

Pembroke School District

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GCO-A

PEMBROKE SCHOOL DISTRICT

EDUCATOR EFFECTIVENESS AND EVALUATION PLAN

PURPOSE

This model is based upon current educational research and developed with input from teachers, administrators, the Pembroke School Board and the NH Department of Education. The purpose of this plan is:

1. To enhance instructional practice, professional growth, and overall performance.
2. To recognize individual strengths and identify areas for professional growth.
3. To promote student achievement of established curriculum standards.
4. To comply with NH Task Force On Effective Teaching.
5. To provide a basis for contractual decisions such as re-nomination and reassignment.

CRITERIA FOR EFFECTIVE TEACHING

The criterion for effective teaching is composed of the following five domains, with each domain carrying equal weight. The domains are:

1. Planning and Preparation
2. Classroom/Learning Environment
3. Instructional Practice
4. Professional Responsibility
5. Student Performance

Rubrics for the first four domains can be found in *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2007). These rubrics create the basis for the evaluation process and are tailored to each position within the school district. Each building has copies of Danielson's book available for staff.

The fifth domain, Student Performance, is measured using student learning objectives (SLO) and the Student Growth Rubric (see appendix C). NHDOE defines Student Learning Objectives as "content and grade/course specific measurable learning objectives that can be used to document student learning over a defined period of time." All staff will develop at least two SLOs annually (see appendix D for SLO templates). One SLO will be based upon a building goal and the other will be individualized to meet content, student population, and job specific expectations. Each SLO must have a measurable goal and collectable data to document student growth. Data may include but not be limited to:

- Standardized testing such as Smarter Balanced, STAR, AIMSweb
- Locally designed such as portfolio assessments
- Published curriculum assessments and rubrics
- Classroom based assessments

THE EVALUATION MODEL

The success of this evaluation process is based on a constructive relationship between the evaluator and staff. Open communication between the evaluator and staff member along with reflection and self-evaluation are crucial elements to enhance and/or improve instruction and meet the ever-changing needs of Pembroke students.

It is expected that evaluators will provide clear, personalized, and constructive feedback in an honest and unbiased manner while maintaining confidentiality. The evaluator and staff member will work to develop strategies and to use available resources (including qualified professionals in the district) to address areas of concern. Both evaluators and staff must have a clear understanding of and training by **September 30** in the criteria for effective teaching, student learning objectives, and the procedures used for evaluation.

The evaluation model is comprised of three cycles: the non-tenured, the tenured, and the tenured/re-certification year. The process is designed with the following concepts in mind:

- A. Staff members of differing levels of experience may need different evaluation programs. Therefore, the evaluation system must be flexible so staff members and administrators can address individual needs.
- B. The plan complements staff development, re-certification, and continuing employment process already in place.
- C. The process builds a sense of trust to ease the stressful atmosphere that sometimes accompanies evaluation.
- D. Peer support and collaboration is encouraged.
- E. Each staff member takes responsibility for his/her own professional growth while administrators offer support.

All staff within the district will be actively involved in some phase of the cycle each year. While decisions regarding the continuation of employment and improvement of instruction can be made at anytime, non-continuing contract staff members will remain in the non-tenured cycle until reaching tenured status and continuing contract staff members will generally enter and remain in the tenured cycle indefinitely. At any time, the building principal may require an experienced staff member to remain in or enter the “non-tenured” cycle for the purpose of a more structured evaluation and focused guidance. (See Evaluation Plan Models Flow Chart in Appendix A)

	Non-Tenured	Tenured	Tenured/ Re-certification Year
Beginner Staff	First 5 years		
Experienced New Hire	First 3 years		
Experienced Staff	Administrator Directed	Continuing contract	Continuing Contract, Re-Certification Year

NON-TENURED

The non-tenured process is the same for beginning, experienced new-hires, and experienced staff. The standard evaluation year will run from September to June 1. There may be exceptions to this schedule (e.g. staff hired during the school year). The components of the non-tenured evaluation cycle include the following:

Initial Conference

The non-tenured cycle will begin with an initial conference between the evaluator and the staff member no later than October 15. At this initial conference, the participants will discuss the criteria for effective teaching based on the Danielson rubrics. They will collectively determine the relative applicability of items as they pertain to the individual and note areas of emphasis to the individual’s specific job assignment. SLOs will also be reviewed and discussed at this initial conference.

Data Gathering

Information will be gathered throughout the year to complete the Effective Teaching Rubrics. One of the most important means of gathering information is the classroom observation.

Formal Observation

Beginning Educator (first five years), Experienced New Hire (first three years)

- At least one announced per school year
- At least one unannounced per school year
- Minimum 30 minutes uninterrupted
- Pre-conference to discuss Pre-Observation Form (Appendix B) for announced observation
- Post-conference within three school days (or more by mutual consent)

Mini-Observations (unannounced)

- At least one per school year
- Minimum 10 minutes per observation
- No pre-conference
- Written feedback within two days

Student Learning Objectives

- Review and discussion of SLOs between staff member and administration by October 15.
- Benchmark discussion of SLOs between staff member and administration by January 31.
- End of year reflection, self-assessment based on the Student Growth Rubric, and discussion of SLOs between staff member and administration by June 1.

Other information gathered may include, but not be limited to:

- Planning and record keeping documents
- Samples of student work
- Staff-developed curriculum materials
- Interactions between staff and parent
- Staff contributions to whole school issues
- Self-evaluation using the Effective Teaching Rubric

Final Non-Tenured Conference

By June 1, a final non-tenured conference will be held between the building principal or his/her designee and the staff member. During this conference the evaluator will review the staff member's progress including the rubric ratings and comments, any goals, and any other pertinent information.

At the conclusion of the formal observation post-conference or the end of year SLO review the staff member will be required to sign the form to indicate that the conference was held and criteria reviewed. A signature will not necessarily indicate agreement with the content. If the staff member is dissatisfied with the evaluation (or wishes to provide additional information for his/her personnel file), he/she may attach a letter to the form providing such information. **All forms completed during the cycle will become part of the staff member's confidential personnel file.**

TENURED EVALUATION CYCLE

The tenured cycle is designed to focus on student learning and professional growth of experienced staff. At any time there is concern about staff performance, the administrator has the right to have the staff member placed on the “non-tenured” plan.

Years One & Two of Certification Cycle

Mini-Observations (unannounced)

- At least three per school year
- Minimum 10 minutes per observation
- No pre-conference
- Written feedback within two days

Student Learning Objectives

- Review and discussion of SLOs between staff member and administration by October 15.
- Benchmark discussion of SLOs between staff member and administration by January 31.
- End of year reflection, self-assessment based on the Student Growth Rubric, and **optional** discussion of SLOs between staff member and administration by June 1.

TENURED/RE-CERTIFICATION YEAR EVALUATION CYCLE

Year Three

(To coincide with certification renewal)

Mini-Observations (unannounced)

- At least ~~four~~ one per school year
- Minimum 10 minutes per observation
- No pre-conference
- Written feedback within two days

Student Learning Objectives

- Review and discussion of SLOs between staff member and administration by October 15.
- Benchmark discussion of SLOs between staff member and administration by January 31.
- End of year reflection, self-assessment based on the Student Growth Rubric, and discussion of SLOs between staff member and administration by June 1.

Formal Observation (unannounced)

- Minimum 30 minutes uninterrupted
- Post-conference within three school days (or more by mutual consent)

At the conclusion of the formal observation post-conference the staff member will be required to sign the form to indicate that the conference was held and criteria reviewed. A signature will not necessarily indicate agreement with the content. If the staff member is dissatisfied with the evaluation (or wishes to provide additional information for his/her personnel file), he/she may attach a letter to the form providing such information. **All forms completed during the cycle will become part of the staff member’s confidential personnel file.**

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Appendix A

Evaluation Plan Models Flow Chart

	Non-Tenured Evaluation Cycle	Tenured (Years 1 & 2) Evaluation Cycle	Tenured/ Re-certification Year Evaluation Cycle
Eligible Staff	<ul style="list-style-type: none"> - Beginning Educator (5 years) - Experienced New Hire (3 years) - Experienced Staff (Administrator Directed) 	<ul style="list-style-type: none"> - Experienced Staff (Years 1 & 2 of Certification) 	<ul style="list-style-type: none"> Experienced Staff (Year 3 of Certification)
Student Learning Objective	<ul style="list-style-type: none"> - SLO Review (by October 15) - Benchmark Review (by January 31) - End of Year Reflection Meeting & Self-Assessment (by June 1) 	<ul style="list-style-type: none"> - SLO Review (by October 15) - Benchmark Review (by January 31) - End of Year Reflection Meeting & Self-Assessment (by June 1 - meeting is optional) 	<ul style="list-style-type: none"> - SLO Review (by October 15) - Benchmark Review (by January 31) - End of Year Reflection Meeting & Self-Assessment (by June 1)
Formal Observations	<ul style="list-style-type: none"> - Minimum 1 Announced - Minimum 1 Unannounced <p>(The first done by January 31 & the second done by June 1)</p>		<ul style="list-style-type: none"> - Minimum 1 Unannounced (Done by January 31)

Mini Observations	Minimum of 1	Minimum of 3	Minimum 1
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**Appendix B
Pembroke School District**

Pre-Observation Conference Form: Formal Observation

Submit this form to the administrator at the pre-observation conference. This conference will be no later than two days before your classroom observation. The following questions provide a framework around which to reflect on the Criteria of Effective Teaching.

Staff Member: _____ Conference Date: _____

Building: PVS PHS TRS PA Administrator / Observer: _____

Course Title/ Subject /Grade Level

Days/Times suggested for observation

1. What are your learning outcomes for this lesson? What do you want the students to understand?

2. How does this lesson relate to your curriculum? Which standards will be addressed?

3. How does this learning "fit" in the sequence of learning for this class?

4. Briefly describe the students in this class, including those with special needs.

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? *Provide any worksheets or other materials the students will be using.*

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

Danielson, C. (2007). *Enhancing Professional Practice*, pg 173.

Appendix C
Student Growth Rubric

Student Growth Student Learning Objective/Student Data Rubric	Unsatisfactory	Basic	Proficient	Distinguished
Performance Indicators				
Individual and collective student growth	Fails to use multiple sources of evidence to promote or plan for individual and collective student growth.	Minimally addresses individual and collective student growth.	Consistently promotes individual and collective student growth.	Takes a proactive approach and possesses comprehensive knowledge and skills in sustaining individual and collective student growth.
Development of programs or interventions	Fails to take any corrective actions involving programs or interventions.	Creates programs or interventions but minimally use the collected evidence to measure program success.	Initiates and maintains the development of programs and interventions that promote student growth.	Continuously promotes a comprehensive plan for program or intervention implementation.
Shows progression of student growth	Fails to monitor student progress and shows little or no progress made in student growth.	Monitors student progress and shows progression in student growth.	Establishes systems for monitoring progress, accurately measures student achievement, and experiences targeted gains in student growth.	Continuously promotes, evaluates, and documents the intended outcomes of student growth.

Adapted from Fall Mountain Regional School District Teacher Evaluation Plan