



Philosophy

The Diocese of Yakima believes that teacher supervision and evaluation promotes professional, spiritual and personal growth which will directly impact the educational environment for each student and create a positive climate within our school and community.

This model has two interconnected components:

1. **Mini-observations:** conducting short, unannounced visits followed by feedback
2. **End-of-year evaluations:** to be placed in teacher file and sent to Diocesan office upon the completion of the year

Fall:

- ~ provide teacher with the criteria and discuss what each component may “look like” in the classroom
- ~Have the teacher determine 3 areas of growth from the criteria document, discuss those areas with the principal and come to consensus on the areas for growth for the year

On-going:

- ~ use snap shots of mini observations make notations on the criteria document, collaborative conversations with teachers
- ~ Make note of observations outside of the classroom (data team meetings, faculty meetings, home/school functions)

Spring:

- ~Teacher Principal Conference regarding annual growth
- ~Submit teacher evaluation summary sheet for teacher file

Model: 5x5 model ~ visits 5 classes in a day for 5 minutes each and writes down 2-3 sentences/notes on what is observed (Could modify to 3x3, 4x4, etc.)

Order of observation

1. Engagement of students: Are students “attending” when you first enter the room...quick look
2. Observe “curriculum” – standards/objectives
 - Alignment among what is written, taught, assessed
 - Providing instruction at the right level of difficulty for each student
 - Use assessments for diagnostic purposes (pre-requisite and acquisition of mastery of learning)
3. Instructional practice
4. Classroom atmosphere

Follow up Sessions

1. Informal & collaborative- Use checklist for walk-throughs as principal tool for observation not to send to teacher after brief visits. Send 2-3 sentences on what specifically was observed
 - Checklists signal formal and judgment (save those for formal observation)
2. Use a collegial approach- working together to help each other’s practice Follow up discussions:
 - Meet for 5-15 minutes after (approximately 8-10) brief visits for an accurate snapshot
 - Make it meaningful and timely

Intervention Process

- ❖ When serious teacher performance concerns are determined by the principal, the principal will meet with the teacher to create an intervention action plan.
- ❖ The principal and teacher will establish intervention strategies and a time line for remediation.
- ❖ The principal and teacher will meet on a regular basis to determine progress on the intervention action plan.
- ❖ The principal will determine, based upon the designated time line, whether the teacher has met expectation.
- ❖ If the teacher has not met expectation, the principal may recommend to the pastor that the teacher’s contract be terminated or that the teacher may not be offered a new contract for the following year.