

Vermont Guidelines for Teacher & Leader Effectiveness



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Developed by

The Vermont Task Force on
Teacher & Leader Effectiveness

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Reflection - Educators will contemplate their professional practice in a variety of ways: writing in journals, self-directed study, and informal conversations.

✓ *Improvement Plans*: When an educator's performance is found to be ineffective at the end of an evaluation, an improvement plan will be developed. The intent of this process is to provide constructive assistance in targeted areas.

1. Goals based on demonstrated performance deficiencies identified by the evaluator
2. Description of exactly what the educator must do in order to improve practice
3. Description of prescribed professional learning activities connected directly to the diagnosed areas for improvement
4. Specific supervisory support to be provided to the educator
 - Locally developed
5. Description of artifacts that must be produced
 - Locally developed
6. Timeline for implementation
 - Benchmarks
 - Actions and/or artifacts will be evaluated at clearly defined intervals
 - Employment decision made

GUIDELINES FOR IMPLEMENTATION

Consideration of Agreements and Policies

Educators are accountable for high-quality instructional systems that advance student learning and growth. High-quality evaluation systems must be developed and implemented at the local level in collaboration with educators and their representatives, ensuring compliance with master agreements and district policies. See the [Vermont State Statutes Title 16 Chapter 57 Labor Relations for Teachers § 2004: Agenda.](#)

Quality Training for Teachers and Leaders

Transparent evaluation systems lead teachers and principals to have confidence in the outcomes which lead to improved teaching and student learning. Training skilled observers and evaluators is an essential component of effective evaluation systems. Guidelines to consider when developing an evaluation system include

- Teachers and leaders need to receive district-supported training in the standards, functions and elements of the evaluation cycle.
- Teachers and leaders must know the evaluation standards against which they are assessed and what constitutes their level of performance on these standards.
- Formative evaluations must be conducted frequently.
- Observers and evaluators must receive formal training and demonstrate the ability to assess teaching fairly and accurately.

