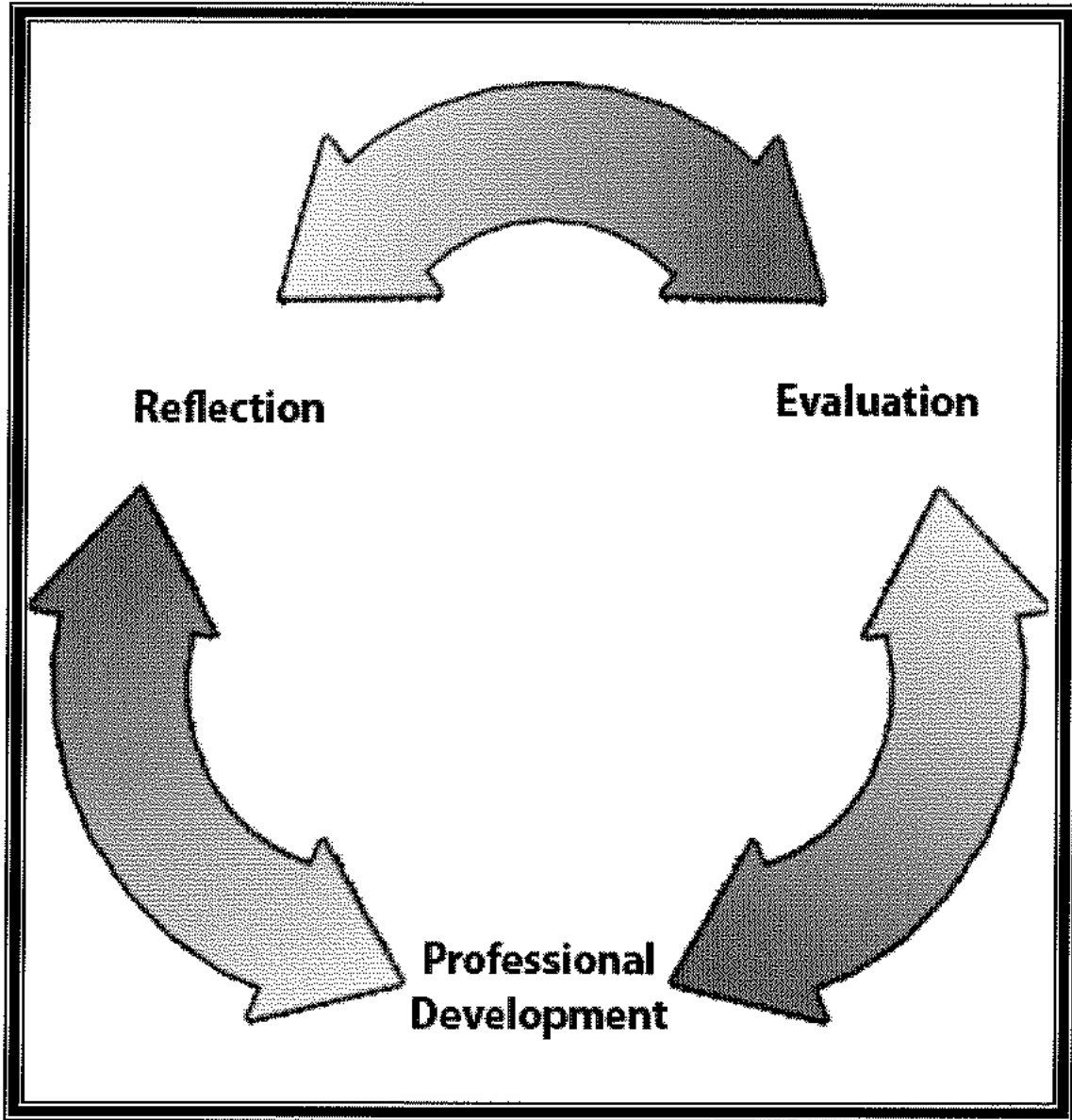**Litchfield School District**

Professional Educator Growth Plan

Professional Educator Evaluation Committee Members

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<div align="center">**Purpose**</div>

An effective system of teacher evaluation accomplishes two things; it ensures quality teaching and it promotes professional learning (The Danielson Group). Improving teaching and learning begins by recognizing that teaching is an extremely complex process; however, certain aspects of education can be understood and described in terms of particular categories, indicators, and attributes of effectiveness. Within this context, educator skills will be assessed and evaluated using a variety of data sources.

The intended outcomes of the process are several:

1. To provide formal and informal opportunities for administrators and teachers to objectively consider and evaluate the effectiveness and the contribution of the teacher to the total school program. These evaluations give an opportunity for teachers to be reflective of their teaching effectiveness in accordance with the evaluation criteria.
2. To provide planning programs of in-service training for all teachers and to identify areas in which teachers need individual assistance and support
3. To provide an objective means by which recommendations may be made to the board regarding the employment status of teacher and to provide data for reports, studies, recommendations as needed.

<div align="center">**Introduction of the Evaluation Plan**</div>

The goals of the Litchfield School District Professional Evaluation Plan include promoting and assessing high standards for the performance of educators leading to, and evidenced by, improved student learning. The plan acknowledges that educators with differing levels of experience will require different guidelines and timelines in the evaluation process. Three levels of experience are included in the plan:
1. **Annual Contract Educators** – educators employed by the district for 0-3 years. (0-2 years for those educators with portable tenure as defined by RSA 189:14a)
2. **Continuing Contract Educators** – educators employed by the district for more than three years (2 years for those educators with portable tenure as defined by RSA 189:14a) who have successfully completed the Annual Contract Cycle.
3. **Continuing Contract Educators in Need of Assistance** – educators in need of additional support

<div align="center">*Summary of Litchfield School District*
Educator Growth Model</div>

Annual Contract Status-Year One
- Mentor assigned by principal and district administration
- Minimum of three formal observations and summative.
- Informal observations
- Develop a minimum of two goals for year one by September 30; one being successful participation in the Litchfield School District Mentoring Program, if appropriate. (Appendix A)

- Complete steps toward achieving identified goals and collect evidence of accomplishments to meet the goals
- Self-reflection and goal review meeting completed by March 1st (Appendix B)
- Submit in writing to administration goal reflections by June 15th

Annual Contract Status- Year Two
- Mentorship continues if appropriate
- Minimum of two formal observations and summative
- Informal observations
- Develop a minimum of two goals for year two and have a goal review meeting by September 30th
- Complete steps toward achieving identified goals and collect evidence of accomplishments to meet the goals
- Self- reflection and goal review meeting completed by March 1st (Appendix B) (According to RSA 189:14-a, eligible individuals [portable tenure] may move to Continuing Contract Status for year three at this time)
- Submit in writing to administration goal reflections by June 15th

Annual Contract Status- Year Three
- Minimum of two formal observations and summative
- Informal observations
- Develop a minimum of two goals for year three and have a goal review meeting by September 30th
- Complete educator development activities to meet the goals
- Self- reflection and goal review meeting completed by Summative Evaluation Meeting by March 1st (Appendix B)
- Submit in writing to administration goal reflections by June 15th
- Educator may move to Continuing Contract Status for the next school year.

Continuing Contract Status
- Develop a minimum of two goals and have a goal review meeting by September 30th
- Complete educator development activities to meet goals
- Minimum of one formal observation in three year period and summative
- Informal observations
- Self- reflection and goal review meeting completed in year three of evaluation/recertification cycle- to be used in Summative Evaluation Meeting utilizing the self-assessment form by March 1st (Appendix B)
- Submit in writing to administration goal reflections by June 15th

Continuing Contract-In Need of Assistance Status
An administrator may place an educator on an Assistance Plan for any of the following reasons:
  ➢ The Continuing Contract Educator earns a *Needs Improvement/Unsatisfactory* in one or more of the four major principle areas on his/her summative evaluation

➢ Performs below proficient in any one or more criteria area/s on two consecutive summative evaluations

The Assistance Plan is a specific plan lasting no more than one calendar year that is designed to outline the educator's opportunities for growth.

- Administrator meets with educator (and other representation if requested) to discuss the concerns.
- An Assistance Plan that outlines the areas of need and specifies areas of growth will be developed at this meeting (Appendix H).
- Educator follows the time line and procedures outlined on the Assistance Plan.
- If the problem is resolved during the In Need of Assistance Phase, the educator is returned to Continuing Contract status (See sample Assistance Plan, Appendix I).
- *If the problem is not resolved, but significant progress has been made, as determined by the building administrator, the educator may remain in the In Need of Assistance Phase for up to an additional year.*
- If the problem is not resolved and little to no progress is made in the Assistance Phase, the educator is referred to the Superintendent for potential salary freeze, dismissal and/or non-renewal.

(This action is in addition to the standard requirements of Continuing Contract Status)

Procedures for Evaluation of Educators

The Educator Evaluation Process includes formal and informal observation, summative evaluation and goal setting. Educators will be evaluated on the four major standards:

- educator responsibility,
- classroom environment,
- instruction, and
- planning and preparation.

Annual contract educators will engage in the summative evaluation process yearly, and continuing contract educators will engage in the summative evaluation process once every three years based on their year of hire.

A. Formal observations will include both announced and unannounced observations with at least one observation each cycle announced. Observations will be conducted as follows:

- Pre-observation conference for announced observations: one to three days prior to the observation (Appendix D)
- Observation: at least thirty minutes in length
- Post-observation Conference: one to seven days following the observation which will include an update on current goal progress (Appendix F)
- Administrator's written report (Appendix E): The administrator presents the educator staff member with the written observation report within ten days of the Post-observation Conference signed by both the administrator and educator staff member. [The observation form must be signed and returned within ten calendar days by the educator staff member.] This document becomes part of the educator staff member's personnel file. The signature does not mean the educator agrees with the evaluation but rather that s/he has seen and read it. An educator staff

member has the right to respond to the classroom observation in writing to the administrator within those ten calendar days of receiving the written report. This written response will be included in the personnel file with the signed observation form.

At any time an educator can request an additional observation if they feel the previous observation is not a true reflection of their performance.

B. Informal observations can include the following:
- Drop-in
- Walk-through
- Observation

Data collected through informal observations will be shared verbally or in writing with the teacher by the administration prior to the summative evaluation. The educator has the right to respond to the data collected in the informal observations.

C. Summative evaluation will include the following:
- A compilation of both formal and informal observations, as well as a written statement of progress toward meeting goals.
- Administrator's written report (Appendix G): The administrator presents the educator staff member prior to a conference with the written summative report. The summative report must be signed by both the administrator and educator staff member. [The summative report must be signed and returned within ten calendar days of the conference by the educator staff member.] This document becomes part of the educator staff member's personnel file. The signature does not mean the educator agrees with the evaluation, but rather that s/he has seen and read it. An educator staff member has the right to respond to the summative report in writing to the administrator within those ten calendar days of having the conference. This written response will be included in the personnel file with the signed summative form.

Goal Progress/Attainment
Goal setting is part of the system of educator growth that involves assessing individual, school and district needs, identifying goals that address those needs, developing and implementing an action plan, and monitoring progress.

Goal Setting
At the heart of the educator growth system is the process of goal setting. Goal setting occurs in order to achieve personal and district objectives. Goal setting is a process shared by the educator and the evaluator and occurs during a goal-setting conference. Self-assessment is an integral part of the goal-setting process as well which occurs each spring during the goal review meeting between the educator and evaluator. At the goal-setting conference held by September 30, both parties are expected to share their expectations for the educator's growth and development, to share the sources used to gather information for the goals, and to develop a plan of action to achieve these goals.

Identifying Target Growth Areas
Before setting goals, the educator may collect information from a variety of sources in order to identify areas to target educator growth. The following sources are useful:
1. District, building, and department goals;
2. District Educator Development Master Plan;
3. Communications from an evaluator, mentor or colleague, curriculum facilitator;
4. Educator literature;
5. Previous goals;
6. National and state initiatives (literacy, standards-based, "Follow the Child", etc.);
7. School Improvement Plan

Development of Goals by September 30 of each year

All educators should have at least 2 annual goals with a minimum of one tied directly to student learning.
- Goals must be SMART
  - S   specific
  - M   measurable
  - A   attainable
  - R   realistic
  - T   timely
- Goals must be curriculum-related to improve student learning (classroom educator staff) or responsibility-related (other educator staff)
- Goals must relate to building/district goals
- Goals may be modified, based on progress to date, upon mutual agreement between educator staff member and the administrator
  (Goal Setting Sheet Appendix C)

Self-Reflection of Personal Goals

Each June, any "off cycle" educators will reflect in writing on the progress made toward their goals. The educator will submit this reflection to the administration by June 15th of each year.

Each "on cycle" educator will complete the self-reflection prior to the summative evaluation conference.
(Goal Reflection Sheet Appendix B)

Monitoring of Goals

Prior to the time of the summative evaluation conference, the educator and the evaluator will review the written statement of progress and supporting documentation for each goal during the evaluation period. Supporting documentation may include but is not limited to:
- Results of standardized and classroom assessments
- Examples of students' projects, papers, daily work

- Videotapes of students' presentations or activities
- Skill inventories or checklists
- Written reflection
- Oral reflection/explanation with supervisor, colleague, mentor, or consultant
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio tapes of the lesson, formal observation by a supervisor, colleague, mentor, consultant, etc.
- Projects, papers, etc. from courses and seminars
- Discipline data
- Attendance data
- Health records/visits to the nurse
- Behavior records
- Extracurricular participation

(Goal Reflection Sheet Appendix B)
(Sources of Evidence Appendix C)

Standards for Evaluation for Professional Educators

The Principles, Criteria, and Standards of Effective Teaching summarize the agreed upon areas of competency for performance. This document is a key tool in the process of self-assessment, goal setting, and monitoring of progress.

There are four (4) broad principles of effective teaching. Along with the principles, the reader will note that several criteria have been identified to clarify the specific expectations for each principle. For purposes of transforming the criteria into observable and measurable behaviors, performance standards (often called descriptors) have been developed as well.

Performance standards included here are representative of the teaching behaviors that exemplify good teaching practice.

Principles of Effective Teaching

I.   For Teachers

Principles
A. Planning and Preparation
Using knowledge of learning and learners, special needs, content material, and available resources, the educator creates and/or utilizes reliable and valid formative and summative assessments and instructional techniques.

Criteria and Descriptors

1. The educator is up to date regarding the curriculum content.

a. The educator demonstrates a working knowledge of the state frameworks and the local curricula in the educator's assignment.
b. The educator keeps current in the field and applies knowledge to the instructional program.
c. The educator makes decisions about curriculum based on state standards and district curriculum.
d. Organizes content into units of study
e. Creates an effective lesson plan

2. The educator plans learning instruction effectively.
   a. Organizes content into units of study.
   b. Writes daily lesson plans or organizers consistent with learning goals.
   c. Identifies clear goals, expectations, and standards for student learning.
   d. Sets short-term and long-term learning goals for curricular units.
   e. Plans a wide variety of instructional strategies to meet the needs of all students.
   f. Connects new learning to students' experience and prior knowledge.
   g. Identifies critical input experiences such as prerequisite skills, concepts, and vocabulary needed to interact with new knowledge.
   h. Collaborates with school-based specialists, resource personnel, and administrators to better design curricula or instructional modifications to meet the learning needs of students.
   i. Participates in joint planning when scheduled.
   j. Plans for a variety of learning opportunities for students to practice and deepen their understanding of new knowledge.
   k. Designs learning activities that foster student responsibility for their own learning.
   l. Integrates the teaching of reading, writing, listening, thinking, speaking, viewing, and study skills.

3. The educator monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.
   a. Uses multiple formal and informal strategies to continually assess student learning and develop relevant lesson plans.
   b. Plans assessments at the appropriate level of cognitive development.
   c. Establishes procedures for tracking student progress regularly.
   d. Uses assessment results to plan future instruction.
   e. Maintains a record of student grades and progress.
   f. Maintains confidentiality concerning individual student data and achievement.

B. Environment

Educators will create an atmosphere that is least restrictive taking into consideration classroom/behavior management techniques and differentiated instructional strategies. Learning outcomes will be reflected through high behavioral expectations that foster respect between the educator and students and

students with their peers. Physical space, safety, and accessibility, should provide optimum instruction for all students.

Criteria and Descriptors

1. The educator creates an environment that is positive for student learning and involvement.
   a. Establishes and maintains instructional routines and procedures that foster time on task and smooth transitions from one activity to another.
   b. Encourages student participation and involvement.
   c. Organizes classroom time and space as effectively as possible.
   d. Understands principles and patterns of child growth and development and uses this knowledge in working with student.
   e. Regularly celebrates student success with learning goals.

2. The educator maintains appropriate standards of behavior, mutual respect, and safety.
   a. Identifies and communicates rules, procedures, expectations and consequences with students.
   b. Implements rules and procedures that are consistent with school policy and procedures.
   c. Recognizes and acknowledges adherence and lack of adherence to classroom rules and procedures.
   d. Applies rules and consequences consistently and fairly to support an effective learning environment.
   e. Periodically reviews rules and procedures and makes changes when necessary.
   f. Communicates attitudes of honesty, integrity, and responsibility.

2. The educator establishes effective relationships with students
   a. Incorporates behavior that communicates an appropriate level of concern and cooperation.
   b. Incorporates behavior that communicates an appropriate level of guidance and control.
   c. Maintains appropriate educator boundaries with students.
   d. Communicates attitudes of honesty, integrity, and responsibility.

C. Instruction
Communicate with students, engage student learning through a variety of instructional methods, facilitate questions and discussions, use a variety of assessments to determine student learning, be responsive to student needs and promote self-monitoring of student progress.

Criteria and Descriptors

1. The educator makes learning goals clear to students:

a. Relates instruction prior to knowledge and experience when appropriate.
b. Regularly checks for students' understanding of content and concepts and progress on skills.
c. Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies. Remediates, re-teaches, or extends teaching to meet individual and/or group need.
d. Communicates the learning goals clearly to students in oral and written form.

2. The educator uses appropriate instructional techniques.
   a. Uses a variety of teaching strategies, materials, and available technologies matched to students' learning needs.
   b. Provides varied opportunities for students to demonstrate mastery of key concepts.
   c. Modifies instruction and provides appropriate materials to meet varied ability levels.
   d. Models skills and processes central to instruction.
   e. Presents information recognizing multiple points of view; encourage students to assess the accuracy of information presented.
   f. Allows students to examine their thinking regarding the knowledge being learned.
   g. Uses a variety of questioning techniques.
   h. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logical analysis, and synthesis when planning units, lessons, and assessments.

3. The educator engages all students
   a. Employs a variety of instructional strategies to engage students.
   b. Utilizes physical movement, challenges student thinking, and stimulates their attention to the task at hand.

4. The educator evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.
   a. Regularly tries innovative approaches to improve instructional practices.
   b. Assesses student learning by comparing intended and actual outcomes.
   c. Keeps abreast of new technologies (contingent on technology being available for educator use).
   d. Regularly tracks student progress.

D. Professional Responsibility
Collaborate with colleagues and the community in a professional manner, demonstrating integrity and advocacy while maintaining confidentiality. Reflect on individual practice and engage in activities to enhance educator growth and development.

Criteria and Descriptors

1. The educator reflects on their own teaching.
   a. Makes accurate assessments of a lesson's effectiveness and provides justification for this assessment.
   b. Makes specific suggestions of how to improve a lesson or instruction.

2. The educator maintains accurate records.
   a. Maintains a fully effective system for documenting student progress.
   b. Maintains a fully effective system for documenting student completion of assignments.

3. The educator communicates with families.
   a. Complies with school's activities for family communication.
   b. Provides frequent information to families about the instructional program.
   c. Communicates with families about student progress.
   d. Is available as needed to respond to family concerns.
   e. Respects cultural norms when communicating.
   f. Engages families in the instructional program.

4. The educator actively participates in the professional community.
   a. Supports and cooperates with colleagues.
   b. Actively participates in a culture of professional inquiry.
   c. Volunteers and participates in school and district events and projects

5. The educator grows and develops professionally.
   a. Engage in targeted professional development to enhance content knowledge and pedagogical skill.
   b. Accepts feedback from supervisors, colleagues, or when opportunities arise through professional collaboration.
   c. Actively assists other educators.

6. The educator shows professionalism in daily interactions.
   a. Demonstrates honesty in all interactions.
   b. Provides opportunities to include all students in the full range of academic programs and activities and extra-curricular activities.
   c. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and the Board of Education policies and guidelines.
   d. Implements accommodations and modifications as listed on Individual Education Plans (IEP), 504 plans, CHAT and ELL.
   e. Shares responsibility for all students in the school.
   f. Participates in team or departmental decision-making with an open mind.
   g. Complies with all school and district policies and procedures.

II. For Reading Specialists

A. Planning and Preparation
1. Demonstrating knowledge of current trends in specialty area and educator development.
2. Demonstrating knowledge of the school's program and levels of educator skill in delivering that program.
3. Establishing goals for the instructional support program appropriate to the setting and the educators served.
4. Demonstrating knowledge of resources, both within and beyond the school and district.
5. Planning the instructional support program that is integrated with the overall school program.
6. Developing a plan to evaluate the instructional support program.

B. The Environment
1. Creating an environment of trust and respect.
2. Establishing a culture for ongoing instructional improvement.
3. Establishing clear procedures to gain access to instructional support.
4. Establishing and maintaining norms of behavior for educator interactions.
5. Organizing physical space for workshops or training.

C. Delivery of Service and Instruction
1. Collaborating with educators in the design of instructional units and lessons.
2. Engaging educators in new instructional skills.
3. Sharing expertise with staff.
4. Locating resources for educators to support instructional improvement.
5. Demonstrating flexibility and responsiveness.

D. Professional Responsibilities
1. Reflecting on practice.
2. Preparing and submitting budgets and reports.
3. Coordinating work with other instructional specialists.
4. Participating in a professional community.
5. Engaging in professional development.
6. Showing professionalism, including integrity and confidentiality.

III. For Library/Media Specialists

A. Planning and Preparation
1. Demonstrating knowledge of literature and current trends in library media practice and information technology.
2. Demonstrating knowledge of the school's program and student information needs within that program.

3. Establishing goals for the library/media program appropriate to the setting and the students served.
4. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.
5. Planning the library/media program integrated with the overall school program.
6. Developing a plan to evaluate the library/media program.

B. **The Environment**
1. Creating an environment of respect and rapport.
2. Establishing a culture for investigation and love of literature.
3. Establishing and maintaining library procedures.
4. Managing student behavior.
5. Organizing physical space to enable smooth flow.

C. **Delivery of Service**
1. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations.
2. Collaborating with educators in the design of instructional units and lessons.
3. Engaging students in enjoying literature and in learning information skills.
4. Assisting students and educators in the use of technology in the library/media center.
5. Demonstrating flexibility and responsiveness.

D. **Educator Responsibilities**
1. Reflecting on practice.
2. Preparing and submitting budgets and reports.
3. Communicating with the larger community.
4. Participating in a educator community.
5. Engaging in professional development.
6. Showing professionalism.

IV. For School Counselor

A. **Planning and Preparation**
1. Demonstrating knowledge of counseling theory and techniques.
2. Demonstrating knowledge of child and adolescent development.
3. Establishing goals for the counseling program appropriate to the setting and the students served.
4. Demonstrating knowledge of state and federal regulations and of resources, both within and beyond the school and district.
5. Planning the counseling program, integrated with the regular school program.
6. Developing a plan to evaluate the counseling program.

B. **The Environment**
1. Creating an environment of respect and rapport.
2. Establishing a culture for productive communication.

3. Managing routines and procedures.
4. Establishing standards of conduct and contributing to the culture for student behavior throughout the school.
5. Organizing physical space.

C. Delivery of Service and Instruction
1. Assessing student needs.
2. Assisting students and educators in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.
3. Using counseling techniques in individual and classroom programs.
4. Brokering resources to meet needs.
5. Demonstrating flexibility and responsiveness.

D. Professional Responsibilities
1. Reflecting on practice.
2. Maintaining records and submitting them in a timely fashion.
3. Communicating with families.
4. Participating in a professional community.
5. Engaging in professional development.
6. Showing professionalism.

V. For School Nurse

A. Planning and Preparation
1. Demonstrating medical knowledge and skill in nursing techniques.
2. Demonstrating knowledge of child and adolescent development.
3. Establishing goals for the nursing program appropriate to the setting and the students served.
4. Demonstrating knowledge of government, community, and district regulations and resources.
5. Planning the nursing program for both individuals and groups of students, integrated with the regular school program.
6. Developing a plan to evaluate the nursing program.

B. The Environment
1. Creating an environment of respect and rapport.
2. Establishing a culture for health and wellness.
3. Following health protocols and procedures.
4. Supervising health associates.
5. Organizing physical space.

C. Delivery of Service
1. Assessing student needs.
2. Administering medications to students.
3. Promoting wellness through classes or classroom presentations.
4. Managing emergency situations.

5. Demonstrating flexibility and responsiveness.
6. Collaborating with educators to develop specialized educational programs and services for students with diverse medical needs.

D. Professional Responsibilities
1. Reflecting on practice.
2. Maintaining health records in accordance with policy and submitting reports in a timely fashion.
3. Communicating with families.
4. Participating in a professional community.
5. Engaging in professional development.
6. Showing professionalism.

VI. For School Psychologists

A. Planning and Preparation
1. Demonstrating knowledge and skill using psychological instruments to evaluate students.
2. Demonstrating knowledge of child and adolescent development and psychopathology.
3. Establishing goals for the psychology program appropriate to the setting and the students served.
4. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.
5. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students, including prevention.
6. Developing a plan to evaluate the psychology program.

B. The Environment
1. Establishing rapport with students.
2. Establishing a culture for positive mental health throughout the school.
3. Establishing and maintaining clear procedures for referrals.
4. Establishing standards of conduct in the testing center.
5. Organizing physical space for testing of students and storage of materials.

C. Delivery of Service
1. Responding to referrals; consulting with educators and administrators.
2. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.
3. Chairing evaluation team.
4. Planning interventions to maximize students' likelihood of success.
5. Maintaining contact with physicians and community mental health service providers.
6. Demonstrating flexibility and responsiveness.

D. Professional Responsibilities

1. Reflecting on practice.
2. Maintaining accurate records.
3. Communicating with families.
4. Participating in a professional community.
5. Engaging in professional development.
6. Showing professionalism.

VII. For Therapeutic Specialist

A. Planning and Preparation
1. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license.
2. Establishing goals for the therapy program appropriate to the setting and the students served.
3. Demonstrating knowledge of district, state, and federal regulations and guidelines.
4. Demonstrating knowledge of resources, both within and beyond the school and district.
5. Planning the therapy program, integrated with the regular school program, to meet the needs of the individual student.
6. Developing a plan to evaluate the therapy program.

B. The Environment
1. Establishing rapport with students.
2. Organizing time effectively.
3. Establishing and maintaining clear procedures for referrals.
4. Establishing standards of conduct in the treatment center.
5. Organizing physical space for testing of students and providing therapy.

C. Delivery of Service
1. Responding to referrals and evaluating student needs.
2. Developing and implementing treatment plans to maximize students' success.
3. Communicating with families.
4. Collecting information; writing reports.
5. Demonstrating flexibility and responsiveness.

D. Professional Responsibilities
1. Reflecting on practice.
2. Collaborating with educators and administrators.
3. Maintaining an effective data-management system.
4. Participating in a professional community.
5. Engaging in professional development.
6. Showing professionalism, including integrity, advocacy, and maintaining confidentiality.

DEVELOPMENTAL LEVELS OF COMPETENCE

PROFICIENT

The educator performs at expected performance level.

NEEDS IMPROVEMENT

Improvement needed to reach expected performance level.

UNSATISFACTORY

The educator performs at an unacceptable performance level.

NOT APPLICABLE OR NOT OBSERVED

This area is either not applicable to the educator or was not observed.

Rubrics are used to identify the levels of competence in each principal area. At the beginning of each evaluation cycle (annually for annual contract and every three years for continuing contract), the administrator and educator will meet to identify the areas of the rubric that will be utilized to determine the level of competence for that cycle. It is expected that all areas of the rubric be utilized unless not appropriate as determined by the educators job responsibilities.