



# PORTSMOUTH SCHOOL DISTRICT TEACHER EFFECTIVENESS PLAN

Welcome to the Portsmouth School District Teacher Effectiveness Plan!

This guide will help you understand and navigate the **growth and goal setting model** used in the district for all professional staff. You can quickly locate contents using the listing below, or feel free to read the guide in its entirety.

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## RATIONALE AND FRAMEWORK

### Teacher Effectiveness Team

In 2020, the Portsmouth Teacher Effectiveness Team, composed of teachers and administrators, identified the following elements as essential parts for any evaluation system. While accountability for schools and teachers is at the center of an evaluation system, these other elements play an important role:

- ⊗ Helps to highlight areas of strength
- ⊗ Supports a plan to improve areas of weakness
- ⊗ Provides opportunities to celebrate growth
- ⊗ Creates opportunities for genuine reflection on practice
- ⊗ Encourages passion projects and risk taking
- ⊗ Establishes a culture of continuous improvement
- ⊗ Provides meaningful, timely, and specific feedback (admin and peer)
- ⊗ Promotes an open exchange of ideas

To this end, the team has streamlined internal record keeping forms into Frontline where PLC goals, professional growth goals, and professional development activities are more closely aligned. The reconfiguration of the evaluation cycles and administrative feedback will provide a more authentic growth experience for teachers and professional staff.

### Why Teacher Evaluation?

The Portsmouth School Board expects that all professional staff are to be evaluated as the basis for contract recommendations. District Policy GBO, Evaluation of Professional Staff, notes that evaluations should occur at least once per year, but may occur more than once per year.

The Association of Portsmouth Teachers' contract describes the three purposes of an evaluation program.

- ⊗ To promote individual professional growth;
- ⊗ To encourage high standards in the field of education, and
- ⊗ To enhance the quality of professional performance.

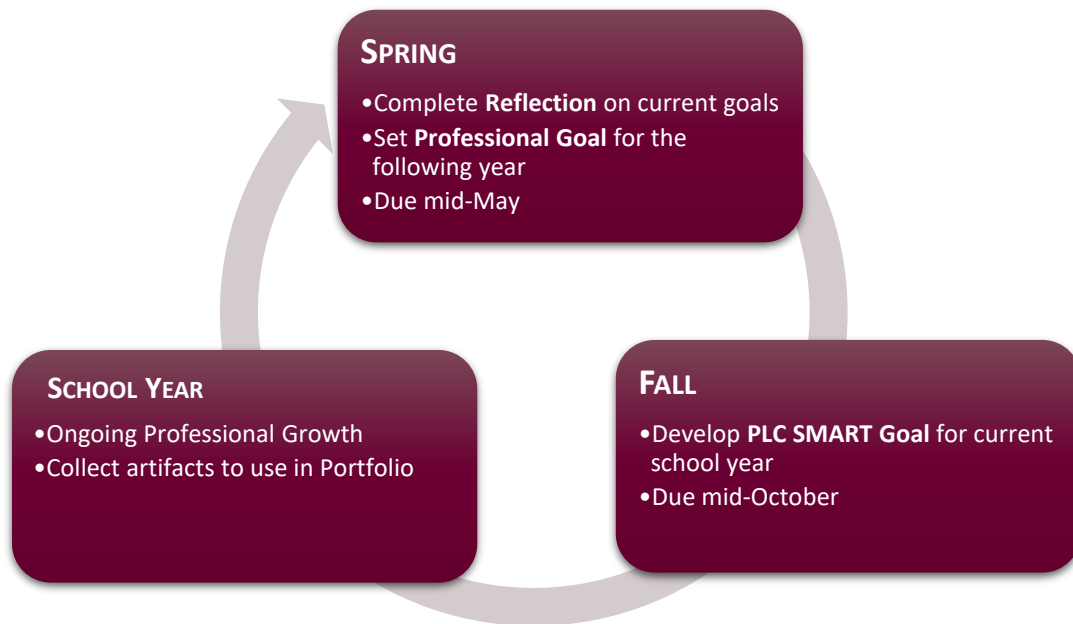
### Evaluation Framework

The Portsmouth School Board has adopted a teacher job description modeled on Charlotte Danielson's Framework of twenty-two (22) components clustered into four (4) domains. The Danielson Framework, in many regards, captures much of the complexity and demands of teaching; not only what occurs in the classroom, but what takes place beyond the classroom walls, be it planning for instruction, interacting with colleagues on a district committee or professional learning community team, or engaging students in learning. We believe the framework is broad enough to be useful for new teachers as well as enhancing the skills of veteran educators.

Our administrative evaluative system is designed to provide feedback to all professional staff on their practice. The use of Danielson’s framework provides us a common language to have conversations with teachers and other professional staff about their practice. Every professional staff member is asked to reflect on their status as well as their team’s efforts through our district-wide improvement model, Professional Learning Communities.

## PROCESS AND TIMELINE

The goal-setting and growth process is a year long one that begins in the spring. Faculty reflect on goals they set for the current year and set new professional goals for the following year in Frontline. Examples of these forms can be found in Appendix A. Any faculty new to the district complete professional goal setting in the fall.



### Self-Reflection

The educator's self-reflection is based on *A Framework for Teaching Evaluation Instrument* by Charlotte Danielson. It provides the educator with an opportunity to review the competencies of exemplary educators while reflecting upon their own performance across four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Self-reflection is intended to guide educators as they contemplate their growth each year. The components within each domain link to a more detailed explanation of the elements and proficiencies for each component.

When completing a self-reflection, consider **one or two areas** of strength in your craft this year as seen through the Danielson components, as well as your areas with opportunities for growth, and your intended next steps towards your positive development as an educator. **It is not necessary to reflect on all components in each domain.**

### Professional Practice Goal

The Professional Practice Goal draws on the self-reflection, and is drafted after completing the self-reflection. This goal should align with one of the domains designated as providing an opportunity for growth in the self-reflection. Again, this is a focused goal that centers on one (or two if there is a correlation) component within a domain.

### PLC SMART Goal

Developing a clear goal is essential for the professional growth and success of your team and its members. Once a professional learning community (PLC) has identified a focus for the year, they design a Specific, Measurable, Attainable, Results focused, and Timely (SMART) Goal. This PLC SMART Goal will guide adult and student learning throughout the school year.

An effective SMART goal is:

- **Specific:** Clarifies the teaching and learning focus and students who will benefit from the Goal.  
Example: Algebra II standards; 9th – 12th grade students in physics, chemistry, and marine science
- **Measurable:** Identifies evidence from student outcomes that will allow the team to quantify progress and determine whether they have reached the goal.  
Example: Common Formative Assessments and Algebra II end of course assessment
- **Attainable:** Challenges the team to consider the current reality and to aspire to effect improvement in student outcomes.  
Example: Last year 60% of students demonstrated proficiency.
- **Results focused:** Requires improved results as compared to the previous year.  
Example: This year, 75% of students will demonstrate proficiency.
- **Timely:** Defines a realistic time by which the goal will be attained, usually one academic year.  
Example: By May 20XX

The PLC Goal form in Frontline includes an area for the goal as well as the rationale behind it, and action steps to achieve it. These sections should be completed in the fall. PLC Data should be provided in the fall as well in the form of initial data upon which the goal was created.

In the spring, PLC teams return to the form to complete the section on PLC Data and Outcomes as well as to provide a PLC Reflection.

### Professional Learning Portfolio

A distinguishing characteristic included in this model is the prominence of authentic professional growth experiences through the development of personalized portfolios. The Danielson-aligned goals established in the reflection and goal setting process become guideposts for creating a professional

learning portfolio throughout the Self-Directed Growth Plan. Portfolios will be curated through the use of artifacts.

### *Artifacts*

Artifacts are meant to showcase how educators demonstrate proficiency based on goals within their growth plan. Artifacts can range in purpose and presentation and they can be observable and tangible. Observable artifacts include collaboration with your colleagues and administration while tangible artifacts include things that are more physical and hands-on. Artifacts should reflect growth, responsive practices, and the path toward achieving set goals.

Refer to the menu below to learn about the wide array of resources and experiences that could be considered in the portfolio process. Please note this is not an exhaustive list, and educators can work with their administrators to tailor the process in the ways that best support their growth.

<b>ARTIFACT</b>	<b>DESCRIPTION</b>
<b>Peer Observation</b>	Invite a colleague to observe you in your instructional setting. Have pre/post conversations to develop an area to observe and opportunities for feedback and reflection. Use what you learned from this observation to adjust your plan toward meeting your goals as needed.
<b>Formal Observation</b>	Invite an administrator to observe you in your instructional setting. Use the pre-observation meeting to establish what you want specifically observed. Use the post-observation meeting to adjust your plan toward meeting your goals as needed.
<b>Meeting Observation</b>	Invite a colleague or administrator to observe you facilitating/ participating in a meeting. Sometimes our roles lend themselves to different forms of professional growth and meetings are a time when more of our work toward established goals takes place.
<b>Walkthrough Observation</b>	Invite a colleague or administrator in for a jaunt through your classroom. Sometimes we learn new things about how we are doing from a snapshot. You may consider multiple walkthroughs to help you reflect on more of those smaller moments.
<b>Student Survey</b>	Bring your students into your reflective processes. Develop a survey to get a sense of their learning pathways, their progress toward goals you've set, their retrieval of taught skills, their opinions about how learning/teaching is going, etc.
<b>Parent Survey</b>	Bring your families into the collaborative process of teaching and learning. Develop a survey to get a sense of their perspective on their child(ren)'s learning, engagement, success, opportunities, independence, readiness, etc.
<b>Team Survey</b>	Bring your teams into the conversation for curriculum development, progress monitoring, responsive teaching practices, project-based learning, pacing and learning trajectories, team teaching, cross-curricular content work, etc.
<b>Student Work</b>	Work samples often tell a learning story from multiple perspectives. What can you learn about your teaching practice from the stories your students tell in their work? How do these work samples change the direction of your teaching?
<b>Assessments</b>	Assessments are more than just a percentage. When you unpack them, what do you do with that new information? How do assessments alter the trajectory of your teaching? How can assessments be used in new ways to measure growth?

<b>Curriculum Maps &amp;/or Pacing Guides</b>	Our curriculum maps/ pacing guides are great diving boards for learning. How do you come back to them and rework them based on student performance? Map out the different paths you take and reflect on the changes you make!
<b>Photographs</b>	A picture tells a thousand words. Think about the pictures that you do take or that you could take to really capture moments in time. How can you reflect on these moments as you work toward your goals? What story do these pictures tell of your journey?
<b>Other Artifacts</b>	What else can you create that will showcase your growth process toward your goals? This is an opportunity to dig deep and reflect on where you started and how you got to the end of the cycle. Share the process and the celebrations!

*Peer Feedback/Observation*

Within the Portsmouth School District, we value a personalized, teacher-driven, and authentic process of peer observation centered not on critical evaluation but rather on professional growth through genuine dialogue, connection, and self-reflection. In this sense, peer observation within the Portsmouth School District is not about critical evaluation, but on helping one another work towards the professional goals we establish for ourselves each year. Knowing that teachers often learn best from one another, we endeavor to broaden opportunities for educators to observe and be observed by their peers by providing both the time to do so and various tools to facilitate meaningful interaction.

Ample research on effective professional development, peer observation, and feedback tells us:

- ⊗ Professional learning should be onsite, sustained, voluntary, collaborative, grounded in participant inquiry, and directly connected to teachers’ daily work.
- ⊗ Effective professional development begins within the learning community, not from knowledge curated outside the institution.
- ⊗ There are two types of professional learning: additive (the addition of new skills to an existing repertoire) and transformative (resulting in substantial shifts in deeply held beliefs, knowledge, and habits of practice); peer observation cycles have the power to enable both.
- ⊗ Schools in which teachers routinely engage in peer observation are characterized by increased collaboration, enhanced trust and autonomy, teachers having an increased sense of efficacy and agency, informed goal-setting and PD plans, regular affirmation of existing strong practices, experimentation and innovation, greater student achievement, less isolationism and more collaboration, a spirit of continuous learning, a reduction in contrived collegiality or compliance culture, and positive contributions to school culture and climate.

In order to participate in the Peer Feedback process, follow these steps:

1. Reflect on the goals you have set for the year and where you currently are in your work towards meeting them.
2. Determine an area in which you might benefit from observing the teaching/professional practice of a colleague and/or from having a colleague observe you and provide you feedback in a specific area. It is often helpful to engage in both experiences through the common lens of your goal.
3. Establish a peer partnership (or triad) and conduct a pre-observation meeting to discuss your professional learning goals and schedule appropriate times for observation(s) and follow up

meetings. If you aren't sure whom to seek out in your building or in the district for such a partnership, communicate with your building administrators, team leaders, or department heads who may be able to facilitate appropriate connections.

4. Engage in the observation as either the observed teacher or an observer.
5. Within a few days of the observation, engage in a follow up meeting with your peer to discuss either what you learned in your observation or to ask questions about what that person observed in your teaching. You should keep the conversation centered on the goals and outcomes discussed in your pre-observation meeting, but you may also consider using the post-observation discussion prompts. **Note:** *This meeting is the most important part of the peer observation process.*

## TEACHER TRACKS

Professional staff will work through a tiered system of growth plans throughout their years of service with the Portsmouth School Department. These tracks are designed to meet professionals where they are in their individual practice and to further develop them as professionals. The tiered approach has scaffolded support built in, from peers and administration, and requires the collection and submission of evidence in the form of artifacts as one grows in their career.

### Track 1: Novice/Newcomer

- 5 years for new teachers, 3 years for transferring teachers with two or more years of teaching
- Structured growth plan (aligned with professional goals)
- Evaluated annually
- Administration and teacher collaborate on goals
- Minimum three walkthroughs with feedback and one formal observation annually
- District training on protocols and processes
- New staff district meetings for first year
- Move after 5 years (novice) or 3 years (newcomer) into one of the other tracks

### Track 2: Directed Growth Plan

- Administration directs goals
- Administration identifies improvement opportunities
- Two or more domains needing direction
- Directed growth plan focused on teaching, planning, instruction, or professional responsibilities
- Minimum three walkthroughs with feedback and two formal observations annually
- Evaluated bi-annually (possibly by two administrators)
- Targeted observations of peers and self-reflection
- Self-evaluation annually
- Move into "Monitored Growth Plan" once an end of year evaluation shows no more than one domain needing improvement
- Improvement plan timeline will not be less than one year

### Track 3: Monitored Growth Plan

- Administration and teacher collaborate on goals
- Administration and teacher identify improvement opportunities together
- **One domain** of growth needing monitoring
- **Minimum** three walkthroughs or formal observation with feedback annually
- Evaluated annually
- Self-evaluation annually
- Move into Self-Directed Growth Plan after end of year evaluation showing proficiency in all domains
- If a teacher is in a Monitored Growth Plan for two years, they enter Directed Growth Plan

### Track 4: Self-Directed Growth Plan

- Teacher-directed goal approved by administration
- Proficient or above in all domains
- Evaluation every three years in alignment with re-certification
- Annual walkthroughs with feedback
- Self-evaluation annually with artifacts
- Use of artifacts to demonstrate proficient practice (in goal form)



## LIST OF RUBRICS

Danielson rubrics used for classroom observations as well as professional staff self-evaluations are listed below. You may click on the link to download the corresponding rubric. These rubrics may also be found in Frontline: Professional Growth.

- ⚙ [TEACHER RUBRIC](#)
- ⚙ [INSTRUCTIONAL SPECIALIST RUBRIC \(COORDINATOR\)](#)
- ⚙ [LIBRARY MEDIA SPECIALIST RUBRIC](#)
- ⚙ [SCHOOL NURSE RUBRIC](#)
- ⚙ [SCHOOL PSYCHOLOGIST RUBRIC](#)
- ⚙ [SCHOOL COUNSELOR RUBRIC](#)
- ⚙ [THERAPEUTIC SPECIALIST RUBRIC \(SPEECH, OT, APE\)](#)