

Riverview Community Schools

Teacher Evaluation Handbook



(2024-2025 School Year)

Revised May 2024

Riverview Community School District

Teacher Performance Evaluation Philosophy

The parents, school board members, and staff of the Riverview Community Schools are committed to the continuation of the district's strong educational program. An effective teacher evaluation process that focuses on student learning and achievement is an important component of this educational program. This evaluation process is a tool used to facilitate attainment of established performance expectations. The process must be continuous and constructive. It must take place in an environment that fosters mutual trust, respect and collaboration between the evaluator and teacher. It is designed to encourage productive dialogue between staff and supervisors to allow for self-reflection and analysis essential to professional growth and development.

As we move toward our common goal of highly engaging rigorous instruction in every classroom, we will be committed partners in providing an environment where learners are central and optimal learning takes place.

Teachers can count on administration:

- To provide specific and timely feedback focused on student learning.
- To support individual professional growth by offering ideas and resources about best practice.
- To recognize that we cannot see everything in one visit so we will be in your room often.
- To listen thoughtfully to your reflections.

Administration will count on teachers:

- To approach this partnership with a growth mindset, with openness to listening to feedback and sharing your own insight and experience.
- To reflect on feedback provided and seek ways to implement it in future lessons.
- To maintain professionalism and confidentiality in this process, to convey any concerns you have about the process or specifically the observations to your administrator directly.
- To be open to shifting the focus from teaching to learning and to approach your practice with learner needs at the highest priority.

Riverview Community School District

Teacher Evaluation Process and Components

Building administrators, or designee, will evaluate teachers annually using the Charlotte Danielson Framework for Teaching Evaluation Tool. (*Appendix A*). *The evaluation will consist of three main components as outlined below.*

- *The Four Domains of Teaching Responsibilities & Classroom Observations (70%)*
- *Student Growth Data (20%)*
- *Professional Growth Goals (10%)*
- *End of Year Teacher Evaluation Summary*

Effective July 1, 2024, the evaluation tool for teachers will be reclassified to have three ratings: **effective, developing, and needing support.**

I. Classroom Observations

All annual teacher evaluations require at least two observations and at least one observation may be unscheduled. Each observation used for the final evaluation shall be a minimum of 15 minutes in duration. Written feedback from observations will be provided by building administrators within 30 days of the observation.

A classroom observation must include a review of the teacher's lesson plan, the curriculum standard being used in the lesson, and a review of the pupil engagement during the lesson. These items must be provided to the administrator or designee, by the teacher being evaluated, at least 24 hours in advance for a scheduled observation, and upon request for an unscheduled observation.

Within thirty (30) calendar days of the observation, the administrator or designee will meet with the teacher being evaluated and provide written feedback from the observation.

The lesson plan, curriculum standard being used in the lesson, and a review of pupil engagement in the lesson will be discussed during a post-observation meeting.

II. Student Growth Data

The Student Growth Component will be calculated as 20% of the final evaluation. The growth data will be broken down as follows:

- A. 50% of the Student Growth Component will pertain to State of Michigan required testing. State Assessment Data (M-STEP, PSAT, and SAT) will incorporate three (3) year trend data whenever possible.
- B. 50% of the Student Growth Component will represent locally determined growth and assessment data. The data used for student growth will be clearly articulated and agreed upon at the beginning of the school year and may vary for each grade level and subject(s) taught.

III. Professional Growth Goals

The Professional Growth Goal Component will consist of one of the following.

A. Professional Growth Goals (Standard) (Appendix B)

This standard is used for tenured teachers in good standing.

B. Individualized Development Plan (IDP) (Appendix C)

This standard is for use with probationary teachers, tenured teachers with identified areas of concern, or receiving a domain rating of Needing Support or Developing.

IV. End of Year Teacher Evaluation Summary

The teacher and the administrator will hold a conference at the end evaluation period. The conferences should be the joint discussion of the overall plan, including; the four domains of instruction, the implications for future goal setting, and other areas of potential growth. The Teacher Evaluation Summary (*Appendix D*) and any written reports will be shared between the teacher and administrator, signed, and submitted to the superintendent by the last day of the school year.

1. Evaluator Training

All Administrators (or designees) performing teacher evaluations will be trained as legally required in a certified evaluator program. MCL 380.1249(5) requires each individual who conducts an evaluation of one or more teachers to complete rater reliability training by not later than September 1, 2024, and every 3 years thereafter.

2. Evaluation Exemption A

Teachers who work less than sixty (60) days in any school year, who have an accumulated leave of absence from work during the school year amounting to a total of thirty (30) days or more, who have their evaluation results vacated through the grievance procedure, or are otherwise not evaluated due to extenuating circumstances the district deems applicable for exempting a teacher from the annual evaluation process, shall not be provided an evaluation for that year. Said teachers shall receive the same rating they received in the prior year for the current year if it was conducted by the district.

3. Evaluation Exemption B

If a teacher, who is not in a probationary period, is rated as effective, or higher prior to July 1, 2024, on the three most recent consecutive year-end evaluations, the teacher may be evaluated biennially or triennially. However, if a teacher, who is not in a probationary period, is not rated as effective on one of these biennial or triennial year-end evaluations, the teacher must again be provided with annual year-end evaluations. Probationary teachers will be evaluated annually during the probationary period.

(Appendix A)

Charlotte Danielson's Four Domains of Teaching Responsibility

DOMAIN 1: PLANNING AND PREPARATION

Components	1	2	3	4
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

<p>Ie: Designing Coherent Instruction</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
<p>If: Designing Student Assessments</p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Components	1	2	3	4
<p>2a: Creating an environment of respect and rapport</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute</p>

	characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.” The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
2d: Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students’ misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers’ monitoring of student behavior is subtle and preventive. Teacher’s response to student misbehavior is sensitive to individual student needs, and respects students.
2e: Organizing Physical Space	The physical environment is unsafe, or many students don’t have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 3: INSTRUCTION

Components	1	2	3	4
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	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. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their

				understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Components	1	2	3	4
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4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out

	supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

(Appendix B)

Professional Growth Goals (Standard)

(The Professional Growth Goals is for tenured teachers in good standing.)

OVERVIEW

1. The teacher will be continuously involved in the goals setting process.
2. The professional growth goals will be established for one year and will be reviewed and revised annually.
3. The teacher and the administrator will participate in the goals setting process at the end of year exit meeting or as early in the year as possible.

PROCESS

The teacher and the administrator will hold a Goals Setting Conference to develop professional growth goals. During the development of the plan, the dialogue will focus on how the teacher can accomplish the goals, i.e., What can we do to accomplish the goal? How can I help you? What are some of the resources available? What strategies will be implemented? What professional development is needed? How will the results be measured?

The teacher and administrator will mutually identify the goals. Two (2) goals should be selected, one focused on the individual's professional growth and one focused on a shared growth goal of the teachers PLC Team. The teacher has an active role in establishing the goals and is responsible for coming to the conference prepared to openly and positively discuss areas that are of particular concern or interest. The administrator and the teacher have a responsibility to make the goals setting conference productive. In most instances, the final goals should be the out-growth of a cooperative activity. Both parties share the responsibility of approaching the conference with a positive attitude and willingness to participate fully.

The Professional Growth Goals will be developed and finalized by October 15 of the current school year. Both the individual and PLC Goal should be aligned with the RCSD Strategic Plan.

Goal Plan Should Include:

Goal	
Strategy	
Measure	
Evidence	
Support	
Summary	

(Appendix C)

Individualized Development Plan (IDP)

OVERVIEW

1. The teacher will be continuously involved in the goals setting process.
2. The professional growth goals will be established for one year and will be reviewed and revised midyear and at the end of the annual evaluation.
3. The teacher and the administrator will participate in the goals setting process at the end of year exit meeting or as early in the year as possible.

PROCESS

The teacher and the administrator will hold a Goals Setting Conference to develop IDP goals. During the development of the plan, the dialogue will focus on how the teacher can accomplish the goals, i.e., What can we do to accomplish the goal? How can I help you? What are some of the resources available? What strategies will be implemented? What professional development is needed? How will the results be measured?

The IDP must include specific performance goals that will assist in improving effectiveness for the next school year, developed by the school administrator or the school administrator's designee conducting the evaluation, in consultation with the teacher. The IDP will include recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals. The administrator and teacher will develop no more than four (4) improvement goals including a timeline for review. The administrator and the teacher have a responsibility to make the goals setting conference productive. In most instances, the final goals should be the out-growth of a cooperative activity.

The IDP Goals will be developed and finalized by October 15 of the current school year. Both the individual and PLC Goal should be aligned with the RCSD Strategic Plan. Teachers hired during the school year will develop their IDP within 45 calendar days of employment.

Teachers with an IDP, including probationary teachers, will also receive a Mid-Year progress report and participate in a Mid-Year Evaluation Conference. IDP teachers may also be supported with at least one additional classroom observation and participate in feedback discussions conducted between the administrator and the teacher. The discussions will focus on professional goals and/or identified areas "Needing Support" or "Developing" the following:

RIVERVIEW COMMUNITY SCHOOLS TEACHER EVALUATION

PROFESSIONAL PERFORMANCE GOALS

Strategies What specific strategies will the teacher use to achieve these objectives?	Measure What will be the measures of successful attainment of these objectives?	Evidence What evidence will the teacher produce to illustrate the extent to which these target goals were met?	Support What support might be needed from the principal?
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Personal Growth Goal

Goal	
Strategy	
Measure	
Evidence	
Support	
Summary	

PLC Growth Goal

Goal	
Strategy	
Measure	
Evidence	
Support	
Summary	

PROFESSIONAL PERFORMANCE GOAL EVALUATION

Please provide a written reflection/summary for each goal. Please include the following information for each response.

- a. State the goal and the reason it was chosen as a growth goal.

- b. Explain how the goal was implemented/changed/transformed to impact students in the classroom.
- c. Please summarize reflections, formal results, informal results, and observations for this goal.
- d. Please state the future expectations for this goal.

Professional Performance Goal Rating:

1	2	3	4
Teacher made no efforts for professional performance growth, or evidence of growth is absent. Data does not support growth. Teacher strategies were not followed.	Teacher made minimal efforts for professional performance growth, or evidence of growth is inconsistent. Some data supports growth. Teacher strategies were minimally followed.	Teacher made efforts for professional performance growth. Evidence of growth is consistent. Data supports growth. Teacher strategies were followed.	Teacher exceeded expectations for professional performance growth efforts. Evidence of growth is consistent, and extends beyond expectations. Data supports growth beyond original expectations.

Professional Performance Rating: 1 2 3 4

Supporting Comments:

**RIVERVIEW COMMUNITY SCHOOLS
TEACHER EVALUATION
STUDENT GROWTH DATA SUMMARY**

Assessment	1	2	3	4
50% State Data (3-year average)				
50% Local Data (determined with teacher and administrator input at start of school year)				

Student Growth Rating: 1 2 3 4

Comments:

(Appendix D)

**RIVERVIEW COMMUNITY SCHOOLS
TEACHER EVALUATION SUMMARY**

Teacher Name:
Evaluator Name:

Building:
Employment Status:

Assignment:

Mid-Year Progress ____

Annual Year-End ____

Criteria	Rating				Score			
	1	2	3	4				
Summary Domains and Components/Observations and Walkthroughs: (70%)					% Possible		Rating Weight	Final
Domain 1: Planning and Preparation					15	X		
1a: Knowledge of Content & Pedagogy							Rating weight is the average of the six component scores for Domain 1.	
1b: Demonstrating Knowledge of Students								
1c: Selecting Instructional Goals								
1d: Demonstrating Knowledge of Resources								
1e: Designing Coherent Instruction								
1f: Designing Student Assessments								
Domain 2: The Classroom Environment					15	X		
2a: Environment of Respect and Rapport							Rating weight is the average of the five component scores for Domain 2.	
2b: Establishing a Culture for Learning								
2c: Managing Classroom Procedures								
2d: Managing Student Behavior								
2e: Organizing Physical Space								
Domain 3: Instruction					20	X		
3a: Communicating with Students							Rating weight is the average of the five component scores for Domain 3.	
3b: Using Questioning and Discussion Techniques								
3c: Engaging Students in Learning								
3d: Using Assessment in Instruction								
3e: Demonstrating Flexibility and Responsiveness								
Domain 4: Professional Responsibilities					20	X		
4a: Reflecting on Teaching							Rating weight is the average of the six component scores for Domain 4.	
4b: Maintaining Accurate Records								
4c: Communicating with Families								
4d: Participating in the Professional Community								
4e: Growing and Developing Professionally								
4f: Showing Professionalism								
Professional Performance Goals (10%)					10	X		
Student Growth (20%)					20	X		
Total:								

Overall Rating: [] 1 – 1.00-1.99 **Needing Support**
 [] 2 – 2.00-2.74 **Developing**
 [] 3 – 2.75-4.00 **Effective**

The teacher’s signature acknowledges receipt of this document.

Teacher Signature: _____ Date _____

Administrator Signature: _____ Date _____