Merrimack School District/SAU 26
School Board Meeting
Preliminary Agenda
June 17, 2024
Merrimack Town Hall – Matthew Thornton Room

PUBLIC MEETING

6:00 p.m. **1. CALL TO ORDER and PLEDGE OF ALLEGIANCE** — Lori Peters

6:05 p.m. **2. PUBLIC PARTICIPATION** — Lori Peters

6:20 p.m. **3. RECOGNITIONS** — Lori Peters
- NH Seal Biliteracy Recognitions
- JMUES Kindness, Respectful and Good Citizen Awards

6:35 p.m. **4. OLD BUSINESS** — Lori Peters
a. Board's Response to the Merrimack Village District's Low Salt Use on Continental Blvd.

6:45 p.m. **5. NEW BUSINESS** — Lori Peters
a. Merrimack High School Highlights — Steve Claire, Bill Maniotis
b. Teacher Evaluation Model Presentation — Amanda Doyle
c. Discussion of Chief Education Officer Olsen's Performance
d. Other

7:45 p.m. **6. POLICIES** — Lori Peters
a. First Reading of Promotion and Retention of Students Policy and Procedures — Everett Olsen

7:50 p.m. **7. INFORMATIONAL UPDATES** — Lori Peters
a. Superintendent Update
b. Assistant Superintendent for Curriculum Update
c. Assistant Superintendent for Business Update
d. School Board Update
e. Student Representative Update

8:00 p.m. **8. APPROVAL OF MINUTES** — Lori Peters
a. May 20, 2024 Public Minutes
b. May 28, 2024 Non-Public Minutes
c. June 3, 2024 Public Minutes

8:05 p.m. **9. CONSENT AGENDA** — Amanda Doyle
a. Educator Resignations
b. Educator Nominations

8:10 p.m. **10. OTHER** — Lori Peters
a. Committee Reports
b. Correspondence
c. Comments

8:20 p.m. **11. PUBLIC COMMENTS ON AGENDA ITEMS** — Lori Peters

8:30 p.m. **12. ADJOURN** — Lori Peters

* These times are estimates and may vary depending on discussion.

Merrimack School District/SAU 26
School Board Special Meeting
Agenda
June 20, 2024 (Thursday)
Merrimack High School – Library

8:30 a.m. NON-PUBLIC SESSION RSA 91-A:3, II (a) (b) (c) – Merrimack High School Library

- Staff Welfare

9:00 a.m. GOAL SETTING WORK SESSION

- Goals for 2024-2025

2:00 p.m. ADJOURN

Date_____

New Hampshire Department of Transportation
Attn: David Rodrigue P.E.
Assistant Commissioner
John O. Morton Building
PO Box 483 | 7 Hazen Drive
Concord, New Hampshire 03302-0483

Re: Industrial and Continental Boulevard Salt Use

Dear NHDOT,

Merrimack Village District is requesting that the NH Department of Transportation (NHDOT) issue a "Low Salt" or "Limited Salt" route from the Exit 10 on-ramp from DW Highway southbound onto Industrial Drive, continuing south on Continental Boulevard to end where Continental meets Milford Road.

The undersigned Town Officials support this change in winter maintenance as this route is within the Wellhead Protection area that provides drinking water to the businesses and residents of Merrimack.

Sincerely,

Town Council (all members)

Signature

FINLAY ROTHHAUS
Printed Name/Title

Signature

Nancy A Murphy
Printed Name/Title

Signature

Barbara Healey
Printed Name/Title

Signature

THOMAS P KOENIG
Printed Name/Title

Signature

Nancy M. Harrington / Councilor
Printed Name/Title

Signature

Printed Name/Title

Signature

Printed Name/Title

Merrimack Police Chief

Signature

Brian Levesque

Printed Name/Title Chief of Police

Merrimack Fire Chief

Signature

Mark W. DiFranzo Fire Chief

Printed Name/Title

Superintendent of schools or school board members

Signature

Printed Name/Title

Ambulance Service Chief (If separate from the Fire Department)

Signature

Printed Name/Title

PROMOTION AND RETENTION OF STUDENTS

Students shall be promoted to, or retained in, the grade level to which they are best adjusted academically, socially, and emotionally. Students are promoted to the next grade level unless a decision is made otherwise. This decision is made jointly by the school administrator, guidance counselor, teachers, and parents/legal guardians with the school administrator moderating any disagreements and making the final decision. The educational program shall provide for the continuous progress of children from grade to grade with children normally spending one year in each grade.

Criteria to be considered regarding the promotion of students should include, but is not limited to, a student's mastery of course level competencies, grades, teacher recommendations, and the student's social growth and readiness.

Legal References:

NH Code of Admin. Rules, Sect. Ed 306.14(b)(3)
NH Code of Admin. Rules, Sect. Ed 306.141(a)(3)

1st Reading: June 17, 2024
2nd Review:
Adoption:

PROMOTION AND RETENTION OF STUDENTS PROCEDURES

The Promotion and Retention Procedures approved by the Merrimack School Board shall be published yearly in the Parent-Student handbook for each school.

A decision to retain a student must be given careful and thorough consideration. All promotions and retention must adhere to District Policy and Procedures and must be based on classroom and identified grade level assessments. This information will determine the degree to which the student does or does not meet the grade level standard for academic performance. If retention is being considered for a child, parents will be notified as soon as retention is being considered, and in all cases, no later than January of the academic year.

All students are expected to meet or exceed grade level standards and competencies. For those students who are failing to meet such standards, after multiple intervention teaching strategies have been implemented, retention should only be used where there is compelling evidence that the student is likely to benefit academically and/or socially.

The decision to retain a child will be made only after:

1. Careful analysis of all available assessment data

2. Consideration of the child's chronological age, academic growth and potential in all areas of schoolwork, cognitive development, social adjustment, physical well-being, emotional condition and school attendance.

3. Discussion with teacher, service providers, counselors and parents/guardians. Retentions will be considered only after multiple strategies have been employed to remediate the child's academic learning difficulties.

If there is a disagreement between parents and school officials, the school principal will have the final decision on whether or not the student will be retained. If the parent\guardian is not satisfied with the principal's decision, an appeal may be made to the Superintendent of Schools.

Merrimack School Board Meeting
Merrimack School District, SAU #26
Merrimack Town Hall – Matthew Thornton Room
May 20, 2024

Present: Ms. Lori Peters, Chair; Ms. Jenna Hardy, Vice-Chair; Ms. Laurie Rothhaus, Board Member; Mr. Ken Martin, Board Member; and Ms. Naomi Halter, Board Member.

Also present were Mr. Everett Olsen, Chief Educational Officer; Mr. Matt Shevenell, Assistant Superintendent for Business; Ms. Amy Doyle, Assistant Superintendent of Curriculum; and Student Representative Chase Rheault.

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

At 6:00 p.m., Chair Peters called the public hearing to order.

2. PUBLIC PARTICIPATION

There was none.

3. RECOGNITIONS

Chief Educational Officer Olsen awarded certificates of recognition to the following students for their participation and their win in the Granite State Challenge:

Liam Clark
Avis Clever, Alternate
Trey Grant
Erin Murray Shelby Pennington, Alternate
Kishan Sreenivasa, Captain

Coach: Dr. Sara Campbell
Assistant Coach: Sally Agel

Kishan Sreenivasa, the Captain of the team, thanked Coach Campbell and Assistant Coach Agel for all of their help and guidance.

4. INFORMATIONAL UPDATES

a. Superintendent Update

Chief Educational Officer Olsen shared that the Merrimack High School woodworking class had participated for the second time and hosted a collaboration of the Guild of New Hampshire Woodworkers. He said they made wig stands for cancer patients and they were put to a wonderful use.

Chief Educational Officer Olsen stated that the Reeds Ferry School House #3 had been added to the National School Registry, as was mentioned in the *Nashua Telegraph*. He said the school dated back to the 1800's, built in approximately 1845.

Chief Educational Officer Olsen said the last day of school was June 14th.

b. Assistant Superintendent for Curriculum Update

Assistant Superintendent of Curriculum Doyle stated that the previous Friday there was an early release which provided the staff with the opportunity to have training surrounding suicide prevention.

c. Assistant Superintendent for Business Update

Assistant Superintendent for Business Shevenell explained the district's federal audit regarding the Entitlement Funds had occurred the prior week.

d. School Board Update

Chair Peters congratulated the Granite State Challenge Team. She said the NHSBA (New Hampshire School Board's Association) had a call for Resolutions with a deadline of August 2nd. She added that it was an opportunity for the Board to draft any resolutions or raise any concerns, and at future meetings they would discuss the existing Resolutions that would be up for a vote on October 19th.

Chair Peters said she looked forward to the Goals Meeting in June and noted they were looking at other facilitators other than Primex as they were moving away from goal setting.

Chair Peters stated that she had been working with Mackenzie Murphy, the Acting Chair of the Budget Committee, as well as the new Chair of the Building & Planning Committee, Shayne Albuquerque, to partner with them for the next year to obtain a more cooperative effort on the Budget and Infrastructure needs.

Chair Peters stated that Memorial Day was a time to acknowledge those who had unselfishly lost their lives in war.

e. Student Representative Update

Student Representative Rheault noted the following:

- Senior Service Day was held on May 20th.
- The MHS Concert Band, Jazz Band, & Chorus concert was held the previous week.
- The NHS (National Honor Society) participated in the annual watching of the Red Sox game.
- The MHS Seniors would participate in an annual Teddy Bear picnic on May 21st. The seniors would visit the elementary schools in Merrimack.
- The Student Council held the Junior Class Prom.
- Student Representative Rheault reviewed multiple sports-related activities to occur prior to the end of the year.
- MHS would participate in the "Mock Crash Demonstration" to occur the following Thursday.
- 3rd Annual Field Day for MHS on Thursday.
- Top Ten Scholars Dinner for MHS hosted by the Merrimack Rotary Club.

5. OLD BUSINESS

a. Strategic Plan Update

Chief Educational Officer Olsen said they were making very good progress on the Strategic Plan, noting that part of it was already constructed and they anticipated having their final meeting on May 29th and would present to the Board sometime in June. He said they had drafted strategic initiatives in six areas:

- Curriculum, Instruction & Assessment
- Facilities
- Cultural Wellness
- Family & Community Engagement
- Vision of a Learner
- Vision of a Graduate

6. NEW BUSINESS

a. Request from a Scout to Build a Gaga Ball Pit at Reeds Ferry Elementary School

Leenie Haddad, a Life Scout from Troop 15G of Merrimack, part of Scouts BSA, and former Reeds Ferry Elementary School student. Mr. Kevin Rotchford, a Committee Member for Troop 15G was present as an Eagle Advisor to Leenie.

Leenie stated that her proposed project was to put in a new Gaga Ball Pit for the students at the Reeds Ferry Elementary School on the North playground. She said the ground material would originally be sand but could be refilled with the same safety fiber as the rest of the playground when needed. She also noted that the pit would be handicapped accessible.

Leenie said she hoped to pay for it through fundraisers and she estimated the cost to be $1,675.00. She said her ideal start date would be June 14th and her ideal finish date was July 14th.

b. Presentation by Merrimack Village District Regarding Low Salt Use on Continental Boulevard

Mr. Jamie Emery addressed the Board and said the Merrimack Village District was in a position where salt use had been a major problem for the drinking water supplies. He said the bottom line was the salt use in Merrimack had to be reduced. He explained that Merrimack was served by a series of wells and was strictly groundwater.

Mr. Emery said the area they were focusing on was on the Naticook Brook Aquafer. He said the area he was referring to was where one of the school properties existed and was straddling the wellhead protection area. He said every water drop that fell inside the area ultimately went into the wells and the drinking water that was consumed. He said the sodium and chloride had increased exponentially. He said one of the key mitigation measures would be to use brine, which was a liquid measure of salt, which used approximately 80% less salt than rock salt. He said they

needed to get away from de-icing. He added that he felt they needed to prevent the ice from forming rather than letting the ice form and trying to melt it with salt.

Mr. Emery said he was present to request that the Board sign an agreement with New Hampshire Department of Transportation to use limited salt at the interchange of Continental Boulevard and Industrial Drive as discussed with the Town Council and the School Board.

MOTION CARRIED: 5 – 0 – 0.

c. Discussion to Improve Communication

Chief Educational Officer Olsen said the issue of improving communication was being addressed in the Strategic Plan. He asked if the Board felt the district should hire someone to address the issue or if perhaps contracting the services would be best.

The School Board collectively felt that hiring a full-time, dedicated person to manage communications on behalf of the district was very important.

Chief Educational Officer Olsen stated that he would speak with the leadership team to see how they would like to see enhanced communications and an enhanced website.

d. Expectation for Field Preparations

Mr. Tom Touseau, Director of Maintenance & Facilities, addressed the Board and said there were seven fields in the district, although some of them overlapped, which consisted of approximately 22 acres. He said 2.5 employees were dedicated to grounds, although they did not always have 2.5 people available to work.

Mr. Touseau said hiring outside contractors could save a great deal of time doing such things as "laying out the fields."

Board Member Rothhaus noted that the "Field Study" was over ten years old. She added that she felt it would be great if the town could have some of their employees help get the fields ready.

e. Memo of Agreement between the School Board and the Merrimack Teachers Association Regarding Reduction in Force

Chief Educational Officer Olsen explained that the memo was an agreement that would essentially protect a long-time employee whose assignment was being changed.

MOTION: Board Member Martin made a motion to accept the Memo of Agreement between the School Board and the Merrimack Teachers Association regarding Reduction in Force. Board Member Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

f. Other

Chair Peters commented that the Board would be moving forward with consolidating the evaluation for the Superintendent.

7. APPROVAL OF MINUTES

- April 1, 2024 – Non-Public Minutes
- April 15, 2024 – Public and Non-Public Minutes
- April 18, 2024 – Public Special Minutes

Edit: Line 15 – "Chair Martin" was changed to "Chair Peters" (Halter)

MOTION: Chair Peters made a motion to accept the minutes from the April 1, 2024, non-public meeting, the April 15, 2024, public and non-public meetings, and the April 18, 2024, public special meeting, as amended. Board Member Martin seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

8. CONSENT AGENDA

a. Educator Resignations

o Jennifer Ruscito, Special Education Coordinator	Merrimack Middle School
o Megan Shevenell, School Counselor	Reeds Ferry Elementary
o Debi Rapson, Technology Education Teacher	Merrimack Middle School
o Hannah Greene, Elementary Classroom Teacher	JMUES
o Kaitlin Soucy, Special Education Teacher	Thorntons Ferry Elementary

b. Teacher Nominations

o Michael Smith, School Counselor	Merrimack Middle School
o Jennifer Labonte, Social Studies Teacher	Merrimack Middle School
o Gena Richards, Technology Education Teacher	Merrimack Middle School
o Kathleen Hilliard, Special Education Teacher	Merrimack Middle School
o Amy Bergquist, Special Education Teacher	JMES

c. Educator and Administrator Nominations for School Year 2024 – 2025

Assistant Superintendent of Curriculum Doyle reviewed the document with the School Board.

MOTION: Vice-Chair Hardy made a motion to accept the Consent Agenda, as presented. Board Member Martin seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

9. OTHER

a. Committee Reports

There were none.

b. Correspondence

Board Member Rothhaus commented that she received one communication regarding an NHIAA question.

Chair Peters commented that she received correspondence regarding the fields and one question about graduation.

Vice-Chair Hardy commented that she had received multiple questions regarding graduation.

c. Comments

Board Member Rothhaus commented that she was very grateful to have Assistant Superintendent for Business Shevenell's institutional knowledge at the meetings as he could remember things going back to the 1970s, which proved to be very helpful.

10. PUBLIC COMMENTS ON AGENDA ITEMS

Ms. Shannon Rand, 1 Blair Road, addressed the Board and suggested that the Merrimack Booster Club invite the school for a clean-up day and help to get fields ready. Regarding the communications position, she suggested reaching out to area colleges to see if there were students who could do internships in lieu of contracting positions out of the district.

11. ADJOURNMENT

MOTION: At approximately 7:46 p.m., Vice-Chair Hardy made a motion to adjourn. Board Member Martin seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

Merrimack School Board Meeting
Merrimack School District, SAU #26
Merrimack Town Hall – Matthew Thornton Room
June 3, 2024

Present: Ms. Lori Peters, Chair; Ms. Laurie Rothhaus, Board Member; Ms. Naomi Halter, Board Member; and Ms. Chase Rheault, School Board Student Representative.

Not Present: Ms. Jenna Hardy, Vice-Chair; Mr. Ken Martin, Board Member; and Mr. Matt Shevenell, Assistant Superintendent for Business. (Excused)

Also present were Mr. Everett Olsen, Chief Educational Officer; and Ms. Amy Doyle, Assistant Superintendent of Curriculum.

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

At 6:00 p.m., Chair Peters called the regular meeting to order.

2. PUBLIC PARTICIPATION

There was none.

3. INFORMATIONAL UPDATES

a. Superintendent Update

Chief Educational Officer Olsen stated that he had attended an event for the Historical Society where Schoolhouse #3 and Schoolhouse #12 were recognized; in particular, Schoolhouse #3 was being included in the Registry of the Country Schools Association of America.

Chief Educational Officer Olsen said that there would be a graduation ceremony held on Thursday at 5:30 p.m. for the adult education group.

Chief Educational Officer Olsen stated that the district received an email that day from the Department of Education regarding the audit findings with respect to grant accounting. He thanked the Assistant Superintendent for Business Shevenell for his diligent work.

Chief Educational Officer Olsen shared that the gifted and talented students at Reeds Ferry Elementary School and Thorntons Ferry Elementary School put together a book on species survival. He said he felt the work was outstanding. He also said that a group of students from the James Mastricola Elementary School had visited the Great Bay Environmental Center.

Chief Educational Officer Olsen mentioned that the track and field championships had ended with three Merrimack athletes competing in the Meet of Champions at the University of New Hampshire. He also said that 5th-grade student, Gavin, had raised $211.00 for the Make-A-Wish Foundation.

Chief Educational Officer Olsen noted that the Merrimack Unified Track & Field Team had competed for the first time in the Unified State Championships at Alvirne High School. He added that the previous Friday, students from the Merrimack High School Chop Shop went to Thorntons Ferry Elementary School to work with the 4th-grade classes on a STEAM activity.

Chief Educational Officer Olsen congratulated Ms. Colby Wygant, a 1st-grade teacher at the James Mastricola Elementary School, as the New Hampshire Down Syndrome Association had nominated her for the 2023 – 2024 Exceptional Educator Award. He also said that on the following Thursday evening, Merrimack TV would air the 7th Annual Merrimack High School Film Festival in the Matthew Thornton Room live at 6:30 p.m.

b. Assistant Superintendent for Curriculum Update

Assistant Superintendent of Curriculum Doyle commented that the New Hampshire SAS (Statewide Assessment System) results had started to come in, and directions to see those results were available on the district's website. She also commented that the students at the Merrimack High School and the Merrimack Middle School were given their second-year opportunity to participate in the gallop poll, which helped to capture data regarding student engagement, entrepreneurship, hope, and career-connected learning. She said she would share the results of that poll when the information was available.

c. Assistant Superintendent for Business Update

There was no new update to share.

d. School Board Update

Chair Peters thanked the team at the Reeds Ferry Elementary School for hosting their Art Show and the wonderful personal invitations that the School Board had received.

Chair Peters also commented that Vice-Chair Hardy and she had a Zoom meeting scheduled with the administration to speak with someone regarding leading the goals meeting. She said the NHSBA (New Hampshire School Board Association) proposals would be discussed at the goals meeting, and the Delegate meeting would be held on October 19, 2024.

Chair Peters stated that parents should reach out to teachers if they had any concerns about their child's SAS scores.

e. Student Representative Update

Student Representative Rheault noted the following:

- 7 out of 9 sports teams made it to the post-season.
- Envirothon Team Placed 3rd in the state (A competitive team at MHS that participated in environmental studies, competitions, and research)
- 8th-grade night was held at the high school the prior week.
- MHS Band and Chorus students performed at the JMUES arts festival.
- Senior awards night to be held on June 5th.
- Music awards night to be held on June 11th.
- Graduation to be held on June 14, 2024.

The School Board collectively thanked Student Representative Rheault for her service on the Board and wished her all the best in her future endeavors.

4. OLD BUSINESS

a. Board's Response to the Merrimack Village District's Low Salt Use on Continental Blvd.

Chair Peters stated that item #4 would be taken up at the next School Board meeting to allow for a full complement of the Board.

5. NEW BUSINESS

a. Merrimack Middle School Highlights

Mr. Chrigus Boezeman, Principal, Ms. Kathy Hoppa, Vice-Principal, and Mr. Patrick Jennings, Dean of Students, were present.

Principal Boezeman said there were four core principles (schoolwide behavior expectations) that the Merrimack Middle School followed:

- Maturity – Be aware of your environment. Respond with expected behavior.
- Determination – Commit to choices that lead to success.
- Supportive – Pay attention to the needs of others.
- Fun – The result of being mature, determined, and supportive.

A PowerPoint presentation was provided where some of the highlights from the Merrimack Middle School were reviewed. He also reviewed the Multi-Tiered System of Care.

Ms. Stephanie Sekela, a World Language Teacher, addressed the Board and said the middle school was looking at revising the existing program in an effort to build more interest in foreign languages. She said she felt it was important to introduce both French and Spanish to incoming middle school students so they could make a more informed decision as to which language they would like to explore further.

Mr. Boezeman shared that they had received a free trial of the electronic hall pass system, and it was successful.

The School Board collectively thanked the staff for providing such a comprehensive presentation.

b. American Legion Field Memorandum of Understanding Update

Chief Educational Officer Olsen stated that the American Legion had granted permission for the School District to utilize a field that they owned. He said the field was in need of some initial maintenance that the district had agreed to perform.

MOTION: Board Member Rothhaus made a motion to accept the Memorandum of Understanding between the American Legion Post 98 and the Merrimack School District regarding the softball field. Board Member Halter seconded the motion.

MOTION CARRIED: 3 – 0 – 0.

c. Planning and Building Committee Meeting Update

Board Member Rothhaus stated that Chief Educational Officer Olsen, Assistant Superintendent for Business Shevenell, and Chair Peters had met with the Planning and Building Committee, where Chair Peters provided them with a vision of the School Board and also asked them to televise all of their meetings, of which they agreed. She noted it was particularly important to provide information about the proposed SAU building. She also said they discussed the creation of an Ad Hoc Committee to get more people involved.

Board Member Rothhaus said they continued to look at space, including the Rite-Aid building for the proposed SAU building.

Chief Educational Officer Olsen stated that he would provide the Planning and Building Committee with a list of staff members who would be desired for the central office as well as their tasks. Additionally, he said he would provide an explanation of why a conference room was so important to the district.

d. Other

Chair Peters commented that the Board would be moving forward with consolidating the evaluation for the Superintendent.

6. APPROVAL OF MINUTES

a. May 20, 2024 – Public Minutes

Chair Peters explained that the minutes of the May 20, 2024, meeting would be addressed at the next School Board meeting.

7. CONSENT AGENDA

a. Teacher Nominations

o Hope Bibeault, Elementary Classroom Teacher	JMES
o Emily Robinson, K-8 School Social Worker	All Schools K-8
o Michelle Castelli, Elementary Classroom Teacher	JMUES
o Cristopher Andrews, Physical Education Teacher	Thorntons Ferry Elementary
o Krysta Blondin, Special Education Teacher	Merrimack Middle School
o Sadie Geary, Special Education Teacher	Thorntons Ferry Elementary
o Kaitlin Justason, Special Education Teacher	Thorntons Ferry Elementary
o Elizabeth Lambert, Special Education Teacher	Thorntons Ferry Elementary
o Jillian Sweesy, Special Education Teacher	Thorntons Ferry Elementary

b. Administrator Nominations

o Sara Parrotto, Director of School Counseling K-8	All Schools K-8
o Amy Gentile, Assistant Principal	Reeds Ferry Elementary

c. Resignations

o Amy Larkin-Perez, Physical Education Teacher/Dept. Head	MHS
o Milagros Santiago, World Language Teacher	MHS
o April Doss, Special Education Teacher	Thorntons Ferry

MOTION: Board Member Halter made a motion to accept the Consent Agenda, as presented. Board Member Rothhaus seconded the motion.

MOTION CARRIED: 3 – 0 – 0.

8. OTHER

a. Committee Reports

Board Member Halter commented that she had attended the final Strategic Planning Committee meeting on Tuesday, May 28th, stating that the Strategic Plan was about 99% complete.

Board Member Rothhaus commented that she and Board Member Halter would be sworn in regarding their respective roles on the Parks & Recreation Committee the following Thursday.

b. Correspondence

Chair Peters commented that she had received a number of emails that were not in the School Board's lane and passed them along to the administration.

c. Comments

Board Member Rothhaus commented that she had attended the dedication of Schoolhouses #3 and #12, and she was happy to see them become a landmark CSAA (Country School Association of America.)

Board Member Rothhaus also commented that she was very excited about the softball field that the American Legion had permitted them to use.

9. PUBLIC COMMENTS ON AGENDA ITEMS

There were none.

10. ADJOURNMENT

MOTION: At approximately 7:35 p.m., Board Member Halter made a motion to adjourn. Board Member Rothhaus seconded the motion.

MOTION CARRIED: 3 – 0 – 0.

MERRIMACK SCHOOL DISTRICT
School Administrative Unit #26
36 McElwain Street
Merrimack, New Hampshire 03054
Tel. (603) 424-6200 Fax (603) 424-6229

AMANDA S. DOYLE
Assistant Superintendent for Curriculum

EVERETT V. OLSEN, Jr.
Chief Educational Officer

MATTHEW D. SHEVENELL
Assistant Superintendent for Business

To: Lori Peters, Chair
Jenna Hardy, Vice Chair
Naomi Halter
Ken Martin
Laurie Rothhaus
Chase Rheault, Student Representative

From: Amanda Doyle (AD)

Date: June 14, 2024

Subject: Teacher Evaluation Model Update

Over the course of the 2023-2024 school year, a comprehensive stakeholder team has worked to review, revise, and update the Merrimack School District's Teacher Evaluation Model, including the provided evaluation rubrics and anchoring documents.

Our teachers are the backbone of the high quality education students receive in Merrimack. To that end, we need a teacher evaluation model that promotes positive professional growth through high quality feedback and observational evidence. We believe that the revised model reflects the collaborative partnership desired between teachers and evaluators and provides opportunities for coaching and conversation that inform instruction.

Members of the MSD Teacher Evaluation Model Committee will be present at the Board meeting on Monday, June 17, 2024, to provide a summary of the revisions made to our model and answer any questions you may have. We look forward to your feedback.

MERRIMACK SCHOOL DISTRICT
TEACHER EVALUATION MODEL

The Merrimack School District (MSD) uses an evaluation model that promotes positive professional growth. The foundation of the system is rooted in the comprehensive work of the Danielson Framework for Teaching, Kim Marshall's Teacher Evaluation Rubrics, and the Marzano Teacher Evaluation Model. The components of the Teacher Evaluation Process are captured in this document and include information about Goal Setting, Observations, Summative Evaluations, and the Remediation Process.

Throughout this document, reference is made to the collective bargaining agreement (CBA) between the Merrimack School District and the Merrimack Teachers Association. Should the language in the CBA change, the new language takes precedence.

GOAL SETTING

A teacher's Individual Professional Development Plan (IPDP) is not directly connected to the evaluation process, but teachers can associate their IPDPs with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If teachers 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 in the domain rubrics will be counted in the summative evaluation.

OBSERVATIONS

It is recognized that any and all interactions between administrators/evaluators and a teacher and teachers and students have some element of evaluation.

Administrators notify each teacher at the beginning of the year who their supervisor is and who will be observing them and the number of observations. This is part of the contract that is important to be consistent across the buildings.

The administrator/evaluator will make every effort to observe active classroom instruction for observation purposes. Observations will focus on Domains 1, 2, 3, and 4 of the Merrimack Framework. Domain 5 will be captured on the Summative using year-long observations and evidence of the teacher's professional responsibilities over the course of the school year and/or certification cycle.

Documented observations and/or interactions in all domains that are not connected to a formal classroom observation, but results in an evaluation (positive or negative), must comply with the duty to inform if there is a concern. This includes timely feedback (verbal and/or written) to the teacher prior to it being included in a Summative Evaluation Report.

There are two categories of observations in the MSD:

1) **Announced Observations:** requires a 2-week notice, indicating that in the coming 2 weeks, an observation will occur (could occur the next day). The notice is via email or in writing. The staff member can request a pre-conference (20 minutes in length), which can't be scheduled during their lunch. This request must be made within 24 hours of having received the notice of the observation window. Teachers with Continuing Contract status and Probationary Teachers receive Announced Observations. If an observation does not occur within the established two week window, the administrator and the teacher will mutually agree upon an extension of the observation window.

2) **Unannounced Observations:** are observations that occur without prior notification. Probationary Teachers receive Unannounced Observations, while Continuing Contract Teachers do not.

Continuing Contract Teachers are those who have completed five years of service within the MSD or after three years of service if they have portable tenure from another New Hampshire public school district. ***Continuing Contract teachers receive at least one (1) Announced Observation per school year.***

Probationary Teachers are those new to the profession, new to the MSD, and within their first five years of employment in the district. ***Probationary Teachers receive at least the following schedule of observations:***

- Year 1 = Three (3) observations (1 announced, 2 unannounced)
- Years 2 and 3 = Two (2) observations (1 announced, 1 unannounced)
- Years 4 and 5 = One (1) observation (1 announced)

Additional observations can be requested by either the administrator/evaluator or the teacher. These observations will serve as additional information and not in place of a previous observation.

OBSERVATION RUBRICS

The MSD Teacher Evaluation Rubrics used for teacher observation are meant to be used as tools to describe characteristics of professional practice and provide feedback at different levels of performances. They are intended to support the five (5) domain evaluation process for all teachers and licensed staff captured in the recognition clause in Article II of the Master Agreement between the Merrimack Teachers' Association and the Merrimack School Board

which includes *"all full time and part time professional staff whose position requires holding an appropriate credential issued by the NH Department of Education which shall also include school nurses, gifted & talented teachers, social emotional learning support specialists, and all positions designated as coordinator. Also included are the following full and part time professional staff whose position requires holding an appropriate license issued by the Office of Licensed Allied Health Professionals on behalf of the appropriate NH Office of Professional Licensure and Certification board: Speech-Language Pathologists and Occupational Therapists."*

The MSD Teacher Evaluation Rubrics are designed to help teachers and evaluators:
1) Develop a consistent, shared understanding of what proficient performance looks like in practice.
2) Develop a common terminology and structure to organize evidence.
3) Make informed professional judgments about formative and summative performance ratings on each domain and indicator, as well as overall.

EPEC PROCESS FOR OBSERVATIONS REVIEW

It is important to the EPEC process that fidelity and equity in the observation review process be ensured. To that end, the EPEC Process for Observation Review document captures the steps and are also outlined below.

Continuing Contract Teachers:
*Receive (1) Announced Observation a year

Requires a 2-week notice, indicating that in the coming 2 weeks, an observation will occur (could occur the next day). The notice is via email or in writing. The staff member can request a pre-conference (20 minutes in length), which can't be scheduled during their lunch. This request must be made within 24 hours of having received the notice of the observation window.

1. Observation is 20 minutes in length.

2. Observers can type or handwrite notes. Observation notes include what the teacher and students are saying and doing, materials being supplied, transitions, language of instruction, and notes related to the Domains 1-4.

3. Within two school days, the observer provides a copy of the unedited notes (original if handwritten). It is helpful for the observer to add the comment, "please code in advance of our post observation meeting".

4. The post-observation meeting will be held within 10 school days of the teacher receiving the observation notes. Meetings cannot be scheduled during the teacher's 30-minute duty free lunch.
    a. The post observation meeting can be up to 20 minutes in length.

b. Staff member and observer must have coded the notes before the meeting. If the notes are not coded, reschedule the meeting.

5. The Post Observation Conversation:
    a. Begin by viewing your coded notes and comparing common codes. Where there is commonality, invite the teacher to select one to discuss.
    b. Observer uses the Teacher Observation Recording Sheet to take notes about the dialogue.
    c. Always start the conversation at "Meets Expectations" on the Rubric.
        i. If "Meets Expectations" is met, move to the left on the rubric to "Exceeds Expectations" and review those indicators.
        ii. If "Meets Expectations" is not met, move to the right of the rubric to "Approaching Expectations."
        iii. If "Approaching Expectations" is not met, move to the right of the rubric to "Does Not Meet Expectations."
        iv. Together, the observer and teacher agree where the evidence (must have observed) is for the performance rating.
    d. Observer offers another domain/indicator to discuss. It is always good to go to an alternate domain, ie, if Domain 3 was previously discussed, select Domain 1, 2 or 4.
    e. Follow the same process as (c), selecting the performance level and capturing notes about the evidence.
    f. If time allows, an observer can ask the teacher if they would like to address another domain/indicator. This can be within a domain already selected, ie, if 3a was discussed, 3b could also be discussed.

6. Observation write-up
    a. Within five (5) school days of the post-observation meeting, the teacher receives and signs the typed version of the Teacher Observation Record Sheet. Suggested language includes:
        i. Include language such as "Evidence supports that (Teacher's Name) Meets Expectations within Indicator 2c, "manages classroom procedures." Explicitly state what occurred that supports rating/indicator. Record the rating at the bottom of the write up.
        ii. Dialogue notes reflect general conversations that occurred, including any recommendations and/or commendations.
    b. The teacher and observer sign the sheet.
    c. One copy of the observation must go to the teacher, one copy to the teacher's file, and one copy to the Central Office.

Probationary Teachers:

Receive the following schedule of observations:

*Year 1 = at least 3 observations (1 announced, 2 unannounced)

*Years 2 & 3 = at least 2 observations (1 announced, 1 unannounced)

*Years 4 & 5 = at least 1 observation (1 announced)

1. Observers for multiple observations do not need to be the same person.

2. Follow all steps for Continuing Contract Teachers.

3. If concerns are observed, it is important to capture those in the dialogue notes. A teacher should not be surprised when receiving a summative with directives for improvements.

SUMMATIVE EVALUATION REPORTS

Depending on contract status, a Summative Evaluation Report will be written by a teacher's primary evaluator, in collaboration with building and district leadership when appropriate, at the end of the three-year certification cycle (Continuing Contract) or every year (Probationary). It will reflect the documentation and evidence presented by the teacher to the evaluator, the teacher's performance as captured in observations, and other sources of information. The Summative Evaluation Report will discuss the performance in the five domains and the results of the individual professional goals.

SELF-REFLECTION FOR THE SUMMATIVE EVALUATION REPORT

Given the importance of the self reflection exercise, teachers are encouraged to provide comments on multiple domains to inform the summative evaluation report. It is very helpful to the supervisor to have information from the teacher about all domain areas. Information can be provided in the form of short sentences, bulleted lists, or more extended constructed responses. However, teachers are encouraged to provide input on all five (5) domains, but required to select a minimum of two (2) indicators from at least one of the five (5) domains to briefly (2-3 sentences) comment on how you addressed each of the selected indicators throughout the school year. Supervisors are required to comment on every domain indicator.

FREQUENCY OF THE SUMMATIVE EVALUATION REPORT

Continuing Contract Teachers:
Once a teacher reaches Continuing Contract status, the district has codified their trust in their professional practice. To be sure, there are multiple opportunities for teachers and their evaluators to reflect and celebrate their professional growth. To that end, Continuing Contract Teachers will be given a summative evaluation written by their Supervisor in the third year of their professional licensure recertification cycle with the New Hampshire Education Department.

In Years 1 and 2 of the cycle, teachers will complete an Annual Reflection Form and have a meeting not to exceed 20 minutes with their administrator/evaluator to reflect, discuss, and document their professional practice. Meetings cannot be scheduled during the teacher's 30-minute duty free lunch.

Continuing Contract Teachers can be issued a yearly summative evaluation at their request and/or the discretion of the building administration. This will be determined by February 1st.

A yearly summative is required for any Continuing Contract Teacher on a Remediation Plan.

Probationary Teachers:
Probationary Teachers will be given a summative evaluation written by their Supervisor every year until they achieve Continuing Contract status. A supervisor or teacher can request a meeting, not to exceed 20 minutes, to review the summative evaluation report. Meetings cannot be scheduled during the teacher's 30-minute duty free lunch.

A Probationary Teacher with extensive teaching experience can move to Continuing Contract status for observation purposes only. This must be mutually agreed upon by both the teacher and the supervisor.

REMEDIATION & IMPROVEMENT PROCESS

This level of supervision and support is designed to provide formal assistance to Continuing Contract teachers who have demonstrated weaknesses in completing goals and objectives, meeting the expectations of their role description, demonstrating professional proficiency in areas of the MSD's Teacher Evaluation Rubric, or any combination thereof. The MSD Remediation & Improvement Plan Template will be used to create such a plan.

The remediation process is informed by Article 7.9 of the Master Agreement between the Merrimack Teachers' Association and the Merrimack School Board which states:

If, in the opinion of the administration, a deficiency exists in a teacher's performance which could lead to remediation and non-renewal of the teacher, the administration will so inform the teacher in writing, stating the specific deficiencies and specific suggestions for improvement. The teacher shall be provided a minimum of six months within a school year(s) to correct said deficiencies. The six-month period shall commence at the first meeting between the teacher and the remediation team at which time the remediation plan is initiated. Included on the remediation team shall be a teacher mutually agreed upon by the administration and the affected teacher.

A. Phase One: Determination of the Need for Remediation

The principal, in collaboration with the teacher's evaluator(s) and district administration, will determine the need for remediation when at any point during the school year a teacher's performance demonstrates the need for intervention and assistance. A "recommend with remediation" statement may be made on the Summative Evaluation Report. The principal will explain the need for remediation and the process to the staff member.

B. Phase Two: Establishment of the Remediation Team

The superintendent will establish a remediation team within twenty (20) working days of accepting the recommendation. The team will consist of the principal, direct supervisor, other staff members selected by the superintendent, a central office administrator, MTA representative, and any certified person(s) selected by the staff member. The principal, along with the superintendent, may appoint a person if the staff member does not select one.

C. Phase Three: The Remediation Plan

The principal will develop a Remediation Plan, with input from the team, and share the plan with the staff member. The plan will include specific areas of remediation, expectations, and objectives and be for a minimum of six months within a school year. A process will be established to meet each objective, to define a means of evaluation, and to establish a specific timeline and due date(s). Evaluators will be assigned. If an agreement on the plan cannot be reached, the superintendent will serve as arbiter.

D. Phase Four: Progress Monitoring

Consistent and ongoing progress monitoring of the remediation plan will be provided by the principal to the teacher at least halfway (three months) and the end of the remediation period (six months). The remediation team will complete formal reviews of the process on or around June 1, November 1, and February 1. Other interim dates may be established at the discretion of the principal. The February review will be at or prior to the Summative Evaluation Report. During the formal reviews, the team can suggest plan adjustments to the principal based on the evidence that is presented.

E. Phase Five: Remediation Plan Completion

The principal will complete a "Remediation Plan Summary" upon receipt of the February 1 remediation team report. The following recommendations may be made:

1. *Recommend.* The superintendent may conclude the remediation process and nominate the staff member.

2. *Not Recommend.* The superintendent may invoke RSA 189:14-a of the Revised Statutes Annotated of the State of New Hampshire.

3. *Recommend with Continued Remediation.* In some cases, a remediation process may take more than one, sixth month period within a school year.

MERRIMACK SCHOOL DISTRICT
Teacher Evaluation Model
Annual Reflection

To be completed by Continuing Contract Teachers in Year 1 and 2 of their evaluation cycle.

Name:	**Date:**	**Year in Cycle:**

Teacher's Reflection of Progress

*Please provide a **brief** reflection related to your professional practice in Year 1 and 2. Consider the domains in the Teacher Evaluation Rubric, as well as any committee work and/or service to the school/district you would like to highlight.*

Administrator's Reflection of Progress

Signatures & Date of Meeting

Teacher: **Date of Meeting:**

Administrator: **Date of Meeting:**

MERRIMACK SCHOOL DISTRICT
REMEDIATION & IMPROVEMENT PLAN

TEACHER NAME: **DATE OF PLAN:**

GOAL: This remediation plan is designed to provide the framework and support for (Teacher Name) to grow in (his/her) role as (Position) by focusing on areas in need of improvement as outlined in the five domains of the MSD's Teacher Evaluation Rubric. The goal of this plan is to demonstrate growth in these areas over the course of the plan and sustain this growth over time through measurable (qualitative or quantitative) measures.

The expectation for the Remediation Team members is that each member will maintain their own collection of ongoing evidence and provide a written summary to be shared with the team.

The focus areas in this plan include:
1.
2.
3.
(No minimum or maximum is needed and more can be added.)

Focus Area	Action Items	When	Who	Evidence
#1				

Focus Area	Action Items	When	Who	Evidence
#2				

Focus Area	Action Items	When	Who	Evidence
#3				

This remediation plan for (Teacher Name) has been reviewed and agreed upon.

Teacher	Building Administrator	Central Office Administrator
Date:	Date:	Date:

MERRIMACK SCHOOL DISTRICT
EPEC PROCESS FOR OBSERVATIONS REVIEW

It is important to the EPEC process that fidelity and equity in the observation review process be ensured. To that end, this document captures the steps for observations for Continuing Contract and Probationary Teachers. These steps are taken directly from the Merrimack School District's Teacher Evaluation Model document, which provides more detail on our district's teacher evaluation process.

Continuing Contract Teachers:
*Receive (1) Announced Observation a year

Requires a 2-week notice, indicating that in the coming 2 weeks, an observation will occur (could occur the next day). The notice is via email or in writing. The staff member can request a pre-conference (20 minutes in length), which can't be scheduled during their lunch. This request must be made within 24 hours of having received the notice of the observation window.

1. Observation is 20 minutes in length.

2. Observers can type or handwrite notes. Observation notes include what the teacher and students are saying and doing, materials being supplied, transitions, language of instruction, and notes related to the Domains 1-4.

3. Within two school days, the observer provides a copy of the unedited notes (original if handwritten). It is helpful for the observer to add the comment, "please code in advance of our post observation meeting".

4. The post-observation meeting will be held within 10 school days of the teacher receiving the observation notes. Meetings cannot be scheduled during the teacher's 30-minute duty free lunch.
    a. The post observation meeting can be up to 20 minutes in length.
    b. Staff member and observer must have coded the notes before the meeting. If the notes are not coded, reschedule the meeting.

5. The Post Observation Conversation:
    a. Begin by viewing your coded notes and comparing common codes. Where there is commonality, invite the teacher to select one to discuss.
    b. Observer uses the Teacher Observation Recording Sheet to take notes about the dialogue.

c. Always start the conversation at "Meets Expectations" on the Rubric.
    i. If "Meets Expectations" is met, move to the left on the rubric to "Exceeds Expectations" and review those indicators.
    ii. If "Meets Expectations" is not met, move to the right of the rubric to "Approaching Expectations."
    iii. If "Approaching Expectations" is not met, move to the right of the rubric to "Does Not Meet Expectations."
    iv. Together, the observer and teacher agree where the evidence (must have observed) is for the performance rating.
d. Observer offers another domain/indicator to discuss. It is always good to go to an alternate domain, ie, if Domain 3 was previously discussed, select Domain 1, 2 or 4.
e. Follow the same process as (c), selecting the performance level and capturing notes about the evidence.
f. If time allows, an observer can ask the teacher if they would like to address another domain/indicator. This can be within a domain already selected, ie, if 3a was discussed, 3b could also be discussed.

6. Observation write-up
    a. Within five (5) school days of the post-observation meeting, the teacher receives and signs the typed version of the Teacher Observation Record Sheet. Suggested language includes:
        i. Include language such as "Evidence supports that (Teacher's Name) Meets Expectations within Indicator 2c, "manages classroom procedures." Explicitly state what occurred that supports rating/indicator. Record the rating at the bottom of the write up.
        ii. Dialogue notes reflect general conversations that occurred, including any recommendations and/or commendations.
    b. The teacher and observer sign the sheet.
    c. One copy of the observation must go to the teacher, one copy to the teacher's file, and one copy to the Central Office.

Probationary Teachers:

Receive the following schedule of observations:

*Year 1 = at least 3 observations (1 announced, 2 unannounced)
*Years 2 & 3 = at least 2 observations (1 announced, 1 unannounced)
*Years 4 & 5 = at least 1 observation (1 announced)

1. Observers for multiple observations do not need to be the same person.

2. Follow all steps for Continuing Contract Teachers.

3. If concerns are observed, it is important to capture those in the dialogue notes. A teacher should not be surprised when receiving a summative with directives for improvements.

For those evaluators/observers new to the observation process, it is always helpful to shadow a colleague, with the teacher's permission, in order to get a sense of the steps and process.

For teachers new to the observation process, it is recommended that the teacher meet with their mentor to review and code the data.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 1: PLANNING & PREPARATION

Merrimack School District Teacher Evaluation Rubric

DOMAIN 1a: PLANNING & PREPARATION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
1a Demonstrates Knowledge of Content and Pedagogy	Demonstrates extensive knowledge of important concepts in the discipline.	Demonstrates solid knowledge of important concepts in the discipline.	Makes occasional content knowledge errors that could impact student learning.	Makes consequential content knowledge errors that could significantly impact student learning.
	Demonstrates extensive knowledge of concepts in the discipline and how they relate to other disciplines.	Demonstrates knowledge of how concepts relate to one another.	Demonstrates some knowledge of important concepts, but may be unaware of how these concepts relate to one another.	Does not demonstrate understanding of prerequisite relationships important to the student's learning of the content.
	Consistently anticipates and plans for a variety of student misunderstandings or possible barriers.	Anticipates and plans for student misunderstandings or possible barriers.	Demonstrates limited anticipation of student misunderstanding or possible barriers.	Does not anticipate student misunderstandings or possible barriers.
	Student errors are consistently corrected in a timely manner with additional responsive instruction provided.	Student errors are corrected in a timely manner.	Corrects some student errors.	Does not correct student errors.
	Presents a wide range of appropriate instructional strategies for the discipline.	Presents appropriate instructional strategies for the discipline.	Presents a limited number of appropriate instructional strategies for the discipline.	Presents inappropriate instructional strategies for the discipline.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 1b: PLANNING & PREPARATION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
1b Demonstrates Knowledge of Students	Successfully demonstrates and incorporates an awareness/understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special/medical needs.	Demonstrates an awareness/understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special/medical needs.	Demonstrates some awareness/understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special/medical needs.	Demonstrates little or no awareness/understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special/medical needs.
	Demonstrates a deep understanding of each students' knowledge, skills, and mindsets. Consistently provides students with appropriate scaffolding to achieve rigorous outcomes.	Successfully applies an understanding of students' prior knowledge, skills, as and mindsets related learning. Students receive appropriate scaffolding to support their understanding.	Applies some understanding of students' prior knowledge, skills, and/or mindsets related to learning. Offers minimal scaffolding of activities to support student understanding.	Does not seek information about students' prior knowledge, skills, and/or mindsets related to learning. Does not scaffold activities to support student understanding.
	Uses information to develop individualized goals and/or differentiates instruction in a variety of ways to maximize student learning.	Uses information to plan individualized or differentiated instruction.	Uses limited information to vary instruction for effective student learning.	Lacks appropriate awareness to vary instruction.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 1c: PLANNING & PREPARATION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
1c Sets Instructional Outcomes	Designs and integrates units, lessons, and/or activities that align with standards, goals, and/or objectives.	Designs units, lessons, and/or activities that align with standards, goals, and/or objectives.	Designs units, lessons, and/or activities that align with some standards, goals, and/or objectives.	Designs units, lessons, and activities that lack rigor, have low expectations and/or reflect one type of learning.
	Develops lessons and activities with rigor so that all students will answer essential questions tied to big ideas.	Develops lessons and activities with rigor to increase the possibility that students will answer essential questions tied to big ideas.	Sets moderate expectations and learning outcomes that meet the needs of most of the students, but not all.	Learning outcomes are not clear and do not represent important learning goals for the subject matter or discipline.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 1d: PLANNING & PREPARATION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
1d Demonstrates Knowledge of Resources	Demonstrates extensive knowledge and effective use of print, technological, community, and/or multimedia resources that challenge learners according to their individual needs.	Demonstrates knowledge of and applies print, technological, community, and/or multimedia resources that challenge learners according to their individual needs.	Demonstrates basic knowledge of and utilizes print, technological, community, and/or multimedia resources to help some students enhance their learning.	Demonstrates a lack of initiative in seeking and utilizing print, technological, community, and/or multimedia resources to enhance student learning.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 1e: PLANNING & PREPARATION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
1e Design of Instruction	Plans learning activities that are differentiated appropriately for individual learners and creates instructional groups that are varied while providing an opportunity for student choice.	Plans learning activities that meet learning goals and build on student strengths, allowing for student choice.	Plans learning activities that are moderately challenging and/or engaging but may be limited in differentiation or student choice.	Plans learning activities that are not differentiated, engaging, and/or aligned to the learning objective.
	Plans lessons that are well designed, with structure and time management that support high levels of engagement and critical thinking.	Plans lessons that are well designed with appropriate structure and time management for the activities.	Plans lessons that partially support learning objectives, may need more structure and/or time management.	Plans lessons that are unrealistic in structure, expectations, and/or time management.

DOMAIN 2: THE EDUCATIONAL ENVIRONMENT

Merrimack School District Teacher Evaluation Rubric

DOMAIN 2a: THE EDUCATIONAL ENVIRONMENT

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
2a Creates an Environment of Respect and Rapport	Develops, fosters, and maintains positive teacher/student relationships by modeling fairness and respect for each member of the learning community.	Develops positive relationships by modeling fairness and mutual respect within the learning community	Models fairness and respect within the learning community.	Does not foster mutual respect within the learning community.
	Makes it possible for students to exhibit respect to teachers and peers, resulting in high levels of civil interactions among all members of the class.	Fosters appropriate interactions among members of the class.	Fosters some appropriate interactions among members of the class.	Does not foster appropriate interactions among members of the class.
	Ensures that all interactions are highly respectful, showing genuine warmth, caring, and sensitivity to students as individuals.	Reinforces behavioral expectations clearly, promptly, consistently, effectively, and respectfully.	Appropriately addresses some behavioral expectations most of the time.	Does not address behavioral expectations consistently or appropriately.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 2b: THE EDUCATIONAL ENVIRONMENT

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
2b Establishes a Culture for Learning	Creates a culture where a commitment to learning is shared belief, reflecting high expectations for learning and achievement for each student.	Creates a culture where learning is valued and expectations for learning and achievement are established.	Demonstrates some commitment to the culture of learning in the classroom.	Demonstrates little or no commitment to the culture of learning in the classroom.
	Leads students to understand their role as learners so that they constantly expend effort to reach their potential.	Enables students to understand their role as learners so that they consistently expend effort to learn.	Allows students to be satisfied with task completion rather than to strive for rigor.	Fosters an atmosphere in which students demonstrate little or no investment or energy in completing the task at hand.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 2c: THE EDUCATIONAL ENVIRONMENT

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
2c Manages Classroom Procedures	Constantly maximizes academic learning time for each student through lesson momentum, smooth transitions, and creative use of materials.	Maximizes academic learning time for each student through lesson momentum, smooth transitions, and creative use of materials.	Is prepared with some effective materials and lesson plans to manage classroom transitions and procedures.	Manages materials, supplies, transitions, and group activities in an inefficient manner.
	Establishes and maintains consistent and effective routines that enable students to initiate learning opportunities.	Establishes and maintains consistent routines which students clearly understand.	Enables students to follow some established routines through guidance and prompting.	Neglects to establish or enforce classroom routines and procedures, resulting in the loss of instructional time.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 2d: THE EDUCATIONAL ENVIRONMENT

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
2d Anticipates and Manages Student Behavior	Clearly communicates, models, and follows through on high expectations for student behavior.	Communicates and follows through on expectations for student behavior.	Communicates and follows through on some expectations for student behavior.	Takes a reactive approach to student behavior, addressing only when issues arise.
	Monitors student behavior in a subtle, preventative manner that is sensitive to individual student needs and maintains the dignity of each student.	Monitors and responds to student behavior in a respectful, sensitive manner that maintains the dignity of each student.	Demonstrates limited monitoring and response to student behavior in a sensitive manner.	Does not monitor or respond to student behavior with sensitivity to the individual learner's needs and feelings.
	Encourages students to take an active role in developing classroom expectations for behavior that includes self-monitoring.	Consistently demonstrates a proactive approach to student behavior.	Demonstrates some combination of proactive and reactive approaches to student behavior.	Does not have classroom expectations regarding behavior and reacts inappropriately to student behavior.
	Consistently adheres to building and district policies and procedures regarding behavior.	Adheres to building and district policies and procedures regarding behavior.	Usually adheres to building and district policies and procedures regarding behavior.	Demonstrates little awareness or understanding of building and district policies and procedures regarding behavior.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 2e: THE EDUCATIONAL ENVIRONMENT

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
2e Organizes Physical Space	Includes students in decisions about the use of resources and classroom space, furniture, and materials to maximize learning goals and smooth lesson delivery.	Varies use of resources and classroom space to address individual and lesson needs by organizing furniture, materials, and displays to enhance learning goals.	Classroom space, resources, furniture, and materials are somewhat organized to enhance learning goals.	Does not effectively use classroom space, resources, furniture, and materials to enhance learning goals.
	Consistently provides a safe, organized, functional space that adheres to fire codes and District policies to support student learning.	Creates a safe, organized, functional space that adheres to fire codes and District policies to support student learning.	Partially creates a safe, organized, functional space that adheres to fire codes and District policies to support student learning.	Does not create a safe, organized, functional space that adheres to fire codes and District policies to support student learning.

DOMAIN 3: INSTRUCTION

Merrimack School District Teacher Evaluation Rubric

DOMAIN 3a: INSTRUCTION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
3a Communicates With Learners	Ensures that students are able to explain the purpose and value of what students are learning and how it connects to broader purposes within the curriculum and in everyday life.	Clearly explains what students will be learning and why, how new learning is related to previous learning, how students will learn it, and what success will look like.	Partially explains the purpose of learning, but with little detail or specificity.	Does not convey to students what they will be learning.
	Provides a visual representation and/or posts lesson plan goals, standards, or essential questions and links the instructional purpose of the lesson or activity to students' own interests.	Provides a visual representation and/or posts lesson plan goals, standards, or essential questions and clearly communicates the instructional purpose of the lesson or activity.	Partially shares lesson plan goals, standards, or essential questions.	Does not share lesson plan goals, standards, or essential questions and inadequately informs students of the learning goals, expectations and essential questions.
	Explicitly states, reinforces, and models clear directions, procedures, expectations, goals, or essential questions throughout the lesson or activity that support and reinforce student participation.	Explains, reinforces, and models clear directions, procedures, expectations, and/or goals for the lesson or activity that support and reinforce student participation.	Provides somewhat clear directions, procedures, expectations, and/or goals for the lesson or activity to support student participation.	Provides directions and procedures in an incomplete or ineffective manner so as to cause confusion and hinders student participation.
	Communicates about content and its application with demonstrated critical thinking, curiosity, and understanding of its	Provides accurate explanations and presentations of content that are appropriately scaffolded and relevant to	Makes minor content errors or provides limited scaffolds or explanations of the content that are somewhat confusing and	Makes significant content errors or fails to provide clear explanations that affect student

Merrimack School District Teacher Evaluation Rubric

	purpose and relevance. Ensures that students can discuss and explain content clearly and precisely.	the experiences of students. Content is explained in a variety of engaging ways to support differentiated conceptual understanding.	support minimal participation by students.	understanding of the presented content.
	Has strong command of expressive, spoken, and written language. Consistently and effectively uses rich and rigorous language and vocabulary.	Uses content-specific language and vocabulary that are accurate, developmentally appropriate, academically rigorous, and provides a model to support student learning. Finds opportunities to extend student vocabulary to enhance their meaning and understanding.	Uses academic language that is generally correct but may need additional explanation or be too simplistic to support student learning.	Makes errors in speaking and writing that provide students with inaccurate information or cause confusion.

Merrimack School District Teacher Evaluation Rubric

DOMAIN 3b: INSTRUCTION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
3b Uses Questioning and Discussion Techniques	Employs a variety of questions, prompts, and probes to challenge students cognitively. Intentionally uses questioning and discussion to develop student thinking, reasoning, and habits of reflection.	Provides questioning and opportunities for discussion that are led by the teacher and student, and effectively support critical thinking, reasoning, and reflection.	Provides minimal questioning and/or opportunities for discussion. Questioning and discussion are primarily teacher-led and minimally support student learning and development.	Does not provide questioning and/or opportunities for discussion or they do not support student learning and development.
	Uses a variety of questioning and discussion techniques that initiate higher order thinking and enable students to challenge and justify one another's thinking with respect, curiosity, and deeper understanding.	Uses open-ended and higher-level questioning and discussion techniques that encourage students to think critically and offer multiple perspectives and challenge them to deepen understanding and justify their thinking.	Uses limited questioning and discussion techniques that provide opportunities for students to think critically and promote deeper understanding.	Uses questioning and discussion techniques that do not invite student thinking, are of little cognitive challenge, and often have a single correct response.
	Promotes student-led discussions that support full engagement of students. Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.	Successfully engages students in discussions; Students actively participate and ask and answer questions of one another.	Calls on many students or invites them to respond directly to one another, but only some students are engaged, answer questions, or participate in the discussion	Encourages only a few students to ask questions and take part in the discussions. Students are not engaged in dialogue with one another or ask each other questions.
	Provides appropriate time for student response formulation and presentation, ensures that all students are engaged in	Provides adequate time for student response formulation and presentation and ensures	Provides some time for student response formulation and presentation and/or	Provides inadequate time for student response formulation and presentation and/or

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	discussions, and models critical thinking and active listening skills.	that all students participate in discussions.	student engagement in discussions.	student engagement in discussions.

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DOMAIN 3c: INSTRUCTION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
3c Engages Students in Learning	Shows evidence of focused, student-led learning and inquiry that fosters meaningful and challenging outcomes for all students. Promotes self-assessment and reflection through peer interaction and feedback as well as group collaboration.	Employs a variety of well-designed learning tasks that actively engage learners to meet challenging learning outcomes. Fosters peer interaction and group collaboration.	Offers learning tasks, activities, materials, resources, instructional grouping, and/or technology with instructional outcomes that encourage limited engagement/responses, or lower order thinking by students.	Offers learning tasks, activities, materials, resources, instructional grouping, and/or technology with instructional outcomes that lack engagement, seek rote responses, and foster passive learning.
	Provides frequent, embedded, and successful opportunities for student collaboration that yields high levels of learning and engagement. Instructional groupings are strategic and flexible.	Ensures that student collaboration is a component of learning and engagement, instructional groupings are appropriate and support student learning.	Provides some opportunities for students to collaborate or engage with one another effectively, and/or instructional groups are mostly suitable and partially support student learning.	Does not provide students with opportunities for collaboration or engagement with one another effectively, and/or creates instructional groups that are inappropriate for the learning task.
	Effectively and successfully uses a variety of differentiated instructional materials and resources. Students are readily able to use and adapt materials and resources to appropriately meet their needs.	Uses instructional materials and resources effectively and successfully to support student learning and engagement. Materials are varied, and equitably available and accessible to students.	Uses instructional materials and resources with some success to support student learning; Most materials and resources are equitably available and accessible to students.	Incorrectly or ineffectively uses instructional materials and resources with students; Materials and resources do not support student learning and/or are not equitably available or accessible.
	Follows a successful pacing that includes opportunities for students to	Follows an adequate pacing that supports student learning, high levels of	Uses pacing that is somewhat adequate. Provides some, but not	Follows a pace that is either too slow or too rushed for the success of

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	demonstrate initiative, autonomy, and effective use of strategies for reflection. Students can identify and advocate for their own need to engage in further processing or reflection in order to solidify new learning.	intellectual engagement, and deeper learning. Students have multiple and effective opportunities to think, reflect, and consolidate their understanding.	enough time for the intellectual engagement of each student.	each student. Opportunities for thought and reflection are poorly implemented. Students do not have time to reflect or consolidate their understanding.

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DOMAIN 3d: INSTRUCTION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
3d Demonstrates Flexibility and Responsiveness	Is responsive to the needs of all learners using an array of instructional strategies and persistently solicits additional resources in response to individual student needs. Consistently provides opportunities for students to voice their needs and direct their own learning.	Adjusts learning experiences that promotes success of all learners by asking them to think about and discuss the concepts being presented.	Makes some adjustments to learning experiences and is responsive to student needs with partial success. Adheres to lesson plans in a linear fashion and is not flexible in their presentation.	Does not adjust learning experiences, even when warranted, and is not responsive to student needs. Adheres to instructional plans despite evidence of little student understanding or lack of interest.
	Frequently identifies and expands new learning opportunities for students that reflect their interests and questions and encourages initiative for student exploration and individual pursuit.	Incorporates students' interests and questions into learning experiences to deepen student understanding and encourage curiosity and autonomy.	Attempts to respond to students' questions and respond to their interest, but with limited/minimal success.	Does not address students' questions and fails to offer support when students experience difficulty.
	Draws from a broad, differentiated repertoire of strategies to meet the needs of students. Demonstrates determination and persistence in responding to difficulties and barriers to student learning.	Draws on a variety of strategies to persist in meeting the needs of students, providing alternatives approached when experiencing difficulty.	Conveys some responsibility and commitment to student learning but lacks certainty and/or is partially successful in responding to student difficulties.	Lacks responsibility for student learning and success; is uncertain how to assist students.

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DOMAIN 3e: INSTRUCTION

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
3e Delivers Instruction	Provides clear context for instruction, effectively embedding key skills and providing students opportunities to critique exemplars of work to help them understand what is expected and reflect on their own work.	Provides clear context for instruction and/or connects it effectively to model products and the expected learning outcomes.	Provides limited context for instruction but may not connect it to the expected learning outcomes.	Does not provide context for the lesson or activity that helps students to see the big picture or context of the lesson through lack of clear essential questions or established goals.
	Provides purposeful opportunities for learning, beginning with interesting openings and/or ending with closing activities to synthesize learning.	Designs effective openings and/or closings to lessons and activities.	Demonstrates minimal or limited openings and/or closings to lessons and learning activities.	Does not provide an opening and/or closing to lessons and learning activities.
	Explains content thoroughly and clearly, using a variety of methods and modes to help students grasp broad concepts as well as key information and vocabulary.	Uses a variety of methods and modes of communication to ensure that learners will grasp key vocabulary and information.	Uses some appropriate content area vocabulary and points out some key vocabulary words.	Neglects to call attention to key content vocabulary.
	Provides appropriate think-time for all students to support, enhance, deepen, and reflect on their learning. Fully engages students throughout the lesson or activity by acting as a facilitator of learning.	Provides adequate think-time for students to process and make meaning of presented content.	Allows minimal think-time for students to process and make meaning of the presented content.	Does not include sufficient think-time for students to process and make meaning of presented content.

DOMAIN 4: MONITORING, ASSESSMENT & FOLLOW-UP

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DOMAIN 4a: MONITORING, ASSESSMENT, & FOLLOW-UP

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
4a Designs and uses formative assessments for instruction	Consistently, on a daily basis, has a method for assessment of all learning outcomes with plans for a variety of formative assessment throughout the instruction.	Routinely, at least on a weekly basis, gathers data with a variety of formative assessment tools such as questions, prompts, exit slips, etc. during ongoing delivery of instruction to guide next steps for each student.	Intermittently, on an occasional basis, gathers data with formative assessment tools to support instruction through some monitoring of progress.	There is no formative assessment evident to inform instruction.
	Consistently asks students to review their work, identify where they had difficulty, and/or offers timely feedback for improvement to monitor their progress.	Encourages students to review work, see where they had difficulty, and/or offers feedback to improve in those areas.	Urges students to review work to see where they had difficulty. Feedback is presented in a general manner.	Uses limited opportunities to have students review or revise their work. Little or no feedback is offered to guide students toward improvement of work.
	Enables students to set goals, self-assess, and/or create rubrics based on established criteria to monitor their own learning academically and behaviorally at all times.	Encourages students to set goals and/or self-assess based on established criteria to monitor their own learning academically and behaviorally on a regular basis.	Offers students some indication of their learning academically and behaviorally based on partially established criteria by asking them to occasionally set goals.	Gives students limited indication of where they are academically or behaviorally, and/or no established criteria evident.
	Consistently uses the results of formative assessment data to set learning goals and make informed instructional decisions for each student.	Uses formative assessment data to set goals for each student, check understanding and inform decision making.	Uses formative assessment data occasionally to check student understanding and/or inform instructional decisions.	Uses limited formative data to check for understanding or inform instructional decisions.

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DOMAIN 4b: MONITORING, ASSESSMENT, & FOLLOW-UP

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
4b Designs and uses summative assessments for instruction	Consistently collects and uses reliable evidence of learning for each learner using a variety of assessment tools such as portfolio, performance tasks, technology integrated activities and student-designed assessments.	Collects and uses valid and reliable evidence of learning for each learner, using a variety of assessments tools such as benchmark assessments, unit tests, performance tasks, projects and technology integrated activities.	Collects and uses data from self-designed assessments intended for most learners, including such traditional modes as end of unit tests, essays, and reports.	Collects data for the purpose of giving students grades and/or relies on traditional modes of assessment such as end of unit tests.
	Collaborates with colleagues to design and/or analyze effective summative assessment tools that measure learning outcomes to provide reliable, valid results that enable the instructor to reflect on instruction.	Designs summative assessment tools that measure learning outcomes, provide reliable, valid results, and enable the instructor to reflect on instruction.	Uses some summative assessment tools to measure learning outcomes for students or reflect on instruction.	Shows no evidence of using summative assessment tools to measure student learning or to reflect on and improve instruction.

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DOMAIN 4c: MONITORING, ASSESSMENT, & FOLLOW-UP

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
4c Utilizes standardized assessment tools and results	Works with colleagues to analyze trends and patterns from standardized assessment results to improve instruction and align activities that support and challenge individual students.	Analyzes trends and patterns from standardized assessment results to improve instruction, and to understand strengths and weaknesses of learners.	Reviews standardized assessment results to understand trends, as well as the strengths and weaknesses of learners.	Places limited emphasis on standardized assessment results.
	Consistently uses the data from standardized assessment results to create a plan to move each student forward by setting goals and /or action plans for each learner.	Draws from standardized assessment results to design instruction and to follow up with activities that support and challenge individual students.	Refers to assessment results in providing input into instruction as well as follow-up activities to support and challenge students.	Designs lessons without considering information from standardized assessments to improve instruction.

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DOMAIN 4d: MONITORING, ASSESSMENT, & FOLLOW-UP

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
4d Maintains accurate records and synthesizes information for improved student learning/growth	Develops systematic procedures to collect, analyze, report and reflect on data from multiple sources to establish learning goals.	Collects, analyzes, reports and reflects on data from multiple sources to establish learning goals.	Keeps records of student grades and assessment scores in order to establish learning goals.	Grades and records student information in order to establish an average or grade.
	Consistently updates grades/comments in the reporting system on a daily basis to inform students and parents/families of progress.	Updates and enters grades/comments in the reporting system on a weekly basis to inform students and parents/families of progress.	Updates and enters grades/comments in the reporting system on a bi-monthly basis to inform students and parents/families of progress.	Does not show consistent entering of grades or comments into the reporting system in an effort to inform students or parents/families of progress/or waits until the end of a grading period to enter all grades.
	Collaboratively establishes activities based on data to support and challenge students beyond those assigned to his or her classroom.	Collaboratively analyzes data from a variety of assessments to draw conclusions in order to improve learning and/or establish activities.	Notes some patterns and trends to improve instruction.	Collects and records student work without attention to patterns and trends.

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DOMAIN 4e: MONITORING, ASSESSMENT, & FOLLOW-UP

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
4e Provides feedback to improve student learning	Effectively communicates with each student using multiple means to provide a variety of feedback from both teachers and peers.	Communicates with each student to provide specific, timely and varied feedback.	Provides limited feedback to students that is based on collected data and includes suggestions for improvement of student learning.	Inconsistently gives students feedback about their learning and achievement in the classroom.
	Provides accurate and timely feedback that advances learning through tools such as such self-assessment, rubrics, student and teacher goal setting, checklists, and conferencing.	Employs a variety of tools to gather feedback, such as self-assessment, rubrics, student and teacher goal setting, checklists, and conferencing.	Provides limited information to students about feedback criteria and/or utilizes limited feedback tools.	Does not make students aware of feedback criteria and/or does not engage in the use of feedback tools.

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DOMAIN 4f: MONITORING, ASSESSMENT, & FOLLOW-UP

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
4f Supports and monitors progress, and challenges each learner by providing a series of interventions	Persists in seeking effective approaches for students who need support or challenge and consistently offers small group or individualized instruction to meet student needs.	Seeks effective approaches for students who need support or challenge by offering small group skills-based instruction/activities as intervention or extension.	Offers limited support and challenge as a whole group instructional strategy.	Does not offer students opportunities for support or challenge in academic areas.
	Uses an extensive repertoire of instructional strategies and, as indicated through progress monitoring, solicits additional resources from the school community.	Uses a repertoire of instructional strategies to monitor progress, and, if needed, solicit additional resources from the school community.	Progress monitors on a limited basis.	Insufficiently progress monitors students.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

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DOMAIN 5a: PROFESSIONAL RESPONSIBILITIES

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
5a Fulfills job responsibilities	Actively monitors students directly and indirectly under their supervision throughout the building.	Monitors and supervises within the classroom, as well as surrounding areas.	Monitors and supervises within the classroom.	Leaves the classroom causing students to be unattended at times.
	Meets legal responsibilities with consistency and fidelity such as supervision, mandated reporting, and compliance with formal plans.	Fulfills legal responsibilities such as supervision, mandated reporting, and compliance with formal plans.	Fulfills most legal responsibilities such as supervision, mandated reporting, and compliance with formal plans.	Does not meet legal responsibilities such as supervision, mandated reporting, and compliance with formal plans.
	Regularly attends and actively participates in meetings; carries out assigned duties with thought and attention.	Regularly attends and participates in meetings; Carries out assigned duties.	Attends most meetings and/or participates minimally; Carries out most assigned duties.	Does not attend or inconsistently attends meetings; Does not participate; Fails to carry out assigned duties.
	Is punctual and thorough in completing paperwork and assigned tasks and looks for ways to improve building operations.	Completes paperwork with detail and assigned tasks in a timely manner.	Completes most paperwork with necessary detail and/or is mostly on time with assigned tasks.	Does not complete paperwork with necessary detail and/or completes assigned tasks past deadlines.
	Is proactive, responsive, and professional in their communication with colleagues and administration; Brings issues and concerns to the attention of administration in a timely and respectful manner.	Communicates consistently and professionally with colleagues and administration.	Does not communicate in a timely manner and/or fails to communicate necessary information with colleagues and administration.	Communicates minimally with colleagues and administration.

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DOMAIN 5b: PROFESSIONAL RESPONSIBILITIES

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
5b Reflects on Educational Practices	Demonstrates evidence of consistent and ongoing reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most.	Demonstrates evidence of reflective practices that are based on consideration of evidence of student learning and development. Reflective practice leads to an accurate assessment of the success of instruction and results in specific, observable changes and adjustments.	Demonstrates limited evidence of reflective practices that lead to some accurate assessment of student success of instruction but does not follow through with analysis and changes of practice.	Does not provide evidence of reflective practice, does not know whether students achieved the learning outcomes, and/or misjudges the success of instruction.
	Assessment of the lesson is based on multiple sources of evidence, leading to thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution elements of instruction on student learning and development.	Draws evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	Demonstrates limited and/or an incomplete sense about whether or not instruction was successful or had the desired impact on student learning and development.	Does not use evidence from the lesson or draws inaccurate or incomplete conclusions of the effectiveness of instruction and whether learning outcomes were achieved.
	Demonstrates critical analysis of the impact of their instruction practice on student learning, and consistently focuses on acquiring new knowledge and skills to enhance student learning, prioritizing improvement	Demonstrates analysis of the impact of their instructional practice on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance student learning.	Demonstrates limited analysis of some aspects of their instructional practice, but may not consider alternative approaches, recognize the impact of their own mindset or beliefs, and/or be willing to	Does not or is unable to analyze the impacts of their instructional practice on student success and/or makes no suggestions for growth or improvement.

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	for students who need it most.		explore new strategies or ideas.	

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DOMAIN 5c: PROFESSIONAL RESPONSIBILITIES

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
5c Grows and Develops Professionally	Completes all required and recommended professional learning opportunities. Seeks out and identifies high-quality professional learning opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	Completes all required and recommended professional learning opportunities and takes initiative in pursuing additional opportunities for professional growth.	Completes the required and some of the recommended professional learning opportunities.	Demonstrates little or no interest in professional learning, and/or takes no initiative to improve.
	Demonstrates initiative in engaging in a variety of activities that deep content knowledge, understanding of the content curriculum and best practices, and reflects the current research.	Engages in activities that support knowledge and understanding of current content curriculum and best practices.	Engages in some activities that support knowledge and understanding of current content curriculum and best practices.	Does not engage in activities that support knowledge and understanding of current content curriculum and best practices.
	Supports a school culture of growth and models a process for seeking, providing, and acting on feedback.	Invites feedback, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	Invites, accepts, and acts on some feedback that is given.	Resists discussing feedback on their practice or ignores feedback that is given.

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DOMAIN 5d: PROFESSIONAL RESPONSIBILITIES

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
5d Communicates with Families	Frequently and proactively engages and communicates with families and communities and does so in a professional manner.	Regularly engages and communicates with families and communities and does so in a professional manner.	Makes some efforts to engage and communicate with families and communities and does so in a professional manner.	Does not engage families or communities, or engages them infrequently, or does so unprofessionally.
	Actively partners with families to ensure that everyone who supports students understands the instructional program, has opportunities to engage thoughtfully in its development, and has up-to-date information about students' progress.	Frequently shares accessible, informative updates about to families the standards, curriculum, and/or learning and behavior expectations, and students' progress in meeting them; Seeks input from families to enhance engagement and connection to the classroom.	Shares basic information with families about the standards, curriculum, and/or learning and behavior expectations, and students' progress in meeting them. The information shared is limited, inaccessible, or incomplete.	Makes little or no attempt to engage families in the instructional program. Communicates little or no information to families. about the standards, curriculum, and/or learning and behavior expectations, and students' progress in meeting them.
	Provides frequent, quality opportunities for families to engage in learning experience at home with their students; views and incorporates families as essential partners in learning experiences.	Provides regular opportunities for families to engage in learning experiences at home with their students; Creates opportunities for families to support students and engage in the learning community.	Provides some opportunities for families to engage in learning experiences at home with their students.	Provides no opportunities for families to engage in learning experiences at home with their students.

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DOMAIN 5e: PROFESSIONAL RESPONSIBILITIES

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
5e Participates in the Professional Community	Takes initiative in positively contributing to learning events, programs, or activities that further the culture of learning in the school and bring the values of the school and district to life through modeling and positive action.	Makes positive contributions to the school culture, supporting professional learning and upholding the values of the school and district.	Makes limited contributions to the school culture, supporting professional learning and upholding the values of the school and district.	Is not an active member of the school community or contributes negatively to the culture of learning and values of the school and district.
	Actively builds and maintains supportive relationships with colleagues that are positive, productive, and professional and focused on collaboration and student success.	Maintains supportive and collaborative relationships with colleagues that are positive, productive, and professional.	Maintains cordial relationships with colleagues and/or is developing relationship skills that lead to positive, productive, and professional relationships.	Does not foster relationships with colleagues that are positive, productive, and professional.
	Actively participates and promotes the success of professional inquiry, modeling and supporting a culture of inquiry across the school and/or district community	Regularly and actively participates in and contributes thoughtfully to professional inquiry.	Participates in professional inquiry with colleagues when invited and occasionally contributes to the success of others.	Does not participate in activities that promote professional inquiry and/or only participate when required, making few or negative contributions.
	Makes a substantial contribution to school events, projects, and initiatives.	Participates in school events, projects, and initiatives.	Participates in some school events, projects, and initiatives.	Avoids participation and involvement in school events, projects, and initiatives.

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DOMAIN 5f: PROFESSIONAL RESPONSIBILITIES

PERFORMANCE LEVELS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
	The Teacher...	The Teacher...	The Teacher...	The Teacher...
5f Shows Professionalism	Presents as a consummate professional and takes a leadership role in helping others to understand and maintain appropriate boundaries.	Maintains professional demeanor and shows attention to appropriate boundaries.	At times acts and appears in an unprofessional manner without attention to appropriate boundaries.	Acts and appears in an unprofessional manner without attention to appropriate boundaries.
	Is an example of honesty and integrity in their actions with students, families, colleagues, and the community; Supports and models decision making on the highest professional standards of honesty, integrity, and confidentiality.	Demonstrates honesty and integrity in their interactions with students, families, colleagues, and the community.	Shows some honesty and/or integrity in their interactions with students, families, colleagues, and the community.	Is dishonest and/or lacks integrity in their interactions with students, families, colleagues, and the community.
	Follows and compiles with school, district, state, and government procedures and helps others to understand the importance of following these policies and procedures with fidelity.	Follows and complies with school, district, state, and government policies and procedures.	Mostly follows and complies with school, district, state, and government policies and procedures.	Does not follow or comply with school, district, state, and government policies and procedures.