Garden City Public Schools

RISE: Research-based
Inclusive
System of
Evaluation

Garden City, Michigan

Professional School Social Worker Evaluation Handbook

2011-2012

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:

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, and individualized ancillary staff standards 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.
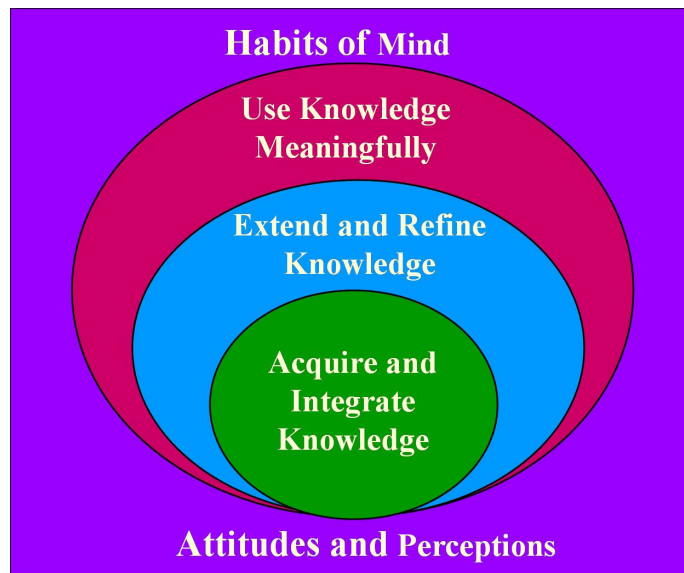
Dimensions of Learning model, or framework, are five basic assumptions:

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

Evaluation Calendar
Process Timeline

1. Identification of administrator to teachers for evaluation.   **October 31, 2011**

2. Teacher will complete a Self-Evaluation Form.   **October 31, 2011**
    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 5**
    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
    2-5 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.

TEACHER'S SELF-EVALUATION

Every teacher consciously or unconsciously evaluates his/her daily and yearly performance. This guide provides an approach in organizing self evaluation in the manner in which your evaluating administrator will evaluate you. In a sense, it acts as a tool for you to familiarize yourself with rubrics leveling as it pertains to the components of evaluation.
.
The four major "domains of teacher responsibility" have been established by the Evaluation Committee. The goal was to provide a simple, concise instrument which could be used to assess your overall performance as a teacher. Your copy of this guide as a Self Evaluation piece is a device to help you analyze your overall performance and to set goals for self-improvement. It is to be turned into your building administrator when completed. You are encouraged to make a copy of it before submission.

INSTRUCTIONS FOR COMPLETION OF THE
GUIDE AND THE SUMMARY

Each of the three "areas of responsibility" has been subdivided into five major statements. The last domain for Student Growth may not be used in your own Self Evaluation. This year, that domain, due to time constraints, is omitted for Self Evaluation. The sub statements (in the first Three Domains) are meant to further explain and expand the major statement. **Evaluate yourself on each major statement by circling the sub statements that is in the column of one of the following four levels:**
4 –Highly Effective.
3 -Effective.
2 –Minimally Effective.
1 -Ineffective.

EXAMPLE:

LEVEL OF PERFORMANCE				
Component	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
1. The teacher follows building and district policies.	Teacher does not comply with school expectations and district regulations.	Teacher complies minimally with school expectations and district regulations, doing just enough to get by.	Teacher complies fully with school expectations and district regulations.	Teacher complies fully with school expectations and district regulations, taking a leadership role with colleagues.

Having completed all the ratings, enter them in the summary evaluation page (last page). Fill in the information and circle one of the four levels of "effectiveness" for your own compiled Self- Evaluation ratings. Please understand that your "Overall Rating" will only reflect the first three domains. Not until you are prepared to develop and submit your Student Growth Indicator(s) will you be prepared to evaluate yourself on that domain.

LEVELS *of* EFFECTIVENESS RUBRIC

PROFESSIONAL PRACTICES OF SOCIAL WORKERS - DOMAIN 1: PLANNING AND PREPARATION

	LEVELS OF PERFORMANCE			
Component	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
1a Demonstrating knowledge of content and application in the practice of social work services within a school setting	Social worker displays little understanding of the application of social work services within a public school setting.	Social worker displays foundational understanding of the application of social work services with a public school setting.	Social worker demonstrates solid understanding of the content areas applicable within the Social Work profession and takes an ecological view of the student's needs.	Social worker's knowledge of the content and application in the areas necessary to implement social work services within a school setting is extensive, showing evidence of a continuing education for improved practice. Social worker actively seeks opportunities to share his/her knowledge with other social work colleagues, teachers, administrators, parents and the community at-large.
1b Establishing goals for social work services appropriate to the setting and the students served	Social worker has no clear goals for the program services to be provided, or they are inappropriate to either the situation or the age of the students.	Social worker goals for the program services are rudimentary and are partially suitable to the situation and to the age of the students. Some goals meet the observable/measurable standard.	Social worker goals for the program services are clear and appropriate to the needs of the school population and to the age of the students being served. Most goals meet the observable/measurable standard and are linked to IL Social Emotional Learning Standards.	Social worker goals for the program services are diagnostically aligned to the situation in the school environment and to the age of the students and have been developed following consultations with administrators and teachers. Goals are measurable and clearly tied to IL standards.
1c Demonstrating knowledge of district, state, and federal regulations and guidelines as they apply to school practices	Social worker demonstrates little or no knowledge of laws and regulations that guide social work procedures.	Social worker demonstrates basic knowledge of laws and regulations that guide social work procedures.	Social worker demonstrates thorough knowledge of laws and regulations that guide social work procedures.	Social worker's knowledge of laws and regulations that guide social work practice is extensive; Social worker takes a leadership role in reviewing and revising district application of therapeutic services.

1d Demonstrating knowledge of resources, both within and beyond the school and district as they apply to school practices	Social worker demonstrates little or no knowledge of resources for students available through the school or district.	Social worker displays awareness of resources for students available through the school or district, but no knowledge of resources available outside of the school setting.	Social worker displays thorough knowledge of resources for students available through the school or district, and some familiarity with resources external to the school.	Social worker's knowledge of resources for students is extensive, including those available through the school, district and community. Social worker demonstrated advanced abilities to access and implement requisite resources in the provision of program services.
1e Designing the social work plan using assessment and/or diagnostic information, which may include individual and small group sessions, in-class activities and crisis intervention as applicable to meet student needs	Social worker's plan consists of a random collection of unrelated activities, lacking cohesiveness or overall structure.	Social worker's plan has a cohesive and relevant structure but some activities don't fit together or support broader goals.	Social worker's plan has a cohesive and overall structure that includes a number of meaningful activities that align with the intended therapeutic objectives of the educational program.	Social worker's plan is cohesive and serves to support the students individually and/or in groups, within the broader educational program. The planning has integrated all relevant components impacting the students' performance in a manner that facilitates skills acquisition and generalization across settings.

PROFESSIONAL PRACTICES OF SOCIAL WORKERS - DOMAIN 2: ENVIRONMENT

Component	LEVELS OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
2a Establishing rapport with students using interpersonal skills, such as empathy to establish trust and reduce anxiety	Social worker's interactions with students are negative or inappropriate; students appear uncomfortable during service delivery.	Social worker's interactions are a mix of positive and negative; the social worker's efforts at developing rapport are partially successful.	Social worker's interactions with students are positive and respectful; students appear comfortable during service delivery.	Students seek out the social worker, reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the social/emotional supports provided through social work services.
2b Contributing to the culture of positive student behavior throughout the school	Social worker's efforts to establish appropriate interventions that contribute to positive student behavior are unsuccessful and modifications are not implemented in response to the performance discrepancy.	Social worker's efforts to establish appropriate interventions that contribute to positive student behavior are partially successful with minimal adjustments in response to student performance discrepancies.	Social worker has established appropriate interventions that contribute to positive student behavior and are consistently effective with a variety of students across educational settings.	Social worker works collaboratively with students and school personnel to establish appropriate interventions that make lasting contributions to positive student self-managed behavior across settings and activities.

2c **Utilizing clear procedures for referrals**	Social worker has not established procedures for managing a referral.	Social worker has established procedure for referrals, but the implementation lacks the procedural guidelines established within the school setting.	Procedures for managing referrals, meetings, and consultations are communicated with all involved stakeholders are followed within the guidelines established in the school setting and meet the needs identified by the referral.	Social worker takes a leadership role in all aspects of referral management and communicates with all involved stakeholders, so that needs have been appropriately addressed and participants understand the outcomes. Social worker provides on-going staff development to ensure appropriate implementation of future referrals.
2d **Organizing time effectively**	Social worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	The social worker's time-management skills are moderately well developed. The social worker meets deadlines for evaluations and meetings, sees some students for therapy based on the set schedule and completes most paperwork in a timely manner.	The social worker exercises good judgment in setting priorities for student therapy, resulting in clear schedules, and meets all deadlines for paperwork completion. The preparations necessary for student meetings are accomplished in an efficient manner.	The social worker demonstrates excellent time-management skills, completing all timelines for evaluating students, preparing effectively for student meetings, providing therapy for students on his/her caseload and establishing a cohesive schedule that is executed in both an efficient and dependable manner.
2e **Organizing physical space for working with individual or small groups of students and storage of materials**	The physical space is disorganized and poorly suited for working with students. Materials are not stored in a secure location, and are difficult to find when needed.	The physical space is moderately organized. Some attempt is made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location, but are not always readily available.	The physical space is organized. Attempts are made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location and are available when needed.	The physical space is arranged and organized to accommodate a variety of activities with children. If an alternative space is more suitable for an activity, the social worker has arranged for the site in advance. Materials are stored in a secure location and are readily available.

PROFESSIONAL PRACTICES OF SOCIAL WORKERS - DOMAIN 3: DELIVERY OF SERVICE

Component	LEVELS OF PERFORMANCE			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
3a **Assessing student needs**	Social worker does not assess student needs, or the assessment results are not integrated into therapeutic practice.	Social worker assessments of student needs are rudimentary and those results have little impact on the provision of therapeutic practice.	Social worker assesses student needs, and draws appropriate correlation to developmental functioning. Outcomes are interpreted against the range of social/emotional expectations within school activities and therapeutic programming is derived from that data to facilitate age appropriate functioning with the school setting.	Social worker conducts detailed and individualized assessment of student needs to develop therapeutic programming. Diagnostic activities incorporate information from all pertinent stakeholders, including but not limited to parents, teachers, the student, and other individuals who play a role in the student's functioning as it relates to school performance.
3b **Assisting students and teachers in the formulation of academic, personal/social and behavior plans based on knowledge of student needs**	Social worker has no strategies to help students acquire decision-making, problem solving, advocacy, and/or coping skills.	Social worker demonstrates a limited range of strategies to help students acquire decision-making, problem solving, advocacy, and/or coping skills.	Social worker demonstrates a broad range of strategies and intervention techniques to help students acquire decision-making, problem solving, advocacy, and/or coping skills. The service delivery also incorporates the broader objectives delineated within the students' educational goals.	Social worker demonstrates an extensive range of strategies and intervention techniques to help students acquire decision-making, problem solving, advocacy, and/or coping skills. The service delivery includes the involvement of the student and collaboration of pertinent stakeholders to facilitate the student's independence as a part of the larger therapeutic and educational goals.
3c **Engaging students in social work services**	Social work activities, materials, and groupings of students are inappropriate to meet the goals set for the students involved in social work services resulting in little to no student engagement.	Social work activities, materials, and groupings of students are moderately appropriate to achieve the goals set for the students involved in social work services resulting in moderate student engagement.	Social work activities, materials, and groupings of students are fully appropriate to achieve the goals set for the students involved in social work services. Students are fully engaged. The service delivery illustrates a diagnostically aligned level of challenge to achieve the intended level of performance from the student.	Social work activities, materials, and groupings of students are effective in achieving the goals set for the student(s) engaged in the activities. As applicable, the students are able to demonstrate independence in the execution of the activities resulting in improved performance from the students.

3d **Collecting information and writing reports**	Social worker neglects to gather relevant information on which to base services; reports are inaccurate or unsubstantiated.	Social worker gathers limited information on which to base services; reports are accurate, but lacking in clarity and only partially substantiated.	Social worker gathers sufficient information on which to base services; reports are accurate and substantiated.	Social worker is proactive in gathering relevant information, interviewing teachers and parents if necessary; reports are accurate, clearly written, and substantiated.
3e **Demonstrating flexibility and responsiveness**	Social worker adheres to service plan in spite of student's lack of interest or progress and does not set appropriate service priorities to enhance student outcomes.	Social worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently sets appropriate service priorities to facilitate enhanced student outcomes.	Social worker adjusts service plan to be responsive to diverse student needs and interests. Social worker consistently sets appropriate service priorities and is flexible and persistent in providing support to facilitate enhanced student performance.	Social worker is proactively responsive to diverse student needs and interests. Social worker seeks out all relevant stakeholders in the development or the amendment of programming. Social worker consistently sets diagnostically sound priorities and demonstrates age appropriate considerations and persistence in the provision of services resulting in enhanced student performance.

PROFESSIONAL PRACTICES OF SOCIAL WORKERS - DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	LEVELS OF PERFORMANCE			
Component	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
4a **Reflecting on practice**	Social worker does not reflect, adjust or evaluate on effectiveness of the service delivery. Reflections are inaccurate or self-serving. Social worker is unable to identify any evidence-based practice to support interventions.	Social worker's reflection, adjustment and evaluation on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. Social worker demonstrates a vague understanding of evidence-based practice and how it relates to interventions.	Social worker's reflection, adjustment and evaluation provide an accurate and objective description of practice, citing specific evidence. Social worker makes some specific suggestions based on evidence as to how the interventions might be improved.	Social worker's reflection, adjustment and evaluation are highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Social worker draws on an extensive repertoire to suggest alternative strategies and consistently incorporates evidence-based practices.

4b **Maintaining effective documentation of student progress**	Social worker's reports, records, and documentation are missing, late, or inaccurate; documentation cannot be used to monitor student progress, update IEP, or to adjust therapeutic services.	Social worker's reports, records, and documentation are accurate, legible, and stored in a secure location; documentation provides a rudimentary system for monitoring student progress, updating IEP, or occasionally adjusting therapeutic services.	Social worker's reports, records, and documentation are accurate, legible, well organized, and stored in a secure location. They are written in a clear and concise manner reflecting student needs. Documentation serves as an effective data management system for monitoring student progress and guides adjustment of interventions when needed.	Social worker's reports, records, and documentation are effective and organized for monitoring student progress across settings and are used as a foundational component in the implementation of service delivery. Social worker shares student data with all stakeholders regarding performance to ensure consistency across all settings.
4c **Communicating with families as allowed by confidentiality laws and social work practices within a school setting**	Social worker provides little or no information to families. Social worker makes no attempt to engage families in a collaborative relationship and does not respond sensitively to family concerns.	Social worker demonstrates some sensitivity and initiates basic effort to engage families in the provision of school-based services.	Social worker sensitively communicates with families. Social worker provides meaningful information regarding student's progress as it relates to the provision of school-based services. Students are facilitated toward independent performance.	Social worker sensitively communicates with families. Social worker routinely provides information regarding student progress and needs. Social worker empowers and supports families to function as partners in the provision of school-based services on behalf of their children. Student efficacy and independent performance is an integral component of school-based services.
4d **Growing and developing professionally**	Social worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Social worker's participation in professional development activities is limited to those that are convenient or are required.	Social worker seeks out opportunities for professional development based on an assessment of professional need and/or needs identified within the school setting.	Social worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops, mentoring and program development.
4e **Showing professionalism including integrity, advocacy and maintaining confidentiality**	Social worker is not trustworthy or dependable in his/her interactions with colleagues, students, and the public. The social worker fails to comply with school and district polities and practices. The social worker violates practices of confidentiality as defined by state and federal law.	Social worker is trustworthy and dependable in his/her interactions with colleagues, students, and the public. The social worker minimally complies with school and district policies and practices. The social worker plays a moderate advocacy role for students, and does not violate practices of confidentiality as defined by law.	Social worker displays high standards of honesty, integrity, and confidentiality in documentation and interactions with all stakeholders. The social worker advocates for students when needed. The social worker complies fully and voluntarily with school and district policies, and maintains confidentiality as required by state and federal law.	Social worker demonstrates the highest standards of ethical conduct, inclusive of confidentiality in documentation and sound therapeutically meaningful interactions with all stakeholders. The social worker consistently advocates for students and takes a leadership role with colleagues.

Self-Evaluation Summary Page

Directions: Based Upon the Components of Evaluation, and the Evaluation Rubrics, please record your Self-Evaluation by circling your cumulative, aggregate in each of the first three quartiles. Due to the many unknowns, the Student Growth Indicator (SGI) is omitted for the Self-Evaluation, since it may be too difficult to predict your rating.

Teacher's name: _____ School Year _____

School:_____ Subject Area:_____

Position: _____

RATINGS ON INDIVIDUAL DOMAINS/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

OVERALL RATING ON FIRST 4 OF 5 DOMAINS:

Highly Effective   Effective   Minimally Effective   Ineffective

Principal's signature:_____ Date:_____

Teacher's signature:_____Date: _____

DOMAIN 5. Student Growth

A teacher's student growth evaluation is likely to involve the 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

Comprehensive Data Collection Form

The Comprehensive Data Collection Form is used by both the professional school social worker to summarize the documentation of a performance criterion over the course of the evaluation cycle. It should be maintained by the social worker with a yearly copy. It should be reviewed periodically to determine the professional school social worker progress. This document will provide an overview of the professional school social worker's performance to be used during the Evaluation Report. It serves as a composite of all the data collected. All data should be copied and discussed between the social worker and evaluating administrator.

Grade Level_____ Administrator/Supervisor_____

School _____ Date _____/_____/_____

Professional School Psychologist /Behavioral
Specialist_____

Data Collection: Circle and Present the two Indicators of Progress:
   Professional portfolios
   Service logs/Medicaid Billing
   IEP Goals/Progress Reports
   Data Analysis (individual)
   Case study analysis
   Statistical measures
    Pre/Pst test Standard & Common Assessment
   Other
The collected materials are the property of School Social Worker.
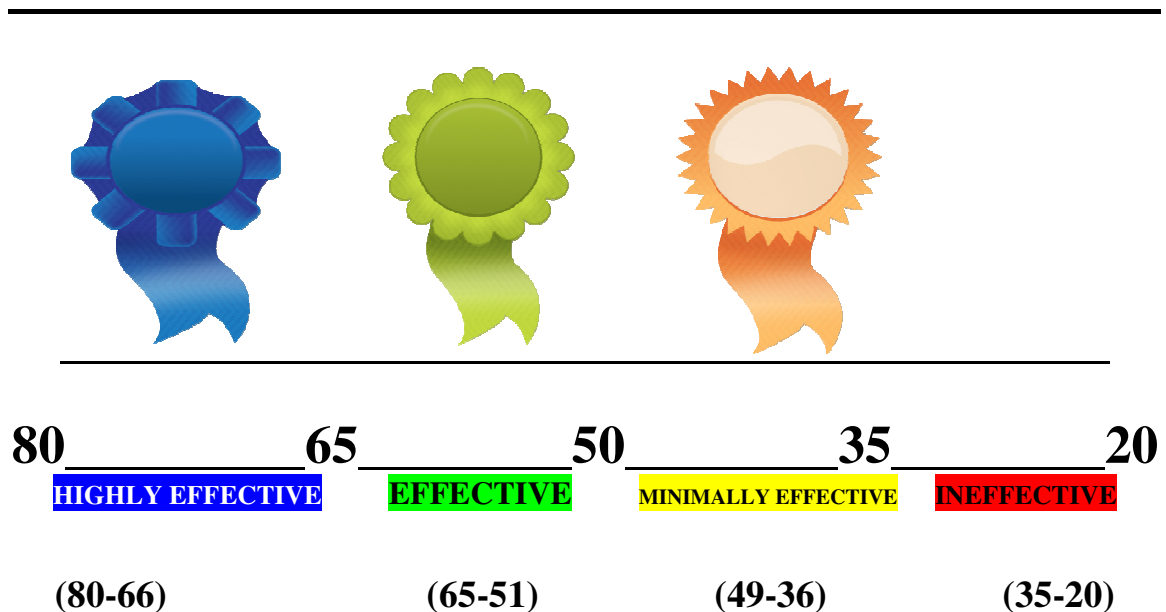
First Four Domains: When totaling your aggregate score for the first four domains the multiplier is (.75) times (X) your effectiveness rating. Highly Effective is = 4, Effective = 3, Minimally Effective = 2, and Ineffective =1. Each of the first four domains have a total range of 15 points apiece. A 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= 80-66, Effective=65-51, Minimally Effective=49-36, & Ineffective=35-20.

Scoring Ranges on Levels of Effectiveness

80_____65_____50_____35_____20

HIGHLY EFFECTIVE   EFFECTIVE   MINIMALLY EFFECTIVE   INEFFECTIVE

(80-66)   (65-51)   (49-36)   (35-20)

Evaluation Summary Page

Teacher's name: _____ School Year _____

School:_____Subject Area:_____

Evaluator:_____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

1. Planning/Preparation Responsibilities:

   Highly Effective   Effective   Minimally Effective   Ineffective

2.Environment:

   Highly Effective   Effective   Minimally Effective   Ineffective

3. Delivery of Services Responsibilities:

   Highly Effective   Effective   Minimally Effective   Ineffective

4. Professional Responsibilities

   Highly Effective   Effective   Minimally Effective   Ineffective

5. Student Growth Indicator:

   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. _____

 _____

<u>Signatures</u>

_____
Teacher

_____
Administrator

_____
Date

GARDEN CITY PUBLIC SCHOOLS

Individual Development Plan for: _____

Mutually Developed by: _____
(teacher signature)

_____
(principal signature)

Date: _____

<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>)

Teacher Evaluation

Rigorous, Transparent, Fair

Tenure Teacher → Most Recent Evaluation   First Year ← Probationary Teacher

Minimally Effective/Ineffective

Annual Evaluation (at least)

- Rate Highly Effective, Effective, Minimally Effective or Ineffective
- Specific Performance Goals
- Recommend Training
- Developed by Admin/Designee in consultations with Teacher
- Observations
  - Review Lesson Plan
  - Review Pupil Engagement
  - Not Entire Class Period

3 Consecutive Highly Effective Ratings

May Move to Biennial Evaluations

Biennial Evaluation Less than Highly Effective

Mid Year Progress Report

- Aligned w/IDP
- Based, in part, on student data
- Specific Performance Goals
- Recommend Training

Written Improvement Goals

Training Recommendation

Done in Consultation w/Teacher

Multiple Observations

Highly Effective/Effective

2-5 Years

IDP

Assessment of Progress

on IDP

Observations

4 Highly Effective Evals.

Last 3 Evals., H/E or Effect.

1 or > ME or IE

3 Consecutive Ineffective

Termination