

**SAU 51**

**Pittsfield School District**

**PROFESSIONAL GROWTH AND EVALUATION PLAN**

2013-1014

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**INTRODUCTION**

**PURPOSE**

Teacher evaluation researcher Laura Goe articulates a vision which the Pittsfield plan embraces: “Using multiple measures to evaluate instruction and student learning growth, aligning the results with professional growth opportunities and support, teaching and learning can be improved.”

Pittsfield School District recognizes a direct link between high quality professional development, professional competence, and student achievement. A team of Pittsfield educators, referred to as the “Professional Growth and Evaluation Team,” created a mission statement that emphasizes this relationship:

The Professional Growth and Evaluation Team facilitates the ongoing development of the district-wide evaluation, professional growth, and certification process, with the ultimate goal of high level student learning and increased graduation rates. The Team communicates with colleagues, providing information while soliciting and responding to input.

The Pittsfield Professional Growth and Evaluation Plan unites and aligns current best practices in educator supervision and evaluation with the district’s required “Master Plan for Professional Development.” The synthesis of professional development and educator evaluation in the PGEP will assist educators in the development and fulfillment of their individual professional development plans, and help the Pittsfield School District to advance toward its goals.

**OVERVIEW**

The Pittsfield School District’s Professional Growth and Evaluation Plan strives to be, in the words of our district’s mission statement, “a comprehensive system of support” for professional learning.

Professional growth, like any learning process, is complex and dynamic. Learning is characterized by periods of slow and rapid growth. Some learning takes years. Some happens in a week, a day, an hour. In the school setting, learning cycles must conform, somewhat artificially, to the school calendar. The school calendar, however, isn’t necessarily a constraint; it offers educators a time frame for learning, providing regular checks, opportunities for ongoing reflection, and summative conferences. Pittsfield’s Professional Growth and

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Evaluation Plan offers flexibility for professional learning and at the same time conforms to the annual school cycle and the three-year recertification cycle.

Learning in schools is also a social process. Educators learn from daily interactions with students, colleagues, mentors, and with designated supervisors. Professional learning is best fostered through ongoing dialogue in a supportive environment. In Pittsfield we expect educators to learn from one another, both formally and informally. An educator’s designated supervisor oversees and guides an individual’s growth, offering support and resources. Colleagues, whether they are designated mentors, district coaches, or peers, work to support professional learning parallel to, but outside of, the evaluation process.

A guiding principle of Pittsfield’s plan is that each educator is the best driver of his or her own professional learning. The Professional Growth and Evaluation Plan promotes and relies on the implementation of educator- developed and supervisor-approved Professional Growth Plans. These plans require flexible and regular goal setting, ongoing professional development, and frequent reflection and assessment of progress.

In developing and modifying Professional Growth Plans, educators set individual SMART goals and team-based Student Learning Objective goals to better target professional growth. Goals, and the action plans for achieving them, can vary in term from a few months to three years or more. Goals and action plans are approved by the educator’s supervisor.

The Professional Growth and Evaluation Plan defines three tracks to differentiate an educator’s support needs: Transitional, Self-Directed, and Intervention. Educators new to the profession, new to the district, or moving into a new role within the district, are placed on the Transitional track.

* Teachers focus their professional growth plan on eight core components of the Professional Growth Rubrics, and receive more frequent supervisory observations.
* Paraeducators focus their professional growth plan on the Paraeducator Professional Growth Rubrics.
* Administrators focus their professional growth plan on the New Hampshire Principal Evaluation Framework Rubric.

Educators who have demonstrated a need for the additional supports provided by an Intervention Plan are placed on the Intervention track. Educators who have demonstrated proficiency in their practice are placed on the Self-Directed track.

Finally, the Professional Growth and Evaluation Plan relies on multiple sources of evidence of professional learning. Professor Patricia Hinchey describes three categories of assessment of teaching: teacher quality, teacher performance, and teacher effectiveness. Educator quality relates to the attributes, including specialized knowledge, an educator brings to the classroom.

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Educator performance relates to the behaviors and activities in the classroom. Educator effectiveness relates to the effects of teaching on students, including the measurable outcomes of student achievement, graduation rates, and student attitudes, motivation, and social and emotional well-being. The principle components of the Professional Growth and Evaluation Plan – rubrics, observation protocols, and contents of the evidence binder—ensure that all three categories of assessment are examined. As other measures of educator effectiveness become more prominent in the state and nation, the Professional Growth and Evaluation Team will consider incorporating them.

The graphic on the following page, entitled “Professional Growth and Evaluation Annual Cycle

Overview Graphic,” illustrates the dynamic components of PGEP within the annual learning cycle. In the pages following the chart, the components and processes are described in detail.

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**TIMELINE SUMMARY**

TEACHER AND ADMINISTRATOR

TRANSITIONAL

|  |  |
| --- | --- |
| AUGUST | * Participate in new teacher orientation to learn about the Professional Growth and Evaluation Plan (PGEP) * Work with mentor to become familiar with Charlotte Danielson’s Framework for Teaching (FFT) and Pittsfield’s Professional Growth and Evaluation Rubrics * Complete Comprehensive Self-Assessment * Draft Professional Growth Plan (PGP) with goals focused on 8 essential components (and endorsement area) * Meet with supervisor for approval of Continuing Education Units (CEU) for professional development activities carried over from previous district * Organize evidence binder |
| SEPTEMBER | * Attend staff meeting explaining the PGEP |
| SEPTEMBER  – OCTOBER | * Supervisor conducts at least two supervisory observations and meets with faculty member to jointly discuss the observation and develop summary statement |
| NOVEMBER –  DECEMBER | * Supervisor conducts at least two supervisory observations and meets with faculty member to jointly discuss the observation and develop summary statement * Participate in extended observation before February 15 |
| JANUARY –  FEBRUARY | * Complete comprehensive self-assessment * Revise PGP * Supervisor conducts at least two supervisory observations and meets with faculty member to jointly discuss the observation and develop summary statement |
| MARCH –  MAY | * Ensure Evidence Binder and Activity Log are organized and up-to- date * Supervisor conducts at least two supervisory observations and meets with faculty member to jointly discuss the observation and develop summary statement (If Supervisor decides to move transitional faculty member to self-directed, supervisor conducts 1st supervisory observation for next cycle instead of two.) * Participate in Summative Evaluation Conference with supervisor |

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SELF-DIRECTED

|  |  |
| --- | --- |
| AUGUST | * Submit new certificate to SAU (Year 1 of recertification cycle only). * Under mutual agreement, supervisor may conduct supervisory observation during summer learning activities |
| SEPTEMBER | * Attend staff meeting explaining the PGE plan (optional) * Set team Student Learning Objective (SLO) * Add SLO to PGP (including action items) |
| SEPTEMBER  – OCTOBER | * Supervisor conducts supervisory observation and meets with faculty member to jointly develop summary statement |
| NOVEMBER –  DECEMBER | * Supervisor conducts supervisory observation and meets with faculty member to jointly develop summary statement |
| JANUARY –  FEBRUARY | * Score interim/benchmark SLO assessments * Complete goals-based self-assessment (year 1 or 2 of recertification cycle) * Complete comprehensive self-assessment (year 3 of recertification cycle) * Consider any changes needed to PGP * Complete review of student performance data * Supervisor conducts supervisory observation and meets with faculty member to jointly develop summary statement |
| MARCH – MAY | * Supervisor conducts supervisory observation and meets with faculty member to jointly develop summary statement * Score summary SLO Assessments * Complete cover sheet of CEUs for recertification * Complete NH DOE paperwork for recertification (year 3 of recertification cycle only) |

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INTERVENTION (Intervention Plan dates and action items must be met)

|  |  |
| --- | --- |
| SEPTEMBER | * Attend staff meeting explaining the PGE plan * Set team SLO * Add SLO to PGP (including action items) |
| SEPTEMBER  – OCTOBER | * Supervisor conducts at least two supervisory observations, as outlined in Intervention Plan; meets with faculty member to jointly develop summary statement |
| NOVEMBER – DECEMBER | * Supervisor conducts at least two supervisory observations, as outlined in Intervention Plan and meets with faculty member to jointly develop summary statement |
| JANUARY – FEBRUARY | * Score interim/benchmark SLO assessments * Complete comprehensive self-assessment * Complete Review of Student Performance Data * Revise PGP (with Supervisor input) * Supervisor conducts at least two supervisory observations, as outlined in Intervention Plan, and meets with faculty member to jointly develop summary statement |
| MARCH –  MAY | * Supervisor conducts at least two supervisory observations, as outlined in Intervention Plan and meets with faculty member to jointly develop summary statement. (If supervisor decides to move intervention faculty member to self-directed, supervisor conducts * 1st supervisory observation for next cycle instead of two.) * Score summary SLO Assessments * Complete cover sheet of CEUs for recertification * Complete NH DOE paperwork for recertification (year 3 of recertification cycle only) |

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PARAEDUCATOR

TRANSITIONAL

|  |  |
| --- | --- |
| AUGUST | * Draft Professional Growth Plan (PGP) * Meet with supervisor for approval of Continuing Education Units (CEU) for professional development activities carried over from previous district * Organize evidence binder |
| SEPTEMBER | * Attend staff meeting explaining the PGEP |
| SEPTEMBER  – OCTOBER | * Supervisor conducts at least two supervisory observations and meets with faculty member to jointly discuss the observation and develop summary statement |
| NOVEMBER –  DECEMBER | * Supervisor conducts at least two supervisory observations and meets with faculty member to jointly discuss the observation and develop summary statement * Participate in extended observation before February 15 |
| JANUARY –  FEBRUARY | * Revise PGP * Supervisor conducts at least two supervisory observations and meets with faculty member to jointly discuss the observation and develop summary statement |
| MARCH –  MAY | * Ensure Evidence Binder and Activity Log are organized and up-to- date * Supervisor conducts at least two supervisory observations and meets with faculty member to jointly discuss the observation and develop summary statement (If Supervisor decides to move transitional faculty member to self-directed, supervisor conducts 1st supervisory observation for next cycle instead of two.) * Participate in Summative Evaluation Conference with supervisor |

SELF-DIRECTED

|  |  |
| --- | --- |
| AUGUST | * Submit new certificate to SAU (Year 1 of recertification cycle only). * Under mutual agreement, supervisor may conduct supervisory observation during summer learning activities |
| SEPTEMBER | * Attend staff meeting explaining the PGE plan (optional) |
| SEPTEMBER  – OCTOBER | * Supervisor conducts supervisory observation and meets with faculty member to jointly develop summary statement |
| NOVEMBER –  DECEMBER | * Supervisor conducts supervisory observation and meets with faculty member to jointly develop summary statement |

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|  |  |
| --- | --- |
| JANUARY –  FEBRUARY | * Consider any changes needed to PGP * Supervisor conducts supervisory observation and meets with faculty member to jointly develop summary statement |
| MARCH – MAY | * Supervisor conducts supervisory observation and meets with faculty member to jointly develop summary statement * Complete cover sheet of CEUs for recertification * Complete NH DOE paperwork for recertification (year 3 of recertification cycle only) |

INTERVENTION (Intervention Plan dates and action items must be met)

|  |  |
| --- | --- |
| SEPTEMBER | * Attend staff meeting explaining the PGE plan |
| SEPTEMBER  – OCTOBER | * Supervisor conducts at least two supervisory observations, as outlined in Intervention Plan; meets with faculty member to jointly develop summary statement |
| NOVEMBER – DECEMBER | * Supervisor conducts at least two supervisory observations, as outlined in Intervention Plan and meets with faculty member to jointly develop summary statement |
| JANUARY – FEBRUARY | * Revise PGP (with Supervisor input) * Supervisor conducts at least two supervisory observations, as outlined in Intervention Plan, and meets with faculty member to jointly develop summary statement |
| MARCH –  MAY | * Supervisor conducts at least two supervisory observations, as outlined in Intervention Plan and meets with faculty member to jointly develop summary statement. (If supervisor decides to move intervention faculty member to self-directed, supervisor conducts * 1st supervisory observation for next cycle instead of two.) * Complete cover sheet of CEUs for recertification * Complete NH DOE paperwork for recertification (year 3 of recertification cycle only) |

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**PERSONNEL**

**PERSONNEL COVERED BY THE SYSTEM**

The Professional Growth and Evaluation Plan details the professional development and evaluation process for all employees of the Pittsfield School District with certification from the New Hampshire Department of Education.

**IDENTIFICATION AND TRAINING OF SUPERVISORS**

The table below specifies the hierarchy of supervisory relationships for Pittsfield School District.

|  |  |
| --- | --- |
| **Supervisor** | **Supervisee** |
| Superintendent | * Dean of Instruction * Dean of Operations * Director of College & Career Readiness * Director of Curriculum & Intervention * Director of Student Services * District Administrator * Project Manager |
| Dean of Instruction | * Paraeducators assigned to Regular Education * Regular Education Teachers * Technology Integrator * Unified Arts Teachers |
| Dean of Operations | * Athletic Director * Custodians * Information Technician * Lab Program Coordinator * Media Specialist (PMHS) * Media Program Coordinator (PES) * School Nurses * Student Support Specialists |
| Dean of College & Career  Readiness | * Guidance Counselors * ELO Coordinator * DE-OL Coordinator |
| Director of Curriculum &  Intervention | * Literacy Coach * Literacy Interventionist * Math Coach * Math Interventionist * Title I Personnel |

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|  |  |
| --- | --- |
| Director of Student  Services | * ESOL Teacher * Occupational Therapist * Out of District Coordinator * Paraeducators (working in collaboration with special education teachers) * School Psychologist * Speech and Language Pathologist * Special Education Teachers |
| District Administrator | * Community Liaison |
| Special Education  Teachers | * Paraeducator assigned to Special Education |
| Student Support Specialist | * Paraeducators assigned to Student Support Center |

All supervisors will be trained on an annual bases and will participate in on-going professional development on the art of observation and evaluation.

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**PROFESSIONAL GROWTH AND EVALUATION RUBRICS**

*“Progress has little to do with speed, but much to do with direction.” --Author Unknown*

**FACULTY MEMBERS**

When developing the evaluation process for the Pittsfield school district, the Professional Growth and Evaluation Team adopted Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching (2007) as the basis for the Professional Growth and Evaluation Rubrics for instructional staff. In her second edition, Danielson developed Frameworks for Specialists. These rubrics are included in their entirety. Danielson has since revised her Framework for Teaching (2011Revised Edition). The latest edition builds on the research behind her first rubrics and includes further research from the Measures of Effective Teaching (MET) Project. The enhanced rubrics now include more precise language for distinguishing between performance at each level, Critical Attributes which list specific observable behaviors as evidence for each performance level, and possible teaching examples. Evaluations are conducted at the component level of the rubrics, but element level rubrics are still included to allow teachers and supervisors to refine their goals and discussions.

With permission, the Professional Growth and Evaluation Team enhanced the *Frameworks for Teaching* rubrics in the following ways:

* + Additional language to reflect the “21st Century Learning Expectations,” as outlined by Goals for 21st Century Learning and adopted by New England Association of Schools and Colleges
  + Additional language to address standards-based instruction and assessment
  + Additional examples of evidence for the components of the four domains, including excerpts from “Georgia CLASS Keys.”

The Professional Growth and Evaluation Rubrics for classroom teachers are found in Appendix XVII and XVIII) The Professional Growth and Evaluation Rubrics for specialists are found in Appendix XVI. Positions that do not yet have a specific rubric that applies to their assignment will work with their supervisor to determine which components from the Professional Growth and Evaluation Rubrics are relevant to their position and create a hybrid rubric. As these rubrics are created and approved by the PGE Team, they will be added to the appendices.

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**ADMINISTRATORS**

The New Hampshire Principal Evaluation Task Force (NHPETF) has defined principal effectiveness through the adaptation of the Interstate School Leaders Licensure Consortium (ISLLC) Standards developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA). The Pittsfield PGE Team has incorporated the recommendations of the NHPETF into the professional growth and evaluation plan for principals and other supervisors within our district.

Effective principals and supervisors should promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by our school community.

Effective principals and supervisors promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Principals and supervisors are educational leaders who promote the success of all students by collaborating with all families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Supervisory positions that do not yet have a specific rubric that applies to their assignment will work with their supervisor to determine which components from the Professional Growth and Evaluation Rubrics are relevant to their position and create a hybrid rubric. As these rubrics are created, and approved by the Professional Growth and Evaluation Committee, they will be added to the appendices.

The Professional Growth and Evaluation Rubrics for Administrators are found in Appendix XIV.

**PARAEDUCATORS AND PROGRAM COORDINATORS**

A rubric for paraeducators and program coordinators was developed by the Professional Growth and Evaluation Team Task Force. Resources used to develop the rubric were numerous and are listed in the Bibliography. The Paraeducator / Program Coordinator rubric can be found in Appendix XV.

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**PROFESSIONAL GROWTH PLAN**

*“Goals are simply tools to focus your energy in positive directions.” --Christopher Columbus*

Educators are continually learning, but having identified goals and plans for progressing toward them encourages more intentional and effective development. Therefore, this Professional Growth and Evaluation Plan requires that every educator define goals for individual professional growth, and develop action plans for progressing toward those goals. Educators document these goals and plans in a Professional Growth Plan (PGP), which is located in Appendix XX.

In drafting Professional Growth Plans, educators should consider three specific areas for targeted growth:

1. Content and skills in which their students most need improvement;

2. Stated goals of the district and school; and

3. Pedagogical skills and content knowledge most needed by the individual to improve professional practice.

Educators should set ambitious goals for themselves. They are expected to make progress toward goals, but failing to attain a goal has no bearing on professional evaluation, or on recommendation for recertification or renewal. However, educators are held accountable for demonstrating progress toward goals and professional proficiency. Goals that have not been met by the end of a three year recertification cycle may be carried over to the plan for the next cycle.

To demonstrate commitment to continual growth, educators should maintain 2-5 active goals, which may include a combination of long term (2-5 year) and short term (0.5-2 year) goals. As goals are attained, new ones should be written. Goals may be added at any time, though supervisors must approve all goals. Most goals will be SMART goals.

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**Professional Growth Plan Goal Requirements Chart**

|  |  |
| --- | --- |
| **Educator Role – Track** | **Goal Requirements** |
| Teacher –  Transitional | * Collaborate with Mentor teacher to develop at least two SMART   goals   * At least one SMART Goal related to the endorsement area of a current assignment, which must include measureable student outcomes * At least one SMART Goal related to one of the *8 Essential*   *Components* |
| Teacher –  Self-Directed | * Must develop at least two SMART goals, including:   + One SMART Goal related to the endorsement area of a current assignment, which must include measureable student outcomes   + One Team-Based Student Learning Objective (SLO), which must include measureable student outcomes |
| Teacher – Intervention | * Must develop at least two SMART goals, including:   + Work with Supervisor to develop goals that address areas of concern   + At least one SMART Goal related to the endorsement area of a current assignment, which must include measureable student outcomes   + At least one Team-Based Student Learning Objective (SLO), which must include measureable student outcomes |
| Administrator | * Must develop at least two SMART goals, including:   + At least one SMART Goal related to the endorsement area of a current assignment, which must include measureable student outcomes   + At least one Team-Based Student Learning Objective (SLO), which must include measureable student outcomes |
| Paraeducator | * Must develop at least two SMART goals including related to the endorsement area of a current assignment * Must complete a minimum of 50 CEUs in the area(s) specified by the goals. |

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**SOURCES OF DATA FOR GOAL DEVELOPMENT**

Educators should review a variety of sources of evidence to assist in defining individual goals. Such sources may include, but are not limited to the following:

* Standardized test results (NECAP, NWEA MAP)
* Classroom assessment data
* Samples of student work and observations of students
* Individual Education Plans and 504 Plans
* District / School planning documents, including SIG Planning Documents
* NEASC accreditation reports
* Pittsfield’s Professional Growth and Evaluation Rubrics
* Annual Reflections and Comprehensive Self-Assessments
* Summary Log of Evaluative Observations and any Extended Observation Reports
* Feedback from instructional coaches, mentors, and / or teacher teams
* Research identifying effective, developmentally appropriate teaching strategies and best
* practices for a teacher’s grade level and content area
* Relevant certification standards, as outlined in Ed500

**NEW HAMPSHIRE REQUIREMENTS FOR RECERTIFICATION**

The State of New Hampshire no longer requires that individual teachers or administrators working under an approved local professional development master plan attain a minimum number of “Continuing Education Units (CEUs)” or “clock hours” for recertification in each three year cycle. In SAU 51, one “hour” is defined as one “CEU.” (Paraeducators are still required to attain a minimum of 50 hours in three years.) However, educators who leave SAU 51 may need to define professional development work in these terms. In addition, such timeframe units provide a reasonable means of conveying expected minimum requirements for all educators.

Ed 512.05, “Recertification of Educators Not under the Local Professional Development Master

Plan,” requires educators to document a minimum of 75 continuing education units:

* + At least 45 of those 75 CEUs must relate to Ed 505.07 (knowledge of learners and

learning; knowledge of effective, developmentally appropriate teaching strategies and best practices).

* + At least 30 CEUs must relate to the educator’s subject area or field of specialization

(endorsement area).

Paraeducators must document a minimum of 50 continuing education units in each three year recertification cycle. Paraeducators who are not certified when hired will have three years to acquire, at minimum, Paraeducator I certification.

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**SMART GOALS**

As defined in the State of New Hampshire “Professional Development Master Plan Toolkit,”

effective goals meet SMART criteria:

**S** specific, significant, stretching

**M** measureable, meaningful, motivational

**A** attainable, agreed upon, achievable, action-oriented

**R** realistic, relevant, reasonable, rewarding, results-oriented

**T** time based, timely, tangible

**S specific**

**M measureable**

**A attainable**

**R relevant**

**T time-bound**

Refer to the “Professional Growth Plan Goal Requirements Chart” above and consider the following while writing and planning for a PGP:

* An educator who is teaching in multiple endorsement areas need only have one SMART goal related to a current assignment. The other endorsement(s) must meet the state requirement of 30 CEUs in subject area content and pedagogy.
* An educator who holds multiple endorsements, even if they are not currently teaching or active in that endorsement(s) area, must also meet the state requirements of 30 CEUs in subject area content and pedagogy in order to keep that endorsement.
* Emerging teacher leaders should carefully consider the differences between “Proficient” and “Distinguished” in the evaluation rubrics. Many of these differences have to do with initiating and leading change and programs as opposed to just participating in district reform.

**PROFESSIONAL GROWTH PLANS**

Once an educator has drafted one or more SMART goals, the next step is to draft the action plan(s). Educators should have a separate action plan for each goal. An effective action plan includes a variety of activities that are well-suited to the educator’s current skill level and learning style. A SMART goal worksheet is available to assist in the writing of SMART goals in Appendix XXV.

A Professional Growth Plan includes:

* Learning activities or efforts that may:

o Increase student achievement

o Reinforce the school or district goals

o Show evidence of knowledge of students and student learning by including developmentally appropriate teaching strategies and best practices for the subject

and content areas taught for which recertification is sought

o Promote continuous improvement in exercising professional responsibilities and obligations

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* Time frame, a start time and an expected date of completion
* Expected evidence for each activity
* Approximate number of CEUs/hours for each activity

A Professional Growth Plan form is found in Appendix XIX.

**STUDENT LEARNING OBJECTIVES**

The New Hampshire Task Force on Effective Teacher (Phase II) and the School Improvement Grants (SIG) schools educator effectiveness work group have recommended the use of Student Learning Objectives (SLOs) to document educators’ contributions to student performance in both “tested” and “non-tested” subjects and grades. SLOs are content and course-specific measurable learning objectives that can be used to document student learning over a defined period of time. An SLO can be “growth” based, in that the change in student achievement is evaluated relative to specific learning targets, or it can be “status” based, using current data to guide students towards specific targets on the measurement at the end of the instructional period. In brief, they ask educators, individually or as a team, to establish learning goals for an individual or a group of students, monitor students’ progress toward these goals, and then evaluate the degree to which educators help students achieve these goals.

The teachers in the Pittsfield School District were introduced and asked to use SLOs for the first time during the 2012-2013 school year. SLOs were written and evaluated in teams.

Points to consider when setting SLO’s:

* Growth-based SLO’s should only be used when there is good quality data about the starting level of each student. Frequently the pre- and post-tests are not at the same

level, so that the post-test does not show the actual growth.

* SLOs should be relevant to the skills that are crucial for our students to learn
* SLOs should be connected to school-wide and district-wide goals
* Special education teachers may write SLOs for individual students.
* SLOs should include justification - evidence used to set the objective. What data was considered?
* SLOs are SMART goals, but not all SMART goals are SLOs.

Administrators and teachers who are on the Self-Directed or Intervention track will be required to include a team-based SLO as one of their SMART goals in their Professional Growth Plan. Each teacher and administrative team will draft an SLO during the first quarter using student

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data. SLOs need to be set for the kinds of skills and understandings that are most important to our students, not just for those that are most convenient to measure through a standardized test. SLOs should relate to school-level goals, assessed with school-wide rubrics. For instance, there could be an SLO around reading informational texts. That way, teachers on a team can assess one another’s student work samples, helping all teachers to calibrate their assessments and avoid data corruption. In October, the teacher team will submit their plan to the building-level leadership team and the administrative team will submit their plan to the Professional Growth and Evaluation Team. The leadership team and the Professional Growth and Evaluation Team will check comparability of rigor among goals. If approved, the SLO becomes part of the Professional Growth Plan for each member of the teacher or administrator team.

Transitional faculty will not include SLOs in their Professional Growth Plan, as they are still learning to effectively teach the content and to develop quality assessments. Transitional faculty should focus goal development on the *Essential Eight* components of the evaluation rubrics. Because they are on a faculty team they will still participate in SLO work, assessing student work from the other classes against the school-wide rubric and offering student work for their team to assess.

**APPROVAL OF PROFESSIONAL GROWTH PLAN**

As required by Ed 512.03 “Individual Professional Development Plan,” Professional Growth Plans are defined as three-year documents which coincide with the faculty member’s state recertification cycle. Such plans must be approved by and filed with the educator’s supervisor.

Whenever an educator proposes a new Professional Growth Plan or changes to an existing plan, he/she communicates with his/her supervisor to present and discuss the plan. A supervisor may decide not to approve a proposed plan or changes. Reasons for non-approval include, but are not limited to, the following:

* Goals do not show appropriate priorities for individual growth;
* Goals do not meet SMART criteria;
* Goals do not include at least one aligned with stated district / school goals;
* Goals do not include at least one related to the educator’s subject area or field of specialization (endorsement area);
* Goals do not include at least one related to a team-based SLO (except for paraeducators);
* Professional Growth Plans do not indicate sufficient growth activities (minimum 75 hours for faculty and administrators, 50 hours for paraeducators);
* Professional Growth Plans do not include a variety of learning activities;
* Professional Growth Plan activities do not support progress toward goals

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* Professional Growth Plan activities are not appropriate to the readiness level or assignment of the educator; and/or
* Professional Growth Plan activities do not include appropriate evidence or timeframe.

If a supervisor and educator cannot reach agreement on a new Professional Growth Plan or changes to an existing plan, the supervisor communicates the reasons for non-approval in writing within 10 school days (or within 10 business days if school is not in session). The educator may then choose to appeal the non-approval by following the appeals process outlined in this manual.

Educators who are returning to the district must discuss any changes to their Professional Growth Plan at the End-of-Year Summative Conference. Those who are newly hired into the district must propose and discuss their Professional Growth Plan within the first two months of their employment. The newly hired educator will be encouraged to utilize their supervisor, mentor, and any member of the Professional Growth and Evaluation Team as a resource in writing their Professional Growth Plan.

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**SUPERVISORY OBSERVATIONS**

*“Teachers tend to know where their areas of strength and relative weaknesses lie and are keen to bring all areas of their practice to higher levels. If provided with a safe and respectful environment, most teachers will choose to concentrate their efforts at professional growth in those areas in which they have the greatest need.” -- Danielson & McGreal, 2000*

*“You can see a lot by observing.” --Yogi Berra*

A key component of Pittsfield’s Professional Growth and Evaluation Plan involves the supervisor regularly visiting and observing the educator at work, both in the classroom and in other professional environments. Pittsfield’s process features multiple, short, unannounced observations, or “mini-observations,” and longer, pre-determined “extended observations.” Supervisory observations may occur in many arenas and are not limited to the confines of the educator’s classroom. By mutual agreement between the supervisor and educator, any observation may be conducted by video. Observations may address any area(s) of the Professional Growth and Evaluation Rubrics, and are followed by conversations

between the educator and the supervisor in a timely fashion.

While observations by peers and coaches can greatly contribute to professional growth, observations done by anyone other than an educator’s direct supervisor are non-evaluative. Non-evaluative observations will not be documented in Evidence Binders or Personnel Files.

The minimum number and form of supervisory observations depends on the track of the educator. A supervisor retains the right to do additional observations of any form. Any

educator may request additional observations after the first month of each school year.

|  |  |
| --- | --- |
| **Educator Track** | **Number and Form of Supervisory Observations** |
| **Teacher -**  **Transitional** | Supervisors will conduct eight (8) mini observations per year, a  minimum of two per quarter, with at least one mini observation replaced with an extended observation once a year for any educator who is currently on this track. |
| **Teacher –**  **Self-Directed** | Supervisors will conduct a minimum of four (4) mini-observations per  year, a minimum of one (1) per quarter. |
| **Teacher –**  **Intervention** | Supervisors will conduct a minimum two observations per quarter, as  detailed in the educator’s intervention plan. |
| **Administrative** | At the discretion of the Superintendent. |
| **Paraeducator –**  **Transitional** | Supervisors will conduct eight (8) mini observations per year, a  minimum of two per quarter |

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|  |  |
| --- | --- |
| **Paraeducator –**  **Self-Directed** | Supervisors will conduct a minimum of four (4) mini-observations per  year, a minimum of one (1) per quarter. |
| **Paraeducator –**  **Intervention** | Supervisors will conduct a minimum two observations per quarter, as  detailed in the educator’s intervention plan. |

**MINI-OBSERVATIONS**

Kim Marshall presents a simple rationale of mini-observations: the supervisor “makes frequent unannounced classroom visits and gives prompt feedback to teachers and as a result, teaching and learning improve.” Mini-Observations promote regular, ongoing dialogue between the supervisor and the educator. In the Pittsfield School District, mini-observations are a significant part of the educator’s professional growth and evaluation.

Each mini-observation lasts five (5) to fifteen (15) minutes. Following each mini-observation, the supervisor makes every effort to initiate a conversation with the educator within two (2) school days. In exceptional circumstances, the conversation could take place via phone or email. Both parties are responsible to follow-up in good faith. During that conversation, both parties mutually agree upon a summary of the conversation, which is recorded by the

supervisor on the Supervisory Observations Summary Log. This log is accessible to the educator at any time. A copy of the log is available in Appendix XII.

A supervisor will use as the basis for an observation the educator’s goals, the district’s goals, the team’s SLOs, as well as general characteristics of a learning environment.

Mini-observations can take place in other environments of professional practice. For example, mini-observations of case managers can take place during referral, Individual Education Program, and evaluation meetings. Mini-observations might also include faculty interactions with students, colleagues, parents, and administrators and other school staff, as well as during extra-curricular school functions or community-sponsored activities.

The Observation Summary Log will be attached to the Summative Evaluation and included in the educator’s personnel file at the end of each school year.

**EXTENDED OBSERVATIONS**

Extended observations of professional practice can be part of an educator’s growth and evaluation. While mini-observations are unannounced, extended observations are scheduled for specific times, or windows of time, and include scheduled planning and reflecting conversations. Extended observations take two forms including 1) Classroom / Meeting Observations and 2) Evidence Based Conversations. In a classroom / meeting observation, the supervisor observes the educator in a specified setting for at least thirty minutes. In an

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evidence-based conversation, the supervisor and educator discuss an aspect of the educator’s professional practice, directly referencing educational documents such as curriculum document, lesson plans, communication logs, and emails to parents. Both forms of extended observation support faculty to work more broadly or deeply in one or more aspects of teaching. The supervisor documents all extended observations and reviews them with the educator, using the Extended Observation Summary, located in Appendix VIII.

**PLANNING CONVERSATION**

Before any extended observation can occur a planning conversation between the educator and supervisor must take place. This planning conversation can occur from one to five days before the scheduled observation. During the planning conversation, the supervisor and educator will schedule a date and time of the observation (or a window of times), and discuss the educator’s SMART goal(s), the format of the extended observation that is to follow, which (if any) rubric components will be observed by supervisor during the observation, and any other pertinent

information that either the supervisor or educator wish to discuss regarding the observation.

If an extended observation arises out of a concern that has been verified, the planning conversation and the Concerns Conference may be the same meeting.

**CLASSROOM / MEETING OBSERVATION**

The supervisor will arrive at the pre-scheduled time, or within the specified window of time.

The supervisor may and will generally stay between 45-60 minutes, but at least 30 minutes. The length of the observation may depend upon the length of time it requires the educator to demonstrate the agreed upon components, verified concerns or until the supervisor feels he/she has sufficient evidence of the educator’s level of performance.

**EVIDENCE-BASED CONVERSATION**

The supervisor and educator will meet at the pre-scheduled time. During an evidence based conversation, the length of time it takes an educator to present and discuss the evidence will determine the length of the observation, but it will usually last at least 30 minutes. The educator will provide and discuss materials from his/her evidence binder demonstrating his/her level of proficiency in the agreed upon areas of the Professional Growth and Evaluation Rubrics. One example of an evidence-based conversations is an educator doing a “think aloud” of

his/her planning process. Another example is a discussion between the educator and the

supervisor regarding a product the educator created for district use or an educator’s work facilitating a task force or district team.

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**REFLECTING CONVERSATION**

After any Extended Observation, the supervisor will contact the observed educator to schedule a reflecting conversation. A supervisor and an educator on the self-directed or administrative track may mutually agree to forego the reflecting conversation. However, if the observation has arisen out of a verified concern, the educator forfeits the option to decline a reflecting conversation and instead is required to meet with his/her supervisor within one to five school days after the observation to initiate a Response Plan or Intervention Plan.

During the reflecting conversation, the supervisor and educator will discuss data collected from the observation. The supervisor is required to sign these documents indicating that he/she has presented the documents to the faculty member. In addition, the educator is required to sign these documents to identify that he/she has been made aware of the contents. By signing such a document, an educator only indicates receipt of the document, not necessarily agreement with the contents of the document. The educator has the option to attach his/her own response comments to the document.

**DOCUMENTATION**

Data that has been collected and documented by an educator’s supervisor for evaluative purposes will be entered into the educator’s permanent personal file once signed. Data collected by any persons other that the educator’s direct supervisor is not to be entered into

the educator’s permanent personal file but used for informative purposes by the educator.

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**DOCUMENTING PROFESSIONAL GROWTH: EVIDENCE BINDERS**

[*“All growth depends upon activity. There is no development physically or intellectually without*](http://thinkexist.com/quotation/all_growth_depends_upon_activity-there_is_no/10458.html)[*effort, and effort means work.”*](http://thinkexist.com/quotation/all_growth_depends_upon_activity-there_is_no/10458.html) *--Calvin Coolidge*

Professional practice encompasses far more skills than can be directly observed in a classroom setting. How do you demonstrate your skillful planning process? How do you show that you are actually impacting student growth? How do you document your progress toward your identified goals? Just as educators use multiple forms of evidence to inform conversations around individual student growth targets and acceptable progress, so too do supervisors use multiple forms of evidence in conversations with educators. Artifacts used in these conversations are housed in individual educators’ evidence binders.

**CONTENTS OF THE EVIDENCE BINDER**

The district provides a binder containing tabbed dividers, a table of contents, and a copy of the Professional Growth and Evaluation Plan (including the Professional Growth and Evaluation Rubrics)*.* The educator is responsible for maintaining and updating the contents of the evidence binder.

Required artifacts in the evidence binder will change annually to reflect the continuing revision of the educator evaluation and professional development process. The following documents will be included in the evidence binder as they are written or revised:

• Table of Contents

• Professional Growth Plan

• Recertification Activity Log

• Comprehensive Self-Assessment (excluding paraeducators)

• Annual Reflection

• Supervisory Observations Summary Log

• Documentation of extended observations

• Evidence of progress toward individual goals

• Review of Student Performance Data (excluding paraeducators)

• Evidence of teacher skill, especially in domains that are difficult to observe directly in

the classroom

• Pittsfield Professional Growth and Evaluation Plan

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**ACTIVITY LOG**

For the purpose of recertification, the evidence binder must include an Activity Log documenting Continuing Education Units (CEUs) and / or hours of professional development. Because so much of an educator’s professional development is job-embedded, without a clearly defined number of “hours” or CEUs, the educator’s supervisor will formally award CEUs for each documented activity at the End-of-Year Summative Conference. The number of hours claimed on the Activity Log should not substantially exceed the number of hours proposed in the approved Professional Growth Plan.

To understand minimum expectations, educators should consider the State of NH credentialing requirements. For professionals who are not working under an approved Local Professional Development Master Plan, the state requires documentation of a minimum of 30 hours of professional development related to each endorsement area, and an additional minimum of 45 hours of professional development related to approved individual goals. Paraeducators are required to have a minimum of 50 hours of professional development related to approved individual goals.

**DOCUMENTATION OF EMBEDDED PROFESSIONAL DEVELOPMENT: ARTIFACTS**

For the purpose of an educator’s evaluation, especially developing and assessing progress toward goals, the evidence binder must include artifacts related to the activities in an educator’s action plan. At a minimum, the binder must include two artifacts related to each goal.

Evidence of progress toward individual goals or hours for recertification can take many forms. In order to use an artifact as evidence of professional growth or to count hours towards the state requirements for recertification, the educator must provide a brief rationale in the Activity Log for how the activity connects to his/her professional goal(s) or district goal(s).

Examples of activities that could be documented include the following:

* + Attendance at professional conferences or workshops
  + Completion of a college course
  + Professional conversation
  + Participation in a committee or study group
  + Development and/or revision of curriculum and/or assessment
  + Analysis of student assessment data
  + Analysis of student feedback
  + Individual or group analysis of a video of an educator’s work with students
  + Group or individual assessment of student work
  + Group or individual study of a piece of text or video
  + Creation of a professional article, presentation, or workshop

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* Design and completion of an action research project
* Case study discussion
* Coaching experience
* Mentoring/peer observation experience
* Field-specific immersion experience (ex, Research Experience for Teachers, Study Abroad Program)
* Completion of Annual Faculty Member Reflection (one hour each)
* Completion of Comprehensive Self-Assessment (three hours each)

**DOCUMENTATION OF EMBEDDED PROFESSIONAL DEVELOPMENT: REFLECTION**

Regardless of the chosen activity, the educator’s reflection is the essential artifact which provides specific evidence of how the activity has impacted professional practice and contributed to growth toward an individual or district goal. The reflection may be as brief as a couple of sentences in the “Benefits Derived” section of Professional Development Leave Request or the Activity Log, or may be a multi-page reflective composition.

When reflecting on peer observation, it is important to note that feedback from peers should not be used for evaluative purposes and thus should not be included as evidence of embedded professional development. However, a faculty member’s reflection on peer feedback and changes made based on this feedback is a suitable artifact to include.

**DOCUMENTATION OF PROFESSIONAL SKILL**

The evidence binder houses documentation for state certification and evidence used as part of the educator’s evaluation process. The Professional Growth and Evaluation Rubrics encompass elements that are difficult to observe directly in the classroom, especially planning, collaboration, and effectiveness. Educators should include artifacts which demonstrate their professional skills in all areas. At a minimum, the evidence binder must include artifacts which demonstrate the following, as appropriate to the educator’s responsibilities:

* planning process
* adjustments to lessons/assessments based on student data
* collaboration with other professionals
* Educator effectiveness (growth of individual students)

Educators should not see the creation of these artifacts as being “in addition to” or “outside of” their natural process of professional work and reflection. For example, an artifact showing collaboration might be a copy of a curriculum unit built by a grade level team, showing

the names of the authors. An artifact demonstrating a planning process might be a

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composition written for credit in an education course. Evidence of adjustments to lessons might be in the form of an action plan written after a “Data Driven Dialogue Protocol” or other team meeting. It is important to note that any of these artifacts may be used as a required piece of evidence of progress toward individual goals.

Educators who receives special commendations or awards should keep such artifacts of recognition in the evidence binder. Contributions to the profession, such as presentations at professional conferences or publication of articles, should also be kept there.

**DOCUMENTATION OF EXTERNAL PROFESSIONAL DEVELOPMENT**

If an educator wishes to request funding for professional development opportunities outside the district, a specific procedure must be followed to ensure that such opportunities will be relevant and job-embedded. To that end, educators will use the Professional Development Leave Request Form (Appendix XIII) to contract with supervisors about how such opportunities will be utilized upon return to the district. For example, an educator may contract to present information learned at a conference to members of her/his grade level team or may share strategies that he/she learned to the department after going to a workshop. In some cases, a faculty member may contract to make changes simply to her/his individual instructional practice.

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**PROFESSIONAL INTERVENTION**

*“Effective teaching may be the hardest job there is.” --William Glasser*

Just as students sometimes need special, personalized attention to meet performance standards, educators may require extra support and resources within a particular area(s) of professional performance. The Professional Growth and Evaluation Plan has established a process of professional intervention so that targeted resources and support can be directed to educators that need them. The graphic below shows a visual representation of the process for educators moving from the self-directed track to an intervention track, and then either back to the self-directed track or to a termination of employment. In rare cases a transitional educator may participate in professional intervention.

**Self-Directed or Transitional Track**

Concern NOT Verified

**Verification**

**Notice of**

**Concern**

Concern

Verified

**Professional Intervention**

**Concerns**

**Conference**

**Extended**

**Observation**

**Response Plan**

**Intervention**

**Plan**

**Termination of**

**Employment**

A supervisor may have concerns about an educator’s unsatisfactory performance based on information from any number of sources. A supervisor may notice through supervisory observations or other interactions that an educator is not meeting standards of proficiency outlined in the Professional Growth and Evaluation Rubrics. Furthermore, a concern may arise when a supervisor notices an educator’s failure to move toward meeting a Professional Growth Plan goal. Finally, a concern may arise from information received from another, (i.e. a parent, student, teacher, support staff, administrator, school board member).

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At any point in this process, either party can request representation and/or witnesses to participate in a meeting, given at least one school day’s notice to the other party.

**NOTIFICATION**

When a concern has been identified, the supervising administrator will notify the educator within seven (7) school days in writing. The supervisor will use the “Notification of Concern” form, found in Appendix XI. The notification includes:

* + Statement of concern with the specific area of PGE Rubrics identified;
  + The source of the concern;
  + An invitation to have the supervisor and educator to meet to hear the educator’s

perspective and/or add informational details; and

* + Notification that the supervisor will be monitoring/investigating the situation.

**INVESTIGATION**

An investigation by the supervising administrator will ensue upon notification of a concern. The investigation shall be thorough and include as many people as necessary to ensure the acquisition of the facts surrounding the concern. After a concern has been identified and investigated, the educator will receive verification of the outcome. The supervisor will notify the educator within thirty (30) school days of the outcome of the supervisor’s investigation. The supervisor will use the “Verification of Concern Form” found in Appendix XXIX to notify the educator. It is possible for the concern to be immediately addressed and resolved, determined to not be a concern, or determined to be a concern. In the case that the concern is substantiated by the supervisor, the supervisor will schedule a Concerns Conference with the educator within seven (7) school days of the verification. At any point after the verification of the concern, the faculty member has the option to formulate a written response to that concern for inclusion in the file.

**CONCERNS CONFERENCE**

During the conference between the faculty member and supervisor, the supervising administrator will outline the evidence for the concern. Based on the nature of the concern and evidence collected during the verification process, the supervising administrator will determine whether the concern will be addressed in a Response Plan or in an Intervention Plan. A Response Plan is specific, concrete, and immediate (1-3 months). An Intervention Plan is longer and more intensive.

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**RESPONSE PLAN**

The Response Plan must include the following:

1) Identification of the area of concern within the PGE Rubrics;

2) Plan for immediate corrective action steps;

3) Criteria for successful completion of the Response Plan; and

4) Timeline of the Response Plan.

The supervisor will use the “Response Plan Form” found in Appendix XXIII.

If the criterion for successful completion of the response plan is unsuccessful or not met within the designated timeframe, this will lead to an intervention plan.

**INTERVENTION PLAN**

The Intervention Plan must include the following:

1) Identification of the area of concern within the PGE Rubrics;

2) Documentation of an extended observation following the concerns verification, that supported the construction of the intervention plan;

3) Plan for progress monitoring, including plans for additional supervisory observations. These should include pre and post conference(s) (announced and unannounced) and suggestions for what the supervisor will be observing during the observation(s). (Note that the educator may identify an additional administrator to conduct supervisory observations.);

4) Timeline of the Intervention Plan;

5) Criteria for successful completion of the Intervention Plan; and

6) Notification of potential recommendation for non-renewal.

The supervisor will use the “Intervention Plan” found in Appendix X. If observations result in the identification of additional concerns, the supervisor will discuss them in the post-observation conference and document further steps in the Intervention Plan.

**DISMISSAL OF EDUCATORS**

A teacher who does not successfully complete an intervention plan will be dismissed from employment under RSA 189. Educators may also be dismissed in accordance with other applicable RSAs. Any other educator who does not successfully complete an intervention plan will be dismissed from employment.

For reference, under RSA 189:14d, employees of a school administrative unit or school district in this state who have been convicted of homicide, child pornography, aggravated felonious sexual assault, felonious sexual assault, or kidnapping, in this state or under any statute prohibiting the same conduct in another state, territory or possession of the United States, shall have their employment terminated by the school administrative unit or school district after it receives notice of the conviction. Additionally, under RSA 189:13, the school

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board may dismiss any teacher found by them to be immoral, or who has not satisfactorily maintained the competency standards established by the school district, or one who does not conform to regulations prescribed; provided, that no teacher shall be so dismissed before the expiration of the period for which said teacher was engaged without having previously been notified of the cause of such dismissal, nor without having previously been granted a full and fair hearing.

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**SELF-ASSESSMENT AND ADJUSTMENT**

*“Only the mediocre can always be at their best” --Author Unknown*

Effective educators are continually reflecting on their professional practices in order to identify strengths and areas for improvement. Such reflection builds the foundation for professional growth.

Near the middle of each school year, each Pittsfield educator engages in a more formal reflection process, called an “Annual Reflection,” in preparation for the summative evaluation conference. The specific topics and forms used in this formal annual reflection vary by role, track, and recertification cycle. (Refer to the “Annual Reflection Topics and Forms” table below.)

**Annual Reflection Topics and Forms**

|  |  |
| --- | --- |
| **Role-Track** | **Topics for Formal Reflection** |
| Teacher -  Transitional Track | * Complete a *Review of Student Performance Data Form (Appendix XXIV)* for each of your goals, with special emphasis on intended changes in your instructional practice. * Complete a *Comprehensive Self-Assessment Form (Appendix V)* reflecting on your skill level in each component of the applicable PGE Rubric. * Complete *Annual Goal Progress Reflection* |
| Teacher -  Self-Directed Track  Year one or two of recertification cycle | * Complete a *Review of Student Performance Data* for each of your goals * Any standardized testing data that exists for your content area and grade level must be included in a *Review of Student Performance Data*, regardless of whether it directly relates to one of your goals. * Complete an *Annual Goal Progress Reflection*, reflecting on progress toward each goal in your current Professional Growth Plan. Refer to the PGE Rubrics related to your goal areas. Draft new or revised goals as appropriate. * If you believe your Professional Practice Rating or Student Performance Rating should change, prepare your evidence. |

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|  |  |
| --- | --- |
| **Role-Track** | **Topics for Formal Reflection** |
| Teacher –  Self-Directed Track  Year three of recertification cycle | * Complete a *Comprehensive Self-Assessment*, reflecting on your skill level in each component of the applicable PGE Rubric. Consider using the element level rubrics to refine your assessment within critical components. * Reflect on student performance data relevant to your content area and grade level, including available standardized testing data. Reference any data-driven dialogues you may have done on this data, especially those related to your team-based SLO. Reflect on progress toward goals in your current Professional Growth Plan, and draft the plan for your next recertification cycle. * If you believe your Professional Practice Rating or Student Performance Rating should change, prepare your evidence. |
| Faculty Member -  Intervention Track | * Complete a *Comprehensive Self-Assessment*, reflecting on each component of the applicable PGE Rubric. * Reflect on completion of action items in your Intervention Plan. * Reflect on progress toward goals in your current Professional Growth Plan. * If you believe your Professional Practice Rating or Student Performance Rating should change, prepare your evidence. |
| Administrator  Year one or two of recertification cycle | * Complete an *Annual Goal Progress Reflection*, reflecting on progress toward each goal in your current Professional Growth Plan. If you believe your Professional Practice Rating should change, prepare your evidence. * Reflect on school performance data relevant to your building/assignment. If you believe your School Performance Rating should change, prepare your evidence. |
| Administrator  Year three of recertification cycle | Complete a *Comprehensive Self-Assessment*, reflecting on your skill level in each component of the applicable PGE Rubric. Consider using the element level rubrics to refine your assessment within critical components.  Reflect on progress toward goals in your current Professional Growth Plan. Reflect on school performance data relevant to your building/assignment.  If you believe your Professional Practice Rating or School Performance Rating should change, prepare your evidence. |

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|  |  |
| --- | --- |
| **Role-Track** | **Topics for Formal Reflection** |
| Paraprofessional | * Reflect on progress toward goals on your current Professional Growth Plan, using the Professional Growth and Evaluation Rubrics. If you will be returning next year, draft any changes to your goals or action plans needed for next year. * Complete the *Activity Log* (Appendix I) documenting your hours / CEUs of professional development activities since your last summative evaluation conference. |

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**REVIEW OF STUDENT / SCHOOL PERFORMANCE DATA**

**(This section does not pertain to paraeducators.)**

A relatively new emphasis in the Pittsfield Professional Growth and Evaluation Plan is the intentional use of student performance data to inform the evaluation and professional development of educators. “Student performance data” may include standardized test results, but should also include results of assessments created by individual educators or teams.

All educators are expected to continually reflect on student performance data in order to make changes to their instructional practice and programs. At least annually, each teacher and administrator must formally assess the student performance data related to each of his/her goals. This formal assessment may take the form of a completed “*Review of Student Performance Data*” Form (see Appendix XXIV), a written narrative, notes from a Data-Driven Dialogue Protocol, or other appropriate document. Regardless of the format, the Review of Student Performance Data must address the following:

* + State the goal, including whether it is an Individual SMART Goal or a Team-Based SLO;
  + Identify the relevant student assessments. If applicable, identify the scoring guide or rubric used;
  + Describe the data which could take several forms;
    - Scatterplot or other graph of the data;
    - Chart of which students did not meet, met, or exceeded the targets;
    - Narrative description of trends or noteworthy statistics;
  + For Team-Based SLOs, identify student work assessed by team members, and discuss any discrepancies between your assessment of student work and your team’s assessment of that work; and
  + Discuss the next steps. What changes to your practice, interventions, or new goals do you intend to implement based on the review of the data?

The Review of Student Performance Data form for each goal should be kept in the Evidence Binder. The educator should be prepared to share these at the Summative Evaluation Conference.

**TEAM-BASED SLO DATA**

**(This section does not pertain to paraeducators.)**

Team-based SLO goals use a common assessment device or a common scoring guide / rubric. For assessments that are scored by educators, teams of educators should be calibrating their scoring. Team members should bring a representative sample of student work to a team meeting. They should discuss the appropriateness of the assessment device for evaluating student progress toward the team SLO. Then they should score one another’s student work,

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calibrating their understanding of how the common scoring guide / rubric applies to the

student work samples. The opportunity exists for teams to discuss which instructional practices

may have led to greater improvements in student work.

With the introduction of required Team-Based SLO goals in 2012-2013, it becomes especially important for educators to administer and evaluate interim assessments, in order to make effective adjustments to enable all students to meet targets by the end of the school year. Teams should expect to conduct an interim or benchmark assessment no later than January of each year, and should expect to conduct summative assessments no later than June of each year.

**ANNUAL GOAL PROGRESS REFLECTION**

Near the end of each educator’s first and second years of a recertification cycle, the educator will reflect on yearly progress toward goals in his/her Professional Growth Plan. The educator should cite evidence of progress (or lack thereof) toward each goal. The educator should consider whether each goal is still appropriate, and whether each goal and/or action plan item needs any revision.

This reflection may take the form of one or more narrative paragraphs, or may be notations made in the Professional Growth Plan. This reflection may be a separate document, or may be combined with one or more Reviews of Student Data. The educator should complete this reflection prior to the Summative Evaluation Conference, and should keep a copy in his/her Evidence Binder. The educator should be prepared to share this reflection with his/her supervisor. Paraeducators will use the *Paraeducator Comprehensive Self-Assessment* form in Appendix IV for this reflection.

**COMPREHENSIVE SELF-ASSESSMENT**

As an educator nears the end of his/her three year recertification cycle, s/he engages in a comprehensive self-assessment process using the Professional Growth and Evaluation Rubrics. The educator should review many sources of evidence, giving special attention to the artifacts identified as ways of measuring attainment of SMART goals in the Professional Growth Plan.

While the educator should reflect upon each component of the Professional Growth and Evaluation Rubrics, the format for documenting this reflection may vary. Some may prefer to use a self-assessment checklist or to mark a copy of the relevant PGE Rubrics, noting particular sources of evidence. Others may prefer to write a narrative reflection, being sure to indicate evidence and specific levels of achievement for each component.

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Regardless of the form this Comprehensive Self-Assessment takes, the educator should

maintain a copy of it in the Evidence Binder, and be prepared to share it with his/her supervisor at the End-of-Year Summative Conference.

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**SUMMATIVE EVALUATION CONFERENCE**

*“Don't be afraid to fail. Don't waste energy trying to cover up failure. Learn from your failures and go on to the next challenge. It's OK to fail. If you're not failing, you're not growing.”*

*–Anne Sullivan*

While the primary purpose of the Professional Growth and Evaluation Plan is to help educators improve, the secondary purpose remains accountability. Accountability for professional practice occurs throughout the year in the form of professional interventions. Accountability for progressing toward goals occurs primarily at the End-of-Year Summative Conference. Accountability for documenting requirements for recertification occurs at the End-of-Year Summative Conference immediately preceding the expiration of an educator’s credential.

Throughout the school year, educators receive ongoing feedback from many formative assessments, especially the mini-observations. Near the end of each school year, supervisors meet with each educator for a summative conference. The supervisor and educator discuss reflections and evidence, aiming to reach consensus on five key areas:

* Continuing Education Units earned during that school year
* Strengths and areas for growth
* Professional Growth Plan (PGP) details
* Track (Transitional, Self-Directed, Intervention) for the following school year
* Educator Effectiveness Rating (Paraeducators excluded from this requirement)

As part of the summative evaluation conference, it will be determined on what track the educator should be placed/kept (Transitional, Self-Directed, Intervention). For

educators on the Self-Directed track, the possibility of being placed on a different track will be

relatively infrequent, whereas educators on a Transitional or Intervention track will have yearly opportunities to be placed on a Self-Directed Track.

Also at the summative evaluation conference, the supervisor will rate the teacher based on different indicators on the Educator Effectiveness Rating. This is not applicable to paraeducators.

Advance preparation on the part of both the educator and the supervisor is key to a productive and efficient summative conference.

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**End of Year Professional Growth and Evaluation Process**

|  |  |
| --- | --- |
| BEFORE THE CONFERENCE | |
| EDUCATOR | * Update activity log (if documenting hours) * Organize evidence binder making sure it includes at least two pieces of evidence related to each of the current/ completed goals. * Write a brief reflection, a paragraph for each, on your current/completed goal and your part in the team Student Learning Objective, citing evidence of progress, or lack thereof * Prepare a reflection using the Essential Eight components of the PG&E rubric. Use the evaluation instrument provided. * If you have completed your SMART goal, prepare a new goal |
| SUPERVISOR | * Review the PG&E rubrics and evidence from the year, identify at least one strength and one area of growth in the Essential Eight components to be included in the End-of-Year Summary Report * Draft an End-of-Year Summary Report |
| DURING THE CONFERENCE | |
| EDUCATOR | * Estimated Time Required: 60 minutes * Share update activity log (if documenting hours) and get supervisor’s signature * Share your brief reflection and evidence on your current/completed goal(s) and your reflection and evidence for your part in the team Student Learning Objective * Share your evidence to support your self-assessment of the Essential Eight components of the PG&E rubric. * If you have met your current SMART goal share your new SMART and obtain your supervisor’s signature. |
| SUPERVISOR | * Supervisor signs off on the Professional Development Activity Log if educator is documenting hours * Review & discuss educators evidence, reflections and self-assessment for SMART goal(s), SLO and essential eight components * Collaborate with the educator to determine Professional Performance Rating * Supervisor shares at least one strength and one area for growth to be included in the end-of the year summary report * Discuss teacher’s End-of-year Reflection and draft of Summary Evaluation Report * Discuss any proposed changes in goals or plan |
| AFTER THE CONFERENCE | |
| EDUCATOR | * Make any revisions and /or updates to goals agreed upon at the summative evaluation meeting and submit a copy to your supervisor within the mutually agreed upon time frame * Sign final copies of Summary Evaluation Report. Put one in your Evidence Binder and return one to your supervisor by the last day of the contract year |
| SUPERVISOR | * Revise, update, and sign the Summative Evaluation Report and deliver a copy to the faculty member for signature * Review faculty member’s updated goals and Professional Growth Plan for the new cycle/year * **AT TIME OF RECERTIFICATION ONLY**: Submit the completed Recertification Statement and Activity Log (if documenting hours) |

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**INDIVIDUAL PREPARATION**

The educator must be prepared to present and discuss the contents of the evidence binder. The binder must be organized and up-to-date, including supervisor- approved Activity Logs from any prior years in the Professional Growth Plan, all required evidence, and at least two pieces of evidence related to current goals in the PGP. The current year’s Recertification Activity Log should show Continuing Education Units / hours for all completed activities.

If the teacher or administrator believes his/her professional practice rating or student performance rating has changed, then the educator should prepare evidence.

During the first and second years of an educator’s Professional Growth Plan, the educator must complete an Annual Reflection, summarizing progress made toward each goal of the PGP, and citing supporting evidence.

During the final year of the faculty member’s Professional Growth Plan (the recertification year), the educator must complete a Comprehensive Self-Assessment, identifying skill levels in each component of the Professional Growth and Evaluation Rubrics and citing appropriate evidence. The educator must also draft a new three year Professional Growth Plan, including SMART goals and action plans.

**SUPERVISOR PREPARATION**

The supervisor must be prepared to cite strengths and areas for improvement for each faculty member or administrator based on evidence such as supervisory observations and professional conversations. This should include consideration of the educator’s professional practice rating and student performance rating.

During the first and second years of the faculty member’s or administrator’s Professional Growth Plan, the supervisor will prepare a Summative Evaluation Report, which includes one strength and one area for growth. As needed, the supervisor prepares suggestions for adjustments to goals. During the final year of the educator’s Professional Growth Plan, the supervisor will include at least one strength for each of the four domains

During the final year of the educator’s Professional Growth Plan, the supervisor prepares a Summative Evaluation, which includes at least one strength for each of the domains of the Professional Growth and Evaluation Plan Rubric as well as two to four topics for goal development.

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**DOCUMENTATION FOR RECERTIFICATION**

At the summative evaluation conference, the educator will present her/his completed Activity Log. The supervisor will verify the activities and associated CEUs/hours. After signing off on the educator’s Activity Log, the supervisor will forward the information to the SAU or supervising administrator, in the case of paraeducators.

Hours/CEUs for external professional development will be granted in a consistent manner to all educators who follow prescribed procedures for securing leave and funding.

In the final year of an educator’s state credentialing cycle, a *Recertification Statement*, found in Appendix XXII,including the total CEUs for the recertification cycle must be forwarded to the SAU by May 15.

**EDUCATOR EFFECTIVENESS RATING**

**(This section does not pertain to paraeducators.)**

Pittsfield’s School Improvement Grant requires reporting of the number of teachers and principals in each of four “effectiveness” ratings: “Highly Effective,” “Effective,” “Approaching Effective,” and “Ineffective.” As of June 2012, there are no statewide descriptions of what each of these categories means. As recommended by the state, Pittsfield uses an educator effectiveness rating based on two separate evaluations: Professional Practice Rating and Student Performance Rating. Professional Practice Ratings are based on the professional growth and evaluation rubrics. Student Performance Ratings are based on the achievement data of students.

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**Panel Chart: Educator Effectiveness Rating**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professional Practice Rating** | **4** | **Review**  **Discrepancy\***  **to Determine**  **Rating** | **Effective** | **Highly**  **Effective** | **Highly**  **Effective** |
| **3** | **Review of Discrepancy\* Probable Effective** | **Effective** | **Effective** | **Highly**  **Effective** |
| **2** | **Approaching**  **Effective** | **Approaching**  **Effective** | **Effective** | **Effective** |
| **1** | **Ineffective** | **Approaching**  **Effective** | **Review of**  **Discrepancy\***  **Probable Approaching Effective** | **Review Discrepancy\* to Determine Rating** |
| **Educator**  **Effectiveness**  **Rating** | | **1** | **2** | **3** | **4** |
| **Student Performance Rating** | | | |

\*Review of Discrepancy: When the ratings on the two sides of a panel chart are very different from one another, the educator and supervisor must meet to reconsider the ratings for each side, and the overall rating that should be given.

**PROFESSIONAL PRACTICE RATING**

**(This section does not pertain to paraeducators.)**

The Professional Practice Rating is an evaluation of the educator’s professional skills according to the Professional Growth and Evaluation rubric. For faculty members, this evaluation is a combination of ratings in Domains 2 and 3 (interactions with students), and ratings in Domains

1 and 4 (professional interactions).

Strengths in the professional practice ratings may result in various forms of recognition. Deficiencies in the professional practice ratings may result in making changes to Professional Growth Plans, or being placed on a response plan or intervention plan.

For 2012-2013, the superintendent will identify a professional practice rating for each principal, based on the administrative professional growth and evaluation rubrics and other administrator

Evaluation tools.

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**Panel Chart: Faculty Member’s Professional Practice Rating**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains 1 & 4** | **All essential 8 are**  **3’s or better, two or more 4’s in any component** | **Review of Discrepancy to determine rating** | **Review of**  **Discrepancy to determine rating; probable 2** | **3** | **4** |
| **No 1’s; all essential**  **8 are 3 or better** | **Review of**  **Discrepancy to determine rating; probable 1** | **2** | **3** | **4** |
| **No 1’s, one or more of essential 8 is a 2** | **1** | **2** | **2** | **3** |
| **One or more component rating of 1 in any component** | **1** | **1** | **Review of**  **Discrepancy to determine rating; probable 1** | **Review of**  **Discrepancy to determine rating** |
| **Professional Practice Rating** | | **One or more component rating of 1 in any area** | **No 1’s, one or more of essential components**  **is a 2** | **No 1’s; all essential 8 are 3 or better** | **All essential 8 are 3’s or better, two**  **or more 4’s in any component** |
| **Domains 2 & 3** | | | |

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**Potential Outcomes (rewards / consequences) based on Professional Practice Rating:**

|  |  |
| --- | --- |
| **Professional**  **Practice**  **Rating** | **Potential Outcomes** |
| 4 | Opportunities to present / offer PD to others; Opportunities for leadership within the school community; Increased access to substitute coverage (release time) Increased access to resources (technology, classroom supplies) Recognition (within building / PR articles)  Move to self-directed track |
| 3 | Opportunities to present / offer PD to others;  Opportunities for leadership within the school community; Increased access to substitute coverage (release time) Probable move to self-directed track |
| 2 | For Self-Directed Track, possible response plan or adjustment of Professional  Growth Plan; PGP requires goals related to any essential 8 component rated 2 |
| 1 | Probable Intervention or Response plan; adjustment of Professional Growth Plan |

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**STUDENT PERFORMANCE RATING**

**(This section does not pertain to paraeducators.)**

The Student Performance Rating is based on student achievement data. Student Performance Ratings are derived from individual teacher’s students’ progress toward the team-based SLO and standards/competencies. If standardized testing scores directly related to an educator’s teaching assignment are available, the School Improvement Grant requires that they be given significant weight in evaluating the educator. However, standardized test scores are not the only measure of student achievement that should be considered. The faculty member’s Review(s) of Student Performance Data and other evidence of student growth from the evidence binder are important factors in this rating.

**Panel Chart: Faculty Member’s Student Performance Rating**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Individual teacher’s student progress toward academic**  **achievement (standardized test scores; individual teacher SMART Goals, Subject-area SLO)** | **More than half of the student**  **consistently meet or exceed standards/ competencies and remaining students show growth** | **Review of Discrepancy to determine rating** | **Review of Discrepancy to determine rating; probable 3** | **4** | **4** |
| **More than half of the students meet or approach standards** | **2** | **3** | **3** | **4** |
| **Fewer than half of the students meet or approach students** | **2** | **2** | **2** | **3** |
| **Most students do not progress toward standards**  **/competencies** | **1** | **2** | **Review of Discrepancy to determine rating; probable 2** | **Review of Discrepancy to determine rating** |
| **Student Performance Rating** | | **Cannot**  **demonstrate student improvement toward goals** | **Shows inconsistent student improvement** | **Students Approach SLO targets** | **Consistently Met SLOs; Exceeded Some** |
|  | | **Individual teacher’s student progress toward**  **Team SLO** | | | |

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**APPEALS PROCESS**

During the professional growth process, should the administrative supervisor not approve of a plan, goal, specific activity(s), and/or results/progress made, the supervisor will deliver a written statement to the educator within ten (10) school days, delineating the reason(s) for non- approval. The following process is established to reconcile differences, should the individual wish to appeal the non-approval.

TEACHERS AND PARAEDUCATORS

Level One: Appeal to the Professional Growth and Evaluation Team. The appealer shall provide a written appeal to a committee member within ten (10) school days of the notice of non- approval. The appealer shall also provide notification via conversation, telephone call, or electronic mail to the supervisor that his/her decision is being appealed. Should the ten (10)

day period be exceeded without appeal, the non-approval stands and the individual takes

appropriate action to remedy non-approval.

If the appeal is submitted within ten (10) days, the committee considers the appeal at the next scheduled meeting. The appealer and the supervisor may, at their individual discretion, present the appeal or reason for non-approval in person at the meeting. However, a personal appearance is not required. The committee renders its decision no later than the next

scheduled meeting, and not to exceed thirty (30) days.

Level Two: Appeal to the Superintendent of Schools. Should either party to the appeal disagree with the decision of the committee, s/he may appeal this decision to the Superintendent of Schools. The appeal must be made in writing within ten (10) school days of the receipt of the decision of the Professional Growth and Evaluation Team. The appealer shall also provide notification via conversation, telephone call, or electronic mail to the non- appealing party that the Professional Growth and Evaluation Team’s decision is being appealed.

The Superintendent of Schools considers the appeal and renders a decision on the appeal within fifteen (15) school days of receipt of the written appeal. The decision of the

superintendent is final.

ADMINISTRATORS

Level One: Appeal to the Professional Growth and Evaluation Team. The appealer shall provide a written appeal to a committee member within ten (10) school days of the notice of non- approval. The appealer shall also provide notification via conversation, telephone call, or electronic mail to the supervisor that his/her decision is being appealed. Should the ten (10)

day period be exceeded without appeal, the non-approval stands and the individual takes

appropriate action to remedy non-approval.

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If the appeal is submitted within ten (10) days, the committee considers the appeal at the next scheduled meeting. The appealer and the supervisor may, at their individual discretion, present the appeal or reason for non-approval in person at the meeting. However, a personal appearance is not required. The committee renders its decision no later than the next

scheduled meeting, and not to exceed thirty (30) days.

Level Two: Appeal to the Pittsfield School Board. Should either party to the appeal disagree with the decision of the committee, s/he may appeal this decision to the Pittsfield School Board. The appeal must be made in writing within ten (10) school days of the receipt of the decision of the Professional Growth and Evaluation Team. The appealer shall also provide notification via conversation, telephone call, or electronic mail to the non- appealing party that the Professional Growth and Evaluation Team’s decision is being appealed.

The Pittsfield School Board considers the appeal and renders a decision on the appeal within fifteen (15) school days of receipt of the written appeal. The decision of the

School Board is final.

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**SYSTEM EVALUATION AND REVISION**

*“All assessment is a perpetual work in progress.” --Linda Suske*

**PROCESS FOR SYSTEM DEVELOPMENT**

During the 2007-2008 school year, the District Leadership Team (DLT) engaged in a book study on *Schooling by Design* by Wiggins and McTighe. As a result of that experience, the DLT agreed on a timeline of events that included a revision of the teacher evaluation process. Coinciding with this plan, the school district received a School Improvement Grant (SIG), which required a revision of the teacher evaluation process. The district established the Teacher Evaluation Task Force with representatives from each teacher team and from the administration:

Kiza Armour, PMHS, Science Teacher and Education Association of Pittsfield, President

Robert Bickford, PMHS, Principal

Tobi Gray Chassie, PSD, Director of Student Services

Anne Dunn, PMHS, Health Teacher

Mike Joyce, PMHS Special Education Teacher

Doug Kilmister, PES, Principal

Denise Mason, PMHS, Science Teacher

Laura Smith, PES, Physical Education Teacher

Darlene Stewart, PES, Special Education Teacher and Professional Development

Committee member

John Uhouse, PES, Grade 2 Teacher

Susan Villani, Ed.D, from Learning Innovations at WestEd, facilitated the planning and work of the Teacher Evaluation Task Force (TETF). The Task Force acknowledges, with deep appreciation, her skill, focus, and expertise; she provided leadership to the team, while promoting strong norms of collaboration that ensured that all voices were heard and all ideas considered.

Work sessions of the Teacher Evaluation Task Force took place from December, 2010 through June, 2011. The team met for eleven full school days. Beyond the work days, individuals spent time reading professional literature on teacher supervision and evaluation and drafting the contents of what eventually became this plan.

The Task Force reviewed the most current research on teacher evaluation and drew upon the work of Kim Marshall, Charlotte Danielson, Robert Marzano, Laura Goe, and Patricia Hinchey in developing this plan. In addition to books and articles from these authors, task force members read the most recent white papers on teacher supervision and evaluation from the National Education Association, the American Federation of Teachers, the Assessment and

Accountability Comprehensive Center, the National Comprehensive Center for Teacher Quality,

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the National Association of Secondary School Principals, and the Regional Educational Laboratory at Education Development Center. Finally Task Force members examined existing cutting-edge evaluation systems from the Georgia Department of Education (CLASS), and the National Institute for Excellence in Teaching (TAP), and the Evanston / Skokie School District 65 in Illinois

In carrying out its work, the Task Force strove to:

* + Honor process by using norms of collaboration;
  + Communicate regularly with local constituencies and collect and discuss their input;
  + Understand the interdependence between task, process, and its relationship to achieve lasting results;
  + Consider definitions and assessments of teacher effectiveness as they relate to teacher evaluation;
  + Keep in mind the work of the New Hampshire Department of Education Task Force on Teacher Effectiveness; and
  + Incorporate the district’s learning principles.

Early in the process, the Task Force agreed that it was essential that the faculty were informed of the group’s progress and given opportunities to share feedback. The Task Force prepared “Talking Points” at regular intervals and shared them with all constituent groups. Feedback from district professionals was used to make revisions. By maintaining a transparent process, the Task Force strove to ensure that all stakeholders had input to the plan.

As the work began to unfold, members realized that the Task Force’s development of a supervision and evaluation system and the Professional Development Committee’s work to revise the five-year, state-required Master Plan for Professional Development had very similar goals. If supervision and evaluation were primarily about professional growth, it made sense that the two groups would work in concert. In the spring, the Task Force invited the two faculty members on the Professional Development Committee who were not already part of the Task Force to join the work.

* Amy Gardner, PMHS, Foreign Language Teacher and Professional Development

Committee, Chair

* Kathy Mahanes, PES, Grade 2 Teacher and Professional Development Committee member

The combined group began to merge the Task Force and the Professional Development Committee into a single Professional Growth and Evaluation Team, which will continue to merge the system for recertification with that of evaluation and supervision.

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The Professional Growth and Evaluation Team presented a version of this plan to the District Leadership Team on June 16, 2011. The Education Association of Pittsfield (EAP) heard and ratified the plan on June 20, 2011. On June 30, 2011, the Pittsfield School Board heard the proposal.

The EAP and the Pittsfield School Board agreed that the plan approved in June of 2011 was a work in progress and that a team would need to resume work in the fall of 2011. Therefore, in the fall of 2011, a team convened. The team of teachers, again representing grade level teams, as well as administrators, met to revise their mission statement, and hence, their name. The team agreed to be identified as the Professional Growth and Evaluation Team. The work continued throughout school year 2011-2012 to revise and improve the Professional Growth

and Evaluation Plan, continuing to merge the evaluation plan with the Professional Development Master Plan. The work was informed by the guidance and resources provided by the New Hampshire Department of Education and United States Education Department during meetings throughout the 2011-2012 school year. The revised plan was ratified by the EAP on May 24, 2012 and approved by the Pittsfield School Board on June 14, 2012. The plan was given approval by the New Hampshire Department of Education School Improvement office in the summer of 2012.

Work continued on the Professional Growth and Evaluation Plan throughout the 2012-2013 school year. A Paraeducator Task Force was appointed for the purpose of integrating the evaluation and professional development plan for paraeducators into the Professional Growth and Evaluation Plan. The members of the Task Force included:

* Tobi Chassie, District Administrator (Chair)
* Brenda Fraser, Paraeducator, PMHS
* Julie Messier, Paraeducator, PES
* Tara Pinto, Paraeducator, PMHS
* Lois Stevens, Director of Student Services
* Darlene Stewart, Special Education Teacher
* Joanne Ward, Paraeducator, PES

The proposed revisions were presented to the Professional Growth and Evaluation Team on June 20, 2013 and were unanimously approved. A plan was devised to write the proposed changes into the Professional Growth and Evaluation Plan during the 2013 summer.

Work on the PGEP will continue throughout 2013-2014. All groups understand that this plan continues to be a work in progress and that the Professional Growth and Evaluation Team will continue to present further revisions for ratification by both the EAP and the Pittsfield School Board.

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**PROCESS FOR CONTINUAL MONITORING AND REVISION OF THE PGE PLAN**

To ensure that this plan remains compatible with the needs, policies, and goals of the Pittsfield School District, current education research, and NH Teacher Certification Standards, state laws and statutes, this plan requires a process for continual revision. Given the dramatic differences between this *Professional Growth and Evaluation Plan* and the two distinct prior plans in use (*Master Plan for Staff Development* and *1981 Teacher Evaluation Plan*), the Professional Growth and Evaluation Team has designed the transition to this plan to occur in phases over the course of several years. During this transitional time, significant changes are likely.

To this end, members of the Professional Growth and Evaluation Team will seek feedback on the implementation, impact, and effectiveness of this plan throughout each school year. The committee will draft any substantive revisions prior to May 15 of each year, for presentation to the faculty and school board. The Pittsfield School Board and the Education Association of Pittsfield (EAP) will vote on any substantive changes no later than July 1, unless such changes are specifically required by NH state law or statute. If changes will not be applied to members of the collective bargaining unit, then the EAP will not be required to vote on the changes. The administration will report changes to the Department of Education as required.

At the beginning of each school year, the Professional Growth and Evaluation Team will explain the full process to all educators. The team will also ensure that copies of the plan, including all required forms, are available to all educators.

While the district and building level leadership teams currently determine priorities for professional development using data from a wide variety of sources, it is the intention of the district leadership for the Professional Growth and Evaluation Team to accept greater responsibility for professional development recommendations.

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**PGE TEAM MEMBERSHIP**

The Professional Growth and Evaluation Team is a standing, district-level team tasked with the ongoing evaluation and revision of the Professional Growth and Evaluation Plan, including associated forms. Furthermore, the group is responsible for identifying and providing communications and professional development support necessary for educators to follow the plan.

The team consists of three supervising administrators, one teacher representative from grades

PreK-3, one from grade 4-6, one from PES Unified Arts, one from each PMHS Common Planning Team, an SAU representative, and a paraeducator from each building. Representatives will volunteer for the assignment.

The team will reach out to, and seek input and feedback from, additional stakeholders (such as the local school board, any employee of the school district, parents, students, and community lay persons) through communication with established and emerging student, parent, community, and school employee groups, as well as responding to individual concerns and

questions.

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