



Newmarket School District Professional Development Master Plan

2017-2022

School Administrative Unit #31
186A South Main Street
Newmarket, New Hampshire 03857

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Statement of Purpose:

The Newmarket School District firmly believes that the reflection upon teaching practice, as it relates to all student needs, is essential to providing a quality education.

The Professional Development goal of the Newmarket School District is to provide the opportunities to study and review frameworks, develop teaching and learning strategies based on best practices, and analyze student data for individual instruction. Further, these goals incorporate implementation of new methods of teaching and learning in all environments.

Our Professional Development Master Plan will provide the structure and means through which all educators continuously enhance their professional competency as it satisfies the New Hampshire recertification requirements outlined in ED 512.

The Newmarket Professional Development Master Plan recognizes that high quality professional development aligned to student learning includes the following:

- Data analysis to provide an individual educational experience for all students
- Implementation through effective researched based educational practices
- Differentiation for students of all abilities
- Collaboration of all learning communities within the school district to establish priorities and improvement of the district

Professional Development Committee:

The role of the Newmarket Professional Development Committee is to develop, implement and monitor the five year master plan. The Committee meets monthly.

The composition of the Professional Development Committee represents various stakeholders within the Newmarket School District.

Committee Membership

- Teacher from both schools
- Paraprofessional
- Building Administrator from both schools
- School Board Member (appointed by School Board Chair)
- Special Education representative
- Assistant Superintendent (Facilitator)

Each year, teachers, paraprofessionals and special education representatives are recruited to serve on this committee. The Principal of each building assigns building administrators to the committee. Committee members may serve on this committee for multiple years. Minutes for every meeting are posted in the teachers' rooms at both buildings staff to review.

Roles and Responsibilities

- Attend and participate in monthly committee meetings
- Organize and plan all in-house professional development opportunities
- Assist with the development, implementation, and monitoring of the District Master Plan

- Communicate the Master Plan to the various stakeholders within the district
- Collect and analyze the data gathered from various stakeholders to evaluate the Professional Development offered
- Recommend changes to the Master Plan and professional development opportunities based on stakeholder evaluations
- Serve on the appeals committee if hearing is needed

Data Sources, Collection, Interpretation, and Use:

Data Sources	Collection Who collects? How often? When?	Analysis Who analyzes and processes?	Decision Making How is information used? How are results reported?
Attendance	Collected daily by school staff grades PK-12. Recorded in Infinite Campus.	Administrators review attendance reports daily in each building.	Used to determine potential student needs. Reported to building staff, SAU via daily attendance report. Reported to parents on grade reports.
Behavior Reports	Collected daily based upon a “behavior event.” Data recorded in Infinite Campus.	Administrators review incident with those involved and communicate with parents.	Data used for individual student goals. Reported to parents by phone and in writing.
Report Cards/Grade Reports	PreK-5: Standards based report cards collected in Infinite Campus reported on trimesters. 6-12: Online grading in Infinite Campus reported quarterly.	Grades determined by teachers through analysis of classroom performance and formative assessments.	Used to determine and review student progress. Reported to students and parents via printed report card preK-5 and via student/parent portal 6-12.
Classroom Formative Assessments	Various ongoing assessments used by teachers. Data collected at the end of units of instruction.	Teachers and students review completed assessments.	Information used to determine student progress towards mastery and to guide instruction. Reported as part of the grade report to parents.
AEPS Pre-K Early Childhood Assessment	Preschool staff administers annually.	Analyzed by preschool staff and forwarded to the NHDOE.	Used to identify student developmental levels/needs and to monitor progress.

Data Sources	Collection Who collects? How often? When?	Analysis Who analyzes and processes?	Decision Making How is information used? How are results reported?
PALS-Pre-K Fundamental phonological awareness and print knowledge	Preschool staff administers late fall and spring.	Reviewed by Preschool staff.	Fall results used to identify strengths and needs of students. Spring results used to determine progress. Reported to parents through progress report.
PALS-K Phonological awareness literacy screening	Kindergarten staff uses during pre-entry to the K program.	Kindergarten team reviews the results of the screen.	Results used to help determine placement of incoming students. Used in addition to fall benchmark data to determine intervention needs. Reported to data team during benchmark meetings.
ESOL Access Test English Language Proficiency	ELL staff administers January-March.	ELL staff reviews results.	Results used to determine progress towards language proficiency, inform instruction and identify for intervention needs. Reports sent home to parents.
QPS (K-5) Phonics Screener	Administered by teaching staff 3 times a year grades K-3 and as needed.	Analyzed by teaching staff based upon grade level expectations.	Used by teaching staff to determine progress and possible literacy needs of students. Reported during data meetings.
DIBELS Next (K-2) Reading Foundation Skills	Administered by reading staff 3 times a year for all students. Used for progress monitoring twice a month	Data is input into Aimsweb system. Analyzed by teaching staff and data manager and reviewed at data meetings.	Used to determine progress and possible needs for differentiation/interventions in literacy. Reported to teachers through Aimsweb reporting system.
Data Sources	Collection Who collects? How often? When?	Analysis Who analyzes and processes?	Decision Making How is information used? How are results reported?
DIBELS Next (1-5)	Administered by reading staff 3 times	Data is input into Aimsweb system.	Used to determine progress and possible needs for

Oral Reading Fluency	a year for all students. Used for progress monitoring twice a month.	Analyzed by teaching staff and data manager and reviewed at data meetings.	differentiation/interventions in literacy. Reported to teachers through Aimsweb reporting system.
AIMS Ten (K-1) Foundation Math Skills	Administered by math staff 3 times a year for all students. Used for progress monitoring twice a month.	Data is input into Aimsweb system and uploads into the NHDOE database Analyzed by teaching staff and data manager and reviewed at data meetings.	Used to determine progress and possible needs for differentiation/ interventions in numeracy. Reported to teachers through Aimsweb reporting system.
AIMSweb Computation (1-5) Math Computation Skills	Administered by math staff 3 times a year for all students. Used for progress monitoring twice a month.	Data is input into Aimsweb system and uploads into the DOE database. Analyzed by teaching staff and data manager and reviewed at data meetings.	Used to determine progress and possible needs for differentiation/interventions in math computation. Reported to teachers through Aimsweb reporting system.
Northwest Evaluation Association NWEA MAP (3-8) Adaptive Summative Assessment Reading/Math	Administered by the teaching staff in fall and winter.	Data available in NWEA site and uploads into the NHDOE database. Teachers, data mgr. and administrators run a variety of reports to analyze the data. Data reviewed during data meetings.	Information is used to inform instruction at grade levels, for differentiation and possible needs for intervention. Results are reported to teaching staff through the NWEA website and at data meetings. Student progress reports shared with parents. Reported to teachers through NWEA reporting system.
Smarter Balanced Statewide Assessment SBAC (3-8) Adaptive Summative Assessment ELA/Math	Administered by the teaching staff in the spring.	Data available through the NHDOE database.	Information is used to inform instruction, for differentiation and possible needs for intervention. Results reviewed with teaching staff during data meetings and sent home to parents. Reported through TIDE reporting system.
Data Sources	Collection Who collects? How often? When?	Analysis Who analyzes and processes?	Decision Making How is information used? How are results reported?
NECAP Science (4,	Administered by the	Data available through	Information is used to inform

8, 11) State Summative Assessment	teaching staff in the spring.	the NHDOE database. Reviewed by teaching staff.	instruction. Reported through the Dept. of Ed. Performance Plus reporting to staff and sent to parents.
ACT Aspire/Pre ACT (9, 10) College Board Prep Assessment	Administered by Guidance and teaching staff.	Data reported to district from ACT, College Board Org.	Information used to review student progress towards “College Ready Skills” and inform instruction. Results reported to teaching staff and parents.
ACT/SAT College Board/Prep Assessment	Administered by College Board, ACT, Guidance and teaching staff.	SAT data uploaded to the NHDOE. ACT reported to district.	Information used to review “College Ready Skills” and reporting for college entrance applications. Results reported to teaching staff and parents.
Advanced Placement (10-12) College Board Assessment	Administered by Guidance and teaching staff.	Data reported to district and reviewed by guidance and teaching staff.	Information used to determine possible credit towards college requirements. Results reported to guidance staff and parents.

Evaluation:

The Professional Development opportunities available to all SAU 31 employees will be evaluated by the Professional Development Committee in accordance with (*applicable state and local standards*).

The evaluation may include standards by which to measure the appropriateness and effectiveness of the Professional Development plan and the implementation thereof. The same standards will be applied in evaluating all Professional Development opportunities, both inside and outside the district. The committee will work in concert with the superintendent of schools, building administrators, and representatives of the faculty and staff.

It is the responsibility of the committee to provide, and subsequently collect, data gathering tools to aid in the Professional Development evaluative process. These tools may include activity forms, goal setting sheets, needs assessment forms. Additionally, evaluatively derived feedback from administrators is a critical part of the process in determining the application of skills gained through Professional Development. All constituents will agree upon the process by which Professional Development assessment takes place. Ongoing revision occurs in an effort to improve the tenets of the Professional Development master plan.

Guiding Questions for Evaluating Professional Development:

Does the Professional Development Activity, Plan and Model

- Support the Staff Evaluation and Effectiveness model?
- Support the district’s plans both long and short term?
- Address needs identified through the analysis of student data?

- Focus on the successful implementation of research based educational practices?
- Differentiate for the learning needs and styles of the individual educator?
- Align with learning communities, departments, school and/or district goals?

5 level Plan for Evaluating Professional Development

Evaluation Level	Tools by which data may be gathered	Effective uses of data
Level 1 Participant Satisfaction	Annual online survey to evaluate teacher satisfaction with Professional Development program	May be used to help make future decision on presenter and content
Level 2 Participant Learning	Annual online survey used to evaluate in-district Professional Development and how it aligns to outcomes	Determine if goals of Professional Development are achieved
Level 3 District and School support	Administrative team and Professional Development committee provide feedback which helps assess the Professional Development program	Assist in development and design of Professional Development program
Level 4 Participants use of knowledge and skills	Data gathered through the teacher observation and evaluation process identifies areas of strengths and weakness throughout the district	Assist in development and design of Professional Development program
Level 5 Impact on student learning	Student achievement data as reported at both the school and district level.	Assist in development and design of Professional Development program

Process and Requirements for 3 year Individual Professional Development Plans:

Individual Professional Development Plans Required of All Certified Educators:

Each certified educator is to develop and fulfill a 3-year individual Professional Development Plan for the purposes of continuous professional growth and recertification. The individual plan will support the educator's current job assignment plus any additional endorsements for which renewal is sought. When the credential expires, evidence of completing the plan, including educator reflection, will be part of a summative evaluation. If all components of the plan have been met, the staff member is recommended to the Superintendent who will recommend recertification to the State Department of Education. Professional development completed after nomination or election pursuant to RSA 189:14-a shall be counted toward the next 3-year recertification cycle.

To begin the process of the 3 year recertification cycle, the educator will write specific, measurable goals to enhance teaching practice and student learning. The Newmarket School District recommends the following process.

Prepare to write your goals:

Reflect:

- On goals established by the district and individual building
- On data and information previously gathered including formative and summative assessments
- On individual professional learning needs based upon the knowledge and skills in their current job assignment

Align:

- With the school and district's goals
- To your job responsibilities
- Student success as evidenced by data analysis including summative, formative, and standardized assessments.

Ensure all goals meet the following SMART criteria:

- Specific, significant, stretching
- Measurable, meaningful, motivational
- Attainable, agreed upon, achievable, action-orientation
- Realistic, relevant, reasonable, rewarding, results-oriented
- Time-based, timely, tangible

Recertification:

- The SAU keeps a record of all of your professional development; please maintain a copy for your records as well.
- At the end of your three-year cycle, the SAU will submit a recommendation for your recertification based on your completion of your professional development activities.
- Hourly/CEU collection by categories is recorded by the SAU (e.g. 30 hours per endorsement; 45 hours other areas of professional standards)
- Total is 75 hours per area of endorsement.
- Requirements for endorsements that are added mid-cycle to be pro-rated.
- Procedures for in-progress plans coming in from another district or while an educator was not employed under a district master plan to be pro-rated for the remainder of the renewal cycle.

30 hours needed in:

Knowledge of Subject/Content Area

45 hours combined in these areas:

Character and Citizenship Education

Technology and the Internet

Professional Skills

Knowledge of Learners and Learning

Knowledge of School's Role, Organization and Operation

Exploratory and Innovative activities

A supervisor will review the evidence collected.

In order to meet the criteria for approval, the Goals Reflection and supportive evidence must encompass at least one of the seven professional development components.

Timeline for Professional Development:

Goal Setting:

In the Newmarket School District all teachers have to write and discuss their yearly goals with their administrators. Each teacher must write three goals- district, building and personal goal. Each of the goals must demonstrate how the teacher is going to grow as a teacher and how it will increase student improvement. Goal cycle is as follows:

October 1- Goals due for all returning teachers

October 15- Goals due for all new teachers

October- Goals meetings with administration to review and discuss goals

January 15- Progress meetings on yearly goals with administration

Observations:

In the Newmarket School District all teachers are observed at least once a year. The Newmarket School District uses Charlotte Danielson's *Enhancing Professional Practices* as its framework for observations and summative evaluations. The observation and summative evaluation cycle is as follows:

- New teacher in the district- 1st observation must be complete by October 15. All new teachers must be observed by the administration at least three times. Summative evaluation and yearly goals review must be completed by April 1.
- Non-tenured teacher- 1st observation must be complete by December 1. All non-tenured teachers must be observed by the administration at least two times. Summative evaluation and yearly goals review must be completed by April 1.
- Tenured teachers- Must be observed by the administration at least once a year. Summatives are only completed in the year that the tenured teacher's license needs to be renewed. Observations, summatives and yearly goals review must be completed by Memorial Day.

3 Year Goals:

In the Newmarket School District all teachers are required to submit 3 year goals in June of the year that their license needs to be renewed. The 3 year goals will outline how the individual will plan to acquire new knowledge based on best practices so that it enhances their teaching and student outcomes. These goals are reviewed by the building administrator and Assistant Superintendent of Schools. The 3 year goals are reviewed at the yearly goals meeting.

Forms:

There will be a group of forms or electronic collection pages for managing the Professional Learning process.

In order to manage the Professional Development process, a series of steps must be taken in order to access and record learning opportunities.

Professional Development must align with your 3 year or yearly plan.

Anything that does not align with your plan will fall into “Exploratory or Innovative Activities” and will make up only a portion of your Professional Development.

Approval of your Three Year Plan will be completed in conjunction with your administrator, and should align with your recertification date. For example, if your certification expires in 2018, your three year plan would follow the same timeline.

Pre-Professional Development	Forms required <ul style="list-style-type: none">Professional Day Request - send to the SAU within a minimum of two weeks prior to the event.
During Professional Development	Please prepare to share your experience with your colleagues. Collect your certificate of attendance or completion.
After Professional Development	Forms required <ul style="list-style-type: none">Activity approval form must be submitted to Superintendent or designee within 30 days of completed activity in order to get credit for the activitySubmit mileage or expense reimbursement to Bookkeeping within 5 days of completion.

Professional Development Strategies:

Professional development is a cumulative program. Three-year growth plans incorporate a myriad of intertwined strategies.

Professional development strategies have been extended to nineteen learning experiences that can aid the professional in developing a growth plan that meets his/her unique goals as specified during the goal setting process.

The following provide specifics for the various professional development strategies.

Workshops, Institutes, and Seminars	This strategy allows educators to connect with outside sources of knowledge in a focused way. (Hours: Unlimited)
College and University Coursework	College and university courses provide instruction and exposure to current educational practice and content area material (Hours: Unlimited-credited @ 10 clock hours per credit hour awarded by college or university with transcript required)
Developing Professional Developers (for educational workshops)	Teachers will serve as professional developers to increase their own knowledge and skills well beyond what is required to teach students. Professional developers are responsible for preparing others to implement new programs, strategies, ideas, and practices. (Hours: Unlimited- credited for each hour of presentation and a maximum of 3 hours for preparation. Repeat presentations earn 1 hour of preparation per hour of presentation.)
Mentoring	A mentor is an individual who is willing to share his/her expertise and time with student teachers, beginning teachers, candidates pursuing alternative certification, and/or formally assisting another professional to improve his/her instructional strategies. Mentoring is an on-going and formal process. The Newmarket School District has implemented a mentoring program district-wide. The Mentoring Program is primarily geared to novice teachers and teachers recently hired in the district. Providing multiple opportunities for continuing professional development allows the District to attract and retain high quality teachers and. Mentor teachers are exemplary classroom teachers who are able to model excellent instructional practice. As instructional leaders, mentors are asked to acclimate new teachers to the culture of their schools and communities, serve as their sponsor, coach, and guide, provide them with objective feedback about their teaching, assist them in expanding their instructional repertoire, and enable them to become reflective about their students' learning. This is a professional development experience for the mentor teachers and new teachers. Mentors for the district attend meeting sessions throughout the year. Mentoring is not considered to be a supervisory role. (Hours: Up to 40 hours per year)
Curriculum Design	Curriculum design involves the development of a new course or major unit running a minimum of nine weeks. Putting new curricula into practice in the classroom can serve as a powerful professional development opportunity. Self-reflection and reflecting with your team, department head or peers on the effectiveness of this new unit or course is a major component of this strategy. (Hours: Up to 30 hours per certification per year)
Curriculum Replacement, Enhancement, Modification, Adaptation and Refinement	This strategy involves taking existing curriculum and modifying, adapting, enhancing, or refining it to meet the needs of all your students in the classroom. (Hours: Up to 30 hours per certification per year)

Purposeful Examination of Student Work	This strategy includes work above the usual job-related teaching responsibilities. For example, review of national, state and district test scores, rubric development, or examining student work collectively as a team with a specific purpose. (Hours: Up to 30 hours per certification)
Collaborative Discussions/Study Groups	Study groups engage in regular, structured, and collaborative interaction regarding topics identified by the group. Topics might include data driven decision-making, classroom strategies and techniques, teaching and learning styles, and innovative practices. (Hours: Up to 30 hours per year)
Publishing related to the Education Profession	This strategy is designed to provide the educator the opportunity to publish articles that reflect on teaching and learning. The articles must be related to improving student performance and enhancing the education profession. (Hours: Maximum of 60 hours per cycle)
Technology for Exploration and Professional Growth	This strategy involves using and acquiring necessary skills that allow educators to employ the myriad of available educational technology to improve student learning. This strategy does not include routine administrative duties. (Hours: 30 hours per cycle)
Professional Reading, Video and Audio Tapes	This strategy provides opportunities to reflect on teaching and learning through professional journals, books, videos, audiotapes and DVD. This strategy encourages educators to expand their knowledge of current strategies, techniques, and content area knowledge. (Hours: 30 hours per certification per cycle)
Observation	This strategy is designed to improve student instruction through professional dialogue. There are two purposes of observation: to improve your instruction by observing another educator or to assist another educator in improving his/her practice through modeling, e.g. Clinical Supervision. (Hours: 30 hours per cycle)
School and District Committees	Some examples of school and district committees include PTA, Professional Development, and other short or long-term committees. (Hours: Up to 30 hours per cycle)
Independent Study and Immersion in Content Area	This strategy translates teacher's experience outside the classroom to practice within the classroom. These experiences in each teacher's particular field of study allow the teacher to deepen his/her knowledge of the content, process and culture of their subject matter. This type of professional development is best suited for summer work/activities and some forms of travel. These experiences must be integrated into teaching practice. (Hours: Up to 15 hours per certification per cycle)
School to Career Partnerships	The focus of this strategy is to improve school and community relationships by working collaboratively with businesses, industry, community agencies, vocational/technical schools, and universities. (Hours: 15 hours per cycle)

Professional Organizations	Educators join professional organizations to promote the professionalism of educators, gain and share education and experience, improve instruction practices, address student needs, and support education reform. Examples of professional organizations include ASCD, NCTM, ALA, PTAN, and NEA. Credit for this activity will be awarded to those who demonstrate active involvement by serving on boards, committees, or attending meetings regularly. (Hours: 15 hours per cycle)
Community Service	Most teachers' duties extend beyond the classroom doors. Student service learning is as important for teachers as it is for student when learning about the values of the community in which they teach or live. Functions such as serving as a liaison in PTA organizations, and volunteering in groups relating to school and community will foster good relations. (Hours: 15 hour per cycle)
Action Research	<p>Action research is an on-going process of systematic study. This study includes:</p> <ol style="list-style-type: none"> 1. Stating a hypothesis 2. Developing an action plan 3. Collecting data 4. Analyzing and evaluating data 5. Formulating a conclusion <p>This is a three-year process that must be approved by the Professional Development Committee, Principal, and Superintendent prior to conducting the research. (Hours: Equal to the total number of hours needed for recertification)</p>

Appeals:

In the event that there is a disagreement between an individual submitting evidence for renewal of certification and the approving authority, the individual will be asked to submit a statement in writing explaining the disagreement to the superintendent. However, it is expected that attempts will be made to resolve disputes through conferences with the supervisor, principal (if not the supervisor) and the Professional Development Committee prior to an appeal to the superintendent.

Certified Paraeducators:

Professional Development:

The focus of paraprofessionals' professional development is to further their teaching skills and content knowledge, which in turn will support the learning of all students. It should prepare them to understand and appreciate all students, create safe, orderly, and supportive learning environments, and to hold high expectations for students' learning achievement. SAU 31 paraprofessionals' professional development should help them develop the awareness and skills to contribute to a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available resources. Further, it should help them maintain informational continuity and professional collaboration with the learning communities within their grade, school, and district. Pursuant to these goals and in line with state standards, SAU 31 paraprofessionals are expected to complete a minimum of

50 CEUs within a three year cycle. The district currently offers 36 hours of paraprofessional professional development annually. Paraprofessionals participate in a biannual summative evaluation of their job performance, where their professional development needs can be identified and assessed. Areas of identified need will be shared with the Professional Development Committee to enable them to better shape grade level, school, and district paraprofessional professional development planning and activities. Completed paraprofessional CEUs are recorded and submitted to the SAU office in the same manner as certified professionals' CEUs. In the event that a paraprofessional is unable to participate in the offered district professional development activities, it will be the responsibility of the paraprofessional to negotiate alternative but equitable CEUs with the Special Education Building Coordinator. Eligible CEU opportunities for paraprofessionals will be assessed by the same standards that are applied to the CEU opportunities for certified district professionals.

Recertification Requirements:

Under present law the only paraprofessionals who must be certified in New Hampshire are those who are employed in Title 1 schools (as designated by the Department of Education) or have been hired using Title 1 or IDEA funds. Paraprofessionals seeking recertification through the state of New Hampshire must have a total of 50 CEUs every three years. These hours are accumulated and documented in the same manner and format as for other certified professional staff.

Appendix

**NEWMARKET SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PROCESS
OBSERVATION REPORT**

Name_____ School_____ Grade_____
Subject_____ Post-Observation Conference Date_____
Observer's Name_____ Observation Date _____
From_____ To _____

OBSERVATION SUMMARY:

Items below refer to the criteria set forth in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*.

DOMAIN 1: PLANNING & PREPARATION

- | | |
|---|--|
| 1a. Demonstrating knowledge of content and pedagogy | 1d. Demonstrating knowledge of resources |
| 1b. Demonstrating knowledge of students | 1e. Designing coherent instruction |
| 1c. Setting instructional outcomes | 1f. Designing student assessments |

Comments/Suggestions (ranking- unsatisfactory, basic, proficient and distinguished):

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- | | |
|--|-------------------------------|
| 2a. Creating an environment of respect and rapport | 2d. Managing student behavior |
| 2b. Establishing a culture for learning | 2e. Organizing physical space |
| 2c. Managing classroom procedures | |

Comments/Suggestions (ranking- unsatisfactory, basic, proficient and distinguished):

DOMAIN 3: INSTRUCTION

- | | |
|---|--|
| 3a. Communicating with students | 3d. Using assessment in instruction |
| 3b. Using questioning and discussion techniques | 3e. Demonstrating flexibility and responsiveness |
| 3c. Engaging students in learning | |

Comments/Suggestions (ranking- unsatisfactory, basic, proficient and distinguished):

Teacher's Signature:_____ Date:_____

Administrator's Signature:_____ Date:_____

**NEWMARKET SCHOOL DISTRICT
SUMMATIVE EVALUATION**

The Summative Evaluations that occur at the end of the observation cycle are used with teachers to summarize, review and provide feedback on their goals and performance. The summative will reflect information gleaned from observation reports, and or selected supervision options. This formal review will occur in conjunction with the teacher's certification cycle. Should the teacher desire a yearly summative report, the request is made through the building administrator.

School _____ Position _____

Staff Member _____ Signature _____ Date _____

Supervisor(s) _____ Signature _____ Date _____

Comments Relative to Staff Member(s) Annual Goals:

See attached Goal Setting/Strategies/Reflection Sheet

The categories below refer to the criteria set forth in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*.

Domain 1: Planning and Preparation

- | | |
|---|--|
| 1a. Demonstrating knowledge of content and pedagogy | 1d. Demonstrating knowledge of resources |
| 1b. Demonstrating knowledge of students | 1e. Designing instruction |
| 1c. Selecting instructional goals | 1f. Assessing student learning |

Comments/Suggestions(ranking- unsatisfactory, basic, proficient and distinguished):

Domain 2: The Classroom Environment

- | | |
|--|-------------------------------------|
| 2a. Creating an environment of respect and rapport | 2c. Managing classroom procedures |
| 2b. Establishing a culture for learning | 2d. Managing student behaviors |
| | 2e. Organizing learning environment |

Comments/Suggestions(ranking- unsatisfactory, basic, proficient and distinguished):

DOMAIN 3: INSTRUCTION

- | | |
|---|--|
| 3a. Communicating clearly and accurately | 3d. Providing feedback to students |
| 3b. Using questioning and discussion techniques | 3e. Demonstrating flexibility and responsiveness |
| 3c. Engaging students in learning | |

Comments/Suggestions(ranking- unsatisfactory, basic, proficient and distinguished):

Domain 4: Professional Responsibilities

- | | |
|----------------------------------|---|
| 4a. Reflecting on teaching | 4d. Contributing to the school district |
| 4b. Maintaining accurate records | 4e. Growing and developing professionally |
| 4c. Communicating with families | 4f. Showing Professionalism |

Comments/Suggestions(ranking- unsatisfactory, basic, proficient and distinguished):

Other comments; commendations/recommendations:

Teacher comments:

Principal's Recommendation on Continued Employment

() This teacher's performance is progressing at a basic, proficient or distinguished rate.

() This teacher's performance is not progressing at a satisfactory rate, and an Improvement Plan will be initiated.

() Not recommended

NOTE: Teacher signature acknowledges receipt and review of the evaluation and does not imply agreement.

Teacher Comments:

**Newmarket School District
Three-Year Professional Development Goal Plan**

Professional Employee:
Current School Year:
Department/Position:
Area of certification:

Date:
School:
Expiration:

Year 1

Goal:

Resources/Methods:

Evidence:

Year 2

Goal:

Resources/Methods:

Evidence:

Year 3

Goal:

Resources/Methods:

Evidence:

Date: _____

**Administrator's signature above indicates successful completion of Educator's
Professional Three-Year Growth Plan**

Yearly Goal Setting

Employee:
Building:

Content: School Year:

Recertification Date:

Individual Goal:

Purpose:

Plan of Action- how will the employee complete the goal

Evidence of Progress- documents that demonstrate goals was completed

District Goal:

Evidence of Progress:

Building Goal:

Evidence of Progress:

Educator's signature: _____ Date: _____

Administrator's signature: _____ Date: _____