Teacher Evaluation & Level of Support Determination

The evaluator should use all evidence collected, which will include: documentation from formal observations, informal observations, conferencing, and any additional evidence the school teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions.

The evaluator will follow the process below to complete the scoring table and determine the level of support that the educator will require:

1) **Gather and assess evidence (artifacts and observations) for each component.** At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given school teacher to determine component ratings in each of the required ten or additional components using *the Framework for Teaching*. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.

2) **Use component ratings to establish domain ratings.** To roll-up component ratings into four domain ratings, evaluators will use the following operating principles:
   - ***a. Exemplary*:** A teacher should receive a domain rating of *Exemplary* if the school teacher has received *Exemplary* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
   - ***b. Proficient:*** A teacher should receive a domain rating of *Proficient* if the school teacher received no more than one component rated *Basic*, with the remaining components rated *Proficient* or *Exemplary*.
   - ***c. Basic:*** A teacher should receive a domain rating of *Basic* if the school teacher received no *Unsatisfactory* component rating and two or more *Basic* component rating.
   - ***d. Unsatisfactory:*** A teacher should receive a domain rating of *Unsatisfactory* if any one component is rated *Unsatisfactory*.

3) Use domain ratings to establish overall rating. To roll-up domain ratings into one overall rating, evaluators will use the following operating principles:
   - ***a. Exemplary*** - Exemplary rating in two or more of the domains, with the remaining domains rated as Proficient.
   - ***b. Proficient*** - No more than one domain rated Basic, with the remaining domains rated at Proficient or Exemplary.
   - ***c. Basic*** - Two or more domains rated Basic, with the remaining domains rated as Proficient or Exemplary.
   - ***d. Unsatisfactory*** - Any domain rated Unsatisfactory.

4) **Use ratings to establish level of support.** Using all component ratings to establish the level of support required, evaluators will use the following operating principles:
   - ***a. Plan of Professional Growth:*** A teacher may be placed on a Plan of Professional Growth if no required components is rated *Unsatisfactory* and two or more required components are rated *Basic*.
   - ***b. Plan of Improvement:*** A teacher will be placed on a Plan of Improvement if any required components is rated *Unsatisfactory*.