



# Garden City Public Schools

RISE: Research-based  
Inclusive  
System of  
Evaluation



Garden City, Michigan

## Psychologist/Behavior Specialist Evaluation Handbook

**2012-2013**

## 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:

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**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 19<sup>th</sup> 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 and the student growth plans, and individualized ancillary staff 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.

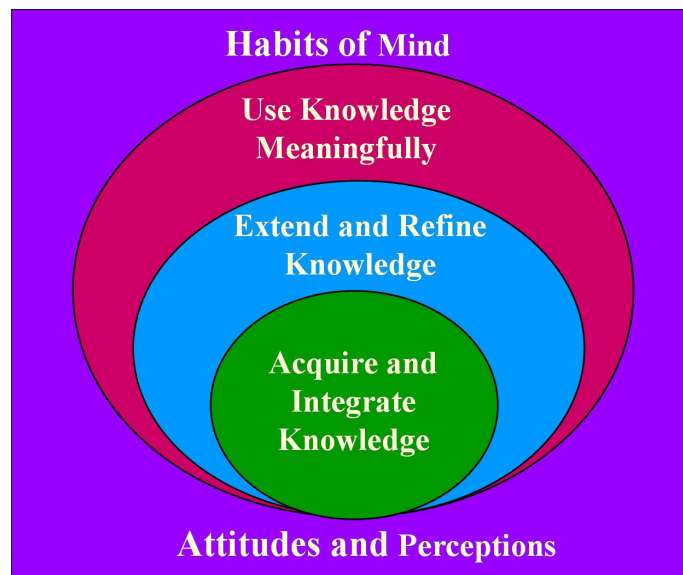
## ***Garden City Standards of Effective Teaching***

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, 2011**
2. Teacher will complete a Self-Evaluation Form.  
Performance goal setting or IDP goals sheet submitted. **October 31, 2011**
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 will not be finalized until after 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. The teacher has the right to appeal the evaluation to the Superintendent. The Superintendent has 20 days to respond back. **June 1**

(REPEAT PROCESS from #5 and downward if doing more than one written evaluation. Will need to set up intervals of time between the previous one to do more than 2 or 3.

# 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**

2-5 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.

### **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 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'S SELF-EVALUATION

Every teacher consciously or unconsciously evaluates his/her daily and yearly performance. This guide provides an approach in organizing self evaluation in the manner in which your evaluating administrator will evaluate you. In a sense, it acts as a tool for you to familiarize yourself with rubrics leveling as it pertains to the components of evaluation.

The four major "domains of teacher responsibility" have been established by the Evaluation Committee. The goal was to provide a simple, concise instrument which could be used to assess your overall performance as a teacher. Your copy of this guide as a Self Evaluation piece is a device to help you analyze your overall performance and to set goals for self-improvement. It is to be turned into your building administrator when completed. You are encouraged to make a copy of it before submission.

## INSTRUCTIONS FOR COMPLETION OF THE GUIDE AND THE SUMMARY

Each of the three "areas of responsibility" has been subdivided into five major statements. The last domain for Student Growth may not be used in your own Self Evaluation. This year, that domain, due to time constraints, is omitted for Self Evaluation. The sub statements (in the first Three Domains) are meant to further explain and expand the major statement. **Evaluate yourself on each major statement by circling the sub statements that is in the column of one of the following four levels:**

- 4 –Highly Effective.
- 3 -Effective.
- 2 –Minimally Effective.
- 1 -Ineffective.

### EXAMPLE:

LEVEL OF PERFORMANCE				
Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. The teacher follows building and district policies.	Teacher does not comply with school expectations and district regulations.	Teacher complies minimally with school expectations and district regulations, doing just enough to get by.	Teacher complies fully with school expectations and district regulations.	Teacher complies fully with school expectations and district regulations, taking a leadership role with colleagues.

Having completed all the ratings, enter them in the summary evaluation page (last page). Fill in the information and circle one of the four levels of "effectiveness" for your own compiled Self- Evaluation ratings. Please understand that your "Overall Rating" will only reflect the first three domains. Not until you are prepared to develop and submit your Student Growth Indicator(s) will you be prepared to evaluate yourself on that domain.

# LEVELS *of* EFFECTIVENESS RUBRIC

## PROFESSIONAL PRACTICES OF PSYCHOLOGISTS AND BEHAVIOR SPECIALISTS

### DOMAIN 1: PLANNING AND PREPARATION

LEVELS OF PERFORMANCE				
Component	Ineffective	Minimally Effective	Effective	Highly Effective
<b>1a.</b> <b>Demonstrating knowledge and skill in the implementation of assessment instruments to evaluate students</b>	Psychologist/Behavioral Spec. demonstrates limited knowledge and skill in using assessment instruments to evaluate students or is not confident in scoring or interpreting results.	Psychologist/Behavioral Spec. uses the appropriate assessment instruments in the evaluation of students. Depth of knowledge in interpreting results is limited.	Psychologist/Behavioral Spec. consistently uses a range of assessment instruments, along with the incorporation of performance data to evaluate students and determine accurate diagnoses. Knowledge is shared to stakeholders in a detailed reliable comfortable way.	Psychologist/Behavioral Spec. uses a wide range of assessment instruments, along with other performance data to evaluate students, as well as demonstrates the ability to incorporate the necessary diagnostic activities in order to achieve a meaningful outcome for students in an evaluative process. Knowledge is shared to stakeholders in a detailed reliable comfortable way. Psychologist/Behavioral Spec. has solid understanding of care content and behavior expectations and incorporates plans to address deficits in explaining recommendations based on assessments.
<b>1b.</b> <b>Demonstrating knowledge of child and adolescent development in order to establish goals for student programming</b>	Psychologist/ Behavioral Spec. demonstrates limited knowledge of child and adolescent development and has difficulty guiding educational teams in the development of IEPs.	Psychologist/Behavioral Spec. demonstrates basic knowledge of child and adolescent development and participates with the educational team in the development of IEPs.	Psychologist/Behavioral Spec. demonstrates thorough knowledge of child and adolescent development and effectively integrates assessment/performance data in the development of IEPs and reports.	Psychologist/Behavioral Spec. demonstrates extensive knowledge of child and adolescent development and provides leadership in the planning and organization of IEPs and reports. As a part of the service delivery, the psychologist provides training to staff in order to appropriately execute individual education plans.

<p><b>1c. Establishing goals for the psychological services appropriate to the settings and students served</b></p>	<p>Psychologist/Behavioral Spec. has no clear goals/behavior plans for the remediation strategies/interventions, or they are inappropriate to either the situation or the age of the student(s).</p>	<p>Psychologists/Behavioral Spec. goals/behavior plans for the remediation strategies/interventions are rudimentary and only partially suitable to the situation and the age of the student(s). Goals/behavior plans are not based on data.</p>	<p>Psychologists/Behavioral Spec. goals/behavior plans for the remediation strategies/interventions are clear and appropriate within the context of the educational setting and to the age/developmental level of the student(s) receiving therapeutic services. Goals/behavior plans are based on data and monitored regularly.</p>	<p>Psychologists/Behavioral Spec. goals/behavior plans for the remediation strategies/interventions are diagnostically relevant to the situation in the school environment and to the age/developmental level of the student(s), and have been created following consultations with students, parents, and colleagues. Goals/behavior plans are based on data and monitored regularly and data is shared with stakeholders.</p>
<p><b>1d. Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district</b></p>	<p>Psychologist/Behavioral Spec. demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.</p>	<p>Psychologist/Behavioral Spec. displays awareness of governmental regulations and resources for students available within the school or district, but no knowledge of resources available beyond the educational setting. Psychologist/Behavioral Specialist has lists of resources to give parents.</p>	<p>Psychologist/Behavioral Spec. displays awareness of governmental regulations and resources for students available within the school or district, and some familiarity with resources external to the district. Psychologist/Behavioral Specialist has detailed information about resources to give to parents.</p>	<p>Psychologists/Behavioral Spec. knowledge of governmental regulations and services for students is extensive, inclusive of district and community resources. In addition, the psychologist networks within and beyond the district to seek additional resources, as needed, in the provision of therapeutic services. Psychologist/Behavioral Specialist effectively guides families toward most effective/appropriate resources.</p>
<p><b>1e. Planning and integrating the program to meet the needs of individual students, including prevention</b></p>	<p>Psychologists/Behavioral Spec. plan for intervention services consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p>	<p>Psychologists/Behavioral Spec. plan has learning objectives aligned to the identified needs of the students and includes a number of meaningful activities, but some of them don't fit with the broader goals.</p>	<p>Psychologist/Behavioral Spec. has developed a plan that is appropriately aligned with the student's identified educational/social emotional needs, incorporating the behavioral expectations of the general education setting that are a part of the student's school day. Psychologist/Behavioral Specialist extends services across the curriculum and shares plan with stakeholders</p>	<p>Psychologists/Behavioral Spec. plan is coherent and preventive, designed to support student progress. The intended objective guides application into the broader educational environment so as to facilitate independent functioning. Psychologist/Behavioral Specialist extends services across the curriculum. Trains parents and relevant stakeholders and monitors implementation of the plan, taking data. Students are taught how to self monitor.</p>
<p><b>Component</b></p>	<p><b>Ineffective</b></p>	<p><b>Minimally Effective</b></p>	<p><b>Effective</b></p>	<p><b>Highly Effective</b></p>



## DOMAIN 2: THE ENVIRONMENT

LEVELS OF PERFORMANCE				
Component	Ineffective	Minimally Effective	Effective	Highly Effective
<b>2a.</b> <b>Establishing rapport with students</b>	Psychologists/ Behavioral Spec. interactions with students are negative or inappropriate; students appear uncomfortable during service delivery.	Psychologists/Behavioral Spec. interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologists/Behavioral Spec. interactions with students are positive and respectful; students appear comfortable during service delivery.	Students seek out the psychologist/Behavioral Spec. reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the social/emotional supports provided through service delivery.
<b>2b.</b> <b>Establishing a culture that promotes pro-social behaviors among the students across educational settings</b>	Psychologist/Behavioral Spec. makes no attempt to establish a culture for positive behaviors across school settings.	Psychologist/Behavioral Spec. attempts to promote positive behaviors across educational settings and these attempts are partially successful..	Psychologist/Behavioral Spec. promotes a culture throughout the school that encourages positive behaviors across educational settings and provides direct instructional support among the students in groups, and between students and their teachers.	Psychologist/Behavioral Spec. takes the initiative to work collaboratively in the promotion of a school wide culture that systematically establishes and reinforces positive behaviors.
<b>2c.</b> <b>Establishing and maintaining clear procedures for referrals</b>	Psychologist/ Behavioral Spec. does not participate in establishing or maintaining procedures for referrals. Psychologist is unresponsive to teachers' requests for assistance in the referral process.	Psychologist/Behavioral Spec. assists in establishing referral procedures when asked and inconsistently maintains established procedures. Psychologist is minimally responsive to teacher requests for assistance.	Psychologist/Behavioral Spec. actively participates in establishing and maintaining referral procedures and guides stakeholders through implementation.	Psychologist/Behavioral Spec. monitors the effectiveness of the referral procedures. The psychologist takes a leadership role in training staff on the utilization of the referral process and suggests revisions as necessary to ensure that the process remains appropriate for the students and school environment.
<b>2d.</b> <b>Establishing standards of conduct across settings</b>	No standards of conduct have been established and the Psychologist/ Behavioral Spec. disregards or fails to address negative student behavior.	Standards of conduct appear to have been established, yet the Psychologist's/Behavioral Spec. attempts to monitor and correct negative student behavior is only partially successful.	Standards of conduct have been clearly established. The Psychologist/Behavioral Spec. monitors student behavior against those standards providing appropriate therapeutic supports and facilitating respectful behavior.	Standards of conduct have been clearly established. The Psychologist/Behavioral Spec. has built the behavioral foundation with the students so that they are able to monitor and self-correct their behaviors.

<p><b>2e.</b> <b>Organizing physical space</b></p>	<p>The physical space is disorganized and poorly suited for working with students. Materials are not stored in a secure location, and are difficult to find when needed.</p>	<p>The physical space is moderately organized. Some attempt is made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location, but are not always readily available.</p>	<p>The physical space is organized. Attempts are made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location and are available when needed.</p>	<p>The physical space is arranged and organized to accommodate a variety of activities with children. If an alternative space is more suitable for an activity, the psychologist has arranged for the site in advance. Materials are stored in a secure location and are readily available.</p>
<p><b>Component</b></p>	<p><b>Ineffective</b></p>	<p><b>Minimally Effective</b></p>	<p><b>Effective</b></p>	<p><b>Highly Effective</b></p>

### DOMAIN 3: DELIVERY OF SERVICE

LEVELS OF PERFORMANCE				
Component	Ineffective	Minimally Effective	Effective	Highly Effective
<b>3a. Responding to referrals and evaluating student needs</b>	Psychologist/ Behavioral Spec. t fails to respond to a referral request or to initiate the evaluative process defined in the referral.	Psychologist/Behavioral Spec. responds to a referral request with only minimal follow-up. The psychologist initiates the evaluative process defined in the referral, but is inconsistent in the completion of the process.	Psychologist/Behavioral Spec. responds to a referral request in a timely manner with appropriate follow-up. The psychologist initiates the evaluative process defined in the referral, and is consistent in the completion of the process. Reports are detailed, well written and shared with parents.	Psychologist/Behavioral Spec. takes a leadership role in monitoring student performance with grade level teams, and guides the implementation of referral requests as necessary. Upon receipt of the referral, the psychologist efficiently initiates and completes the evaluative process defined in the referral. Reports are detailed, well written and shared with parents prior to meetings.
<b>3b. Evaluating student needs in compliance with state and federal guidelines, inclusive of RtI systems that are educationally relevant and diagnostically sound</b>	Psychologist/ Behavioral Spec. resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established timelines and procedures.	Psychologist/Behavioral Spec. attempts to administer appropriate and/or available evaluation instruments to students, but is inconsistent in following established timelines and procedures.	Psychologist/Behavioral Spec. administers appropriate and/or relevant evaluation instruments to students, and ensures that all established timelines and/or procedures are delivered with full compliance.	Psychologist/Behavioral Spec. selects from a broad repertoire those assessments that are most appropriate and educationally relevant to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with all established timelines and/or procedures. Rational for eligibility is based on data and included in recommendations.
<b>3c. Actively participating on the educational/ evaluation teams</b>	Psychologist/Behavioral Spec. does not actively participate with student educational and/or evaluation teams.	Psychologist/Behavioral Spec. participates with student educational and/or evaluation teams based upon the diagnostic data derived from the assessment reports in the development of student's IEP.	Psychologist/Behavioral Spec. actively participates on the educational/evaluation teams, connecting the assessment data to the needs for service and prepares detailed IEPs based upon the derived diagnostic data.	Psychologist/Behavioral Spec. actively participates on the educational/evaluation team and takes initiative in assembling materials for student meetings. IEPs are prepared in an exemplary manner, incorporating relevant diagnostic information that connects the student's performance to that of same-aged non-disabled peers.
<b>3d. Planning interventions to maximize students' academic and/or behavioral successes</b>	Psychologist/Behavioral Spec. fails to plan interventions suitable for students or the planned intervention is mismatched with the findings of the assessment data.	Psychologist/Behavioral Spec. has planned interventions for students, but the interventions are only partially suitable and sporadically aligned with identified needs.	Psychologists/Behavioral Spec. planned interventions for students are designed with integrity and aligned to remediate identified academic and/or behavioral needs.	Psychologist/Behavioral Spec. takes a leadership role in the development of comprehensive interventions for students, finding ways to meet student needs aligned to remediate educational and/or behavioral deficits. Initiative is taken in seeking additional resources as needed.

<p><b>3e. Maintaining professional relationships with community service providers to support student performance across settings</b></p>	<p>Psychologist/Behavioral Spec. does not maintain contact with professional colleagues and community service providers in the provision of educational services.</p>	<p>Psychologist/Behavioral Spec. maintains occasional contact with professional colleagues and community service providers in the provision of educational services.</p>	<p>Psychologist/Behavioral Spec. maintains ongoing contact with professional colleagues and community service providers in the provision of educational services across settings.</p>	<p>Psychologist/Behavioral Spec. initiates ongoing contact in order to network with professional colleagues and community service providers. Psychologist identifies when additional resources are necessary and procures those resources in collaboration with the educational team in the provision of educational services across settings.</p>
<p><b>Component</b></p>	<p><b>Ineffective</b></p>	<p><b>Minimally Effective</b></p>	<p><b>Effective</b></p>	<p><b>Highly Effective</b></p>

## DOMAIN 4: PROFESSIONAL GROWTH AND PROFESSIONALISM

LEVELS OF PERFORMANCE				
Component	Ineffective	Minimally Effective	Effective	Highly Effective
<p><b>4a.</b>  <b>Reflecting on practice</b>  <b>Adhering to all district attendance guidelines, demonstrating a commitment to Psychology/Behavior Specialist-the profession</b></p>	<p>Psychologist/ Behavioral Spec. t resists reflection on practice. Reflections are inaccurate or self-serving. Psychologist is unable to identify any evidence-based practice to support interventions. High incidence of unexplained absences; the Psychologist/Behavior Spec. does not communicate with administrator prior to or after absences have occurred; Fails to keep a normal work schedule.</p>	<p>Psychologists/Behavioral Spec. reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. Psychologist demonstrates a vague understanding of evidence-based practice and how it relates to interventions. Psychologist/Behavior Spec. continues to improve his/her punctuality; however, frequently arrives to work late and/or uses an excessive number of absences. Demonstrates a leisurely attitude when it comes to attendance.</p>	<p>Psychologists/Behavioral Spec. reflection provides an accurate and objective description of practice, citing specific evidence. Psychologist makes some specific suggestions based on evidence as to how the interventions might be improved. The Psychologist/Behavior Spec. is reliable and is punctual; Views attendance as an important part of the job.</p>	<p>Psychologists/Behavioral Spec. reflection is accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies and consistently incorporates evidence-based practices. The Psychologist/Behavior Spec. is always punctual; Uses job knowledge on a daily basis; demonstrates high level of productivity. Committed to attending and participating in extra-curricular activities and extends self to meet the needs of the organization</p>
<p><b>4b.</b>  <b>Maintaining accurate and effective data management system</b>  <b>Displaying a high level of professional behavior through appearance and demeanor and assumes responsibility for personal actions</b></p>	<p>Psychologists/ Behavioral Spec. system for managing data is either nonexistent or inappropriate; it cannot be used to monitor student progress or to adjust service delivery. The Psychologist/ Behavior Spec. fails to maintain a professional appearance Attire is too casual or not appropriate for a school setting.</p>	<p>Psychologists/Behavioral Spec. system for managing data is rudimentary or insufficient for monitoring student progress and is only occasionally used to make adjustments to service delivery. The Psychologist/ Behavior Spec. often struggles to maintain a professional appearance. Attire is sometimes too casual or inappropriate for a school setting.</p>	<p>Psychologists/Behavioral Spec. system for managing data is effective for monitoring student progress and is used on an on-going basis to make adjustments to service delivery. The Psychologist/Behavior Spec. exhibits cleanliness and good hygiene; Maintains a professional appearance and adheres to a professional dress code.</p>	<p>Psychologists/Behavioral Spec. system for managing data is effective and organized for monitoring student progress across settings and is used as a foundational component in the implementation of service delivery and is shared with all relevant stakeholders. The Psychologist/Behavior Spec. exhibits cleanliness and good hygiene; Maintains a professional appearance and understands the importance of representing the district in and outside of schools hours. Exhibits poise and self-confidence.</p>
<p><b>4c.</b>  <b>Communicating with parents, staff and administrators as allowed by confidentiality laws.</b>  <b>Responding appropriately to a variety of communication styles, using grammatically correct written, verbal and electronic language</b></p>	<p>Psychologist/ Behavioral Spec. is unavailable to stakeholders for questions, planning or for sharing of assessment data. The Psychologist/ Behavior Spec. demonstrates an unsatisfactory level of communication skills; Does not understand the importance of confidentiality in the delivery of services is not positive in representing the district or lacks confidence in presenting information.</p>	<p>Psychologist/Behavioral Spec. is available to stakeholders only when requested for questions, planning or sharing of assessment data. The information provided may be insufficient or delivered in an insensitive manner. The Psychologist/ Behavior Spec. occasionally demonstrates a satisfactory level of acceptable written and verbal communication; however, frequently, makes grammatical errors is inconsistently positive in representing the district or</p>	<p>Psychologist/Behavioral Spec. initiates contact with stakeholders to provide information to plan, answer questions and share assessment data. The communication supports on-going collaboration in the provision of educational programming. The Psychologist/Behavior Spec. demonstrates a level of proficiency in written and verbal communication skills, including listening skills. Communicates in a positive manner. Is confident in presenting information.</p>	<p>Psychologist/Behavioral Spec. seeks out stakeholders to provide information to plan, answer questions and share assessment data. Psychologist solicits stake holder’s perspectives on individual students or needs within an educational setting and documents consultation/collaboration in progress notes and data management system. The Psychologist/Behavior Spec. demonstrates a high level of effective written and verbal communication,</p>

		confidence in presenting information.		including listening skills. Communicates in an effective and positive manner. Maintains confidentiality in the delivery of services.
<b>4d. Participating in a professional community Upholding professional standards of the profession, representing the school community favorably</b>	Psychologist's/ Behavioral Spec. relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and/or projects. The Psychologist/ Behavior Spec. fails to comply with rules of conduct/standards of acceptable behavior. Psychologist's/ Behavioral Spec is unaware of or does not uphold professional standards of the National Association of Psychologists/ Behavior Spec	Psychologist's/Behavioral Spec. relationships with colleagues are cordial and psychologist participates in school and district events and/or projects when specifically requested. The Psychologist/ Behavior Spec. understands rules of conduct/standards and acceptable behavior; however, is inconsistent in upholding professional standards of the National Association of Psychologists/Behavior Spec.	Psychologist/Behavioral Spec. participates actively in school and district events and/or projects, while also maintaining positive and productive relationships with colleagues. The Psychologist/Behavior Spec. follows rules of conduct/standards and acceptable behavior. Upholds professional standards of the National Association of Psychologists/Behavior Spec. Demonstrates respect for the district's mission.	Psychologist/Behavioral Spec. makes a substantial contribution to school and district events and/or projects and assumes a leadership role with colleagues. The Psychologist/Behavior Spec. enforces rules of conduct/standards and acceptable behavior. Upholds professional standards of the National Association of Psychologists/Behavior Spec. Demonstrates respect for the district's mission. Uses self-evaluation to identify personal strengths and weaknesses and mentors others in exemplary practices.
<b>4e. Maintaining confidentiality concerning students/families Responding promptly to all deadlines and assigned projects. Work accuracy is of a high quality and represents the school district in a professional manner;</b>	Psychologist's/ Behavioral Spec. does not understand the importance of maintaining confidentiality and how it ties to professionalism. Unacceptable conduct is displayed by the Psychologist/Behavior Spec. The Psychologist/ Behavior Spec. continuously produces unsatisfactory work and fails to meet timelines set by administration. Takes inappropriate short cuts to complete work. Paperwork is minimal, not professional or unclear to reader.	The Psychologist/Behavior Spec. is inconsistent in maintaining confidentiality in/out of the workplace. There are administrative concerns regarding the Psychologist's/Behavior Spec. professional conduct. The Psychologist/ Behavior Spec. produces satisfactory work; however, fails to meet timelines set by administration. Often needs to redo work.	The Psychologist/Behavioral Spec. meets professional obligations to maintain confidentiality in/out of the workplace. The Psychologist/Behavior Spec. is motivated to be highly productive; establishes appropriate priorities. Paperwork is of high quality.	The Psychologist/Behavior Spec. understands/recognizes the importance of maintaining confidentiality in/out of the workplace. Recognizes confidentiality is a critical element in developing and maintaining trusting relationships among students/families. Understands the implications for breach/lack of confidentiality. The Psychologist/Behavior Spec. has an exceptional level of commitment to the organization and demonstrates high levels of productivity; Regards productivity as a top priority; Never misses deadlines Timelines are met and paperwork has a professional quality.
<b>Component</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>

## Self-Evaluation Summary Page

**Directions:** Based Upon the Components of Evaluation, and the Evaluation Rubrics, please record your Self-Evaluation by circling your cumulative, aggregate in each of the first three quartiles. Due to the many unknowns, the Student Growth Indicator (SGI) is omitted for the Self-Evaluation, since it may be too difficult to predict your rating.

Teacher's name: \_\_\_\_\_ School Year \_\_\_\_\_

School: \_\_\_\_\_ Subject Area: \_\_\_\_\_

Position: \_\_\_\_\_

### **RATINGS ON INDIVIDUAL DOMAINS/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

### **OVERALL RATING ON FIRST 4 OF 5 DOMAINS:**

**Highly Effective      Effective      Minimally Effective      Ineffective**

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## DOMAIN 5. Student Growth

A teacher’s student growth evaluation is likely to involve the 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
<b>STUDENT GROWTH</b>	<b>Using</b>	<b>Informal Assessment</b>	using what happens in the classroom to assess student growth toward an intended outcome
	<b>Multiple Data Sources</b>	<b>Formal Assessment</b>	designing and using specific assessment tools to assess student growth toward an intended outcome
		<b>Non-Assessment Data</b>	collecting, analyzing, and applying information related to student needs, interests, opinions, extracurricular pursuits, behavior, attendance, etc. that may inform instruction
		<b>Embedding Technology</b>	using student data systems to collect and analyze information necessary for instructional decision-making

### Comprehensive Data Collection Form

The Comprehensive Data Collection Form is used by both the professional school psychologist/behavioral specialist to summarize the documentation of a performance criterion over the course of the evaluation cycle. It should be maintained by the psychologist /behavioral specialist with a yearly copy. It should be reviewed periodically to determine the professional school psychologist/behavioral specialist’s progress. This document will provide an overview of the professional school psychologist /behavioral specialist ‘s performance to be used during the Evaluation Report. It serves as a composite of all the data collected. All data should be copied and discussed between the counselor and evaluating administrator.

Grade Level \_\_\_\_\_ Administrator/Supervisor \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Professional School Psychologist /Behavioral Specialist \_\_\_\_\_

**Data Collection: Circle and Present the two Indicators of Progress:**

- Professional portfolios
- Service logs/Medicaid Billing
- IEP Goals
- Data Analysis (individual)
- Case study analysis
- Statistical measures
- Other

The collected materials are the property of Psychologist/Behavioral Specialist.

### **WORKSHEET FOR NUMERICAL TOTAL SCORE**

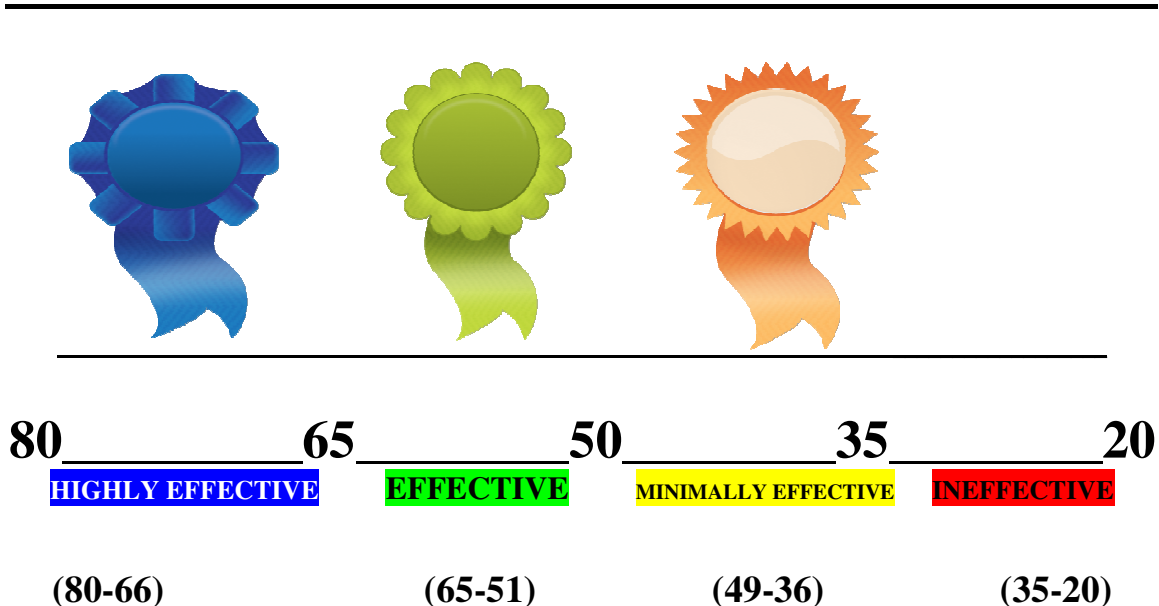


**First Four Domains:** When totaling your aggregate score for the first four domains the multiplier is (.75) times (X) your effectiveness rating. Highly Effective is = 4, Effective = 3, Minimally Effective = 2, and Ineffective =1. Each of the first four domains have a total range of 15 points apiece. A perfect score in the first four domains would equal 60 of 80 of the 20-80 Total Range of Effectiveness we are using for all teacher affiliated evaluations. Thus, each of the first four domains is translated to be worth 20 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= 80-66, Effective=65-51, Minimally Effective=49-36, & Ineffective=35-20.

# Scoring Ranges on Levels of Effectiveness



## 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 Indicator:

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

**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)

# Teacher Evaluation

