

STEPS WITHIN THE EVALUATION MODEL

Goal Setting:

Within the first two months of school, building administrators meet with all non--continuing contract teachers to review their professional development expectations, professional and personal goals, professional portfolio collections, and set an evaluation timeline for the year. At this meeting, the administrators provide the teacher with copies of all evaluation forms. (Professional Goals Form)

Individual Goal Setting:

Within the first two months of school, building administrators meet with all teachers to develop an individual Professional Development Plan. Teachers write their goal statements, incorporate suggestions from administrators and identify areas of professional development in which to concentrate. This plan is based on the Standards for Effective Teaching and is designed to coincide with their three-year recertification process. (Professional Goals Form)

Formal Observations:

A minimum of one formal observation will be conducted before March 15 for non-continuing contract staff and a minimum of one for continuing contract staff in their third year of a professional growth plan. Each observation will be preceded by a pre-observation meeting with the teacher and administrator. The teacher will complete and be ready to discuss the Classroom Observation Pre-observation Form with the building administrator at this meeting. The Pre-observation meeting focuses on the planning and preparation used by the teacher for the lesson, references the lesson's tie to the NH Curriculum Frameworks, and focuses the evaluator on student learning during the observation. (Classroom Observation Pre-Conference form)

All formal observations will be followed by a post conference focused on constructive feed back, links to the domains found in Framework for Teaching, teacher reflection on the success of the lesson and suggestions for the next steps. (Classroom Observation form)

Post Observation Conference:

Post observation conferences are conducted within five working days of each of the observation. The purpose of this observation is to:

- 1) Review the lesson and its focus on student learning
- 2) Reinforce the strengths of the lesson and the teacher's performance
- 3) Identify areas that need improvement
- 4) Offer positive feedback to the teacher
- 5) Review the teacher's professional development plan/portfolio

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(continued)

- 6) Provide direction to the teacher to secure appropriate professional development opportunities
- 7) Provide opportunities for self-reflection

Classroom Walkthroughs

A minimum of four classroom walkthroughs will be conducted during each school year. These walkthroughs are approximately 5-7 minutes in length and focus on pre-determined observable behaviors. Written feedback on what was observed in the walkthrough will be provided to the educator within one school day.

Final Reviews/Summations:

Once all the scheduled observations and walkthroughs have been completed, non-continuing contract teachers (teachers in the first five years in the district) and teachers completing Year three of their professional development recertification cycle will receive a Summative Evaluation. A meeting is set up to discuss this evaluation with the building administrator and signed copies are forwarded to the Superintendent of Schools for review prior to nominating staff for the next school year.

(Summative Evaluation forms)

Continuing Contract teachers in Years One or Two of their professional development recertification cycle receive an Annual Review of Progress. A meeting is set up to discuss this evaluation with the building administrator and a signed copy is forwarded to the Superintendent of Schools for review prior to nominating staff for the next school year.

(Annual Review of Progress form)

Teacher Assistance Plan:

The Teacher Assistance Plan is designed to provide support and assistance to tenured teachers who are not meeting the district's teaching standards. The decision to move a teacher to an assistance plan is the responsibility of the immediate supervisor. The administrator identifies the concerns in writing and works with the teacher to set up a plan that 1) demonstrates the commitment of the district to continuous growth and professional development; 2) improves the performance of the teacher; and 3) implements a process which is positive and assists in professional growth.

(Teacher Assistance Plan form)

Statutory Reference:

RSA 189:14-a.

Revised: July, 1998