

Garden City Public Schools Teacher Evaluation

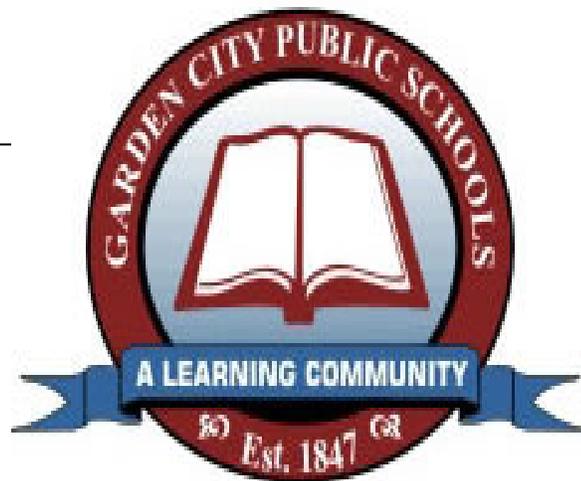


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Evaluation Calendar

Process Timeline

PROCESS GUIDED DATE

1. Identification of administrator to teachers for evaluation. **October 31**
2. Teacher will complete a Performance goal setting or IDP
Performance goal setting or IDP goals sheet submitted.
3. Administrator can make class observations.
One observation will be scheduled at a mutually
agreed upon time. **Anytime**
4. A mutual planning conference will take place.
Performance goals or IDP authorized. **by December 7**
5. Progress exchange is encouraged between
evaluator and person being evaluated. This can be
verbal or written. Classroom observations
are carried out as requested or needed.
(Administrative Prerogative) **No time limit**
After observation, oral or written feedback
will be given within 5 business days.
6. Midyear Progress Report/Conference for
Minimally Effective/Ineffective-See Plan II **January - February**
7. Evaluation conference will take place.
Administration may choose to do more than one
evaluation. **May 20**
8. A summary written evaluation/online data will be sent to
the Personnel Department and entered
into secure admin site. The teacher rated as Ineffective
has the right to appeal the evaluation to the Superintendent.
The Superintendent has 20 days to respond back. **June 1**

**GARDEN CITY PUBLIC SCHOOLS
OVERVIEW OF TEACHER EVALUATION PROGRAM**

PLAN I

All Teachers Evaluated At Least Annually

All Teachers are required to be rated as 1 of the 4 levels: “Highly Effective, Effective, Minimally Effective, or Ineffective”.

(Only “Highly Effective” Teachers after 3 Annual “Highly Effective” ratings,
may then have Bi-Annual Evaluations.)

ADMINISTRATOR SELECTED/PERFORMANCE GOALS/IDP (September/October).

INITIAL MEETING

(As soon as possible)

2-3 Performance Goals with at least One (1) goal specified as Best Practices and/or Learning Focus for Tenured teachers and IDPs for Probationary teachers.

OBSERVATION(S) (LENGTH OF TIME UNSPECIFIED)-1 Observation w/ Notification

No less than 3 Observations, but as many as possible per year, unless teacher rated “Minimally Effective” or “Ineffective” on two most recent annual year-end evaluations, then multiple required (three or more).

FEEDBACK

Oral or written feedback within 5 working days of observation.

INDIVIDUALIZED DEVELOPMENT PLAN (IDP)

For all Probationary teachers and teachers rated Minimally Effective or Ineffective from previous year.

EVALUATION MEETING

2 Student Achievement/Growth submitted, discussed, and then deemed as acceptable by administration for rating. Pupils with 15% or more absenteeism for “entire day” of the “school year” may be exempted from growth portion of evaluation. Five percent (5%) Special Ed. students’ w/disabilities exempt.

TEACHER EVALUATION FORM (AT Least ONE, as many as Preferred)

Administration completes Evaluation form using Components including 2 Student Achievement/Growth Indicators and completion of 2-3 Performance Goals for Tenured and IDPs for Probationary teachers. (Minimally Effective and Ineffective Teachers from previous year go to PLAN II).

*Exemption of student growth data (5% Sp.Ed) for a particular pupil for a school year upon the recommendation of a school administrator conducting the evaluation with approval of the district may be utilized.

*No Bargaining necessary on format, timing or manner of classroom observations

*No Bargaining necessary on evaluation development of content or system

GARDEN CITY PUBLIC SCHOOLS
OVERVIEW OF TEACHER EVALUATION PROGRAM

PLAN II

Plan of Assistance for Minimally Effective/Ineffective Teacher

Initiated if the overall performance of a tenured teacher has been rated ineffective or minimally effective.

Initial Meeting/Pre-observation Conference (September/October)

Student Achievement Growth/indicators of progress identified (2)
Evidence of curriculum alignment indicators.
Feedback/discussion on self-evaluation.

Observation Multiple (three or more)

Followed by a review conference and feedback within 5 business days of the observation.

Indicators of Progress Report (January/February)

Midyear Progress Report shall be aligned with the teacher's IDP, shall be based at least in part on student achievement, include specific performance goals that are developed by the evaluating administrator and any recommended training identified that would assist the teacher in meeting these goals. A written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating

Additional Observations

Additional observations as necessary, each followed by a review conference and feedback.

Post-observation Performance Review

No later than May 20, the evaluating administrator, and the teacher involved will meet to review a final Teacher Evaluation Form in ineffective or minimally effective area(s), assess progress towards IDP goals, and determine a course of action for the following school year. In a case where dismissal is possible, other administrators and additional union representation, in equal numbers, may be included. In a case where progress towards IDP goals has been deemed effective or highly effective, the process will conclude with the Evaluation Meeting and Teacher Evaluation Form.

Evaluation Meeting

Student achievement goal(s)/evidence feedback/discussion.
Best practice goals/evidence feedback/discussion.
Summative discussion on evaluation/goals for the following school year.

Teacher Evaluation Form

Administrator's completion of evaluation using the Components of Professional Practice, achievement goal(s), best practice goal(s), and IDP. Completed no later than June 1.

*The Plan of Assistance - IDP process may be initiated immediately with reasonable and justifiable cause.

Garden City Standards of Effective Teaching

In Garden City Public Schools, effective PreK-12 teachers are professional educators who hold high expectations for all students and the belief that effort creates ability. They know their students, content and the curriculum thoroughly and have a broad repertoire of content-specific, culturally responsive strategies and activities to use with students to meet rigorous learning goals. They are flexible given their students' learning needs and the dynamics of the classroom and use formative assessment to adapt instruction to maximize learning opportunities for all students. Effective teachers have established rituals and routines that foster a safe learning environment where effort is privileged allowing students to fully engage in instructional activities ask questions and take part in class discussions. Effective teachers continuously work to improve their practice and knowledge of students, while acting as a resource for others in their professional learning community. GCPS highly encourages and values collaboration across all educators with a focus on student data that leads to higher achievement levels for all students.

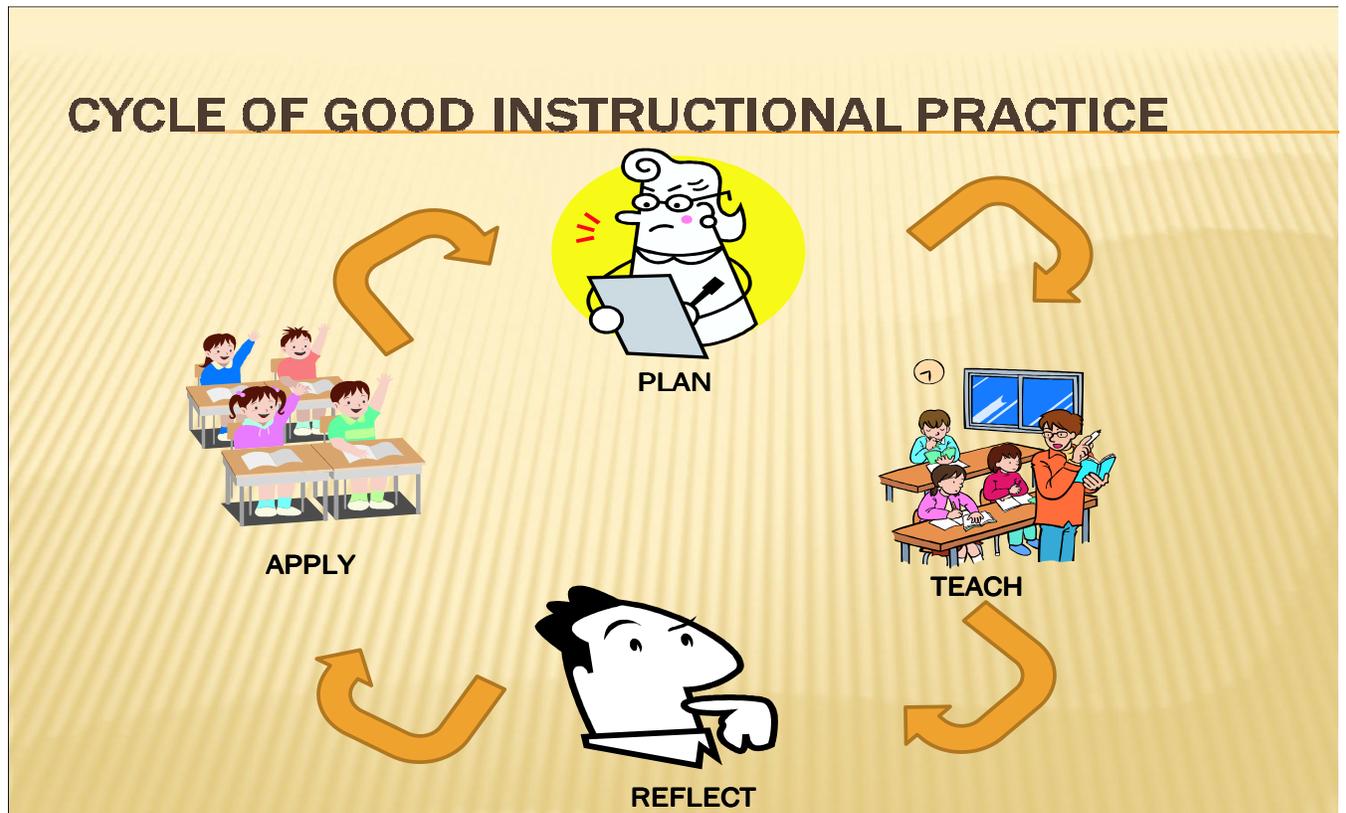
Our mission is to grow and develop our students by continuously advancing the professional practice of our teachers. With that in mind, the Garden City Public Schools adopt this draft of the Charlotte Danielson's FRAMEWORK FOR TEACHING standards which effectively captures the complexity of teaching and learning through research-based best practices.

Charlotte Danielson's FRAMEWORK FOR TEACHING

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

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The previous page is a summary of the Domains, Components, and more specifically the Elements in the Framework. Teachers will receive a copy of this card with the evaluation packet, along with a Complete Framework for Teaching Instrument that provides more detailed *indicators* of each domain and the rubric with critical attributes and examples of *ineffective*, *minimally effective*, *effective* and *highly effective practices* in each of the 22 components.



This evaluation process, using the Framework for Teaching, is based on Danielson's PLAN, TEACH, REFLECT, and APPLY cycle. Solid preparation and planning; engaging instruction; reflection on your instruction with your evaluator and sometimes by yourself; and then application of any changes needed in your instruction will **IMPROVE THE NEXT CYCLE OF INSTRUCTION**.

The four domains are described in the next few pages of this document. Domains 2 and 3 will be readily observable by administrators during classroom observations and walk-throughs. Domains 1 and 4 are not always visible or apparent during observation periods. Classroom teachers will need to provide evidence to support the components defined in Domains 1 and 4. At the end of the Danielson Framework, a list of recommendations of evidence to support Domains 1 and 4 is included. This is not an exhaustive list of possible artifacts that can be used as evidence to support the components in those two domains.

Framework for Teaching

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
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's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's 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 the ways they 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 the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed 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.
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 about 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 about 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.
Setting instructional outcomes	Outcomes represent low expectations for students and lack of rigor, and not all of them 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 in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes 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. 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, 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 opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

<p>Demonstrating knowledge of resources</p>	<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>
<p>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 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 by the teacher 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. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately 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>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 plan 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 and has 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

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Creating an environment of respect and rapport	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 characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	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 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.	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 generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	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 to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
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 or 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 being 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.
Managing classroom procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of material and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through 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, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.

<p>Managing student behavior</p>	<p>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.</p>	<p>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.</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, respectful to students, and effective.</p>	<p>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' dignity.</p>
<p>Organizing physical space</p>	<p>The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>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 makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>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.</p>	<p>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.</p>

DOMAIN 3: INSTRUCTION

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Communicating with students	<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.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax. The teacher's 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; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>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.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; 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 artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
Using questioning and discussion techniques	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>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, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
Engaging students in learning	<p>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 too rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. 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 suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution 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.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

<p>Using assessment in instruction</p>	<p>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.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results 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.</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. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>
<p>Demonstrating flexibility and responsiveness</p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>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.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>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.</p>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Reflecting on teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she 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.
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 noninstructional 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 noninstructional 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 noninstructional records is fully effective.	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.
Communicating with families	Teacher communication with families—about the instructional program, 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. 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. 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.
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 to do so.	Teacher's 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.	Teacher's 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.

<p>Growing and developing professionally</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>
<p>Showing professionalism</p>	<p>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.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>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.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. 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.</p>

Evidence and Artifacts to support effectiveness in Domains 1 and 4

Domain One- Planning and Preparation

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 Opportunities

Vocabulary Vital to Content Understanding

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 tools, etc.)

Formative assessment results with reflections on how the information was used to plan instruction

Domain Four- Professional Responsibilities

Reflections on lessons or units; evaluating and assessing the effectiveness of the plan as it was implemented. Include 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 documents and other records showing 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 family in student learning

Evidence and Artifacts to support effectiveness in Domains 1 and 4 (cont.)

Domain 4

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)

DOMAIN 5. Student Growth

A teacher’s student growth evaluation is likely to involve a combination of multiple measures (e.g. the growth of students across a grade level as well as that of the students a teacher teaches directly.) Those measures are identified below:

Core Element	Fundamental Process	Essential Skill	Definition
STUDENT GROWTH	Using	Informal Assessment	using what happens in the classroom to assess student growth toward an intended outcome
	Multiple	Formal Assessment	designing and using specific assessment tools to assess student growth toward an intended outcome
		Non-Assessment Data	collecting, analyzing, and applying information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc. that may inform instruction
	Data		
	Sources	Embedding Technology	using student data systems to collect and analyze information necessary for instructional decision-making

REQUIRED GROWTH INDICATORS FOR TEACHERS:

Using Pre-Test/Post-Test to Measure Student Growth by Classroom

A teacher gives their students a diagnostic test to benchmark student skills. This is a skills test that accompanies the curriculum, a department or grade level wide assessment (common assessment), or any other task that will provide students the opportunity to demonstrate their knowledge or skills. The diagnostic identifies specific content expectations or core standards that will be covered over the course of the year or trimester. At the completion of the year or semester, students complete a similar assessment. The difference between student performances on the diagnostic and assessment is calculated. HB 4627, Section 1249, (c) “.....student growth shall be measured by national, state, or local assessments and other objective criteria.”

Teacher Evaluation - Student Growth Indicators

Student growth must be included as a significant portion of each teacher's evaluation. Twenty-five percent (25%) of the teacher evaluation will be based upon a student growth segment of the total evaluation. The Student Growth Component will be divided into 2 parts. Seventy-five percent (75%) of growth will be based upon the teacher's individual performance whereas 25% will be based upon a collective building aggregate on a State standardized assessment.

Student growth will be measured differently at the various levels, and be based upon available local and State assessments. Important points of clarification include:

- The total student growth component of the evaluation will make up 25% of the total evaluation.
- Seventy-five percent (75%) of the student growth component will be based upon individual teacher local measures and assessments (that have been or will be developed by the District Curriculum leader teams) and individual teacher s
- Twenty-five percent (25%) of the student growth component will be based upon a collective building aggregate on a State standardized assessment.
- Student growth will be based upon students that have been with the District for one or more years.
- Students that are absent more than 15% of the time may be excluded from Student Growth statistics in the evaluation process.
- Teachers in general education classrooms may opt to also exclude up to 5% of Special Education students with IEPs that certify students with disabilities in that teachers subject area.

Due to the nature of available assessments and different grade level structures (i.e. hourly classes at secondary versus self-contained classes at elementary), student growth will be calculated based upon the level that an individual teacher works. Effectiveness ratings in the Student Growth domain may be determined in a few different ways: 1) student growth from the beginning of one year to the end, or from an average of the beginning of trimesters to the end, or from one unit to the next 2) a combination of the methods.

In summary, with only 2 student growth indicators they will be worth 10 percentage points each and the all school score will be worth 5% points. For schools without an "All School Score" their two indicators will be worth 12.5 percent each.

Therefore, it is mandated that teachers include the Student Growth Indicator (SGI) as a part of the total experienced teacher performance appraisal process. The purpose of including student growth as one measure of teacher effectiveness supports both the research base that clearly equates improved student performance with prescriptive teaching, and school-wide performance improvement. Additionally, by examining student growth, educational leaders can be assured of compliance with minimal standards and student accountability at the individual teacher level.

Building scores will be based on the following assessments:

K-	MLPP and/or STAR early Literacy	(Burger, Cambridge HS, GIVE, and FA do not have building scores at this time.)
1 st -2 nd	DRA 2 and/or MMLA	
3 rd - 6 th	NWEA and/or MEAP	
7 th -8 th	PLAN/EXPLORE and/or MEAP	
GCHS	MME and/or ACT	

Student Growth Effectiveness

Key Rating *Percentage of students showing estimated one year's growth (at least a trimester long)*

(HE) 4.0	90-100% of students
(E) 3.0	75-89% of students
(ME) 2.0	50-74% of students
(I) 1.0	49% and below

Growth (using rubrics or pre-post testing)

Teacher Name: _____ Subject Taught: _____

Define Goal and Evidence Necessary to Validate Student Growth:

(In this model, you do not need to include students with 15% or more absences and you may also exclude 5% of your special education students if necessary.) Attach a copy of pre and post assessments or descriptions of projects or papers with the rubrics used for assessment. Also include a class list of students' names and their levels of performance. Clearly define how you determined each student has shown growth. The growth must be based on a set of state standards or common core standards appropriate to your content and /or grade level.

Teacher submitting documentation: (Signature)

Student Growth Indicator Administrative Approval:

Administrator

Date

Student Growth Indicator Effectiveness Score: 1 2 3 4

Comments:

Student Growth Effectiveness for BURGER

Burger Teachers must show evidence of student academic growth for each student in their classroom.

Growth

(using 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)

Teacher Name:

Student name:

Define Goal and Evidence Necessary to Validate Student Growth:

(In this model, you do not need to include a student with 15% or more absences.) Attach a copy of pre and post assessments, test data, or descriptions of projects with the rubrics used for assessment. Clearly define how you determined the growth for the student. The growth must be based one of the tools from the list above.

Teacher submitting documentation: (Signature)

Name of Student

Student Growth Indicator Administrative Approval:

Administrator

Date

Comments:

Score _____

The SGI is worth a total of 30 points. Those points will be divided by the number of students in the class, and then by the 2 types of evidence provided by the teacher.

Example A:

6 students in a class

30 points divided by 6 in a class = 5 points per student toward the teacher's SGI score.

5 points for each student divided by two pieces of evidence = 2.5 points for each type of evidence demonstrating growth.

Example B:

5 students in a class

30 points divided by 5 students in a class = 6 points per student toward the teacher's SGI score.

6 points for each student divided by two pieces of evidence = 3 points for each type of evidence demonstrating growth.

Garden City School District

Annual Year-End Performance Evaluation

Date & Year: _____

Teacher _____ School _____

Grade/Content _____ Probationary/Tenured P T Circle one

Evaluator _____

Part I – Administrator’s Assessment of Teacher’s Effectiveness – 88 Total Points

Ineffective (I) – 1

Minimally Effective (MI)-2

Effective (E) – 3

Highly Effective (H)
– 4

Domain 1: Planning and Preparation

I M E H

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

I M E H

2a. Creates an Environment of Respect and Rapport

2b. Establishes a Culture for Learning

2c. Manages Classroom procedures

2d. Manages Student Behavior

2e. Organizes Physical Space

Domain 3: Instruction		I	M	E	H
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		I	M	E	H
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					

Total Points: _____ / **88**

Comments:

**Part II – Student Growth – 30 Total Points
25% of Total Composite Score**

With ALL SCHOOL

5% All School Score (If applicable)		X = 1.875
10% District Approved Assessments		x = 2.8125
10% District Approved Assessments		x = 2.8125

Total Points:	SCORED 1 TO 4	/30
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Without ALL SCHOOL (Burger, Cambridge, GIVE, and Freshman Academy)

12.5% District Approved Assessments		X 3.75
12.5% District Approved Assessments		X 3.75

Total Points	SCORED 1 TO 4	/30
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TOTAL COMPOSITE SCORE: /118

FINAL SUMMATIVE EVALUATION

Based on Total Composite Score

Total Composite Score

- _____ Highly Effective (102-118)
_____ Effective (87-101)
_____ Minimally Effective (74-86)
_____ Ineffective (73 and below)

Comments:

Administrative Recommendation

- _____ 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.

Teacher Signature: _____ Date: _____

GARDEN CITY PUBLIC SCHOOLS

Tenured Teacher

PERFORMANCE GOALS

One goal should include Best Practices and/or Learning Focus
and a second goal should be collaborative in nature.

The following performance goals represent the goals for my teaching:

1. _____

2. _____

3. _____

Signatures

Teacher

Administrator

GARDEN CITY PUBLIC SCHOOLS
Probationary Teacher

Individual Development Plan for: _____

Mutually Developed by: _____
(teacher signature)

(principal signature)

Date: _____

Goal 1:

Purpose of Goal:

Teacher Plan:

Goal 2:

Purpose of Goal:

Teacher Plan:

Goal 3:

Purpose of Goal:

Teacher Plan: