

# MRSD Teacher Evaluation Plan OVERVIEW

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Jeremy Rathbun, MRSD Director of Curriculum & Instruction

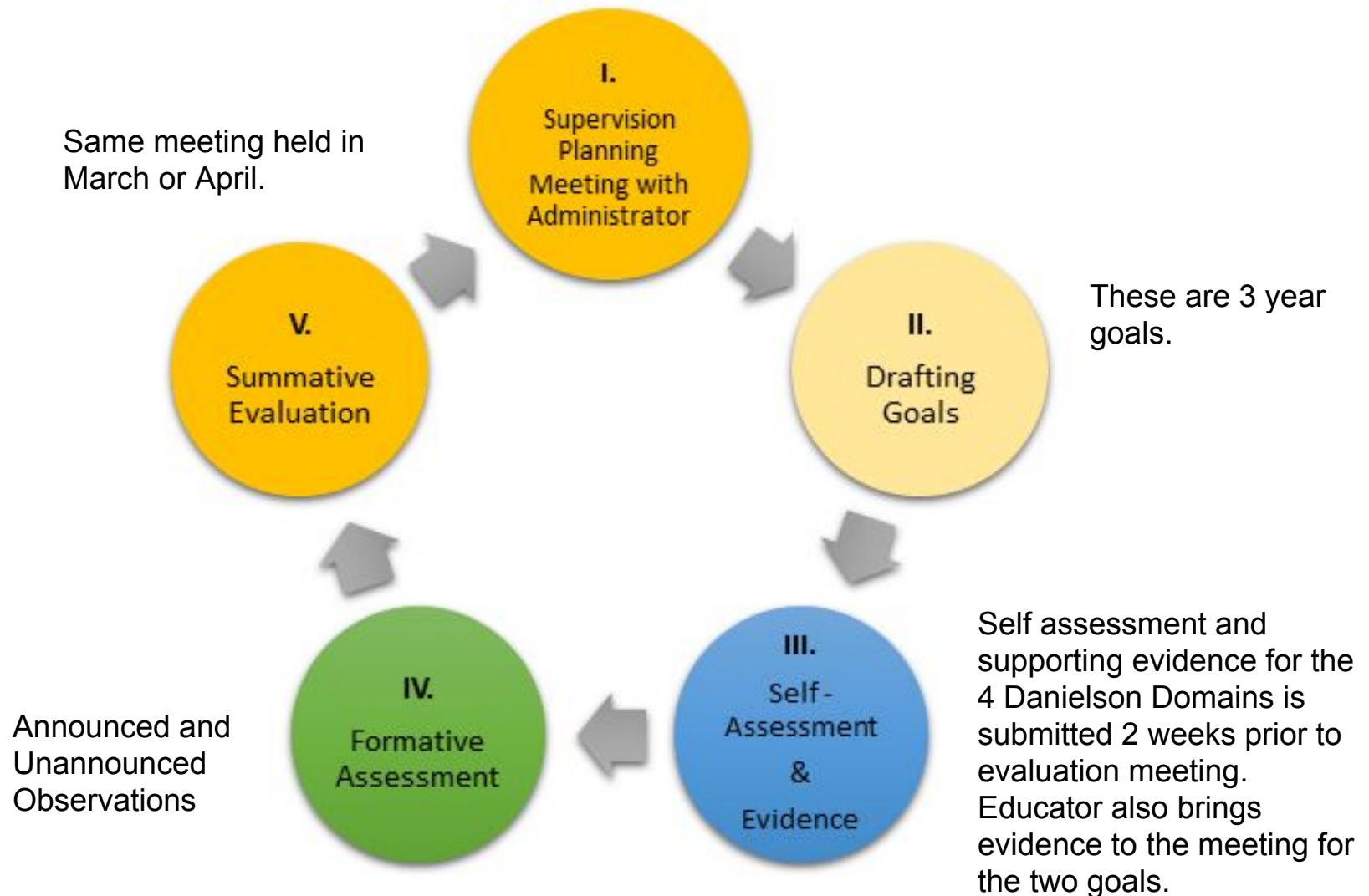
Audrey Salzmann, Cutler School Principal

Melissa Suarez, Mt. Caesar School Principal

# Agenda

- The Plan
  - The process
  - Your responsibilities
- Review of Danielson Framework
  - Domains 1- 4
- Questions

# Annual Evaluation Cycle



# What's New?

**Student Growth Goal :** This goal is the school's Three Year Schoolwide Student Growth Goal. Each educator will identify artifacts and/or evidence to support their contribution.

**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.)

# What's New? continued...

## **Experienced Educator Certification (EEC):**

- Educators with an EEC, who are not on a Targeted Action Plan, are on a **Self-Directed Status**.

## **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**.

## **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**.

# Danielson Framework for Teaching

## **Domain 1: Planning and Preparation**

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

## **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 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 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

v/LearningPlan/LearningPlan.asp

res: https://www.aesop.com My Learning Plan NH Statewide Assess Messages https://qbo.intuit.com Evidence for ESSA | ies WWC | Find What W Celebrating

**PD and Evaluation**  
formerly MLPPDMS and MLPOASYS

Print Screen Help Emerson \*Demo Logout

LearningPlan

Monadnock Regional School District

**Professional Development**

- My Info
  - My Portfolio
  - My Evaluations
  - My Certificates
  - My File Library
- Activity Catalogs
  - District Catalog
  - Calendar
- Fill-In Forms
  - PD 3 Year Goals
  - Project based PD
  - Self-Planned PD
  - Mentee Log
  - Mentor Log
  - Option 1 Yearly Hours Base
  - Option 2 Project Based End
  - Option 2 Yearly Project Ba
- Activity Proposals
  - Presenter Proposal for Act
- Account Options
  - My User Profile
  - Change Password

**My Requests - Emerson \*Demo**

Actions	Activity Title	Start Date	End Date	FormName
-- no records --				

**My Evaluation - Emerson \*Demo**

Scheduled Components

None

Action Required

**Student Learning Goal - Evaluation Goals**  
Status: [awaiting form submission](#)  
Action: [Open Student Learning Goal - Evaluation Goals form for submission](#)

**Professional Practice Goal - Evaluation Goals**  
Status: [awaiting form submission](#)  
Action: [Open Professional Practice Goal - Evaluation Goals form for submission](#)

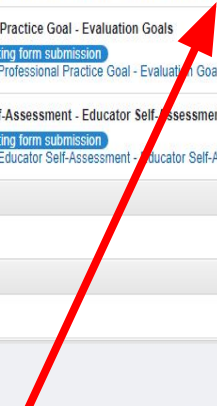
**Educator Self-Assessment - Educator Self-Assessment**  
Status: [awaiting form submission](#)  
Action: [Open Educator Self-Assessment - Educator Self-Assessment form for submission](#)

In Progress

None

Complete

None



Open components by clicking on the blue writing.

When you log into MLP, you will have a new section called, “My Evaluation.” In this section, you will see the components of the evaluation process listed 1 of 4 areas:

- Scheduled
- Action Required
- In Progress
- Complete

At the start of the year, there will be 3 components in Action Required:

- Student Learning Goal
- Professional Practice Goal
- Educator Self-Assessment (this will be completed later in the year)

## Student Learning Goal

### User Information

Name: Emerson *Demo	Title:
Building: Emerson	Department: None
Grade: None	Evaluation Type: Teacher Self-Directed
Assigned Administrator: Stevens, Lori	Evaluation Cycle: 06/18/2018 - 08/31/2018
Saved By: Stevens, Lori	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized : Unfinalized

### Schoolwide Student Learning Goal

Rich text editor for Schoolwide Student Learning Goal with toolbar (Tahoma, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo).

### Describe your goal that will contribute to the Schoolwide Student Learning Goal

Rich text editor for Describe your goal that will contribute to the Schoolwide Student Learning Goal with toolbar (Tahoma, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo).

### Timeline

Rich text editor for Timeline with toolbar (Tahoma, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo).

### Resources Required

Rich text editor for Resources Required with toolbar (Tahoma, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo).

Form for Professional Practice Goal with sections: Timeline, Resources Required, and Anticipated Evidence to Support Achievement. Each section has a rich text editor with a toolbar (Tahoma, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo). At the bottom, there is a toolbar with buttons: Submit, Save, Save & Notify, Reset, Print, and Comment. Two red arrows point to the Submit and Save buttons.

For both the Student Learning Goal and the Professional Practice Goal, fill out the form with the necessary information. Once done, click SUBMIT.

**\*\*You can save and return to these forms as many times as you like, however once you submit, you can no longer edit your work. Also, your evaluator will not see the form until you submit.\*\***



None

Action Required

Educator Self-Assessment - Educator Self-Assessment  
Status: [awaiting form submission](#)  
Action: [Open Educator Self-Assessment - Educator Self-Assessment form for submission](#)

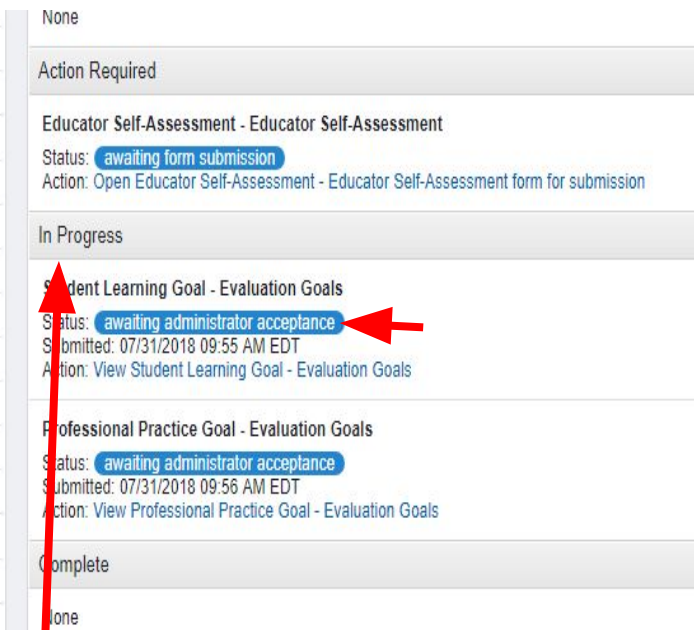
In Progress

Student Learning Goal - Evaluation Goals  
Status: [awaiting administrator acceptance](#)  
Submitted: 07/31/2018 09:55 AM EDT  
Action: [View Student Learning Goal - Evaluation Goals](#)

Professional Practice Goal - Evaluation Goals  
Status: [awaiting administrator acceptance](#)  
Submitted: 07/31/2018 09:56 AM EDT  
Action: [View Professional Practice Goal - Evaluation Goals](#)

Complete

None

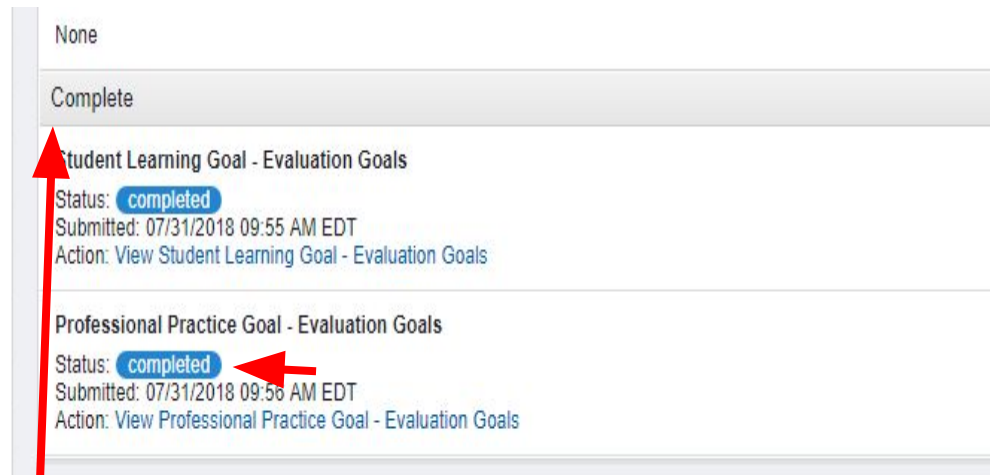


None

Complete

Student Learning Goal - Evaluation Goals  
Status: [completed](#)  
Submitted: 07/31/2018 09:55 AM EDT  
Action: [View Student Learning Goal - Evaluation Goals](#)

Professional Practice Goal - Evaluation Goals  
Status: [completed](#)  
Submitted: 07/31/2018 09:56 AM EDT  
Action: [View Professional Practice Goal - Evaluation Goals](#)



After you submit the forms, they will be listed as “In Progress”

Once the evaluator accepts the form, it will be listed as “Complete”

**\*\*You can view completed forms with evaluator comments by clicking on the blue words once they are listed as “Complete”.**

## Action Required

### Unannounced Observation Feedback Form - Unannounced Observation

Status: [awaiting acknowledgment](#)

Submitted: 07/31/2018 10:01 AM EDT

Action: [Acknowledge Unannounced Observation Feedback Form - Unannounced Observation](#)

### Educator Self-Assessment - Educator Self-Assessment

Status: [awaiting form submission](#)

Action: [Open Educator Self-Assessment - Educator Self-Assessment form for submission](#)

## In Progress

None

## Complete

### Student Learning Goal - Evaluation Goals

Status: [completed](#)

Submitted: 07/31/2018 09:55 AM EDT

Action: [View Student Learning Goal - Evaluation Goals](#)

### Professional Practice Goal - Evaluation Goals

Status: [completed](#)

Submitted: 07/31/2018 09:56 AM EDT

Action: [View Professional Practice Goal - Evaluation Goals](#)

When an evaluator completes an Announced or Unannounced Observation, you must acknowledge it. It will show up in "Action Required" with the message, "Awaiting Acknowledgement"

Click on the blue words to open the observation.

[Show Submission History](#)

## Unannounced Observation Feedback Form

User Information	
Name: Emerson *Demo	Title:
Building: Emerson	Department: None
Grade: None	Evaluation Type: Teacher Self-Directed
Assigned Administrator: Stevens, Lori	Evaluation Cycle: 06/18/2018 - 08/31/2018
Submitted By: Rathbun, Jeremy	Date Submitted: 07/31/2018 10:01 am EDT
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized : Unfinalized

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**Phase of the Lesson:**

- Explanation

**Classroom Activity Observed:**

- Teacher led small group

**Domain 2: Classroom Environment**

**2a Creating an Environment of Respect and Rapport**

- Teacher-student interactions are friendly and demonstrate general caring and respect
- Student-student interactions are friendly and demonstrate general caring and respect

**2b Establishing a Culture for Learning**

**2c Managing Classroom Procedures**

- Teacher has established effective classroom routines and procedures
- Transitions occur seamlessly

**2d Managing Student Behavior**

- Teacher has established clear classroom expectations as evidenced by student behavior

**2e Organizing Physical Space**

Information about the observation and evaluator.



Lesson information and what was observed



By clicking “Acknowledge” you are not agreeing with the observation; you are confirming that you received and read it.

\*Before clicking “Acknowledge” you have the option to write comments to the evaluator. These comments remain attached to this form.

**3c Engaging Students in Learning**

- The teacher engages most students in the lesson

**3d Using Assessment in Instruction**

- Teacher provides accurate and specific feedback to students

**3e Demonstrating Flexibility and Responsiveness**

- The teacher successfully accommodates students' questions and interests

**Recommendations/Questions:**

Great lessons!

Note: Educator should acknowledge within 7 days of receipt. Educator's acknowledgement verifies that this document has been received. Comments may be attached as desired by the educator.



▼ My Requests - Emerson \*Demo

Actions	Activity Title	Start Date	End Date	FormName
-- no records --				

My Evaluation - Emerson \*Demo ?

Scheduled Components

None

Action Required

Educator Self-Assessment - Educator Self-Assessment

Status: [awaiting form submission](#)

Action: [Open Educator Self-Assessment - Educator Self-Assessment form for submission](#)

In Progress

Unannounced Observation Feedback Form - Unannounced Observation

Status: [awaiting administrator finalization](#)

Submitted: 07/31/2018 10:01 AM EDT

Action: [View Unannounced Observation Feedback Form - Unannounced Observation](#)

Complete

Student Learning Goal - Evaluation Goals

Status: [completed](#)

Submitted: 07/31/2018 09:55 AM EDT

Action: [View Student Learning Goal - Evaluation Goals](#)

Professional Practice Goal - Evaluation Goals

Status: [completed](#)

Submitted: 07/31/2018 09:56 AM EDT

Action: [View Professional Practice Goal - Evaluation Goals](#)

To begin your yearly Self-Assessment, click on the blue words.

Carefully reflect on your teaching performance. Complete the self-assessment by referring to the rubrics for each of the listed components.

## Domain 1: Planning and Preparation

FFT 2013 - Component 1a				
Component	Ineffective	Needs Improvement	Effective	Highly Effective
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>  <b>Indicators:</b> 1. Lesson and unit plans that reflect important concepts in the discipline 2. Lesson and unit plans that accommodate prerequisite relationships among concepts and skills 3. Clear and accurate classroom explanations 4. Accurate answers to students' questions 5. Feedback to students that furthers learning 6. Interdisciplinary connections in plans and practice	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.  <b>Critical Attributes:</b> 1. The teacher makes content errors. 2. The teacher does not consider prerequisite relationships when planning. 3. The teacher's plans use inappropriate strategies for the discipline.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.  <b>Critical Attributes:</b> 1. The teacher's understanding of the discipline is rudimentary. 2. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. 3. Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.  <b>Critical Attributes:</b> 1. The teacher can identify important concepts of the discipline and their relationships to one another. 2. The teacher provides clear explanations of the content. 3. The teacher answers students' questions accurately and provides feedback that furthers their learning. 4. Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.  <b>Critical Attributes:</b> 1. The teacher cites intra- and interdisciplinary content relationships. 2. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. 3. The teacher's plans reflect recent developments in content-related pedagogy.

1. Rate yourself using the rubric. Click your level for each component.
2. Fill in the text boxes to answer the questions
3. Upload artifacts. (click the green plus sign for each artifact)

My Learning Plan NH Statewide Assessment Messages https://qbo.intuit.com Evidence for ESSA ies W

**Noted Areas of Strength:**

Tahoma

2.

**Suggested Growth Areas:**

Tahoma

3.

**Artifacts**

+ Add an Artifact

Name	Upload Date	Upload User	File

Submit this Self-Assessment to your administrator one week prior to your summative meeting. Please make a copy for yourself before submitting.

Submit Save Save & Notify Reset Print Comment

The screenshot shows an 'Upload File' form with the following fields and annotations:

- Name:** A text input field containing 'Lesson Plan'. A red arrow points to this field.
- Description:** A text area containing 'Lesson plan that shows my proficiency in designing lessons for all learners.'. A red arrow points to this field.
- Artifact Statement:** A text area with a '500 characters remaining' indicator.
- Types:** A dropdown menu with 'Document' selected. A red arrow points to this field.
- Categories:** A dropdown menu with 'Select All' selected. A red arrow points to this field.
- Alignment:** A list of checkboxes: 'Document' (checked), 'Image', and 'Video or Link to Video'.
- File Type:** Radio buttons for 'File' (selected) and 'Url'.
- File (50 MB Max):** A file selection field with a blue arrow icon and a red warning icon. A red arrow points to this icon.
- Notify Admin:** A dropdown menu with 'Select an administrator' selected.
- Buttons:** 'Save' and 'Clear Form' buttons at the bottom.

Each artifact needs:

- Name - something simple that quickly identifies what it is
- Description - short statement is fine
- Type - document, picture, video
- Category- which domain(s) does this artifact reflect

\*Optional - you can align to a specific part of the rubric if you chose to.

After you name and describe your artifact, you need to upload your file. Click the blue arrow to browse your computer and select the correct file.

**Upload File**

Name: Lesson Plan

Description: This is a lesson plan that shows my proficiency in designing lessons for all learners.

Artifact Statement: 500 characters remaining

Types: Document

Categories: Domain 1 - Planning and Preparation, Domain 3 - Instruction

Alignment:

Choose a Rubric... Choose a Criteria + Add Criteria

Rubric	Criteria
FFT 2013 - Component 1e	1e Designing Coherent InstructionIndicators: 1. Lessons that su...

File Type:  File  Url

File (50 MB Max): FY19 Program Assurances.pdf

Notify Admin: Select an administrator

**Save** **Clear Form**



After you upload, you will have one last chance to verify that everything is correct.

Click **SAVE**.

\*After you click **SAVE**, your artifacts will be listed in your Self-Evaluation

**Artifa**

+ Add an Artifact

Name	Upload Date	Upload User	File
Lesson Plan	07/31/2018	*Demo, Emerson	FY19_Program_Assurances.pdf

submit this Self-Assessment to your administrator one week prior to your summative meeting. Please make a copy for yourself before submitting.

**Submit** **Save** **Save & Notify** **Reset** **Print** **Comment**



Click **SUBMIT** after all artifacts are attached.

