



MRSD
Educator Evaluation
Model

(Teachers, School Nurses, School
Counselors, Social Workers, Related
Services and Library/Media Specialists)
2025

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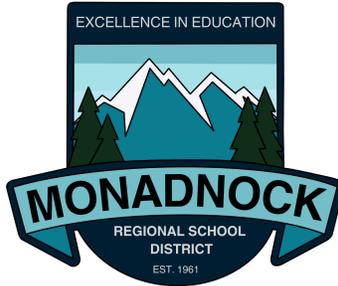
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Monadnock Regional School District

Supervision and Evaluation Model(s)

Statement of Philosophy

An effective supervision and evaluation model assists both teachers and administrators in attaining higher levels of staff performance for the purpose of positively impacting student learning and achievement. The model also provides a framework of accountability through collaborative expectations (district and school goals) and data collected over time in the following domains of teaching responsibility:

- Classroom Strategies and Behaviors
- Planning and Preparing
- Reflecting on Teaching
- Collegiality and Professionalism

Monadnock Regional School District Mission Statement

The Monadnock Regional School District is a combined community of learners, education professionals and support staff, volunteers, businesses & civic organizations, tax-payers, and families who represent the towns of Fitzwilliam, Gilsum, Richmond, Roxbury, Swanzey and Troy.

We embrace our shared responsibility to guide students to become active citizens who are both empowered and inspired to contribute to the future of their community.

Therefore, we collaborate not just to teach, but also to engage and educate every student in our district in an environment that is challenging, caring, and safe, while fostering lifelong learning.

The Supervision / Evaluation Model

Effective professional development provides opportunities for individuals to improve their performance through dialogue between and among administrators and educators regarding teacher performance and student growth. This model of Supervision/Evaluation follows the intent and framework of the Monadnock Regional School District Professional Development Master Plan. Also, the Supervision / Evaluation model aligns with the New Hampshire Department of Education's definition of Effective Teaching.

The MRSD Supervision and Evaluation model provides varying levels of supervision in order to better assist educators and to promote flexibility, reflection, and risk taking in support of student learning and professional growth.

Collective Bargaining Agreement and the Evaluation process

This is the broad strokes of the evaluation process. The evaluation process is closely tied to the CBA (Collective Bargaining Agreement). As you move through the evaluation process, please ensure that you are referencing the CBA for specific dates as well as outlined procedures. [MDEA](#)
[CBA](#)

NURSES

Nurses	<ol style="list-style-type: none">1. Planning and Preparation<ol style="list-style-type: none">a. Demonstrating medical knowledge and skill in nursing techniquesb. Demonstrating knowledge of child and adolescent developmentc. Establishing goals for the nursing program appropriate to the setting and the students servedd. Demonstrating knowledge of government, community, and district regulations and resourcese. Planning the nursing program for both individuals and groups of students, integrated with the regular school program2. Environment<ol style="list-style-type: none">a. Creating an environment of respect and rapportb. Establishing a culture for health and wellnessc. Following health protocols and proceduresd. Supervising non medical staff covering the health officee. Organizing physical space3. Delivery of Services<ol style="list-style-type: none">a. Assessing student needsb. Administering medications to studentsc. Managing emergency situationsd. Demonstrating flexibility and responsivenesse. Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs4. Professional Responsibilities<ol style="list-style-type: none">a. Reflecting on practiceb. Maintaining health records in accordance with policy and submitting reports in a timely fashion
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SOCIAL WORKERS

Social Workers	<ol style="list-style-type: none">1. Planning and Preparation<ol style="list-style-type: none">a. Knowledge of Laws & Policiesb. Knowledge of Practice & Interventionsc. Knowledge of Diverse Populationsd. Use of Assessments & Data2. The School Environment<ol style="list-style-type: none">a. Safe & Healthy Schoolb. Barriers to Learning3. Service Delivery<ol style="list-style-type: none">a. Family Engagementb. Community Systemsc. Collaboration with Colleaguesd. Student Engagemente. Effective Interventions4. Professional Responsibilities<ol style="list-style-type: none">a. Record Keeping & Technologyb. Professional Growthc. Professionalismd. Participating in a professional communitye. Growing and developing professionallyf. Showing professionalism including integrity, advocacy and maintaining confidentiality
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TEACHERS AND LIBRARY MEDIA SPECIALISTS

Teachers and
Library Media
Specialists

1. Classroom Strategies and Behaviors:

- g. Involving Routine Events
 - i. Communicating Learning Goals and Feedback
 - ii. Establishing Rules and Procedures
- h. Addressing Content
 - i. Helping Students Interact with New Knowledge
 - ii. Helping Students Practice and Deepen New Knowledge
 - iii. Helping Students Generate and Test Hypotheses
- i. Enacted on the spot
 - i. Engaging Students
 - ii. Recognizing Adherence to Rules and Procedures
 - iii. Establishing and Maintaining Effective Relationships with Students
 - iv. Communicating High Expectations for All Students

2. Planning and Preparing:

- v. Planning and Preparing for Lessons and Units
- vi. Planning and Preparing for Use of Resources and Technology
- vii. Planning and Preparing for the Needs of English Language Learners
- viii. Planning and Preparing for the Needs of Students receiving Special Education
- ix. Planning and Preparing for the Needs of Students who Lack Support for Schools

3. Reflecting on Teaching:

- x. Evaluating Personal Performance
- xi. Developing and Implementing a Professional Growth Plan

4. Collegiality and Professionalism:

- xii. Promoting a Positive Environment
- xiii. Promoting Exchange of Ideas and Strategies
- xiv. Promoting District and School Development
- xv. Promoting Legal Compliance

SCHOOL COUNSELORS

School Counselors	<p>Student Growth Goal:</p> <ul style="list-style-type: none">● M 1. Students demonstrate a belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being● M 2. Students demonstrate a sense of acceptance, respect, support and inclusion for self and others in the school environment● M 3. Students demonstrate a positive attitude toward work and learning● M 4. Students demonstrate a self-confidence in ability to succeed● M 5. Students demonstrate a belief in using abilities to their fullest to achieve high-quality results and outcomes● M 6. Students demonstrate an understanding that postsecondary education and lifelong learning are necessary for long-term success
School Counselors	<p>Professional Learning Goal:</p> <ul style="list-style-type: none">● M 1. School Counselor demonstrates that every student can learn, and every student can succeed.● M 2. School Counselor advocates for students to have access to and opportunity for a high-quality education.● M 3. School Counselor provides every student access to a school counseling program that supports graduation from high school to be prepared for postsecondary opportunities.● M 4. Every student should have access to a school counseling program.● M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.● M 6. School counselors are leaders in the school, district, state and nation.● M 7. School counselor implements a school counseling program that promotes and enhances student academic, career and social/emotional outcomes.
School Counselors	<p>Planning and Assessment Goal:</p> <ul style="list-style-type: none">● M 1. School Counselor demonstrates that every student can learn, and every student can succeed.● M 2. School Counselor advocates for students to have access to and opportunity for a high-quality education.

	<ul style="list-style-type: none"> ● M 3. School Counselor provides every student access to a school counseling program that supports graduation from high school to be prepared for postsecondary opportunities. ● M 4. Every student should have access to a school counseling program.
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In addition to the domains, the educator will work towards achieving a Student Growth Goal and one Professional Practice Goal.

Student Learning Goal: This goal is an individual goal set by each educator each year.

Professional Practice Goal: Identify which professional practice goal from the educator’s Professional Development Plan he/she will reflect upon during the school year. (Can be the same goal for up to two years).

Educator Status

There are three educator areas of status based on the overall rating and on the trends of the educator’s impact on student learning.

Experienced Educator License (EEC):

- Educators with an EEC, who are not on a Performance Improvement Plan, are on a Self-Directed Status.
 - Goals developed by the educator and approved by the evaluator.
 - Professional practice goals should be guided by the MRSD Professional Development Plan.
 - The evaluator will conduct at least two unannounced observations.

Beginning Educator License (BEL), Statement of Eligibility (SOE), Intern Certification (INT):

- Educators with a BEL, SOE or INT in their certification area/teaching assignment, who are not on a Performance Improvement Plan, are on a **Developing Educator Status**.
 - Must have an individual conference with the evaluator to review the evaluation model.
 - Professional practice goals should be guided by the MRSD Professional Development Plan.
 - The evaluator will conduct at least 1 announced observation and 2 unannounced observations.

Targeted Improvement Plan:

- If the combined indicator of professional performance is in need of improvement or ineffective, the plan is a Performance Improvement Plan of up to 12 months.
 - Must have an individual conference with evaluators to define goals for the plan directly related to the area(s) of underperformance.
 - Describe the activities and work products the educator must complete as a means of improving performance.
 - Describe the assistance the district will make available to the educator and the individual assigned to provide the assistance.
 - Articulate the measurable outcomes that will be accepted as evidence of improvement.
 - Detail the timeline for completion of each component.
 - Includes the signatures of the educator and supervising evaluator.
 - Frequency of announced and unannounced observations will be determined in the plan.

Annual Evaluation Process

<p>I. Supervision Planning Meeting with Administrator</p>	<p>Returning Educators - Meet with administrator in spring to review Self-Assessment, share evidence of work that was done to attain the goal(s), and identify areas of focus for the upcoming year.</p> <p>Newly Hired Educator - Meet with administrator at start of school year to review rubrics, identify areas of focus and identify a professional practice goal.</p>
<p>II. Drafting Goals (All goals must be approved by Evaluator)</p>	<p>Student Growth Goal This goal is an individual goal set by each educator each year.</p> <p>Professional Practice Goal Identify which professional practice goal from the individual's Professional Development Plan he/she will reflect upon the school year. (Can be the same goal for up to two years) May 1st - September 30th</p>
<p>III. Self-Reflection and Evidence</p>	<p>In preparation for the summative evaluation meeting, the educator completes the Self-Reflection, keeps track of the work that is done to attain the goals and documents evidence of his/her work on their individual evaluation model. Ongoing until summative meeting.</p>
<p>IV. Observations and Feedback</p>	<p>The educator is observed by the supervisor over the time frame of the plan through a series of unannounced visits and announced observations as outlined in this plan. The educator receives verbal and written feedback from the supervisor that will assist in the improvement of practice and student outcomes. September - April</p>
<p>V. Annual Performance Review</p>	<p>The educator receives a summative evaluation at the end of the plan's time frame which provides performance ratings. This evaluation determines the Educator Status (ie: Self-Directed, Developing, or Performance Improvement Plan for the subsequent year). March/April</p>

Common language

1. CBA - Collective Bargaining Agreement
2. IPDP - Individual Professional Development Plan
3. BEL - Beginning Educator License
4. ELL - Experienced Educator License