



Professional Educator Appraisal Plan 2014-2019

SAU 21



Hampton Falls
North Hampton
Seabrook
South Hampton
Winnacunnet

SAU 21 Professional Educator Appraisal Plan 2014-2019

Members of SAU 21 Educator Appraisal Committee

Teachers:

Dan Singer, Erin Ibey (North Hampton)
Amy Scholes, Eric Nash (Winnacunnet)
Jaclyn Karabinas, Barbara Cutting (Lincoln Akerman)
Trish Valcich, Candis Regan, Michel Gautreau, Shawn Valentine (Seabrook Schools)
Drew Szeliga (Barnard School)

Administrators:

Mark Deblois, Chair (LAS)
Ken Darsney (Barnard)
Les Shepard (Seabrook)
Kathy Newcomb, Karen Schweizer (WHS)
Barbara Hopkins (SAU 21)

School Board Representatives:

Tamara Le (North Hampton School District)
Kathy Cronin (Seabrook School District)
Leslie LaFond (Winnacunnet School District)

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SAU 21 Professional Educator Appraisal Plan

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*Minor adjustments were made in late May, 2015 to enhance the final plan by the SAU 21 Educator Appraisal Committee. **These are highlighted in green.**

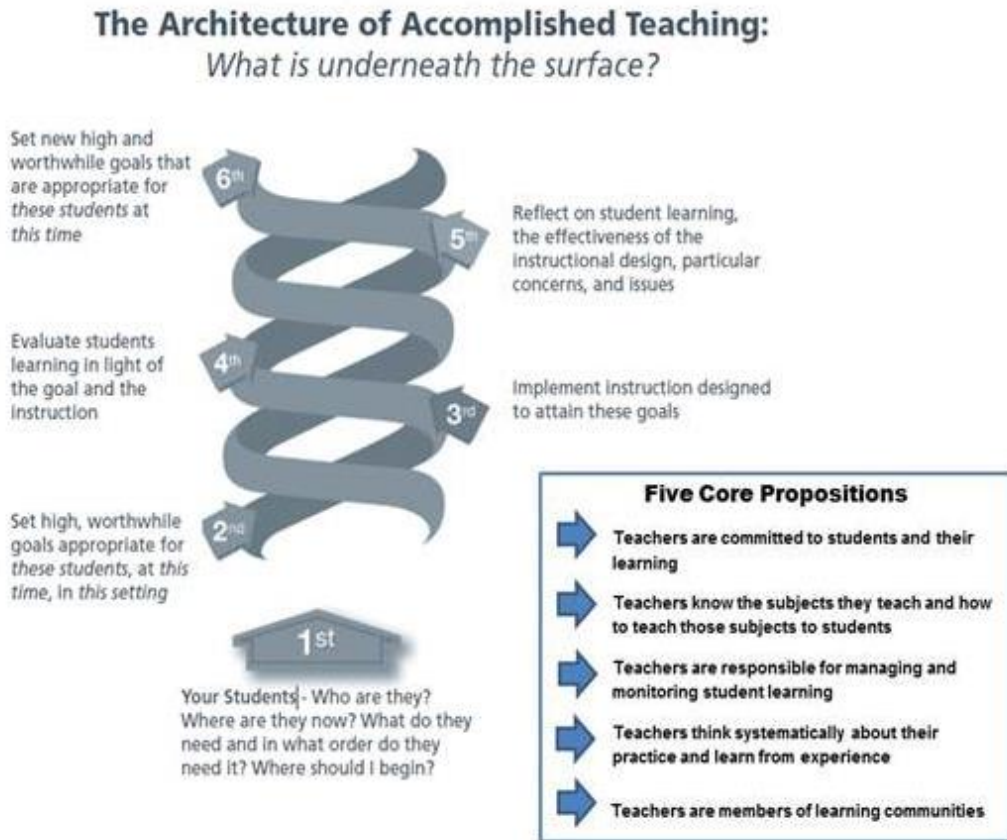
Professional Educator Appraisal Process

Purpose

The purpose of appraising the professional staff of SAU 21 is to support each individual's professional growth as they pursue high learning expectations and improve student learning. It is expected that all professional staff will reach a minimum status of *Effective* as detailed in the process that follows.

Introduction

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They assist in the evaluation of school progress and use school resources to support and challenge students at every level to meet and exceed state, national and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and they are skilled at employing such resources as needed.



~Extracted from the National Board for Professional Teaching Standards

Definition of Terms

- **Six Domains of Teacher Job Performance:**
Emanating from the work of Kim Marshall, the *Six Domains of Teacher Job Performance* (Planning & Preparation for Learning, Classroom Management, Delivery of Instruction, Monitoring, Assessing & Follow-up, Family and Community Outreach, and Professional Responsibilities) are presented in rubric form and will be used for three distinct purposes: as a self-assessment tool for classroom teachers when developing yearly goals, as a basis of reflection during mid-year benchmark meetings and at the end of year summative appraisals. This rubric will also be utilized by administrators as a part of determining any change of status (Probationary Professional Educator (PPE) to Experienced Professional Educator (EPE) status or EPE to EPE on an *Improvement Development Cycle*.
- **Core Standards:**
Taken from the work of Charlotte Danielson, the *Core Standards* are a set of appraisal rubrics tailored to the specific performance areas of SAU 21 specialists (Guidance Counselors, School Nurses, Psychologists, Library / Media Specialists) Those individuals will follow the same process and timelines as classroom teachers using these rubrics as a guide.
- **Professional Staff:**
Professional staff are employees who are certified under the specific categories of the New Hampshire Teaching Certificate or other licensing boards and who are employed under teacher contracts.
- **Administrator / Designated Administrator:**
In this document; the individual who has been assigned the responsibility for oversight of the professional staff member's appraisal process.
- **Mini-Observations:**
Unannounced 5-15 minute classroom visits by the designated administrator to the professional staff member's classroom, office or location in which their responsibilities are carried out. A feedback discussion will be conducted between the designated administrator and the professional staff member as soon as possible after the mini-observation at an agreed upon location. After that discussion, the designated administrator will complete a **Mini-Observation Feedback Form**: the designated administrator will provide **an electronic** copy of the document to the professional staff member who will also maintain a copy of the document for the record.
- **Improvement Team:**
For Experienced Professional Educators (EPE) directed to move to an *Improvement Plan Cycle (IPC)*, a team shall be created to guide the educator through the IPC. This team shall consist of the building principal, EPE, assistant principal or department head (if applicable), SEA representative (optional, but the EPE must signoff in writing if he/ she is waiving SEA representation) and a mentor agreed upon by the building principal and the EPE. If no agreement can be reached, the superintendent or his/ her designee will appoint a mentor. The *Improvement Team* will meet a minimum of once a month from September through February, keeping a written record of all meetings focused on monitoring the EPE's progress toward meeting

recommended goals. Each team member will sign off on a Signature Page attached to the minutes of each meeting.

- **Professional Development is** known as the professional learning that takes place for professional staff in schools; to increase their skills, job performance and **student learning**. The result of professional development will be an enhanced school climate whereby all students can achieve high standards. Professional development may focus on such areas as: specific curriculum content, effective instructional practices, delivery of specialized services, data interpretation and methods / strategies to assess student learning. **The end goal is to increase student learning.**
- **Benchmark Progress Meeting:**
A mid-year meeting, held prior to January 31st, between the designated building administrator and the PPE, EPE in his/ her Intensive Year or EPE in the Improvement Plan Cycle (IPC). This meeting will review progress toward reaching goals and completion of all elements required for the Summative Review.
- **Student Survey:**
A teacher designed, administrator approved, survey of students aimed at seeking the students' feedback of some component of his/ her classroom practices, instructional strategies or assessment style.

Goal Setting

The effectiveness of an education program can be improved when appropriate goals are set in place by the school boards, school leaders, teachers and students. There are a multitude of benefits that exist for students when specific learning goals are set and communicated. Most successful people attribute their practice of goal setting in their personal and professional life as integral to their success. There are a variety of reasons why teachers set goals. First, goal setting encourages teachers to think critically about their teaching and student learning. That reflective practice identifies the important aspects of subjects as well as students' skills and communicates the critical areas that need attention. Those areas may speak to specific curriculum development, teaching and learning strategies or particular needs of students that are not being met successfully. The congruency of goals at different organizational levels also encourages momentum and motivation as participants in the organization work together to achieve better practices and ultimately greater outcomes. Successful student learning is the primary goal across SAU 21. We aspire to have meaningful coordination between some of the teacher, school, and district goals. Once the goals are established, they provide a focus on those areas identified and subsequent professional learning and team work contribute to the enhanced practices that improve the outcomes of our work: student learning.

All classroom teachers will, each year, complete the goal setting sequence described below. For the Probationary Professional Educator (PPE), Experienced Professional Educator (EPE) in his/ her *Intensive Year* (the year of recertification) and those EPEs on the *Improvement Plan Cycle* (IPC), the goals serve as the focal point for all observation experiences as well as the mid-year benchmark check-in and the yearend culminating Summative Report.

Prior to writing goals, classroom teachers will complete a self-assessment utilizing the Kim Marshall rubrics (see Appendix A) reflecting the six domains of teacher job performance.

The self-assessment will follow a four level rating scale (Highly Effective, Effective, Improvement Necessary and Does Not Meet Standards) and, once completed by the professional staff member, will be provided to the designated administrator (principal, assistant principal, department head or other designated individual) responsible for overseeing the individual teacher's appraisal process prior to the *Goal Revision Meeting* (GSM). For PPEs and EPEs on an IPC, the GSM must take place prior to September 15th. EPEs in their Intensive Year must complete the GSM by September 30th. All other EPEs must have completed the GSM by October 15th. Once the GSM has been completed, the teacher will craft his/ her goals based on the results of the self-assessment and the target areas agreed upon with his/ her administrator in the GSM. All goals for PPEs and EPEs on an IPC must be submitted to his/ her administrator by September 30th. Goals for EPEs in the Intensive Year must be submitted to the administrator by September 15 and for non-Intensive Year EPEs by September 30th.

Self-assessment and goal setting for specialized school personnel (Guidance Counselors/ Social Workers, School Nurses, Psychologists, Library/ Media Specialists, and **Special Education Teachers**) will follow the same sequence and time line, however, the domains for those positions are uniquely tailored (see Appendix A). Specialized rubrics for Nurses, Counselors, Library/ Media Specialists, **and Special Education teachers** have been developed by representatives of those respective groups. These rubrics are available through the Evaluation component of the My Learning Plan (MLP) electronic support system.

Appraisal Process

Probationary Professional Educator (PPE)

Defined as a professional staff member in his/her first through fifth year of experience within SAU 21, unless reduced to first through third year for professional staff members entering service at SAU 21 with approved service from another New Hampshire school district.

PPEs will be involved in the following appraisal activities:

- Complete the Goal Setting Process within the timeline prescribed by his/ her building administrator.
- Completion of minimally ten (10) unannounced mini-observations in the first year and five to ten (5-10) mini-observations in each of the next 4 years, each shall be 5-15 minutes in duration, with at least half of the observations completed by January 31st. A feedback discussion will be conducted between the designated administrator and the professional staff member as soon as possible after the mini-observation at an agreed upon location. After that discussion, the designated administrator will complete a *Mini-Observation Feedback Form*; the designated administrator will maintain an electronic copy and will provide a copy to the professional staff member. This is accomplished electronically through the electronic evaluation software of My Learning Plan.
- Complete the mid-year Benchmark Progress Meeting (by January 31st) with the designated building administrator.
- Complete at least three (3) Peer Observation Reviews (see Appendix B) with either the assigned mentor or other selected staff by March 15th. Verification of the Peer Observation Review will be shared with the building administrator via MLP.
- Share results of the teacher designed / administrator approved Student Survey with the building administrator by May 31st.
- Meet to discuss the year-end Summative Review with the designated building administrator. The Summative Review will include: results of completion of a year-end self-assessment (utilizing the same rubrics from the Goal Setting Process), recap of the mini-observations, acknowledgement of the completion of the Peer Observation Reviews, reflection of the Student Survey and a rating reflecting Student Growth Data (see Appendix B).
- If the PPE is found to be successful and effective on student learning, the building administrator will make a recommendation to the SAU 21 Superintendent of Schools by March 15th to continue the employment of the PPE for the following year. At the end of the fifth year, the successful PPE will be recommended by March 15th to be approved to the EPE status. Prior to that recommendation, it is expected that the PPE would have reached the *Effective* rating on his/ her summation of the rubric measuring the six domains of teacher job performance in addition to the other components of the Summative Review.

Experienced Professional Educator (EPE) (*Intensive Year*)

Defined as a professional staff member who has successfully completed his/her probationary experience and has been granted Continuing Contract status. The Recertification window occurs during the three year period in which the individual will need to renew his/her New Hampshire certification. The third year of this cycle is the Intensive Year.

EPEs in the 3-year cycle will be involved in the following appraisal activities:

- Complete the Goal Setting Process within the timeline **window (May 1st to September 30)** or as further encouraged by his/ her building administrator.
- Completion of ten (10) unannounced mini-observations, 5-15 minutes in duration within a three year recertification window. Two to three (2-3) observations will occur in each of the first two years followed by five to six (5-6) observations in the third, intensive year. These mini-observations can and should include the variety of professional roles through which educators engage (i.e. parent meetings, grade/ subject team meetings, curriculum work, etc.). A feedback discussion will be conducted between the designated administrator and the professional staff member as soon as possible after the mini-observation at an agreed upon location. After that discussion, the designated administrator will complete a *Mini-Observation Feedback Form*; and the designated administrator will maintain a copy and will provide a copy to the professional staff member through the electronic software program. As appropriate other SAU 21 administrators may choose to acknowledge exemplary leadership or collaboration of EPEs serving in SAU-wide committees or teams.
- **Intensive Year Only**: Complete the mid-year Benchmark Progress Meeting (by January 31st) with the designated building administrator.
- Participate in the Peer Observation Review process by ~~either~~ serving as a Mentor to a PPE, and completing at least two (2) of that individual's three (3) peer observations, acting as a peer observer, for three (3) PPE or EPE observations, or having three (3) selected teachers educators complete peer observations in your classroom. EPEs must have completed 3 observations within the 3 year period. Of those three, at least one observation should occur in a different district (within SAU 21 or outside), one must be with a different grade level or a subject area, and at least one must be with an educator observing your teaching/ learning practice and offering feedback and ideas. You should have pre-designated reasons for each visit that provide focus on stronger content alignment, deeper learning tasks for students, or the sharing of more successful pedagogical strategies that result in greater student empowerment or areas of growth cited in your goals. Verification of all visitations and observations must be shared with your supervisor/ administrator.
- **Intensive Year Only**: Share the results **reflection** of the teacher designed / administrator approved Student Survey with the building administrator by June 15th.
- **Intensive Year Only**: Meet to discuss the year-end Summative Review with the designated building administrator. The Summative Review will include: results of the completion of the year end self-assessment (utilizing the same rubrics from the Goals Setting Process), recap of the mini-observations, acknowledgement of the

completion of the Peer Observation Reviews, reflection of the Student Survey and a rating reflecting Student Growth Data (see Appendix B).

- At the conclusion of the Intensive Year it is expected that the EPE would have reached an *Effective* rating on his/ her summation of the rubric measuring the six domains of teacher job performance as well as the other components of the Summative Review. Failure to reach the prescribed level of proficiency will move the EPE to the Improvement Plan Cycle listed below.

Experienced Professional Educator (EPE) (Improvement Plan Cycle – IPC)

An EPE can be moved into the IPC by failing to reach an Effective rating on his/ her summation of the rubric measuring the six domains of teacher job performance as well as the other components of the Summative Review or through an administrator noting a marked drop in performance in any of the areas of the six domains. Should this be the case, the administrator will notify the EPE in writing as to the particular domains that are in need of improvement and state the reasons for this rating. The building principal is the administrator responsible for implementing the IPC once the EPE is notified in writing. The principal may work in conjunction with another administrator in reaching the decision to move an EPE to the IPC.

- On or before April 15th the EPE will be notified that the principal has identified him/ her to move to the IPC based on a summation by the designated administrator. The SAU 21 office will notify the EPE by letter that he/ she is being moved to the IPC.
- On or before May 15th an Improvement Plan will be developed by the Improvement Team consisting of the principal, EPE, assistant principal or department head if applicable, SEA representative (optional, but the EPE must sign off in writing if he/ she is waiving SEA representation) and a mentor. The EPE and principal will come to an agreement on who will serve as the mentor. If no agreement can be reached, the superintendent or his/ her designee will appoint the mentor.
- The Improvement Plan must identify the domain(s) and/ or areas of concern based on the Summative Review that are in need of improvement based on the existing evidence. During the year(s) on the IPC, the EPE will follow the same appraisal process and timelines that are defined for PPEs.
- Additionally, the district will provide the opportunity and resources to access appropriate professional growth activities that will impact and strengthen the targeted areas in need of improvement. The Improvement Team may suggest courses, workshops and/ or conferences that could address the deficient domain(s) and/ or areas of concern based on the Summative Review but this cannot be required. All recommended professional growth activities must have a direct link and results oriented impact to the targeted domain(s) and/ or areas of concern based on the Summative Review.
- The district will provide the EPE with the time needed to implement the activities within the improvement plan. Results of the IPC will be measured through all

components of the appraisal process for the PPE, as highlighted in this document. Goal setting for the IPC year must be completed by the May meeting of the Improvement Team and be reflected in the self-assessment goals process set forth in this document. The EPE's goals will be submitted and approved by the principal.

- The EPE on an IPC will meet with the agreed upon Improvement Team once a month from September through February. More meetings may be scheduled if needed. Each meeting will have a written record addressing the EPE's progress toward meeting goals. Each member will sign off on a Signature Page (attached) to document all meetings. An EPE shall not be penalized because of unforeseen circumstances such as illness or cancellation of meetings on the part of the principal or designated administrator.
- The EPE on an IPC should meet with his/ her mentor at least twice a month from September through February to discuss progress, additional professional development needs/ opportunities, etc. The mentor will act as an advocate/ aid to the EPE, not an evaluator.

By March of the IPC year, the principal, with input from the EPE's Improvement Team, must recommend one of the following three (3) options to the SAU 21 Superintendent of Schools:

- State that the goals of the IPC have been accomplished and the individual should be returned to EPE status
- Continue the individual on the IPC for a second (and final) year
- Non-renewal of contract

Professional Safeguards

Professional Rights and Appeals Procedures

Professional staff members will have the right to request an alternate administrator in charge of their appraisal process. Such requests must be submitted in writing to the building principal by September 30th of that academic year. If the Professional Staff member is not satisfied with the results of his/ her request, the staff member may then submit a request for reconsideration to the SAU 21 Superintendent of Schools within ten (10) school days of receiving the principal's determination.

Two (2) procedures are available for professional staff members and administrators for the purpose of resolving disagreements within the appraisal process:

1. INFORMAL

If mutually agreed, an informal procedure may be utilized to resolve a disagreement regarding the appraisal process. Professional staff members and/ or administrators may call on other professional staff members or administrators to mediate those differences to the satisfaction of both parties. The use of this procedure is voluntary, the findings are non-binding and do not preclude either party's use of the formal procedure.

2. FORMAL

Should the Informal Procedure not reach a satisfactory conclusion, or the professional staff member or administrator choose not to utilize that procedure, a formal appeal would begin with the SAU 21 Superintendent of Schools (or his/ her designee).

In the event that a professional staff member disagrees with the outcomes of the appraisal process, he/ she must put his/ her objections in writing and submit it to the SAU 21 Superintendent of Schools within ten (10) working days of receipt of the disputed document. The appropriate documentation must accompany the professional staff member's written response. The professional staff member has a right to request a follow-up conference with the Superintendent and the administrator responsible for his/ her appraisal process at which time a revision may occur. All written reports contained in a formal appeal must contain the following statement:

The professional staff member's signature indicates only that he/she has seen this report and does not indicate agreement or disagreement with this report.

* Should any form of merit pay be implemented by the State, or negotiated in the future by the Seacoast Educators' Association (SEA) and the collective School Boards, this appraisal document shall become null and void and a committee consisting of professional staff members, administrators and board members, as approved by the SAU 21 Superintendent of Schools, shall be convened to develop a new and mutually agreed upon process.

Student Growth Data (SGD)

The New Hampshire DOE is being required by the federal DOE, as part of the granting of the NCLB waiver, to include student growth data as part of all professional educator appraisal processes. This requirement clearly indicates that 20% of the total assessment of any educator must be aligned to student growth data. The construction and weighting of that 20% is a local decision and must be definable and appropriately levied to all professional assignments.

Following are some of the elements that we may want to consider for inclusion in our SGD segment of our appraisal calculations:

- **School Attribution Number** – provided to all professional staff, it is a number based on the performance of all tested students on a national assessment (NECAP, NWEA, etc.). It comes from the percentage of students falling within the Proficient / Proficient with Distinction realm of whatever content area (reading, mathematics, writing, science, etc.) is typically measured by the school. By content areas it is attributed to all staff and then averaged by the total point score, divided by the number of content areas entered.
 - 90%-100% Proficient or above 4 points
 - 75%-89% Proficient or Above 3 points
 - 60%-74% Proficient of Above 2 points
 - Below 60% Proficient or Above 1 point

- **Student Growth Results** – provided to professional staff whose content area can be measured by year-to-year standardized assessments (NECAP, NWEA, DRA, Gates-McGinnity, Fontas & Pinnell, etc.). This measure will offer an averaged point value (based on the total number of growth assessments available) for the percentage of students meeting Targeted Yearly Growth (TYG) using the following formula:
 - 90-100% Meeting TYG 4 points
 - 75-89% Meeting TYG 3 points
 - 60-74% Meeting TYG 2 points
 - Below 60% Meeting TYG 1 point

- **Classroom Data** – presented during the Summative Conference by the classroom teacher, this is assessment data (benchmark assessments, program assessments, common assessments, etc.) that provide the designated administrator further information related to the growth of students over the course of a school year. The administrator will add a value to the professional staff member’s SGD on a Four point scale:
 - Highly Effective 4 points
 - Effective 3 points
 - Improvement Necessary 2 points
 - Does Not Meet Standards 1 point

- **Student Learning Outcomes (SLOs)** – for those professional staff members whose teaching assignment does not include content areas now measured through state or national test instruments. SLOs would be designed during the goal setting process and would include:

- Learning Goals
- Targets
- Assessments

SLOs would be calculated using the same four point rating scale as with Classroom Data (at the time of the Summative Conference). One scaled score would be included for each of the SLOs completed by the professional staff member.

The cumulative appraisal score for the professional staff member would be an average of all of the utilized components of this section of the Summative Report, not to exceed 20% of a staff member's final assessment.

Appendix A

Professional Appraisal Rubrics

Appendix B

Educator Appraisal Forms

(additional forms in process)



SAU 21 Summative Appraisal Form

Professional Educator Name:	School Year: Choose an item.
School: Choose an item.	Education Assignment:
Educator Status: PPE <input type="checkbox"/> EPE <input type="checkbox"/> EPE-IPC <input type="checkbox"/>	
Date of Goal Review Meeting (GRM): Click here to enter a date.	
Date of Mid-Year Benchmark Progress Meeting: Click here to enter a date.	
Summary of Mini-Observations:	

Part 1: Summative (80 %)			
Educator Rating Based on Mini-Observations and Evaluation Rubric:			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Improvement Necessary <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
Completion of Peer Observation Reviews (3 required)			
All Completed & Documented <input type="checkbox"/>	Partially Completed <input type="checkbox"/>	Not Completed <input type="checkbox"/>	
Student Survey			
Reflections Provided <input type="checkbox"/>	Partially Completed <input type="checkbox"/>	Not Completed <input type="checkbox"/>	

Part 2: Summative (20%)	
Student Growth Section	

School Attribution Rating 5% : Determined by SAU21 Office			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Improvement Necessary <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
Student Learning Outcome (15%)			
Description SLO #1:			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Improvement Necessary <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
Description SLO #2:			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Improvement Necessary <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>
TOTAL STUDENT GROWTH RATING FOR EDUCATOR:			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Improvement Necessary <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>

SUMMATIVE EDUCATOR RATING			
<i>based on total appraisal elements (Part 1 + Part 2)</i>			
Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Improvement Necessary <input type="checkbox"/>	Does Not Meet Standard <input type="checkbox"/>

Improvement Plan Required

Required for any Experienced Professional Educator (EPE) who is rated less than effective

Improvement Plan Cycle: Choose an item.

Focus of Improvement Plan:

Commendations:

Recommendations:

Signature of Appraising Administrator _____ Date



*Signature of Professional Educator _____ Date



**Signature of the Professional Educator does not signify agreement with appraisal results only that the Summative has been shared and discussed.*

Additional Comments from Professional Educator:

In My Learning Plan...click "My Evaluations" and then the current year

The screenshot shows the MyLearningPlan interface. At the top, there is a navigation bar with the logo "MyLearningPlan®" and the text "PLAN » MANAGE » LEARN » EVALUATE". On the right, there are links for "Print Screen", "Help", "Conrad Cubed3", and "Logout". Below the navigation bar, there is a yellow header with "SAU 21" and "LearningPlan". On the left, there is a sidebar menu titled "MLPPDMS" with several categories: "My Info", "Activity Catalogs", "Fill-In Forms", and "Account Options". The "My Info" category is expanded, and "My Evaluations" is highlighted with a blue arrow. The main content area shows a table titled "My Requests - Conrad Cubed3" with columns for "Actions", "Activity Title", "Start Date", "End Date", and "FormName". Below the table, there is a section titled "My Evaluation - 'ConradCubed3'" with a status of "awaiting form submission" and a list of evaluation items, including "Survey Response Reflection", "SAU21 Student Learning Objective Form #2", "Administrator Summative", "Colleague Observation/Visit", "Teacher Self Reflection", and "Mini Observation #1".

The screenshot shows the MyLearningPlan interface for the "Evaluation Portfolio: Conrad Cubed3". At the top, there is a navigation bar with the logo "MyLearningPlan®" and the text "PLAN » MANAGE » LEARN » EVALUATE". On the right, there are links for "Print Screen", "Help", "Conrad Cubed3", and "Logout". Below the navigation bar, there is a yellow header with "LearningPlan". On the left, there is a sidebar menu titled "MLPPDMS" with several categories: "My Info", "Activity Catalogs", "Fill-In Forms", and "Account Options". The "My Info" category is expanded, and "My Evaluations" is highlighted with a blue arrow. The main content area shows a table titled "Evaluation 08/01/2014 - 06/30/2015" with a status of "completed" and a list of evaluation items, including "Teacher Self Reflection" and "Mini Observation #1".

Evaluation Portfolio: Conrad Cubed3

MLPPDMS

- My Info
- My Portfolio
- My Evaluations
- My Personal Goals
- My File Library
- Activity Catalogs
 - District Catalog
 - Calendar
- Fill-In Forms
 - Goals Reflection and Eval.
 - Professional Learning Plan
 - PL Leave Request
 - PL Activity Form
 - Recertification Form
 - WHS Embedded PL Plan
 - Temp. Leave Request
- Account Options
 - My User Profile
 - Change Password

Evaluation 08/01/2014 - 06/30/2015

User: Cubed3, Conrad Building(s): Winnacunnet High School
 Evaluation Type: Experienced Professional Year 3 Date Completed: Incomplete
 Status: In Progress Completed By: Incomplete

Manage 0 instance components

Component Name	Progress	Status
Teacher Self Reflection	1 of 1	Complete
Colleague Observation/Visit	0 of 1	In Progress
Mini Observation	2 of 10	In Progress
Survey Response Reflection	0 of 1	Incomplete
Student Learning Objective	1 of 2	In Progress
Administrator Summative	0 of 1	In Progress

Here are the components to your appraisal. Choose the Teacher Self Reflection to access the professional rubric for your self-assessment. You may include notes to share your rationale for the choices you make (if appropriate or necessary). Generally notes would be used if you find yourself at one of the extremes. *You must click the “+” sign to see the forms icons.

[Show Submission History](#)

Teacher Self Reflection

User Information

Name: Conrad Cubed3	Title:
Building: Winnacunnet High School	Department: HS-Mathematics
Grade: None	Evaluation Type: Experienced Professional Year 3
Assigned Administrator: NEWCOMB, KATHY	Evaluation Cycle: 08/01/2014 - 06/30/2015
Submitted By: N/A	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: NEWCOMB, KATHY	Date Finalized : 08/04/2014 3:18 pm EDT

Date:

Professional Development Goals (08/01/2014 - 06/30/2015)

Name	Description	Completed
NONE		

Consider your current goals, complete the Self Reflections Rubrics and adjust goals when necessary.

A. Planning and Preparation

Criteria	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.

Appendix C

Appraisal System Charts & Examples