



Garden City Public Schools

RISE: Research-based
Inclusive
System of
Evaluation



Garden City, Michigan

Speech Teacher/ Speech Pathologist Evaluation Handbook

2011-2012

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 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.

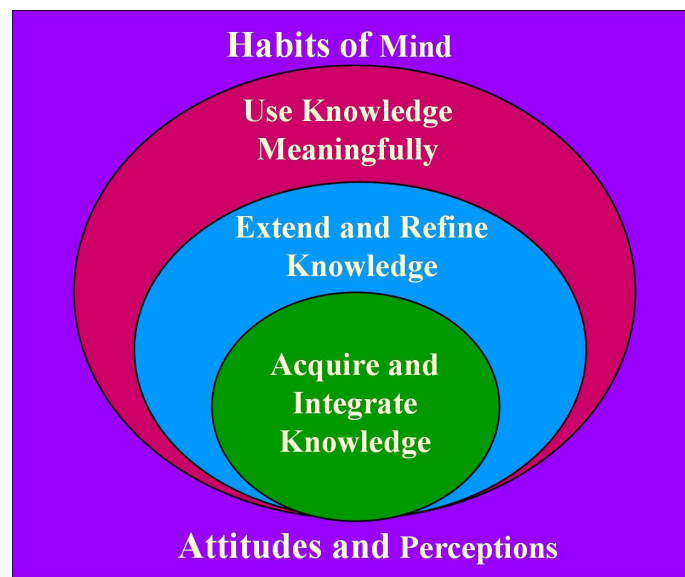
Garden City Standards of Effective Teaching

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 SPEECH-LANGUAGE PATHOLOGISTS - DOMAIN 1: PLANNING AND PREPARATION

Component	LEVELS OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
1a Demonstrating knowledge and skill in the delivery of speech-language therapy practices	Speech-Language Pathologist's plan and practice demonstrates little or no knowledge in the application of therapeutic services within a school based program.	Speech-Language Pathologist's plan and practice demonstrates basic knowledge and skill in the application of therapeutic services within a school-based program.	Speech-Language Pathologist's plan and practice demonstrates thorough knowledge and skill in the application of therapeutic services within a school-based program and the communication practices specific to the identified needs of the students receiving services.	Speech-Language Pathologist's plan and practice demonstrates extensive knowledge and skill in the application of therapeutic services within a school-based program. The communication practices specific to identified needs of the students receiving services builds upon knowledge of best practices.
1b Establishing speech-language pathology plan aligned to the identified needs of students served through a school-based program	Speech-Language Pathologist has no plan for individualizing speech-language services that are appropriate to the students' needs and/or educational setting of the school.	Speech-Language Pathologist has a rudimentary plan for the therapy services that is only partially suitable to the needs of the students and/or the educational setting of the school.	Speech-Language Pathologist has a plan for the therapy services that is clear and appropriate to the needs of the students and/or educational setting of the school.	Speech-Language Pathologist has a plan for the therapy services that is diagnostically aligned to the identified needs of the student(s) and the educational setting of the school. The plan has been developed collaboratively with all relevant stakeholders.
1c Demonstrating	Speech-Language	Speech-Language	Speech-Language	Speech-Language Pathologist's knowledge of

knowledge of district, state, and federal regulations and guidelines for speech-language pathology	Pathologist demonstrates little or no knowledge of governmental regulations and procedures.	Pathologist demonstrates basic knowledge of governmental regulations and procedures.	Pathologist demonstrates thorough knowledge of governmental regulations and procedures as it relates to the provision of school-based services.	governmental regulations and procedures are extensive; Speech-Language Pathologist takes a leadership role within the team in reviewing and revising district practices as they relate to therapeutic services within a school-based program.
1d Demonstrating knowledge of resources, both within and beyond the school and district	Speech-Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates basic knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Speech-Language Pathologist demonstrates extensive knowledge of resources for students available through the school, the district, and outside the district and seeks the necessary resources as needed for the provision of service within a school-based program.
1e Formulating a diagnostic plan for the therapy services to meet the needs of students in a school-based program	Therapy planning consists of a random collection of unrelated activities, lacking coherence or an overall structure and does not link to overall goal(s)/benchmark(s).	Speech-Language Pathologist's planned sessions have guiding objectives and include a number of meaningful activities, but does not meet the overall goal(s)/benchmark(s) of the student(s) receiving services.	Speech-Language Pathologist has developed planned sessions that include the diagnostically aligned activities that correspond to the identified goal(s)/benchmark(s) of the student(s) receiving services.	Speech-Language Pathologist's planned sessions are coherent and effective supporting the identified students and facilitate generalization across educational or community settings.

**PROFESSIONAL PRACTICES OF SPEECH-LANGUAGE PATHOLOGISTS -
DOMAIN 2: ENVIRONMENT**

		LEVELS OF PERFORMANCE			
Component	Ineffective	Minimally Effective	Effective	Highly Effective	
2a Establishing rapport with students	Speech-Language Pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting.	Speech-Language Pathologist's interactions are a mix of positive and negative; the Speech-Language Pathologist's efforts at developing rapport are partially established.	Speech-Language Pathologist's interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting.	Speech-Language Pathologist's interactions with the students are positive and respectful; the students are comfortable in the evaluation and therapy setting as evidenced by at least one of the following behaviors: seeking out the Speech-Language Pathologist, cooperating during expected tasks, coming to scheduled therapy sessions independently, and/or completing homework assignments.	
2b Utilizing therapeutic time	Speech-Language Pathologist has no organizational	Speech-Language Pathologist has some	Speech-Language Pathologist has organizational	Speech-Language Pathologist is organized and	

effectively	skills demonstrated by the inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on set therapy schedule, and completes some paperwork in a timely manner.	skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes paperwork in a timely manner.	meets deadlines for evaluating students and conducting meetings, providing therapy and completing paperwork in a timely manner, as well as utilizing time for other duties that will assist in fulfilling the needs of students assigned to the caseload for services.
2c Managing therapy procedures including instructional groups, materials/supplies, and transitions	Speech-Language Pathologist does not group students based on age/communication needs, does not have materials/supplies prepared in advance, and does not transition in a timely manner. Poor transitioning results in ineffective use of therapy time.	Speech-Language Pathologist does not consistently group students based on age/communication needs, does not consistently have materials/supplies prepared in advance, and does not consistently transition in a timely manner.	Speech-Language Pathologist considers student needs in developing therapy groups based upon age/communication needs, has materials/supplies prepared in advance, and transitions in a timely manner.	Speech-Language Pathologist groups students based on age/communication needs, has materials/supplies prepared in advance, and transitions in a timely manner. Students demonstrate an understanding of their goals by independently incorporating the skills derived from the therapy services.

Component	LEVELS OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
2d Establishing standards of conduct in therapy sessions	Speech-Language Pathologist has no clear set rules of conduct in the evaluation and	Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session	Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session	Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and the efforts to monitor and correct negative student behavior are

	therapy session and disregards or fails to address negative student behavior during evaluation or therapy.	that are inconsistently enforced and attempts to monitor and correct negative student behavior during evaluation and therapy are only partially successful.	that are consistently enforced and the efforts to monitor and correct negative student behavior are successful. Rules of conduct are posted and accessible to students.	successful. Rules of conduct are accessible to students and discussed with the students. Students engage in self-monitoring of appropriate behavior.
2e Organizing physical space for testing of students and providing therapy	The Speech-Language Pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with students. Materials are not readily available.	The Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and therapy. The setting is not rearranged or modified to meet each student's individual needs.	The Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and therapy. The setting is rearranged or modified to meet each student's individual needs.	The Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and therapy. The setting is rearranged or modified to meet each student's individual needs. The Speech-Language Pathologist seeks out additional equipment, materials, and therapeutic resources to enhance student achievement of therapeutic goals.

**PROFESSIONAL PRACTICES OF SPEECH-LANGUAGE PATHOLOGISTS -
DOMAIN 3: DELIVERY OF SERVICE**

Component	LEVELS OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
3a Responding to referrals and evaluating student needs	The Speech-Language Pathologist fails to respond to a written referral upon receipt of	The Speech-Language Pathologist responds to a written referral within	The Speech-Language Pathologist responds to a written referral within the	The Speech-Language Pathologist is proactive in responding to written referrals within the mandated time frame and completes the indicated assessments

	the documentation within the mandated time frame.	the mandated time frame, but the response does not fully address the identified areas of concern listed in the referral. There are no clear explanations of planned interventions and/or assessment.	mandated time frame and provides a clear explanation of interventions and/or assessments, which have been aligned to the identified areas of need within the referral.	documented in the referral with clear explanations of the interventions/ assessments that were provided. The Speech-Language Pathologist collaborates with all appropriate stakeholders involved with the student's educational program.
3b Developing and implementing goals and benchmarks to maximize students' successes	The Speech-Language Pathologist fails to develop therapy goals suitable for students, or goals are mismatched with the findings of assessments.	Speech-Language Pathologist's goals for students are only partially suitable for them or the alignment lacks connection with identified individual needs.	Speech-Language Pathologist's goals for students are diagnostically aligned with identified needs and individual goals are appropriately assessed in the student's educational plans.	Speech-Language Pathologist develops comprehensive goals for students, finding ways to meet student needs and incorporate the diagnostically relevant interventions that correspond with assessment data. Student progress is documented to measure rate of progress and update goals as appropriate.
3c Engaging students in therapeutic services	Therapy activities, materials, and groupings of students are inappropriate to meet the goals set for the student(s) involved in therapeutic services resulting in little to no student engagement.	Therapy activities, materials, and groupings of students are moderately appropriate to achieve the goals set for the student(s) involved in therapeutic services resulting in moderate	Therapy activities, materials, and groupings of students are fully appropriate to achieve the goals set for the student(s) receiving services. Students are fully engaged and the therapy	Therapy activities, materials, and groupings of students are effective in achieving the therapy goals set for the student(s) involved in therapy. As applicable, the students are able to demonstrate independence in the execution of the therapeutic activities resulting in improved performance from the student.

		student engagement.	sessions illustrate a diagnostically aligned level of challenge to achieve the intended performance from the student.	
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**PROFESSIONAL PRACTICES OF SPEECH-LANGUAGE PATHOLOGISTS -
DOMAIN 3: DELIVERY OF SERVICE**

		LEVELS OF PERFORMANCE		
Component	Ineffective	Minimally Effective	Effective	Highly Effective
3d Collecting information and writing reports	Speech-Language Pathologist neglects to gather relevant information on which to base therapy goals; reports are inaccurate or unsubstantiated.	Speech-Language Pathologist gathers limited information on which to base therapy goals; reports are accurate, but lacking in clarity and only partially substantiated.	Speech-Language Pathologist gathers sufficient information on which to base therapy goals; reports are accurate and substantiated.	Speech-Language Pathologist is proactive in gathering relevant information, interviewing teachers and parents if necessary; reports are accurate, clearly written, and substantiated.
3e Demonstrating flexibility and responsiveness	The Speech-Language Pathologist adheres to the IEP goals and benchmarks, in spite of evidence of its inadequacy. Minutes of service are not individualized to meet the student's needs.	The Speech-Language Pathologist makes modest changes in the interventions and documents the changes in the progress reports, but does not amend the IEP when confronted with evidence of the	The Speech-Language Pathologist amends the IEP when there is evidence of a need for change and makes revisions in the treatment program. Students' needs are	The Speech-Language Pathologist amends the IEP when there is evidence of a need for a change in services. Revisions of therapy goals are coordinated with the student's demonstrated level of need and minutes of service are adjusted accordingly. Evidence-based practices are used to determine if adjustment in goals, benchmarks, and/or

		need for change. Student's needs are considered when assigning minutes of service.	monitored on an ongoing basis as a part of the determination of their needs for services.	minutes of service are needed.
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**PROFESSIONAL PRACTICES OF SPEECH-LANGUAGE PATHOLOGISTS -
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component	LEVELS OF PERFORMANCE			
	Ineffective	Minimally Effective	Effective	Highly Effective
4a Reflecting on practice	The Speech-Language Pathologist does not reflect on practice, or the reflections are inaccurate or self-serving. The Speech-Language Pathologist is unable to identify any evidence-based practice to support therapeutic interventions.	The Speech-Language Pathologist'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. The Speech-Language Pathologist demonstrates a vague understanding of evidence-based practice and how it relates to their therapeutic interventions.	The Speech-Language Pathologist's reflection provides an accurate and objective description of practice, citing specific evidence. The Speech-Language Pathologist makes some specific suggestions as to how the therapy program might be improved through use of evidence-based practice.	The Speech-Language Pathologist's reflection is accurate and perceptive, citing specific examples that were not fully successful for at least some students. The Speech-Language Pathologist draws on an extensive repertoire to suggest alternative strategies and consistently incorporates evidence-based practices.

<p>4b Maintaining an effective data management system</p>	<p>The Speech-Language Pathologist data management system is either nonexistent or inappropriate; it cannot be used to monitor student progress or to adjust therapeutic goals.</p>	<p>The Speech-Language Pathologist has developed a rudimentary or insufficient data management system for monitoring student progress and occasionally uses it to adjust therapeutic goals.</p>	<p>The Speech-Language Pathologist has developed an organized data management system for monitoring student progress and uses it to update therapeutic goals.</p>	<p>The Speech-Language Pathologist has developed an effective data management system for monitoring student progress across settings and uses it to update therapeutic goals. The Speech-Language Pathologist uses the system to communicate with stakeholders.</p>
<p>4c Communicating with parents, staff, and administrators</p>	<p>The Speech-Language Pathologist is unavailable to stakeholders for questions and planning and does not provide background material when requested.</p>	<p>The Speech-Language Pathologist is available to stakeholders for questions and planning and provides background material when requested.</p>	<p>The Speech-Language Pathologist initiates contact with staff to provide information pertaining to students and documents consultation/collaboration in progress notes and data collection. Parents are informed as needed.</p>	<p>The Speech-Language Pathologist seeks out staff to provide information pertaining to students, solicits their perspectives on individual students, and documents consultation/collaboration in progress notes and data collection. Parents are informed on an ongoing basis.</p>

PROFESSIONAL PRACTICES OF SPEECH-LANGUAGE PATHOLOGISTS - DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

		LEVELS OF PERFORMANCE			
Component	Ineffective	Minimally Effective	Effective	Highly Effective	
<p>4d Participating in a professional community</p>	<p>The Speech-Language Pathologist relationships with colleagues are negative or</p>	<p>The Speech-Language Pathologist relationships with colleagues are cordial, and</p>	<p>The Speech-Language Pathologist participates in school and district events</p>	<p>The Speech-Language Pathologist makes a substantial contribution to school and district events and/or projects and assumes a leadership role with</p>	

	self-serving, and specialist avoids being involved in school and district events and/or projects.	they participate in school and district events and/or projects when requested.	and/or projects and maintains positive and productive relationships with colleagues.	colleagues.
4e Showing professionalism	The Speech-Language Pathologist is not trustworthy or dependable in his/her interactions with colleagues, students and the public. The Speech-Language Pathologist fails to comply with school and district policies and practices. The Speech-Language Pathologist violates practices of confidentiality as defined by state and federal law.	The Speech-Language Pathologist is trustworthy and dependable in interactions with colleagues, students, and the public. The Speech-Language Pathologist complies minimally with school and district policies and practices. The Speech-Language Pathologist plays a moderate advocacy role for students, and does not violate practices of confidentiality.	The Speech-Language Pathologist displays high standards of honesty, integrity, and confidentiality in documentation and interactions with colleagues, students, and the school community. The Speech-Language Pathologist advocates for students when needed. The Speech-Language Pathologist complies fully and voluntarily with school and district policies and practices and maintains confidentiality as required by state and federal law.	The Speech-Language Pathologist demonstrates the highest standards of ethical conduct, inclusive of confidentiality in documentation and sound therapeutically meaningful interactions with colleagues, students and the school community. The Speech-Language Pathologist consistently advocates for students and takes a leadership role with colleagues.

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
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 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
		Embedding Technology	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 speech teacher/speech pathologist to summarize the documentation of a performance criterion over the course of the evaluation cycle. It should be maintained by the speech teacher/speech pathologist with a yearly copy. It should be reviewed periodically to determine the speech teacher/speech pathologist's progress. This document will provide an overview of the professional school speech teacher/speech pathologist'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 speech teacher/speech pathologist and evaluating administrator.

Grade Level _____ Administrator/Supervisor _____

School _____ Date ____ / ____ / ____

Professional Speech Teacher/Speech Pathologist

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

- Professional portfolios
- Service logs/Medicaid Billing
- IEP Goals
- Data Analysis (individual)
- Pre/Post assessments
- Statistical measures
- Other

The collected materials are the property of Speech Teacher/Pathologists .

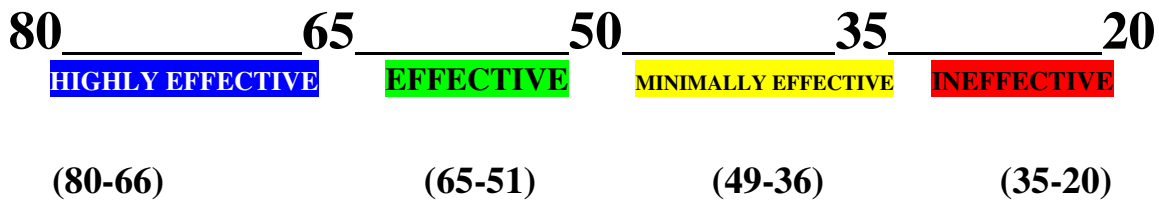
WORKSHEET FOR NUMERICAL TOTAL SCORE

First Three Quartiles: When totaling your aggregate score for the first three quartiles the multiplier is (1.0) times (X) your effectiveness rating. **Highly Effective is = 4, Effective = 3, Minimally Effective = 2, and Ineffective =1.**

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:

TEACHER EVALUATION FLOW CHART

