



# HOPKINTON SCHOOL DISTRICT

## Teacher Evaluation Plan (TEP)

### I. INTRODUCTION

This Teacher Evaluation Plan (TEP) is a collaborative effort between members of the Hopkinton Education Association and the administrative team in the Hopkinton School District (HSD). The HSD has a long history of providing a high quality educational experience to students and this is in large part due to our dedicated, talented educators. This TEP is the result of an investigative study dedicated to redefining the spirit of evaluation in our district to include positive collaborative effort, reflection, trust, and shared control of a process that embodies the professional growth of educators. Consistent with our belief in the power of reflection, the implementation of this evaluation plan is predicated on goal setting, the collection of feedback, documentation of shared experiences, reflective writing, and ongoing revisions and modification of the plan itself.

The Hopkinton School District recognizes that continual professional growth and a thoughtfully constructed evaluation process will have a long-lasting and positive impact on the quality of education it offers its students. This plan allows educators to determine goal areas, plans for working in these areas, methods for the collection and documentation of growth, and the best way to present their performance. Continual reflection on professional practice is considered an essential aspect of this plan. It helps ensure that the performance and practice of professional educators are viewed holistically. The evaluation takes into account all of the ways educators interact in the school community. Essentially, this plan combines the district's commitment to support both the educators and the community by making a high standard of practice the goal of a collaborative effort.

### **Hopkinton Philosophy of Evaluation**

The Hopkinton School District Teacher Evaluation Plan focuses on the professional enhancement of each educator so that they can best facilitate the education of all students, promoting high standards and continuous improvement for students while preparing them to be self-sufficient, contributing citizens. The district believes that learning is a continual process that must be embraced by children and adults. It values and supports an evaluation plan that:

- promotes a spirit of professional inquiry,

- encourages collegiality,
- ensures a connection between teacher effectiveness and student performance,
- empowers the educator to regularly reflect upon their expectations and practices,
- creates a positive professional atmosphere marked by mutual respect and commonality of purpose.

## **Components of the Evaluation System**

The components of the evaluation plan include three areas that will be formally measured.

- The foundation of the system is built on the standards of professional practice. Hopkinton uses the Framework for Effective Teaching from Charlotte Danielson's 2013 edition or subsequent editions.
- Individual goals collaboratively developed between the Evaluator and Educator that advance the district and/or school goals.
- Individual goals that document student learning which are described as Student Learning Objective (SLOs).

## **Enhancing Professional Practice: A Framework for Teaching**

Collaboration and reflection in an educational community needs to be supported by commonly held standards of excellent teaching practices and a common language by which to describe them. The Framework for Teaching identifies four domains of professional practice and the components of each. The Framework also provides a continuum of descriptors to delineate the way practices in each component look in action. These domains, components, and descriptors provide us with common language and specific targets for pursuing excellent practice, which results in student growth.

Educators are expected to meet the proficient level (or above) of The Frameworks for Teaching and show growth in their professional practice. For some educators, rubrics have been adapted to reflect their specialization (e.g. nurses, counselors, librarians, etc.). The four Domains of Professional Practice for classroom educators are:

## **Domain I: Planning and Preparation**

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Selecting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

## **Domain II: Classroom Environment**

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

## **Domain III: Instruction**

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

## **Domain IV: Professional Responsibilities**

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4c: Communicating with Families

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

## **District and/or School Goals**

It is a common practice for school districts and schools to develop actionable goals for student achievement and systemic practices. The Hopkinton School District has both district and school goals that are associated with professional practice and student performance. These goals are developed through a variety of data that typically include the results of state-wide, district-wide, and school-based assessments.

Performance targets are based on standardized assessments, including AimsWeb and NH's statewide assessment, as well as other forms of formative and summative assessment. To be sure, multiple data sources are used to develop student performance targets, and these are incorporated in the established district and school goals.

Educators are accountable in their contribution toward the achievement of the district and school goals that are developed because the goals are connected to student learning. It is important to the Hopkinton School District that educators have some choice in developing their individual goals that will support the school goals. This ownership of the work seems to outweigh the shared attribution option of sharing state-wide assessment results.

Educators will develop an individual goal aligned to the district goals, school goals, or Student Learning Objectives. They will be evaluated on 1) the achievement results of the goal and 2) their personal contribution towards advancing the district or school goal.

## **II. OUTLINE OF EVALUATION PROCESS**

### **Overview of the Hopkinton Evaluation Plan**

The primary purpose of the evaluation system is to focus on educator practice which maximizes student learning and achievement, including academic, social, emotional, and behavioral progress. This evaluation plan reflects specific beliefs that are based on current research in teacher effectiveness, assessment, and professional development. The beliefs include:

- aligning evaluation with goal setting that will advance the district and school goals,
- understanding effective educators consistently improve student growth and achievement,
- using multiple sources of information to evaluate performance, including student learning data,
- emphasizing self-assessment, reflection and collegial support,
- valuing the documentation and presentation by an individual of his/her accomplishments,
- allowing a varied focus in different years by using a three-year cycle for assessment,
- maximizing autonomy, collaboration, and accountability,
- taking a holistic view of an educator's contribution to the district.

The evaluation process is a collaboration between an administrative evaluator and an educator.

Educators will be defined as all district employees who are included in the Hopkinton Education Association bargaining unit. Educators will fall into four categories for the purpose of this plan.

1. **New Educator** - Educators who are new to the profession and/or the Hopkinton School District.
2. **Experienced Educator** - Educators who are on continuing contract are in this group. The vast majority of Hopkinton educators fall into this group.
3. **Support Plan Educator** - This level is used to support an educator who is, based on evidence, experiencing difficulty meeting one or more of The Frameworks for Teaching, or requires additional support during a transition phase or implementing district or school programs.
4. **Improvement Plan Educator** - An educator who is, based on documented evidence, experiencing substantial difficulty meeting one or more of the district's teaching standards or has been informed by their evaluator that they are in serious danger of not being employed by the Hopkinton School District.

All educators will be assigned a primary evaluator to join with them in this collaborative, collegial process. Improvement Plan educators will be provided additional support in the growth

process from their primary evaluator to. If an educator wishes to have a second evaluator as a part of their Evaluation Plan, they will need to make that known to their primary evaluator at a goal setting or goal review conference.

This Evaluation Plan is based on a three-year cycle and is intended to run concurrently with the New Hampshire recertification cycle. Dates of hiring, or other factors, may interfere with this cycle. Upon recertification, a one or two-year cycle will be fashioned by the evaluator, to allow the educator to synchronize their evaluation plan with recertification. The first year of a new cycle is designed to begin in the fall after recertification has been received.

## **Self-Reflection**

The document must be completed and shared with their evaluator, as a starting point to the goal's discussion.

## **Goal Setting/Goal Review**

Goal setting is a yearly process. Throughout the three-year certification cycle, an educator will monitor their goals, work on any domain components, reflect on their progress, and make any necessary changes with their evaluator.

All educators will develop two SMART goals that will lead to improved educator instructional practices and student performance. It is noted that the Goal Setting/Goal Review process is the same for all educators, including those with more than one endorsement to their professional credential.

- **District or School Goals:** One of the educator's goals will be aligned to the district or school goals. The educator will be evaluated on their contribution, based on evidence, and the actual results of achieving the goal. The goal will be measured over a period of 1, 2, or 3 years.
- **Student Learning Objectives:** One of the educator's goals will be connected to student learning. This is referred to as the Student Learning Objective. The objective will be associated with the educator's content area and students in their current classes, caseloads, or groups. Student Learning Objectives can be done in two ways: 1) one objective sustained over the three year cycle with the same or different cohort of students; or 2) three objectives (a new objective each year) for three different groups of students during the three-year cycle. The educator can decide what is best for their situation. The educator will be evaluated on the evidence and results of the objective(s) attainment at the end of the third year. The Student Learning Objective is tied to instructional practices and/or content. The purpose is to improve the educator's

practices with their current students. The more educators align the Student Learning Objectives to district or school goals, the more likely the school will achieve improved results.

## **The Individual Professional Development Plan (IPDP)**

The IPDP is not directly connected to the evaluation process, but educators should associate their IPDPs with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance in the domain rubrics will be counted in the summative evaluation.

## **Observations**

Every effort will be made by administrators/evaluators to observe teachers in a variety of settings relative to the myriad of responsibilities of a teacher. It is recognized that any and all interactions between evaluators and a teacher have some element of evaluation.

There are two categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and may include class visits, day to day interactions, and other professional responsibilities.

- **New Educators** will receive a formal observation twice each year to provide the level of feedback and support needed for successful growth and integration into the district. The first observation will be completed before November 15th and the second observation will be completed before February Break. New Educators will also have a minimum of two informal observations per year during the three year cycle.
- **Experienced Educators** will receive two informal observations per school year. Either the evaluator or the Experienced Educator can request a formal observation during each three-year cycle.
- **Support Plan Educators** will have observations as identified in the plan.
- **Improvement Plan Educators** will have observations as identified in the plan.

## **Annual Reflections of Progress**

At the end of each year, educators will complete a reflection regarding the progress they are making toward their goals.

## **Summary Conference**

At the end of each three-year cycle, the educator and evaluator will reflect on the performance of the educator in the four Danielson Domains and the individual's goals. At the Summary Conference, the educator will present for review the documentation and evidence which has been collected over the three-year cycle.

## **Summative Evaluation Report**

A Summative Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the evaluator, the educator's performance, and other sources of information. The Summative Evaluation Report will discuss the performance in the four Danielson Domains and the results of the individual's goals. This is the final step in the three-year cycle.

## **III. NEW EDUCATOR PLAN**

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The goals for New Educators are predetermined so they are successful in their first years of teaching in the Hopkinton School District .

### **Goal Setting**

Goal setting for New Educators in the first year of the cycle consists of a discussion of four goal areas that have been predetermined by the district. All educators new to Hopkinton will have the following four goal areas for the first year to enable the educator and evaluator to focus attention and support on activities that help ensure a successful foundation in the district's teaching standards. The four goal areas are:

1. Plan and prepare for quality instruction, both long and short term, in each course/curriculum area taught.
2. Develop a plan for maintaining a positive learning environment, including such items as rules and procedures, positive communication, student recognition systems, etc.



3. Employ a variety of instructional strategies, such as group work, skits, hands-on activities, use of technology, etc.
4. Become familiar with and fulfill all professional responsibilities.

Each educator will have to define their goals and activities specific to their role and position.

At the beginning of the second or third year, New Educators will reflect on their performance in the four predetermined goal areas. An educator may revise or create new goals with their evaluator, if necessary.

At the start of the second or third school year in the district, the evaluator and new educator can make an agreement to move the new educator to the Experienced Educator Plan as described in Section IV, if the educator is meeting all the New Educator criteria in a proficient manner and has prior teaching experience.

The plan for New Educators will focus on how they will achieve the four preset goals. They will have a mentor as a part of this plan. The mentor will be guided by the Hopkinton Mentoring program. The mentor will provide support for the educator. The interactions between the mentor and the educator are confidential and not shared with the evaluator.

After the self-reflection and goal setting meeting has occurred, the educator will complete or revise the three-year IPDP plan as outlined in the Professional Development Master Plan. The educator will describe the activities they will engage in order to accomplish professional improvement. They will determine what other resources, personnel, expertise, or professional development activities will support their growth in the four goal areas that have been predetermined by the district.

The Individual Professional Development Plan (IPDP) is not directly connected to the evaluation process, but educators should associate their IPDP with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the domain rubric will be counted in the summative evaluation.

## **Observations**

It is recognized that any and all interactions between evaluators and an educator have some component of evaluation. There are two categories of observations: 1) Formal observations that

have structured procedures, 2) Informal observations that are unstructured and may include class visits, day to day interactions, and other professional responsibilities.

Evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or included in the routine feedback of written evaluation) for clarity and documentation.

## **Formal Observations**

New Educators will have two required formal observations each year. The evaluator will initiate the scheduling of the pre-observation conference. All required formal observation will focus on three Domains of The Frameworks for Teaching: Planning and Preparation, Classroom Environment and Instruction or the four predetermined goal areas. However, in certain situations, such as meetings or presentations, Domain 4 can be observed. The required Formal Observation Cycles will be composed of:

- a pre-observation conference,
- an observation of a complete lesson (one class period, meeting, presentation, etc.)
- a written reflection by the educator related to the observation organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

## **Informal Observations**

New Educators will have a minimum of two informal observations per year during the three year cycle. Unstructured observations may be initiated by the evaluator or the educator.

Informal observations include seeing educators in a wide variety of school settings and activities, including classrooms, playground, hallways, parent conferences, after school activities, staff meetings, committee work, etc. The informal observation will be based on the four domains of the frameworks. Informal observations should result in feedback in a written form to the teacher (email, online form, memo or letter) within one week of the observation.

Informal observations should result in feedback to the teacher in writing (email, appropriate form, memo, or letter). All feedback needs to be provided within one week of the observation and comply with the duty to inform if there is a concern.

## **Annual Reflections of Progress**

At the end of the first and second year, New Educators will complete a reflection regarding the progress they are making toward their predetermined goals and in the four Danielson Domains.

## **Summary Conference (End of Third Year)**

At the end of each three-year cycle, the New Educator and evaluator will reflect on the performance of the educator in the four domains and the predetermined goals. At the Summary Conference, the educator will present documentation and evidence which has been collected over the three-year cycle.

A Summary Evaluation Report will be written annually by the evaluator for the New Educator's first three years in the district. The Summary Evaluation Report will discuss the four Danielson Domains and the results of the individual predetermined goals. Additionally, the educator will be rated according to effectiveness using the process outlined in Section VII. They are only rated on the Danielson Domains and their performance on the predetermined goals.

## **IV. EXPERIENCED EDUCATOR PLAN**

### **Self-Assessment**

The educator completes a self-assessment survey. The self-assessment process is designed for each educator to thoughtfully consider every component in each Domain and accurately determine where on the continuum their practice is best described. The document must be completed and shared with their evaluator, as a starting point to the goal's discussion.

Essential to this evaluation plan is the educator's role in self-assessment and goal setting. The educator will reflect on their skills and knowledge of the Danielson Four Domains using the rubric. Educators will select areas of focus and work on these areas over the three- year cycle. Components that are rated as "Unsatisfactory or Basic" need to be improved to the "Proficient" level. There are no formal goals associated with the Danielson Domains, but collection of evidence and evaluation of the Domains is ongoing and will be included in the Three- Year Summary report.

## Goal Setting

The educator will develop two SMART Goals in collaboration with the evaluator. These goals are based on 1) District and School goals, and 2) Student learning.

SMART goals are:

- Specific – target a specific area for improvement. (who, what, where, when)
- Measurable – quantify indicators of progress. (criteria toward attainment, how will you know?)
- Attainable – Steps of the goal. (time frame is within reason, who has ownership?)
- Realistic – state what results can realistically be achieved, given available resources.
- Time-related – specify when the result(s) will be achieved (benchmarking)

Goal setting begins each three-year cycle. Goals will incorporate the district or school's goals, and student learning. During the three year cycle, educators will revisit their goals yearly, reflect on their progress, keep evidence, and make any necessary changes with their evaluator.

Educators will develop two SMART goals/objectives that will lead to improved educator instructional practices and student learning.

- **District or School Goals:** One individual goal will be aligned to the District or School Goals. The educator will be evaluated on his/her contribution based on evidence and the actual results of achieving the goal. The goal(s) will be measured over three years.
- **Student Learning Objectives:** One individual goal will be connected to student learning. The goal will be associated with the educator's content area and students in their current classes, caseloads, or groups. Student Learning Objectives can be done in two ways: 1) one objective sustained over the three year cycle with the same or different cohort of students; or 2) three objectives (a new objective each year) for three different groups of students during the three-year cycle; the educator can decide what is best in his/her situation. The educator will be evaluated on the evidence and results of the objective(s) attainment at the end of the third year.

An evaluator may determine a goal area that is necessary for an individual, a group, or the faculty to pursue. This focus goal can replace the district and school goal for the individual educator. The evaluator will develop a goal that identifies a specific component area, based on

evidence, and a specific focus goal for improvement of that area. Educators will complete and submit district forms according to district procedures.

After the self-reflection and goal setting meeting has occurred, the educator will complete or revise the three year IPDP as outlined in the Professional Development Master Plan. The educator will describe the activities they will engage in order to accomplish professional improvement. They will determine what other resources, personnel, expertise, or professional development activities will support their growth in the Domain areas and in goal areas identified under District/School goals or Student Learning Objectives.

The Individual Professional Development Plan (IPDP) is not directly connected to the evaluation process, but educators should associate their IPDP with their needs for professional growth. The IPDP is connected to recertification and licensure renewals. If educators are not proficient in any component areas of Danielson's Domains, they should be designing activities and personal goals to improve their own skills and knowledge. Ultimately, performance on the Domain rubric will be counted in the summative evaluation.

## **Observations**

It is recognized that any and all interactions between evaluators and an educator have some component of evaluation. There are two categories of observations: 1) Formal observations that have structured procedures, 2) Informal observations that are unstructured and may include class visits, day to day interactions, and other professional responsibilities.

Administrators/evaluators have a duty to inform a teacher, as soon as possible, of observed or reported unsatisfactory performance. Educators will be informed of the problem and what constitutes resolution. Notification should include a written form (email, memo, letter or included in the routine feedback of written evaluation) for clarity and documentation.

## **Formal Observations**

Either the evaluator or the Experienced Educator can request a formal observation during each three-year cycle. The evaluator will initiate the scheduling of the pre-observation conference.

Formal Observations will focus on three Domains of The Frameworks for Teaching: Planning and Preparation, Classroom Environment and Instruction or the four predetermined goal areas. However, in certain situations, such as meetings or presentations, Domain 4 can be observed. The required Structured Observation Cycles will be composed of

- a pre-observation conference,

- an observation of a complete lesson (one class period, meeting, presentation, etc.)
- a written reflection by the educator related to the observation organized around the Domains of The Frameworks for Teaching or the identified goals,
- a post-observation conference,
- written feedback by the evaluator,
- Educators may choose to submit a written response to the written feedback that will be added to the document and become a part of the permanent record.

## **Informal Observations**

Experienced Educators will have a minimum of two informal observations per year during the three year cycle. Informal observations may be initiated by the evaluator or the educator.

Informal observations include seeing educators in a wide variety of school settings and activities, including classrooms, playground, hallways, parent conferences, after school activities, staff meetings, committee work, etc. The Informal observation will be based on the four Domains of the Frameworks. Informal observations should result in feedback in a written form to the teacher (email, online form, memo or letter) within one week of the observation and comply with the duty to inform if there is a concern.

## **Annual Reflections of Progress**

At the end of each year, educators will complete a reflection regarding the progress they are making toward their goals. At the end of the third year, educators will complete a reflection in the four Danielson Domains.

## **Summary Conference (End of Third Year)**

At the end of each three-year cycle the educator and evaluator will reflect on the performance of the educator in the four Domains, and the two individual goals. At the summary conference, the educator will present documentation and evidence which has been collected over the three year cycle.

A Summary Evaluation Report will be written by the evaluator at the end of the three-year cycle. It will reflect the documentation and evidence presented by the educator to the

evaluator, the educator's performance, and other sources of information. The Summary Evaluation Report will discuss the four Danielson Domains and the results of the individual goal, and Student Learning Objective. This is the final step in the three-year cycle.

## **V. SUPPORT PLAN EDUCATOR**

This level is used to support an educator who is, based on documented evidence, experiencing difficulty meeting one or more of Danielson's Frameworks for Teaching or requires additional support during a transition phase or implementing district or school programs. Support plans are to be used with Continuing Contract teachers only. Educators may include a third party, to listen and ask clarifying questions, in all meetings. The third party may be a union representative or officer.

### **Notification**

An educator being placed on a support plan is notified by the evaluator or principal. The educator will be provided a letter explaining the specific concerns in performance within the framework of the specific Danielson Domains and components that need to be improved, as well as, the details of associated evidence. If an educator wishes to have a second evaluator as a part of their Support Plan, they will need to make that known to their primary evaluator.

### **Support Plan Goals**

Goals for the areas of concern will be clear and measurable. They will delineate specific outcomes with reasonable time lines. The Support Plan is intended to result in the educator's support, improvement, and retention.

Educators who are on a Support Plan will have specific plans for their support and improvement made jointly with their evaluator. The need for reflection and documentation will be outlined in their individual plan. These plans will include details of the areas of concern, specific timelines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the support plan prior to implementation. There will be clear, measurable goals set by educator and evaluator to show acceptable performance in all components being addressed.

The Support Plan may involve a second administrative evaluator, as requested and agreed upon by the evaluator and the educator. The educator's individual goal toward the District and School Goals and the Student Learning Objectives may be put on hold until the successful completion of the Support Plan.

The evaluator and educator will mutually agree on an observation schedule including any formal observations and the expected frequency or schedule of these observations. Amounts and

approximate timelines for informal observations will also be specified in the Support Plan. Written observations feedback from the evaluator will be given to the educator within 1 week of either observation. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The Support Plan will be monitored. The evaluator and educator will mutually agree on a schedule of meetings to review progress of the plan and any mutually agreed modifications that may be needed.

The evaluator will provide to the educator at least two written progress reports, of which one should be at the midpoint in the timeline and the other is at the conclusion of the Support Plan. The educator may request a written progress report from the evaluator at any time. The educator will provide to the evaluator two written progress reports capturing their self evaluation and reflection of progress, of which one should be at the midpoint in the timeline and the other is at the conclusion of the Support Plan.

The Support Plan time-line should be of sufficient length to allow for all aspects to be successfully implemented, but will not exceed 36 weeks. It is recommended that if possible a support plan should not carry over a summer break into the following school year. However, the plan must address specifics of implementation, if the timeline carries over through a summer break to the following school year.

## **Summary Conference**

The educator will prepare any documentation required by their individual plan for the Summary Conference. At the Summary Conference the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this conference, the changes are incorporated into the final Support Plan Summary Report.

## **Support Plan Summary Report**

The Support Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. A Support Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the Evaluator after this report has been received.



After the educator has been deemed as meeting the outcomes in the Support Plan, the educator is returned to the Experienced Educator Plan and Support Plan documentation does not become a part of the personnel file.

If the educator has been deemed as not meeting the outcomes in the Support Plan, there could be three options: 1) continue the support plan for a longer time, 2) revise the support plan in content, or 3) advance to an Improvement Plan, as outlined in Section VI.

## **VI. IMPROVEMENT PLAN EDUCATOR**

The District's commitment to the professional growth of our educators demands that evaluators and administrators; offer clarity in describing and identifying areas of concern in writing, provide support for improvement in the areas of concern, furnish fair documentation of progress, inform the educator in accordance with the legal time-line, if the evaluator does not see improvement and does not intend to offer a contract for the next year. It is the responsibility of the district to provide an explicit Improvement Plan that has the intention and potential to result in the support, improvement, and retention of the educator.

When an evaluator's or administrator's concern for the actions or performance of an Experienced Educator becomes too serious to be effectively addressed by the normal evaluation and administrative procedures, or a Support Level Plan, it would indicate that improvement in the area(s) of concern is imperative to the continued employment of the educator.

In this instance, which occurs very rarely, several factors must be considered equally including the District's commitment to the students, parents, community, and our profession. Action needs to be taken if it is determined that employing the educator is not in the best interest of the students. An Improvement Plan would be required due to the serious nature of these circumstances. The educator's individual goal toward the District and School Goals and Student Learning Objectives is put on hold until the successful completion of the Improvement Plan.

An educator who is experiencing substantial difficulty will be placed on an Improvement Plan. This difficulty is based on evidence that the educator is not meeting one or more of the district's teaching standards, or has been informed by their evaluator that they are in serious danger of not being employed by the Hopkinton School District. If the difficulty has been known over a period of time, there should be previously documented attempts to address the concern through the normal evaluation and administrative procedures. Improvement Plans are to be used with Experienced Educators, unless there are substantive reasons to assign it for a New Educator.

### **Notification**

Any educator who needs to be on an Improvement Plan would be clearly informed, in writing, of the nature of their professional deficiency/deficiencies, and that they are going to be put on an Improvement Plan.

## **Establishing the Improvement Plan Goals**

Once the educator is notified, a second evaluator would be assigned by the superintendent (or their designee) to offer support and an additional point of view. If the educator would like a third party to attend the conferences and participate in the Improvement Plan, they should make that known to the evaluator before the goals are written. A third party at this stage of the process would be differentiated from an advocate, or representative, as in the case of a grievance. In this setting, the role of a third party would be to add clarity, act as another set of ears, support, and another point of view to assist the educator in processing the information and participating in the activities that are designed to produce improvement.

Within two weeks of notification a Goal Setting Conference (GSC) will result in a written statement of specific areas of concern and clear measurable goals set by the evaluator to demonstrate needed improvement in all area(s) of concern. All parties will be present.

Within two weeks of the GSC, the Improvement Plan is written by the evaluator to include specific steps to be taken by educator, evaluator or others with time-lines and outcomes specified. The Improvement plans will include details of the areas of concern, specific timelines, means of documentation, outcomes, resources, supports, and indicate who is responsible for their implementation. The evaluator will provide written documentation of the Improvement plan prior to implementation.

The improvement plan timeline should be of sufficient length (recommendation is a minimum of 12 weeks) to allow for all aspects to be successfully implemented but will not exceed 36 weeks. The Improvement plan must address specifics of implementation if the time-line carries over through a summer break to the following school year.

### **An Improvement Plan Must Include:**

- Clarity in describing and identifying areas of concern in writing
- Goals – clearly stated and related directly to area(s) of concern
- Expected outcomes necessary to the successful completion of improvement
- Strategies for measuring and documenting the improvement
- Resources to increase the likelihood of the desired outcomes

- Frequency of observations, structured and unstructured

#### **An Improvement Plan May Include:**

- Structured reflections
- Regular conferencing
- Peer mentor or coach
- Professional development activities
- Professional reading
- Professional visitation
- Monitoring of professional responsibilities

The evaluator(s) in consultation with the educator will establish a schedule of regular meetings to review progress of the plan.

The evaluator(s) in consultation with the educator will establish an observation schedule including any formal observations and expected frequency of Informal Observations. Written feedback from any evaluator will be given to the educator within one week after any observation. The educator may request a third party present at formal observations. Additional formal or informal observations may be initiated by the evaluator or educator. The educator and evaluator can mutually agree that structured observations will not require pre-observation conferences.

The evaluator(s) will provide to the educator at least two written progress reports, of which one should be at the midpoint in the time-line, and the other at the conclusion of the Improvement Plan. The educator may request a written progress report from the evaluator(s) at any time.

#### **Summary Conference**

The educator will prepare any documentation required by their individual Improvement Plan for the Summary Conference. At the Summary Conference the evaluator and educator review the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. If there are any changes made at this

conference, the changes are incorporated into the final Improvement Plan Summary Report. Evaluators who have played a part in the Improvement Plan may attend. The educator can ask to have a union representative during this meeting.

## **Improvement Plan Summary Report**

The Improvement Plan Summary Report is written after the Summary Conference has occurred between the educator and the evaluator. A copy of this report goes to the evaluators involved in the meeting, and the educator within a week of the Summary Conference. This report will include the evaluator's assessment of the progress that has been made as a result of the plan. An Improvement Plan Summary Report written for the educator will clearly report the outcomes of the plan, the support or assistance provided to carry out the plan, the extent the desired outcomes have been achieved, and the next steps. The educator will be deemed as 1) meeting the outcomes, or 2) not meeting the outcomes. The educator can request an additional meeting with the evaluator after this report has been received. The educator can also submit a written response to the Summary Report within one week of receipt of it.

After the educator has been deemed as meeting the outcomes in the Improvement Plan, the educator is returned to the Experienced Educator Plan, and Improvement Plan documentation becomes a part of the educator's personnel file.

If the educator has been deemed as not meeting the outcomes in the Improvement Plan, there could be two options: 1) revise the Improvement Plan in content, or 2) be recommended for non-renewal or termination.

## VII. TIMELINE PLAN OUTLINE GRID

### Experienced Educator

Educators who are on continuing contract are in this group. The vast majority of Hopkinton School District educators fall into this group and will use the following timeline.

	Activities	Timeline
<b>SET GOALS</b>	<p><u>Year One (or as needed in following years)</u></p> <ol style="list-style-type: none"> <li>1. Educator completes the self-assessment form to share with the evaluator.</li> <li>2. Educator prepares a draft of 2 SMART goals – one Student Learning Objective and one personal goal tied to the district or school goals.</li> <li>3. Collaborative goal setting conference is held. Goals are agreed upon.</li> </ol>	By 11/1 or within 2 months of hire
<b>OBSERVE</b>	<ol style="list-style-type: none"> <li>1. A minimum of two Informal/Unstructured Observations will be held per year.</li> <li>2. Educators on continuing contract with a change of position may have additional structured and unstructured observations initiated by the educator or evaluator.</li> </ol>	By the end of the school year.
<b>REFLECT, DOCUMENT, REVIEW</b>	<p><u>Year One and Two</u></p> <ol style="list-style-type: none"> <li>1. Educator prepares written reflection on the year's work, including Danielson and SLO/Goal, and shares it with the evaluator in a review conference. Adjustments or changes in plan for next year are agreed upon.</li> </ol> <p><u>Year Three</u></p> <ol style="list-style-type: none"> <li>1. Educator prepares and submits recertification documentation to evaluator. <i>(Teachpoint)</i></li> <li>2. Educator prepares and presents documentation of performance in the four Domains and presents to evaluator at Summary Conference. Progress on goals and reflections are included.</li> </ol>	<p>By May 30</p> <p>By Feb 1</p> <p>Between 3/15 and 5/31</p>
<b>SUMMARY REPORT</b>	Evaluator prepares written Summary Report referencing performance in all four Domains and accomplishments on goals.	By the end of the school year

## New Educator

Educators who are new to the profession and/or new to the Hopkinton School District.

	Activities	Timeline
<b>SET GOALS</b>	<p><u><b>Year One</b></u></p> <ol style="list-style-type: none"> <li>1. Goal setting conference is held to discuss preset district goals.</li> </ol> <p><u><b>Years Two and Three</b></u></p> <ol style="list-style-type: none"> <li>1. Educator completes self-assessments and refines preset goals.</li> <li>2. Educator and evaluator reflect on previous performance with reference to the four Domains.</li> <li>3. Goal review conference is held. Revised goals are agreed upon.</li> </ol> <p><u><b>Years Three, Four and Five as determined by Evaluator:</b></u></p> <p>Option 1: Continue on New Educator Plan following the process for Years Two and Three</p> <p>Option 2: Move to Experienced Educator Plan</p>	<p>By 11/1</p> <p>By 11/1 or within 2 months of hire.</p> <p>By 11/1</p>
<b>OBSERVE</b>	<ol style="list-style-type: none"> <li>1. Two Formal Observation Cycles will be done each year.</li> <li>2. Two Informal Observations will be done.</li> <li>3. Additional Formal or Informal observations may be initiated by the educator or evaluator.</li> </ol>	<ol style="list-style-type: none"> <li>1. By 11/15 and Feb Break</li> <li>2. By 3/15</li> </ol>
<b>REFLECT, DOCUMENT, REVIEW</b>	<p><u><b>Year One and Two</b></u></p> <p>Educator prepares a written reflection on the year's work and shares it with the evaluator in a review conference.</p> <p><u><b>Year Three</b></u></p> <ol style="list-style-type: none"> <li>1. Educator prepares and submits recertification documentation to evaluator.</li> <li>2. Educator prepares reflection and discusses progress on preset district goals, or other goals, during Summary Conference.</li> <li>3. At Summary Conference, educator and evaluator meet to determine if the educator will move to the Experienced Educator Plan or remain on the New Educator Plan.</li> </ol>	<p>By April vacation</p> <p>Between 3/15 and 5/31</p>
<b>SUMMARY REPORT</b>	Before moving to the Experienced Educator Plan (year three, four or five) the evaluator prepares written Summary Report referencing accomplishments on preset goals.	By the end of the school year