Garden City Public Schools
Teacher Evaluation Performance Handbook

Table of Contents

*Note: For purposes of clarity, the term "teacher" is utilized throughout this document for purposes of simplicity and brevity, and is used as a means to refer to teachers, counselors, ancillary staff, media specialists, or athletic directors, when applicable.   Additionally, the term "assigned evaluator" is utilized as a means to refer to the administrator who will serve as the lead evaluator for a given "teacher."

GCPS Teacher Performance Evaluation Process Timeline

PROCESS GUIDED DATE

Pre-evaluation Meeting Completed with Entire Staff	October 7
Teacher Goal Submission OR Individual Development Plan (IDP) Goal Setting Conference and Submission	October 21
Teacher Goal Review and Approval by Evaluator (by email)	November 4
Midyear Progress Report/Evaluation and Meeting Completed with First-Year Probationary Teachers and Teachers on an IDP	January 27
Observations, Including Walkthrough and Formal Observations, And Post-Observation Meetings Completed*	March 17
Secondary Student Growth Indicators (SGIs) Due	April 13
Elementary and Burger Student Growth Indicators (SGIs) Due	May 1
Final Evaluation Meetings and Evaluation Score Submission to Human Resources	May 15

NOTE: The teacher rated as Ineffective has the right to appeal the Evaluation to the Superintendent. The Superintendent has 20 days to respond.

*If additional observations are required for a given teacher, they may be scheduled after March 17.

Teacher Performance Evaluation Overview

Teacher Performance Evaluation Process

Consistent with the steps provided in the *GCPS Teacher Performance Evaluation Process Timeline* on page 3 of this handbook, described below are the steps of the Teacher Performance Evaluation Process. These steps will apply to all teachers. However, additional steps will be facilitated for probationary teachers as well as teachers who received a Minimally Effective or Ineffective rating on their previous teacher performance evaluation. Those additional steps are further specified on page 6 of this handbook.

As a resource, the Michigan Department of Education provides a document entitled *Michigan Educator Evaluations Frequently Asked Questions (FAQs)* that may be helpful in answering questions this handbook does not happen to address.

Criteria for Evaluation

In accordance with Section 1249 of the Revised School Code, GCPS elects to evaluate a teacher receiving three consecutive Highly Effective ratings on a biennial basis. As stipulated in Section 1249, ". . . if a teacher is rated as Highly Effective on three (3) consecutive annual year-end evaluations, the school district may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as Highly Effective on one of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations." As noted within this handbook, teachers who are not being evaluated during any given year are still responsible for submitting annual professional goals in addition to Student Growth data.

All teachers who have not received three consecutive Highly Effective ratings will be evaluated on an annual basis.

Pre-Evaluation Meeting

A Pre-Evaluation Staff Meeting will be conducted with all teachers. The purpose of this meeting will be to introduce the evaluation process for the given school year, including expectations and timelines. A teacher may request to schedule a separate meeting to discuss the evaluation process with his/her building principal or assigned evaluator. In such instances, the building principal or assigned evaluator will seek to schedule such a meeting at a mutually agreeable time.

Annual Professional Goal Setting and Submission

All teachers will set and submit annual professional goals. In alignment with the Charlotte Danielson *Framework for Teaching*, teachers will set at least two annual professional goals, consistent with the following guidelines:

- One professional goal must be related to one of the components from Domain 1 or Domain 4 of Charlotte Danielson's *Framework for Teaching*
- One professional goal must be related to one of the components from Domain 2 or Domain 3 of Charlotte Danielson's *Framework for Teaching*

While a professional goal setting conference is not necessary or required, a teacher may request such a conference with his/her building principal or evaluating administrator. Professional goals will be submitted digitally through the District designed electronic template. Individuals are encouraged to keep a digital and/or paper copy of their annual performance goals.

Upon submission of annual professional goals, assigned evaluators will review annual professional goals and provide feedback via email. Feedback will include either approval/acceptance of the annual professional goals, as submitted, or recommendations regarding how the teacher's annual professional goals need to be revised. Depending upon the circumstances, the assigned evaluator or the teacher may request to meet to further discuss the recommended revisions.

Observations
During the annual evaluation process, at least two observations, including one walkthrough and one formal observation, will be conducted by the assigned evaluator.

- Walkthrough Observation: A walkthrough observation is an unscheduled observation that is typically conducted in a ten to fifteen minute timeframe, although depending upon the circumstances, may be shorter or longer in length. Written feedback will be provided by the assigned evaluator, typically provided in a teacher's school mailbox. The assigned evaluator may request a meeting with the teacher to provide additional feedback. Likewise, the teacher may request to meet with the assigned evaluator to discuss the observation.
- Formal Observation: A formal observation is a scheduled observation between the teacher and the teacher's assigned evaluator. Formal observations are typically conducted in a 30 to 60 minute timeframe, depending upon the circumstances. Consistent with walkthrough observations, feedback will be provided by the assigned evaluator in written format. Such feedback will be discussed during a scheduled post-observation meeting between the teacher and the assigned evaluator. During the post-observation meeting, the teacher and assigned evaluator will also discuss indicators associated with Domains 1 and 4 from the *Framework for Teaching*, using the reflective questions, as provided in Appendix B, to drive the discussion.

Additional observations, both walkthrough and formal, may be facilitated by administration as deemed necessary and to the extent that they are possible.

Student Growth Indicators (SGIs)
Student Growth Indicators (SGIs) are further defined later in the *GCPS Teacher Evaluation Performance Handbook*. Each teacher must submit Student Growth Indicators annually, regardless of whether he/she is being evaluated during the given school year. The Student Growth Indicator will consist of 25% of a teacher's overall evaluation score/rating.

Final Evaluation Meeting
A final evaluation meeting will be scheduled and conducted between the teacher and assigned evaluator prior to the submission of the evaluation score/rating to the District's Human Resources Office. During this meeting, the final evaluation will be reviewed and discussed.

Individual Development Plan (IDP) for Probationary Teachers and/or Teachers Receiving a Minimally Effective or Ineffective Rating on the Previous Year's Evaluation

Probationary teachers or those teachers who received a Minimally Effective or Ineffective rating on the previous school year's evaluation will have an Individual Development Plan. While this process has many similarities to the process outlined on pages 4 and 5 of this handbook, it is intended to be a more intensive process for the purpose of promoting professional growth and development. The process for those teachers on an Individual Development Plan includes the following components, some of which were defined on pages 4 and 5.

Pre-Evaluation Meeting
For those teachers on an Individual Development Plan, a Pre-Evaluation Meeting must be scheduled and occur between the teacher and the assigned evaluator. During this meeting, the following will occur:
- Identify two (2) Student Growth Indicator assessments for the purposes of SGI data collection
- Provide evidence of curriculum alignment

Observations
Observations are defined on pages 4 and 5 of this handbook. In the case of a teacher who has an Individual Development Plan, at least three observations will occur, each followed by a post-observation conference and written or oral feedback. Additional observations may occur as necessary, again, each followed by a post-observation meeting that provides feedback to the teacher. Following a scheduled formal observation, the teacher and assigned evaluator will also discuss indicators associated with Domains 1 and 4 from the *Framework for Teaching*, using the reflective questions, as provided in Appendix B, to drive the discussion.

Midyear Progress Report/Evaluation
Occurring some time prior to the conclusion of the first semester, a Midyear Progress Report/Evaluation shall be provided to **all first-year probationary teachers and/or teachers receiving a Minimally Effective or Ineffective rating on the previous year's evaluation**, by the assigned evaluator during a Midyear Progress Report/Evaluation Meeting. Through this process, the teacher's student achievement data, to date, will be reviewed as will the teacher's annual performance goals, including progress toward these identified goals. Additionally, depending upon the circumstances, recommended professional development, intended to assist the teacher in meeting his/her annual performance goals, may be identified by the assigned evaluator. A written improvement plan that includes these goals as well as recommended professional development will be designed with the intent of supporting continued teacher growth and development.

Final Evaluation Meeting
The Final Evaluation Meeting for teachers who are on an Individual Development Plan will be consistent with the Final Evaluation Meeting defined on pages 4 and 5, but also include the following:
- Discussion of Minimally Effective and/or Ineffective areas
- Discussion of Student Growth Indicator results
- Discussion of progress toward identified professional goals
- Discussion of annual professional goals and teacher performance evaluation for the forthcoming school year

NOTE: The Individual Development Plan (IDP) process may be initiated immediately with reasonable and justifiable cause.

Charlotte Danielson's *Framework for Teaching*

The Teacher Performance Evaluation Process is designed to promote continuous assessment and improvement of teacher performance. Objectives for this process are as follows:

- To provide the best possible teaching staff for the students of Garden City Public Schools;
- To provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
- To support growth for teachers by providing opportunity for collegial collaboration which will lead to improvements in student learning

To achieve these objectives, Garden City Public Schools utilizes Charlotte Danielson's *Framework for Teaching* standards, a framework that effectively captures the complexity of teaching and learning through research-based best practices.

Offered below is an overview of Danielson's *Framework for Teaching*, including each of the framework's four domains, their respective components, and the elements within each of the given components. Research pertaining to Charlotte Danielson's Framework for Teaching can be found at the Danielson Group website at https://www.danielsongroup.org/research/ .

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

www.danielsongroup.org

As provided, the *Framework for Teaching* contains the following four domains:

    I.   Planning and Preparation
    II.   The Classroom Environment
    III.   Instruction
    IV.   Professional Responsibilities

Each of the four domains are further detailed in the *Framework for Teaching* rubric (please see Appendix A). Elements and characteristics found within Domains 2 and 3 are readily observable during classroom observations, while Domains 1 and 4 may not always be visible or apparent during observation periods. Therefore, teachers will need to demonstrate evidence to support the components defined in Domains 1 and 4 through additional means, including within the dialogue that occurs during the Post Observation Meeting, scheduled after a teacher's Formal Observation. While not exhaustive in nature, a list of indicators to support components within Domains 1 and 4 is provided below:

Domain 1 Indicators
- Lesson plans that include some or all of the following components:
  Essential Questions
  Activating Strategies (identification of important pre-requisites, relationships, concepts, terms, etc.)
  Grouping/Pacing
  Use of Graphic Organizers
  Summarizing Strategies
  Extended Thinking Strategies
  Essential Vocabulary
  Expected Outcomes/Standards
- Interest Surveys, Pre-assessments in a variety of forms
- Examples of written feedback provided to students to improve understanding
- Differentiated Instruction Examples (may include samples of student work, evidence of student choice)
- Lists of various resources used for teaching and planning a unit and examples of those resources when applicable and reasonable
- Notes of accommodations made for various students (reading tests to students, allowing students with disabilities or special needs to use special resources, etc.)
- Formative assessment results with reflections on how the information was used to plan instruction

Domain 4 Indicators
- Reflections on lessons or units that include the evaluation and assessment of the effectiveness of the plan as it was implemented; suggestions for how the unit can be adjusted to better meet the needs of the students and/or improve student understanding of concepts presented
- Artifacts of student self-assessments and reflections
- Zangle/MiStar documents and other records demonstrating student progress
- Copies of letters to parents
- Log of calls and emails sent to parents
- Parent surveys
- Curriculum Documents designed for parents
- List of opportunities used to engage family in student learning
- List of memberships in professional organizations
- List of leadership roles within the school/district/county/State
- List of professional development sessions attended
- Presentations for fellow educators at school/district/county/State meetings
- Documentation/Videos/Reflections on own practice or practice of colleagues (peer observation)

Student Growth

Student Growth Indicators (SGIs)
A teacher's Student Growth Indicator will include multiple measures. Regardless of whether a teacher is being evaluated during a given school year or not, all teachers are required to submit Student Growth data in accordance with the process outlined within this handbook. It is also the District's expectations that individual teachers maintain an ongoing file of their Student Growth data.

A teacher must select at least two indicators for his/her Student Growth Indicator. The following items should be considered when selecting Student Growth Indicators:

- Student Growth Indicators (SGIs) may include the following forms of assessment:

    Local Assessments Using Pre and Post Assessment Data
    Applicable local assessments must assess students in areas consistent with grade level and subject specific content expectations/core standards.
    - Common assessments
    - Unit assessments
    - Marking period or semester assessments
    - Projects or essays that utilize a rubric that is directly correlated with academic standards

    Standardized Assessments
    - State Standardized Assessments (M-Step, MME, etc.)
    - MLPP
    - NAEP
    - SAT
    - PSAT
    - DIBELS
    - DRA 2
    - NWEA
    - MMLA
    - Star Early Literacy

    Special Education Assessments
    - IEP Goals
    - Brigance Inventory
    - Woodcock Johnson

- Student Growth Indicators (SGIs) may include the same assessment, but assess different sets of students at the secondary level, or where applicable in elementary or special education classrooms. As an example, an assessment administered to students in first hour class may count as one SGI, while the same assessment administered to students in fourth hour class may count as a second SGI.

Submission of Student Growth Indicator Data

Teachers must submit Student Growth Indicators to their evaluating administrator by the date specified in the GCPS Teacher Evaluation Process Timeline (see page 3). For each SGI submitted, a teacher must complete a Student Growth Indicator Effectiveness form (see Appendix C). In completing this form, the following information should either be included on the form or attached to the form:

- Teacher signature
- Written rationale clearly defining how student growth has been exhibited, while recognizing that growth must be based on a set of State standards or Common Core Standards appropriate to the content and/or grade level that was assessed
- A copy of the assessment and/or rubric used to measure student growth
- Assessment data, including, when applicable, pre and post assessment data for every student included in the data set
- Names of students who have been excluded in the data set, based upon the following criteria:
    - Data for students with disabilities in a given subject area may be excluded from a given SGI, but not to exceed 5% of the total number of students in the data set. (e.g., in a mathematics class of 100 students, the data from no more than 5 students, who have a certified disability related to mathematics, may be excluded from the data set.)
    - Data for students who have been absent 15% or more of the class attendance days may be excluded from the SGI data set.

Following submission of the SGIs, the evaluating administrator will review the information provided and complete the area of the Student Growth Effectiveness form entitled, "Student Growth Indicator Administrative Approval" and score the SGI accordingly.

Supplemental Information Required for Teacher Evaluation

In November of 2016, MCL 380.1248 was signed into legislation. As a result of this addendum to educator evaluation, the items listed below must be documented on each teacher's individual evaluation. These items are supplemental information to the evaluation tool and will not impact the performance rating an individual receives via the evaluation process. The items, taken directly from the legislation, are as follows:

- The teacher's attendance and disciplinary record, if any.
- Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- Relevant special training.

NOTE: As provided in the *Annual Year-End Teacher Performance Evaluation*, Appendix D, individual attendance will be documented for the individual teacher, as will discipline, if any. Attendance will be documented as the number of leave days taken by the individual. Professional Development, Other School Business, or any absences that are work-related will not be counted toward this total.

As a result of time constraints and the necessity to complete the annual evaluation process with each teacher by the end of the given school year, attendance and discipline, if any, will be documented in the *Annual Year-End Teacher Performance Evaluation*, through April 30 of the given evaluation year. In the event attendance and/or discipline issues arise with an individual employee between May 1 and the last day of the school year, the individual's annual performance evaluation will be amended to document such issue(s).

Final Rating and Effectiveness Labels on Year-End Teacher Performance Evaluation

Domain Ratings for the *Framework for Teaching* Rubric

Individuals will be provided a rating in each of the four domains within the *Framework for Teaching* rubric. Criteria for determining an effectiveness rating for each individual domain is provided below. As noted below, the criteria differs for Domains 1 and 4 versus Domains 2 and 3 due to the fact there are six components in Domains 1 and 4 compared to five components in Domains 2 and 3.

	Domains 1 & 4	Domains 2 & 3
Highly Effective	• At least four Highly Effective component ratings • No Minimally Effective component ratings • No Ineffective component ratings	• At least three Highly Effective component ratings • No Minimally Effective component ratings • No Ineffective component ratings
Effective	• A combination of at least four Highly Effective and/or Effective component ratings • No more than one Ineffective component rating	• A combination of at least three Highly Effective and/or Effective component ratings • No more than one Ineffective component rating
Mininmally Effective	• No more than two Ineffective component ratings	• No more than two Ineffective component ratings
Ineffective	• Three or more Ineffective component ratings	• Three or more Ineffective component ratings

Rating of the *Framework for Teaching* Rubric

The following criteria will be applied to determine the overall Framework rating based on the results of individual domain ratings:

Highly Effective: An overall highly effective rating will result if all domain areas from the *Framework for Teaching* rubric receive a highly effective rating.

Effective: An overall effective rating will result if at least three domain areas from the *Framework for Teaching* rubric are rated effective, and no areas are rated ineffective.

Minimally Effective: An overall minimally effective rating will result if two or more domain areas from the Framework for Teaching rubric are rated minimally effective and no domain areas are rated ineffective.

Ineffective: An overall ineffective rating in any of the four domain areas from the *Framework for Teaching* rubric will result in an overall Framework rating of ineffective.

Rating of the Student Growth Score

Twenty-five percent (25%) of the teacher evaluation will be based upon student growth. The twenty-five percent weight for the Student Growth Component will be subdivided into two parts, as follows:

- Twenty percent (20%) of the twenty-five percent (25%), or four-fifths, of the total Student Growth Score, will be based upon individual teacher local measures and assessments (SGIs).
- Five-percent (5%) of the twenty-five percent (25%), or one-fifth, of the total Student Growth Score, will be based upon a collective building aggregate, or All School Student Growth Score, on a State or National standardized assessment.

Before calculating an overall Student Growth Score, each Student Growth Indicator, including, where applicable, the All School Student Growth Score, will be provided a numeric score. Each of the teacher's Student Growth Indicators will be provided a numeric score based upon the scoring rubric provided on the *Student Growth Effectiveness* form (Appendix C) as outlined below:

90-100% of students demonstrating growth	4.0 (Highly Effective)
75-89% of students demonstrating growth	3.0 (Effective)
50-74% of students demonstrating growth	2.0 (Minimally Effective)
49% and below of students demonstrating growth	1.0 (Ineffective)

In school buildings with an All School Student Growth Score, the school score will account for 5%, or one-fifth, of a teacher's total Student Growth Score, while each of the teacher's two submitted Student Growth Indicators will account for a total of 20%, or four-fifths, of the teacher's total Student Growth Score. In school buildings where an All School Student Growth Score is not available, the teacher's two Student Growth Indicators submitted by the teacher will each account for 12.5%, or one-half, of the teacher's total Student Growth Score.

The numeric score received for each of the two individual Student Growth Indicators, in addition to the numeric score given for the All School Student Growth Score (where appropriate), will be weighted as described above, and in accordance with the graphic below, to determine an overall rating for the Student Growth Indicator.

Student Growth Indicator with All School Student Growth Score

		Individual SGI Total Score							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
All School Student Growth Score	1	Yellow	Yellow	Yellow	Green	Green	Blue	Blue	Blue
	2	Yellow	Yellow	Yellow	Green	Green	Blue	Blue	Orange
	3	Yellow	Yellow	Yellow	Green	Blue	Blue	Blue	Orange
	4	Yellow	Yellow	Green	Green	Blue	Blue	Orange	Orange

Student Growth Indicator without All School Student Growth Score

Individual SGI Total Score							
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Yellow	Yellow	Yellow	Green	Green	Blue	Blue	Orange

Student Growth Score Key	Ineffective	Minimally Effective	Effective	Highly Effective

Final Teacher Performance Rating

Final teacher performance ratings are determined by calculating a weighted rating based upon the overall effectiveness rating from the *Framework for Teaching* rubric (75%), as defined above, as well as student growth (25%).

Student Growth (25%)	Charlotte Danielson Framework for Teaching Rubric (75%)			
Rating	Ineffective	Minimally Effective	Effective	Highly Effective
Ineffective	🟨	🟨	🟩	🟦
Minimally Effective	🟨	🟩	🟦	🟦
Effective	🟨	🟩	🟦	🟧
Highly Effective	🟩	🟩	🟦	🟧

Based upon the total weighted rating, each teacher is provided a final teacher performance rating of Highly Effective (HE), Effective (E), Minimally Effective (ME), or Ineffective (I), using the following key:

Overall Final Teacher Performance Rating Key	Ineffective	Minimally Effective	Effective	Highly Effective

Framework for Teaching

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrating knowledge of content and pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Demonstrating knowledge of students	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Setting instructional outcomes	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Demonstrating knowledge of resources	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
Designing coherent instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Designing student assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

15

DOMAIN 2: THE CLASSROOM ENVIRONMENT

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Managing classroom procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of material and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.

Managing student behavior	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Organizing physical space	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 3: INSTRUCTION

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Using questioning and discussion techniques	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may

				serve as resources for one another.
Using assessment in instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources fromthe school or community.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Reflecting on teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Maintaining accurate records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Communicating with families	Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Participating in a professional community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

Growing and developing professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Showing professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Reflective Questions for Domains 1 and 4 for the *Framework for Teaching*

Domain 1 – Planning and Preparation
Demonstrate knowledge of content and pedagogy

A. What background knowledge guides the formation of your lesson(s)?

- How did you identify prerequisite concepts or relationships to ensure student understanding?

- Identify any anticipated student misconceptions (lack of prior knowledge) that you may encounter.

B. How do you gather formal and informal information about your students for use in planning instruction?

- What opportunities do you have for your students to share their heritage?

- What types of data do you collect on your students?

C. Setting Instructional Outcomes

- How are your learning outcomes aligned to the CCS/Essential Elements?
- What criteria do you use to ensure learning outcomes include high expectations?
- How are learning outcomes transferable and/or connected to other disciplines?
- Based upon learning outcomes, how do you differentiate instruction for the varied abilities/needs of all students?

D. What materials did you use in our classroom beyond district/school resources?

- What PD/professional reading did you participate in the district/building or beyond?

- What student resources did you seek out within the district/building or beyond to meet student needs?

E. How well did you incorporate student choice into your lessons?

- Give examples of how you connect your lessons to other curricular areas.

- How do you vary your lessons in order to meet the needs of all of your students?

F. In what ways do your assessment instruments involve "Student Choice"?

- How are students involved in designing assessments?
- What input do your students provide for developing Rubrics?

Domain 4 – Reflecting on Teaching

The evaluating administrator will ask teacher to reflect on their teaching (focusing on specific lesson)

A. Did teacher include?

- Lesson effectiveness
- Reflection on instructional outcomes
- Specific examples from lessons are cited
- Offered alternative actions
- Suggestions for improvement come from extensive repertoire (pacing, timing, grouping, resources)

B. In what ways do you regularly reflect on your teaching?

- Journal or written reflection
- Collegial conversation
- Dialogue with mentor
- Examining student work
- Examining current research
- Other

C. What systems do you have in place to keep track of your students' completion of assignments?
- What is your system of gathering student progress instructional out comes?
- How do your students contribute and participate in maintaining records? (Instructional and Non-Instructional)
- Describe your system of maintaining non-instructional records.

D. Communicating with Families
- What resources do you use to communicate with families? How do you utilize these resources?
- How do you engage families in the learning process, particularly as it applies to individual students and their diverse circumstances and needs?

E. What did you do to build supportive and collaborative relationships with colleagues?
- What projects/activities did you contribute/participate in related to professional inquiry within the district/building or beyond?
- What projects/activities did you contribute/participate NOT related to professional inquiry within the district/building or beyond?
- What leadership roles did you take related to the projects/activities?

F. What PD have you participated in this year? How have you utilized your colleagues to improve the effectiveness of your teaching?
- How have you utilized your colleagues to improve the effectiveness of your teaching?
- What professional organizations do you belong to, and how have they impacted your teaching?
- Show me how you have used a data driven action plan to improve your teaching?

G. How are you a leader within your Department/Grade Level?
- How have you contributed in designing district programing/procedure/policy?
- Outside of the regular instructional day how do you contribute to instructional success? (of your students?)

Student Growth Effectiveness

This form must be completed by the teacher for each Student Growth Indicator that is submitted. Included with this form must be the following items:

- o Written rationale clearly defining how student growth has been exhibited, while recognizing that growth must be based on a set of State standards or Common Core Standards appropriate to the content and/or grade level that was assessed
- o A copy of the assessment and/or rubric used to measure student growth
- o Assessment data, including, when applicable, pre and post assessment data for every student included in the data set
- o Names of students who have been excluded in the data set, based upon the following criteria:
  - ▪ Data for students with disabilities in a given subject area may be excluded from a given SGI, but not to exceed 5% of the total number of students in the data set. (e.g., in a mathematics class of 100 students, the data from no more than 5 students, who have a certified disability related to mathematics, may be excluded from the data set.)
  - ▪ Data for students who have been absent 15% or more of the class attendance days may be excluded from the SGI data set.

Teacher Signature:

Subject and/or Grade Level of Assessment:

Student Growth Indicator Administrative Approval:

_____   _____
Administrator   Date

Student Growth Indicator Effectiveness Score (Please circle):
        90-100% of students demonstrating growth   4.0 (Highly Effective)
        75-89% of students demonstrating growth   3.0 (Effective)
        50-74% of students demonstrating growth   2.0 (Minimally Effective)
        49% and below of students demonstrating growth   1.0 (Ineffective)

Evaluator Comments:

Student Growth Effectiveness for Burger

Teachers from the Burger Autistic Impaired Program must show evidence of student academic growth for each student in their classroom. Student growth can be exhibited through the use of data from STAR Literacy, SAS, IXL, MLPP, Brigance, pre/post assessment based on unit of study, behavioral data, IEP goals, student portfolios, or work samples. Included with this form must be the following items:

- Written rationale clearly defining how student growth has been exhibited, while recognizing that growth must be based on a set of State standards or Common Core Standards appropriate to the content and/or grade level that was assessed
- A copy of the assessment and/or rubric used to measure student growth
- Assessment data, including, when applicable, pre and post assessment data for every student included in the data set
- Names of students who have been excluded in the data set, based upon the following criteria:
    - Data for students with disabilities in a given subject area may be excluded from a given SGI, but not to exceed 5% of the total number of students in the data set. (e.g., in a mathematics class of 100 students, the data from no more than 5 students, who have a certified disability related to mathematics, may be excluded from the data set.)
    - Data for students who have been absent 15% or more of the class attendance days may be excluded from the SGI data set.

Teacher Signature:

Name of Student or Class:

Student Growth Indicator Administrative Approval:

_____   _____
Administrator   Date

Student Growth Indicator Effectiveness Score (Please circle):
90-100% of students demonstrating growth	4.0 (Highly Effective)
75-89% of students demonstrating growth	3.0 (Effective)
50-74% of students demonstrating growth	2.0 (Minimally Effective)
49% and below of students demonstrating growth	1.0 (Ineffective)

Evaluator Comments:

Garden City Public Schools
Annual Year-End Teacher Performance Evaluation

Date & Year: _____

Teacher:_____   **School:_____**

Grade/Content:_____   **Probationary/Tenured (Circle):   P   T**

Evaluator_____

Framework for Teaching				
Domain 1: Planning & Preparation	**HE**	**E**	**ME**	**I**
1a. Demonstrates Knowledge of Content and Pedagogy				
1b. Demonstrates Knowledge of Students				
1c. Sets Instructional Outcomes				
1d. Demonstrates Knowledge of Resources				
1e. Designs Coherent Instruction				
1f. Designs Student Assessments				
Domain 2: Classroom Environment	**HE**	**E**	**ME**	**I**
2a. Creates an Environment of Respect and Rapport				
2b. Establishes a Culture of Learning				
2c. Manages Classroom Procedures				
2d. Manages Student Behavior				
2e. Organizes Physical Space				

Framework for Teaching (Continued)				
Domain 3: Instruction	**HE**	**E**	**ME**	**I**
3a. Communicates with Students				
3b. Uses Questioning/Prompts and Discussion				
3c. Engages Students in the Learning				
3d. Uses Assessment in Instruction				
3e. Demonstrates Flexibility and Responsiveness				
Domain 4: Professional and Leadership Responsibilities	**HE**	**E**	**ME**	**I**
4a. Reflects on Teaching				
4b. Maintains Accurate Records				
4c. Communicates with Families				
4d. Participates in a Professional Community				
4e. Grows and Develops Professionally				
4f. Demonstrates Professionalism				

	Highly Effective	Effective	Minimally Effective	Ineffective
Domain 1: Planning & Preparation				
Domain 2: Classroom Environment				
Domain 3: Instruction				
Domain 4: Professional Responsibilities				
Framework for Teaching				
Student Growth Indicator				
Overall Rating				

Administrative Recommendation

Additional Comments (if necessary):

_____ Recommended for continuing probationary employment

_____ Recommended for continuing tenured employment

_____ Not recommended for continuing employment

Administrator
Signature: _____ Date:_____

My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein.

Signature of
Evaluatee: _____ Date:_____

NOTE: A teacher rated as Ineffective has the right to appeal the evaluation to the Superintendent of Schools. The Superintendent has 20 days to respond.

Attendance	
How many absences did the employee have during this school year?	

Discipline		
Did the employee receive any discipline during this school year?	Y	N

Comments regarding employee discipline, if necessary:

Significant, Relevant Accomplishments
If not applicable, please notate "N/A." Otherwise, please note the significant, relevant accomplishments of the teacher.

Relevant Special Training & Integration of Such Training into Instruction
If not applicable, please notate "N/A." Otherwise, please note relevant special training, which does not include professional development or continued education required by Garden City Public Schools or by statute and law. In the event, relevant special training exists, please also discuss how the training has been integrated into classroom instruction in a meaningful way.

Garden City Public Schools
Tenured and Non-Tenured Teacher
Annual Performance Goals

Every teacher is required to submit two annual professional goals. One goal should be related to one of the components from Domain 1 or 4, while a second goal should be related to one of the components from Domain 2 or 3.

The following performance goals represent the goals for my teaching:

Professional Goal #1 _____

_____

With what domain is the goal associated? (Circle)   **Domain 1/Domain 4**

Why did you choose this goal?_____

_____

How do you plan to address this goal? (steps taken, resources utilized, supports needed)

_____

_____

How will you know when you have achieved this goal?_____

_____

Professional Goal #2 _____

_____

With what domain is this goal associated? (Circle)   **Domain 2/ Domain 3**

Why did you choose this goal?_____

_____

How do you plan to address this goal? (steps taken, resources utilized, supports needed)

_____

_____

How will you know when you have achieved this goal?_____

_____

Signatures

_____   _____
Date   **Teacher**

_____   _____
Date   **Administrator**

Garden City Public Schools
Individualized Development Plan

Individualized Development Plan for: _____

Teacher Status (please circle appropriate designation): Tenure OR Probationary

Previous Year Evaluation Rating(s) (please circle rating, if applicable): Minimally Effective OR Ineffective

School Building:_____

Assigned Evaluator:_____

Dates of Significance	
Date of Original Meeting:	
Draft Date of Individualized Development Plan:	
Date of Review :	
Date of Review:	
Mid-Year Review Date:	

Professional Goal #1:	
Purpose of Goal:	
Teacher Plan:	**Administrative Support of Goal:**
Addresses the Following Domain(s) of Charlotte Danielson's *Framework for Teaching (Check all that apply)*:	
Planning and Preparation	
The Classroom Environment	
Instruction	
Professional Responsibilities	

Professional Goal #2:	
Purpose of Goal:	
Teacher Plan:	**Administrative Support of Goal:**

Addresses the Following Domain(s) of Charlotte Danielson's *Framework for Teaching (Check all that apply)*:	
Planning and Preparation	
The Classroom Environment	
Instruction	
Professional Responsibilities	

GCPS Individualized Development Plan (continued)

Professional Goal #3 (if applicable):	
Purpose of Goal:	
Teacher Plan:	**Administrative Support of Goal:**
Addresses the Following Domain(s) of Charlotte Danielson's *Framework for Teaching (Check all that apply)***:**	
Planning and Preparation	
The Classroom Environment	
Instruction	
Professional Responsibilities	

End of the Year Evaluation Summary:

Signature of Evaluator:_____ Date:_____

Signature of Teacher:_____ Date:_____

The teacher's signature indicates that he or she has discussed and read the content of this report with the Evaluator. This signature does not indicate the teacher is in agreement with the contract.