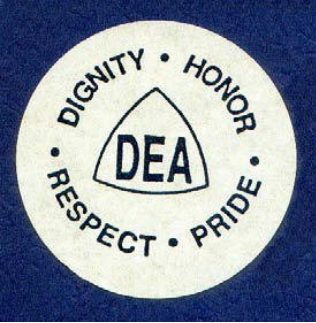




**Decatur Public School District 61
Teacher Appraisal Process Manual
2017-18**

July 2017



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Introduction

The Appraisal Action Committee (AAC) has collaborated to formulate a evaluation process for certified staff at Decatur Public Schools. The AAC is made up of equal numbers of Decatur Education Association (DEA) members and district and school administrators. As a result of the Illinois Performance Evaluation Reform Act of 2010, student growth is mandated to be a significant part of teacher evaluation across the state. The evaluation process meets Illinois legal requirements that were implemented in the 2012–13 school year.

This document outlines the appraisal process for teachers; the appraisal process for the following groups conforms to a similar outline and uses the Danielson-created framework best aligned to their roles: school nurses, speech and language pathologists, psychologists, social workers, counselors, librarians and instructional material center consultants, department chairpersons, team leaders, coordinators, consultants who spend less than 50 percent of their time in administrative duties, teachers employed by the Macon-Piatt Special Education District, and other such positions similar in function and role.

Members of the 2017 – 2018 AAC:

Suzanne Kreps, DEA President, Co-Chair

Deanne Hilman, Director of Human Resources, Co-Chair

Susie Niesman, DEA First Vice President, Special Ed Teacher, Johns Hill

Hilda Nicholls, Teacher, Muffley

Julie Turner, Teacher, Oak Grove

Sara Tupper, Teacher, Thomas Jefferson

Chris Shugart, Teacher, Eisenhower

Andy Jones, Teacher, MacArthur

Sarah Knuppel, Principal, Pershing

Kathy Horath, Director of Special Education

Stephanie Strang, Principal, Franklin

Tim Dever, Assistant Principal, MacArthur

Amy Zahm-Duncheon, Principal, Eisenhower

Jared Lamb, Assistant Principal, Stephen Decatur

Amelia Finch, IEA UniServ Director, Region 10

*2 additional members to be determined

Decatur Public Schools Teacher Appraisal Process

The Decatur Public School District 61 Teacher Appraisal Process is essential for the continual professional growth of each certificated staff member. By providing teachers with well-defined expectations and ongoing, constructive feedback, the appraisal process endeavors to develop and maintain effective teachers. This process is designed to be continuous and collaborative and take place in an atmosphere of mutual trust, support, and respect.

Definition of an Effective Teacher

An effective teacher

- Demonstrates high expectations for all students regarding all facets of intellectual and social growth and helps students learn by using diverse resources and engaging lessons
- Develops and maintains working relationships with students and their families and contributes to positive academic, behavioral, and social outcomes
- Engages consistently in self-reflection of practice and continually seeks to grow in the profession
- Incorporates and models best practices in reading, writing, and oral communication in all content areas
- Demonstrates high expectations for himself or herself in terms of
 - Consistently improving mastery of content
 - Consistently improving mastery of relating content in appropriate ways for age and skill level
 - Monitoring student progress in a variety of ways and using those findings to drive instructional decisions
 - Using open, honest, and productive collaboration with colleagues and the community

Characteristics of Evidence

When collecting data for the purpose of teacher evaluation, the evaluator must ensure that the data are evidence, not opinion. Evidence should be factual—not opinion or biased—and free of judgment.

Evidence also can include, but is not limited to, the following list:

- Descriptions of student actions
- Statements or questions by teachers or students
- Observed teacher or student behaviors

- Numeric information (e.g., date, time, number of students)
- Observable features about the classroom environment

Purpose of the Decatur Public Schools Teacher Appraisal Process

The Decatur Public School District 61 Teacher Appraisal Process is designed to

- Identify teachers' strengths and areas of needed improvement in order to determine effective professional development, assistance, and support
- Determine whether a teacher is meeting performance expectations in the classroom, including student achievement growth expectations¹
- Provide accountability in order to retain effective teachers and assist in identifying potential teacher leaders

¹ Student achievement growth expectations are negotiated as part of the contract between Decatur Public School District 61 and the DEA.

Structure of the Decatur Public Schools Teacher Appraisal Plan

Charlotte Danielson's *Framework for Teaching*

The Decatur Public Schools teacher appraisal plan is based on *The Framework for Teaching Evaluation Instrument* by Charlotte Danielson (2011). The *Framework for Teaching* is a research-based, validated instrument that is being used across the country and is recommended for use in Illinois districts by the Performance Evaluation Advisory Council.

The *Framework for Teaching* will serve as the rubric of professional practice that underlies the teacher appraisal system. Many of the processes that are part of the Decatur Public Schools Teacher Appraisal Process have been adapted from *The Handbook for Enhancing Professional Practice* by Charlotte Danielson (2008). The *Framework for Teaching* is organized into four domains composed of 22 components (Figure 1).

Domain 1: Planning and Preparation

Defines how a teacher organizes the content that the students are to learn—how the teacher designs instruction. All elements of the instructional design—learning activities, materials, assessments, and strategies—should be appropriate to both the content and the students. The components of Domain 1 are demonstrated through the plans and tools the teachers prepare to guide their teaching. The plan's effects are observable through actions in the classroom.

Domain 2: Classroom Environment

Consists of the noninstructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and nondisruptive, and the physical environment supports instruction. The components of Domain 2 are demonstrated through classroom interaction and are observable.

Domain 3: Instruction

Consists of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. As in Domain 2, the components of Domain 3 are demonstrated through teacher classroom interaction and are observable.

Domain 4: Professional Responsibilities

Encompasses the professional's role outside of the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the school, the district, and the profession as a whole. The components of Domain 4 are demonstrated through growth made in goals determined following self-reflection and interactions with colleagues, families, and the larger community.

Figure 1. The Danielson *Framework for Teaching*

<p>Domain 1: Planning and Preparation</p> <p>1a. Demonstrating Knowledge of Content and Pedagogy</p> <p>1b. Demonstrating Knowledge of Students</p> <p>1c. Setting Instructional Outcomes</p> <p>1d. Demonstrating Knowledge of Resources</p> <p>1e. Designing Coherent Instruction</p> <p>1f. Designing Student Assessments</p>	<p>Domain 2: Classroom Environment</p> <p>2a. Creating an Environment of Respect and Rapport</p> <p>2b. Establishing a Culture for Learning</p> <p>2c. Managing Classroom Procedures</p> <p>2d. Managing Student Behavior</p> <p>2e. Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on Teaching</p> <p>4b. Maintaining Accurate Records</p> <p>4c. Communicating With Families</p> <p>4d. Participating in a Professional Community</p> <p>4e. Growing and Developing Professionally</p> <p>4f. Showing Professionalism</p>	<p>Domain 3: Instruction</p> <p>3a. Communicating With Students</p> <p>3b. Using Questioning and Discussion Techniques</p> <p>3c. Engaging Students in Learning</p> <p>3d. Using Assessment in Instruction</p> <p>3e. Demonstrating Flexibility and Responsiveness</p>

The *Framework for Teaching* rubric defines four levels of performance for each component: *unsatisfactory*, *needs improvement*, *proficient*, and *distinguished/excellent*.

Charlotte Danielson has developed rubrics that describe the professional practice of different school personnel. The following professionals have a version of the *Framework for Teaching* for their roles that will guide their appraisals:

- Instructional specialist
- Library-media specialist
- School counselor
- School nurse
- School psychologist
- Therapeutic specialist

Evaluation Components in Decatur Public School District 61

Three measures are used to determine teacher progress:

1. Artifact review
2. Observations
3. Student growth

Artifact Review

An artifact review will be used to provide evidence of a teacher's progress on Domains 1 and 4 of the *Framework for Teaching*. A single summative component rating will be calculated by combining these two domains, which are not directly observable. Evidence on teacher practice will be collected from the following:

- Forms filled out by the teacher and administrator during the evaluation process, including a self-assessment, completed by the teacher and discussed with the administrator
- Artifacts collected and submitted by the teacher related to planning (Domain 1) and professional responsibilities (Domain 4)

Observations

Classroom observations will provide evidence of teacher practice in Domains 2 and 3 of the Framework for Teaching. These two domains are combined to create a single summative component rating. Evidence on teacher practice will be collected during scheduled and unscheduled observations (no more than two for nontenured and one for tenured employees).

The evaluation of certificated staff members is the responsibility of the administration. All certificated staff members have the responsibility to participate in the teacher evaluation process and demonstrate evidence of their professional practice. No member of the bargaining unit shall be designated by district administration as the evaluator of any member of the bargaining unit.

Student Growth

Districtwide, student growth will count as 30 percent of a teacher's summative rating.

Table 1 lists the three types of assessments defined in the Illinois Administrative Code, Part 50, Sub. A, Sec. 50.30.

Table 1. Illinois Assessment Types

Assessment Type	Assessment Description
Type I	“A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois” (Examples: Scholastic Reading Inventory [SRI], Scholastic Math Inventory [SMI], and Educational Planning and Assessment System)
Type II	“Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers” (Examples: district-developed tests, Dynamic Indicators of Basic Early Literacy Skills [DIBELS])
Type III	“Any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.”

Due to the lack of valid and reliable Type I or Type II assessments district-wide, all teachers will use two Type III assessments with corresponding Student Learning Objectives (SLOs). Refer to the definition of a Type III assessment in the table above.

A student learning objective (SLO) is a measurable, long-term, academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for subgroups of students.

Assessment A must address largest student population or students seen most frequently. For secondary teachers, the largest student population is defined as a single section of a course, all of the sections of a course, or any combination of sections for a single course. For elementary teachers, a class is defined to include all of the students in the class.

Ex: If a teacher has 3 sections of Algebra (90 students) and 2 sections of geometry (45 students) - he would use student data from his Algebra classes.

Ex: An elementary self-contained teacher would use her whole class.

AAC encourages teachers to select a class that yields the largest sample size. It is typically in the teacher's best interest to select a larger population of students.

Assessment B may address a teacher-selected subgroup population (may also be largest population).

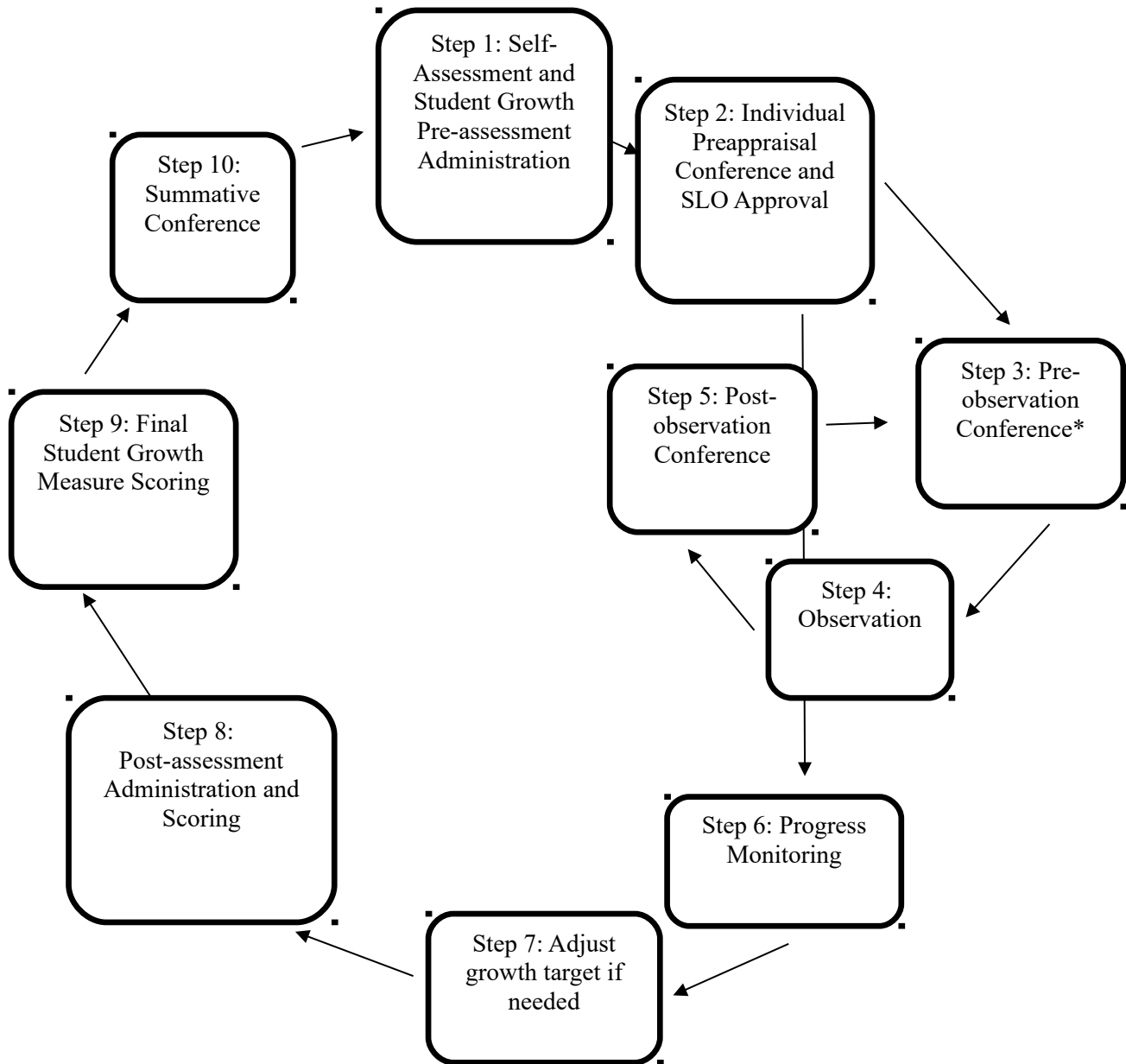
Ex: A teacher who teaches a single AP section may elect to use the students in that course.

Ex: An elementary teacher may choose to monitor only students who are reading below grade level.

Assessments A and B must be two different assessments. At least one SLO must be aligned with the school improvement plan and district initiatives._

Steps in the Decatur Public Schools Teacher Appraisal Process

Figure 2. Steps in the Decatur Public Schools Teacher Appraisal Process



* The pre-observation conference occurs only before a scheduled observation.

Step 1: Self-Assessment and Student Growth Pre-assessment Administration

- A. The Self-Assessment of Practice (Form 1) is a tool meant to help teachers reflect on their practices as they relate to the Danielson *Framework for Teaching* rubric. Teachers are required to fill out and bring the completed Self-Assessment of Practice to the individual preappraisal conference. This conference will be scheduled by the administrator within the first 25 days of student attendance.
- B. Teachers will select, administer, and score Type III pre-assessments. Type III assessments may be administered after the preappraisal conference.
- Teachers can use standardized or criterion-referenced assessments (Type I and/or Type II) for their Type III assessments.
 - Teachers also may create or select an assessment that meets the following criteria:
 - Assessments will be aligned with identified essential learning outcomes and grade-level standards.
 - Assessments will be of adequate length to assess performance.
 - Essays and Performance Assessments must be graded using an appropriate rubric; rubrics must clearly define criteria for achieving a specific score.
 - Assessments will be peer reviewed.
 - Teachers will grade their own pre-assessments. Teachers should keep student assessments on file for a minimum of two years.
 - For special education teachers, a series of progress-monitoring data points (minimum of six data points) may be selected, and a pre-assessment and post-assessment are not necessary (Appendix D).
- C. After administering the pre-assessment, the teacher then will develop the SLOs by using the Student Learning Objective Template (Appendix B). Sample SLOs are available on the Teacher Appraisal webpage: <http://www.dps61.org/domain/2244>.

At the preappraisal conference, the teacher and administrator will discuss the SLOs. The SLO template will be submitted prior to that meeting if the pre-assessment has been administered before the meeting.

If the pre-assessment for the SLO will be administered after the preappraisal meeting, the teacher will submit the completed SLO template, including supplementary documentation, within five school days of administering the pre-assessment.

Within five school days of receiving the SLO, the administrator will review the SLO for final approval. Should joint approval not be reached within seven school days of the initial submission of the SLO, the SLO will be submitted to the AAC for review.

If an SLO is appealed, the administrator will notify the chairs of the AAC. A subgroup of the AAC will review the SLO and make the decision within three school days.

Adjustments to the SLO growth target may be made in conversation between the teacher and the evaluator up to and including the midpoint of the SLO timeline. It is the responsibility of the teacher to request a meeting to reevaluate the SLO. Formative data must be provided to support the revision request.

Figure 3. SLO Approval Process

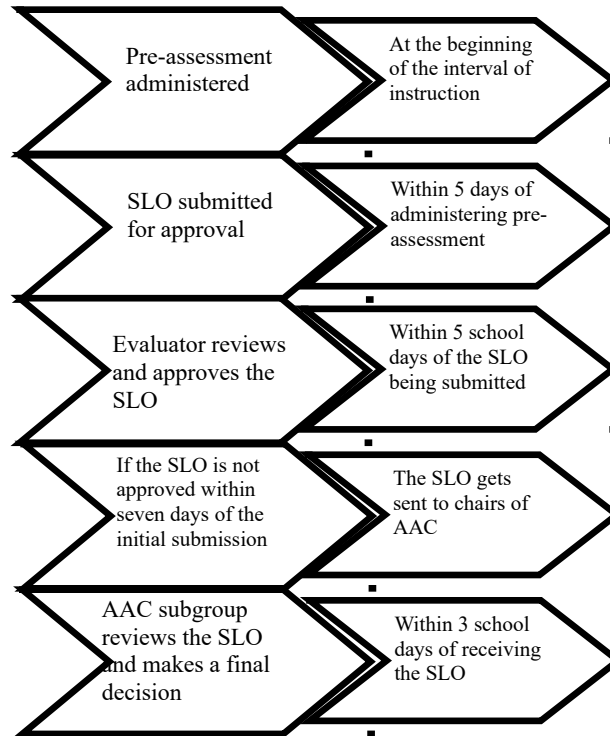


Table 2. Self-Assessment and Student Growth Pre-assessment Administration Responsibilities

During this step, the teacher will:	During this step, the evaluating administrator will:
Complete the Self-Assessment of Practice (Form 1)	Schedule the individual preappraisal conference (All conferences should be completed within the first 25 days of student attendance.)
Select, administer, and score Type III pre-assessments, if given prior to the preappraisal conference (Appendix C)	
Be prepared to discuss the SLO plan and timeline of implementation; submit a draft if you are ready (Appendix B)	Review the submitted draft SLOs (Appendix B)

Step 2: Individual Preappraisal Conference and SLO Approval

- A. Teachers will review the Self-Assessment of Practice (Form 1) with their administrator.
- B. The teacher and administrator will set a timeline for SLO submission and discuss the draft SLOs, if submitted.
- C. If the pre-assessment for the SLOs will be administered after the preappraisal meeting, the teacher will submit the completed SLOs within five school days of administering the pre-assessment. Within five school days of receiving the SLOs, the administrator will review the SLOs for final approval.
- D. In addition, the teacher and evaluating administrator should schedule the first observation and pre-observation conference dates and times at the individual preappraisal conference.

Table 3. Individual Preappraisal Conference Responsibilities

During this step, the teacher will:	During this step, the evaluating administrator will:
Bring the completed Self-Assessment of Practice (Form 1). It does not need to be turned over to the administrator's possession.	Review the Self-Assessment of Practice (Form 1) with the teacher.
Bring the draft SLOs if completed; discuss the SLO plan and timeline if not (Appendix B)	Review the draft SLOs if completed; discuss the SLO plan and set a timeline for submission if not (Appendix B); send Outlook reminder to teacher for SLO submission
	Schedule the first observation and pre-observation conference
Submit the finalized SLOs to the administrator within five days after the individual preappraisal conference or within five days after the pre-assessment	Approve the finalized SLOs within five days of receiving it from the teacher

Step 3: Pre-observation Conference

- A. Teachers must complete a lesson plan and submit it to the administrator two to five days prior to the scheduled observation. Teachers also should submit any tools, assessments, or assignments they plan to use to support instruction.
- B. Teachers also must complete the Pre-observation Form (Form 2) and submit it to the administrator two to five days prior to the scheduled observation.
- C. Teachers will meet with their evaluating administrator at the pre-observation conference, which should be held any time after the lesson plan and the Pre-observation Form (Form 2) are submitted. During this meeting, the teacher and evaluating administrator will review the lesson plan and the Pre-observation Form (Form 2). The pre-observation conference should take approximately 10 to 15 minutes.
- D. If an additional trained observer (other than the evaluating administrator) will be conducting an observation, the observer should conduct the pre-observation conference.

Table 4. Pre-observation Conference Responsibilities

During this step, the teacher will:	During this step, the evaluating administrator or observer will:
Complete a lesson plan and submit it between two to five days prior to the scheduled observation	Review the lesson plan
Complete the Pre-observation Form (Form 2) and submit it between two to five days prior to the scheduled observation	Review the Pre-observation Form (Form 2)
Meet with the administrator within five days of the scheduled observation—after the lesson plan and Pre-observation Form (Form 2) have been submitted	Meet with the teacher within five days of the scheduled observation—after the lesson plan and Pre-observation Form (Form 2) have been submitted

Step 4: Observation

- A. Evaluators will conduct scheduled observations, which should last for at least 45 minutes or the complete duration of the specific lesson or throughout an entire class period. Administrators will take notes to provide a time-stamped narrative of the lesson. Administrator notes must be submitted electronically to the teacher within five days of conducting the observation.
- B. Evaluators will conduct unscheduled observations without advance notice. For unscheduled observations, no pre-observation conference will occur.
- C. No more than one of the observations may be conducted by a second observer identified by the administrator.
- D. In domain components 2E and 3B, a rating of N/A may be given when a specific domain component cannot be observed. If an indicator is rated N/A, comments from both the evaluator and teacher must be given for validation.

Evaluators will conduct the minimum number of scheduled and unscheduled observations for teachers at each level of experience.

Table 5. Minimum Number of Required Observations

Type of Teacher	Number of Scheduled Observations	Number of Unscheduled Observations*	Frequency of Summative Evaluations
Nontenured teachers	2	1	Annually
Tenured teachers with <i>needs improvement</i> rating or remediation plan in previous year	2	1	Annually
Tenured teachers	1	1	Every two years
Part-time employees	1	No student growth	By May 1
Late hires (after 60th day)	1	No student growth	By May 1

A teacher may request a replacement observation **before, during or immediately** after an observation. This request must be made within **24 hours** of this observation. A teacher may make this request one time per evaluation cycle. This option is available for either the scheduled observation or the unscheduled observation: a scheduled observation will replace a scheduled observation, and an unscheduled observation will replace an unscheduled observation. For requested replacement of scheduled observations, the teacher must submit a new lesson plan and pre-observation form(s). The administrator must begin a new narrative and discard the old narrative. All timelines must be followed. If any part of the replacement observation occurs outside the established timeline, both the DEA president and the Director of Human Resources will be notified.

Teachers have the option to have an **additional unscheduled** observation at their discretion. This additional observation may be conducted by a mutually agreed upon evaluator. These scores will be averaged with all other observation scores.

Table 6. Observation Responsibilities

During this step, the teacher will:	During this step, the evaluating administrator or observer will:
	Type narrative notes of the lesson
Gather any tools used to teach the lesson in preparation for the post-observation conference	Submit the narrative electronically to teacher within five days of the observation
Review the narrative notes	

Step 5: Post-observation Conference

- A. Teachers complete the Post-observation Reflection Form (Form 3) and submit the document to the observing administrator within five days after each scheduled and unscheduled observation.
- B. Teachers gather evidence for Domain 1, which can be submitted electronically or be provided in print copy format.
- C. The post-observation conference should take approximately 30 minutes and should take place within seven days of the observation.
- D. If an additional trained observer (other than the evaluating administrator) conducted the observation, the observer should conduct the post-observation conference.
- E. **Tenured teachers only:** If a majority of components within a domain are rated as *needs improvement* or *unsatisfactory*, the teacher (including a DEA representative) and the administrator will develop a Plan of Assistance for Tenured Teachers. The administrator will notify the director of human resources to obtain the electronic plan of assistance.

Table 7 summarizes the post-observation responsibilities for teachers and administrators.

Table 7. Post-observation Conference Responsibilities

During this step, the teacher will:	During this step, the evaluating administrator will:
Complete and submit the Post-observation Reflection Form (Form 3) within five days after observation	Schedule the post-observation conference within seven days after the observation
Gather Domain 1 evidence—electronically or print copy	Review the Post-observation Reflection Form (Form 3) with the teacher
	Review Domain 1: Planning artifacts with the teacher
	Document ratings for each component of Domains 1, 2, and 3 and review with the teacher

Step 6: Progress Monitoring

Teachers will use formative assessments to monitor student progress throughout the interval of instruction.

Step 7: Adjust Growth Target if Needed

Adjustments to the SLO growth target may be made in conversation between the teacher and the evaluator up to and including the midpoint of the SLO timeline. It is the responsibility of the teacher to request a meeting to reevaluate the SLO. Formative data must be provided to support the revision request.

Step 8: Post-assessment Administration and Scoring

Teachers will administer and score post-assessments for each SLO.

Step 9: Final Student Growth Measure Scoring

Type III (SLO)

Teachers will use the scores of their students on the post-assessment to score their attainment of their SLOs and will submit the SLO subscores. Administrators will verify the SLO subscores.

Students who are not present for 80% of the instructional interval may be excluded from the SLO.

The teacher must decide to exclude all students not meeting the attendance requirement or exclude none of them.

SLOs will be scored based on the percentage of students who meet the target set by the teachers (Table 11).

There should be two ratings – one for each SLO. Each rating will comprise 50% of the total student growth rating.

Table 8. Teacher Student Growth Rating on Type III Assessments

Teacher Rating for Student Growth on Type III (SLO) Assessments	Percentage of Students Who Met the Target For 2016-17
<i>Distinguished/Excellent: 4</i>	76% - 100%
<i>Proficient: 3</i>	51% - 75%
<i>Needs Improvement: 2</i>	25% -50%
<i>Unsatisfactory: 1</i>	24% and below

Step 10: Summative Conference

- A. A summative conference will be scheduled to take place no later than March 1 for nontenured teachers and by May 1 for tenured teachers. The summative conference should be a collaborative conversation that takes approximately 45 minutes.
- B. Teachers complete the Summative Conference Reflection Form (Form 4). Teachers should attach the post-test information including student target data.
- C. Teachers compile any evidence (artifacts) for Domain 4. Employees may choose to submit artifacts electronically or submit a print copy.
- D. The teacher and administrator will discuss and rate the evidence (artifacts) for Domain 4. The artifact review should consist of a conversation of the evidence presented and allow for ratings to include evidence based on the summary of all artifacts.
- E. The teacher and administrator will discuss the summative ratings for Domains 1, 2, and 3.
- F. The teacher and administrator will discuss the results of the the Type III assessments and determine the student growth rating (see Step 10).

- G. If the overall rating for a tenured teacher is *needs improvement*, a professional development plan will be developed within 30 days (see Professional Development Plan process in the companion Tenured Employee Support Plans document).
- H. If the overall rating for a tenured teacher is *unsatisfactory*, a remediation plan will be developed within 30 days (see Teacher Remediation Plan process in the companion Tenured Employee Support Plans document).
- I. Teachers may write a rebuttal within 15 days of the summative conference. This will be attached to the final evaluation document.

Table 9 summarizes responsibilities for teachers and administrators in the summative rating conference.

Table 9. Summative Rating Conference Responsibilities

During this step, the teacher will:	During this step, the evaluating administrator will:
Complete and be prepared to discuss the Summative Conference Reflection Form (Form 4)	Review and discuss the Summative Conference Reflection Form (Form 4)
Compile the evidence (artifacts) for Domain 4—electronically or print copy	Review and rate the Domain 4 artifacts with the teacher
Complete the SLO scoring for each SLO and enter final student scores	Review and assign a rating for each SLO
	Complete all domains on the Summative Rating Form (Form 5) and review with the teacher

Timelines in the Decatur Public Schools Teacher Appraisal Process

Evaluation Component	Nontenured Teachers	Tenured Teachers	Part-Time Teachers or Retirees
Group Appraisal Conference	Between August 14th – September 1	Between August 14th – September 1	Between August 14th – September 1
Individual Preappraisal Conference	September 22	September 22	September 22
Pre-observation Conference 1	Within five days before Observation 1	Within five days before Observation 1	Within five days before Observation 1
Observation 1: Scheduled	By October 20	By December 15	By March 1
Post-observation Conference 1	No later than seven days after Observation 1	No later than seven days after Observation 1	No later than seven days after Observation 1
Observation 2: Unscheduled	By December 15	By March 29	Not applicable
Post-observation Conference 2	No later than seven days after Observation 2	No later than seven days after Observation 2	Not applicable
Pre-observation Conference 3	Within five days before Observation 3	For teachers who received a <i>needs improvement</i> rating or remediation plan in previous year, within five days before Observation 3	Not applicable
Observation 3: Scheduled	By February 9*	For teachers who received a <i>needs improvement</i> rating or remediation plan in previous year, by April 13*	Not applicable
Post-observation Conference 3	No later than seven days after Observation 3	No later than seven days after Observation 3	Not applicable
Summative Conference	By March 1**	By May 1**	By May 1**

* A minimum of seven days must occur between a post-observation conference and the subsequent observation.

** The summative conference must be separate and distinct from the final post-observation conference unless both parties agree to combine the two meetings.

If teacher requests a replacement observation, please refer to page 12.

Summative Rating Descriptors

At the end of each evaluation cycle, teachers in Decatur Public Schools will receive a summative rating. Their professional practice performance will be rated as *distinguished/excellent*, *proficient*, *needs improvement*, or *unsatisfactory*. For additional information, please see the Charlotte Danielson *Framework for Teaching* at <http://danielsongroup.org/framework/> for more information and examples. These summative ratings are described here.

***Distinguished/Excellent* Descriptor**

Teacher's practice indicates consistent movement toward a developmentally appropriate student-centered classroom in which developmentally appropriate planning and preparation meet the individualized needs of all students. The learning environment is culturally relevant and leads to application of effective instruction, fostering active student engagement. Teacher accurately assesses his or her practice, cites specific examples for improvement, and applies the new learning to impact ongoing instructional needs of students. Teacher excels in the multiple facets and requirements of the teaching assignment and in professional responsibilities beyond the classroom. Teacher is fully aware of information on students, test scores, and other relevant indicators, using them to ensure successful learning by being both flexible and responsive. An excellent teacher demonstrates a positive impact on student growth and learning.

***Proficient* Descriptor**

Teacher's practice is effective because of developmentally appropriate planning and preparation that meet the individualized needs of students, a positive and culturally appropriate learning environment, and the consistent application of effective instruction. A proficient teacher thoroughly knows the content, the students, and the curriculum and has a broad repertoire of strategies and activities to use with students. Teacher accurately assesses his or her practice and applies the new learning to impact the ongoing instructional needs of students. Teacher meets the multiple facets and requirements of his or her teaching assignment. Teacher is aware of and responsive to information on students, test scores, and any other relevant indicators. A proficient teacher has evidence of a positive impact on student growth and learning.

***Needs Improvement* Descriptor**

The teacher performing at the *needs improvement* level may understand the concepts of effective educational practices, but implementation is sporadic, and often results are inconsistent. A teacher's practices may be inconsistent because of inappropriate planning and preparation, an erratic learning environment, and/or inconsistent application of effective instruction. Teacher may not accurately assess his or her practices in order to improve instruction. Teacher does not demonstrate sufficient accountability for the multiple facets and requirements of his or her teaching assignment. Teacher shows minimal response to information on students, test scores, and any other relevant indicators. A teacher may not positively impact student learning as evidenced by growth data. A formal intervention is needed in order to increase the skills and competency of teacher's practices in his or her current assignment.

***Unsatisfactory* Descriptor**

In some areas of practice, teacher performance is below the licensing standard of “do no harm.” Teacher’s practices are ineffective because of minimal planning that is inappropriate for the students, nonexistent learning environment, and/or failure to apply effective instruction. Teacher does not accurately assess his or her practices in order to pursue improved instruction. Teacher does not meet the multiple facets and requirements of his or her teaching assignment. Teacher is not responsive to information on students, test scores, and any other relevant indicators. A teacher may not positively impact student learning as evidenced by growth data. A formal remediation plan with support from a consulting teacher is necessary for the teacher to show an improvement in skills and a commitment to an enhancement of performance and/or consideration for dismissal.

Summative Rating Calculation

Throughout the observation cycle, ratings will be given for each component in Domains 1, 2, and 3 at each post-observation conference. Domain 4 will be rated during the summative conference, at which the teacher will submit evidence of professional responsibility. Each of the components will be given a numerical rating, as follows:

- *Distinguished/excellent*: 4
- *Proficient*: 3
- *Needs improvement*: 2
- *Unsatisfactory*: 1

A summative observation rating will be determined by averaging all components in Domains 2 and 3. A summative artifact review rating will be determined by averaging all components in Domains 1 and 4. Districtwide, student growth will count as 30 percent of a teacher’s summative rating. County employees will follow their home district’s student growth implementation timeline.

An overall summative rating will be determined by averaging the summative observation rating and the summative artifact review rating combined with the student growth rating.

Table 10 summarizes these rating calculations by using the example of a tenured teacher with *proficient* or *distinguished/excellent* ratings.

Table 10. Summative Rating Calculations for Tenured Teachers on Student Growth

Measure	Observation Cycle 1	Observation Cycle 2	Summative Rating
Observation Data	Domain 2 = 5 data points Domain 3 = 5 data points	Domain 2 = 5 data points Domain 3 = 5 data points	Total earned points ÷ 20 = summative observation rating
Artifact Data	Domain 1 = 6 data points	Domain 1 = 6 data points	Domain 1 = 12 data points + Domain 4 = 6 data points x 2 Total earned points ÷ 24 = artifact rating
Student Growth	Not applicable	Not applicable	SLO A + SLO B divided by 2 = student growth rating
(summative observation rating) + (summative artifact rating) x .70 + (student growth rating) x .30 = overall summative rating			

Table 11 shows the summative rating bands.

Table 11. Summative Rating Bands

Summative Rating	Band*
<i>Distinguished/Excellent</i>	3.5 – 4.0
<i>Proficient</i>	2.8 – 3.49
<i>Needs Improvement</i>	2.20 – 2.79
<i>Unsatisfactory</i>	2.19 or below

Tenured Employee Support Plans

From time to time, tenured employees will need additional support to improve their skills through the evaluation process. There are three different documents to assist staff. The employee, administrator, and a representative from DEA will work collaboratively to support the employee toward a successful outcome.

1. **Plan of Assistance:** The Plan of Assistance is used when a tenured employee has ratings during any observation cycle that have a majority of *needs improvement* or *unsatisfactory* in any domain.
2. **Professional Development Plan:** The Professional Development Plan is used when a tenured employee has a summative rating of *needs improvement*. The Professional Development Plan is created and implemented the following school year. In addition to the Professional Development Plan, the tenured employee is on evaluation cycle the following school year. The Professional Development Plan supplements the evaluation and becomes the professional goal for that employee.
3. **Teacher Remediation Plan:** The Teacher Remediation Plan is used when a tenured employee has a summative rating of *unsatisfactory*. The plan is developed and implemented the following school year.

The specific plans and corresponding forms can be found on the [Decatur Public Schools Certified Appraisal website](#). If you have any questions, please contact Human Resources or the DEA president.

References

Danielson, C. (2008). *The handbook for enhancing professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2011). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group. Retrieved from <http://www.danielsongroup.org/article.aspx?page=FfTEvaluationInstrument>

Appendix A. Forms

Form 1: Self-Assessment of Practice—Teacher

Form 2: Pre-observation Form

Form 3: Post-observation Reflection Form

Form 4: Summative Conference Reflection Form

Form 5: Summative Rating Form

Please note, all forms in this manual are specific to teachers. All other certified employees will have a different Danielson rubric with companion forms.

Self-Assessment of Practice—Teacher

Teacher _____ School _____
 Grade Level(s) _____ Subject(s) _____ Date _____

Consider your teaching practice and determine, for each component of the Framework for Teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words. This will provide you with a summary of your current level of practice. More information about each component may be accessed through the Charlotte Danielson Framework for Teaching at <http://danielsongroup.org/framework/>.

Domain 1: Planning and Preparation

Component	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished/Excellent</i>
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources and attains this knowledge for individual students.
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Component	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished/Excellent</i>
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: Classroom Environment

Component	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished/Excellent</i>
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher 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.	Classroom interactions between the teacher 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 members of the class.
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
2d Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of conduct.

Component	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished/Excellent</i>
2e Organizing Physical Space	The physical environment is unsafe, or some students do not have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher’s use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished/Excellent</i>
3a Communicating With Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher’s use of language contains errors or is inappropriate for students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher’s use of language is correct but may not be completely appropriate for students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students’ cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher’s oral and written communication is clear and expressive, appropriate for students’ cultures and levels of development, and anticipates possible student misconceptions.
3b Using Questioning and Discussion Techniques	The teacher’s questions are low level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher’s questions elicit a thoughtful response, but most are low level, posed in rapid succession. The teacher’s attempts to engage all students in the discussion are only partially successful.	Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Component	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished/Excellent</i>
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw on.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students by using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished/Excellent</i>
4a Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

Component	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished/Excellent</i>
4b Maintaining Accurate Records	The teacher’s systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher’s systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher’s systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher’s systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
4c Communicating With Families	The teacher’s communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher’s communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects and assumes a leadership role among the faculty.
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development on the basis of an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and timelines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher’s attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

Pre-observation Form

Complete this form and submit it to your administrator within two to five days before each scheduled observation; include your lesson plan, assessment, and other relevant documents. Be prepared to discuss the information at your preappraisal conference.

Staff Member: _____

School: _____

Subject/Grade Level: _____

Name of Observer: _____

Date of Pre-observation Conference: _____

Date of Scheduled Classroom Observation: _____

Objectives of Lesson

What do you expect the students will have learned or be able to do by the end of the lesson?

Describe the activities and strategies that will be used to achieve these learning outcomes.

How will you know during the lesson and/or following the lesson that your students have met the learning objectives?

What follow-up activities are planned for students who have met the learning objectives?

What follow-up activities are planned for students who have not met the learning objectives?

Background Information

What learning provided a foundation for this lesson?

Is there anything special to be aware of about the students before the scheduled observation?

Is there anything special to be aware of about the classroom activities or routines?

Focus of Observation

To what aspect of your teaching and/or classroom would you like particular attention given?

Post-observation Reflection Form

Complete this form and submit it to your administrator within five days after the observed lesson. Be prepared to discuss this information, along with your Domain 1 evidence, at your post-observation conference.

Staff Member: _____

School: _____

Subject/Grade Level: _____

Name of Observer: _____

Date of Lesson: _____

Date of Post-observation Conference: _____

1. In general, how successful was the lesson? How do you know that the students learned what you intended for them to learn? How will you use this information to drive future instruction? (3d, 1f)
2. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these factors contribute to student learning? (2c, 2d, 2e)
3. Comment on different aspects of your instructional delivery. To what extent were these aspects engaging students? (1d, 1e, 2a, 2b, 3c, 3e)
4. Did anything occur during this lesson that was not typical or anticipated? How did it impact your lesson? (3e)
5. If you were to teach this lesson again, what would you do differently, from planning through execution?

Form 3: Post-observation Reflection Form

Domain 1: Planning Artifact Review

1. How do your plans reflect your knowledge of content, prerequisite relationships between important concepts and between grade levels and content, and instructional best practices for that content? (1a)
2. How do you become familiar with your students' skills, knowledge, individual interests, and cultural backgrounds? Provide examples. (1b)
3. What was the instructional outcome for your lesson? How is the outcome linked to essential learning for your grade level or course? How did you differentiate the lesson to address different types of learning? (1c)
4. What resources (people, materials, community resources, technology) do you use in planning for and/or incorporating in classroom instruction, as well as the students who need assistance? (1d)

Summative Conference Reflection Form

Bring this completed form, along with artifacts, and be prepared to discuss this at the summative conference.

Domain 4: Professional Responsibilities Artifact Review

1. Explain your process for maintaining instructional and noninstructional records. (4b, 4c)
2. Describe your involvement in professional learning communities. (4d)
3. Describe the professional development you have participated in this school year. How has it improved your practice (and the practice of others)? (4e)
4. What is your contribution to your building and the district this school year? (4e)

Student Growth

5. For SLO A, what percentage of your students met the growth target?
6. For SLO B, what percentage of your students met the growth target?

Summative Rating Form

A view of the Excel spreadsheet version of the Summative Rating Form is here.

Form 6 - MPSED Teacher Appraisal Summative Rating Form_with student growth 2014

	Observation Cycle 1	Observation Cycle 2	Observation Cycle 3	Observation Cycle 4	
Domain 1: Planning and Preparation					
1a: Demonstrating Knowledge of Content + Pedagogy	X	X	X	X	Legend
1b: Demonstrating Knowledge of Students	X	X	X	X	E = Distinguished/Excellent
1c: Setting Instructional Outcomes	X	X	X	X	P = Proficient
1d: Demonstrating Knowledge of Resources	X	X	X	X	NI = Needs Improvement
1e: Designing Coherent Instruction	X	X	X	X	U= Unsatisfactory
1f: Designing Student Assessments	X	X	X	X	X = Not Yet Rated/Not Required
Domain 2: Classroom Environment					
2a: Creating an Environment of Respect and Rapport	X	X	X	X	Evaluator Signature
2b: Establishing a Culture of Learning	X	X	X	X	
2c: Managing Classroom Procedures	X	X	X	X	Date
2d: Managing Student Behavior	X	X	X	X	
2e: Organizing Physical Space	X	X	X	X	
Domain 3: Instruction					
3a: Communicating with Students	X	X	X	X	Teacher Signature
3b: Using Questioning and Discussion Techniques	X	X	X	X	Date
3c: Engaging Students in Learning	X	X	X	X	
3d: Using Assessment in Instruction	X	X	X	X	
3e: Demonstrating Flexibility and Responsiveness	X	X	X	X	
Domain 4: Professional Responsibilities					
4a: Reflecting on Teaching				X	Preobservation conference dates
4b: Maintaining Accurate Records				X	Postobservation conference dates
4c: Communicating with Families				X	Summative Rating Conference Date
4d: Participating in a Professional Community				X	
4e: Growing and Developing Professionally				X	
4f: Showing Professionalism				X	
Artifact Review				TOTAL Summative Score	Comments
#DIV/0!				#DIV/0!	
Observation Rating				Final Summative Rating	
#DIV/0!					

Professional Practice Raw Score	Professional Practice Weighted Score
#DIV/0!	#DIV/0!

Student Growth Raw Score	Student Growth Weighted Score
0	0

Teacher Attendance
0

Summative Rating	Band
Excellent	3.69 – 4.00
Proficient	2.9 – 3.68
Needs Improvement	2.41 – 2.89
Unsatisfactory	2.40 and below

Appendix B. Student Learning Objective Template

Teacher:

Subject/Course:

Grade Level:

School Year:

Standards and Content

Which district or school goal does your focus address? Which essential learning outcomes or content standard(s) does your focus address?

Student Population

Describe the targeted student population.

Interval of Instruction

Identify your estimated interval of instruction. Include estimated dates of administration of pre-assessment and post-assessment.

Assessment

If not on the District Assessment Calendar, the assessment was peer reviewed by:

Attach your assessment, pre-assessment data, and any applicable scoring rubrics.
What formative data will you examine to review student progress toward your growth target?

Growth Target

Identify the differentiated growth target for each student or range of students.

What is your rationale for setting this growth target?

Appendix C. Student Growth Assessment Protocol

UNIVERSAL PRACTICES

- Familiarize students with the format/tools of computerized assessments.
- Model a positive attitude toward assessment.
- Maintain an environment that is conducive to testing.
- Arrange seating with adequate space between students.
- Monitor students actively to ensure that they are completing the correct testing section.
- Allow students sufficient time to complete the assigned test section(s) in one sitting.
- Provide necessary materials for testing:
 - Sharpened pencils with erasers for all tests
 - Scratch paper and pencils during all mathematics tests
 - Calculators or formula sheets for mathematics tests in Grades 5 and higher
- Ensure that no student be allowed to retake the pre and post-assessments.
- Allow one week for students to make up a test missed because of absence.

PROHIBITED PRACTICES

- Test items should not be shared with students prior to being administered during assigned testing sessions. All items are to be considered secure.
- Specific test items should not be included on study guides or used in reteaching.
- Usage of any form of a “cheat sheet” during the test.

PLEASE NOTE

Test administrators may not read or assist with the pronunciation of words on tests. They should not prompt students, edit their work, or give them cues in any way during testing that would guide them to a correct answer or aid them in responding to any question.

Students with individualized education programs (IEP’s), Section 504 Plans, and approved English as a second language (ELL) plans should receive their testing accommodations.

Testing accommodations *MAY NOT* be provided for students with only response-to-intervention (RtI) plans.

The building administrator is responsible for ensuring that all assessments are administered under conditions that minimize test irregularities.

Appendix D. Special Education Example

Problem Identification: Reading

Target Skill (circle)	Time Frame	Progress Monitoring
Language Phonemic Awareness Phonics <u>Fluency</u> Vocabulary Comprehension Other: _____	Start Date: <u>9/16/13</u> Number of weeks: <u>13</u> Target End Date: <u>12/20/13</u>	Tool: <u>one-minute reading test</u> Staff: <u>teacher</u> Frequency: <u>every two weeks</u>
Written Expression Number Sense Measurement Algebra Geometry Data, Analysis, Stats, and Probability		

Goal Statement:
 Given a reading passage at the third-grade level, Johnny will read 100 words correctly, in one minute, by 12/20/13.

Week of:	Progress Monitoring		Data		
	Goal Line	Data Point			
9/16/2013	50	50	Baseline	50	9/16/2013
9/30/2013	100	60	Goal	100	12/20/2013
10/14/2013	100	75			
10/28/2013	100	72			
11/11/2013	100	85			
11/25/2013	100	80			
12/16/2013	100	95			
12/20/2013	100	100			

Graph of Progress

