Garden City Public Schools

RISE: Research-based Inclusive System of Evaluation

Garden City, Michigan

Media Specialist/Librarian Evaluation Handbook

2012-2013

Prepared by Keith Anleitner, Director of Evaluation

Acknowledgements

Michigan first passed new evaluation legislation in January of 2011, which required districts to implement a performance-based teacher evaluation process. At that time, guidelines and procedures were developed. A committee comprised of teachers and administrators met to develop the new evaluation tool. Many meetings later, after hours of deliberation, a preliminary document was produced. That document contains the overall structure of four quartiles of components of evaluation. The first three quartiles, with the exception of one sub point in the Classroom Management Domain were developed by the committee. The Department of Curriculum gratefully acknowledges the work of the Performance-Based Teacher Evaluation Committee members for their work on the specified aforementioned portions:

Keith Anleitner, Associate Principal @ Garden City High School
Jan Blumberg, Principal @ Memorial 1/2 Campus
Mary Brammer, ELA Teacher @ Garden City High School
Mary Coffey, Special Education Teacher @ Farmington 5/6 Campus
Karen Hawes, Special Education Teacher @ Burger School for Students with Autism
Alex McNeece, Principal @ Lathers Prek-Kindergarten Campus
Ron Pummill, Physical Education Teacher @ Garden City Middle School
Lynn Sossi, Assistant Principal @ Burger School for Students with Autism
Joe Valdivia, Assistant Principal @ Burger School for Students with Autism

Michelle Cline, Superintendent of Garden City Public Schools

In July of 2011, new, paradigm shifting legislation on evaluation and tenure was signed into law on the 19th day of that month by Governor Snyder. Due to the imminent opening and operation of school year constraints, one sub point in the Classroom Management Domain, the student growth plans, and individualized ancillary standards were adopted. While administration did keep creative ideas from the first committee, changes were made based on the new legislation and a collection of ideas from multiple sources. The Curriculum Department in cooperation with building, central office and executive administration, coupled with feedback from teachers, inclusive research from Charlotte Danielson's evaluation models, and other evaluation instruments across the United States influenced the crafting of this system of evaluation.

In short, Garden City Public Schools adopt this draft of RISE standards which effectively captures the complexity of teaching and learning through research-based best practices.

MEDIA SPECIALISTS

The work of a media specialist is integral to the instructional program of a school. Librarians promote information literacy by helping students learn the skills, by which they can access, synthesize, produce, and communicate information. They work with classroom teachers to integrate their mission of information literacy with the academic content being pursued by students in their different classes. Thus, when students are asked, by the classroom teachers, to engage in research on a particular topic, it is frequently the media specialist who helps them actually find the information they will need.

The work of media specialists/librarians has evolved significantly in recent decades; many libraries (both in schools and in the larger community) no longer have card catalogs. Instead, students locate information by means of an electronic search. Indeed, the ubiquitous nature of the Internet has greatly expanded the reach for information by both students and educators. Learning to use this resource is essential for academic success, and teaching students to do so is at the heart of the work of librarians. And, because of the sheer quantity of information available on every conceivable topic, an important aspect of the librarian's role is to assist students in sorting through the volume, to focus their energies so that work yields productive results.

But, media specialists also have more traditional responsibilities, which they take seriously. They aim to create an inviting physical and emotional environment in which students will choose to spend time when their schedules permit. They organize materials in such a way that when students are investigating one topic, they will encounter other related materials that will pique their interest. Media specialists, in other words, attempt to promote a culture for the quest of knowledge that permeates all aspects of the school.

Furthermore, librarians, even more than some other specialists, coordinate their work with classroom teachers and serve as a resource to those teachers. Thus, when a teacher is embarking on a unit of study, the librarian will be able to assemble valuable supplemental materials to enrich the students' learning including web pages with links, carts of books and other materials as needed.

And lastly, an important aspect of a media specialist's position is to maintain and to extend the library's collection. Every year, authors write new literature; the annual prizes can assist librarians in making their selections. But excellent literature does not always result in public recognition, leaving it to the librarian to make decisions as to the best choices for his or her students. And, there is all of the non-fiction collection to consider; with limited resources (with which all librarians must contend) it is critical to make wise choices.

The media specialist's role, then, is complex and wide-ranging. In many schools, the library is situated, physically, in the center of the building, both to be accessible to students, and as a statement as to the essential role of information and research in the school's program. The domains and components of a librarian's responsibilities are as follows:

Planning and Preparation

- Demonstrating knowledge of current trends in library/media practice and information technology
- Demonstrating knowledge of the school's program, and student information needs within that program
- Establishing goals for the library/media program appropriate to the setting and the students served
- Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as inter-library loan
- Planning the library/media program integrated with the overall school program (including schedule for individual classes and events such as book fairs, work in classrooms, time for locating resources)

The Environment

- Creating an environment of respect and rapport
- Establishing a culture for investigation and love of literature
- Establishing and maintaining library procedures, including supervising library assistants
- Managing student behavior
- Organizing physical space-organized for smooth flow, clear signage, adequate space for different activities, attractive displays.

Delivery of Service

- Maintaining and extending the library collection in accordance with the school's needs, and within budget limitations, and including a periodic inventory, repairs, weeding out, etc.
- Collaborating with teachers in the design of instructional units and lessons
- Engaging students in learning information skills
- Assisting students and teachers in the use of technology in the library
- Demonstrating flexibility and responsiveness

Professional Responsibilities

- Reflecting on practice
- Preparing and submitting budgets
- Communicating with the school community
- Participating in a professional community
- Engaging in professional development

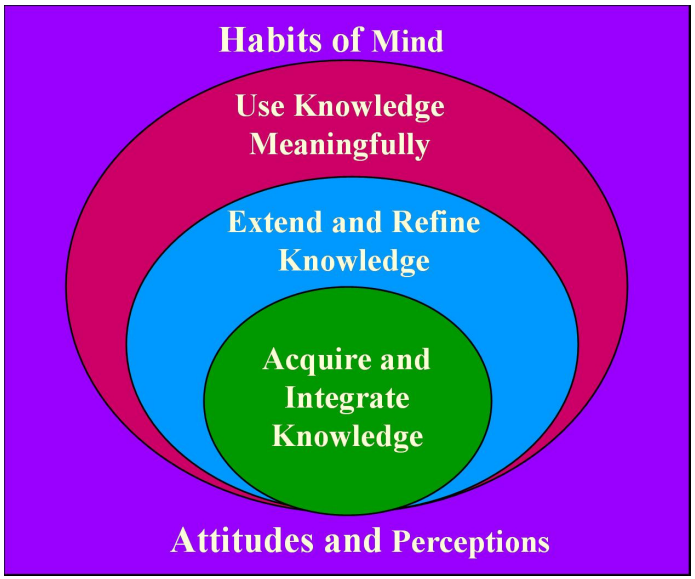
Garden City Public Schools Media Specialist/Librarian Evaluation is based on research from nationally recognized authorities in the field of effective teaching particularly, Charlotte Danielson in her book Teacher Evaluation to Enhance Professional Practice. Within this document is a rigorous, transparent, and fair performance evaluation system.

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

Dimensions of Learning model, or framework, are five basic assumptions:

1. Instruction must reflect the best of what we know about how learning occurs.
2. Learning involves a complex system of interactive processes that include various types of thinking- represented by the five dimensions below.
3. Curriculum programs should include the explicit teaching of attitudes, perceptions and mental habits that facilitate learning.
4. A comprehensive approach to instruction includes both teacher directed and student directed instruction.
5. Assessment should focus on students' *use* of knowledge and complex reasoning processes rather than on their recall of information.



Dimensions of Learning Model

Evaluation Calendar

Process Timeline

	PROCESS GUIDED DATE
1. Identification of administrator to teachers for evaluation.	**October 31**
2. Teacher will complete a Self-Evaluation Form. Performance goal setting or IDP goals sheet submitted.	**October 31**
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.	**After Self-Eval. 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) After observation, oral or written feedback will be given within 5 business days.	**No time limit**
6. Evaluation conference will take place. Evaluation should not be written before the conference but can be developed in the conference. Administration may choose to do more than one evaluation.	**May 20**
7. A summary written evaluation will be sent to the personnel department. An ineffective teacher may 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.)

SELF-EVALUATION

(September/October submitted by teacher)

Components of Evaluation form with **circled rubrics** on the 4 rating levels.

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 One (1), 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)

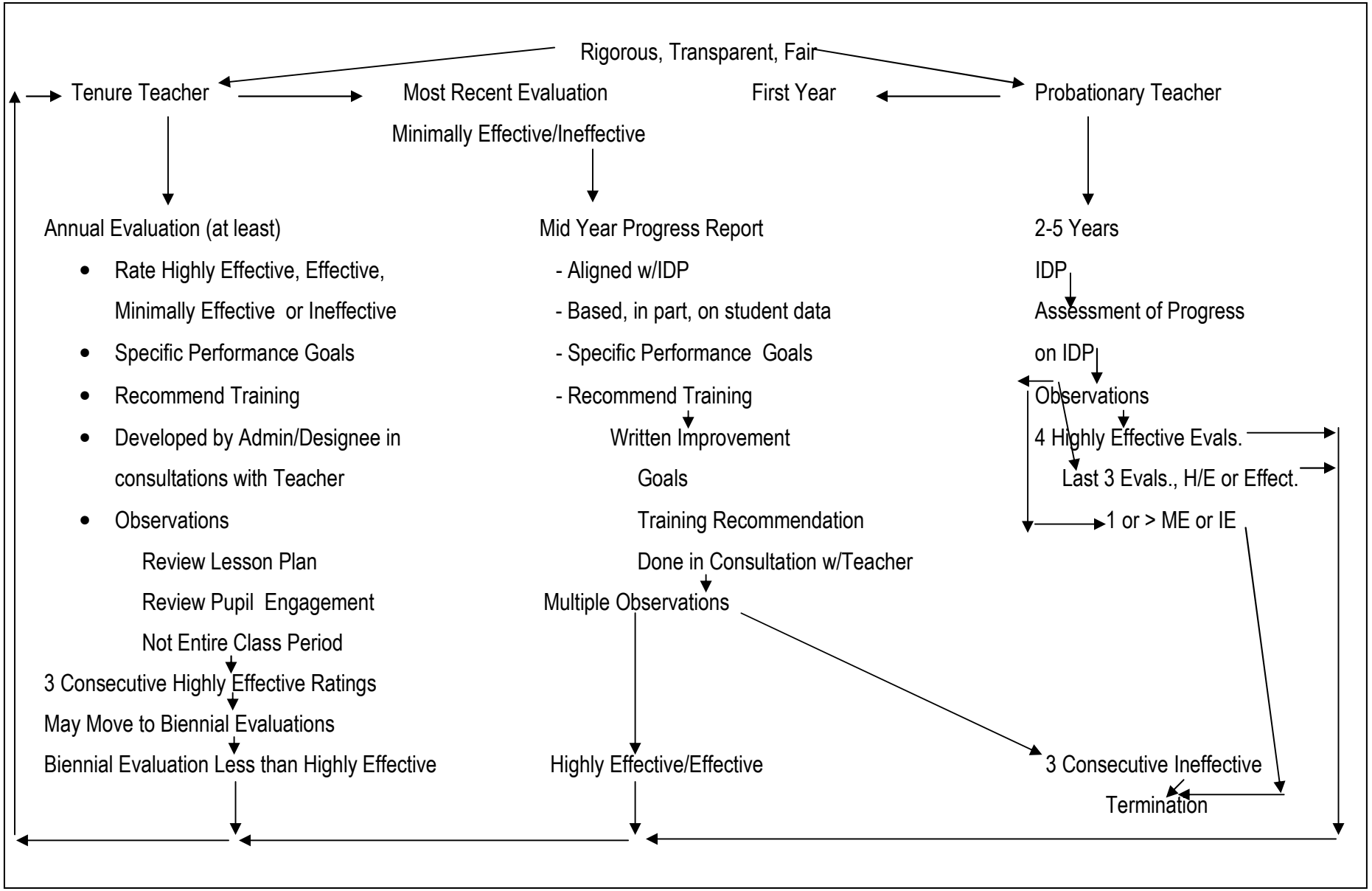
Administration completes Evaluation form using Components including 3-5 Student Achievement/Growth Indicators and completion of 2-3 Performance Goals for Tenured and IDPs for Probationary teachers. (Minimally Effective and Ineffective Teachers from previous year go to PLAN II).

*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.

Teacher Evaluation



Media Specialist

Domain 1: Planning and Preparation

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1a. Demonstrating knowledge of literature and current trends in library/media practice and information technology	Media Specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Media Specialist demonstrates limited knowledge of literature and current trends in practice and information technology.	Media Specialist demonstrates thorough knowledge of literature and current trends in practice and information technology.	Drawing on extensive professional resources, Media Specialist demonstrates rich understanding of literature and current trends in information technology.
1b. Demonstrating knowledge of the school's program and student information needs within that program.	Media Specialist demonstrates little or no knowledge of the school's content standards, and of students' needs for information skills within those standards.	Media Specialist demonstrates basic knowledge of the school's content standards, and of students' needs for information skills within those standards.	Media Specialist demonstrates thorough knowledge of the school's content standards, and of students' needs for information skills within those standards.	Media Specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c. Establishing goals for the library/media program appropriate to the setting and the students served.	Media Specialist has no clear goals for the media program, or they are inappropriate to either the situation or the age of the students.	Media Specialist's goals for the media program are rudimentary, and are partially suitable to the situation and the age of the students.	Media Specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Media Specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students and colleagues

1d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as inter-library loan.	Media Specialist demonstrates little or no knowledge of resources available for students and teachers in the school, other schools in the district, and in the larger community to advance program goals.	Media Specialist demonstrates basic knowledge of resources available for students and teachers in the school, other schools in the district, and in the larger community to advance program goals.	Media Specialist is fully aware of resources available for students and teachers in the school, other schools in the district, and in the larger community to advance program goals.	Media Specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e. Planning the library/media program integrated with the overall school program (Including schedule for individual classes and events such as book fairs, work in classrooms, time for locating resources).	Library/media program consists of unrelated activities, lacking coherence or an overall structure.	Media Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Media Specialist's plan is well designed to support both teachers and students in their information needs.	Media Specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection, and has been developed following consultation with teachers.

Domain 2: The Learning Environment

Component	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
2a. Creating an environment of respect and rapport	Interactions, both between the Media Specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Interactions, both between the Media Specialist and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack or responsiveness to cultural or developmental differences among students.	Interactions between Media Specialist and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the Media Specialist and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students; cultures and levels of development. Students themselves ensure high levels of civility among students in the library.

2b. Establishing a culture for investigation and love of literature.	Media Specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Media Specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Media Specialist, in interactions with both students and colleagues, conveys a sense of the importance of information and reading literature.	Media Specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of information and reading literature. Students appear to have internalized these values.

2c. Establishing and maintaining library procedures, including supervising library assistants.	Library routines and procedures, e.g. for circulation of materials, working on computers, independent work are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Library routines and procedures e.g. for circulation of materials, working on computers, independent work have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Library routines and procedures, e.g. for circulation of materials, working on computers, independent work have been established and function smoothly. Library assistants are clear as to their role.	Library routines and procedures, e.g. for circulation of materials, working on computers, independent work are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently, and contribute to the success of the library.
2d. Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the Media Specialist has made an effort to establish standards of conduct for students, tried to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the Media Specialist monitors student behavior against those standards. Media Specialist response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Media Specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2e. Organizing physical space-organized for smooth flow, adequate space for different activities, effective signage, attractive displays.	Media Specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, and inadequate space devoted to work areas and computer use, and general confusion.	Media Specialists efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Media Specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Media Specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas, and computer use. In addition, book displays are attractive and inviting.

Domain 3: Delivery of Service

Component	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
3a. Maintaining and extending the library collection in accordance with the school's needs, and within budget limitations, and including a periodic inventory, repairs, weeding out, etc.	Media Specialist fails to adhere to district or professional guidelines in selecting materials for the collection, and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Attempts by the Media Specialist to adhere to district or professional guidelines in selecting materials, to weeding the collection, and to establishing balance, are partially successful.	Media Specialist adheres to district or professional guidelines in selecting materials for the collection, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Media Specialist selects materials for the collection thoughtfully, and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b. Collaborating with teachers in the design of instructional units and lessons.	Media Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Media Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

3c. Engaging students in learning information skills.	Students are not engaged in learning information skills due to poor design of activities, poor grouping strategies, or inappropriate materials.	Some students are engaged in learning information skills due to uneven design of activities, or partially appropriate materials.	Students are engaged in learning information skills due to effective design of activities, grouping strategies, and appropriate materials.	Students are high in learning information skills and take initiative in ensuring the engagement of their peers.

3d. Assisting students and teachers in the use of technology in the library.	Media Specialist declines to assist students and teachers in the use of technology in the library.	Media Specialist assists students and teachers in the use of technology in the library when specifically asked to do so.	Media Specialist initiates sessions to assist students and teachers in the use of technology in the library.	.Media Specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library.
3e. Demonstrating flexibility and responsiveness.	Media Specialist adheres to his or her plan, in spite of evidence of its inadequacy.	Media Specialist makes modest changes in the library program when confronted with evidence of the need for change.	Media Specialist makes revisions to the library program when it is needed	Media Specialist is continually seeking way to improve the media program, and makes changes as needed in response to student, parent, or teacher input

Domain 4: Professional Responsibilities

Component	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
4a. Reflecting on practice	Media Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Media Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Media Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media Specialist makes some specific suggestions as to how the media program might be improved.	Media Specialist's reflection is highly accurate and perceptive, citing specific examples. Media Specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.

4b. Preparing and submitting budgets	Media Specialist ignores teacher requests when preparing requisitions and budgets, or does not follow established procedures.	Media Specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures.	Media Specialist honors teacher requests when preparing requisitions and budgets, and follows established procedures.	Media Specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures.
4c. Communicating with the school community	Media Specialist makes no effort to engage in outreach efforts to school community.	Media Specialist makes sporadic efforts to engage in outreach efforts to school community.	Media Specialist engages in outreach efforts to school community.	Media Specialist is proactive in reaching out to the school community and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

4d. Participating in a professional community	Media Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Media Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Media Specialist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Media Specialist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
4e. Showing professionalism, including integrity, advocacy, and maintaining confidentiality.	Media Specialist displays dishonesty in interactions with colleagues, students, and the public, and violates copyright laws.	Media Specialist is honest in interactions with colleagues, students, and the public, and respects copyright laws.	Media Specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public, and adheres carefully to copyright laws.	Media Specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

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 Multiple Data Sources	Informal Assessment	using what happens in the classroom to assess student growth toward an intended outcome
		Formal Assessment	designing and using specific assessment tools to assess studen 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
		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.)
1st -2nd	DRA 2 and/or MMLA	
3rd – 6th	NWEA and/or MEAP	
7th-8th	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:

_____

_____

_____

_____

WORKSHEET FOR NUMERICAL TOTAL SCORE

First Four Domains: When totaling your aggregate score for the first four domains the multiplier is (.75) times (X) your effectiveness rating. Highly Effective is = 4, Effective = 3, Minimally Effective = 2, and Ineffective =1. Each of the first four domains have a total range of 15 points apiece. A perfect score in the first four domains would equal 60 of 80 of the 20-80 Total Range of Effectiveness. Thus, each of the first four domains is translated to be worth 15 points apiece and the SGI is 20 points.

When totaling your score for the Student Growth Indicator (SGI) your multiplier will vary based on the choices of amounts of indicators you submit. If you choose the minimum of two, your multiplier will be 2.5. For instance, if you receive a Highly Effective on the first or (4.0) and an Effective (3.0) on the other SGI, your sub total for the (SGI) = 2.5 (X) 4= 10 + 2.5 (X) 3= 7.5 for a **TOTAL of 17.5.**

TOTAL OVERALL SCORE: When totaling all five domains, your total overall score will fall into one of four categories: Highly Effective= 80-69, Effective=68-59, Minimally Effective=59-50, & Ineffective=49-20.

Scoring Ranges on Levels of Effectiveness

80_____69_____59_____50_____49

HIGHLY EFFECTIVE **EFFECTIVE** **MINIMALLY EFFECTIVE** **INEFFECTIVE**

(80-69) **(68-59)** **(58-50)** **(49-20)**

Evaluation Summary Page

Teacher's name: _____ School Year _____

School:_____Subject Area:_____

Evaluator:_____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

1. Planning/Preparation Responsibilities:

Highly Effective Effective Minimally Effective Ineffective

2.Environment:

Highly Effective Effective Minimally Effective Ineffective

3. Delivery of Services Responsibilities:

Highly Effective Effective Minimally Effective Ineffective

4. Professional Responsibilities

Highly Effective Effective Minimally Effective Ineffective

5. Student Growth and Follow-Up:

Highly Effective Effective Minimally Effective Ineffective

OVERALL RATING: Highly Effective Effective Minimally Effective Ineffective

OVERALL COMMENTS BY PRINCIPAL:

Principal's signature:_____ Date:_____

Teacher's signature:_____Date:_____

GARDEN CITY PUBLIC SCHOOLS

PERFORMANCE GOALS

*At least one goal related to Best Practices and/or Learning Focus

The following performance goals represent the goals for my teaching:

1._____

_____

2. _____

_____

3. _____

_____

Signatures

_____

Teacher

_____

Administrator

_____

Date

9/14/11

GARDEN CITY PUBLIC SCHOOLS

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:

(Probationary)