



**Garden City Public Schools  
Teacher Evaluation  
Performance Handbook  
2023-2024**

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**\*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

	<b><u>PROCESS GUIDED DATE</u></b>
Pre-evaluation Meeting Completed with Entire Staff	October 16
Teacher Goal Submission <b>OR</b> Individual Development Plan (IDP) Goal Setting Conference and Submission	October 23
Teacher Goal Review and Approval by Evaluator (by email)	November 6
Midyear Progress Report/Evaluation and Meeting Completed with First-Year Probationary Teachers and Teachers on an IDP	January 29
Observations, Including Walkthrough and Formal Observations, And Post-Observation Meetings Completed*	April 15
Student Growth Indicators (SGIs) Due	May 15
Final Evaluation Meetings and Evaluation Score Submission to HR	May 22

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 April 14.

## 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 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 electronically through the District designed electronic template. Individuals are encouraged to keep an electronic 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, by law, will consist of 40% 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 (IDP). 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 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 by 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

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b> • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p><b>1c Setting Instructional Outcomes</b> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p><b>1d Demonstrating Knowledge of Resources</b> • For classroom • To extend content knowledge • For students</p> <p><b>1e Designing Coherent Instruction</b> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p><b>1f Designing Student Assessments</b> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b> • Teacher interaction with students • Student interaction with students</p> <p><b>2b Establishing a Culture for Learning</b> • Importance of content • Expectations for learning and achievement • Student pride in work</p> <p><b>2c Managing Classroom Procedures</b> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b> • Expectations • Monitoring behavior • Response to misbehavior</p> <p><b>2e Organizing Physical Space</b> • Safety and accessibility • Arrangement of furniture and resources</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b> • Accuracy • Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b> • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p><b>4c Communicating with Families</b> • About instructional program • About individual students • Engagement of families in instructional program</p> <p><b>4d Participating in a Professional Community</b> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p><b>4e Growing and Developing Professionally</b> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p><b>4f Showing Professionalism</b> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b> • Quality of questions • Discussion techniques • Student participation</p> <p><b>3c Engaging Students in Learning</b> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b> • Lesson adjustment • Response to students • Persistence</p>

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 families 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 requirement that individual teachers maintain an ongoing file of their Student Growth data.

For core content areas in grades and subjects in which state assessments are administered, 50% of student growth must be measured using the state assessments. The remaining 50% of student growth must be measured using any one or two of the following assessments:

- 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

- 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 each teacher, as will instances of 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	<ul style="list-style-type: none"> <li>At least four Highly Effective component ratings</li> <li>No Minimally Effective component ratings</li> <li>No Ineffective component ratings</li> </ul>	<ul style="list-style-type: none"> <li>At least three Highly Effective component ratings</li> <li>No Minimally Effective component ratings</li> <li>No Ineffective component ratings</li> </ul>
Effective	<ul style="list-style-type: none"> <li>A combination of at least four Highly Effective and/or Effective component ratings</li> <li>No more than one Ineffective component rating</li> </ul>	<ul style="list-style-type: none"> <li>A combination of at least three Highly Effective and/or Effective component ratings</li> <li>No more than one Ineffective component rating</li> </ul>
Minimally Effective	<ul style="list-style-type: none"> <li>No more than two Ineffective component ratings</li> </ul>	<ul style="list-style-type: none"> <li>No more than two Ineffective component ratings</li> </ul>
Ineffective	<ul style="list-style-type: none"> <li>Three or more Ineffective component ratings</li> </ul>	<ul style="list-style-type: none"> <li>Three or more Ineffective component ratings</li> </ul>

## 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

Per State of Michigan legislation, student growth will be weighted 40% of the overall teacher evaluation score.

Consistent with State of Michigan legislation, for teachers in grades and subjects in which state assessments in either Mathematics or English Language Arts are administered, the forty percent (40%) weight for the Student Growth Component will be subdivided into two parts, as follows:

- One half of the total Student Growth Score will be based upon individual teacher local measures and assessments (SGIs).
- One half of the total Student Growth Score will be based upon State assessments.

For teachers in grades and subjects in which state assessments are not administered, the forty percent (40%) weight for Student Growth will be calculated accordingly:

- Three-fourths of the total Student Growth Score, will be based upon individual teacher local measures and assessments (SGIs).
- One fourth 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.

For teachers assigned to the Burger Program for Students with Autism, the forty percent (40%) weight for the Student Growth Component will be based upon the teacher's two submitted Student Growth Indicators, both being based upon local measures and assessments. Each of these Student Growth Indicators will account for one-half of the total Student Growth Score. An All School Student Growth Score will not be applicable or calculated for teachers assigned to the Burger Program for Students with Autism.

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)

The numeric score received for each of the individual Student Growth Indicators, in addition to the numeric score given for the All School Student Growth Score (where applicable), 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								
All School Student Growth Score		1	2	3	4	5	6	7	8	
	1									
	2									
	3									
	4									

**Student Growth Indicator without All School Student Growth Score**

Individual SGI Total Score							
1	2	3	4	5	6	7	8

<b>Student Growth Score Key</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
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**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 (60%), as defined above, as well as student growth (40%).

Student Growth (40%)	Charlotte Danielson Framework for Teaching Rubric (60%)			
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:

<b>Overall Final Teacher Performance Rating Key</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
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## Framework for Teaching

### DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Demonstrating knowledge of content and pedagogy</b>	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
<b>Demonstrating knowledge of students</b>	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
<b>Setting instructional outcomes</b>	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for 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 the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and 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, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They 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 both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

<p><b>Demonstrating knowledge of resources</b></p>	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
<p><b>Designing coherent instruction</b></p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression 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 and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<p><b>Designing student assessments</b></p>		<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p><b>Creating an environment of respect and rapport</b></p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between 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. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
<p><b>Establishing a culture for learning</b></p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>



<p><b>Managing classroom procedures</b></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</p>
<p><b>Managing student behavior</b></p>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity</p>
<p><b>Organizing physical space</b></p>	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The 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.</p>

## DOMAIN 3: INSTRUCTION

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p><b>Communicating with students</b></p>	<p>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 and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>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, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; 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 clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p><b>Using questioning and discussion techniques</b></p>	<p>The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The 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, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>

<p><b>Engaging students in learning</b></p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”.</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>
<p><b>Using assessment in instruction</b></p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>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. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.</p>
<p><b>Demonstrating flexibility and responsiveness</b></p>	<p>The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Reflecting on teaching</b>	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The 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. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The 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, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
<b>Maintaining accurate records</b>	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The 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.
<b>Communicating with families</b>	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The 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. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
<b>Participating in a professional community</b>	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The 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.

<p><b>Growing and developing professionally</b></p>	<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
<p><b>Showing professionalism</b></p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

## Appendix B

### 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:**

- 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:

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:



**Appendix C (Burger Autistic Impaired Setting)**

**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.

<b>Attendance</b>		
How many absences did the employee have during this school year?		
<b>Discipline</b>		
Did the employee receive any discipline during this school year?	Y	N
Comments regarding employee discipline, if necessary:		
<b>Significant, Relevant Accomplishments</b>		
If not applicable, please notate "N/A." Otherwise, please note the significant, relevant accomplishments of the teacher.		
<b>Relevant Special Training &amp; Integration of Such Training into Instruction</b>		
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)**

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**How will you know when you have achieved this goal?** \_\_\_\_\_

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**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 <i>Framework for Teaching</i> (Check all that apply):	
Planning and Preparation	
The Classroom Environment	
Instruction	
Professional Responsibilities	



**GCPS Individualized Development Plan (continued)**

<b>Professional Goal #2:</b>	
<b>Purpose of Goal:</b>	
<b>Teacher Plan:</b>	<b>Administrative Support of Goal:</b>
<b>Addresses the Following Domain(s) of Charlotte Danielson's <i>Framework for Teaching</i> (Check all that apply):</b>	
<b>Planning and Preparation</b>	
<b>The Classroom Environment</b>	
<b>Instruction</b>	
<b>Professional Responsibilities</b>	

**GCPS Individualized Development Plan (continued)**

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

**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.*

**Garden City Public Schools  
Mid-Year Progress Report**

Date of Mid-Year Progress Report Meeting: \_\_\_\_\_

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				

Review and Comments of Student Growth (MUST BE COMPLETED):

Progress Toward IDP Goals and Recommendations (MUST BE COMPLETED):

Additional Comments (if necessary):

Administrator  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*My signature below indicates that I have met and reviewed this Mid-Year Progress Report with my administrator. It does not indicate my agreement or disagreement with any of the content herein.*

Signature of  
Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_