Sunapee School District

Teacher Evaluation Model

Developed by:
Heather Cantagallo, Teacher, SCES
Terra Geer, SAU #85 Director of Special Education
Dr. Brendan Minnihan, Superintendant SAU #85
Sean Moynihan, Principal, SCES
Alan Pullman, Principal, SCES
Meagan Reed, Teacher, SMHS

First Reading: May 7, 2014
Second Reading + Approval: June 4, 2014

Sunapee School District Teacher Evaluation Model

Personnel evaluation is the process of defining goals and of identifying, gathering and using information as part of a larger process to improve teaching and to assess total job effectiveness.

This model, based on the work of Kim Marshall, was developed by a committee of teachers and administrators, with input from the faculty. The appeal with Marshall's work lies in the frequency of classroom visits as well as clearly defined evaluative criteria. According to Marshall, "Well-constructed rubrics lay out the standards for teaching excellence so that everyone knows what it takes to be proficient. Rubrics give teachers detailed information on where they stand and provide clear direction for improvement...This is what's needed if we are to build professional learning communities in our schools and bring all of our students to high levels of achievement." ("Teacher Evaluation Rubrics: The Why and the How", 2006)

The hope is that by utilizing a model that provides a mechanism for frequent teacher assessment and collaboration on best practices, we will continue to enhance student learning in the Sunapee School District.

Our goals are to recognize teachers for commendable performance and to continue to improve the quality of instruction; to enhance the collaboration between administrators and teachers; to recognize the value of self-reflection; to inform teachers of the areas in which improvement is needed; and to provide information for continuation, modification or termination of assignment.

Goal Setting

Goal development will be a collaborative process between the building administrator and teacher. Teachers should develop a combination of goals which reflect their self-evaluation, school, district, and SAU Board goals. Teachers are provided the opportunity to concentrate on areas of interest that encourage personal professional growth while at the same time pursuing goals that enhance the school's mission. Typically, there would be between three and five goals. These goals will be set collaboratively with the teacher and administrator.

The goal setting process may begin as early as June of the preceding school year. The initial goal setting meeting and the draft of written goals must be completed by the first student day of the school year. Goals must be finalized by September 30. The goal setting may take place during the end of the year summation meeting or it may take place during a separate meeting time prior to the first student day.

Teachers should come to the goal setting meeting with the rubrics completed based on their self-assessment. They should also bring a draft of goals to begin the dialogue.

When the collaboration process begins between the administrator and teacher, the completed rubrics will be compared and used to begin the dialogue. Though there may be many areas of agreement in evaluation, for those areas in which there is a discrepancy, further discussion will take place. Evidence may be requested by either party. There may also be some categories on the rubric that are not applicable to all positions.

Appointment times for the summation meeting will be established and confirmed with teachers by June 1 so that both parties can be prepared for the meeting.

Observations

Mini-observations, conducted periodically throughout the school year offer a chance to see the teaching process unfold in a variety of instructional settings. It shifts the focus from judgments based upon a single observation to a sampling of multiple lessons where continuous feedback, reassurances, suggestions and redirection can easily occur.

These mini observations will last a minimum of five minutes (with no maximum time limit), and will occur at least twice per quarter, September through May. In addition to the mini-observations, teachers may request a lengthier mini-observation or a formal observation.

A **Mini-Observation Form***, will be completed during the observation. Although there are several areas included in the form, it is expected that generally only one or two areas will be observed and commented upon. A completed copy of the observation form will be delivered to the teacher within two school days of the observation, as a hard copy or electronically. Discussions of the mini-observation can be a valuable part of the process, but are not required unless requested by either party. Should administrators desire a conference, that request will be noted on the observation form. If teachers would like to request a conference, that request should be submitted within two school days of receipt of the observation report, via e-mail.

A summary of observations will be submitted to any teacher at risk of non-renewal, by March 15th.

Teachers may request a formal observation, including a pre-conference meeting, in writing or by e-mail from the school's administrator. Administrators may also opt to use the formal observation model. This observation will utilize forms **Pre-Observation Form*** and **Observation Record***. The pre-observation will be completed by the teacher to provide the administrator with information regarding objectives, background, activities, etc. A Post Observation Conference will be held within five working days of the observation. The teacher is entitled to respond to the administrator within five working days of receipt of the Observation Record. These Formal Observations will become part of the teacher's personnel record, along with data from the mini-observations conducted throughout the school year.

*See Appendix for forms

End of the Year Summation

The teacher and administrator will prepare for the end of the year summation meeting by each completing the rubrics for teacher evaluation. In the meeting, both parties will share their assessments. The administrator will then complete the **Teacher Evaluation Summary** and provide a copy of it to the teacher within five days of the meeting. A final version of the rubrics completed by the administrator and the **Teacher Evaluation Summary** will be placed in the teacher's personnel file.

Interventions

An administrator may recommend a teacher for the Improvement Plan at any time during the school year. The teacher will receive some form of written communication of the intent to be placed on the Improvement Plan. The communication may be contained within the summative evaluation

Overview of Improvement Plan

A conference between the administrator(s) and teacher will be held within five working days of the teacher's notification of transfer to the Improvement Plan.

Within five working days of the conference, an Improvement Plan will be written by the administrator with input from the teacher and finalized.

Teachers at risk of non-renewal will receive a **Summary Report of Observations** and other pertinent information by March 15th.

A conference to review improvement will be held in conjunction with the end of the year summation meeting, which will be scheduled by June 1. The administrator's **Summary Report of Improvement** will be submitted to the teacher.

SAU #85 Annual Goals Form

Teacher: _____
Grade/Subject: _____
School: _____

Goal:

#1.

#2.

#3.

#4.

Plan of Action:

#1.

#2.

#3.

#4.

Assessment Criteria:

#1.

#2.

#3.

#4.

Teacher: _____   Date: _____
Administrator: _____   Date: _____

Teacher signature indicates review of, not necessarily agreement with, the content of the report.

Mini-Observation Form

Teacher: _____

Date and Time of Observation: _____ Class Observed: _____

Criteria   **Evidence/Comments/Suggestions**

A. Planning and Preparation
Does the lesson have clear, measurable goals closely aligned with
standards and unit outcomes?
Is an environment created to maximize student learning?

B. Classroom Management
Are high expectations communicated?
Are students familiar with routines?
Is class time used efficiently?

C. Delivery of Instruction
Are students actively engaged in learning?
Is material presented with clarity?
Are varied instructional strategies being employed?
Does the lesson address differentiated learning needs?
Are students engaged in higher order thinking?

D. Monitoring, Assessment and Follow Up
How is learning being assessed by the teacher?
How is this being used to refine instruction?

F. Professional Responsibilities?
Is the teacher's conduct professional?

_____ Follow up requested by administrator

Teacher: _____ Date: _____

Administrator: _____ Date: _____

Teacher signature indicates review of, not necessarily agreement with, the content of the report.

Reminder to teachers: An email to the observing administrator should be sent within 2 school days of receipt of this form if you desire a follow up meeting.

SAU #85 Pre-Observation Form

Teacher: _____
Grade/Subject: _____
School: _____

Description of lesson being taught

Goal(s) of lesson

Context of lesson, including preceding lessons and those to follow

Information about students being observed

Other relevant information

Teacher: _____   Date: _____

Administrator: _____   Date: _____

Teacher signature indicates review of, not necessarily agreement with, the content of the report.

Observation Record

Teacher: _____
Grade/Subject: _____
School: _____

Date and Time of Observation: _____

Description of Activity:

Commendation and Recommendations:

Additional Remarks:

Teacher: _____   Date: _____

Administrator: _____   Date: _____

Teacher signature indicates review of, not necessarily agreement with, the content of the report.

Summary Report of Observations

Teacher: _____
Grade/Subject: _____
School: _____

Teacher: _____ Date: _____

Administrator: _____ Date: _____

Teacher signature indicates review of, not necessarily agreement with, the content of the report.

Improvement Plan

Teacher: _____
Grade/Subject: _____
School: _____

Teacher: _____ Date: _____

Administrator: _____ Date: _____

Teacher signature indicates review of, not necessarily agreement with, the content of the report.

Summary Report of Improvement

Teacher: _____

Grade/Subject: _____

School: _____

Teacher: _____   Date: _____

Administrator: _____   Date: _____

Teacher signature indicates review of, not necessarily agreement with, the content of the report.

Teacher Evaluation Summary

Teacher's Name:_____ School Year:_____

School:_____ Subject Area/Grade: _____

Evaluator:_____ Date of Summary Meeting:_____

Rubric Ratings:

Rubric Areas	Expert	Proficient	Needs Improvement	Does not Meet Standards
Planning & Preparation for Learning				
Classroom Management				
Delivery of Instruction				
Monitor, Assessment and Follow Up				
Family and Community Outreach				
Professional Responsibilities				
Overall Rating				

Specific Commendations:

Specific Recommendations for Improvement:

Overall Comments by Principal:

Overall Comments by Teacher:

Teacher Signature:_____ Date:_____

Administrator Signature: _____ Date:_____

Teacher signature indicates review of, not necessarily agreement with the content of the report.

A. Planning and Preparation for Learning

The teacher:	4 **Expert**	3 **Proficient**	2 **Needs Improvement**	1 **Does Not Meet Standards**
a. **Knowledge**	Is expert in the subject area and has significant knowledge of child development and how students learn	Knows the subject matter well and has knowledge of child development and how students learn	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn
b. **Strategy**	Has curriculum maps updated and plans the year so students will meet state standards and be ready for external assessments	Has curriculum maps updated for the year that are aligned with state standards and assessments	Has done some thinking about how to cover standards and test requirements this year Curriculum maps are mostly current	Plans lesson by lesson and has little familiarity with state standards and tests Curriculum maps are largely incomplete or non-existent
c. **Alignment**	Plans units backwards, aligned with high standards, state assessments, and all of Bloom's levels. with particular attention to higher-order thinking skills Also responds to timely teachable moments of significance	Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind, with particular attention to higher-order thinking skills	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals
d. **Assessments**	Prepares diagnostic, formative, interim, and summative assessments to monitor student learning	Plans formative and summative assessments to measure student learning	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given
e. **Anticipation**	Anticipates misconceptions that students are likely to have and plans how to overcome them	Anticipates misconceptions and confusions that students might have	Has thought about one or two ways that students might become confused with the content	Proceeds without considering misconceptions students might have about the material.
f. **Lessons**	Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes	Designs lessons focused on measurable outcomes aligned with unit goals and state standards	Plans lessons with unit goals in mind	Plans lessons aimed primarily at entertaining students or covering textbook chapters
g. **Engagement**	Designs highly relevant lessons that motivates students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning	Plans lessons that will engage some students' and perhaps get a discussion going	Plans lessons with very little likelihood of motivating or involving students
h. **Differentiation**	Designs lessons that break down complex tasks and address learning needs, styles, and interests	Designs lessons that target diverse learning needs, styles, and interests	Plans lessons with some thought as to how to accommodate special needs students	Plans lessons aimed at the "middle" of the class
I. **Environment**	Artfully uses room arrangement, materials, and displays to maximize student learning The room reflects student ownership of the space	Organizes classroom furniture, materials, and displays to support unit and lesson goals	Organizes furniture and materials to support the lesson, with only a few decorative displays	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays

B. Classroom Management

The teacher:	4	3	2	1

	Expert	Proficient	Needs Improvement	Does Not Meet Standards
a. **Expectations**	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations	Clearly communicates and consistently enforces high standards for student behavior	Announces and posts classroom rules and punishments	Comes up with *ad hoc* rules and punishments as events unfold during the year
b. **Relationships**	Shows caring, respect, and fairness for students and builds strong relationships	Is fair and respectful toward students and builds positive relationships	Is fair and respectful toward most students and builds positive relationships with some	Is sometimes unfair and disrespectful to the class. Humiliates students
c. **Respect**	Creates a climate of mutual respect which in turn fosters a climate which minimizes the disruption of learning	Fosters respect and places a high priority on minimizing disruption	Gains the respect of some students but there are regular disruptions in the classroom	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous
d. **Routines**	Collaboratively develops and successfully implements class routines so that students maintain them throughout the year, even in the teacher's absence	Teaches routines and has students maintain them all year	Tries to train students in class routines but many of the routines are not maintained	Does not teach routines and is constantly nagging, threatening, and punishing students
e. **Repertoire**	Has a highly effective repertoire of management strategies and can capture and hold students' attention	Has a repertoire of management strategies and can capture and maintain students' attention	Has a limited repertoire of management strategies and students are frequently not paying attention	Has few management strategies "moves" and constantly struggles to get students' attention
f. **Efficiency**	Uses coherence, lesson momentum, and seamless transitions to get the most out of every minute	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions

C. Delivery of Instruction

The teacher:	4 Expert	3 Proficient	2 Needs Improvement	1 Does Not Meet Standards
a. **Expectations**	Consistently sets high academic expectations which are reflected in students' commitment and performance	Consistently sets high academic expectations	Tells students that the subject matter is important and they need to work hard	Does not establish high expectations for learning
b. **Effort-Based**	Teaches students to be risk takers, learn from mistakes, and encourages students to master the material	Encourages students to learn from mistakes, and believe that through effective effort, they will be more successful Conveys to students This is important, you can do it, and I'm not going to give up on you	Tells students that making mistakes doesn't mean they're stupid, they can learn from errors	Teacher embarrasses students when they make mistakes Gives up on some students
c. **Goals**	Shows students exactly what's expected by communicating essential questions, goals, rubrics, and exemplars	Gives students a clear sense of purpose by communicating the unit's essential questions and the lesson's goals	Tells students the main learning objectives of each lesson	Begins lessons without giving students a sense of where instruction is headed
d. **Connections**	Routinely activates students' interest and makes connections to prior knowledge, experience, and reading	Activates students' prior knowledge and hooks their interest in each unit and lesson	Tries to make the subject interesting and relate it to things students already know	Rarely hooks students' interest or makes connections to their lives
e. **Clarity**	Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language	Uses clear explanations, appropriate language, and good examples to present material	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate	Often presents material in a confusing way, using language that is inappropriate
f. **Repertoire**	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students	Orchestrates effective strategies, materials, and classroom groupings to foster student learning	Uses a limited range of classroom strategies, materials, and groupings with mixed success	Uses only one or two teaching strategies and types of materials and fails to reach most students
g. **Engagement**	Gets students highly involved in focused work in which they are critical thinkers, active learners and problem-solvers	Has students actively think about, discuss, and use the ideas and skills being taught	Attempts to get students actively involved but some students are disengaged	Mostly lectures to passive students or has them plod through textbooks and worksheets
h. **Differentiation**	Skillfully meets the learning needs and styles of students by differentiating and scaffolding	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with special needs, with mixed success	Fails to provide for differentiated instruction for students with special needs
i. **Adaptability**	Deftly identifies and adapts lessons and units to take advantage of teachable moments and correct misunderstandings	Is flexible about modifying lessons to take advantage of teachable moments	Is focused on implementing lesson plans and sometimes misses teachable moments	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments
j. Application	Consistently has students summarize and internalize what they learn and apply it in a different context and/or to real-life situations	Asks students to make real-life applications for what they are studying	Has students sum up what they have learned and apply it in a similar context	Moves on at the end of each lesson and unit without having students apply their knowledge

D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Expert	3 Proficient	2 Needs Improvement	1 Does Not Meet Standards
a. Criteria	Shares and reviews the criteria for proficient work, including rubrics and exemplars, and students use them to improve their learning	Shares clear criteria for proficiency, including rubrics and exemplars of student work	Shows students some of the qualities that their finished work should exhibit	Expects students to know (or figure out) what it takes to get good grades
b. Diagnosis	Gives students a well constructed diagnostic assessment up front, and uses the information to fine-tune instruction	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data	Does a quick K-W-L (Know, Want to Know, Learned) type exercise before beginning a unit	Begins instruction without diagnosing students' skills and knowledge
c. Checking for Understanding	Uses a variety of effective methods to check for understanding, immediately unscrambles confusion and clarifies	Frequently checks for understanding and gives students helpful information if they seem confused	Uses moderately effective methods (e g , thumbs up, thumbs down) to check for understanding during instruction	Uses ineffective methods ("Is everyone with me?") to check for understanding
d. Self-Assessment	Has students set ambitious goals, continuously self assess, and take responsibility for improving performance	Has students set goals, self-assess, and know where they stand academically	Urges students to look over their work, see where they had trouble, and aim to improve those areas	Allows students to move on without assessing and improving problems in their work
e. Feedback	Detailed qualitative and quantitative feedback is provided frequently and in a timely fashion Feedback is used to motivate and direct effort as well as clear up misconceptions	Detailed feedback is provided frequently and in a timely fashion	Limited feedback is provided but not necessarily frequently enough or in a timely fashion	Provides little or no feedback to assist students in their learning
f. Data Use	Works with colleagues to use formative and summative assessment data to fine-tune teaching, re-teach, and help students	Uses data from assessments to adjust teaching, re-teach, and follow up with students	Looks over students' tests to see if there is anything that needs to be re-taught	Gives tests and moves on without analyzing them and following up with students
g. Tenacity	Consistently follows up with struggling students with personal attention to help them reach proficiency Makes sure students who need support receive appropriate assistance	Shares responsibility with students who are not succeeding and helps them improve Makes sure students who need support receive appropriate assistance	Fails to recognize when students need extra support and makes little to no effort to provide assistance to struggling students	Does not make efforts to help students who are struggling or locate extra support for students who need it
h. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them	At the end of a teaching unit or semester, thinks about what might have been done better	Does not draw lessons for the future when teaching is unsuccessful

E. Family and Community Outreach

The teacher:	4 Expert	3 Proficient	2 Needs Improvement	1 Does Not Meet Standards
a. **Respect**	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values	Does not recognize that there are varying cultures and beliefs among families of students	Is often insensitive to the culture and beliefs of students' families
b. **Expectations**	Provides parents clear, user-friendly learning and behavior expectations i e exemplars, rubrics, and/or work samples	Provides parents clear, succinct expectations for student learning and behavior for the year	Only shares a list of classroom rules and the syllabus/curriculum outline for the year	Does not inform parents about learning and behavior expectations
c. **Communication**	Makes sure parents hear positive news about their children first, and immediately flags any problems	Promptly informs parents of behavior and learning problems, and also updates parents on good news	Lets parents know about problems their children are having but rarely mentions positive news	Seldom informs parents of concerns or positive news about their children
d. **Homework**	Assigns highly engaging homework, gets close to a 100% return, and provides rich and timely feedback	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback	Assigns homework, keeps track of compliance, but rarely follows up	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up
e. **Responsiveness**	Deals immediately and successfully with parent concerns and makes parents feel welcome	Responds promptly to parent concerns and makes parents feel welcome in the school	Is slow to respond to some parent concerns and is unapproachable	Does not respond to parent concerns and makes parents feel unwelcome
f. **Reporting**	**SCES:** In conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress **SMHS:** Regularly updates PowerSchool In conferences, progress reports, report cards and informal talks, gives parents detailed and helpful feedback on children's progress	**SCES:** Uses conferences and report cards to give parents feedback on their children's progress and tell parents areas in which their child can improve **SMHS:** Regularly updates PowerSchool Uses conferences, progress reports, and report cards to give parents feedback on their children's progress and tell parents areas in which their children can improve	**SCES:** Only uses report cards and conferences to tell parents the areas in which their children can improve **SMHS:** Does not regularly update PowerSchool Only uses progress reports and report cards to tell parents areas in which their children can improve	**SCES:** Relies on report cards assessments and comments only to communicate progress **SMHS:** Grades are only updated prior to report distribution Relies on progress report and report card grades only to communicate progress
g. **Outreach**	Is successful in contacting and working with parents, including those who are hard to reach, utilizing a variety of methods	Tries to contact parents and is tenacious in contacting hard to-reach parents	Makes little effort to contact parents	Makes no effort to contact parents

F. Professional Responsibilities

The teacher:	4 Expert	3 Proficient	2 Needs Improvement	1 Does Not Meet Standards
a. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late	Is punctual and reliable with paperwork, duties, and assignments, keeps accurate records	Occasionally skips assignments, is late, makes errors in records, and/or misses paperwork deadlines	Frequently skips assignments, is late, makes errors in records, and/or misses paperwork deadlines
b. Professionalism	Presents as a consummate professional and always observes appropriate boundaries	Demonstrates professional demeanor and maintains appropriate boundaries	Occasionally acts and/or dresses in an unprofessional manner and violates boundaries	Frequently acts and/or dresses in an unprofessional manner and violates boundaries
c. Judgment	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses sensitive student information
d. Teamwork	Is a positively contributing member of teacher teams and committees and frequently attends school activities	Shares responsibility for grade level and school wide activities and volunteers to serve on committees.	When asked, will serve on a committee and attend a school activity.	Declines invitations to serve on committees and attend school activities Serves as a negative influence on the school team
e. Contributions	Frequently contributes valuable ideas and expertise that further the school's mission	Is a positive team player and contributes ideas. expertise, and time to the overall mission of the school	Occasionally suggests an idea aimed at improving the school	Rarely if ever contributes ideas that might help improve the school Is often negative regarding other peoples' contributions
f. Communication	Informs the administration of any concerns and reaches out for help and suggestions when needed	Keeps the administration informed about concerns and asks for help when it's needed	Does not share concerns with the administration or ask for help	Constantly complains, and is not open to help
g. Collaboration	Meets often with colleagues to plan units, share ideas, and analyze assessments	Regularly collaborates with colleagues to plan units, share teaching ideas, and look at student work	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance
h. Self-Improvement	Continually evaluates best practices considering new professional sources of info	Continues best practices and seeks out effective teaching ideas from supervisors, colleagues, workshops, and other sources.	Will consider ideas for improving teaching and learning that are provided for them	Is not open to ideas for improving teaching and learning
i. Regulations and District Protocol	Is engaged and invested in student support processes Fully understands and implements plans established	Fully understands and implements plans established	Does not completely implement all portions of student plans	Is unfamiliar with students' IEPs and 504s