

PURPOSES OF EVALUATION

The purposes of performance evaluation are outlined in the Gilford School District Policy GCOA. The Evaluation Review Committee specifically affirms the following purposes of evaluation:

1. To further develop teaching;
2. To improve student learning;
3. To support the professional growth of the staff;
4. To alert staff to new and emerging trends in the teaching-learning process;
5. To identify barriers that may prevent improved student performance;
6. To align professional development opportunities of the district with the assessment of staff performance;
7. To assist in making personnel decisions related to assignment and contract continuation;
8. To review past performance of the staff member, to assess the present and set goals for the future to achieve #'s 1-7 above.

EVALUATION OF INSTRUCTIONAL STAFF

Evaluation is an integral component of personal and professional growth. Evaluations should be considered as a positive professional procedure aimed at promoting effective teaching based on the Danielson Growth Model.

Throughout this document, “teacher” refers to all full and part-time teachers, guidance personnel, librarians and resource specialists. The term “supervisor” refers to the principal, the assistant principal, director, assistant superintendent and superintendent.

Written evaluations destined for the teacher’s file shall be made with the full knowledge of that teacher. This includes any supportive individual written observations.

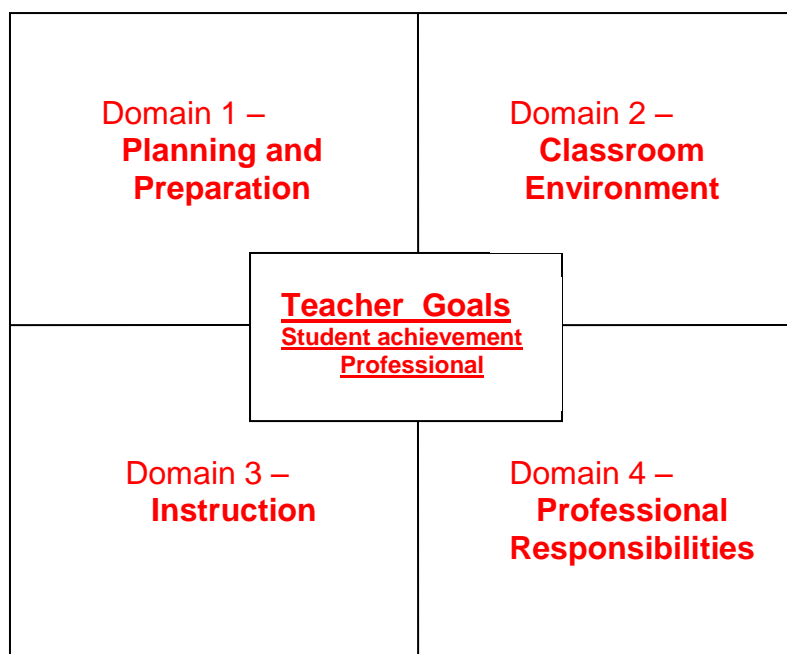
Each teacher is entitled to free and unlimited access to his/her personnel file except for written recommendations from Placement Offices or prior employers.

The Danielson rubrics, as found in *Enhancing Professional Practice: A Framework for Teaching*, have been chosen for the basis for professional development and evaluation documentation for the Gilford School District. The four domains of professional practice are Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities.

Teacher goals are established through the Professional Development Master Plan process and will include two student achievement goals and one professional goal.

GENERAL PROCESS:

1. A meeting will be held annually in each school before the end of September to review and clarify the evaluation program in order that all staff members, new and returning, may have a thorough understanding of the process.
2. Each teacher shall receive his/her own copy of all evaluations and shall be entitled to confer with the evaluator concerning the substance of the evaluations.
3. All written evaluations will be based on a minimum of one observation. Observations will be followed by a conference and written summary.
4. The duration of each formal observation must be a minimum of twenty minutes if it is the basis for the written evaluation.
5. Teachers and observers are required to sign evaluation documents. The teacher's signature does not imply agreement with the report or its conclusions.
6. The teacher will also have the right to submit a written statement to be attached to the file copy of any evaluation in question.
7. Teacher evaluation will include student growth as identified in the goal setting process.
 - a. Teachers will create two student achievement goals and one professional goal.
 - b. Teachers will refer to the Professional Development Master Plan and/or the Professional Development Committee members for further detail.



EVALUATION PROCESS:

Probationary – Track I

(Teachers with less than three years experience)

- Review the Danielson model and rubrics;
- Conduct pre and post-conferences for planned, formal observations;
- Perform an annual summative evaluation based on a minimum of 2 formal written observations in year 1; and a minimum of 1 formal written observation in years 2 and 3 and the cooperative development of teacher goals.
- May conduct informal classroom visits and feedback may be provided informally (orally) with no formal post conference required. The evaluator may determine a formal conference is necessary, in which case the evaluator will write up comments and recommendations;
- All written evaluations are due from the principal, assistant principal and/or directors by March 1;
- Designate a mentor at the start of the school year. The mentor shall assist the new staff member in a formative rather than summative, non-evaluative capacity;
- Prior to the staff member being recommended for continuing contract status (5 consecutive years or less of employment in the district or 2 consecutive years or less in the district if continuing contract status was already achieved in another NH school district) performance will be measured against the rubrics in each of the 4 domains and the established teacher goals.

Professional Growth – Track II

(Continuing contract teachers)

- Continuing contract teachers shall be evaluated at least once every 3 years in accordance with the certification cycle including the cooperative development of teacher goals established in the first year of the supervision cycle.
- Review the Danielson model and rubrics;
- Conduct pre and post-conferences for planned, formal written observations;
- Perform a summative evaluation in year 3 of the certification cycle based on 2 formal written observations and the cooperative assessment of teacher goals;
- May conduct informal classroom visits any time during the certification cycle; feedback may be done informally (orally) with no formal post conference required unless the evaluator determines that a formal conference is necessary, in which case the evaluator will write up comments and recommendations;
- All written evaluations are due from the principal, assistant principal and/or directors by March 1
- Performance will be measured against the rubrics in each of the 4 domains and the cooperative assessment of established teacher goals.

Professional Assistance – Track III

(Continuing contract teachers who have not demonstrated growth in any one of the four Charlotte Danielson domains or teacher goals)

- The awareness phase is an opportunity for the principal, or designee to contact a teacher regarding a concern that has arisen as a result of the supervision or evaluation responsibilities of the administration. Every effort is expended to improve the teacher's practice including but not limited to consultation and professional development.
- One of the following recommendations will be made upon reviewing the teacher's progress:
 1. The concern is resolved and the teacher is returned to the professional growth track.
 2. The teacher remains in the support phase with revised goals and timelines.
 3. The concern is not resolved and the teacher is moved to the remediation track.

Remediation – Track IV

(Continuing contract teachers who have not demonstrated growth in any one of the four Charlotte Danielson domains or teacher goals)

- The teacher may be placed in the Remediation Track if they are not meeting standards for effective teaching. The focus is on improving teaching practice.

- This track begins with a meeting between the principal and/or evaluator, teacher and appropriate representation if requested.
- At this level it is imperative that the principal makes the teacher aware that failure to meet district standards identified will result in disciplinary action up to and including dismissal. The established Professional Improvement Plan, approved by the principal, will include objectives which the teacher must achieve in a given timeframe. It shall include the following statement: “Failure to achieve the objectives of the improvement plan to the satisfaction of the evaluator will result in a recommendation of non-renewal of contract.”
- The Professional Improvement Plan will be communicated in writing to the teacher.
- For potential non-renewals, an evaluation may be done by a second evaluator.
- In the event that the Remediation process concludes that the teacher’s professional practice is not meeting the expectations of the school district in accordance with established standards, a recommendation must be made to either:
 - 1) extend the review process; or
 - 2) terminate the teacher’s contract in accordance with the collective bargaining agreement.

Legal References:

RSA 189:14a, Failure to be Re-nominated or Re-elected

N.H. Code of Administrative Rules, Section Ed. 302.02(n), Substantive Duties of Superintendents

N.H. Code of Administrative Rules, Section Ed. 304.01(b), Substantive Duties of School Principals

(Revised 10/25/07, 6/10/08, 10/20/2008, 9/8/2009, 4/4/2016)

(Adopted: 9/15/75, 10/1/79, 5/19/80, 10/21/91)

(Ref. 6510, 6511, 6820, 6821,6822,4050)