name of Teacher, Teaching Assignment & School*

DATE: \_\_\_\_\_

Copy to: \_\_\_\_\_  
*Teacher*

As a result of,

\_\_\_\_\_ A formal appraisal indicating that all performance standards have not been met  
(See attached)

\_\_\_\_\_ Evidence (detailed below or attached) presented on \_\_\_\_\_ (date) and  
discussed with the faculty member on \_\_\_\_\_ (date) indicating  
that the above faculty member is having sustained difficulty in providing competent,  
caring, high quality instruction to all students and/or in meeting responsibilities for  
continuous improvement or professionalism.

\_\_\_\_\_ Evidence (detailed below or attached) presented in writing on \_\_\_\_\_ (date)  
and discussed with the faculty member on \_\_\_\_\_ (date) indicating  
*the existence of significant concern requiring immediate attention.*

I am requesting that this faculty member be assigned to the Focused Assistance Track of the  
Teacher Appraisal Program effective \_\_\_\_\_ (date).

\_\_\_\_\_  
*Signature of Principal*

**NEWPORT PUBLIC SCHOOLS  
TEACHER APPRAISAL PROGRAM**

**ASSIGNMENT TO FOCUSED ASSISTANCE**

TO: \_\_\_\_\_  
*Name of Teacher*

FROM: \_\_\_\_\_  
*Superintendent of Schools*

CC: \_\_\_\_\_  
*Name of Evaluator*

DATE: \_\_\_\_\_

This is to inform you that you have been assigned to the Focused Assistance Track of the Teacher Appraisal System beginning \_\_\_\_\_(date).

An initial conference to discuss the plan for assistance and/or assistance team has been scheduled with the District Evaluation Committee for \_\_\_\_\_(date).

Standards and criteria to be addressed in the plan include:

Signature below acknowledges the receipt of this notice on the date indicated and knowledge that it will be placed in my personnel file. It does not indicate agreement with its contents.

\_\_\_\_\_  
*Teacher's Signature*

Copy to: District Evaluation Committee

**NEWPORT PUBLIC SCHOOLS – TEACHER APPRAISAL PROGRAM**

**FOCUSED ASSISTANCE PLAN**

**Prepared by:**

**Date:**

**Standard/Content Being Addressed:**

<b>Identified Problem:</b>
----------------------------

<b>Performance Goals</b>	<b>Strategies, Activities &amp; Timetable</b>	<b>Support Structures</b>	<b>Data Collection Methods and Sources</b>	<b>Evidence for Progress</b>

Classroom Visitation Dates: \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_ Signature of Evaluator: \_\_\_\_\_

# Newport Public Schools Appraisal Program

## Inventory/Cover Sheet - Observations

### Years 1-3 (Non-Tenured)

### Year 3 Tenured

Teacher: \_\_\_\_\_ Appraisal Year: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

System Requirements	Year 1	Year 2	Year 3
1. Two Pre-Observation ( <i>Non-tenured teacher</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Two Self Reflections for Post Conference ( <i>Non-tenured teacher</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Three Evaluator Observation and Conference Reports ( <i>evaluator</i> ) ( <i>includes one unannounced observation</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. One Pre-Observation ( <i>Tenured teacher</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. One Self Reflections for Post Conference ( <i>Non-tenured teacher</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. One Evaluator Observation and Conference Reports ( <i>Tenured</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Documented Accomplishments of Standards:			
Standard I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VII	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VIII	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard XI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Final Summary Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year 1. \_\_\_\_\_ Date: \_\_\_\_\_

Year 2. \_\_\_\_\_ Date: \_\_\_\_\_

Year 3. \_\_\_\_\_ Date: \_\_\_\_\_

# Newport Public Schools Appraisal Program

## Inventory/Cover Sheet – Program Growth Plan

### Year 1 or 2 (Tenured)

Teacher: \_\_\_\_\_ School Year: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

System Requirements		Professional Growth Plan	
		Year 1	Year 2
1. Professional Growth Plan ( <i>teacher</i> )	Yes / No	<input type="checkbox"/>	<input type="checkbox"/>
2. Documented Accomplishments of Standards:			
Standard I		<input type="checkbox"/>	<input type="checkbox"/>
Standard II		<input type="checkbox"/>	<input type="checkbox"/>
Standard III		<input type="checkbox"/>	<input type="checkbox"/>
Standard IV		<input type="checkbox"/>	<input type="checkbox"/>
Standard V		<input type="checkbox"/>	<input type="checkbox"/>
Standard VI		<input type="checkbox"/>	<input type="checkbox"/>
Standard VII		<input type="checkbox"/>	<input type="checkbox"/>
Standard VIII		<input type="checkbox"/>	<input type="checkbox"/>
Standard IX		<input type="checkbox"/>	<input type="checkbox"/>
Standard X		<input type="checkbox"/>	<input type="checkbox"/>
Standard XI		<input type="checkbox"/>	<input type="checkbox"/>
3. Final Summary of Professional Growth		<input type="checkbox"/>	<input type="checkbox"/>
		<i>(teacher)</i>	<i>(teacher)</i>

Year 1. \_\_\_\_\_ Date: \_\_\_\_\_

Year 2. \_\_\_\_\_ Date: \_\_\_\_\_

Year 3. \_\_\_\_\_ Date: \_\_\_\_\_

# PROFESSIONAL GROWTH PLAN

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

Date Submitted: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Year One or Two (*Circle One*)

From \_\_\_\_\_ to \_\_\_\_\_

Professional Teaching Standard	Self-Study	Professional Development
<p>Please identify 2-4 standards that will be the focus of your professional development efforts. (<i>At least 2 standards for a 1-year plan and 3 standards for a 3-year plan.</i>)</p>	<p>List the evidence collected in a <u>Self-Study process</u> regarding the focus areas (personal or professional aspirations, student information regarding learning and achievement, school improvement and district goals, your work environment). <b>EVIDENCE NEEDED ONLY FOR STANDARDS IDENTIFIED.</b></p>	<p>List the types of professional development you might pursue to achieve each standard. Please be as detailed as you can foresee, especially with non-traditional forms of PD like study groups, action research, independent study, etc. Be sure to include a variety, which reflects rigor. <b>PD ONLY FOR STANDARDS IDENTIFIED.</b></p>
<p><b>Standard I:</b> Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.</p>		
<p><b>Standard II:</b> Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas that they teach.</p>		
<p><b>Standard III:</b> Teachers create instructional opportunities that reflect an understanding of how children learn and develop.</p>		
<p><b>Standard IV:</b> Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approach to learning.</p>		
<p><b>Standard V:</b> Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, performance skills, and literacy across the content areas.</p>		

Professional Teaching Standard	Self-Study	Professional Development
<p><b>Standard VI:</b> Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation.</p>		
<p><b>Standard VII:</b> Teachers work collaboratively with all school personnel, families, and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.</p>		
<p><b>Standard VIII:</b> Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.</p>		
<p><b>Standard IX:</b> Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.</p>		
<p><b>Standard X:</b> Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.</p>		
<p><b>Standard XI:</b> Teachers maintain professional standards guided by legal and ethical principles.</p>		

---

**Teacher's Signature / Date**

---

**Administrator's Signature / Date**

# PROFESSIONAL GROWTH PLAN

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

Date Submitted: 11/15/2008

School: \_\_\_\_\_

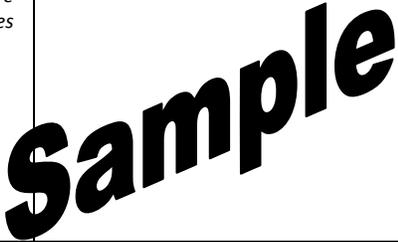
Grade/Subject: \_\_\_\_\_

Year One or Two (Circle One)

From 2008 to 2009

Sample

Professional Teaching Standard	Self-Study	Professional Development
<p>Please identify 2-4 standards that will be the focus of your professional development efforts. (At least 2 standards for a 1-year plan and 3 standards for a 3-year plan.)</p>	<p>List the evidence collected in a <u>Self-Study process</u> regarding the focus areas (personal or professional aspirations, student information regarding learning and achievement, school improvement and district goals, your work environment). <b>EVIDENCE NEEDED ONLY FOR STANDARDS IDENTIFIED.</b></p>	<p>List the types of professional development you might pursue to achieve each standard. Please be as detailed as you can foresee, especially with non-traditional forms of PD like study groups, action research, independent study, etc. Be sure to include a variety, which reflects rigor. <b>PD ONLY FOR STANDARDS IDENTIFIED.</b></p>
<p><b>Standard I:</b> Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.</p>		
<p><b>Standard II:</b> Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas that they teach.</p>	<p><b>Reading / Writing</b> <i>With so many changes in this area recently, I believe it is time to gain new knowledge in order to update my methods in the classroom. Additionally, the district has placed a great focus on the area of ELA.</i></p> <p><i>Although I have always thoroughly enjoyed teaching LA, and I have good instincts as a teacher in general, I know that I can be much stronger as a teacher of reading/writing; and I especially want to assist my students "make the connection" between the two.</i></p>	<p><b>Reading Specialist, Jane Smith</b> <i>I will be working with Jane 3 times per week during the <u>second quarter</u> of school year 08-09; twice/week, she will be in my classroom to model, co-teac..</i></p> <p><b>Lead Mentor, Sally Smith</b> <i>Our faculty is scheduled to work with Sally on a regular basis to improve our effectiveness in this area. We have begun by meeting to review the students' work on the Fall Writing Assessment, scoring rubric, and our interpretation of both. Sally leads our faculty in book discussions weekly.</i></p>
<p><b>Standard III:</b> Teachers create instructional opportunities that reflect an understanding of how children learn and develop.</p>		
<p><b>Standard IV:</b> Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approach to learning.</p>	<p><b>Differentiated Instructions</b> <i>With NCLB mandates in the back of my mind and our school improvement plan goals in the forefront, it is clear to me that a solid working knowledge of differentiation can only help me to reach each of my students more effectively; which, in turn, will help them to achieve their academic goals.</i></p> <p><i>I have my students all day long in every subject area; and therefore must plan flexibly and often if I am going to meet all of them at their individual levels. *</i></p>	<p><b>Differentiated Instruction Course</b> <i>I have just completed a graduate credit course offered through Salve Regina. My final project, designing a portfolio for an existing unit I use, was created for my social studies unit on immigration; but I expect to put into practice what I have just learned in all academic areas. I am presently awaiting my grade and feedback on my portfolio.</i></p>
<p><b>Standard V:</b> Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, performance skills, and literacy across the content areas.</p>	<p><b>Math</b> <i>I am working with a special educator in a co-taught class for the first time. I need to gain some experience in working with another teacher in the classroom. I also would like to be able to gain strategies for differentiation in Math.</i></p>	<p><i>Work with consultant from EBEC and Middletown teachers to examine Math instruction and how to help our students gain math proficiency.</i></p>

Professional Teaching Standard	Self-Study	Professional Development
<p><b>Standard VI:</b> Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation.</p>	<p><i>Based on our conversation regarding discipline referral data, I would like to receive some professional development on strategies to promote a more positive climate in my classroom that may result in fewer dean referrals.</i></p> <p><i>I will attend a workshop by BER on positive behavior strategies and work with our discipline committee to gain knowledge in this area.</i></p>	
<p><b>Standard VII:</b> Teachers work collaboratively with all school personnel, families, and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.</p>	<p><b>Co-Teaching Model</b> <i>I am working in a co-taught class; and although the district has provided me with PD and I have attended some out of district training on co-teaching, I need to gain further expertise.</i></p> <p><b>SIT Team Involvement</b> <i>I am interested in working with our SIT to really improve student achievement. After we analyze data, I would like to choose an area and devise strategies with other faculty members to address the need identified.</i></p>	
<p><b>Standard VIII:</b> Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.</p>		
<p><b>Standard IX:</b> Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.</p>	<p><b>Assessment and analysis/interpretation of data</b> <i>Making the move away from more traditional forms of teaching and assessing, and towards more standards based, self-reflective education, I must focus on the “work” and not the timeline (scope &amp; sequence). It is now much more about the HOW/WHY than the WHAT/WHEN.</i></p> <p><b><i>It is important to note that throughout this self-study, I considered information from the following sources:</i></b>  <ul style="list-style-type: none"> <li>-New Standards ELA Summary for Spring, 2003</li> <li>-NPS Professional Development Plan</li> <li>-RHS School Improvement Plan</li> <li>-S.A.L.T. Survey Report (RHS)</li> <li>-Newport’s Strategic Plan with focus on our current initiatives</li> <li>-NCLB with “highly qualified” status in mind</li> <li>-RIDE’s plan for meeting/proving “highly qualified” status</li> </ul> </p>	<p><i>Researched articles on formative assessment and led a faculty discussion of the differences between summative, formative, and interim assessments.</i></p>
<p><b>Standard X:</b> Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.</p>	<p><b>LAB Classroom Model</b></p>	<p><i>Participated in PD provided by EBEC and opened my classroom on a regular basis.</i></p>
<p><b>Standard XI:</b> Teachers maintain professional standards guided by legal and ethical principles.</p>		

\_\_\_\_\_  
**Teacher’s Signature / Date**

\_\_\_\_\_  
**Administrator’s Signature / Date**