

**TIMBERLANE REGIONAL SCHOOL DISTRICT**

# **EDUCATOR EVALUATION PLAN**

## **2025-2030**

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*This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.*

—Maya Angelou

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# Timberlane Regional School District Educator Evaluation Plan

## I. INTRODUCTION

This evaluation plan was developed by the Timberlane Evaluation Committee with the help of other Timberlane educators. It is the result of an extensive study dedicated to redefining the *spirit* of evaluation in our district to include positive collaborative effort, reflection, trust, and shared control of a process that embodies the professional growth of educators. The dialogue that shaped the final plan was guided by:

- previous versions of the the approved TTA Evaluation Plan (2015-2020 and 2020-2025)
- current research in Teacher Effectiveness and Teacher Evaluation,
- the work of other progressive school districts,
- the Mission, Beliefs, and Goals as stated in our Timberlane District Strategic Plan.

Consistent with our belief in the power of reflection, the implementation of this evaluation plan is predicated on goal setting, the collection of feedback, documentation of shared experiences, reflective writing, and modification of the plan itself.

The Timberlane Regional School District recognizes that continual professional growth and a thoughtfully constructed evaluation process will have a long-lasting and positive impact on the quality of education it offers its students. This plan allows educators to determine goal areas, plans for working in these areas, methods for the collection and documentation of growth, and the best way to present their performance. Continual reflection on professional practice is considered an essential aspect of this plan. It helps ensure that the performance and practice of professional educators are viewed holistically; indeed, the evaluation takes into account all of the ways educators interact in the school community. Essentially, this plan combines the district's commitment to support both the educators and the community by making a high standard of practice the goal of a collaborative effort.

### **Timberlane Philosophy of Evaluation**

The Timberlane Regional School District Evaluation Program focuses on the professional enhancement of each educator so that s/he can best facilitate the education of all students, promoting high standards and continuous improvement for students while preparing them to be self-sufficient, contributing citizens.

The district believes that learning is a continual process that must be embraced by students and educators. It values and supports an evaluation plan that

- promotes a spirit of professional inquiry,
- encourages collegiality,
- ensures a connection between teacher effectiveness and student performance,
- empowers the individual to regularly reflect upon his/her expectations and practices,
- creates a positive professional atmosphere marked by mutual respect and commonality of purpose.

### **Components of the Evaluation System**

The components of the evaluation plan include the following:

1. The foundation of the system is built on the standards of professional practice. Timberlane uses the Framework for Teaching from Charlotte Danielson’s 2022 edition or subsequent editions.
2. Individual goals collaboratively developed between the evaluator and educator that advance the district.

### **Enhancing Professional Practice: A Framework for Teaching**

Collaboration and reflection in an educational community need to be supported by commonly held standards of excellent teaching practices and a common language by which to describe them. After considering a variety of models that articulate good teaching practice, the Timberlane Evaluation Committee has adopted, with some adaptation, the model of teaching described in *Enhancing Professional Practice: A Framework for Teaching, 3rd edition*, written by Charlotte Danielson, Jim S. Furman, and Lee Kappes (2025 edition or subsequent editions).

The framework identifies four domains of professional practice and the components of each. The framework also provides a continuum of descriptors and “elements of success” connected to each component in the framework. These elements of success include critical attributes that delineate the way practices in each component look in action at each performance level. These domains, components, elements of success, and critical attributes provide educators with common language and specific targets for pursuing excellent practice, which results in student growth. This framework was developed through substantive research. This research is described fully in *Enhancing Professional Practice: A Framework for Teaching, 3rd edition*. For the remainder of this document, we will refer to the contents of this book, or a later edition, as *The Frameworks for Teaching*, or Danielson’s Domains.

Educators are expected to meet the proficient level (or above) of *The Frameworks for Teaching* and show growth in their professional practice. For educational specialist positions, rubrics can be adapted in a collaborative and joint process to reflect their specialization (e.g. nurses, counselors, librarians, etc.).

The four Domains of Professional Practice for classroom educators are:

**Domain I: Planning and Preparation**

- 1a: Applying Knowledge of Content and Pedagogy
- 1b: Knowing and Valuing Students
- 1c: Selecting Instructional Outcomes
- 1d: Using Resources Effectively
- 1e: Planning Coherent Instruction
- 1f: Designing and Analyzing Student Assessments

**Domain II: Learning Environments**

- 2a: Cultivating Respectful and Affirming Environments
- 2b: Fostering a Culture for Learning
- 2c: Maintaining Purposeful Environments
- 2d: Supporting Positive Student Behavior
- 2e: Organizing Spaces for Learning

**Domain III: Learning Experiences**

- 3a: Communicating about Purpose and Content
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment for Learning
- 3e: Responding Flexibly to Student Needs

**Domain IV: Principled Teaching**

- 4a: Engaging in Reflective Practice
- 4b: Documenting Student Progress
- 4c: Engaging Families and Communities
- 4d: Contributing to School and Community Culture
- 4e: Growing and Developing Professionally

## II. OUTLINE OF EVALUATION PROCESS

### Overview of the Timberlane Evaluation Plan

The primary purpose of the evaluation system is to focus on educator practice, which maximizes student learning. This evaluation plan reflects specific beliefs that are based on current research in teacher effectiveness, assessment, and professional development. The beliefs include:

- aligning evaluation with goal setting that will advance the district,
- understanding effective educators consistently improve student growth and achievement,
- emphasizing self-assessment, reflection and collegial support,
- valuing the documentation and presentation by an individual of his/her accomplishments,
- allowing a varied focus in different years by using a three-year cycle for assessment,
- maximizing autonomy, collaboration, and accountability,
- taking a holistic view of an educator's contribution to the district.

The management of the evaluation process is an ongoing collaboration between a primary evaluator and an educator. For this purpose, an evaluator will be any district employee who is on an administrative contract and whose area of administration concerns students and school programs. This group would include, but not be limited to, principals, assistant principals, department chairs, coordinators, directors, assistant directors, associate directors, superintendent, and assistant superintendent.

Educators will be defined as all district employees who are included in the Timberlane Teachers' Association bargaining unit. Educators will fall into four categories for the purpose of this plan.

1. **New Educator** - Educators who are new to the profession and/or the Timberlane District.
2. **Experienced Educator** - Educators who are on a continuing contract are in this group. The vast majority of Timberlane educators fall into this group.
3. **Support Plan Educator** - This level is used to support an educator who is, based on evidence, experiencing difficulty meeting one or more of *The Frameworks for Teaching*, or requires additional support during a transition phase or implementing district or school programs.
4. **Improvement Plan Educator** - An educator who is, based on documented evidence, experiencing substantial difficulty meeting one or more of the district's teaching

standards or has been informed by his/her evaluator that s/he is in serious danger of not being employed by the Timberlane Regional School District.

All educators will be assigned a primary evaluator to join with them in this collaborative, collegial process. Mini Observations and Planned Observations may include additional evaluators. Improvement Plan educators will be assigned a second evaluator to provide additional support and another point of view in the growth process. If any other educator wishes to have a second evaluator as a part of his/her Evaluation Plan, s/he will need to make that known at a goal setting or goal review conference.

This Evaluation Plan is based on a three-year cycle and is intended to run concurrently with the New Hampshire recertification cycle. Dates of hiring, or other factors, may interfere with this cycle. Upon recertification, a one or two-year cycle will be fashioned by the evaluator, to allow the educator to synchronize their evaluation plan with recertification. The first year of a new cycle is designed to begin in the fall after recertification has been received.

The Evaluation Plan will incorporate Danielson's Domains and consists of a series of processes including:

### **Self-Reflection**

The educator begins each year by reflecting on his/her performance in each the Domains and Components of the Danielson Framework for Teaching. The self-reflection must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

### **Goal Setting/ Goal Review**

Goal setting begins each cycle. During the three-year cycle, an educator will monitor his/her goals, work on any domain components, reflect on his/her progress, and make any necessary changes with his/her evaluator.

The educator will develop a measurable goal that will lead to improved educator practices, in collaboration with the evaluator. This goal should align to a focus area for professional growth that connects to the Danielson Framework and/or a district/ school goal.

### **Three Categories of Observations**

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and an educator have some element of evaluation.

There are three categories of observations: 1) Mini Observations, 2) Planned Observations, and 3.) Unassociated Observations.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what

constitutes resolution. Notification should include a written form (email, memo, letter or written evaluation) for clarity and documentation.

### **1) Mini Observations (Required):**

In alignment with our commitment to fostering professional growth and enhancing instructional effectiveness, this evaluation plan incorporates the powerful tool of mini-observations, as articulated by Kim Marshall. Drawing upon the principles of Charlotte Danielson's Framework for Teaching, we recognize that frequent, focused feedback is paramount for continuous improvement. Marshall's mini-observations offer a practical and efficient mechanism to regularly observe, document, and discuss specific elements of teaching practice, allowing for timely and actionable feedback that can directly inform and refine an educator's pedagogical approach. This systematic integration of mini-observations will not only support individual teacher development but also contribute to a culture of reflective practice and shared learning across our district, ultimately benefiting student outcomes.

- *New Teacher - Minimum of 6 Mini Observations per year (minimum 1 alternative setting observation)*
- *Experienced Educator - Minimum of 4 Mini Observations per year (minimum 1 alternative setting observation)*
- *Support Plan Educator - Will have observations as identified in the plan.*
- *Improvement Plan Educator - Will have observations as identified in the plan*

Mini Observations are approximately 10 minutes in length (may be longer). Mini-Observations may be unannounced or may be coordinated between evaluators and teachers. Evaluators may engage and interact with staff and students during these observations. These observations will be conducted by the primary evaluator and any additional agreed upon evaluators.

Mini Observations may include, but are not limited to, classroom observations or alternative settings. (E.g., technology and/or document reviews, staff meetings, parent conferences, IEPs, professional development experiences, school programming, hallways, after school activities, committees, etc...). The majority of observations in this category should be based on the domain areas linked to the educator goal.

Feedback of these mini-observations will be documented at minimum with written feedback and with face to face follow up when possible, appropriate, or requested by the educator.

### **2) Planned Observations (Optional or as Necessary):**

Planned observations may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences.

Such Planned Observations will focus on predetermined Domains of The Frameworks for Teaching: Planning and Preparation, Learning Environments, Learning Experiences, and/or Principled Teaching and may connect to the educator’s goal.

All Planned Observation Cycles will be composed of

- a pre-observation conference with educator pre-observation form completed,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.),
- a written reflection by the educator related to the observation, organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

### **3) Unassociated Observations (At Administrator Discretion):**

Unassociated Observations are unplanned observations that are not necessarily connected with the educator’s goal(s). These may include classroom observations, day to day interactions, or any professional obligations. Unassociated observations may be completed by any administrator in the district. Unassociated interaction that results in an evaluation (positive or negative) should include written feedback. The form of written feedback is at the discretion of the Administrator/Evaluator, will be documented on the district Unassociated Observation Form, and should be shared with the evaluator. Such written documentation must comply with the duty to inform if there is a concern.

### **Evaluation Conferences**

There will be three required and scheduled evaluation conferences annually:

3. Goal-setting / Goal-review (early in year)

The Self-Reflection document must be completed and shared with his/her evaluator, as a starting point to the goal’s discussion.

4. Mid-Year Check in (at mid-year)
5. Annual Reflection of Progress (prior to 4 weeks before end of the school year)

## **Summary Evaluation Report**

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the educator's performance in the four Danielson Domains and the results of the individual goal(s). This is the final step in the three-year cycle.

## **III. NEW EDUCATOR PLAN**

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The goals for New Educators are predetermined so they are successful in their first years of teaching at Timberlane.

### **Goal Setting**

Goal setting for New Educators in the first year of the cycle consists of a discussion of four goal areas that have been predetermined by the district. All educators new to Timberlane will have the following four goal areas for the first year to enable the educator and evaluator to focus attention and support on activities that help ensure a successful foundation in the district's teaching standards. The four goal areas are:

1. Plan and prepare for quality instruction that shows an understanding of the curriculum and student needs.
2. Develop a plan for maintaining a positive learning environment that is supportive, challenging, and conducive to successful learning.
3. Employ a variety of instructional strategies during effective learning experiences that enhance student learning and growth through meaningful work.
4. Become familiar with the components of principled teaching and fulfill all professional responsibilities that extend beyond their classrooms and the learning experiences they facilitate.

Each educator will have to define his/her goals and activities specific to his/her role and position.

At the start of each year, New Educators will reflect on their performance in the four predetermined goal areas. At the beginning of the second or third year, an educator may revise or create new goals with his/her evaluator, if necessary.

Starting with the second or third year, the evaluator and new educator can make an agreement to move the new educator to the Experienced Educator Plan, as described in Section IV, if the

educator is meeting all the New Educator criteria in a proficient manner and has prior teaching experience.

The plan for New Educators will focus on how they will achieve the four preset goals. They will have a mentor as a part of this plan. The mentor will be guided by the Timberlane *Induction with Mentoring* program. The mentor will provide support for the educator. The interactions between the mentor and the educator are confidential and not shared with the evaluator. If there is a matter of safety concerned, the mentor should inform an administrator within the building and this may have bearing on one's evaluation.

### **Three Categories of Observations**

All interactions are evaluative. It should be recognized that any and all interactions between Administrators/Evaluators and an educator have some element of evaluation.

There are three categories of observations: 1) Mini Observations, 2) Planned Observations, and Unassociated Observations.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or written evaluation) for clarity and documentation.

#### **1) Mini Observations (Required):**

In alignment with our commitment to fostering professional growth and enhancing instructional effectiveness, this evaluation plan incorporates the powerful tool of mini-observations, as articulated by Kim Marshall. Drawing upon the principles of Charlotte Danielson's Framework for Teaching, we recognize that frequent, focused feedback is paramount for continuous improvement. Marshall's mini-observations offer a practical and efficient mechanism to regularly observe, document, and discuss specific elements of teaching practice, allowing for timely and actionable feedback that can directly inform and refine an educator's pedagogical approach. This systematic integration of mini-observations will not only support individual teacher development but also contribute to a culture of reflective practice and shared learning across our district, ultimately benefiting student outcomes.

- *New Teacher - Minimum of 6 Mini Observations per year (minimum 1 alternative setting observation)*

Mini Observations are approximately 10 minutes in length (may be longer). Mini-Observations may be unannounced or may be coordinated between evaluators and teachers. Evaluators may engage and interact with staff and students during these observations. These observations will be conducted by the primary evaluator and any additional agreed upon evaluators.

Mini Observations may include, but are not limited to, classroom observations or alternative settings. (E.g., technology and/or document reviews, staff meetings, parent conferences, IEPs, professional development experiences, school programming, hallways, after school activities, committees, etc...). The majority of observations in this category should be based on the domain areas linked to the educator goal.

Feedback of these mini-observations will be documented at minimum with written feedback and with face to face follow up when possible, appropriate, or requested by the educator.

## **2) Planned Observations (Optional or as Necessary):**

Planned observations may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences.

Such Planned Observations will focus on predetermined Domains of The Frameworks for Teaching: Planning and Preparation, Learning Environments, Learning Experiences, and/or Principled Teaching and may connect to the educator's goal.

All Planned Observation Cycles will be composed of

- a pre-observation conference with educator pre-observation form completed,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.),
- a written reflection by the educator related to the observation, organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

## **3) Unassociated Observations (At Administrator Discretion):**

Unassociated Observations are unplanned observations that are not necessarily connected with the educator's goal(s). These may include classroom observations, day to day interactions, or any professional obligations. Unassociated observations may be completed by any administrator in the district. Unassociated interaction that results in an evaluation (positive or negative) should include written feedback. The form of written feedback is at the discretion of the Administrator/Evaluator, will be documented on the district Unassociated Observation

Form, and should be shared with the evaluator. Such written documentation must comply with the duty to inform if there is a concern.

### **Evaluation Conferences**

There will be three required and scheduled evaluation conferences annually:

1. Goal-setting / Goal-review (early in year)

The Self-Reflection document must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

2. Mid-Year Check in (at mid-year)

3. Annual Reflection of Progress (prior to 4 weeks before end of the school year)

At the end of the first and second year, educators will complete a reflection regarding the progress they are making toward their predetermined goals and in the four Danielson Domains.

### **Summary Conference (End of third year)**

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four domains and the predetermined goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three-year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the educator's performance in the four Danielson Domains and the results of the individual predetermined goals. This is the final step in the three-year cycle.

## **IV. EXPERIENCED EDUCATOR PLAN**

### **Self- Reflection**

The educator completes a self- reflection survey in year one of the 3-year cycle. The self-reflection process is designed for each educator to thoughtfully consider every component in each domain and accurately determine where on the continuum his/her practice is best described. The document must be completed and shared with his/her evaluator, as a starting point to the goal's discussion.

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The educator will reflect on his/her skills and knowledge of the Danielson Four Domains (2022) using the rubric. Educators will select areas of improvement and work on these areas over the

three-year cycle. Components that are rated as “Unsatisfactory or Basic” need to be improved to the “Proficient” level. For any components rated as “Unsatisfactory or Basic”, the educator and evaluator should engage in a conversation about why the educator rated his/herself in this way. If mutually agreed that an area is in need of additional growth, the educator and evaluator will craft an action plan to support the educator’s growth. Collection of evidence and evaluation of the Domains is ongoing and will be included in the Three-Year Summary report.

### **Goal Setting**

Goal setting begins each cycle. During the three-year cycle, an educator will monitor his/her goals, work on any domain components, reflect on his/her progress, and make any necessary changes with his/her evaluator.

The educator will develop a measurable goal that will lead to improved educator practices, in collaboration with the evaluator. This goal should align to a focus area for professional growth that connects to the Danielson Framework and/or a district/ school goal.

Goal setting begins each three-year cycle, and goals can be one, two, or three years in length. During the three-year cycle, educators will revisit their goals yearly, reflect on their progress, keep evidence, and make any necessary changes and/or set new goals with their evaluator.

While the goal setting process should represent consensus between the teacher and the evaluator, there may be instances where there is significant disagreement to the final goal or objective. In a case where the past performance of an educator has not demonstrated a consistent level of “proficient” in a specific component area of the Framework, based on evidence, a specific focus goal for growth of that area can be set by the evaluator. This focus goal will replace the goal for the individual educator.

Educators will complete and submit district forms according to district procedures.

If educators are not proficient in any component areas of Danielson’s Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the domain rubric will be counted in the summative evaluation.

### **Three Categories of Observations**

All interactions are evaluative. It should be recognized that any and all interactions between administrators/evaluators and a teacher have some component of evaluation.

There are three categories of observations: 1) Mini Observations, 2) Planned Observations, and 3.) Unassociated Observations.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what

constitutes resolution. Notification should include a written form (email, memo, letter or written evaluation) for clarity and documentation.

### **1) Mini Observations (Required):**

In alignment with our commitment to fostering professional growth and enhancing instructional effectiveness, this evaluation plan incorporates the powerful tool of mini-observations, as articulated by Kim Marshall. Drawing upon the principles of Charlotte Danielson's Framework for Teaching, we recognize that frequent, focused feedback is paramount for continuous improvement. Marshall's mini-observations offer a practical and efficient mechanism to regularly observe, document, and discuss specific elements of teaching practice, allowing for timely and actionable feedback that can directly inform and refine an educator's pedagogical approach. This systematic integration of mini-observations will not only support individual teacher development but also contribute to a culture of reflective practice and shared learning across our district, ultimately benefiting student outcomes.

- *Experienced Educator - Minimum of 4 Mini Observations per year (minimum 1 alternative setting observation)*

Mini Observations are approximately 10 minutes in length (may be longer). Mini-Observations may be unannounced or may be coordinated between evaluators and teachers. Evaluators may engage and interact with staff and students during these observations. These observations will be conducted by the primary evaluator and any additional agreed upon evaluators.

Mini Observations may include, but are not limited to, classroom observations or alternative settings. (E.g., technology and/or document reviews, staff meetings, parent conferences, IEPs, professional development experiences, school programming, hallways, after school activities, committees, etc...). The majority of observations in this category should be based on the domain areas linked to the educator goal.

Feedback of these mini-observations will be documented at minimum with written feedback and with face to face follow up when possible, appropriate, or requested by the educator.

### **2) Planned Observations (Optional or as Necessary):**

Planned observations may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences.

Such Planned Observations will focus on predetermined Domains of The Frameworks for Teaching: Planning and Preparation, Learning Environments, Learning Experiences, and/or Principled Teaching and may connect to the educator's goal.

All Planned Observation Cycles will be composed of

- a pre-observation conference with educator pre-observation form completed,
- an observation of a minimum of 40 minutes (one class period, meeting, presentation, etc.),
- a written reflection by the educator related to the observation, organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

### **3) Unassociated Observations (At Administrator Discretion):**

Unassociated Observations are unplanned observations that are not necessarily connected with the educator’s goal(s). These may include classroom observations, day to day interactions, or any professional obligations. Unassociated observations may be completed by any administrator in the district. Unassociated interaction that results in an evaluation (positive or negative) should include written feedback. The form of written feedback is at the discretion of the Administrator/Evaluator, will be documented on the district Unassociated Observation Form, and should be shared with the evaluator. Such written documentation must comply with the duty to inform if there is a concern.

#### **Evaluation Conferences**

There will be three required and scheduled evaluation conferences annually:

1. Goal-setting / Goal-review (early in year)

The Self-Reflection document must be completed and shared with his/her evaluator, as a starting point to the goal’s discussion.

2. Mid-Year Check in (at mid-year)

3. Annual Reflection of Progress (prior to 4 weeks before end of the school year)

At the end of each year, educators will complete a reflection regarding the progress they are making toward their goal(s). At the end of the third year, educators will complete a reflection in the four Danielson Domains.

#### **Summary Conference (End of third year)**

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four domains and the two individual goals. At the summary conference,

the educator will present documentation and evidence which has been collected over the three- year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss educator's performance in the four Danielson Domains, the educator's reflection upon the evidence, and results of the individual goal. This is the final step in the three-year cycle.

## **V. SUPPORT PLAN EDUCATOR**

This level is used to support an educator who is, based on documented evidence, experiencing difficulty meeting one or more of the Domains of Danielson's *Frameworks for Teaching* or requires additional support during a transition phase or implementing district or school programs. Support plans are to be used with Continuing Contract teachers only. Educators may include a third party in all meetings to listen and ask clarifying questions. The third party may be a union representative or officer.

### **Notification**

An educator being placed on a support plan is notified by the evaluator or principal. A teacher may also initiate a request for a support plan. The educator will be provided a letter explaining the specific concerns in performance or areas needing support within the framework of the specific Danielson Domains and components that need to be improved, as well as, the details of associated evidence.

### **Support Plan Goals**

Goals for the areas of concern will be clear and measurable. They will delineate specific outcomes with reasonable timelines. The Support Plan is intended to result in the educator's support, improvement, and retention.

Educators who are on a Support Plan will have specific plans for their support and improvement made jointly with their evaluator. The need for reflection and documentation will be outlined in their individual plan. These plans will include details of the areas of concern, specific timelines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the support plan prior to implementation. There will be clear, measurable goals set by the educator and evaluator to show acceptable performance in all components being addressed.

The Support Plan may involve a second evaluator, who is a specialist in an area of instruction or content, to act in an advisory capacity for either the evaluator or educator, if the educator and

evaluator both agree. The educator's individual goal may be put on hold until the successful completion of the Support Plan.

The evaluator and educator will mutually agree on an observation schedule including any Planned Observations and the expected frequency or schedule of these observations. Amounts and approximate timelines for Mini Observations will also be specified in the Support Plan. Written feedback from the evaluator will be given to the educator within one week of either observation. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The Support Plan will be monitored. The evaluator and educator will mutually agree on a schedule of meetings to review progress of the plan and any mutually agreed modifications that may be needed.

The evaluator will provide to the educator at least two written progress reports, of which one should be at the midpoint in the timeline and the other at the conclusion of the Support Plan. The educator may request a written progress report from the evaluator at any time.

The support plan timeline should be of sufficient length to allow for all aspects to be successfully implemented but will not exceed 36 weeks. It is recommended that if possible, a support plan should not carry over a summer break into the following school year. If the timeline carries over through a summer break to the following school year, the plan must address specifics of implementation.

### **Summary Conference**

The educator will prepare any documentation required by his/her individual plan for the Summary Conference. At the Summary Conference, the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Support Plan Summary Report.

### **Support Plan Summary Report**

The Support Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the educator within one week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. A Support Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the evaluator after this report has been received.

After the educator has been deemed as meeting the outcomes in the Support Plan, the educator is returned to the Experienced Educator Plan and Support Plan documentation does not become a part of the personnel file.

If the educator has been deemed as not meeting the outcomes in the Support Plan, there could be three options: 1) continue the support plan for a longer time, 2) revise the support plan in content, or 3) advance to an Improvement Plan, as outlined in Section VI.

## **VI. IMPROVEMENT PLAN EDUCATOR**

The district's commitment to the professional growth of our educators demands that evaluators and administrators offer clarity in describing and identifying areas of concern in writing, provide support for improvement in the areas of concern, furnish fair documentation of progress, and inform the educator in accordance with the legal time-line, if the evaluator does not see improvement and does not intend to offer a contract for the next year. It is the responsibility of the district to provide an explicit Improvement Plan that has the intention and potential to result in the support, improvement, and retention of the educator.

When an evaluator's or administrator's concern for the actions or performance of an Experienced Educator becomes too serious to be effectively addressed by the normal evaluation and administrative procedures or a Support Level Plan, it would indicate that *improvement in the area(s) of concern is imperative* to the continued employment of the educator.

In this instance, which occurs very rarely, several factors must be considered equally including the district's commitment to the students, parents, community, and our profession. If it is determined that employing the educator is not in the best interest of the students, action should be taken. Due to the serious nature of these circumstances, an Improvement Plan would be required. **The educator's individual goal is put on hold until the successful completion of the Improvement Plan.**

An educator who is experiencing substantial difficulty will be placed on an Improvement Plan. This difficulty is based on evidence that the educator is not meeting one or more of the district's teaching standards or has been informed by his/her evaluator that s/he is in serious danger of not being employed by Timberlane Regional School District. If the difficulty has been known over a period of time, there should be previously documented attempts to address the concern through the normal evaluation and administrative procedures. Improvement Plans are to be used with Experienced Educators, unless there are substantive reasons to assign it for a New Educator.

### **Notification**

Any educator who needs to be on an Improvement Plan would be clearly informed, in writing, that s/he is on probation, the nature of his/her deficiency, and that s/he is going to be put on an Improvement Plan.

## **Establishing the Improvement Plan Goals**

Once the educator is notified, a second evaluator would be assigned by the superintendent (or his/her designee) to offer support and an additional point of view. If the educator would like a third party to attend the conferences and participate in the Improvement Plan, s/he should make that known to the evaluator before the goals are written. A third party at this stage of the process would be differentiated from an advocate or representative, as in the case of a grievance. In this setting, the role of a third party would be to add clarity, act as another set of ears, support, and another point of view to assist the educator in processing the information and participating in the activities that are designed to produce improvement.

Within two weeks of notification a Goal Setting Conference (GSC) will result in a written statement of specific areas of concern and clear measurable goals set by the evaluator to demonstrate needed improvement in all area(s) of concern. All parties will be present.

Within two weeks of the GSC, the Improvement Plan is written by the evaluator to include specific steps to be taken by the educator, evaluator or others with timelines and outcomes specified. The Improvement Plan will include details of the areas of concern, specific timelines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the Improvement Plan prior to implementation.

The Improvement Plan timeline should be of sufficient length (recommendation is a minimum of 12 weeks) to allow for all aspects to be successfully implemented but will not exceed 36 weeks. The Improvement Plan must address specifics of implementation if the timeline carries over through a summer break to the following school year.

An Improvement Plan must include:

- Clarity in describing and identifying areas of concern in writing
- Goals that are clearly stated and related directly to area(s) of concern
- Expected outcomes necessary to the successful completion of improvement
- Strategies for measuring and documenting the improvement
- Resources to increase the likelihood of the desired outcomes
- Frequency of observations, mini-observations and planned observations.

An Improvement Plan may include:

- Structured reflections
- Regular conferencing
- Peer mentor or coach

- Required workshops or other professional development activities
- Professional reading
- Professional visitation
- Monitoring of professional responsibilities

The evaluator(s), in consultation with the educator, will establish a schedule of regular meetings to review progress of the plan.

The evaluator(s), in consultation with the educator, will establish an observation schedule including any planned observations and expected frequency of mini observations. Written feedback from any evaluator will be given to the educator within one week after any observation. The educator may request a third party present at planned observations. Additional planned or mini observations may be initiated by the evaluator or educator. The educator and evaluator can mutually agree that planned observations will not require pre-observation conferences.

The evaluator(s) will provide to the educator at least two written progress reports, of which one should be at the midpoint in the timeline and the other at the conclusion of the Improvement Plan. The educator may request a written progress report from the evaluator(s) at any time.

### **Summary Conference**

The educator will prepare any documentation required by their individual Improvement Plan for the Summary Conference. At the Summary Conference, the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Improvement Plan Summary Report. Evaluators who have played a part in the Improvement Plan may attend. The educator can ask to have a union representative during this meeting.

### **Improvement Plan Summary Report**

The Improvement Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the evaluators involved in the meeting and the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. An Improvement Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the evaluator after this report has been received. The educator can also submit a written response to the Summary Report within one week of receipt of it.

After the educator has been deemed as meeting the outcomes in the Improvement Plan, the educator is returned to the Experienced Educator Plan, and Improvement Plan documentation becomes a part of the educator's personnel file.

If the educator has been deemed as not meeting the outcomes in the Improvement Plan, there could be two options: 1) revise the Improvement Plan, or 2) be recommended for non-renewal or termination.

## **VII. CONFLICTS**

### **Conflicts of Interest**

A conflict of interest should disqualify an administrator from being part of the evaluation process. The evaluator has a duty to identify such conflict of interest and take appropriate action toward resolution. If the evaluator fails to identify or act on a conflict of interest, then the teacher should consult union representation and pursue a grievance as outlined in the grievance section of the CBA.

Such conflicts of interest can include, but are not limited to:

- A student related to the evaluator is currently or recently enrolled in the teacher's class or enrolled in a sport/activity that the teacher coaches/advises.
- The teacher is participating or has participated in grievance, union, or contract action or dispute, complaint, disciplinary action, political action, or other matter that is of concern to the evaluator.
- A direct relationship exists between teacher and evaluator such as, but not limited to: spouse/partner, child, parent, sibling, in-law, close relative.
- There exists a close friendship or long-standing social ties.
- There exists a history of prior conflicts.

### **Other Conflicts and Conflict Resolution**

CBA Article 14 establishes the evaluation agreement as a provision of the CBA. Interpretation and past practice establishes that teachers may use the CBA grievance process to attempt to resolve conflicts in the evaluation process. At any point in the process, the teacher may consult with TTA. Conflicts between evaluators and teachers should continue to use the CBA grievance process as outlined in CBA Article 4.

Since conflicts can grow and change at unpredictable rates or times, the standard time limits [CBA 4.2] are dropped. Addressing conflicts via the CBA grievance process can occur at any time during the evaluation cycle.

## VIII. TIMELINE / PLAN OUTLINE GRIDS

### Experienced Educator

Educators who are on continuing contract are in this group. The vast majority of Timberlane educators fall into this group and will use the following timeline.

	Activities	Timeline
<b>SET GOALS</b>	<p><u>Year One (or as needed in following years)</u></p> <ol style="list-style-type: none"> <li>1. The educator completes the <b>Self-Assessment</b> form to share with the evaluator.</li> <li>2. The educator prepares a draft of a measurable goal that aligns to a focus area for professional growth connected to the Danielson Framework and/or a district/ school goal</li> <li>3. A collaborative goal setting conference is held. The goal is mutually agreed upon.</li> </ol>	By 11/1 or within 2 months of hire
<b>OBSERVE</b>	<p><b>Required:</b> A minimum of four <b>Mini Observations</b> will be completed each year (minimum of 1 alternative setting observation). These observations should be spread equitably throughout the year.</p> <p><b>Optional or as Necessary: Planned Observations</b> may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences.</p> <p><b>At Administrator Discretion: Unassociated Observations</b> are unplanned observations that may be completed by any administrator in the district.</p>	All observations completed prior to 5/15
<b>REFLECT, DOCUMENT, REVIEW</b>	<p><u>Annually:</u></p> <ol style="list-style-type: none"> <li>1. <b>Mid-Year Check-In</b> meeting is held to reflect on feedback from Mini Observations and progress toward goal.</li> <li>2. <b>Annual Reflection of Progress meeting:</b> Educators will complete a reflection form regarding the progress they are making toward their goal(s). An annual end of year reflection meeting is held.</li> </ol> <p><u>Year Three</u></p>	Mid-Year: By 2/1  Annual Reflection: By 5/15  By 2/1

	<ol style="list-style-type: none"> <li>1. Educator prepares and submits recertification documentation to evaluator. (<i>Teachpoint</i>)</li> <li>2. Educator prepares and presents documentation of performance in the four domains and presents to evaluator at Summary Conference. Progress on goal and reflections are included.</li> </ol>	Between 3/15 – 5/15
<b>SUMMARY REPORT</b>	Evaluator prepares written Summary Report referencing performance in all four domains and accomplishments on goal(s).	By 6/15

## New Educator

Educators who are new to the profession and/or within their first five years in the Timberlane School District.

	<b>Activities</b>	<b>Timeline</b>
<b>SET GOALS</b>	<p><u>Year One</u></p> <ol style="list-style-type: none"> <li>1. The educator completes the <b>Self-Assessment</b> form to share with evaluator.</li> <li>2. A goal setting conference is held to discuss preset district goals and to identify annual action steps to meet this goal by domain.</li> </ol> <p><u>Years Two and Three</u></p> <ol style="list-style-type: none"> <li>1. Educator completes self-assessments and refines preset goals.</li> <li>2. Educator and evaluator reflect on previous performance with reference to the four domains.</li> <li>3. Goal review conference is held and new action steps are mutually agreed upon.</li> </ol> <p><u>Years Three, Four, and Five</u> as determined by evaluator:</p> <ul style="list-style-type: none"> <li>• Option 1: Continue on New Educator Plan following the process for Years Two and Three, or</li> <li>• Option 2: Move to Experienced Educator Plan</li> </ul>	<p>By 11/1 or within 2 months of hire</p>
<b>OBSERVE</b>	<p><b>Required:</b> A minimum of six <b>Mini Observations</b> will be completed each year (minimum of 1 alternative setting observation). These observations should be spread equitably throughout the year.</p> <p><b>Optional or as Necessary: Planned Observations</b> may be requested by the educator or required as part of a support/improvement plan put in place. They are scheduled and will include pre and post observation conferences.</p> <p><b>At Administrator Discretion: Unassociated Observations</b> are unplanned observations that may be completed by any administrator in the district.</p>	<p>All observations completed prior to 5/15</p>
<b>REFLECT, DOCUMENT,</b>	<p><u>Annually:</u></p> <ol style="list-style-type: none"> <li>1. <b>Mid-Year Check-In</b> meeting is held to reflect on feedback from Mini Observations and to progress toward goal</li> <li>2. <b>Annual Reflection of Progress meeting:</b> Educators will complete a reflection form regarding the progress they are</li> </ol>	<p>Mid-Year: By 2/1  Annual Reflection: By 5/15</p>

<p><b>REVIEW</b></p>	<p>making toward their goal(s). An annual end of year reflection meeting is held.</p> <p><u>Year Three</u></p> <ol style="list-style-type: none"> <li>1. Educator prepares and submits recertification documentation to evaluator. (<i>Teachpoint</i>)</li> <li>2. Educator prepares reflection and discusses progress on preset district goals or other goals during Summary Conference.</li> <li>3. At Summary Conference, educator and evaluator meet to determine if the educator will move to the Experienced Educator Plan or remain on New Educator Plan.</li> </ol>	<p>By 2/1</p> <p>Between 3/15 – 5/1</p>
<p><b>SUMMARY REPORT</b></p>	<p>Before moving to the Experienced Educator Plan (year three, four <i>or</i> five) the evaluator prepares a written <b>Summary Report</b> referencing accomplishments on preset goals.</p>	<p>By 6/15</p>

## ORIGINAL AUTHORS OF TRSD EVALUATION PLAN 2015-2020

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