# Direct Supervision

**Overview:**

Direct Supervision is for teachers holding a Level II license and have more than two years teaching experience in the district. It is a formal, observation-based assessment that occurs in year one of the Three Year Level II Professional Growth Cycle or when a teacher is in a new role or assignment in the District. A teacher may be placed in Direct Supervision at the discretion of the administrator at any time based on objective evidence related to the Components of Professional Practice. Direct Supervision is based on the four Domains of the Components of Professional Practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. There will be a minimum of one formal observation per year. At the administrator’s discretion additional formal observations may occur. After the Direct Supervision period ends, the teacher is placed in the appropriate year of the Professional Growth Cycle.

A teacher may be placed in Intensive Support at any time based on three pieces of documented evidence at the Unsatisfactory Level regardless of which area of Professional Growth the teacher is currently placed.

Members of the Special Education Department will use Special Education Department forms. Components of Professional Practice Rubrics 1-4 are used only when being observed teaching a formal lesson.

Members of the Nursing Department will use Nursing Rubrics and Forms 6a-d. Components of Professional Practice Rubrics 1-4 are used only when being observed teaching a formal lesson.

**Membership:**

Level II Teaching License

* Teacher who continues in the same role/responsibility
* Teacher in a New Role/Assignment

**Roles and Responsibilities:**

| **Administrator Role** | **Teacher Role** |
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| **September: Pre-Assessment** |
| 1. Receive the teacher’s “Components of Professional Practice” document during the first month of school. May meet with the teacher to discuss this document.
 | 1. Complete and highlight in yellow, the “Components of Professional Practice Form” during the first month of the school year and submit to administrator.
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| **October-April: Evaluation Process** |
| 1. Read the “Formal Observation Lesson Plan: Documenting Domains One and Four Form”, provide feedback, ask clarifying questions electronically, resubmit document to teacher if more information is needed.
2. Upon receipt of the “Formal Observation Lesson Plan: Documenting Domains One and Four Form” complete the “Evidence Collection: Formal Observation Form” for Domain One and Four prior to the observation.
3. Conduct the formal observation using “Evidence Collection: Formal Observation Form” for Domains Two and Three. Additional information may be added to Domains One and Four if relevant.
4. Leave a copy of the completed "Evidence Collection: Formal Observation Form” with the teacher within two school days.
5. Review the “Evidence Collection: Formal Observation Form” if resubmitted.
6. Meet with the teacher for the post-observation conference and discuss the evidence collection forms for domains 1-4. The teacher takes the lead in discussing the observation.
7. The administrator fills out Post Observation form.
8. Sign the “Post Observation Form” and give copy to teacher at end of conference. The teacher may write a rebuttal to any areas of disagreement, which the administrator attaches to the evidence collection form to which it is related and becomes part of the evaluation file.
9. This process occurs one or more times during the school year prior to April 30th. Make recommendation to superintendent for contract renewal by March 15th.
 | 1. Schedule the date of the observation.
2. Fill out the “Formal Observation Lesson Plan: Documenting Domains One and Four Form” and submit it to the administrator electronically at least two days prior to a mutually-agreed-upon announced visit. The lesson plan is evidence for Domain One, and for Domain Four if relevant.
3. Receive feedback from administrator, possibly resubmit “Formal Observation Lesson Plan: Documenting Domains One and Four Form”.
4. Teach the lesson.
5. Receive a copy of the “Evidence Collection: Formal Observation Form” from the administrator within two school days.
6. Possibly add additional information to the administrator’s “Evidence Collection: Formal Observation Form” and resubmit it to the administrator if desiredwithin two days.
7. Schedule a mutually-agreed upon post-observation conference and take the lead on discussing the observation.
8. Sign the “Post Observation Form” and receive copy at end of conference. Submit a possible rebuttal to address any areas of disagreement, which the administrator will attach to the evidence collection form to which it is related.
9. This process occurs one or more times during the school year prior to April 30th.
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| **April - May: Summative Assessment** |
| 1. Receive and review the “Teacher’s Summative Assessment Form” and stated evidence, one week prior to the summative evaluation conference. Administrator can request additional information and resubmit to teacher if needed.
2. Meet with teacher at year-end summative evaluation conference and review “Teacher Summative Assessment Form” and stated evidence. The teacher takes the lead in discussing the evidence and reasons for assessing the components as s/he did.
3. In the event that the administrator and teacher cannot come to an agreement, the administrator’s assessment will be highlighted in blue with recorded evidence on the “Teacher’s Summative Assessment Form”.The teacher can submit a separate letter stating his/her differences.
4. Sign and provide a copy of the “Teacher’s Summative Assessment Form” to indicate the process has been completed.
 | 1. Upon completion of all formal and informal observations, review all evidence accumulated throughout the year. (Formal and informal observations, artifacts, related data, and ancillary evidence). Complete the “Teacher Summative Assessment Form”. Highlight in yellow the component levels, record the evidence, and submit it electronically to the administrator one week prior to the summative evaluation conference.
2. Resubmit the “Teacher Summative Form” if administrator requested additional information.
3. Schedule mutually-agreed upon summative evaluation conference. Take the lead in discussing the evidence and reasons for assessing the components as s/he did.
4. Review the “Teacher’s Summative Assessment Form” with administrator and stated evidence.
5. In the event that the administrator and teacher cannot come to an agreement, the administrator’s assessment will be highlighted in blue with recorded evidence on the “Teacher’s Summative Assessment Form”. The teacher can submit a separate letter stating his/her differences.
6. Sign and receive a copy of the “Teacher’s Summative Assessment Form” to indicate the process has been completed.
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| **Year-Long** |
| May conduct unannounced observations of short duration\* at any time during the year. Complete the “Evidence Collection: Informal Observation Form” and give a copy to teacher the day of the observation.\* Short duration is defined as ten to twenty minutes. | The administrator may conduct an unannounced observation of short duration at any time during the year. The administrator will complete the “Evidence Collection: Informal Observation Form” and give a copy to the teacher the day of the observation.\* Short duration is defined as ten to twenty minutes. |