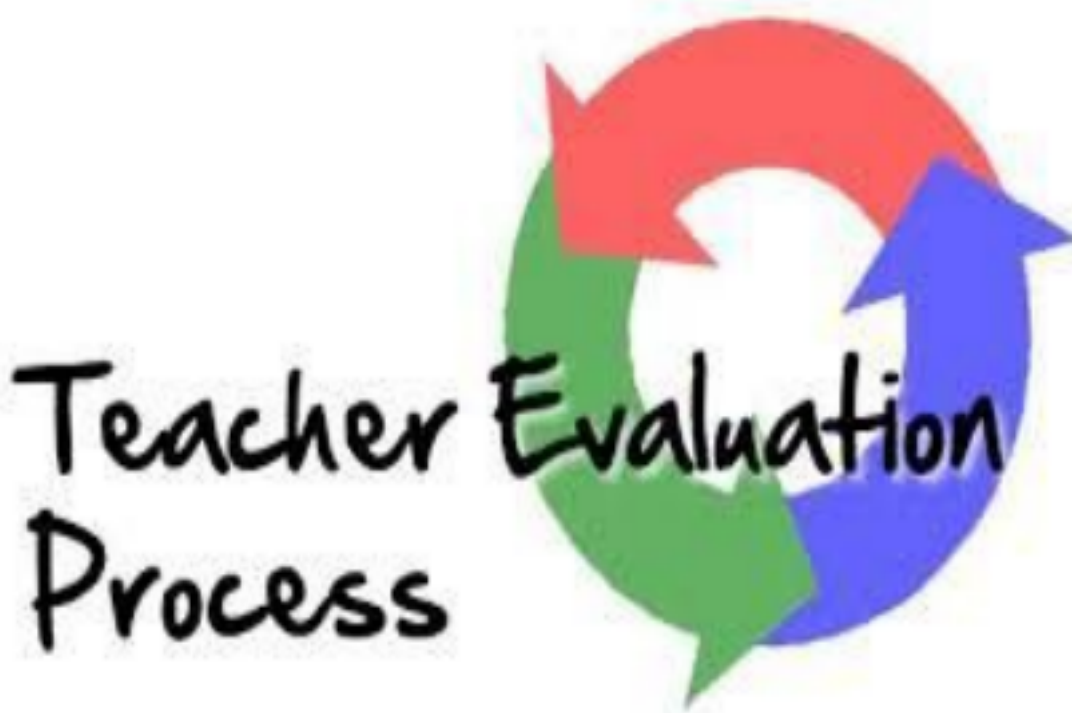


School Administrative Unit 18
119 Central Street
Franklin, NH 03235



Franklin School District
Teacher Evaluation and Assistance Process August
2021

“Teaching is at a crossroads: a crossroads at the top of the world. Never before have teachers, teaching, and the future of teaching had such elevated importance. There is widespread agreement now that of all the factors inside the school that affect children’s learning and achievement, the most important is the teacher—not standards, assessments, resources, or even the school’s leadership, but the quality of the teacher. Teachers really matter.” -Andy Hargreaves and Michael

Fullan; 2012

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School Administrative Unit 18

Teacher Evaluation and Assistance Process

Introduction

The Franklin School District believes that our professional staff in the district is committed to the best outcomes for students. Teachers are open to constructive feedback and professional growth. Administrators are committed to encouraging professional conversations and a collaborative approach to improving instruction for students.

Teachers representing the three Franklin schools (and the Franklin Teachers Association), building principals and central office personnel worked together to develop the following plan which emphasizes competencies with indicators and frequent classroom visits. The ultimate goal is to provide occasions to grow professionally so that students have the best learning opportunities.

Purpose

The purpose of the Franklin Teacher Evaluation and Assistance Plan is to provide multiple opportunities to engage all educators in professional collaboration and reflection, using feedback to strengthen instruction and maximize student learning.

2021 Members of the Teacher Evaluation Committee:

Lyn Ward Healy, Educational Consultant/Facilitator

Daniel LeGallo, SAU 18 Superintendent

Jule Finley, SAU 18 Curriculum Director

Susan Blair, Paul Smith Elementary School Principal

Ken Darsney, Franklin Middle School Principal

Carrie Charette, Franklin High School Principal

Jennifer Weaver, Paul Smith Elementary Teacher/FEA President

Timothy Hazelton, Paul Smith Elementary Teacher/FEA Vice President

Wendy K. Beaudet, Paul Smith Elementary Teacher/FEA Member

Michelle Davis, Franklin Middle School Teacher/FEA Treasurer

Patricia Prescott, Franklin High School Teacher/FEA Secretary

School Administrative Unit 18
Teacher Evaluation and Assistance Process
Teacher Competencies &
Indicators

Teachers will receive feedback and assessment based on the following four (4) competencies. The indicators help describe the competencies. An experienced teacher should meet all of the competencies. Beginning teachers should show growth over time.

Competency 1: Classroom Climate-- The teacher will create an environment for students that is safe, physically, intellectually, socially, and emotionally.

Indicators:

- The classroom is structured and organized in an aesthetic and welcoming manner that addresses student needs.
- The classroom layout supports the lesson objectives.
- Classroom routines are evident. Students follow the classroom expectations and the teacher uses appropriate interventions.
- The teacher demonstrates a caring, kind, and positive demeanor that is respectful of all learners.

Competency 2: Instruction – The teacher will prepare lessons which are engaging, varied, and designed to meet the needs of individual students.

Indicators:

- The lesson is engaging to all learners and adapted to address student needs. ● The lesson is reflective of a deep understanding of competencies and standards. An objective or articulated goal is identifiable.
- The lesson structure includes a beginning, middle and end with appropriate pacing and adjusting as it progresses.
- A variety of instructional strategies are evident.
- The lesson is planned using data (from formative and summative assessments) and is based on the teacher's knowledge of the students and individual skill levels.

Competency 3: Knowledge of Students -- The teacher demonstrates knowledge of individual students' social, emotional, physical and intellectual abilities and needs.

Indicators:

- The teacher builds positive relationships with students.
- The teacher is sensitive to student needs and differences (such as socio-economic, cultural background or family make up).
- The teacher is knowledgeable of the agencies and resources that support the student and/or family.
- The teacher is compassionate, cognizant of student issues, reflective, and genuinely enjoys the art and craft of teaching.

Competency 4: Collegiality and Professionalism – The teacher demonstrates professionalism in interactions with colleagues, students and parents.

Indicators:

- The teacher communicates consistently and appropriately with staff, administration, parents and community.
- The teacher participates in and contributes to school and district initiatives. ● The teacher collaborates with colleagues effectively.
- The teacher adheres to District and School policies and procedures.
- The teacher accepts constructive feedback.
- The teacher is active in personal learning and professional development.

School Administrative Unit 18
Teacher Evaluation and Assistance Process

Step 1: Orientation

- A. Before participating in the evaluation process, all teachers will receive the Franklin School District Teacher Evaluation and Assistance Plan. Building principals will review the plan with teachers.
- B. By October 1st, the teacher will submit or review their Individual Professional Development Plan (IPDP) to the principal. See IPDP form in Appendix A.
- C. Beginning teachers will be assigned a mentor through the established District Mentoring Program.

Step 2: Self-Assessment, Goal Setting and Pre-Conference

- A. Using the teacher competencies and IPDP, the teacher will develop their goals and reflect on his or her performance, through self-assessment, throughout the year.
- B. If a formal observation is requested, the principal will meet with the teacher for a pre-conference. Prior to the meeting the teacher must complete the pre-conference form.

Step 3: Observation Cycle

A. Process for teachers in years 1-3:

- 1. 5-10 mini observations lasting at least 10 minutes to be conducted through the year with feedback and follow up conversation with the administrator, if needed. These will not be announced and will be conducted at different times during the class period. The teacher should expect to receive written feedback by the end of the following school day. Teachers need to sign and acknowledge receipt of the observation (via email) and follow up meetings can be requested.
- 2. Should the administrator feel it valuable, he/she can arrange an extended, announced formal observation. Teachers may request such an observation as well. A pre-conference meeting will take place. The teacher should expect to receive feedback from a formal observation within a week.
- 3. Teachers will provide a written self-reflection of their year and their plans to grow during the following year to the building principal. Administrators will write a summative document.

This process should be completed by March 31st.

B. Process for teachers in years 4-5:

- 1. 3-5 mini observations lasting at least 10 minutes to be conducted through the year with feedback and conversation with the administrator if needed. These will not be announced and will be conducted at different times during the class period. The teacher should expect to receive written feedback by the end of the following school day. Teachers need to sign and acknowledge receipt of the observation (via email) and follow up meetings can be requested.

2. Should the administrator feel it valuable, he/she can arrange an extended, announced formal observation. Teachers may request such an observation as well. A pre-conference meeting will take place. The teacher should expect to receive feedback within a week.
3. Teachers will provide a written self-reflection of their year and their plans to grow during the following year to the building principal. Administrators will write a summative document.
This process should be completed by March 31st.

C. Process for teachers in years 6 - and beyond:

1. 1-3 mini observations lasting at least 10 minutes to be conducted through the year with feedback and conversation with the administrator if needed. These will not be announced and will be conducted at different times during the class period. The teacher should expect to receive written feedback by the end of the following school day. Teachers need to sign and acknowledge receipt of the observation (via email) and follow up meetings can be requested.
2. Should the administrator feel it valuable, he/she can arrange an extended, announced formal observation. Teachers may request such an observation as well. A pre-conference meeting will take place. The teacher should expect to receive feedback within a week.
3. Teachers will provide a written self-reflection of their year and their plans to grow during the following year to the building principal. Administrators will write a summative document for teachers who are in their recertification year. This process should be completed by March 31st.

Step 4: Evaluation Summary

1. By March 31st, the principal conducts a summative evaluation conference with the teacher to discuss components of the evaluation.
2. The teacher will be provided an opportunity to add clarifying notes to the summative evaluation.
3. The teacher's signature will be secured, not necessarily signifying agreement.

Step 5: Goal Setting

1. Teachers who demonstrate competency on their summative evaluation, will set individual goals.
2. Teachers who need assistance will refer to the next section, Assistance Plans.

Assistance Plan

Our district seeks to have collegial conversations which lead to every teacher growing in the profession. Throughout the year, teachers have the opportunity to request more frequent observations, a more formal observation, or an observation from another administrator. Being provided an assistance plan should never be a surprise to the teacher.

- Sometimes a single event (generally a violation of the code of conduct or code of ethics) will generate an immediate assistance plan.
- Sometimes, despite multiple suggestions and offers of support from an administrator, a teacher may need a formal plan to improve.
- Should a summative evaluation have two or more “areas for growth” in one of the competencies, an assistance plan will be generated.

An individual assistance plan is written by a team of educators with the teacher having input. The teacher, a representative from the teachers’ association or the teacher’s grade/department, and two administrators will comprise the team. See the Assistance Plan form in Appendix B.

- Specific goals, support to meet those goals, and a defined timeline will be established.
- The team will meet regularly during the duration of the plan.

The culmination of this plan will be a formal summative evaluation at the end of the timetable set for improvement.

- This evaluation will result in either returning the teacher to the regular evaluation cycle, extending the timetable for the improvement plan, or non-renewal.

APPENDIX A: Professional Development Forms

Individualized Professional Development Plan (IPDP) Form

Professional Development Self-Assessment Form

SAU 18 Individual Professional Development Plan (IPDP)

This form is to be developed by the individual upon completion of a **Self-Assessment**. Each certified educator shall develop an individual plan consistent with the educator's certification. It is to be submitted to the Professional Development Building Representative and Principal by October 1st of the first year of the renewal cycle. The Building Principal will review and respond within 30 days.

Name: _____ **School:** _____

Position/Grade: _____ **Credential Years:** _____ **List Endorsements Held:** _____

Part A

List your goals, including specific measurable outcomes you will use to determine whether you have achieved the goals. Describe the relationship of your goals to the District, School, and/or content area goals. Include your anticipated timeline for achievement.

Part B

Describe how you plan to address each of your goals. Indicate the activities/course or workshop subject or other means you will use. Refer to the Professional Development Activity descriptions. Please indicate the expected timeline of your planned activities.

Part C

Identify the measurable evidence you plan to submit.

Teacher's Signature: _____ Date: _____

Building Representative Signature: _____ Date: _____

Building Principal Signature: _____ Date: _____

SAU 18 Professional Development Self-Assessment Form

Name: _____ Date: _____

1. Rank the topics your school/district has identified as next priorities to address.
2. Identify the criteria for judging achievement of those goals/priorities.
3. Determine where your skills and abilities are relative to that criteria.
4. Outline your own goals, taking into account the discrepancy between where you are and the identified criteria.
5. Develop your plan around those goals using the criteria for achievement as indicators.

APPENDIX B: Forms

Walk-through Observation Form

Summative Evaluation Form

Pre-Conference Meeting Form

Formal Observation Form

Assistance Plan Form

School Administrative Unit 18
Teacher Evaluation and Assistance Process

Walk-through Observation

Teacher Name:
School: Paul Smith School Franklin Middle School Franklin High School
Observation Date: Observation Time:
Grade/Subject Area:
Lesson Topic: Lesson Available upon request: Y N
Name & Title of Observer:

Walk-through observations are designed to be frequent and brief classroom observations. The observer will perform the observation electronically; he/she will focus on the elements listed below:

What instructional practices are used?

What is the group format?

What instructional materials are being used?

What is the level of student engagement in the lesson?

Classroom management?

Classroom environment included?

What depth of knowledge is evident?

What does the task require?

Level of differentiation?

A printout of the observation will be given to the teacher by the end of the next day. The teacher will review and sign. The teacher and/or observer can request a meeting to discuss the observation.

School Administrative Unit 18
Teacher Evaluation and Assistance Process
Summative Evaluation
Form

Teacher Name:
School: Paul Smith School/ Franklin Middle School/ Franklin High School
Name & Title of Evaluator:
Observation Date: _____ Observation Time: _____

Competent	Competencies	Assistance
	<p>Classroom Climate:</p> <ul style="list-style-type: none"> • The classroom is structured and organized in an aesthetic and welcoming manner that addresses student needs. • The classroom layout supports the lesson objectives. • Classroom routines are evident. Students follow the classroom expectations and the teacher uses appropriate interventions. • The teacher demonstrates a caring, kind, and positive demeanor that is respectful of all learners. 	
	<p>Instruction:</p> <ul style="list-style-type: none"> • The lesson is engaging to all learners and adapted to address student needs. • The lesson is reflective of a deep understanding of competencies and standards. An objective or articulated goal is identifiable. • The lesson structure includes a beginning, middle and end with appropriate pacing and adjusting as it progresses. • A variety of instructional strategies are evident. • The lesson is planned using data (from formative and summative assessments) and is based on the teacher's knowledge of the students and individual skill levels. 	
	<p>Knowledge of Students:</p> <ul style="list-style-type: none"> • The teacher builds positive relationships with students. • The teacher is sensitive to student needs and differences (such as socio-economic, cultural background or family make up). • The teacher is knowledgeable of the agencies and resources that support the student and/or family. • The teacher is compassionate, cognizant of student issues, reflective, and genuinely enjoys the art and craft of teaching. 	

<u>Competent</u>	Collegiality and Professionalism: <ul style="list-style-type: none"> ● The teacher communicates consistently and appropriately with staff, administration, parents and community. ● The teacher participates in and contributes to school and district initiatives. ● The teacher collaborates with colleagues effectively. ● The teacher adheres to District and School policies and procedures. ● The teacher accepts constructive feedback. ● The teacher is active in personal learning and professional development. 	<u>Assistance</u>
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Evaluator Comments:

Teacher Comments:

Evaluator Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

The teacher's signature does not signify that he/she agrees/disagrees with the content of this evaluation but that the teacher has seen the document and that a copy will be forwarded to the School Administrative Office for filing in the teacher's personnel file.

School Administrative Unit 18
Teacher Evaluation Process and Assistance Process

Formal Observation Pre-Conference
Meeting

Teacher Name:
School: Paul Smith School/ Franklin Middle School/ Franklin High School
Name & Title of Observer:
Observation Date: _____ Observation Time: _____

What district curriculum standard is being taught?

What specific objectives of the lesson will be observed?

Are there any students with unique and/or problematic behavior patterns of which we need to be aware of?

Are there any special considerations?

Where would be the best place for the observer to sit?

The teacher's signature does not signify that he/she agrees/disagrees with the content of this evaluation but that the teacher has seen the document and that a copy will be forwarded to the School Administrative Office for filing in the teacher's personnel file.

School Administrative Unit 18
Teacher Evaluation Process and Assistance Plan
Formal Teacher
Observation

Teacher Name:
School: Paul Smith School/ Franklin Middle School/ Franklin High School
Name & Title of Observer:
Observation Date: _____ Observation Time: _____

Narrative:

Commendations:

Recommendations:

Teacher Comments:

Signature of Evaluator: _____ **Date:** _____

Signature of Teacher Date: _____ **Date:** _____

The teacher's signature does not signify that he/she agrees/disagrees with the content of this evaluation but that the teacher has seen the document and that a copy will be forwarded to the School Administrative Office for filing in the teacher's personnel file.

School Administrative Unit 18

Teacher Assistance Process

Assistance Plan

Effective teaching is the most important element in supporting the concept that all children can learn. The Franklin School District has established a process to support teachers in their professional growth. Should a teacher require a formal plan to improve, the following format will be used.

1. A summative evaluation (before March 31st) indicates a teacher needs assistance in a given competency.
2. A team of educators is established to support the teacher. This team includes the teacher, a representative from the teachers' association or the teacher's grade/department, and two administrators. This team develops the assistance plan to include specific goals, supports to meet the goals, and a defined timeline.
3. The culmination of the plan is a summative evaluation at the end of the timeline established by the team. This evaluation will result in either returning the teacher to the regular evaluation cycle, extending the timetable for the assistance plan, or non-renewal.

Franklin School District Teacher Assistance Plan			
Teacher			Date
Team Members:	FEA Representative/ Department Representative	Administrator	Administrator
Competency			
Area for Growth			
Area for Growth			

Performance Goals	Strategies, Activities	Support Structures	Evidence of Progress	Timeframe

Administrator Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

FEA Representative: _____ **Date:** _____

Agreement Between the Franklin Board of Education and the Franklin Education Association 2020-2022:

ARTICLE VI TEACHER EVALUATION

6.1 The parties recognize the importance and value of a procedure for assisting and evaluating the progress and success of both newly employed and experienced teachers for the purpose of improving instruction.

6.2 The observation of the work performance of a teacher will be conducted openly.

6.3 A teacher shall be given a copy of any evaluation report prepared by his/her Evaluators one (1) school day before any conference held to discuss it. If the teacher is dissatisfied with this evaluation conference, he/she may request additional conference time. Thereafter, the teacher shall sign the report. Such signature shall indicate only that the report has been read by the teacher and in no way indicates agreement with the contents thereof.

6.4 Complaints regarding a teacher made to any member of the administration by any parent, student, or other person, which may be used to evaluate a teacher shall be promptly investigated. The teacher shall be given an opportunity to respond and meet with the person(s) making the complaint. The teacher shall acknowledge that he/she has had the opportunity to review such a complaint by affixing his/her signature to a copy to be filed. Such signature will in no way indicate agreement with the contents thereof. In any event, if a teacher refuses to sign any report set forth in this Article, then such report may be placed in that respective teacher's files. Upon a written request by an individual teacher, complaints which do not result in disciplinary action and/or which are not followed by a subsequent complaint within a three (3) year period will be expunged from the file after three (3) years, and written notice thereof shall be provided to the teacher. Unsubstantiated complaints shall not be placed in teacher's files.

6.5 Each new teacher to the Franklin school system shall be made aware of the school district's evaluation plan, including criteria, goals and objectives of any such plan (including new plans) and the Association shall have the right to contribute input and to meet and confer; but in any event, the Board shall make the final determinations under this Section.

6.6 Each teacher shall be entitled access to his/her personnel files at any time upon twenty four (24) hour notice to the Superintendent, or his/her designee, and teachers may make **copies of any material** contained therein at his/her **own expenses**.

6.7 The teacher shall have the right to make appropriate responses to any material contained in his/her personnel files and such response shall be made a part of said teacher's files. Reproductions of such material may be made by hand or copying machine, if available.

Teachers who are on a continuing contract as defined under RSA 189:14-a, shall be evaluated every three (3) years unless the teacher requests that he/she shall be evaluated more frequently, or the administrator responsible to conduct the evaluation deems it appropriate to evaluate the teacher more frequently.