

Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

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SUPERINTENDENT'S REPORT
June 12, 2018

As the school year draws to a close I reflect on the positives that have come from our collective efforts. I am very pleased at the progress that we have made in implementing the STAR 360 program and data that we have gathered to inform instruction. The implementation of the new reading program at FRES and the work that the staff has done to change instructional practice. At WLC the change in the schedule has been a positive one and the staff has done a great job in working through the New England Association of Schools and Colleges process. The work done by the entire staff through the Curriculum Coordinator to collaborate in aligning curriculum and the beginning of creating an articulated process for all grades. The addition of staff development through the budget and grants as well as the willingness of staff to step up and get involved. The future looks bright with some really great hires and a plan for improvement as we move ahead.

I am very pleased with all of the summer professional development opportunities that will be in place for our staff this year. They are delineated in the Curriculum Coordinators report.

Our current teacher evaluation system has a specific focus on student engagement as determined through administrative "walk through". The system does not look at instructional practices, assessment practices or student achievement. I have sent a teacher evaluation process to the new President of the WLCTA, Molly Moore Lazar, to use as a pilot for the coming school year. The process includes observations for all teachers, a focus on curriculum/ assessment and a standard for student achievement. The plan is to look at this for one year, meet with the teaching staff in early May to see what has worked and what has been problematic and then implement this in full for the 2019-20 school year. I have included a copy of the draft document in this report.

In the new collective bargaining agreement with the support staff there was an article that required the creation of a new evaluation system for para-educators. The contract indicated that the system should be goal driven with specific criteria and on-going communication between staff and supervisors. I have given a copy of the proposed documents to the leadership of the support staff and will work over the summer with them if they have any concerns. I have included a copy of the draft document in this report.

I am working with the administration at WLC to revise the expectations for department heads for the coming school year.

I will be attending the statewide superintendent's conference June 24 to 27.

I will be away on vacation from July 13 to July 19.

TEACHER EVALUATION PROCESS

The purpose of teacher evaluation process is to create an environment for teachers to develop their craft in an effort to enhance instructional and assessment practices. The district recognizes that the needs of teachers will change as they become more experienced and therefore the process must change to adapt to the needs of the teaching staff. While there are specific events in the process that will take place, the evaluation process is a continual effort to enhance teaching practices. Communication between teachers and supervisors is essential throughout the process in order to meet the needs of the student, teacher and the district.

NEW TEACHER PATHWAY

Any teacher who is new to the WLC School District will be placed on the New Teacher Pathway regardless of their years of experience as a teacher. The elements of this pathway have been implemented to support the new teacher in our school community by giving them the resources to grow as an educator.

Each new teacher will meet with a supervisor weekly for the first year of their employment with the WLC School District. The purpose of these meetings will be to provide resources and feedback to the teacher. It will be the responsibility of the supervisor to schedule these meetings and document the substance of the meeting to the new teacher with a follow up memo in writing. It will be the responsibility of the new teacher to discuss goals they wish to work toward, create plans to meet the goals, and any concerns that may arise.

A teacher mentor be assigned to each new teacher to the district to help them transition into the school community. The teacher mentor's role is to act as a resource for the new teacher. The mentor will meet with the new teacher at least twice a month in the first year of employment with the WLC School District to discuss progress being made toward meeting goals set with the supervisor, logistical procedures, concerns with students, classroom management techniques, instructional strategies, time management and any issues that may arise.

A teacher will be on the New Teacher Pathway for five years for those teachers who have not been on a continuing contract in New Hampshire. For teachers who have earned continuing contract status with another school district in New Hampshire, the new teacher will be on the New Teacher Pathway for three years. Once these milestones have been completed, the teacher may be placed on the Experienced Teacher Pathway.

The new teacher will be formally observed at least three times per year in the first three years of employment with the WLC School District by at least two different people each year. For those teachers who remain on the New Teacher Pathway for years four and five, they will be observed at least one time per year. The purpose for classroom observations is to provide constructive feedback to teachers for developing and maintaining strong instructional, assessment as well as management techniques. The three areas of focus for this observation will be instructional practices, assessment practices, and classroom environment.

Scheduling Observations

- First year teacher- all observations scheduled for date and time.
- Second year teacher- one observation scheduled and two observations scheduled within a two week window

- Teachers in years 3 to 5- all observations scheduled in a two week window.

The first observation for a teacher in their first year of service to the district will be scheduled by October 15th of each year.

Procedures for Teacher Observations

Teachers will meet with the observer prior to the observation. For observations scheduled for a specific time and date, goals and objectives for the lesson presented will be discussed. For those observations that are scheduled in a two week window, lesson plans for that time period will be discussed with the observer. After the observation is completed a follow-up meeting will be scheduled. The teacher will receive a draft copy of the observation report prior to the follow up meeting by at least one school day. The observation report will not be finalized until after the teacher has had an opportunity to comment on the perceptions of the observer and to give feedback to the observer after reflecting on the lesson presented. Once the observation report is finalized the teacher will have the opportunity to include any statement of support or disagreement with the report created.

If a teacher who is being observed within a scheduled two week window wishes to waive off the observation on a given day, they may do so with no negative consideration given. The observation will need to take place at some point within the scheduled window of time.

New teachers will be evaluated with a rating scale to include:

Effective
Emerging strategies
Improvement necessary
Deficient

It will be the goal of all staff to move toward the effective rating.

The teacher will need to sign the observation report. The signature of the teacher is recognition of the meeting that has occurred and receiving the observation report. The signature of the teacher is not a recognition that the teacher agrees or disagrees with the observation report.

It will be the expectation for the observer to complete the draft form of any observation report within ten (10) school days. Finalized documents will become part of the teacher's personnel file and used in creating a summative evaluation of the teacher.

Summative evaluation

Prior to June 5 of each school year every teacher will be given a summative evaluation. A summative evaluation meeting will be scheduled with the supervisor to discuss the progress being made, in reaching or maintaining an effective status, goals/objectives for the coming school year, and to bring forward any concerns either person has. The supervisor will make a recommendation on the status of each teacher at this time. A draft copy of the summative evaluation will be provided to the teacher at least one day prior to the scheduled meeting. Each teacher will have the opportunity to comment on the summative evaluation.

The five areas to be considered in the summative evaluation are:

- Professional Responsibilities*

- Classroom Environment
- Instructional Strategies
- Assessment Strategies
- Student Achievement

New teachers will be evaluated with a rating scale to include:

- Effective
 - Emerging strategies
 - Improvement necessary
 - Deficient
- Professional Responsibilities will be rated as either Effective or Deficient.

It will be the goal of all staff to move toward the effective rating.

The teacher will need to sign the summative evaluation. The signature of the teacher is recognition of the meeting that has occurred and receiving the observation report. The signature of the teacher is not a recognition that the teacher agrees or disagrees with the summative evaluation. Finalized documents will become part of the personnel file.

Walk Through Feedback

Supervisors can do a walk through visit at any time. This is a five to ten minute observation of a class by any person who is responsible for supervising staff. Feedback will be given to the teacher within 24 hours of a walk through visit. If the person doing the walk through is not the immediate supervisor, the feedback will also be given to the immediate supervisor.

The standard for student achievement is documented at the end of the Experienced Teacher Pathway.

EXPERIENCED TEACHER PATHWAY

Every teacher on the experienced teacher pathway will have a meeting prior to the end of each school year to discuss goals and objectives for the coming school year. Each teacher will have a minimum of three goals. These recorded on My Learning Plan documents. These will include a district goal, a building goal and a personal goal. All professional development activities that are approved and funded by the school district will need to be linked to one of these three goals. This will allow staff to work toward goals and objectives over the summer if they wish to. A meeting will be held between December 15 and February 15 with the supervisor to document progress toward stated goals. The supervisor will be responsible to document this meeting in writing for each teacher they supervise.

Procedures for Teacher Observations

Teachers will meet with the observer prior to the observation. Observations that are scheduled in a two week window, lesson plans for that time period will be discussed with the observer. After the observation is completed a follow up meeting will be scheduled. The teacher will receive a draft copy of the observation report prior to the follow up meeting by at least one school day. The observation report will not be finalized until after the teacher has had an opportunity to comment on the perceptions of the observer and to give feedback to the observer after reflecting on the lesson presented. Once the observation report is finalized the teacher will have the opportunity to include any statement of support or disagreement with the report created.

If a teacher who is being observed within a scheduled two week window wishes to waive off the observation on a given day they may do so with no negative consideration given. The observation will need to take place at some point within the scheduled window of time.

Experienced teachers will be evaluated with a rating scale to include:

- Effective
- Improvement necessary
- Deficient

It will be the goal of all staff to move toward the effective rating.

The teacher will need to sign the observation report. The signature of the teacher is recognition of the meeting that has occurred and receiving the observation report. The signature of the teacher is not a recognition that the teacher agrees or disagrees with the observation report.

It will be the expectation for the observer to complete the draft form of any observation report within ten (10) school days. Finalized documents will become part of the teacher's personnel file and used in creating a summative evaluation of the teacher.

Summative Evaluation

Prior to June 5 of each school year every teacher will be given a summative evaluation. A summative evaluation meeting will be scheduled with the supervisor to discuss the progress being made, in reaching or maintaining an effective status, goals/objectives for the coming school year, and to bring forward any concerns either person has. The supervisor will make a recommendation on the status of each teacher at this time. A draft copy of the summative evaluation will be provided to the teacher at least one day prior to the scheduled meeting. Each teacher will have the opportunity to comment on the summative evaluation. Finalized documents will become part of the teacher's personnel file.

The five areas to be considered in the summative evaluation are:

- Professional Responsibilities*
- Classroom Environment
- Instructional Strategies
- Assessment Strategies
- Student Achievement
- Achievement of personal goals

Experienced teachers will be evaluated with a rating scale to include:

- Effective
- Improvement necessary
- Deficient

*Professional Responsibilities will be rated as either effective or deficient.

It will be the goal of all staff to move toward the effective rating.

The teacher will need to sign the summative evaluation. The signature of the teacher is recognition of the meeting that has occurred and receiving summative evaluation. The signature of the teacher is not a recognition that the teacher agrees or disagrees with the evaluation. Finalized documents will become part of the personnel file.

Walk Through Feedback

Supervisors can do a walk through visit at any time. This is a five to ten minute observation of a class by any person who is responsible for supervising staff. Feedback will be given to the teacher within 24 hours of a walk through visit. If the person doing the walk through is not the immediate supervisor, the feedback will also be given to the immediate supervisor.

STUDENT ACHIEVEMENT

In grades K-5 student achievement will be measured by the percentage of students who have gained one year's growth in reading and math as determined by the district wide assessment given throughout the year. Baseline information will be gathered in September of each year to determine a student's skill level. A summative evaluation will be given in May of each school year. Student who enter after the beginning of the school year will be have their scores pro-rated for the time they spend in the district.

For grades 6-12 the districts standard for meeting achievement goals will be 85% of students assigned to a teacher meeting the standards for competency as designed through student mastery assessments or a body of evidence.

Students whose attendance is less than 70% of the school year will be excluded from the calculation for student achievement.

In order to meet the "effective" district standard for student achievement:

1. In grades Pre K-5- 85 % of students will need to be:
 - performing at or above grade level or;
 - for those students performing below grade level have one year of growth from their baseline or;
 - for those students on IEP's who are not required to take standardized testing to have met the goals of their IEP.
2. In grades 6-12- 85% of students assigned to a teachers need to be:
 - Successfully mastering all competencies through student mastery assessments or;
 - Successfully mastering all competencies through a body of evidence or;
 - for those students on IEP's who are not required to take standardized testing to have met the goals of their IEP.

Student achievement will not be a factor in determining whether or not a teacher is placed on the Teacher in Need Pathway but may be part of goal setting for the following year.

PROFESSIONAL RESPONSBLITIES

Successful completion of professional responsibilities will be determined by the following criteria. If there are concerns during the school year that a teacher is not meeting these standards, they will be informed in writing by their building administration. If there is no communication to the contrary, teachers should assume they are meeting district expectations.

- Arrives and leaves school in accordance with posted school day
- Attendance reports are accurate and in as scheduled by administration
- Provides lesson plans in a timely manner to supervisor or department head
- Implements curriculum as prescribed by the district
- Grading reports are accurate and presented as scheduled by administration
- Supervises students appropriately
- Classroom meet all safety and fire standards that are described in the teacher handbook
- Implements Individual Education Plans provided
- Actively participates in PLC and or department meetings
- Implements 504 plans as prescribed
- Participates in staff development opportunities that reflect stated goals
- Documents staff development in accordance with district protocol
- Is responsible to manage their recertification on a three-year basis
- Communicates in a respectful manner with all constituencies in the school community
- Follows district policies, procedures and protocols

TEACHER IN NEED PATHWAY

If a teacher on the experienced pathway is not performing at an effective level they will be placed on the teacher in need pathway. **Exclusive of the student achievement designation**, a teacher will be considered to be in need if on a summative evaluation they have any areas of deficiency, if there are two areas of needs improvement on any one summative evaluation or two areas of needs improvement on any two consecutive summative evaluations. Teachers may also be placed on the teacher need pathway if there is evidence during a school year that they are deficient in any one area of the summative evaluation as long as the deficiencies are documented prior to February 1st of any given school year.

If a teacher is placed on the needs pathway an action plan will be created to remediate the area of need. The purpose of the plan will be to support the teacher in moving to a level of effectiveness in the identified area. A teacher who is identified in the summative evaluation to be in place on the teacher in need pathway will have the plan created prior to the end of the school year. That plan will be created by June 1. A teacher who is identified as being in need by February 1 will have a plan crafted prior to March 1 of that school year.

The teacher will have until April 1 of the following school year to remediate the areas of deficiency or in need of improvement and become proficient in that area. If the teacher is not able to remediate the area of concern to be considered effective, that teacher will be terminated from the WLC School District at the end of the year that school year.

A teacher who is on this pathway will have monthly meetings scheduled in the first week of each month to review the progress being made toward meeting the goals and objectives of the plan. Feedback will be provided to the teacher in writing within ten (10) school days of the progress meeting.

All documents will become part of the teacher's personnel file.

A teacher who successfully completes the goals of the improvement plan will be placed on the experienced teacher pathway for the coming school year.

If a teacher is placed on the teacher in need pathway a second time within five years by having any areas of deficiency or if there are two areas of needs improvement on any one summative evaluation or two areas of needs improvement on any two consecutive summative evaluations will be terminated at the end of that school year, no additional plan will be created.

A teacher who is placed on the Teacher in Need Pathway three times will automatically be terminated at the end of that school year they are identified in need by having any areas of deficiency, if there are two areas of needs improvement on any one summative evaluation or two areas of needs improvement on any two consecutive summative evaluations

All aspects of the Experienced Teacher Pathway will also be in place for those teachers on the Teacher in Need Pathway.

In accordance with the collective bargaining agreement between the Wilton-Lyndeborough Cooperative School District and the WLCSSA, an evaluation process will be developed that provides that:

Each bargaining unit member shall be evaluated on their job performance annually through formal and informal observation, goal setting and meeting work expectations. The process and criteria for this evaluation will be provided to each member annually in the first week of the school year. The goals set shall be in writing. Periodic meetings should occur throughout the school year to determine that progress toward goals is being made towards goals.

PARA-EDUCATOR EVALUATION PROCESS

The purpose of staff evaluation process is to create an environment for para-educators to develop their craft in an effort to enhance instructional and assessment practices. The District recognizes that through strong communication and identification of goals, the services provided to students will be enhanced.

NEW PARA-EDUCATORS

Each para-educator will meet with their administrative supervisor in the first three weeks of the school year. For new staff, the administrator will identify the areas that need to be attended to and a list of specific goals will be identified depending on the needs of the student(s) the para-educator will be working with. These goals will be recorded in writing and shared with both the administrator and the para-educator. The administrator will meet with the new para-educator prior to the end of the 90-day probationary period. In this meeting it will be determined if the employment of this individual will be continued. An additional progress meeting will take place in 60 days after the probationary period. The administrative supervisor will meet with the new para-educator in June to discuss the summative evaluation form and the progress made on the goals that were created for the specific para-educator. Input from the Case Manager will be taken into account for the summative evaluation. Prior to the June meeting, the para-educator will provide a summative evaluation of the efforts to meet the stated goals and objectives and provide evidence of those efforts.

EXPERIENCED PARA-EDUCATORS

Each para-educator will meet with their administrative supervisor in the first three weeks of the school year. The para-educator will come to the meeting prepared to identify specific goals for themselves in an effort to enhance their expertise in working with students. These goals will be recorded in writing and shared with both the administrator and the para-educator. The administrator and para-educator will create measurable standards to determine whether or not goals are being met. The administrator will have progress meetings with each para-educator in November and in February. The administrative supervisor will meet with the para-educator in June to discuss the summative evaluation form and the progress made on the goals that were created for the specific para-educator. Input from the Case Manager will be taken into account for the summative evaluation. Prior to the June meeting, the para-educator will provide a summative evaluation of the efforts to meet the stated goals and objectives and provide evidence of those efforts

Para-educator Annual Goals

Name : _____

School: _____

Assignment: _____

Goals for the coming school year:

Method of measurement for stated goals:

Para-Educator Signature

Date

Administrator Signature

Date

**Wilton/Lyndeborough Cooperative School District
Para-educators Summative Evaluation Form**

Employee:

Date:

Evaluator:

		Meets Expectation	Needs Improvement	Not Applicable		
A. Maintains Professional Standards:						
	Demonstrates positive work habits by showing initiative: dependability and productivity.					
	Demonstrates responsible behavior regarding attendance and work schedule.					
	Performs in a professional manner when interacting with students, parents, faculty, administration and co-workers.					
	Follows the guidelines of confidentiality as established by the school district.					
	Attends and participates in relevant training sessions, meetings and professional growth activities as requested and/or required.					
	Follows and enforces school district policies and school based procedures.					
Comments:						
B. Provides student academic, medical, and/or behavioral support:						
	Provides skill building activities according to supervisor/teacher direction or IEP					
	Reinforces teacher's directions and instruction.					
	Provides appropriate feedback to students.					
	Demonstrates effective instructional and behavioral techniques.					
	Monitors student behavior in coordination with the teacher and according to the IEP					
	Uses positive building, program and/or classroom motivational and behavioral strategies					
	Interacts appropriately with students and displays appropriate patience, warmth and caring.					
	Performs daily care/medical services approved by the district with proper training and supervision by appropriate personnel					
	Encourages student's independence.					
Comments:						

C. Demonstrates Effective Collaboration/Communication:						
	Cooperates with all staff.					
	Communicates effectively/appropriately with parents and community.					
	Provides feedback and shares other pertinent information based on observations of students to the classroom teacher and other service personnel					
	Refers all inquires/concerns about the student(s) to the classroom teacher.					
	Utilizes suggestions made by classroom teacher, supervisor, or related service personnel					
	Maintains home/school communication when requested.					
Comments:						
D. Performs Assigned Tasks/Duties:						
	Prepares instructional materials as requested by teacher according to supervisor/teacher direction or IEP when applicable.					
	Documents student data.					
	Monitors student progress on goals and objectives according to supervisor/teacher direction or IEP when applicable.					
	Adaptable, flexible and willing to assist in daily and emergency situations.					
Comments:						
E.: Goals and objectives						
	Meets all goals and objectives for the school year as designed by the para-educator					
Comments:						
Signature of Employee: _____				Date: _____		
Signature of Evaluator: _____				Date: _____		