



Jaffrey-Rindge Cooperative School District

**EDUCATOR
SUPPORT and EVALUATION
PROCESS**

*Reviewed by the JRCSD School Board
9/21/2015*

Jaffrey-Rindge Cooperative School District
EDUCATOR SUPPORT and EVALUATION PROCESS

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JAFFREY-RINDGE
COOPERATIVE SCHOOL DISTRICT

Educator Support and Evaluation Process

Educator Support and Evaluation Committee Members 2015-2016

Co-Chairs: Dayna Jackson
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Building Representatives:

Faith Jarest, CHS
Hether Shulman, CHS

Allison Maher, JGS
Dorothy Meehan, JGS

Erin Kelly, JRMS
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Patricia Hanley, RMS
Jacquelyn Lozeau, RMS

Mentor Coordinators:

Heather Dean, JGS/RMS
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Administrative Liaison: Susan Shaw-Sarles

Administration:

Reuben Duncan, Superintendent
Robert Clark, JRMS Principal
Kelly Marcotte, RMS Principal
Larry Pimental, CHS Principal
Susan Shaw-Sarles, JGS Principal
Rick Simoneau, CHS Assistant Principal
Lisa Wilkinson, JRMS Assistant Principal

School Board Representatives:

Charles Eicher, J-R School Board
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Educator Support and Evaluation Plan

Philosophy

The Jaffrey Rindge Cooperative School District is dedicated to the development of exemplary teaching practices and student achievement.

The Educator Support and Evaluation Process should:

- provide opportunities for professional growth in order to improve instruction and student learning.
- be a collaborative effort between the evaluator and the person being evaluated.
- facilitate open communication in an atmosphere of mutual trust and respect.
- help teachers develop the skills of self-reflection and self-assessment which foster life-long learning.

Purpose

The committee's purpose was to review and revise the *Jaffrey-Rindge Supervision and Evaluation Plan (2003)* to address current state and district needs.

Procedure

1. The Educator Support and Evaluation Committee members studied the *New Hampshire Task Force on Effective Teaching: Phase II* document. The five domains of professional practice were examined in depth.
2. The committee reviewed existing teacher evaluation plans from several states and school districts within the state of New Hampshire.
3. The committee reviewed the Jaffrey-Rindge Professional Development Plan.
4. Members conducted an in depth study of the 2003 Jaffrey-Rindge Supervision and Evaluation Plan.
5. The committee completed revisions to draft the 2014-2015 Pilot Year Jaffrey-Rindge Support & Evaluation Process.
6. The pilot year was completed 2014-2015.
7. Further revisions were drafted July-August 2015.

Key Priorities

- ➔ Align the Jaffrey-Rindge Support and Evaluation Plan with:
 - *New Hampshire Task Force on Effective Teaching: Phase II* - Five Domains of Professional Practice
 - Charlotte Danielson's *Framework For Teaching*
 - Jaffrey-Rindge District Professional Development Plan
- ➔ Ease of implementation and use
- ➔ Clarity of expectations, requirements and timelines

Next Steps

- ➔ Integrate Student Learning Objectives (SLOs)
- ➔ Monitor implementation of Educator Support and Evaluation Process during 2015-16
- ➔ Revise, as needed, in summer 2016
- ➔ Ongoing implementation beginning fall 2016

First Year Plan

This plan is designed for all educators who are new to the district.

What	When	Details
1. Meet assigned mentor and begin formal mentoring process.	<i>Upon Hire</i>	See Jaffrey-Rindge Mentoring Plan.
2. Complete the Mentee Needs Assessment	<i>By October 1st</i>	Jaffrey-Rindge Mentoring Plan – FORM A
3. Complete Individual Mentoring Plan (IMP).	<i>By October 1st</i>	Jaffrey-Rindge Mentoring Plan – FORM B
4. Complete Road Map to Success (professional growth plan).	<i>By October 1st</i>	Complete with mentor support and submit to administrator. The Road Map may refer to the Individual Mentoring Plan.
5. Complete SLO Form A	<i>By November 1st</i>	Submit to administrator. <i>Note: Partial year SLOs may have an individualized submission deadline.</i>
5. Meet with administrator and mentor.	<i>By November 15th</i>	<ul style="list-style-type: none"> • Review Mentee Needs Assessment (#2 above), Individual Mentoring Plan (#3 above), Roadmap to Success (#4 above), and SLO Form A (#5 above). • Complete SLO Form B and discuss observation plan (see #6 below).
6. Observations (to be conducted by building and/or district level administrators)	<i>By February 28th</i>	<p><u>Number:</u> Minimum of four (4) by Feb. 28th and a total of six (6) by June 30th</p> <p><u>Duration:</u> Minimum of 10 to 15 minutes</p> <p><u>Location:</u> Classroom, meetings, or other setting appropriate to educator's position</p> <p><u>Follow-Up:</u> Written feedback; face-to-face conversation</p> <p><i>Note: Formal observations of a longer duration may be used.</i></p>
7. Mid-Year Danielson Self-Assessment	<i>By January 31st</i>	Submit to administrator.
8. Review and update Individual Mentoring Plan	<i>By January 31st</i>	Submit changes to administrator as needed.
9. Mid-Year Performance Evaluation	<i>By February 28th</i>	Administrator will complete evaluation utilizing the Annual Performance Evaluation format.
10. End-of-Year Educator Self-Assessment (may update mid-year)	<i>By May 15th</i>	Reflect on Danielson rubrics and the Road Map to Success to complete. Submit to administrator.
11. Complete SLO Summative Form C	<i>May - June</i>	Submit to administrator.
12. SLO Summative Review Form D Annual Performance Evaluation	<i>By August 15th</i>	Administrator will complete Form D and update Mid-Year Performance Evaluation. Upon receipt, educators may request to meet with administrator.

Ongoing Plan

This plan is for educators who have completed one or more years in the district.

What	When	Details
1. Complete Road Map to Success (professional development goals)	<i>By October 1st</i>	Submit to administrator.
2. Complete SLO Development Form A	<i>By November 1st</i>	Submit to administrator. <i>Note: Partial year SLOs may have an individualized submission deadline.</i>
3. Meet with administrator.	<i>By November 15th</i>	Review Annual Performance Evaluation (previous year) Review Road Map to Success Review SLO Form A and complete SLO Form B Discuss observation plan (see #4 below)
4. Observations (to be conducted by building and/or district level administrators)	<i>By June 30th</i>	<u>Number:</u> Minimum of four (4) <u>Duration:</u> Minimum of 10 to 15 minutes* <u>Location:</u> Classroom, meetings, or other setting appropriate to educator's position <u>Follow-Up:</u> Written feedback; face-to-face conversation <i>Note: Formal observations of a longer duration may be used.</i>
5. End-of-year Educator Self-Assessment	<i>By May 15th</i>	Reflect on Danielson rubrics and the Road Map to Success to complete. Submit to administrator.
6. Complete SLO Summative Form C	<i>May - June</i>	Submit to administrator.
7. SLO Summative Review Form D Annual Performance Evaluation	<i>By August 15th</i>	These forms are completed by the administrator. Upon receipt, educators may request to meet with administrator. <i>Note: For educators in the final year of their non-continuing contract status, the Annual Performance Evaluation will be completed by February 28th.</i>

Intensive Plan

This plan is designed for educators who are in need of additional support in target area(s).

Purpose:
This plan is to accelerate growth in target area(s) of professional practice. This is meant to be a collaborative process between the supervisor and the educator.

Duration:
The length of time will be differentiated to meet the individual needs of the educator. A typical cycle may include one to three goals worked on in a period of six to eight weeks. However, some goals may require more/less time. The cycle may be repeated as needed to address additional goals.

What	When	Details
1. Administrator will notify educator in writing of movement to the Intensive Support and Evaluation Plan.	<i>At Administrator Discretion</i>	
2. Meet with administrator.	<i>At Administrator Discretion</i>	Meeting Purpose: <ul style="list-style-type: none"> • Identify target areas of concern • Develop goals and timeline • Identify resources
3. Finalize Intensive Planning Documentation.		Administrator and educator both sign form.
4. Follow up observations	<i>At Administrator Discretion</i>	<u>Duration:</u> To be determined by administrator <u>Location:</u> To be determined by administrator <u>Follow-Up:</u> Written Feedback
5. Administrator Summary	<i>As indicated on Planning Documentation</i>	Administrator and educator meet to review. Action to be determined by administrator: <ul style="list-style-type: none"> • Satisfactory Progress - Return to First Year or Ongoing Plan • Progress, but additional concerns - Continue Intensive Plan (new cycle) • Unsatisfactory Progress - Superintendent review

**INTENSIVE SUPPORT & EVALUATION
Planning Documentation**

EDUCATOR		Start Date	
Job Assignment		School	
Administrator(s)		Summary Date	

WRITTEN NOTIFICATION of movement to Intensive Support & Evaluation Plan					
Date		Time		Method	
INITIAL MEETING					
Date		Time		Location	
Attendees					
Notes					

TARGET AREAS OF CONCERN
<i>Attach Danielson Rubric and consider additional school or curriculum based topics</i>
Priority Needs:
Other Considerations:

**INTENSIVE SUPPORT & EVALUATION
Planning Documentation (continued)**

EDUCATOR:

IDENTIFICATION OF GOALS			
	Specific Goal	Resources / Activities	Method of Evaluation
1			
2			
3			

Administrator _____ **Date** _____ **Educator** _____ **Date** _____
Signatures document completion of the Intensive Supervision and Evaluation Planning Form.

Jaffrey-Rindge Cooperative School District
INTENSIVE SUPPORT & EVALUATION
Summary Documentation

EDUCATOR		Start Date	
Job Assignment		School	
Administrator(s)		Summary Date	

OBSERVATION RECORD				
Date	Time /Duration	Administrator	Focus	Notes

EVALUATION OF GOALS (completed by administrator)		
Goal	Evaluation Date	Evaluation / Evidence of Progress
1		
2		
3		

**INTENSIVE SUPPORT & EVALUATION
Summary Documentation (continued)**

EDUCATOR:

ADMINISTRATOR SUMMARY
Notes:
Action:
<input type="checkbox"/> Satisfactory Progress - Return to First Year or Ongoing Plan
<input type="checkbox"/> Progress, but additional concerns - Continue Intensive Plan (new cycle)
<input type="checkbox"/> Unsatisfactory Progress - Superintendent review

Administrator _____ **Date** _____ **Educator** _____ **Date** _____

*Signatures document completion of the Intensive Support and Evaluation Summary.
Educator's signature does not indicate agreement, only that the document has been received.
Comments may be attached as desired by the educator.*

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources
<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 	<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation

Jaffrey-Rindge Cooperative School District
Danielson Frameworks for Teaching & Road Map to Success
EDUCATOR SELF-ASSESSMENT

Name _____ Year _____

School _____ Assignment _____

Carefully reflect on your teaching performance. Complete the self-assessment by referring to the rubrics for each of the listed components.	Level 1 = Unsatisfactory Level 2 = Basic Level 3 = Proficient Level 4 = Distinguished			
	1	2	3	4
Domain 1: 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 2: 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 3: 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 4: 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				

Educator Self-Assessment, page 2

Utilize your **Danielson Self-Assessment** rubric to complete the following reflection.

Noted Areas of Strength
Suggested Growth Areas

Please complete the following after reviewing your **Road Map to Success** goals and activities.

What evidence of progress toward your recertification goals did you see in yourself? In your students?
What goals will you plan to carry over into next year?

Submit this Self-Assessment to your administrator by May 15. Please make a copy for yourself before submitting.

Educator Signature _____ **Date** _____

Jaffrey-Rindge Cooperative School District
EDUCATOR ANNUAL PERFORMANCE EVALUATION

Name of Educator :	Level 1 = Unsatisfactory Level 2 = Basic Level 3 = Proficient Level 4 = Distinguished			
School: Position:				
Evaluator:				
Domain 1: Planning and Preparation	1	2	3	4
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 1 Summary Rating				
Domain 2: 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 2 Summary Rating				
Domain 3: 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 3 Summary Rating				
Domain 4: 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				
Domain 4 Summary Rating				

Educator _____

Date _____

Student Growth (See SLO Handbook for rubric)	1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Student Learning Objective #1				
Student Learning Objective # 2 (school-wide for 2015-2016)				
Student Growth Percentile (not applicable 2015-2016)				
Student Growth Summary Rating				

Combined Indicator of Professional Performance			
<i>Numeric range 1.0–1.75</i>	<i>Numeric range 1.76–2.75</i>	<i>Numeric range 2.76 – 3.49</i>	<i>Numeric range 3.5 – 4.0</i>
Unsatisfactory Ineffective	Basic Developing	Proficient Effective	Distinguished Highly Effective

Noted Areas of Strength
Suggested Growth Areas

Evaluator Signature _____ **Date** _____

_____ I would like to meet to review this evaluation before the fall Road Map meeting.

Educator Signature _____ **Date** _____

_____ I would like to meet to review this evaluation before the fall Road Map meeting.

*Note: Educator's signature verifies that this document has been received.
Comments may be attached as desired by the educator.*

Jaffrey-Rindge Framework for Combining Multiple Indicators of Educator Performance

Indicator	Summary Rating
Danielson Domain 1: Planning and Preparation	Range of 1-4
Danielson Domain 2: Classroom Environment	Range of 1-4
Danielson Domain 3: Instruction	Range of 1-4
Danielson Domain 4: Professional Responsibilities	Range of 1-4
Student Growth Summary Rating	Range of 1-4
Combined Indicator	Descriptor determined by overall numeric range.

Recommendations from the NH Framework for Combining Multiple Indicators of Educator Performance

1. An educator rated **distinguished/highly effective** for two consecutive ratings should receive recognition as determined by the district.
2. An educator with consistent ratings of **distinguished/highly effective** should participate in the mentoring and support of other educators in the district.
3. An experienced educator with two or more consecutive years of **basic/developing** ratings should be moved to **unsatisfactory/ineffective** status.
4. An educator with one or more **unsatisfactory/ineffective ratings** (domain or individual component) will be placed on the Intensive Plan to accelerate growth in targeted areas of professional practice. Continued ineffective ratings may result in non-renewal.
5. An educator with two consecutive years of **unsatisfactory/ineffective** ratings should be non-renewed if reasonable efforts to improve performance have been implemented and the educator's performance has not improved.