

## *Checklist for the Institution*

### **As an institution we are cultivating a positive climate of review and evaluation and fostering the capacities and skills needed by participating colleagues.**

- The faculty and staff are aware of the importance of review and evaluation as a valuable component of teacher development and as a way of being accountable to one another, to the parents and to their community.
- As a group we practice setting goals and reviewing results when appropriate.
- Our faculty agreements encourage direct communication.
- We practice listening to one another in our meetings.
- We are interested in what is going on in our colleagues' classrooms.

### **We have established regular rhythms of review and evaluation that assure adequate support for ongoing teacher development.**

- Teachers expect to participate in regular cycles of self-evaluation, peer visits and professional review by an outside evaluator.
- Cycles are accommodated in our meeting schedules and other organizational rhythms.
- Parents and board members are aware of the evaluation timelines and procedures.
- Someone is responsible for scheduling and communication concerning evaluations.
- Consideration is given as whether it would be beneficial to have the outside evaluator visit for more than one day. Time for conversation with the educator being evaluated is built into the schedule of the outside evaluator's visit.

There is a separate, special policy and procedure for cases of serious concern.

### **Expectations, timelines and protocol have been articulated in writing and systems are in place to make sure that the processes are upheld.**

- Written policies and procedures for the professional review processes have been distributed to all the early childhood educators and have been discussed in the appropriate collegial groups.
- There is a group who has been mandated to oversee the professional review process.
- Colleagues know where to address questions and concerns about the process.
- There is an established protocol for communication concerning evaluation which has been published and which everyone is expected to follow.
- If parents are asked to participate, they receive clear, written communication about the process and their role. Parents know where to address questions about the process.

- Every outside evaluator has a contact person who makes sure that the evaluator receives all of the relevant materials in a timely way, schedules spaces for meetings and arranges for the meals and accommodations of the evaluator.
- If there are standard forms for self-evaluations, peer visits, and evaluator reports, these are distributed to those who are expected to complete them by the contact person. Report forms should include space for commendations as well as recommendations.

**The institution provides support for individual professional development recommended in the written report, including funds for courses, if required.**

- The educator being evaluated meets with the responsible group to look over the materials that have been collected. Together they create a professional development plan for the educator that has specific goals and a timeline.
- Support from the institution may include additional mentoring in a specific area, providing an opportunity to visit another teacher's classroom, or offering funds for a summer course or additional training.
- Professional development funds are available for teachers who need additional training.
- Arrangements for additional follow-up meetings are made if needed.

**The institution has adequate mentoring and in-service training opportunities that complement the review and evaluation processes.**

- If the teacher being evaluated has a mentor, the mentor may be invited by the responsible group to attend the post-observation conversation or be given a copy of the written report by the teacher.
- Mentors support the teachers they are mentoring by integrating into their mentoring sessions work on the goals articulated in the individual professional development plans.

See the WECAN publication *Mentoring in Waldorf Early Childhood Education* for more information about mentoring.