

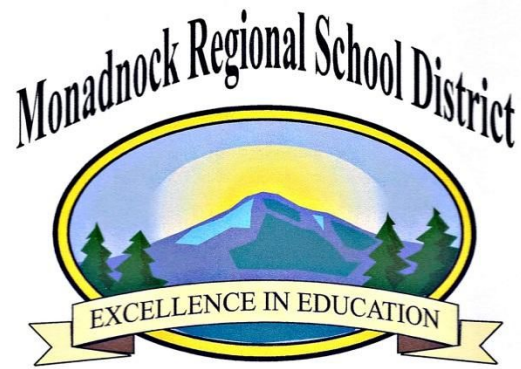
# **MRS Educator Evaluation Model**

**(Teachers, School Nurses, School Counselors, Social  
Workers, Related Services and Library/Media  
Specialists)**

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# **Monadnock Regional School District**

## **Supervision & Evaluation Model**

### **Statement of Philosophy**

An effective supervision and evaluation model assists both teachers and administrators in attaining higher levels of staff performance for the purpose of positively impacting student learning and achievement. The model also provides a framework of accountability through collaborative expectations (district and school goals) and data collected over time in the following four domains of teaching responsibility:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

### **Monadnock Regional School District Mission Statement**

The Monadnock Regional School District is a combined community of learners, education professionals & support staff, volunteers, businesses & civic organizations, tax-payers, and families who represent the towns of Fitzwilliam, Gilsum, Richmond, Roxbury, Swanzey and Troy.

We embrace our shared responsibility to guide students to become active citizens who are both empowered and inspired to contribute to the future of their community.

Therefore, we collaborate not just to teach, but also to engage and educate every student in our district in an environment that is challenging, caring, and safe, while fostering lifelong learning.

### **The Supervision/Evaluation Model**

Effective professional development provides opportunities for individuals to improve their performance through dialogue between and among administrators and educators regarding teacher performance and student growth. This model of Supervision/Evaluation follows the intent and framework of the Monadnock Regional School District Professional Development Master Plan. Also, the Supervision/Evaluation Model aligns with the New Hampshire Department of Education’s Definition of Effective Teaching.

The MRSD Supervision and Evaluation Model provides varying levels of supervision in order to better assist educators and to promote flexibility, reflection, and risk taking in support of student learning and professional growth. Educators will be evaluated using Danielson’s Frameworks for Teaching rubrics. Evidence may include announced and unannounced observations, teacher self-evaluations, and other artifacts (see Appendix).

The supervision and evaluation of educators will be based on a summary of the following four domains:

<p>Teachers</p>	<ol style="list-style-type: none"> <li>1. <b>Planning and Preparation:</b> Through the design of their instruction and organization of content, educators will demonstrate knowledge of content, pedagogy, students, and resources. They will also be adept at selecting instructional outcomes based on applicable standards, competencies, and District curriculum documents. Educators will design coherent differentiated instruction and assess student learning using both formative and summative assessments.</li> <li>2. <b>The Classroom Environment:</b> Educators will foster a positive and safe academic and emotional climate to promote a culture for learning, model and manage an environment of respectful rapport, and effectively manage classroom procedures and student behavior.</li> <li>3. <b>Instruction:</b> Educators will communicate clearly and accurately, use effective questioning and discussion techniques, engage students in learning, provide timely feedback to students, incorporate various methods and technology, and demonstrate flexibility and responsiveness.</li> <li>4. <b>Professional Responsibilities:</b> Educators will reflect on teaching through self-assessment and peer collaboration; maintain accurate records; communicate with families; contribute to the school and district; grow and develop professionally; comply fully with school and district policies/procedures, state and federal laws and regulations; and demonstrate professionalism.</li> </ol>
<p>Library/Media Specialist</p>	<ol style="list-style-type: none"> <li>1. <b>Planning and Preparation:</b> Through the design of their instruction and organization of content, educators will demonstrate knowledge of literature, current trends, school programs, students, and resources. Planning will be integrated with the overall school programs.</li> <li>2. <b>The Environment:</b> Educators will foster a positive and safe academic and emotional climate to promote a culture for learning, model and manage an environment of respectful rapport, organize the physical space to enable smooth flow, and effectively manage library procedures and student behavior.</li> <li>3. <b>Delivery of Service:</b> Educator will be responsible for maintaining and extending literature collection, collaborating with colleagues, assisting with the use of technology, while demonstrating flexibility and responsiveness.</li> </ol>

	<p><b>4. Professional Responsibilities:</b> Educators will reflect on teaching through self-assessment and peer collaboration; maintain accurate records, reports and budgets; communicate with the larger community; contribute to the school and district; grow and develop professionally; comply fully with school and district policies/procedures, state and federal laws and regulations; and demonstrate professionalism.</p>
School Nurse	<ol style="list-style-type: none"> <li><b>1. Planning and Preparation:</b> Educators will demonstrate knowledge of nursing techniques child development, local and state regulations, school programs, and resources.</li> <li><b>2. The Environment:</b> Educators will foster an environment of respectful rapport, establish a culture for health and wellness, effectively manage health protocols, procedures and student behavior, and organize the physical space.</li> <li><b>3. Delivery of Service:</b> Educator will be responsible for assessing student needs, administering medication, collaborate with colleagues to develop specialized plans, and manage emergency situations, while demonstrating flexibility and responsiveness. Educator will promote wellness through individual and class presentations.</li> <li><b>4. Professional Responsibilities:</b> Educators will reflect on practice; maintain accurate records, reports and budgets; communicate with the families; contribute to the school and district; grow and develop professionally; comply fully with school and district policies/procedures, state and federal laws and regulations; and demonstrate professionalism.</li> </ol>
School Counselor & Social Worker	<ol style="list-style-type: none"> <li><b>1. Planning and Preparation:</b> Through the design of their instruction and organization of content, educators will demonstrate knowledge of counseling theory and techniques, child/adolescent development, state and federal regulations and resources. Planning the counseling program will be integrated with the overall school programs.</li> <li><b>2. The Environment:</b> Educators will foster a positive and safe climate to promote a culture of productive communication, model and manage routines and procedures to create an environment of respectful rapport, organize the physical space, and establish standards of conduct and contributing to the culture for the student behavior in the school.</li> <li><b>3. Delivery of Service:</b> Educator will be responsible for assessing student needs, assisting students and teachers to develop action plans, using counseling techniques for individual students and classroom programs, and connecting with resources to meet needs, while demonstrating flexibility and responsiveness.</li> <li><b>4. Professional Responsibilities:</b> Educators will reflect on practice maintain accurate records, reports; communicate with families; contribute to the school and district; grow and develop professionally; and demonstrate professionalism.</li> </ol>
Related Service Providers	<ol style="list-style-type: none"> <li><b>1. Learner and Learning:</b> Providers will demonstrate an understanding of how learners grow and develop, individual differences and diverse cultures and communities to ensure inclusive learning environments. Providers will work with learners and other educators to support the development of accessible learning environments and establish standards of conduct and an organized space for testing.</li> <li><b>2. Content Knowledge:</b> The provider will demonstrate an understanding of the central concepts, tools and structures of the discipline(s), create learning experiences that make</li> </ol>

	<p>the discipline accessible and meaningful, use innovative applications of content, differing perspectives to engage learners and collaborative problem solving.</p> <p>3. <b>Learning Facilitation Practice:</b> Providers will use multiple methods of assessments, be an active member of the learning community, promote high standards and expectations through a variety of strategies and tools to develop deep understanding of content.</p> <p>4. <b>Professional Responsibility:</b> Providers will use evidence to evaluate his/her practice and adapt practices to meet the needs of learners and collaborate as a member of the larger learning community to leverage resources that contribute to student growth and development; and demonstrate professionalism.</p>
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Rubrics will be used to rate performance in each standard based on Danielson's Frameworks, as well as progress made on the Student Growth and Professional Practice Goals. The ratings combine to inform the overall rating.

In addition to the domains, the educator will work toward achieving a Student Growth Goal and a Professional Practice Goal.

1. **Student Growth Goal :** This goal is their school's Three Year Schoolwide Student Growth Goal. Each educator will identify artifacts and/or evidence to support their contribution.
2. **Professional Practice Goal:** Identify which professional practice goal from the educator's Professional Development Plan he/she will reflect upon during the school year. (Can be the same goal for up to 3 years.)

## Educator Status

There are three educator areas of status based on the overall rating and on the trends of the educator's impact on student learning.

### Experienced Educator Certification (EEC):

- Educators with an EEC, who are not on a Targeted Action Plan, are on a **Self-Directed Status**.
  - Goals developed by educator and approved by evaluator.
  - Professional practice goal should be guided by MRSD Professional Development Plan.
  - Evaluator will conduct at least 2 unannounced observations.

### Beginning Educator Certification (BEC), Statement of Eligibility (SOE), Intern Certification (INT):

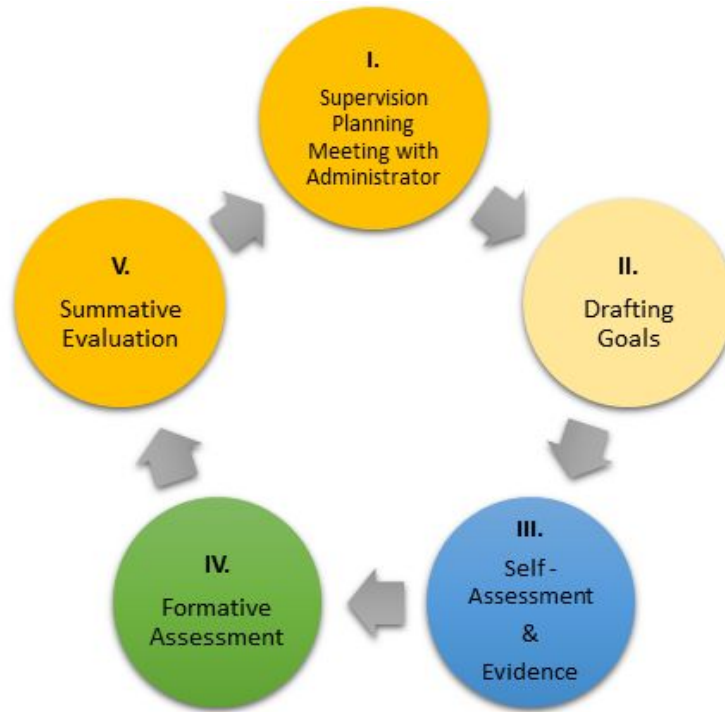
- Educators with a BEC, SOE or INT in their certification area/teaching assignment, who are not on an Targeted Action Plan, are on a **Developing Educator Status**.
  - Must have an individual conference with evaluator to review evaluation model.
  - Professional practice goal should be guided by MRSD Professional Development Plan.
  - Evaluator will conduct at least 1 announced observation and 3 unannounced observations.

### Targeted Action Plan (TAP):

- If the combined indicator of professional performance is in need of improvement or ineffective, the plan is an **Targeted Action Plan of up to 12 months**.
  - Must have an individual conference with evaluator to define goals for the plan directly related to the areas of underperformance.
  - Describe the activities and work products the educator must complete as a means of improving performance.
  - Describe the assistance the district will make available to the educator and the individual assigned to provide the assistance.
  - Articulate the measurable outcomes that will be accepted as evidence of improvement.
  - Detail the timeline for completion of each component.

- o Includes the signatures of the Educator and Supervising Evaluator.
- o Frequency of announced and unannounced observations will be determined in the plan.

## Annual Evaluation Process



<b>I. Supervision Planning Meeting with Administrator</b>	<p>Returning Educators-Meet with administrator in Spring to review Self-Assessment, share evidence of work that was done to attain the goals, and identify areas of focus for the upcoming year.  <b>Returning Educators- March/April</b></p> <p>Newly Hired Educator- Meet with Administrator at start of school year to review rubrics, identify areas of focus and identify a professional practice goal.  <b>Newly Hired- August/September</b></p>
<b>II. Drafting Goals (All goals must be approved by Evaluator)</b>	<p><b>Student Learning Goal</b>  All educators will be responsible for contributing toward their school’s Three Year Schoolwide Student Learning Goal.  <b>Developed as a school by end of September</b></p> <p><b>Professional Practice Goal</b>  Identify which professional practice goal from the individual’s Professional Development Plan he/she will reflect upon the school year. (Can be the same goal for up to 3 years.)  <b>Returning Educators- March/April</b>  <b>Newly Hired- August/September</b></p>

<b>III. Self-Assessment &amp; Evidence</b>	<p>In preparation for the summative evaluation meeting, the <b>educator</b> completes the Self-Assessment, keeps track of the work that is done to attain the goals and documents evidence of his/her work on the Danielson Framework domains.</p> <p><b>Ongoing until summative meeting.</b></p>
<b>IV. Formative Assessment</b>	<p>The educator is <b>observed by the supervisor</b> over the time frame of the plan through a series of <i>unannounced</i> visits and <i>announced</i> observations as outline this plan. The educator receives verbal and written feedback from the supervisor that will assist in the improvement of practice and student outcomes.</p> <p><b>Ongoing until summative meeting.</b></p>
<b>V. Summative Evaluation</b>	<p>The educator receives a summative evaluation at the end of the plan’s time frame which provides performance ratings. This evaluation determines the Educator Status (ie Self-Directed, Developing, or Targeted Action Plan) for the subsequent year.</p> <p><b>March/April</b></p>