Track 3 Evaluation

Track 3 Educator

Developing track

Directions: Each teacher should make a copy of this document, using the following naming convention: Last Name, First Name Track 3 (Example: Bailey, Stacy Track 3)

Evaluation Process	
Definition	Tenured teachers who have received a Developing rating in the prior evaluation cycle.
Mentorship	Yes, the teacher will provide administrators with up to three possible options for a mentor. The building administrator will then work to identify the best available match. Teachers will maintain a mentor while on Track 3. Refer to the contract for additional information.
Self-Assessment	● Complete for Fall and bring to Initial Meeting ● Complete for Mid-Year and bring to Mid-Year Meeting ● Complete for Spring and bring to End of Year Summative Meeting
Goals Needed	● Student Growth Goal ● Individualized Development Plan (IDP) ○ Created collaboratively with their evaluator.
Observations	Two observations will be scheduled. The third scheduled observation could be replaced by a meeting if appropriate. Complete pre-observation form one day prior.
Mid-Year Progress Report (Note: This form is completed by the evaluator.)	Report and Meeting Required
End of Year Evaluation (Note: This form is completed by the evaluator.)	Meeting Required. Bring evidence of Student Growth Goal. Be ready to reflect on progress of the Individualized Development Plan (IDP).

Definition of Ratings

how to achieve effectiveness ratings

	Effective	Developing	Needing Support
All Tracks	Mostly proficient ratings for the components, with some distinguished and some basic.	Some proficient ratings for the components, many basic, and perhaps a few unsatisfactory or distinguished.	Mostly basic and unsatisfactory ratings for the components, with a few proficient.
Track 3	Teachers who have met the goals and requirements of their IDP.	Teachers who have made insufficient progress on the goals and requirements of their IDP.	Teachers who did not meet the goals and requirements of their IDP.

Timeline Overview

TRACK 3 & 4

Developing / Intensive Track

2025

AUGUST	18	19	20	21	22	First Day of School
	25	26	27	28	29	
SEPTEMBER	1	2	3	4	5	DUE: Written Notification of Evaluation and Evaluator
	8	9	10	11	12	Self Assessment *(Recommended to be completed prior to Initial Planning Meeting)*
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	1	2	3	DUE: Initial Planning Mtg DUE: Mentors Assigned 09/30
OCTOBER	6	7	8	9	10	
	13	14	15	16	17	
	20	21	223	23	24	DUE: SGG + IDP submitted 10/20
	27	28	29	30	31	DUE: Evaluator Approves SGG + IDP in Writing 10/31
NOVEMBER	3	4	5	6	7	First Observation
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	DUE: First Observation Meeting with Evaluator 11/30
DECEMBER	1	2	3	4	5	Second Observation
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31	1	2	

2026

JANUARY	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	DUE: Second Observation Meeting with Evaluator 01/30
FEBRUARY	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	DUE: Mid-Year Evaluation Meeting with Evaluator 02/28
MARCH	2	3	4	5	6	Third Observation *(May be waived at the agreement of the teacher and Evaluator but the Third Meeting remains.)*
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31	1	2	3	
APRIL	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	1	DUE: Third Observation Meeting with Evaluator 04/30
MAY	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	DUE: Final Evaluation Meeting and Written Evaluation (D/NS rating)
	25	26	27	28	29	
JUNE	1	2	3	4	5	DUE: Final Evaluation Meeting and Written Evaluation (E rating)

First Day of School	Written Notification of Evaluation and Evaluator	Self Assessment	Initial Planning Meeting	SGG + IDP Submitted	SGG + IDP Approved	First Observation	Observation Meeting	Second Observation	Observation Meeting	Mid-Year	Third Observation	Observation Meeting	Final Evaluation Meeting
August 20	Receive by **September 5**	Bring to Initial Planning Mtg	Occur by **September 30**	Submit by **October 20**	Approved by **October 31**	*Fall* *(before 11/28)*	Occur by **November 30**	*Winter* *(before 01/30)*	Occur by **January 30**	Occur by **February 27**	*Spring* *(before 04/30)*	Occur by **April 30**	**Occur by May 20** or **June 3**

At each scheduled step of this process, the teacher may select an Association Representative of their choice to accompany them, or the administrator may request

the presence of an Association Representative. Accompaniment of representation will be communicated in a reasonable time frame before the meeting.

Timeline Checklists

Evaluation Timeline Checklist

an outline of all necessary and required aspects of the evaluation process

Event	Description	Due Date [2025-2026]	Responsibility	Completion Status
Notification of Evaluation and Evaluator	The evaluator will provide the teacher with written notification that they are being evaluated for the current school year. The evaluator will also notify the teacher of who will be evaluating them.	**Receive by 09/05/25** *[3.7.B.1.b] completed within 10 working days after the first day of the school year or 10 working days from the date of hire if hired after the start of the school year.*	**Evaluator**	-
Self Assessment: Fall	Complete the Self-Assessment Worksheet tab.	**Complete before the Initial Planning Meeting.**	**Member**	-
Initial Planning Meeting	This meeting will include a review of the Self-Assessment, providing a source of information to initiate dialogue between the evaluator and teacher on potential areas of focus for their Student Growth Goal and Individualized Development Plan. The teacher and evaluator will discuss potential artifacts or data sets that could serve to support reflection of the teacher's goal areas.	**Complete by 09/30/25**	**Evaluator + Member**	-
Mentor Assignment	The Mentor Teacher shall be available to provide professional support, instruction and guidance. The purpose of the mentor assignment is to provide a peer who can offer assistance, resources and information in a collegial fashion. The role of the mentor is to guide and support the teacher in meeting the expectations set forth in the IDP. *[See 3.4 in CBA for more info.*]	**Receive by 09/30/25**	**Evaluator**	-
Submission of Student Growth Goal to Evaluator	Complete the Student Growth Goal.	**Submit by 10/20/25**	**Member**	-

Submission of IDP to Evaluator	Complete the Individualized Development Plan.	**Submit by 10/20/25**	**Member**	-
Approval of SGG: Student Growth Goal	The evaluator will provide the teacher with written notification that their SGG has been approved.	**Approval by 10/31/25** *[3.7.B.5.b.1]* For teachers hired after October 15, this process will happen within the first 30 days of hire.	**Evaluator**	-
Observation #1 Pre-Observation Form	Complete the Pre-Observation Form tab. *Lesson plan submitted at least one day before observation to include the state curriculum standard(s) being taught, how the teacher expects students will be engaged in the lesson, and any agreed upon focus areas.*	**Submit at least one day before observation.**	**Member**	-
Observation #1 ***OPTIONAL: Pre-Meeting***	As part of the review of the teacher's lesson plan for the day of the observation, the teacher has the option of conducting a preliminary meeting with the evaluator to discuss components of the lesson that will be observed. Evaluator may offer advice for changes or a refocus of goals.	**Complete by 11/30/25**	**Evaluator + Member**	-
Observation #1 20 min Observation	The evaluator will provide written feedback only on what is observed.	**Complete by 11/30/25**	**Evaluator**	-
Observation #1 Post-Observation Meeting	Post Observation Meeting to be scheduled within 10 days of observation. Written feedback will be provided before the post-observation meeting.	**Complete by 11/30/25**	**Evaluator + Member**	-
Observation #2 Pre-Observation Form	Complete the Pre-Observation Form tab. *Lesson plan submitted at least one day before observation to include the state curriculum standard(s) being taught, how the teacher expects students will be engaged in the lesson, and any agreed upon focus areas.*	**Submit at least one day before observation.**	**Member**	-
Observation #2 ***OPTIONAL: Pre-Meeting***	As part of the review of the teacher's lesson plan for the day of the observation, the teacher has the option of conducting a preliminary meeting with the	**Complete by 01/30/26**	**Evaluator + Member**	-

	evaluator to discuss components of the lesson that will be observed. Evaluator may offer advice for changes or a refocus of goals.			
Observation #2 20 min Observation	The evaluator will provide written feedback only on what is observed.	**Completed by 01/30/26**	**Evaluator**	-
Observation #2 Post-Observation Meeting	Post Observation Meeting to be scheduled within 10 days of observation. Written feedback will be provided before the post-observation meeting.	**Complete by 01/30/26**	**Evaluator + Member**	-
Self Assessment: Mid-Year	Complete the Self-Assessment Worksheet tab	**Complete before the Mid-Year Meeting.**	**Member**	-
Mid-Year Progress Meeting	A meeting meant to assist and gauge a teacher's progress in their goal areas and time for reflective conversations between teacher and evaluator.	**Complete by 2/27/26.**	**Evaluator + Member**	-
Mid-Year Progress Report	A report meant to assist and gauge a teacher's progress will be given to all teachers regardless of Track. An initial rubric from the evaluator using a check/no check system will be used to indicate progress and professional growth under the framework. Any non-checked items are discussed and evidence regarding the concern is shared. An outline of changes or strategies to support the teacher's growth in these areas is developed and determined collaboratively at the Mid-Year Meeting.	**Receive by 02/27/26.**	**Evaluator**	-
Observation #3 Pre-Observation Form	Complete the Pre-Observation Form tab. *Lesson plan submitted at least one day before observation to include the state curriculum standard(s) being taught, how the teacher expects students will be engaged in the lesson, and any agreed upon focus areas.*	**Submit at least one day before observation.**	**Member**	-
Observation #3 *OPTIONAL: Pre-Meeting*	As part of the review of the teacher's lesson plan for the day of the observation, the teacher has the option of conducting a preliminary meeting with the evaluator to discuss components of the lesson that	**Complete by 04/30/26**	**Evaluator + Member**	-

	will be observed. Evaluator may offer advice for changes or a refocus of goals.			
Observation #3 20 min Observation	The evaluator will provide written feedback only on what is observed.	**Complete by 04/30/26**	**Evaluator**	-
Observation #3 Post-Observation Meeting	Post Observation Meeting to be scheduled within 10 days of observation. Written feedback will be provided before the post-observation meeting.	**Complete by 04/30/26**	**Evaluator + Member**	-
Self Assessment: Spring	Complete the Self-Assessment Worksheet tab	**Complete before the Summative Evaluation Meeting.**	**Member**	-
Summative Evaluation Meeting	As part of the larger conversation focused on the framework, the teacher and evaluator will engage in collaborative conversation, using guiding questions to reflect on the progress of the Student Growth Goal and Individualized Development Plan. The teacher will bring artifacts/data sets aligned to their Student Growth Goal and Individualized Development Plan. If applicable, possible goals for the following year will be discussed.	**Complete by 05/20/26 OR 06/03/26.** *(date dependent on potential rating)*	**Evaluator + Member**	-
Final Written Evaluation	Evaluation will include a summative evaluation using the Danielson 2022 Framework for Teaching and the Student Growth Goal Rubric to determine an overall rating of Effective, Developing, or Needing Support.	**Complete no later than two weeks prior to the last day of school for teachers OR by the last day of school for teachers.** *(date dependent on potential rating)*	**Evaluator**	-

Self-Assessment

Self-Assessment

a tool to support teacher reflection

DIRECTIONS

The Self-Assessment Tool is designed to support a teacher's honest reflection of their practice. The Danielson Group's Framework for Teaching was designed to enhance professional practice. As a tool, it can support teacher reflection, collaboration, inquiry, and innovation, ultimately having a direct positive impact on student learning and development.

Fall	***Mid-Year***	***Spring***
1. *Use the Danielson Framework to reflect on your practice.* ***2.*** *Complete the Fall column below, and the required Summary Reflection at the bottom.* ***3.*** *Be prepared to discuss your reflections with your evaluator at the Initial Meeting.*	***1.*** *Use the Danielson Framework to complete the Mid-Year column below and the Summary Reflection at the bottom.* ***2.*** *Be prepared to discuss your reflections with your evaluator at the Mid-Year meeting.*	***1.*** *Using the Danielson Framework and your Self-Assessment ratings, reflect on your year of learning.* ***2.*** *Complete the Spring column and the required Summary Reflective questions at the bottom.* ***3.*** *Be prepared to discuss your reflections with your evaluator at the End Year Summative Meeting.*

DOMAIN 1
PLANNING & PREPARATION

DOMAIN 2
LEARNING ENVIRONMENTS

DOMAIN 4
PRINCIPLED TEACHING

DOMAIN 3
LEARNING EXPERIENCES

Summary Reflection

DOMAIN 1: Planning & Preparation

Domain 1: Planning & Preparation *describes how teachers organize instruction for student learning. It is difficult to overstate the importance of planning and preparation. One could argue that a teacher's role is not so much to teach as it is to arrange for learning. That is, a teacher's essential responsibility is to prepare for learning activities such that students learn important content and develop skills, mindsets, and habits to be successful in school and beyond. (Danielson, 2022)*

COMPONENTS	*Fall*	*Mid-Year*	*Spring*
1a. Applying Knowledge of Content and Pedagogy	-	-	-
1b. Knowing and Valuing Students	-	-	-
1c. Setting Instructional Outcomes	-	-	-
1d. Using Resources Effectively	-	-	-
1e. Planning Coherent Instruction	-	-	-
1f. Designing and Analyzing Assessments	-	-	-

DOMAIN 2: Learning Environments

Domain 2: Learning Environments *describes conditions and qualities of environments that are conducive to learning and support student success. These aspects of teaching are not associated with the learning of any particular content but rather support the understanding of all content and attend to the social-emotional needs of students. The components of Domain 2 center on establishing a safe and respectful classroom environment and require explicit attention and responsiveness to the individual identities of students, such as race and culture, and the values of the broader community the school serves. Fostering an inviting culture for learning that focuses on student wellbeing, encourages academic risk-taking, and promotes habits and mindsets that support student success is the ultimate goal of these components. (Danielson, 2022)*

COMPONENTS	*Fall*	*Mid-Year*	*Spring*
2a. Cultivating Respectful and Affirming Environments	-	-	-
2b. Fostering a Culture for Learning	-	-	-
2c. Maintaining Purposeful Environments	-	-	-
2d. Supporting Positive Student Behavior	-	-	-
2e. Organizing Spaces for Learning	-	-	-

DOMAIN 3: Learning Experiences

Domain 3: Learning Experiences *describes the engagement of students in learning experiences and reflects the primary mission of schools: enhancing student learning and growth. These components are unified through a vision of students developing complex understanding, achieving goals, cultivating purpose, and participating in a community of learners. The components of the other domains provide a foundation for purposeful, engaging, and successful learning experiences. In many ways, success in Domain 3 is the direct result of success in Domains 1 and 2 in particular. Teachers prepare experiences that are grounded in a deep understanding of the content, aligned with appropriate standards, designed to engage students in important work, and planned or adapted with the goals, strengths, needs, and lives of each student in mind. Learning experiences can only be consistently successful for each student when the environment, nurtured by the teacher in collaboration with students, is a space where students are affirmed and challenged. (Danielson, 2022)*

COMPONENTS	*Fall*	*Mid-Year*	*Spring*
3a. Communicating About Purpose and Content	-	-	-
3b. Using Questioning and Discussion Techniques	-	-	-
3c. Engaging Students in Learning	-	-	-
3d. Using Assessment for Learning	-	-	-
3e. Responding Flexibly to Student Needs	-	-	-

DOMAIN 4: Principled Teaching

Domain 4: Principled Teaching *captures and reflects the practices of educators that extend beyond their classrooms and the learning experiences they facilitate. These activities are critical to preserving and enhancing the profession and to the success of students. Teaching is a purpose-driven profession. It is a calling. Those who take up the work have a lasting and profound impact on the lives of students. Their purpose, and the purpose of education more broadly, is not solely to impart academic knowledge; it is the intellectual and moral development of human beings who will themselves flourish and help create a just society. (Danielson, 2022)*

COMPONENTS	*Fall*	*Mid-Year*	*Spring*
4a. Engaging in Reflective Practice	-	-	-
4b. Documenting Student Progress	-	-	-
4c. Engaging Families and Communities	-	-	-
4d. Contributing to School Community and Culture	-	-	-
4e. Growing and Developing Professionally	-	-	-
4f. Acting in Service of Students	-	-	-

Required Summary Reflection

Reflect on your practice. Write your reflections below in preparation for your meeting.

Guiding Questions

- What are your strengths?
- What do you plan to focus on next?
- How does this focus connect with your goal areas (SGG/ IDP)?

Fall	Date	
Mid-Year	Date	
Spring	Date	

DOMAIN RUBRICS

DOMAIN 1 - PLANNING & PREPARATION

		Unsatisfactory	Basic	Proficient	Distinguished
1a	**Applying Knowledge of Content and Pedagogy**	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
1b	**Knowing and Valuing Students**	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
1c	**Setting Instructional Outcomes**	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
1d	**Using Resources Effectively**	The teacher is not aware of, or does not appropriately or effectively use, Instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
1e	**Planning Coherent Instruction**	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
1f	**Designing and Analyzing Assessments**	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.

DOMAIN 2 - LEARNING ENVIRONMENTS

		Unsatisfactory	Basic	Proficient	Distinguished
2a	**Cultivating Respectful and Affirming Environments**	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
2b	**Fostering a Culture for Learning**	The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
2c	**Maintaining Purposeful Environments**	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
2d	**Supporting Positive Student Behavior**	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.	Positive behaviors are modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
2e	**Organizing Spaces for Learning**	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

DOMAIN 3 - LEARNING EXPERIENCES

		Unsatisfactory	Basic	Proficient	Distinguished
3a	**Communicating About Purpose and Content**	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
3b	**Using Questioning and Discussion Techniques**	Questioning and discussion are absent, low-level, or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
3c	**Engaging Students in Learning**	Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences; they think critically about a variety of issues and offer solutions; and they make suggestions for modifications that increase meaning and relevance.
3d	**Using Assessment for Learning**	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
3e	**Responding Flexibly to Student Needs**	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.

DOMAIN 4 - PRINCIPLED TEACHING

		Unsatisfactory	Basic	Proficient	Distinguished
4a	**Engaging in Reflective Practice**	The teacher does not appear to engage in reflective practice or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.
4b	**Documenting Student Progress**	There is no system for documenting student progress or the system is ineffective at communicating progress to students and families.	The teacher documents some aspects of student progress, in a manner that is accessible to students and families.	The teacher documents student progress toward mastery, focusing on the attainment of learning and developmental goals; students have access to and engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and their families.
4c	**Engaging Families and Communities**	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.
4d	**Contributing to School Community and Culture**	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.
4e	**Growing and Developing Professionally**	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
4f	**Acting in Service of Students**	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.

- SGG: Student Growth Goal

SGG: Student Growth Goal

identifying an area of passion and implementing strategies to impact professional and student growth

Teacher Name	Evaluation Track	School	School Year	Evaluator Name
	TRACK 3	-	**2025-2026**	

SGG	Rationale / Motivation / The Why:		
	Baseline Evidence / Data / Artifact:		
	SMART Student Growth Goal:		
	The Framework for Teaching:	-	-

Strategies/Action Steps	Timeline	Artifacts/Data Sets

Resources and Supports	Observations of Peers Communications with the Administrator Other:	Discussions with Colleagues and/or Resource Staff Training/PD: Professional Articles

SGG Reflection

Reflect on the progress of your goal, the strategies you have implemented to support it, and how effective those strategies have been. Consider any changes
or adaptations that could improve your effectiveness, as well as how your artifacts or data collection are developing and what they show so far.

Guiding Questions

- What progress have you made toward your goal so far?
- What strategies have you implemented to support your goal?
- How effective have those strategies been?
- Are there any changes or adaptations you could make to improve your effectiveness?
- How is your artifact or data collection coming along?
- What does your current data or evidence reveal about your progress?

Mid-Year	Date	
Spring	Date	

SGG Data Review Process

The purpose of this process is to guide ongoing, collaborative reflection between the teacher and evaluator while using artifacts and data to assess progress toward the Student Growth Goal, support professional growth, and inform future goal-setting.

1. **Beginning-of-the-Year Meeting:** During the Initial Planning Meeting, the teacher and the evaluator shall discuss potential artifacts or data sets that could serve to support reflection of the teacher's development in implementing their Student Growth Goal. (Ideas of artifacts or data sets: NWEA data, common assessments, perception data, survey data, class/student portfolios, festival day, teaching journals/reflections, etc.)
2. **Mid-year Progress Meeting:** During the midyear check-in, the teacher and the evaluator discuss progress of the teacher's professional growth, any implemented strategies that are supporting their Student Growth Goal, changes or adaptations that could help grow the teacher's effectiveness, and how the artifacts/data collection is progressing.
3. **End-of-Year Summative Meeting**: During the year end meeting, teachers bring artifacts/data to evaluate the outcome of their Student Growth Goal. As part of the larger conversation focused on the Framework Reflection Rubric, the teacher and evaluator will engage in collaborative conversation, using the guiding questions below:
    a. Tell me about the artifacts/data. How does this align with your goal and represent your students' learning? (criteria 1)
    b. Did the outcome of the artifacts/data surprise you? Why or why not? (criteria 2)
    c. Given the outcome of the artifacts/data, what might be some next steps you will take? (criteria 3)
    d. How has this goal helped you grow as an educator? (criteria 1-3)
    e. What else might you want to share about this goal? (criteria 1-3)
4. **Rating and Feedback**: Evaluator and teacher should discuss rating (Effective, Developing, Needing Support) for each criterion based on artifacts/data and discussion. Evaluator provides meaningful feedback.
5. **Goal Setting for Next Year**: The feedback from the rubric may be used by teachers to set goals for the next academic year, focusing on areas for continued growth.

SGG Rubric

	Needing Support	Developing	Effective
Criteria 1: The evidence aligns with learning outcomes that represent high expectations and important learning in the discipline.	The learning outcomes associated with the evidence are either **too basic** or **not clearly connected** to important disciplinary learning, **limiting student growth**.	The learning outcomes associated with the evidence are **relevant** but **may not consistently challenge all students** or align with core disciplinary goals.	The evidence is associated with **challenging** and **meaningful** learning outcomes that align with key disciplinary concepts and skills, fostering **significant student growth**.
Criteria 2: Teacher makes an accurate assessment of the evidence in relation to the success of the student growth goal.	Gives a **vague or inaccurate assessment** of student work, **failing to adequately connect** results to the student growth goal or identify meaningful areas for improvement.	Offers a **general assessment** of student work that **partially connects** to the student growth goal, with **some identification** of success and areas for improvement.	Provides a **thorough and precise evaluation** of student work or actions, **clearly linking** assessment results to the student growth goal and **identifying areas** of success and improvement.
Criteria 3: Teacher provides specific suggestions on next steps given the evidence.	Offers **limited or unclear suggestions** for next steps, with recommendations that do **not effectively** build on the assessment of the evidence.	Provides **general suggestions** for next steps that are **somewhat connected** to the assessment of the evidence but **lack specificity** or clear direction.	Delivers **clear, actionable, and specific recommendations** for next steps that are **directly informed** by the assessment of the evidence and **aimed at enhancing** student growth.
Overall Rating	**Needing Support**	**Developing**	**Effective**

Rubric aligned with Danielson Framework:

1c: Setting Instructional Outcomes *1f: Designing Student Assessments* *4a: Reflecting on Teaching*

- IDP: Individualized Development Plan

IDP: Individualized Development Plan

Support plan: identifying an area for growth and/or additional support

Teacher Name	Evaluation Track	School	School Year	Evaluator Name
	TRACK 3	-	**2025-2026**	

IDP	Rationale / Motivation / The Why:		
	Baseline Evidence / Data / Artifact:		
	SMART IDP Goal:		
	The Framework for Teaching:	-	-

Strategies/Action Steps	Timeline	Artifacts/Data Sets

Resources and Supports	Observations of Peers Communications with the Administrator Other:	Discussions with Colleagues and/or Resource Staff Training/PD: Professional Articles

IDP Reflection

Reflect on the progress of your goal, the strategies you have implemented to support it, and how effective those strategies have been. Consider any changes
or adaptations that could improve your effectiveness, as well as how your artifacts or data collection are developing and what they show so far.

Guiding Questions

- What progress have you made toward your goal so far?
- What strategies have you implemented to support your goal?
- How effective have those strategies been?
- Are there any changes or adaptations you could make to improve your effectiveness?
- How is your artifact or data collection coming along?
- What does your current data or evidence reveal about your progress?

Mid-Year	Date	
Spring	Date	

#1 Pre-Observation Form

Pre-Observation Form

a tool to share lesson plan information

Observation #1 Lesson Details	
What are your student learning goals for the lesson?	
What Michigan Academic Standard(s) will be addressed?	
How do you plan to engage students (list examples)?	
How do you plan to assess student achievement?	
OPTIONAL: Please list your goals related to your Student Growth Goal and/or Individualized Growth Plan goal.	
OPTIONAL: Is there anything additional you are working on this year that you would like detailed feedback on? (Some examples include: teacher talk vs. student talk, student engagement, teacher proximity, transition time, questioning levels, etc.)	
Are you interested in a preliminary meeting with your evaluator to discuss components of the lesson that will be observed?	Yes

#2 Pre-Observation Form

Pre-Observation Form

a tool to share lesson plan information

Observation #2 Lesson Details	
What are your student learning goals for the lesson?	
What Michigan Academic Standard(s) will be addressed?	
How do you plan to engage students (list examples)?	
How do you plan to assess student achievement?	
OPTIONAL: Please list your goals related to your Student Growth Goal and/or Individualized Growth Plan goal.	
OPTIONAL: Is there anything additional you are working on this year that you would like detailed feedback on? (Some examples include: teacher talk vs. student talk, student engagement, teacher proximity, transition time, questioning levels, etc.)	
Are you interested in a preliminary meeting with your evaluator to discuss components of the lesson that will be observed?	Yes