



**NEWMARKET SCHOOL DISTRICT**

**TEACHER EVALUATION  
AND  
ASSISTANCE MODEL  
UPDATED 4/16/18**

The Newmarket School District is committed to the highest standards of quality education by creating a safe and successful learning community that embraces diversity and responds to the social, emotional, intellectual and physical needs of every child. We are dedicated to fostering links to the broader community to ensure that students develop lifelong skills enabling them to be contributing and productive members of society.

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### **Program Philosophy and Purpose**

The teachers in Newmarket are well-educated and dedicated professionals who work to remain current with instructional practices. Effective teaching is the most important element in supporting the concept that all children can learn. A dynamic and collegial teacher evaluation and effectiveness model that enhances professional growth while promoting self-accountability and innovation of instruction is critical to student learning. Our primary goal is to provide teachers with meaningful, objective feedback to support the continuous improvement of teaching and learning in our district. Teaching and learning is an extremely complex process. The teacher's skills and knowledge, the curriculum to be taught and assessed, the classroom setting, and the students' readiness and ability to learn all must be taken into account as teachers and students interact each day. We believe that quality teaching, although both an art and a science, can be observed, described, identified, and studied. Criteria used in our evaluation model are those set forth in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*.

The goals of the Teacher Evaluation and Growth Model are:

1. To provide teachers with continuous support in their professional growth.
2. To identify areas where growth is needed and to provide assistance to encourage self-reflection.
3. To foster communication, cooperation, respect and trust between staff and supervisors.
4. To recognize that each educator has a unique style that should be encouraged.
5. To enhance individual teacher instructional skills.
6. To assist teachers in writing individual goals that will promote the teacher's development.

### Goal Setting

Goal setting is an integral component of professional growth. It is the means by which the teacher and administrator can assess ongoing professional growth each year and is also used for the recertification process which takes place every three years.

Three goals will be separated into the following categories and will be developed using the SMART goals framework, as outlined in the Appendix:

- School District Goal: Set by the district and followed by all district educators and administrators
- Building Level Goal: Set by the administrator(s) at each building; educators and administrators follow the goals for their corresponding school
- Personal Goal: Set by the individual employee. Outlines how the employee will grow as an educator over the upcoming years to meet recertification

By October 1st (or October 15th for first year teachers) educators will submit the Goal Setting Conference Form (see Appendix) which will be utilized in the goal setting conference.

- After submitting this form, the educator is responsible for scheduling a goal setting conference with his/her supervisor. The educator will come to the conference prepared to discuss areas of particular concern or interest. The role of the administrator/supervisor should be that of a collaborator.
- By January 15\*, the teacher will schedule an interim progress report meeting with his/her supervisor.

In writing goals, teachers should be prepared to include the following:

*What is a SMART goal?*

S: Specific (What exactly do you want to achieve?)

M: Measurable (What will you consider success?)

A: Attainable (Is this goal acceptable and reasonable to you?)

R: Relevant (Which school/district/personal goal are you focusing on?)

T: Time-Based (What is the time frame of your goal?)

Using the SMART goal format, the following points need to be satisfied:

1. Goal must be related to subject area mastery or teaching methodology.
2. The teacher's ideas about what he/she needs to improve upon and what the needs of his/her students are must be considered.
3. The goals of school district, department, and individual course must be considered.
4. Goals may continue from year-to-year and should be updated accordingly.
5. When a teacher has been placed on an Improvement Plan, goals will be set during the development of the plan. Goals must be reasonable, achievable and measurable.

\*Examples of SMART Goals can be found in the Appendix under "SMART Goals Framework."

### **Lesson Planning**

Effective lesson plans demonstrate that a teacher is not only prepared to instruct a group of students over time, but also that he or she is teaching information that is accurate and tailored to all individuals. When teachers are constructing effective lesson plans, there are five major elements that should be easily recognized and described throughout the lesson. Those five major themes are:

1. Essential Question for Learning/Learning Target/Learning Goal
2. Instructional Methodologies
3. Standards being addressed
4. Assessments
5. Differentiation

**Essential Question for Learning** - Questions that synthesize what students should understand, not just know or do, as a result of studying a particular lesson or unit.

**Learning Target/Learning Goal**- Brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. Learning targets or goals are easily transferred into "I Can Statements" for student learning and outcomes.

**Instructional Methodologies**- Methods and techniques in which lessons are taught and how students learn. Examples include whole group instruction, individual instruction, group work, pair-share, use of technology, etc.

**Standards**- Educational objectives of what students should have learned by the end of a course, grade level, or grade span. These can be tied to state or national standards for student learning and outcomes.

**Assessments**- Consistent and meaningful feedback given by the teacher to their students throughout the instructional process. Examples include, formative, summative, authentic, diagnostic, etc.

**Differentiation**- Tailoring instruction to meet individual needs of all students. (This may include individualized modifications for specific students or groups of students within the classroom.)

### **Supervision**

Observations and evaluations shall be conducted by the teacher's immediate supervisor or by a district administrator. Building principals, assistant principals, special education coordinators and central office administrators fill this role. However, observations may also be conducted by department heads at the request of staff in their department. Department heads are expected to follow the Danielson Model for observations, including pre and post conferences as well as written reports. The written reports of these observations are not to be shared with supervisors/administrators or to be included in personal files or summative evaluations.

### **Pre/Post Observation Conferences**

Prior to each announced formal observation, the administrator/supervisor and teacher will have a pre-observation conference; questions for this conference are located on page 12 in the Appendix. Teachers should arrive at the conference prepared to address the questions for discussion. This conference will provide the opportunity to review any pertinent information as well as the completed lesson plan. This pre-conference will take place as a face to face conference. Unannounced observations are also permissible, and no pre-conference will be held; however, post conferences are required.

After the observation has taken place, the administrator/supervisor and the teacher will engage in a post-observation conference no later than two weeks after the observation; questions for this conference are located on page 13 in the Appendix. Teachers should arrive at the conference prepared to address the questions for discussion. The format of this meeting will be a face to face conference. The formal observation report will be shared by the administrator/supervisor no more than a week after the observation. The purpose of this conference will be to share reflections from both parties about the lesson/activity observed. After the opportunity is given for the teacher to reflect and comment on the observation report, the teacher must sign the report acknowledging receipt and review of the evaluation. This signature does not imply agreement.

The teacher is able to attach a written response to any observation report he or she has been presented with. Any written response made by the teacher is to be included in their personnel file with the original report.

Despite there being standard evaluations that are implemented in this district (created by Danielson), it is recognized that it is impossible to assess every responsibility and skill that the positions in our district require. These evaluations are one page forms and can be found in the Appendix.

### Observation Cycle and Evaluation Requirements

The evaluation cycle is an ongoing process that restarts after each completed summative evaluation. The requirements for the observations/evaluations are as follows for each level/status of each employee:

Teacher Status	Number of Observations to be Conducted During the Year	Requirements
Non-tenured certified staff/teacher in <b>First Year</b> in Newmarket	At least <b>three</b> , with the first being before <b>October 15th</b>	<ul style="list-style-type: none"> <li>* Formal observation to be a minimum of 30 consecutive minutes</li> <li>* Certified staff/Teacher will receive a written report of every formal evaluation/observation conducted</li> <li>• Summative evaluation to be completed by April 1st of each year</li> </ul>
Non-Tenured certified staff/teacher in <b>years 2-5</b> in Newmarket	At least <b>two</b> , with the first being before <b>December 1st</b> of each year	<ul style="list-style-type: none"> <li>* Formal observation to be a minimum of 30 consecutive minutes</li> <li>* Certified staff/Teacher will receive a written report of every formal evaluation/observation conducted</li> <li>• Summative evaluation to be completed by April 1st of each year</li> </ul>
Tenured certified staff/teacher (on a continuing contract) in Newmarket	At least <b>once</b> per year	<ul style="list-style-type: none"> <li>* Formal observation to be a minimum of 30 consecutive minutes</li> <li>* Certified staff/Teacher will receive a written report of every formal evaluation/observation conducted</li> <li>* The format of this observation can be agreed upon both the staff/teacher and administrator (based on the 19 strategies of professional learning)</li> <li>• Summative evaluation to be completed by Memorial Day coinciding with three year cycle certification renewal, unless otherwise requested</li> </ul>

Certified staff/teachers can be evaluated by any district or building administrator. Additional observations can be requested by the certified staff/teacher.

# Appendix



**Goal Setting Conference  
Yearly Goal Setting**

**Employee:** \_\_\_\_\_  
**School Year:** \_\_\_\_\_  
**Recertification Date:** \_\_\_\_\_

**Teaching Assignment:** \_\_\_\_\_  
**Building:** \_\_\_\_\_

**District Goal:**

**Plan of Action**

**Evidence of Progress:**

**Building Goal:**

**Plan of Action:**

**Evidence of Progress**

**Personal Goal (How will this be accomplished during 3 year recertification process):**

**Plan of Action:**

**Evidence of Progress:**

**Educator's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Example of SMART Goal Framework**

*Educator:*  
*Evaluator:*  
*School Year:*

<b>Grade Level + Subject Area</b>	<b>School or District Goal</b>	<b>(S):</b>  <b>(M):</b>  <b>(A):</b>  <b>(R ):</b>  <b>(T):</b>	<b>Comments//Notes</b>
		<b>SMART Goal:</b> <b>(personal goal aligned to School//District goal)</b> <hr/>	

### Example of SMART Goal Framework

1. *Please write the District/School goal here:*

In the 2017-2018 school year, teachers will increase their knowledge and ability in extended learning times as measured by the successful completion of these specific action steps.

2. SMART GOAL: Specific, Measurable, Attainable, Realistic, Time-bound

*Goal:*

By the end of second trimester, for at least two units or standards, students will receive instruction within an 80 to 90 minute period consisting of at least three different activities in order to teach to at least three different learning modalities/styles.

OR

By the end of second trimester, for at least two units or standards, students will receive instruction within an 80 to 90 minute period in which students would be asked to execute three different learning modalities/styles to complete a single performance task.

*What will you consider success?*

Low growth- less than two units or standards

Average growth- two units or standards

High growth- more than two units or standards

3. My contributions: How I plan to contribute toward the achievement of this goal:

- List activities and steps to be taken that contribute to the school goal:
  - Attend Professional Development sessions to understand individual student learning styles.
  - Attend PLCs which develop and refine specific tools, strategies, and activities related to the extended learning time.
  - Attend grade level and/or content area meetings to share and develop common formative and summative assessments to best match students with differentiated instruction (tools, strategies, and/or activities)
  - Develop post-assessments to determine degree of mastery of the unit/standard and also to gather student data on their self-perceived level of engagement.

4. Support needed

- Professional development to understand individual student learning styles.
- PLCs to develop common formative and summative assessments, tools, strategies, and activities to facilitate instruction in different learning modalities/styles.

### **Interview Protocol for a Pre-Observation (Planning Conference)**

1. To which part of your curriculum does this lesson relate?
2. How does this learning “fit” in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in your class?
7. How and when will you know whether the students learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

### **Interview Protocol for a Post-Observation (Reflection) Conference**

1. **In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?**
2. **If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?**
3. **Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?**
4. **Did you depart from your plan? If so, how and why?**
5. **Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?**
6. **If you had a chance to teach this lesson again to the same group of students, what would you do differently?**

**NEWMARKET SCHOOL DISTRICT  
OBSERVATION REPORT: TEACHER**

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**

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

**Comments/Suggestions:**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

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

**Comments/Suggestions:**

**DOMAIN 3: INSTRUCTION**

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

**Comments/Suggestions:**

**Overall Rating: (ranking- unsatisfactory, basic, proficient and distinguished):**

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Teacher Comments:**

**NEWMARKET SCHOOL DISTRICT  
OBSERVATION REPORT: SCHOOL COUNSELOR**

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 counseling theory & techniques
- 1b. Demonstrating knowledge of child and adolescent development
- 1c. Establishing goals for the counseling program appropriate to the setting and the students served
- 1d. Demonstrating knowledge of state and federal regulations & of resources both within & beyond the school & district
- 1e. Planning the counseling program, integrated with the regular school program
- 1f. Developing a plan to evaluate the counseling program

**Comments/Suggestions:**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for productive communication
- 2c. Managing routines and procedures
- 2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school
- 2e. Organizing physical space

**Comments/Suggestions:**

**DOMAIN 3: INSTRUCTION**

- 3a. Assessing student needs
- 3b. Assisting students/teachers in the formulation of academic, personal/social, & career plans, based on knowledge of student needs
- 3c. Using counseling techniques in individual and classroom programs
- 3d. Brokering resources to meet needs
- 3e. Demonstrating flexibility and responsiveness

**Comments/Suggestions:**

**Overall Rating (ranking- unsatisfactory, basic, proficient and distinguished):**

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Counselor's signature acknowledges receipt and review of the evaluation and does not imply agreement.

**Counselor's comments:**

**NEWMARKET SCHOOL DISTRICT  
OBSERVATION REPORT: INSTRUCTIONAL SPECIALIST**

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 current trends in specialty area and professional development
- 1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program
- 1c. Establishing goals for the instructional support program appropriate to the setting and the teachers served
- 1d. Demonstrating knowledge of resources, both within and beyond the school and district
- 1e. Planning the instructional support program, integrated with the overall school program
- 1f. Developing a plan to evaluate the instructional support program

**Comments/Suggestions:**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Creating an environment of trust and respect
- 2b. Establishing a culture for ongoing instructional improvement
- 2c. Establishing clear procedures for teachers to gain access to instructional support
- 2d. Establishing and maintaining norms of behavior for professional interactions
- 2e. Organizing physical space for workshops or training

**Comments/Suggestions:**

**DOMAIN 3: INSTRUCTION**

- 3a. Collaborating with teachers in the design of instructional units and lessons
- 3b. Engaging teachers in learning new instructional skills
- 3c. Sharing expertise with staff
- 3d. Locating resources for teachers to support instructional improvement
- 3e. Demonstrating flexibility and responsiveness

**Comments/Suggestions:**

**Overall Rating (ranking- unsatisfactory, basic, proficient and distinguished):**

Specialist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Specialist's signature acknowledges receipt and review of the evaluation and does not imply agreement.

**Specialist's comments:**



**NEWMARKET SCHOOL DISTRICT  
OBSERVATION REPORT: LIBRARY/MEDIA SPECIALIST**

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 literature and current trends in library/media practice and informal technology
- 1b. Demonstrating knowledge of the school's program and student information needs within that program
- 1c. Establishing goals for the library/media program appropriate to the setting and the students served
- 1d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan
- 1e. Planning the library/media program, integrated with the overall school program
- 1f. Developing a plan to evaluate the library/media program

**Comments/Suggestions:**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for investigation and love of literature
- 2c. Establishing and maintaining library procedures
- 2d. Managing student behavior
- 2e. Organizing physical space to enable smooth flow

**Comments/Suggestions:**

**DOMAIN 3: INSTRUCTION**

- 3a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations
- 3b. Collaborating with teacher in the design of instructional units and lessons
- 3c. Engaging students in enjoying literature and in learning information skills
- 3d. Assisting students and teachers in the use of technology in the library/media center
- 3e. Demonstrating flexibility and responsiveness

**Comments/Suggestions:**

**Overall Rating (ranking- unsatisfactory, basic, proficient and distinguished):**

Specialist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Specialist's signature acknowledges receipt and review of the evaluation and does not imply agreement.

**Specialist's comments:**

**NEWMARKET SCHOOL DISTRICT  
OBSERVATION REPORT: SCHOOL NURSE**

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 medical knowledge and skill in nursing techniques
- 1b. Demonstrating knowledge of child and adolescent development
- 1c. Establishing goals for the nursing program appropriate to the setting and the students served
- 1d. Demonstrating knowledge of government, community, and district regulations and resources
- 1e. Planning the nursing program for both individuals & groups of students, integrated with the regular school program
- 1f. Developing a plan to evaluate the nursing program

**Comments/Suggestions:**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for health and wellness
- 2c. Following health protocols and procedures
- 2d. Supervising health associates
- 2e. Organizing physical space

**Comments/Suggestions:**

**DOMAIN 3: INSTRUCTION**

- 3a. Assessing student needs
- 3b. Administering medications to students
- 3c. Promoting wellness through classes or classroom presentations
- 3d. Managing emergency situations
- 3e. Demonstrating flexibility and responsiveness
- 3f. Collaborating with teachers to develop specialized educational programs & services for students with diverse medical needs

**Comments/Suggestions:**

**Overall Rating (ranking- unsatisfactory, basic, proficient and distinguished):**

Nurse's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Nurse's signature acknowledges receipt and review of the evaluation and does not imply agreement.

**Nurse's comments:**

**NEWMARKET SCHOOL DISTRICT  
OBSERVATION REPORT: SCHOOL PSYCHOLOGIST**

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 and skill in using psychological instruments to evaluate students
- 1b. Demonstrating knowledge of child and adolescent development and psychopathology
- 1c. Establishing goals for the psychology program appropriate to the setting and the students served
- 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond school & district
- 1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including intervention
- 1f. Developing a plan to evaluate the psychology program

**Comments/Suggestions:**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Establishing rapport with students
- 2b. Establishing a culture for positive mental health throughout the school
- 2c. Establishing and maintaining clear procedures for referrals
- 2d. Establishing standards of conduct in the testing center
- 2e. Organizing physical space for testing of students and storage of materials

**Comments/Suggestions:**

**DOMAIN 3: INSTRUCTION**

- 3a. Responding to referrals; consulting with teachers and administrators
- 3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines
- 3c. Chairing evaluation team
- 3d. Planning interventions to maximize students' likelihood of success
- 3e. Maintaining contact with physicians and community mental health service providers
- 3f. Demonstrating flexibility and responsiveness

**Comments/Suggestions:**

**Overall Rating (ranking- unsatisfactory, basic, proficient and distinguished):**

School Psychologist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: School Psychologist's signature acknowledges receipt & review of the evaluation & doesn't imply agreement.

**Psychologist's comments:**

**NEWMARKET SCHOOL DISTRICT  
OBSERVATION REPORT: THERAPEUTIC SPECIALIST**

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 and skill in the specialist therapy area; holding the relevant certificate or license
- 1b. Establishing goals for the therapy program appropriate to the setting and the students served
- 1c. Demonstrating knowledge of district, state, and federal regulations and guidelines
- 1d. Demonstrating knowledge of resources, both within and beyond the school and district
- 1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students
- 1f. Developing a plan to evaluate the therapy program

**Comments/Suggestions:**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Establishing rapport with students
- 2b. Organizing time effectively
- 2c. Establishing clear procedures for referrals
- 2d. Establishing standards of conduct in the treatment center
- 2e. Organizing physical space for testing of students and providing therapy

**Comments/Suggestions:**

**DOMAIN 3: INSTRUCTION**

- 3a. Responding to referrals and evaluating student needs
- 3b. Developing and implementing treatment plans to maximize students'
- 3c. Communicating with families
- 3d. Collecting information; writing reports
- 3e. Demonstrating flexibility and responsiveness

**Comments/Suggestions:**

**Overall Rating (ranking- unsatisfactory, basic, proficient and distinguished):**

Specialist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Specialist's signature acknowledges receipt and review of the evaluation and does not imply agreement.

**Specialist's comments:**

**NEWMARKET SCHOOL DISTRICT  
SUMMATIVE EVALUATION: TEACHER**

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**

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

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

**Domain 2: The Classroom Environment**

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

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

**Domain 3: Instruction**

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

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

**Domain 4: Professional Responsibilities**

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

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

**Other comments; commendations/recommendations:**

**Teacher's comments:**

**Principal's Recommendation on Continued Employment**

( ) This teacher's performance is progressing at a satisfactory rate.

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

( ) Not recommended.

**NEWMARKET SCHOOL DISTRICT  
SUMMATIVE EVALUATION: SCHOOL COUNSELOR**

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

**DOMAIN 1: PLANNING & PREPARATION**

- 1a. Demonstrating knowledge of counseling theory & techniques
- 1b. Demonstrating knowledge of child and adolescent development
- 1c. Establishing goals for the counseling program appropriate to the setting and the students served
- 1d. Demonstrating knowledge of state and federal regulations & of resources both within & beyond the school & district
- 1e. Planning the counseling program, integrated with the regular school program
- 1f. Developing a plan to evaluate the counseling program

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

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for productive communication
- 2c. Managing routines and procedures
- 2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school
- 2e. Organizing physical space

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

**DOMAIN 3: INSTRUCTION**

- 3a. Assessing student needs
- 3b. Assisting students/teachers in the formulation of academic, personal/social, & career plans, based on knowledge of student needs
- 3c. Using counseling techniques in individual and classroom programs
- 3d. Brokering resources to meet needs
- 3e. Demonstrating flexibility and responsiveness

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

- 4a. Reflecting on practice
- 4b. Maintaining Records and submitting them in a timely fashion
- 4c. Communicating with families
- 4d. Participating in a professional community
- 4e. Engaging in professional development
- 4f. Showing professionalism

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

**Other comments; commendations/recommendations:**

**Counselor's comments:**

**Principal's Recommendation on Continued Employment**

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



**NEWMARKET SCHOOL DISTRICT**  
**SUMMATIVE EVALUATION: INSTRUCTIONAL SPECIALIST**

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

**DOMAIN 1: PLANNING & PREPARATION**

- 1a. Demonstrating knowledge of current trends in specialty area and professional development
- 1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program
- 1c. Establishing goals for the instructional support program appropriate to the setting and the teachers served
- 1d. Demonstrating knowledge of resources, both within and beyond the school and district
- 1e. Planning the instructional support program, integrated with the overall school program
- 1f. Developing a plan to evaluate the instructional support program

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

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Creating an environment of trust and respect
- 2b. Establishing a culture for ongoing instructional improvement
- 2c. Establishing clear procedures for teachers to gain access to instructional support
- 2d. Establishing and maintaining norms of behavior for professional interactions
- 2e. Organizing physical space for workshops or training

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

**DOMAIN 3: INSTRUCTION**

- 3a. Collaborating with teachers in the design of instructional units and lessons
- 3b. Engaging teachers in learning new instructional skills
- 3c. Sharing expertise with staff
- 3d. Locating resources for teachers to support instructional improvement
- 3e. Demonstrating flexibility and responsiveness

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

4a. Reflecting on practice

4b. Preparing and submitting budgets and reports

4c. Coordinating work with other instructional specialists

4d. Participating in a professional community

4e. Engaging in professional development

4f. Showing professionalism, including integrity and confidentiality

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

**Other comments; commendations/recommendations:**

**Specialist's comments:**

**Principal's Recommendation on Continued Employment**

( ) This specialist's performance is progressing at a satisfactory rate.

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

( ) Not recommended.

**NEWMARKET SCHOOL DISTRICT**  
**SUMMATIVE EVALUATION: LIBRARY/MEDIA SPECIALIST**

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

**DOMAIN 1: PLANNING & PREPARATION**

- 1a. Demonstrating knowledge of literature and current trends in library/media practice and informal technology
- 1b. Demonstrating knowledge of the school's program and student information needs within that program
- 1c. Establishing goals for the library/media program appropriate to the setting and the students served
- 1d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan
- 1e. Planning the library/media program, integrated with the overall school program
- 1f. Developing a plan to evaluate the library/media program

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

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for investigation and love of literature
- 2c. Establishing and maintaining library procedures
- 2d. Managing student behavior
- 2e. Organizing physical space to enable smooth flow

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

**DOMAIN 3: INSTRUCTION**

- 3a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations
- 3b. Collaborating with teacher in the design of instructional units and lessons
- 3c. Engaging students in enjoying literature and in learning information skills
- 3d. Assisting students and teachers in the use of technology in the library/media center
- 3e. Demonstrating flexibility and responsiveness

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

4a. Reflecting on practice

4b. Preparing and submitting reports and budgets

4c. Communicating with the larger community

4d. Participating in a professional community

4e. Engaging in professional development

4f. Showing professionalism

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

**Other comments; commendations/recommendations:**

**Specialist's comments:**

**Principal's Recommendation on Continued Employment**

( ) This specialist's performance is progressing at a satisfactory rate.

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

( ) Not recommended.

**NEWMARKET SCHOOL DISTRICT**  
**SUMMATIVE EVALUATION: SCHOOL NURSE**

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

**DOMAIN 1: PLANNING & PREPARATION**

- 1a. Demonstrating medical knowledge and skill in nursing techniques
- 1b. Demonstrating knowledge of child and adolescent development
- 1c. Establishing goals for the nursing program appropriate to the setting and the students served
- 1d. Demonstrating knowledge of government, community, and district regulations and resources
- 1e. Planning the nursing program for both individuals & groups of students, integrated with the regular school program
- 1f. Developing a plan to evaluate the nursing program

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

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for health and wellness
- 2c. Following health protocols and procedures
- 2d. Supervising health associates
- 2e. Organizing physical space

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

**DOMAIN 3: INSTRUCTION**

- 3a. Assessing student needs
- 3b. Administering medications to students
- 3c. Promoting wellness through classes or classroom presentations
- 3d. Managing emergency situations
- 3e. Demonstrating flexibility and responsiveness
- 3f. Collaborating with teachers to develop specialized educational programs & services for students with diverse medical needs

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

4a. Reflecting on practice

4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion

4c. Communicating with families

4d. Participating in a professional community

4e. Engaging in professional development

4f. Showing professionalism

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

**Other comments; commendations/recommendations:**

**Nurse's comments:**

**Principal's Recommendation on Continued Employment**

( ) This nurse's performance is progressing at a satisfactory rate.

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

( ) Not recommended.

## NEWMARKET SCHOOL DISTRICT

### SUMMATIVE EVALUATION: SCHOOL PSYCHOLOGIST

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

#### DOMAIN 1: PLANNING & PREPARATION

- 1a. Demonstrating knowledge and skill in using psychological instruments to evaluate students
- 1b. Demonstrating knowledge of child and adolescent development and psychopathology
- 1c. Establishing goals for the psychology program appropriate to the setting and the students served
- 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond school & district
- 1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including intervention
- 1f. Developing a plan to evaluate the psychology program

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

#### DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a. Establishing rapport with students
- 2b. Establishing a culture for positive mental health throughout the school
- 2c. Establishing and maintaining clear procedures for referrals
- 2d. Establishing standards of conduct in the testing center
- 2e. Organizing physical space for testing of students and storage of materials

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

#### DOMAIN 3: INSTRUCTION

- 3a. Responding to referrals; consulting with teachers and administrators
- 3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines
- 3c. Chairing evaluation team
- 3d. Planning interventions to maximize students' likelihood of success
- 3e. Maintaining contact with physicians and community mental health service providers
- 3f. Demonstrating flexibility and responsiveness

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

4a. Reflecting on practice

4b. Communicating with families

4c. Maintaining accurate records

4d. Participating in a professional community

4e. Engaging in professional development

4f. Showing professionalism

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

**Other comments; commendations/recommendations:**

**Psychologist's comments:**

**Principal's Recommendation on Continued Employment**

( ) This school psychologist's performance is progressing at a satisfactory rate.

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

( ) Not recommended.



## NEWMARKET SCHOOL DISTRICT

### SUMMATIVE EVALUATION: THERAPEUTIC SPECIALIST

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

#### DOMAIN 1: PLANNING & PREPARATION

- 1a. Demonstrating knowledge and skill in the specialist therapy are; holding the relevant certificate or license
- 1b. Establishing goals for the therapy program appropriate to the setting and the students served
- 1c. Demonstrating knowledge of district, state, and federal regulations and guidelines
- 1d. Demonstrating knowledge of resources, both within and beyond the school and district
- 1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students
- 1f. Developing a plan to evaluate the therapy program

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

#### DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a. Establishing rapport with students
- 2b. Organizing time effectively
- 2c. Establishing clear procedures for referrals
- 2d. Establishing standards of conduct in the treatment center
- 2e. Organizing physical space for testing of students and providing therapy

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

#### DOMAIN 3: INSTRUCTION

- 3a. Responding to referrals and evaluating student needs
- 3b. Developing and implementing treatment plans to maximize students'
- 3c. Communicating with families
- 3d. Collecting information; writing reports
- 3e. Demonstrating flexibility and responsiveness

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

4a. Reflecting on practice

4b. Collaborating with teachers and administrators

4c. Maintaining an effective data-management system

4d. Participating in a professional community

4e. Engaging in professional development

4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality

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

**Other comments; commendations/recommendations:**

**Specialist's comments:**

**Principal's Recommendation on Continued Employment**

( ) This specialist's performance is progressing at a satisfactory rate.

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

( ) Not recommended.

**Newmarket School District  
Improvement Plan**

Effective teaching is the most important element in supporting the concept that all children can learn. A dynamic collegial, supportive teacher evaluation and assistance model, focusing on the improvement of instruction is critical to student learning.

Our primary goal is the continuous improvement of teaching and learning in our district. Continuous improvement is an important part of the culture of the Newmarket School District. While the main premises of the supervision and evaluation program are based on the successful performance of the vast majority of teachers in our district, it is also true that a small number of professional staff may need additional support and supervision. This Improvement Plan is designed to address this need.

The process of including any teacher on an Improvement Plan will be initiated by the Principal, with approval of the Superintendent, based on the evidence collected and documented as part of the regular supervision and evaluation model. The teacher, Principal, and other appropriate leadership team member(s), and Association representatives (s) will write the Improvement Plan.

The Improvement Plan shall specify what the individual teacher needs to do to meet the performance standards, how the administration will assist the individual, and what the timetable is for implementing the recommendations for improvement. Specifically, the Improvement Plan will consist of specific strategies for improving subject mastery and/or teaching methodology, along with timelines and the criteria used to measure successful completion of the plan.

**The culmination of the Improvement Plan will be a formal evaluation at the end of the timetable set for improvement. This evaluation will result in either returning the teacher to the regular evaluation cycle; extending the timetable of the Improvement Plan; non-renewal; dismissal; or other action as deemed necessary.**

Date: \_\_\_\_\_

	Teacher	Association Representative	Supervising Administrator	Non-supervising Administrator	Mentor
Team Members					
Signatures					

**Newmarket School District  
Improvement Plan**

Domain 1: Planning and Preparation

Problem Statement:

Performance Goals	Strategies, Activities, and Timetables	Support Structures	Data Collection Methods and Sources	Evidence of Progress

**Newmarket School District  
Improvement Plan**

**Domain 2: Classroom Environment**

**Problem Statement:**

<b>Performance Goals</b>	<b>Strategies, Activities, and Timetables</b>	<b>Support Structures</b>	<b>Data Collection Methods and Sources</b>	<b>Evidence of Progress</b>

**Newmarket School District  
Improvement Plan**

Domain 3: Instruction

Problem Statement:

Performance Goals	Strategies, Activities, and Timetables	Support Structures	Data Collection Methods and Sources	Evidence of Progress

**Newmarket School District  
Improvement Plan**

**Domain 4: Professional Responsibilities**

**Problem Statement:**

Performance Goals	Strategies, Activities, and Timetables	Support Structures	Data Collection Methods and Sources	Evidence of Progress

