

TIMBERLANE REGIONAL SCHOOL DISTRICT

EDUCATOR EVALUATION PLAN

2020-2025

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This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.

—Maya Angelou

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Timberlane Regional School District Educator Evaluation Plan

I. INTRODUCTION

This evaluation plan was developed by the Timberlane Evaluation Committee with the help of other Timberlane educators. It is the result of an extensive study dedicated to redefining the *spirit* of evaluation in our district to include positive collaborative effort, reflection, trust, and shared control of a process that embodies the professional growth of educators. The dialogue that shaped the final plan was guided by:

- research from NH Task Force on Effective Teaching: the State Model System 2013,
- current research in Teacher Effectiveness and Teacher Evaluation,
- the work of other progressive school districts,
- the Mission, Beliefs, and Goals as stated in our Timberlane District Strategic Plan

Consistent with our belief in the power of reflection, the implementation of this evaluation plan is predicated on goal setting, the collection of feedback, documentation of shared experiences, reflective writing, and modification of the plan itself.

The Timberlane Regional School District recognizes that continual professional growth and a thoughtfully constructed evaluation process will have a long-lasting and positive impact on the quality of education it offers its students. This plan allows educators to determine goal areas, plans for working in these areas, methods for the collection and documentation of growth, and the best way to present their performance. Continual reflection on professional practice is considered an essential aspect of this plan. It helps ensure that the performance and practice of professional educators are viewed holistically; indeed, the evaluation takes into account all of the ways educators interact in the school community. Essentially, this plan combines the district's commitment to support both the educators and the community by making a high standard of practice the goal of a collaborative effort.

Timberlane Philosophy of Evaluation

The Timberlane Regional School District Evaluation Program focuses on the professional enhancement of each educator so that s/he can best facilitate the education of all students, promoting high standards and continuous improvement for students while preparing them to be self-sufficient, contributing citizens.

The district believes that learning is a continual process that must be embraced by children and adults. It values and supports an evaluation plan that

- promotes a spirit of professional inquiry,

- encourages collegiality,
- ensures a connection between teacher effectiveness and student performance,
- empowers the individual to regularly reflect upon his/her expectations and practices,
- creates a positive professional atmosphere marked by mutual respect and commonality of purpose.

Components of the Evaluation System

The components of the evaluation plan include three areas that will be formally measured.

1. The foundation of the system is built on the standards of professional practice. Timberlane uses the Framework for Effective Teaching from Charlotte Danielson's 2013 edition or subsequent editions,
2. Individual goals collaboratively developed between the evaluator and educator that advance the district or school goals, and
3. Individual goals that document student learning which are described as Student Learning Objectives (SLO).

Enhancing Professional Practice: A Framework for Teaching

Collaboration and reflection in an educational community needs to be supported by commonly held standards of excellent teaching practices and a common language by which to describe them. After considering a variety of models that articulate good teaching practice, the Timberlane Evaluation Committee has adopted, with some adaptation, the model of teaching described in *Enhancing Professional Practice: A Framework for Teaching* written by Charlotte Danielson, 2013 edition or subsequent editions.

The framework identifies four domains of professional practice and the components of each. The framework also provides a continuum of descriptors to delineate the way practices in each component look in action. These domains, components, and descriptors provide us with common language and specific targets for pursuing excellent practice, which results in student growth. This framework was developed through substantive research. This research is described fully in *Enhancing Professional Practice: A Framework for Teaching*. For the remainder of this document, we will refer to the contents of this book or a later edition, as *The Frameworks for Teaching*, or Danielson's Domains.

Educators are expected to meet the proficient level (or above) of *The Frameworks for Teaching* and show growth in their professional practice. For some educators, rubrics have been adapted to reflect their specialization (e.g. nurses, counselors, librarians, etc.).

The four Domains of Professional Practice for classroom educators are:

Domain I: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain II: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain III: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain IV: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

District and / or School Goals

It is a common practice for school districts and schools to develop actionable goals for student achievement and systemic practices. Timberlane Regional School District has both district and school goals that are associated with professional practice and student performance. These goals are developed through a variety of data that typically include the results of state-wide, district-wide, and school-based assessments.

Performance targets are based on standardized assessments, including NH's state-wide assessment. Timberlane uses universal screening tools, to measure student achievement. Multiple data sources are used to develop student performance targets, and these are incorporated in the established district and school goals.

The NH Task Force (2013) recommended that districts use results of student learning in the evaluation model (Smarter Balanced). Educators are accountable in their contribution toward the achievement of the district and school goals that are developed because the goals are connected to student learning. It is important to the Timberlane Regional School District that educators have some choice in developing their individual goals that will support the school goals. This ownership of the work seems to outweigh the shared attribution option of sharing state-wide assessment results.

Educators will develop an individual goal aligned to the district or school goals. They will be evaluated on 1) the achievement results of the goal and 2) their personal contribution towards advancing the district or school goal. Achievement results will be organized into three performance classifications of "low growth, average or typical growth, and high growth." During the goal setting process, educators will need to identify the cut points of what will be considered low, average, or high growth targets. Educators will also be evaluated on the level of their personal contribution to the goal.

Student Learning Objectives (SLOs)

The NH Task Force on Effective Teaching (2013) recommends having all teachers document student learning results using "Student Learning Objectives," as part of the evaluation process. Timberlane is adding this important component to the evaluation system. This recommendation is made due to the "critical and powerful relationship between teacher quality and student achievement" (NH Department of Education, p. 8).

Student learning results can be measured using growth percentiles, if standardized tests are used as the evidence. Student learning results can also be measured using Student Learning Objectives. SLO's are "content and grade/course-specific measurable learning objectives that can be used to document student learning over a period of time" (p. 26). SLO's can be for groups of students, a class, multiple classes, or a grade level, as long as the educator has ownership of the

students. Setting clear targets, differentiating instruction, and monitoring student progress are essential to SLOs.

The achievement results will be organized into three performance classifications of “low growth, average or typical growth, and high growth” (p. 26). At the goal setting process, educators will need to identify the cut points of what will be considered low, average, or high growth targets.

II. OUTLINE OF EVALUATION PROCESS

Overview of the Timberlane Evaluation Plan

The primary purpose of the evaluation system is to focus on educator practice which maximizes student learning. This evaluation plan reflects specific beliefs that are based on current research in teacher effectiveness, assessment, and professional development. The beliefs include:

- aligning evaluation with goal setting that will advance the district and school goals,
- understanding effective educators consistently improve student growth and achievement,
- using multiple sources of information to evaluate performance, including student learning data,
- emphasizing self-assessment, reflection and collegial support,
- valuing the documentation and presentation by an individual of his/her accomplishments,
- allowing a varied focus in different years by using a three-year cycle for assessment,
- maximizing autonomy, collaboration, and accountability,
- taking a holistic view of an educator’s contribution to the district.

The evaluation process is collaboration between a designated evaluator and an educator. For this purpose, an evaluator will be any district employee who is on an administrative contract and whose area of administration concerns students and school programs. This group would include, but not be limited to, principals, assistant principals, department chairs, coordinators, directors, assistant directors, associate directors, superintendent, and assistant superintendents.

Educators will be defined as all district employees who are included in the Timberlane Teachers’ Association bargaining unit. Educators will fall into four categories for the purpose of this plan.

1. **New Educator** - Educators who are new to the profession and/or the Timberlane District.
2. **Experienced Educator** - Educators who are on continuing contract are in this group. The vast majority of Timberlane educators fall into this group.

3. Support Plan Educator - This level is used to support an educator who is, based on evidence, experiencing difficulty meeting one or more of *The Frameworks for Teaching*, or requires additional support during a transition phase or implementing district or school programs.

4. Improvement Plan Educator - An educator who is, based on documented evidence, experiencing substantial difficulty meeting one or more of the district's teaching standards or has been informed by his/her evaluator that s/he is in serious danger of not being employed by the Timberlane Regional School District.

All educators will be assigned a primary evaluator to join with them in this collaborative, collegial process. Informal/unstructured observations most often will include additional evaluators. Improvement Plan educators will be assigned a second evaluator to provide additional support and another point of view in the growth process. If any other educator wishes to have a second evaluator as a part of his/her Evaluation Plan, s/he will need to make that known at a goal setting or goal review conference.

This Evaluation Plan is based on a three-year cycle and is intended to run concurrently with the New Hampshire recertification cycle. Dates of hiring, or other factors, may interfere with this cycle. Upon recertification, a one or two-year cycle will be fashioned by the evaluator, to allow the educator to synchronize their evaluation plan with recertification. The first year of a new cycle is designed to begin in the fall after recertification has been received.

Evaluation will incorporate Danielson's Domains, the district or school's goals, and student performance. The Evaluation Plan consists of a series of processes including:

Self-Reflection

The document must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

Goal Setting/ Goal Review

Goal setting begins each ~~three-year~~ three-year cycle. During the three-year cycle, an educator will monitor his/her goals, work on any domain components, reflect on his/her progress, and make any necessary changes with his/her evaluator.

Educators will develop two SMART goals that will lead to improved educator instructional practices and student performance.

- **District or School Goals:** One individual goal will be aligned to the district or school goals. The educator will be evaluated on his/her contribution based on evidence, and the actual results of achieving the goal. The goal will be measured over a period of 1, 2, or 3 years.

- **Student Learning Objective (SLO):** One individual objective will be connected to student performance. This is referred to as the Student Learning Objective (SLO). The objective will be associated with the educator's content area and students in his/her current classes, caseloads, or groups. SLO's can be done in two ways: 1) one objective sustained over the three year cycle with the same or different cohort of students; or 2) three objectives (a new objective each year) for three different groups of students during the three-year cycle. The educator can decide what is best for his/her situation. The educator will be evaluated on the evidence and results of the objective(s) attainment at the end of the third year.

The SLO is tied to instructional practices and/or content. The purpose is to improve the educator's practices with his/her current students. The more educators align the SLOs to district or school goals, the more likely the school will achieve improved results.

The Individual Professional Development Plan (IPDP)

The IPDP is not directly connected to the evaluation process, but educators should associate their IPDPs with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance in the domain rubrics will be counted in the summative evaluation.

Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and a teacher have some element of evaluation.

There are three categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and might include class visits, or 3) Unassociated observations that are not connected with direct evaluation procedures and include day to day interactions.

- New Educators will receive a Formal/Structured Observation twice each year to provide that level of feedback and support needed for successful growth and integration into the district.
- Experienced Educators will receive a Formal/Structured Observation once during each three-year cycle.
- Support Plan Educators will have observations as identified in the plan.
- Improvement Plan Educators will have observations as identified in the plan.

Annual Reflections of Progress

At the end of each year, educators will complete a reflection regarding the progress they are making toward their goals.

Summary Conference

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four Danielson Domains, the individual goal, and the SLO. At the Summary Conference, the educator will present for review the documentation and evidence which has been collected over the three-year cycle.

Summary Evaluation Report

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the performance in the four Danielson Domains and the results of the individual goal and the SLO. This is the final step in the three-year cycle.

III. NEW EDUCATOR PLAN

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The goals for New Educators are predetermined so they are successful in their first years of teaching at Timberlane.

Goal Setting

Goal setting for New Educators in the first year of the cycle consists of a discussion of four goal areas that have been predetermined by the district. All educators new to Timberlane will have the following four goal areas for the first year to enable the educator and evaluator to focus attention and support on activities that help ensure a successful foundation in the district's teaching standards. The four goal areas are:

1. Plan and prepare for quality instruction, both long and short term, in each course/curriculum area taught.
2. Develop a plan for maintaining a positive learning environment, including such items as rules and procedures, positive communication, student recognition systems, etc.
3. Employ a variety of instructional strategies, such as group work, skits, hands-on activities, use of technology, etc.
4. Become familiar with and fulfill all professional responsibilities.

Each educator will have to define his/her goals and activities specific to his/her role and position.

At the beginning of the second or third year, New Educators will reflect on their performance in the four predetermined goal areas. An educator may revise or create new goals with his/her evaluator, if necessary.

Starting with the second or third year, the evaluator and new educator can make an agreement to move the new educator to the Experienced Educator Plan as described in Section IV, if the educator is meeting all the New Educator criteria in a proficient manner and has prior teaching experience.

The plan for New Educators will focus on how they will achieve the four preset goals. They will have a mentor as a part of this plan. The mentor will be guided by the Timberlane *Induction with Mentoring* program. The mentor will provide support for the educator. The interactions between the mentor and the educator are confidential and not shared with the evaluator.

After the self-reflection and goal setting meeting has occurred, the educator will complete or revise the three-year IPDP plan as outlined in the Professional Development Master Plan. The educator will describe the activities s/he will engage in order to accomplish professional improvement. S/he will determine what other resources, personnel, expertise, or professional

development activities will support his/her growth in the four goal areas that have been predetermined by the district.

The Individual Professional Development Plan (IPDP) is not directly connected to the evaluation process, but educators should associate their IPDP with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the domain rubric will be counted in the summative evaluation.

Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and a teacher have some component of evaluation. There are three categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and might include class visits, or 3) Unassociated observations that are not connected with direct evaluation procedures and include day to day interactions.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or included in the routine feedback of written evaluation) for clarity and documentation.

Formal/Structured Observations

New Educators will have two required Formal/Structured Observation Cycles each year. The evaluator will initiate the scheduling of the pre-observation conference.

All required Structured Observation Cycles will focus on three Domains of The Frameworks for Teaching: Planning and Preparation, Classroom Environment and Instruction or the four predetermined goal areas. However, in certain situations, such as meetings or presentations, Domain 4 can be observed.

The required Structured Observation Cycles will be composed of

- a pre-observation conference,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.)
- a written reflection by the educator related to the observation organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,

- educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

Informal/Unstructured Observations

New Educators will have a minimum of two Informal/Unstructured observations per year during the three year cycle. Unstructured observations may be initiated by the evaluator or the educator.

Informal/Unstructured observations include seeing educators in a wide variety of school settings and activities, including classrooms, playground, hallways, parent conferences, after school activities, staff meetings, committee work, etc. The unstructured observation will be based on the four domains of the frameworks. Informal observations should result in feedback in a written form to the teacher (email, online form, memo or letter) within one week of the observation.

Informal observations should result in feedback in the appropriate informal form. Unstructured observations (walk throughs) should result in feedback to the teacher in writing (email, online form, memo or letter). All feedback needs to be provided within one week of the observation.

Unassociated Observations

Unassociated interaction that results in an evaluation (positive or negative) may include written feedback, but is not required. Written feedback is at the discretion of the Administrator/Evaluator, but must comply with the duty to inform if there is a concern.

Annual Reflections of Progress

At the end of the first and second year, educators will complete a reflection regarding the progress they are making toward their predetermined goals and in the four Danielson Domains.

Summary Conference (End of third year)

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four domains, and the predetermined goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three-year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the four Danielson Domains and the results of the individual predetermined goals. Additionally, the educator will be rated according to effectiveness using the process outlined in

Section VII. They are only rated on the Danielson Domains and their performance on the predetermined goals. This is the final step in the three-year cycle.

IV. EXPERIENCED EDUCATOR PLAN

Self-Assessment

The educator completes a self-assessment survey. The self-assessment process is designed for each educator to thoughtfully consider every component in each Domain and accurately determine where on the continuum his/her practice is best described. The document must be completed and shared with their evaluator, as a starting point to the goal's discussion.

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The educator will reflect on their skills and knowledge of the Danielson Four Domains (2013) using the rubric. Educators will select areas of improvement and work on these areas over the three-year cycle. Components that are rated as "Unsatisfactory or Basic" need to be improved to the "Proficient" level. There are no formal goals associated with the Danielson Domains, but collection of evidence and evaluation of the Domains is ongoing and will be included in the Three-Year Summary report.

Goal Setting

The educator will develop two SMART Goals in collaboration with the evaluator. These goals are based on 1) District and School goals, and 2) Student performance.

SMART goals are:

- *Specific* – target a specific area for improvement. (who, what, where, when)
- *Measurable* – quantify indicators of progress. (criteria toward attainment, how will you know?)
- *Attainable* – Steps of the goal. (time frame is within reason, who has ownership?)
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) will be achieved (benchmarking)

Goal setting begins each three-year cycle. Goals will incorporate the District or school's goals, and student performance. During the three year cycle, educators will revisit their goals yearly, reflect on their progress, keep evidence, and make any necessary changes with their evaluator.

Educators will develop two SMART goals/objectives that will lead to improved educator instructional practices and student performance

- **District or School Goals:** One individual goal will be aligned to the District or School Goals. The educator will be evaluated on his/her contribution based on evidence and the actual results of achieving the goal. The goal(s) will be measured over three years.

- **Student Learning Objective (SLO):** One individual objective will be connected to student performance. This is referred to as the Student Learning Objective (SLO). The objective will be associated with the educator's content area and students in his/her current classes, caseloads, or groups. SLO's can be done in two ways: 1) one objective sustained over the three year cycle with the same or different cohort of students; or 2) three objectives (a new objective each year) for three different groups of students during the three-year cycle; the educator can decide what is best in his/her situation. The educator will be evaluated on the evidence and results of the objective(s) attainment at the end of the third year.

While the goal setting process should represent consensus between the teacher and the evaluator, there may be instances where there is significant disagreement to the final goal or objective. In this case, the evaluator may determine a goal area that is necessary for an individual, a group, or the faculty to pursue.

In a case where the past performance of an otherwise solid educator has not met a proficient level of performance in a specific component area, based on evidence; a specific focus goal for improvement of that area can be set by the evaluator. This focus goal will replace the district and school goal for the individual educator.

Educators will complete and submit district forms according to district procedures.

After the self-reflection and goal setting meeting has occurred, the educator will complete or revise the three year IPDP as outlined in the Professional Development Master Plan. The educator will describe the activities s/he will engage in order to accomplish professional improvement. S/he will determine what other resources, personnel, expertise, or professional development activities will support his/her growth in the Domain areas and in goal areas identified under District/School goals or SLO's.

The Individual Professional Development Plan (IPDP) is not directly connected to the evaluation process, but educators should associate their IPDP with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the Domain rubric will be counted in the summative evaluation.

Observations

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and a teacher have some component of evaluation. There are three categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and might include class visits, or 3) Unassociated observations that are not connected with direct evaluation procedures and include day to day interactions.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or included in the routine feedback of written evaluation) for clarity and documentation.

Formal/Structured Observations

Experienced Educators will have a minimum of one Formal/Structured observation during the three year cycle. The evaluator will initiate the scheduling of the pre-observation conference.

All required Structured Observation Cycles will focus on three Domains of The Frameworks for Teaching: Planning and Preparation, Classroom Environment and Instruction or the four predetermined goal areas. However, in certain situations, such as meetings or presentations, Domain 4 can be observed.

The required Structured Observation Cycles will be composed of

- a pre-observation conference,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.)
- a written reflection by the educator related to the observation organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- Educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

Informal/Unstructured Observations

Experienced Educators will have a minimum of two Informal/Unstructured observations per year during the three year cycle. Unstructured observations may be initiated by the evaluator or the educator.

Informal/Unstructured observations include seeing educators in a wide variety of school settings and activities, including classrooms, playground, hallways, parent conferences, after school activities, staff meetings, committee work, etc. The unstructured observation will be based on the four domains of the Frameworks. Informal observations should result in feedback in a written form to the teacher (email, online form, memo or letter) within one week of the observation.

Unassociated Observations

Unassociated interaction that results in an evaluation (positive or negative) may include written feedback, but is not required. Written feedback is at the discretion of the Administrator/Evaluator, but must comply with the duty to inform if there is a concern.

Annual Reflections of Progress

At the end of each year, educators will complete a reflection regarding the progress they are making toward their goals. At the end of the third year, educators will complete a reflection in the four Danielson Domains.

Summary Conference (End of third year)

At the end of each three-year cycle the educator and evaluator will reflect on the performance of the educator in the four Domains, and the two individual goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the four Danielson Domains and the results of the individual goal, and SLO. This is the final step in the three-year cycle.

V. SUPPORT PLAN EDUCATOR

This level is used to support an educator who is, based on documented evidence, experiencing difficulty meeting one or more of Danielson's *Frameworks for Teaching* or requires additional support during a transition phase or implementing district or school programs. Support plans are to be used with Continuing Contract teachers only. Educators may include a third party, to listen and ask clarifying questions, in all meetings. The third party may be a union representative or officer.

Notification

An educator being placed on a support plan is notified by the evaluator or principal. The educator will be provided a letter explaining the specific concerns in performance within the framework of the specific Danielson Domains and components that need to be improved, as well as, the details of associated evidence.

Support Plan Goals

Goals for the areas of concern will be clear and measurable. They will delineate specific outcomes with reasonable time lines. The Support Plan is intended to result in the educator's support, improvement, and retention.

Educators who are on a Support Plan will have specific plans for their support and improvement made jointly with their evaluator. The need for reflection and documentation will be outlined in their individual plan. These plans will include details of the areas of concern, specific time lines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the support plan prior to implementation. There will be clear, measurable goals set by educator and evaluator to show acceptable performance in all components being addressed.

The Support Plan may involve a second evaluator, who is a specialist in an area of instruction or content to act in an advisory capacity for either the evaluator or educator, if the educator and evaluator both agree. The educator's individual goal toward the District and School Goals and the SLO may be put on hold until the successful completion of the Support Plan.

The evaluator and educator will mutually agree on an observation schedule including any Formal/Structured observations and the expected frequency or schedule of these observations. Amounts and approximate timelines for Informal/Unstructured observations will also be specified in the Support Plan. Written observations feedback from the evaluator will be given to the educator within 1 week of either observation. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The Support Plan will be monitored. The evaluator and educator will mutually agree on a schedule of meetings to review progress of the plan and any mutually agreed modifications that may be needed.

The evaluator will provide to the educator at least two written progress reports, of which one should be at the midpoint in the time line and the other is at the conclusion of the Support Plan. The educator may request a written progress report from the evaluator at any time.

The support plan time-line should be of sufficient length to allow for all aspects to be successfully implemented but will not exceed 36 weeks. It is recommended that if possible a support plan should not carry over a summer break into the following school year. However, the plan must address specifics of implementation, if the time-line carries over through a summer break to the following school year.

Summary Conference

The educator will prepare any documentation required by their individual plan for the Summary Conference. At the Summary Conference the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Support Plan Summary Report.

Support Plan Summary Report

The Support Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. A Support Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the Evaluator after this report has been received.

After the educator has been deemed as meeting the outcomes in the Support Plan, the educator is returned to the Experienced Educator Plan and Support Plan documentation does not become a part of the personnel file.

If the educator has been deemed as not meeting the outcomes in the Support Plan, there could be three options: 1) continue the support plan for a longer time, 2) revise the support plan in content, or 3) advance to an Improvement Plan, as outlined in Section VI.

VI. IMPROVEMENT PLAN EDUCATOR

The District's commitment to the professional growth of our educators demands that evaluators and administrators; offer clarity in describing and identifying areas of concern in writing, provide support for improvement in the areas of concern, furnish fair documentation of progress, inform the educator in accordance with the legal time-line, if the evaluator does not see improvement and does not intend to offer a contract for the next year. It is the responsibility of the district to provide an explicit Improvement Plan that has the intention and potential to result in the support, improvement, and retention of the educator.

When an evaluator's or administrator's concern for the actions or performance of an Experienced Educator becomes too serious to be effectively addressed by the normal evaluation and administrative procedures, or a Support Level Plan, it would indicate that *improvement in the area(s) of concern is imperative* to the continued employment of the educator.

In this instance, which occurs very rarely, several factors must be considered equally including the District's commitment to the students, parents, community, and our profession that demands action be taken if it is determined that employing the educator is not in the best interest of the students. An Improvement Plan would be required due to the serious nature of these circumstances. **The educator's individual goal toward the District and School Goals and Student Learning Objectives is put on hold until the successful completion of the Improvement Plan.**

An educator who is experiencing substantial difficulty will be placed on an Improvement Plan. This difficulty is based on evidence that the educator is not meeting one or more of the district's teaching standards, or has been informed by his/her evaluator that s/he is in serious danger of not being employed by the Timberlane Regional School District. If the difficulty has been known over a period of time, there should be previously documented attempts to address the concern through the normal evaluation and administrative procedures. Improvement Plans are to be used with Experienced Educators, unless there are substantive reasons to assign it for a New Educator.

Notification

Any educator who needs to be on an Improvement Plan would be clearly informed, in writing that s/he is on probation, the nature of his/her deficiency, and that s/he is going to be put on an Improvement Plan.

Establishing the Improvement Plan Goals

Once the educator is notified, a second evaluator would be assigned by the superintendent (or his/her designee) to offer support and an additional point of view. If the educator would like a third party to attend the conferences and participate in the Improvement Plan, s/he should make that known to the evaluator before the goals are written. A third party at this stage of the process would be differentiated from an advocate, or representative, as in the case of a grievance. In this setting, the role of a third party would be to add clarity, act as another set of ears, support, and

another point of view to assist the educator in processing the information and participating in the activities that are designed to produce improvement.

Within two weeks of notification a Goal Setting Conference (GSC) will result in written statement of specific areas of concern and clear measurable goals set by the evaluator to demonstrate needed improvement in all area(s) of concern. All parties will be present.

Within two weeks of the GSC, the Improvement Plan is written by the evaluator to include specific steps to be taken by educator, evaluator or others with time-lines and outcomes specified. The Improvement plans will include details of the areas of concern, specific time lines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the Improvement plan prior to implementation.

The improvement plan time-line should be of sufficient length (recommendation is a minimum of 12 weeks) to allow for all aspects to be successfully implemented but will not exceed 36 weeks. The Improvement plan must address specifics of implementation if the time-line carries over through a summer break to the following school year.

An Improvement Plan must include:

- Clarity in describing and identifying areas of concern in writing
- Goals – clearly stated and related directly to area(s) of concern
- Expected outcomes necessary to the successful completion of improvement
- Strategies for measuring and documenting the improvement
- Resources to increase the likelihood of the desired outcomes
- Frequency of observations, structured and unstructured

An Improvement Plan may include:

- Structured reflections
- Regular conferencing
- Peer mentor or coach
- Required workshops or other professional development activities
- Professional reading
- Professional visitation
- Monitoring of professional responsibilities

The evaluator(s) in consultation with the educator will establish a schedule of regular meetings to review progress of the plan.

The evaluator(s) in consultation with the educator will establish an observation schedule including any Formal/Structured observations and expected frequency of Informal/Unstructured observations. Written feedback from any evaluator will be given to the educator within one week after any observation. The educator may request a third party present at Formal/Structured observations. Additional Formal or Informal observations may be initiated by the evaluator or educator. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The evaluator(s) will provide to the educator at least two written progress reports, of which one should be at the midpoint in the time-line, and the other at the conclusion of the Improvement Plan. The educator may request a written progress report from the evaluator(s) at any time.

Summary Conference

The educator will prepare any documentation required by their individual Improvement Plan for the Summary Conference. At the Summary Conference the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Improvement Plan Summary Report. Evaluators who have played a part in the Improvement Plan may attend. The educator can ask to have a union representative during this meeting.

Improvement Plan Summary Report

The Improvement Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the evaluators involved in the meeting, and the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. An Improvement Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the Evaluator after this report has been received. The educator can also submit a written response to the Summary Report within one week of receipt of it.

After the educator has been deemed as meeting the outcomes in the Improvement Plan, the educator is returned to the Experienced Educator Plan, and Improvement Plan documentation becomes a part of the educator's personnel file.

If the educator has been deemed as not meeting the outcomes in the Improvement Plan, there could be two options: 1) revise the Improvement Plan in content, or 2) be recommended for non-renewal or termination.

VII. TIMELINE PLAN OUTLINE GRID

Experienced Educator

Educators who are on continuing contract are in this group. The vast majority of Timberlane educators fall into this group and will use the following timeline.

	Activities	Timeline
SET GOALS	<u>Year One (or as needed in following years)</u> <ol style="list-style-type: none"> 1. Educator completes the self-assessment form to share with evaluator. 2. Educator prepares a draft of 2 SMART goals – one Student Learning Objective and one personal goal tied to the district or school goals. 3. Collaborative goal setting conference is held. Goals are agreed upon. 	By 11/1 or within 2 months of hire
OBSERVE	<ol style="list-style-type: none"> 1. At least one Structured/Formal Observation process is completed during a three-year cycle. 2. A minimum of two Informal/Unstructured Observations will be held per year. 3. Educators on continuing contract with a change of position may have additional structured and unstructured observations initiated by the educator or evaluator. 	
REFLECT, DOCUMENT, REVIEW	<u>Year One and Two</u> <ol style="list-style-type: none"> 1. Educator prepares written reflection on the year's work, including Danielson and SLO/Goal, and shares it with evaluator in review conference. Adjustments or changes in plan for next year are agreed upon. <u>Year Three</u> <ol style="list-style-type: none"> 1. Educator prepares and submits recertification documentation to evaluator. (<i>Teachpoint</i>) 2. Educator prepares and presents documentation of performance in the four Domains and presents to evaluator at Summary Conference. Progress on goals and reflections are included. 	By May 30 By Feb 1 Between 3/15 – 5/31
SUMMARY REPORT	Evaluator prepares written Summary Report referencing performance in all four Domains and accomplishments on goals.	By the end of the school year.

New Educator

Educators who are new to the profession and/or new to the Timberlane School District.

	Activities	Timeline
SET GOALS	<p><u>Year One</u></p> <ol style="list-style-type: none"> 1. Goal setting conference is held to discuss preset district goals. (p.12) <p><u>Years Two and Three</u></p> <ol style="list-style-type: none"> 1. Educator completes self-assessments and refines preset goals. 2. Educator and evaluator reflect on previous performance with reference to the four Domains. 3. Goal review conference is held. Revised goals are agreed upon. <p><u>Years Three, Four and Five</u> as determined by Evaluator: Option 1: Continue on New Educator Plan following the process for Years Two and Three Option 2: Move to Experienced Educator Plan</p>	<p>By 11/1 or within 2 months of hire.</p> <p>By 11/1</p>
OBSERVE	<ol style="list-style-type: none"> 1. Two Structured/Formal Observation Cycles will be done each year. 2. Two Unstructured/Informal Observations will be done. 3. Additional structured/formal or unstructured/informal observations may be initiated by the educator or evaluator. 	<p>By 12/15 and 3/15 By 3/1</p>
REFLECT, DOCUMENT, REVIEW	<p><u>Year One and Two</u></p> <p>Educator prepares written reflection on the year's work and shares it with evaluator in review conference.</p> <p><u>Year Three</u></p> <ol style="list-style-type: none"> 1. Educator prepares and submits recertification documentation to evaluator. 2. Educator prepares reflection and discusses progress on preset district goals, or other goal, during Summary Conference. 3. At Summary Conference, educator and evaluator meet to determine if the educator will move to the Experienced Educator Plan or remain on New Educator Plan. 	<p>By April vacation</p> <p>Between 3/15 – 5/31</p>
SUMMARY REPORT	<p>Before moving to the Experienced Educator Plan (year three, four or five) the evaluator prepares written Summary Report referencing accomplishments on preset goals.</p>	<p>By the end of the school year.</p>

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