Garden City Public Schools

RISE: Research-based
Inclusive
System of
Evaluation

Garden City, Michigan

Professional School Counselor Evaluation Handbook
2012-2013

Acknowledgements

Michigan first passed new evaluation legislation in January of 2011, which required districts to implement a performance-based teacher evaluation process. At that time, guidelines and procedures were developed. A committee comprised of teachers and administrators met to develop the new evaluation tool. Many meetings later, after hours of deliberation, a preliminary document was produced. That document contains the overall structure of four quartiles of components of evaluation. The first three quartiles, with the exception of one sub point in the Classroom Management Domain were developed by the committee. The Department of Curriculum gratefully acknowledges the work of the Performance-Based Teacher Evaluation Committee members for their work on the specified aforementioned portions:

Keith Anleitner, Associate Principal @ Garden City High School
Jan Blumberg, Principal @ Memorial 1/2 Campus
Mary Brammer, ELA Teacher @ Garden City High School
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Karen Hawes, Special Education Teacher @ Burger School for Students with Autism
Alex McNeece, Principal @ Lathers Prek-Kindergarten Campus
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Lynn Sossi, Assistant Principal @ Burger School for Students with Autism
Joe Valdivia, Assistant Principal @ Burger School for Students with Autism

Michelle Cline, Superintendent of Garden City Public Schools

In July of 2011, new, paradigm shifting legislation on evaluation and tenure was signed into law on the 19th day of that month by Governor Snyder. Due to the imminent opening and operation of school year constraints, one sub point in the Classroom Management Domain and the student growth plans were adopted. While administration did keep creative ideas from the first committee, changes were made based on the new legislation and a collection of ideas from multiple sources. The Curriculum Department in cooperation with building, central office and executive administration, coupled with feedback from teachers, inclusive research from Charlotte Danielson's evaluation models, and other evaluation instruments across the United States influenced the crafting of this system of evaluation.

In short, Garden City Public Schools adopt this draft of RISE standards which effectively captures the complexity of teaching and learning through research-based best practices.
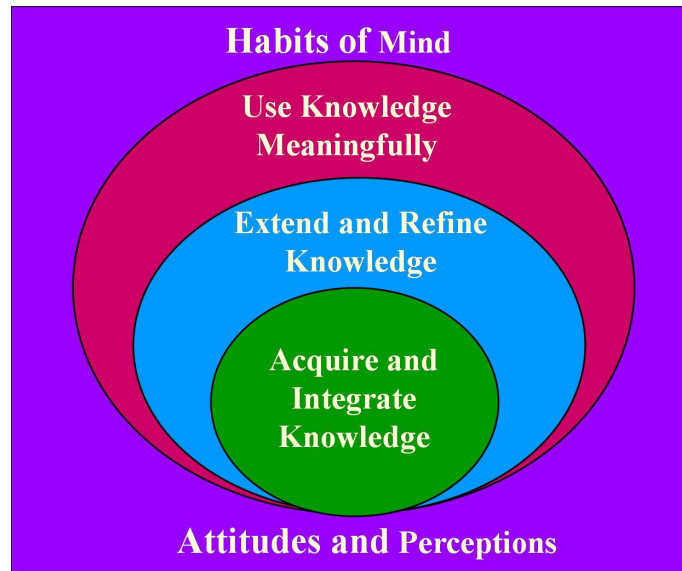
Garden City Standards of Effective Teaching

In Garden City Public Schools, effective Prek-12 teachers are professional educators who hold high expectations for all students and the belief that effort creates ability. They know their students, content and the curriculum thoroughly and have a broad repertoire of content-specific, culturally responsive strategies and activities to use with students to meet rigorous learning goals. They are flexible given their students' learning needs and the dynamics of the classroom and use formative assessment to adapt instruction to maximize learning opportunities for all students.   Effective teachers have established rituals and routines that foster a safe learning environment where effort is privileged allowing students to fully engage in instructional activities, ask questions and take part in class discussions. Effective teachers continuously work to improve their practice and knowledge of students, while acting as a resource for others in their professional learning community.

Our mission is to grow and develop our students by continuously advancing the professional practice of our teachers. With that in mind, the administrators and teachers within the Garden City Public Schools adopt this draft of RISE standards which effectively captures the complexity of teaching and learning through research-based best practices.

Dimensions of Learning model, or framework, are five basic assumptions:

1. Instruction must reflect the best of what we know about how learning occurs.
2. Learning involves a complex system of interactive processes that include various types of thinking- represented by the five dimensions below.
3. Curriculum programs should include the explicit teaching of attitudes, perceptions and mental habits that facilitate learning.
4. A comprehensive approach to instruction includes both teacher directed and student directed instruction.
5. Assessment should focus on students' *use* of knowledge and complex reasoning processes rather than on their recall of information.

Dimensions of Learning Model

PROFESSIONAL SCHOOL COUNSELORS

Garden City Public Schools Counselor Evaluation is based on research from nationally recognized authorities in the field of effective teaching particularly, Charlotte Danielson in her book Teacher Evaluation to Enhance Professional Practice and Evaluation. We believe that Garden City Public Schools RISE system clearly reflects a balanced blend of components for effective counseling. Within this document is a rigorous, transparent, and fair performance evaluation system.

The Performance-Based Professional School Counselor Evaluation System serves a threefold purpose: providing direction for the supervision and evaluation of professional school counselors; providing an objective basis for school district personnel decision-making; and providing school boards with the assurance that the quality of their districts' professional school counselors is maintained and enhanced. The system will help professional school counselors design their professional development and/or improvement plans; aid district administrators in making continuing employment and tenure decisions concerning professional school counselors as well as making recommendations regarding future staffing needs and assignments; and demonstrate professional school counselor effectiveness to the board of education and to the community.

School counselors work with other educators to ensure student success. They address students' academic and emotional needs, and design approaches to help students chart a course for their lives and careers beyond school. Increasingly, counselors are working as leaders in their schools to effect systemic changes that advance students' success. Counselors may work from a separate office or counseling center, or they may take their program into classrooms for sessions with entire classes. Most counselors combine the two settings, selecting the approach that is appropriate to the school's schedule and student needs. Counselors are advocates for the appropriate level of instruction for students, and engage in interventions designed to support student growth and the achievement of goals. These interventions are accomplished with students individually, as well as in small group and whole-class settings.

Counselors' role at the secondary level is quite different from that at the elementary level. With young children, the emphasis is on ensuring appropriate instruction and helping all students acquire communication and problem-solving skills. At the secondary level, the counselor's responsibilities typically shift to more individual post-secondary planning, helping students determine their strengths and optimal courses of action.

School counselors work at several levels of responsibility; with individual students, as a resource to teachers, and giving advice for school-wide approaches. With individual students, they counsel students regarding excessive tardiness or behavior and social problems, and help them design an appropriate academic program and learn how to make better decisions. The counselor may also collaborate with teachers to present curriculum-based guidance lessons, or offer advice on behavior management or study hall procedures. In addition, the counselor might work at the school level, interpreting cognitive, aptitude, and achievement tests, interpreting student records, and assisting the school principal in identifying and resolving student needs, issues, and problems, and serving on school improvement teams to make the school more supportive of students' achievement. The domains and components of a school counselor's responsibilities are as follows:

Planning and Preparation

- Demonstrating knowledge of counseling theory and techniques
- Demonstrating knowledge of child and adolescent development
- Establishing goals for the counseling program appropriate to the setting and the students served
- Demonstrating knowledge of state and federal regulations and resources, both within and beyond the school and district
- Planning the counseling program, integrated with the regular school program, and including crisis prevention, intervention, and response.

The Environment (office/small group environment)

- Creating an environment of respect and rapport
- Establishing a culture for productive communication
- Managing routines and procedures
- Establishing standards of conduct, and contributing to the culture for positive student behavior and achievement throughout the school
- Organizing physical space

Delivery of Service

- Assessing student needs
- Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs
- Using counseling techniques, in individual and classroom programs
- Brokering resources to meet needs
- Demonstrating flexibility and responsiveness

Professional Responsibilities

- Reflecting on practice
- Maintaining records, and submitting them in a timely fashion
- Communicating with families
- Participating in a professional community
- Engaging in professional development and showing professionalism

Evaluation Calendar
Process Timeline

1. Identification of administrator to teachers for evaluation.   **October 31**

2. Teacher will complete a Self-Evaluation Form.   **October 31**
    Performance goal setting or IDP goals sheet submitted.

3. Administrator can make class observations.   **Anytime**
    One observation will be scheduled at a mutually
    agreed upon time.

4. A mutual planning conference will take place.   **After Self-Eval.**
    Performance goals or IDP authorized.   **by December 7**

5. Progress exchange is encouraged between   **No time limit**
    evaluator and person being evaluated. This can be
    verbal or written. Classroom observations
    are carried out as requested or needed.
    (Administrative Prerogative)
    After observation, oral or written feedback
    will be given within 5 business days.

6. Evaluation conference will take place.   **May 20**
    Evaluation should not be written before the conference
    but can be developed in the conference. Administration
    may choose to do more than one evaluation.

7. A summary written evaluation will be sent to the   **June 1**
    personnel department. The teacher has the right to
    appeal the evaluation to the Superintendent. The
    Superintendent has 20 days to respond back.

(REPEAT PROCESS from #5 and downward if doing more than one written evaluation. Will need to set up intervals of time between the previous one to do more than 2 or 3)

GARDEN CITY PUBLIC SCHOOLS
OVERVIEW OF TEACHER EVALUATION PROGRAM

PLAN I   **All Teachers Evaluated At Least Annually**   **All Teachers are required to be rated as 1 of the 4 levels: "Highly Effective, Effective, Minimally Effective, or Ineffective".**   (Only "Highly Effective" Teachers after 3 Annual "Highly Effective" ratings,   may then have Bi-Annual Evaluations.)

SELF-EVALUATION
> (September/October submitted by teacher)
> Components of Evaluation form with **circled rubrics** on the 4 rating levels.

INITIAL MEETING
> (As soon as possible)
> 2-3 Performance Goals with at least One (1) goal specified as Best Practices and/or Learning Focus for Tenured teachers and IDPs for Probationary teachers.

OBSERVATION(S) (LENGTH OF TIME UNSPECIFIED)-1 Observation w/ Notification
> No less than One (1), but as many as possible per year, unless teacher rated
> "Minimally Effective" or "Ineffective" on two most recent annual year-end evaluations, then multiple required (three or more).

FEEDBACK
> Oral or written feedback within 5 working days of observation.

INDIVIDUALIZED DEVELOPMENT PLAN (IDP)
> For all Probationary teachers and teachers rated Minimally Effective or Ineffective from previous year.

EVALUATION MEETING
> 2- Student Achievement/Growth submitted, discussed, and then deemed as
> acceptable by administration for rating. Pupils with 15% or more absenteeism for "entire day" of the "school year" may be exempted from growth portion of evaluation.

TEACHER EVALUATION FORM (AT Least ONE, as many as Preferred)
> Administration completes Evaluation form using Components including 3-5   Student Achievement/Growth Indicators and completion of 2-3 Performance   Goals for Tenured and IDPs for Probationary teachers. (Minimally Effective and Ineffective Teachers from previous year go to PLAN II).
> *Exemption of student growth data for a particular pupil for a school year upon the recommendation of a school administrator conducting the evaluation with   approval of the district may be utilized.
> *No Bargaining necessary on format, timing or manner of classroom observations
> *No Bargaining necessary on evaluation development of content or system.

PROFESSIONAL SCHOOL COUNSELORS

Domain 1: Planning and Preparation

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a. Demonstrating knowledge of counseling theory and techniques, e.g. individual consultations, group process	Counselor demonstrates little understanding of counseling theory and techniques. Counselor does not plan to meet with students individually or in groups	Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals	Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.	Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to increasingly make independent sound, informed academic, personal, social choices.
1b. Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development	Counselor displays partial knowledge of child and adolescent development	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to knowledge of the developmental characteristics, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns
1c. Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary, and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues. Goals include working with others to effect wider change throughout the school.
1d. Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district.	Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.

| 1e. Planning the counseling program, using individual and small group sessions, and in-class activities, and including crisis prevention, intervention, and response | Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Counselor has developed a plan that includes the important aspects of counseling in the setting. | Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but the broader educational program. |

Domain 2: The Learning Environment

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a. Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship; counselor teaches students how to engage in positive interactions.
2b. Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c. Managing routines and procedures	Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom work are seamless, and students assist in maintaining them.
2d. Establishing standards of conduct, and contributes to the culture for student behavior throughout the school.	Counselor has established no standards of conduct for students during counseling sessions, and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling session, and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling session, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

| 2e. Organizing physical space | The physical environment is in disarray, or is inappropriate to the planned activities. | Counselor's attempts to create an inviting and well-organized physical environment are partially successful. | Counseling center or classroom arrangements are inviting, and conducive to the planned activities. | Counseling center or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement. |

Domain 3: Delivery of Service

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a. Assessing student needs.	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.
3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.	Counselor's program is independent of identified student needs.	Counselor's attempts to assist students and teachers to formulate academic, personal/social, and career plans are partially successful.	Counselor assists students and teachers to formulate academic, personal/social, and career plans for groups of students.	Counselor assists individual students and teachers to formulate academic, personal/social, and career plans.
3c. Using counseling techniques, in individual and classroom programs.	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d. Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e. Demonstrating flexibility and responsiveness.	Counselor adheres to his or her plan, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when it is needed	Counselor is continually seeking way to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a. Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b. Maintaining records and submitting them in a timely fashion.	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally inaccurate, but are occasionally late.	Counselor's reports, records and documentation are inaccurate, and are submitted in a timely manner.	Counselor's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues across the other schools.
4c. Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d. Participating in a professional manner	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
4e. Engaging in professional development and shows professionalism.	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills. Counselor violates principles of confidentiality.	Counselor participation in professional development activities is limited to those that are convenient or are required. Counselor does not violate confidentiality.	Counselor seeks out opportunities for professional development based on an individual assessment of need. Counselor displays high standards of honesty.	Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. Counselor holds the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.

Evidence and Artifacts to support effectiveness in Domains 1 and 4

Domain One- Planning and Preparation
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 Opportunities
 Vocabulary Vital to Content Understanding
 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 tools, etc.)

Formative assessment results with reflections on how the information was used to plan instruction

Domain Four- Professional Responsibilities

Reflections on lessons or units; evaluating and assessing the effectiveness of the plan as it was implemented. Include 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 documents and other records showing 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

Evidence and Artifacts to support effectiveness in Domains 1 and 4 (cont.)

Domain 4

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)

DOMAIN 5. Student Growth

A teacher's student growth evaluation is likely to involve a combination of multiple measures (e.g. the growth of students across a grade level as well as that of the students a teacher teaches directly.) Those measures are identified below:

Core Element	Fundamental Process	Essential Skill	Definition
STUDENT **GROWTH**	**Using**	**Informal Assessment**	using what happens in the classroom to assess student growth toward an intended outcome
	Multiple	**Formal Assessment**	designing and using specific assessment tools to assess student growth toward an intended outcome
	Data	**Non-Assessment Data**	collecting, analyzing, and applying information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc. that may inform instruction
	Sources	**Embedding Technology**	using student data systems to collect and analyze information necessary for instructional decision-making

REQUIRED GROWTH INDICATORS FOR TEACHERS:

Using Pre-Test/Post-Test to Measure Student Growth by Classroom
A teacher gives their students a diagnostic test to benchmark student skills. This is a skills test that accompanies the curriculum, a department or grade level wide assessment (common assessment), or any other task that will provide students the opportunity to demonstrate their knowledge or skills. The diagnostic identifies specific content expectations or core standards that will be covered over the course of the year or trimester. At the completion of the year or semester, students complete a similar assessment. The difference between student performances on the diagnostic and assessment is calculated. HB 4627, Section 1249, (c) "…..student growth shall be measured by national, state, or local assessments and other objective criteria."

Teacher Evaluation - Student Growth Indicators

Student growth must be included as a significant portion of each teacher's evaluation. Twenty-five percent (25%) of the teacher evaluation will be based upon a student growth segment of the total evaluation. The Student Growth Component will be divided into 2 parts. Seventy-five percent (75%) of growth will be based upon the teacher's individual performance whereas 25% will be based upon a collective building aggregate on a State standardized assessment.

Student growth will be measured differently at the various levels, and be based upon available local and State assessments. Important points of clarification include:

- The total student growth component of the evaluation will make up 25% of the total evaluation.
- Seventy-five percent (75%) of the student growth component will be based upon individual teacher local measures and assessments (that have been or will be developed by the District Curriculum leader teams) and individual teacher s
- Twenty-five percent (25%) of the student growth component will be based upon a collective building aggregate on a State standardized assessment.
- Student growth will be based upon students that have been with the District for one or more years.
- Students that are absent more than 15% of the time may be excluded from Student Growth statistics in the evaluation process.
- Teachers in general education classrooms may opt to also exclude up to 5% of Special Education students with IEPs that certify students with disabilities in that teachers subject area.

Due to the nature of available assessments and different grade level structures (i.e. hourly classes at secondary versus self-contained classes at elementary), student growth will be calculated based upon the level that an individual teacher works. Effectiveness ratings in the Student Growth domain may be determined in a few different ways: 1) student growth from the beginning of one year to the end, or from an average of the beginning of trimesters to the end, or from one unit to the next 2) a combination of the methods.

In summary, with only 2 student growth indicators they will be worth 10 percentage points each and the all school score will be worth 5% points. For schools without an "All School Score" their two indicators will be worth 12.5 percent each.

Therefore, it is mandated that teachers include the Student Growth Indicator (SGI) as a part of the total experienced teacher performance appraisal process. The purpose of including student growth as one measure of teacher effectiveness supports both the research base that clearly equates improved student performance with prescriptive teaching, and school-wide performance improvement. Additionally, by examining student growth, educational leaders can be assured of compliance with minimal standards and student accountability at the individual teacher level.

Building scores will be based on the following assessments:
K-   MLPP and/or STAR early Literacy   (Burger, Cambridge HS, GIVE, and FA do not
1st -2nd DRA 2 and/or MMLA   have building scores at this time.)
3rd – 6th NWEA and/or MEAP
7th-8th PLAN/EXPLORE and/or MEAP
GCHS   MME and/or ACT

Student Growth Effectiveness

Key Rating   _Percentage of students showing estimated one year's growth (at least a trimester long)_

(HE) 4.0   90-100% of students
(E)   3.0   75-89% of students
(ME) 2.0   50-74% of students
(I)   1.0   49% and below

Growth (using rubrics or pre-post testing)

Teacher Name: _____Subject Taught:_____

Define Goal and Evidence Necessary to Validate Student Growth:

(In this model, you do not need to include students with 15% or more absences and you may also exclude 5% of your special education students if necessary.) Attach a copy of pre and post assessments or descriptions of projects or papers with the rubrics used for assessment. Also include a class list of students' names and their levels of performance. Clearly define how you determined each student has shown growth. The growth must be based on a set of state standards or common core standards appropriate to your content and /or grade level.

Teacher submitting documentation: (Signature)

_____

Student Growth Indicator Administrative Approval:

_____   _____
Administrator   Date

Student Growth Indicator Effectiveness Score: 1   2   3   4
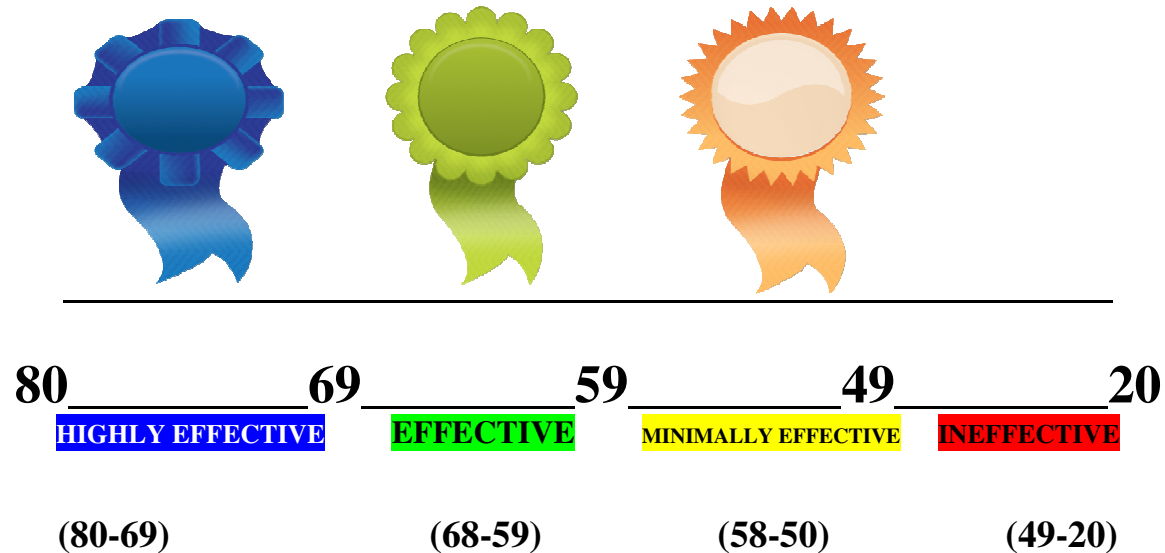
Comments:

_____

_____

_____

WORKSHEET FOR SCORING RANGES

First Four Domains: When totaling your aggregate score for the first four domains the multiplier is (.75) times (X) your effectiveness rating. Highly Effective is = 4, Effective = 3, Minimally Effective = 2, and Ineffective =1. Each of the first four domains have a total range of 15 points apiece. A perfect score in the first four domains would equal 60 of 80 of the 20-80 Total Range of Effectiveness we are using for all teacher affiliated evaluations. Thus, each of the first four domains is translated to be worth 20 points apiece and the SGI is 20 points.

When totaling your score for the Student Growth Indicator (SGI) your multiplier will vary based on the choices of amounts of indicators you submit. If you choose the minimum of two, your multiplier will be 2.5. For instance, if you receive a Highly Effective on the first or (4.0) and an Effective (3.0) on the other SGI, your sub total for the (SGI) = 2.5 (X) 4= 10 + 2.5 (X) 3= 7.5 for a TOTAL of 17.5.

TOTAL OVERALL SCORE: When totaling all five domains, your total overall score will fall into one of four categories: Highly Effective= 80-69, Effective=68-59, Minimally Effective=58-50, & Ineffective=49-20.

SCORING RANGES on LEVELS OF EFFECTIVENESS

80	69	59	49	20
HIGHLY EFFECTIVE	**EFFECTIVE**	**MINIMALLY EFFECTIVE**	**INEFFECTIVE**	
(80-69)	**(68-59)**	**(58-50)**	**(49-20)**	

Evaluation Summary Page

Teacher's name: _____ School Year _____

School: _____Subject Area:_____

Evaluator:_____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

1. <u>Planning/Preparation Responsibilities:</u>

   Highly Effective   Effective   Minimally Effective   Ineffective

2.<u>Environment</u>:

   Highly Effective   Effective   Minimally Effective   Ineffective

3. <u>Delivery of Services Responsibilities</u>:

   Highly Effective   Effective   Minimally Effective   Ineffective

4. <u>Professional Responsibilities</u>

   Highly Effective   Effective   Minimally Effective   Ineffective

5. <u>Student Growth Indicator:</u>

   Highly Effective   Effective   Minimally Effective   Ineffective

OVERALL RATING: Highly Effective Effective   Minimally Effective   Ineffective

OVERALL COMMENTS BY PRINCIPAL:

Principal's signature:_____ Date:_____

Teacher's signature:_____Date:_____

GARDEN CITY PUBLIC SCHOOLS
PERFORMANCE GOALS
*At least one goal related to Best Practices and/or Learning Focus

The following performance goals represent the goals for my teaching:

1._____

   _____

2. _____

   _____

3. _____

   _____

Signatures

_____

Teacher

_____

Administrator

_____

Date

GARDEN CITY PUBLIC SCHOOLS

Individual Development Plan for: _____ Date: _____

Mutually Developed by: _____

(teacher signature)

_____ (principal signature)

<u>Goal 1</u>:

<u>Purpose of Goal</u>:

<u>Teacher Plan</u>:

<u>Goal 2</u>:

<u>Purpose of Goal</u>:

<u>Teacher Plan</u>:

<u>Goal 3</u>:

<u>Purpose of Goal</u>:

<u>Teacher Plan</u>:

(<u>Probationary</u>)