



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

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# 2013-2014 Teacher, Principal and Assistant Principal Evaluations

Developing employee effectiveness to improve student achievement

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## Introduction

### *The Teacher, Principal and Assistant Principal Evaluation Overview*

Prince George's County Public Schools (PGCPS) is committed to implementing new teacher, principal and assistant principal evaluation models in order to facilitate continuous improvement and thereby improve student achievement.

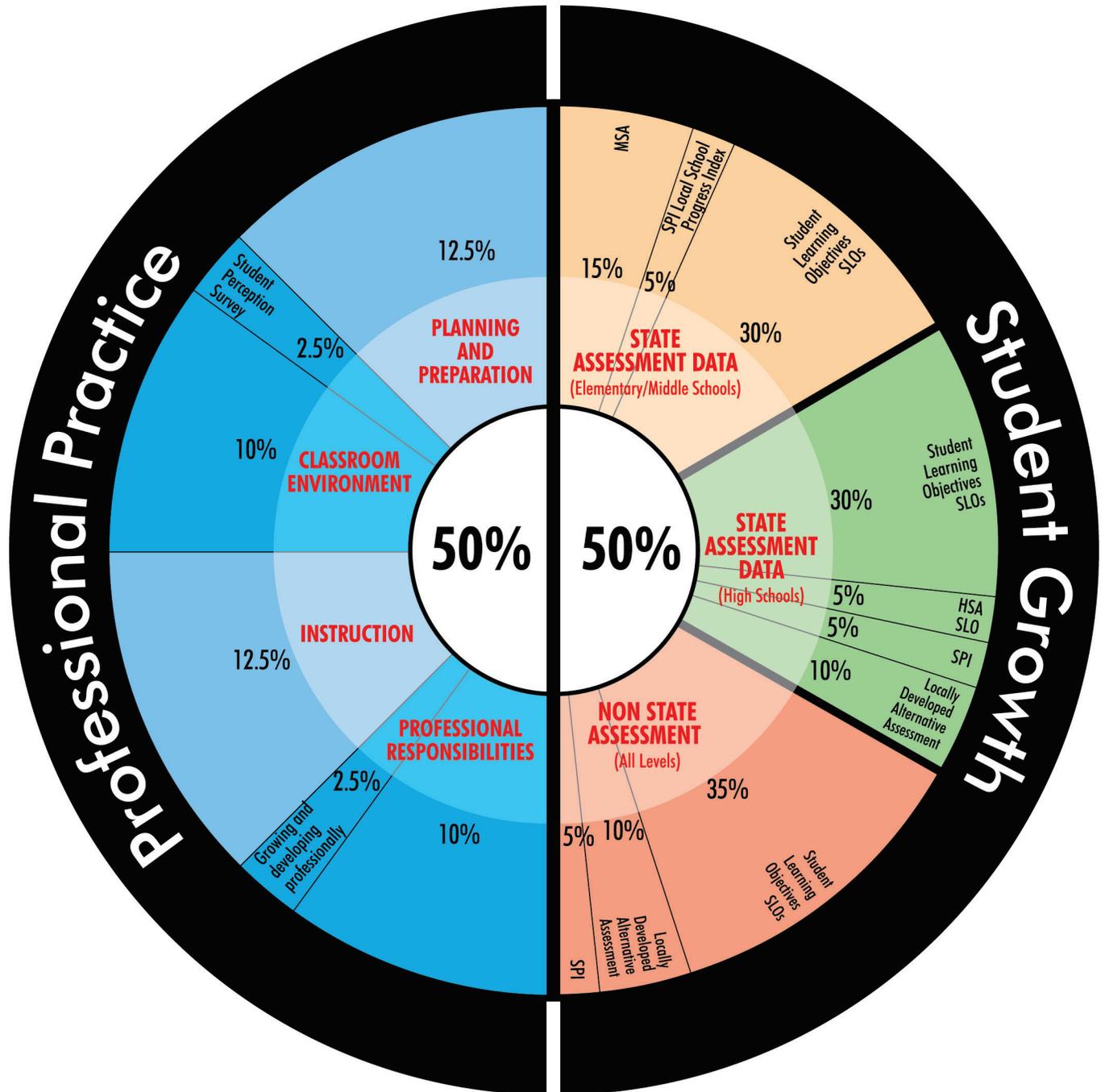
In 2007, Prince George's County Public Schools (PGCPS) was awarded a 17.1 million dollar Teacher Incentive Fund grant funded by the U.S. Department of Education. The F.I.R.S.T. (Financial Incentives Rewards for Supervisors and Teachers) program provided financial rewards for teachers and administrators who – (1) worked in hard-to-staff school and subject areas, (2) assisted students in meeting achievement standards in tested areas, (3) participated in professional development, and (4) underwent a rigorous evaluation system. The goals of the FIRST program were:

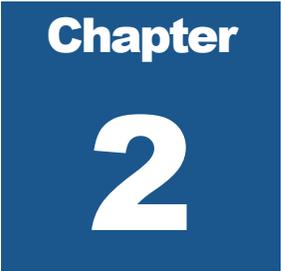
- to increase student achievement by increasing teacher and administrator effectiveness
- to achieve this through professional development, and
- to increase the number of effective teachers working with the students in high need schools.

Since then, Prince George's County Public Schools' (PGCPS) teachers and administrators worked together to understand and enhance the way we measure effectiveness. The state of Maryland committed to including student growth measures as a part of evaluation as a condition of receiving Race to the Top funding. When school districts were given the option to design their own system in accordance with the state's guidelines, Prince George's County opted to construct its own evaluation tool for principals, assistant principals and teachers.

As the district continues to utilize the Danielson Framework for Teaching model as the teaching and learning framework for PGCPS, staff members will see increasing amounts of professional development and instructional resources aligned to Framework for Teaching (FFT). The Office of Employee Performance and Evaluation encourages you to familiarize yourself with the new templates and to begin using them as soon as possible.

## TEACHER EVALUATION MODEL





## Teacher Professional Practices

### *50% of a Teacher's Evaluation*

Professional practice will comprise 50% of a classroom teacher's evaluation. In order to comply with federal and state mandates, all school districts in the state of Maryland have been required to reform their teacher evaluation systems to include both professional practice and student growth measures. Each district was given the option of either developing its own appraisal system within certain state mandated guidelines or choosing the states evaluation model. PGCPS opted to create its own teacher evaluation appraisal system. Teacher evaluation is central to the work in PGCPS as a way to build teacher capacity and thereby improve student achievement. Beginning in 2013-14, PGCPS is implementing its new evaluation model with all teachers.

The PGCPS evaluation process assesses professional practice using the Charlotte Danielson Framework for Teaching (FFT) observation tool, a student perception survey and a Growing and Developing Professionally rating (see Table 1 below).

The below table illustrates the percentages of each component of the professional practice rating. The teacher evaluation system includes the following professional practices areas shown in Table 1.

TABLE 1		
	Domain	Percentage
Professional Practice  The Danielson Framework for Teaching (FFT)  50%	Planning and Preparation	12.5%
	The Classroom Environment	10.5%
	Instruction	12.5%
	Professional Responsibilities (4a & 4c)	10.5%
	Student Perception Survey	2.5%
	Growing and Developing Professionally (Charlotte Danielson (4e)	2.5%

## TEACHER STUDENT GROWTH MEASURES

### *50% of a Teacher's Evaluation*

Student growth will be determined based on the courses and grade levels a teacher teaches. For the 50% of the evaluation that measures student growth, there are three models. Models are differentiated by school level and by whether or not teachers are in a state tested or non-tested content area.

Tables 2 through 4 below shows student growth measures with the corresponding percentages.

TABLE 2		
	Measure	Percentage
Elementary & Middle 4-8 <sup>th</sup> MSA Classroom (R/ELA and Mathematics)	State Assessment	15% MSA 5% Local SPI
	Student Learning Objectives	30%

TABLE 3		
	Measure	Percentage
High School Non H.S.A Teachers	2 Student Learning Objectives	30%
High School H.S.A Teachers	2 Student Learning Objectives 1 District created H.S.A. Student Learning Objective (H.S.A. teachers only)	25% 5%
	Local School Progress Index	
	Alternative locally selected assessments	10%

TABLE 4		
	Measure	Percentage
Non State Assessments Teachers of courses that do not administer state assessments (All Levels)	Student Learning Objectives	35%
	Alternative locally selected assessment	10%
	Local School Progress Index	5%
	Student Learning Objectives	35%

\*More information on Student Learning Objectives can be found on page 13.  
 Information on Local SPI can be found on page 15.  
 More information on alternatively selected local assessments can be found on page 15.  
 More information on H.S.A. will be found on page 15.

*Specialist Teacher Evaluation Guidelines for Student Growth (2013-14)*

The following specialists are not required to use student growth measures unless the specialist delivers instruction and is responsible for a group of students' academic progress in a Pre-K-12 public school setting. These specialists will be evaluated only on professional practice using the Standards for Excellence observation tool as appropriate for their assignment. They will follow the same on/off cycle guidelines as classroom based teachers. Since they are not using student growth measures, they will continue to use the Standards for Excellence interim and final evaluation tools. The points of contacts for the various positions are noted below:

<b>SPECIALIST</b>	<b>POINT OF CONTACT</b>
Professional School Counselors	Elizabeth Faison
Media Specialists	Shari Blohm
Pupil Personnel Workers	Jacqueline Naves
Instructional Lead Teachers	Stephanie Foster, Doreen Myers, Judith Russ, Simone McQuaige
Reading Specialists	Altramez Simone McQuaige, Doreen Myers
Reading Teachers	Altramez Simone McQuaige, Doreen Myers
Psychometrist	Florence Foreman
School Psychologist	Florence Foreman - Department of Special Education
Therapists (occupational therapists, physical therapists, speech-language pathologists, or audiologists)	Scott Geist - Department of Special Education
School social workers	Diane Powell
Gifted and Talented Education Specialists	Theresa Jackson
Crisis Intervention Resource Teachers	Assigned Principals & Teresa O'Connor - Department of Special Education
CEIS Intervention Resource Teachers	Teresa O'Connor - Department of Special Education
CEIS Program Coordinators	Teresa O'Connor- Department of Special Education
CEIS Math Resource Teachers	Teresa O'Connor - Department of Special Education
CEIS Reading Resource Teacher	Teresa O'Connor - Department of Special Education
Non-Public Program Specialist	Belinda Gantt - Department of Special Education
Non-Public Guidance Counselors	Belinda Gantt - Department of Special Education
ESY Community Specialist	Mary Bell - Department of Special Education

## SPECIAL EDUCATION EVALUATION RESOURCE DOCUMENTS

ADMINISTRATIVE/ASASP	SLOS	EVALUATION	TOOL
Compliance Specialists	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record
Special Education Instructional Specialists	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record
Compliance Instructional Assistants	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record
Data Management/Technology Analysts	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record
Program Coordinators (ED Transition, CSEP and Regional)	No	Yes	Administrator and Supervisory Personnel Performance Appraisal Record

TEACHERS/PGCEA	SLOS	EVALUATION	TOOL
Academic Resource Teachers	Yes	Yes	Framework For Teaching (FFT)
Adapted Physical Education Teachers	No	Yes	Standards of Excellence
Adapted PE Teachers (assigned to one building .5 or more)	Yes	Yes	FFT
Adapted PE Teachers (not assigned to any building .5 or greater)	No	Yes	FFT
CEIS Program Coordinators and Resource Teachers	No	Yes	Standards of Excellence
Central Office Resource Teachers (AT, AERT, DLAT)	No	Yes	Standards of Excellence
Crisis Intervention Teachers (CIRTS)/ Teacher Coordinators	No	Yes	Standards of Excellence
CEIS Intervention Resource Teachers	No	Yes	Standards of Excellence
Deaf and Hard of Hearing Itinerants	No	Yes	Standards of Excellence
Dual Language Assessment Teachers (DLAT) Diagnostician	No	Yes	Standards of Excellence
ECC Teachers	Yes	Yes	Framework For Teaching (FFT)
Regional Teachers /Regional Schools	Yes	Yes	Framework For Teaching (FFT)
Regional Teachers/Comprehensive Schools	Yes	Yes	Framework For Teaching (FFT)
Special Education Chairpersons	No	Yes	Standards of Excellence
Special Education Co-Teachers/ Resource Teachers	Yes	Yes	Framework For Teaching (FFT)
Special Education Intensive Resource Teachers	Yes	Yes	Framework For Teaching (FFT)
Special Education Intervention Resource Teachers (Journeys, Read 180, Voyager, etc.)	Yes	Yes	Framework For Teaching (FFT)
Special Education Teachers in Special Programs (Autism, CRI, DHOH and ED Transition)	Yes	Yes	Framework For Teaching (FFT)

**2013-2014 PGCPS TEACHER, PRINCIPAL  
AND ASSISTANT PRINCIPAL EVALUATIONS**

<b>TEACHERS/PGCEA</b>	<b>SLOS</b>	<b>EVALUATION</b>	<b>TOOL</b>
Teachers)			
Vision and Orientation and Mobility Itinerant Teachers	No	Yes	FFT
Data Management Tech Analysts	No	Yes	Standards of Excellence
Non-Public Specialists and Guidance Counselors	No	Yes	Standards of Excellence
Non-Public Central Office Staff	No	Yes	Standards of Excellence
Parent Center Teachers	No	Yes	Standards of Excellence
Parent Center Liaison	No	Yes	Standards of Excellence
School Psychologists	No	Yes	Standards of Excellence
Social Workers	No	Yes	Standards of Excellence
Itinerant Teachers of the Deaf	No	Yes	FFT
Therapists (Occupational therapists, physical therapists, speech-language pathologists, or audiologists)	No	Yes	Standards of Excellence

## Teacher Evaluation Guidelines

**T**hese guidelines are intended to highlight important considerations for implementing the teacher evaluation process for 2013-14. The detailed step-by-step process for using Framework for Teaching is in this handbook. If you have questions, please contact the Office of Employee Performance and Evaluation at [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org).

A teacher is defined as any individual certificated by MDSE as defined in COMAR 13A.12.02. who delivers instruction and is responsible for a student or group of students' academic progress in a Pre-K-12 public school setting, subject to local system interpretation.

COMAR Section 13A.12.02. includes certification in early childhood (pre-kindergarten-Grade 3), elementary education (Grades 1-6), middle school education (Grades 4-9), general secondary academic areas (Grades 7-12), data processing (Business) (Grades 7-12), family and consumer sciences (Grades 7-12), career technology education (Grades 7-12), health occupations education (Grades 7-12), marketing education-teacher-coordinator (Grades 7-12), social Studies (Grades 7-12), technology education (Grades 7-12), trades and industry (Grades 7-12), work-based learning coordinator (Grades 7-12), other academic subjects (Grades 7-12), specialty areas (Prekindergarten – Grade 12), English for speakers of other languages (ESOL) (Prekindergarten – Grade 12), special education, hearing impaired, severely and profoundly disabled, and visually impaired, American Sign Language (Prekindergarten- Grade 12); mathematics instructional leader (Prekindergarten- Grade 6); mathematics instructional leader (Grades 4-9), and specialized professional areas.

PLEASE NOTE: Specialists positions listed in COMAR 13A.12.03, which include: guidance counselors, media specialists, pupil personnel workers, reading specialists, reading teachers, psychometrist, school psychologist, therapists (occupational therapists, physical therapists, speech-language pathologists, or audiologists), school social workers, and gifted and talented education specialists **are NOT included in this regulation**. The only exception would be if the individual delivers instruction, and is responsible for a group of students' academic progress in a Pre-K-12 public school setting, subject to local school system interpretation.

Teachers in specialist positions should refer to the "[Specialist Teacher Evaluation Guidelines for 2013-14](#)" section of this document (See page. 5).

## BASIC TERMINOLOGY

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**Evaluation vs. Observation:** “Evaluation” means an appraisal of professional performance over a period of time based on written criteria and procedures that result in a written evaluation report. “Observation” means a classroom observation of a teacher’s professional practice on a specific date conducted by certificated individuals who have completed training related to the identification of teaching behaviors that result in student growth. Formal observations are conducted as a part of the evaluation process for teachers “on-cycle” for an annual evaluation. The minimum number of formal observations is determined by the tenure status of the teacher. All “on cycle” tenured teachers must be observed formally twice a year; non-tenured teachers must be observed four times.

## CATEGORIES OF TEACHERS

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**REGULAR CONTRACT TEACHERS:** (self-renewing contract)

**PROBATIONARY / NON-TENURED TEACHER:** These teachers have a hire date on or after July 1, 2011. They have a 3-year probationary period before being considered for tenure. They are required to be on-cycle for professional practice and student growth measures for their annual evaluation until they become tenured. They are required to have a minimum of four formal observations annually. They are also required to have an interim and final evaluation annually. At each formal observation, a written observation report will be provided.

At evaluation, an evaluation report will be provided.

**TENURED TEACHERS:** Tenured teachers are certificated and have three consecutive years and one day of service and have received satisfactory evaluations. Tenured teachers will be evaluated on professional practice based on a 3-year cycle if they have a prior year’s overall rating of Satisfactory, Effective or Highly Effective. They will be on-cycle for a full evaluation, professional practice and student growth, one year, then off cycle for professional practice for the next two years. All teachers are on-cycle for student growth every year. Tenured teacher’s on-cycle for professional practice will have a minimum of two formal observations. In the years that the teacher is off-cycle for professional practice, the prior year’s professional practice scores will be used for the annual evaluation. Teachers off cycle who have only the Standards for Excellence for the previous year will be considered Effective if the Standards for Excellence was satisfactory and Ineffective if the Standards for Excellence were unsatisfactory.

**TENURED / NON-TENURED TEACHERS** (Evaluated using Standards for Excellence (SFE): These teachers do not meet the COMAR requirement to be evaluated using Student Growth Measures. The Professional Practice observation type used is the Standards for Excellence (SFE) evaluation instrument. Teachers off cycle who have only the Standards for Excellence for the previous year will be considered Effective if the Standards for Excellence was satisfactory and Ineffective if the Standards for Excellence were unsatisfactory.

**PROVISIONAL CONTRACT TEACHERS** (Fixed term contract for one year, subject to annual renewal): Conditionally certificated teachers and resident teacher certificate holders are required to be on-cycle for professional practice and student growth measures for their annual evaluation until they become tenured. They are required to have a minimum of four formal observations annually. They are also required to have an interim and final evaluation annually. At each formal observation, a written observation report will be provided. At evaluation, an evaluation report will be provided.

## TEACHER EVALUATION CYCLES

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Tenured teachers are on a 3 year cycle for professional practice. Teachers will be evaluated for one year within the 3 year cycle and off cycle for two years. Non-tenured teachers will be evaluated each year until reaching tenured status on the first day of the fourth year.

### PROFESSIONAL PRACTICE CYCLES (On/Off Cycle)

While all teachers are required to be evaluated on student growth annually, the tenure status as of **August 12, 2013** will be used to determine which teachers will be on-cycle or off-cycle for professional practice in 2013-14 as follows:

- Probationary / Non-tenured teachers are required to be on-cycle for professional practice until they receive tenure.

NOTES FOR NON-TENURED TEACHERS: All non-tenured teachers must be observed each year by more than one qualified person – i.e. all four observations can't be by the same person.

- Tenured teachers with a prior year's overall rating of Unsatisfactory or Ineffective are required to be evaluated on professional practice and student growth. They are required to be on-cycle.
- Tenured teachers with a prior year's overall rating of Satisfactory, Effective or Highly Effective will follow a 3-year evaluation cycle for professional practice.

Approximately 1/3 of these teachers will be evaluated in the area of professional practice each year from school year 2013-14 to 2015-16 (i.e. they are on-cycle for professional practice).

In the years that the teacher is off-cycle for professional practice, the prior year's professional practice scores will be used for the annual evaluation. Note, that a tenured teacher, who starts the year as off-cycle for professional practice, may be placed on-cycle during the year if performance issues arise. (See "Placing an Off-cycle Teacher On-cycle Mid-Year"). The use of an intervention plan is required as the next step in such cases. The intervention plan would be jointly developed between the teacher and principal to address the areas of concern with a minimum of 30 days to improve prior to formal action being taken to place a teacher on cycle.

If a teacher is "on-cycle," he/she is required to have formal observations. At each formal observation, a written observation report will be provided.

Teachers will maintain their on-cycle or off-cycle status if they change school assignments mid-year. Tenured teachers who have an APC certificate will be placed on-cycle by business rules based on the certification date.

### PLACING AN "OFF-CYCLE" TEACHER "ON-CYCLE" MID-YEAR

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Any tenured teacher who is identified as having performance issues mid-year may be placed "on-cycle" by the principal. The use of an intervention plan is required in such cases. The plan is jointly developed with a minimum of 30 days to improve.

The principal must provide proper notification in writing to the teacher, their Instructional Director and the Office of Employee Performance and Evaluation. The Instructional Director must approve the teacher being placed on-cycle and notify the Office of Employee Performance and Evaluation via email to [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) and include the teacher's name, EIN and school name. Once notification has been received, the Office of Employee Performance and Evaluation will send out a confirmation to the principal, the teacher, and the instructional director with a copy to PGCEA and the Office of Employee and Labor Relations.

Absent very unusual circumstances, a decision to place a teacher "on-cycle" for the school year should be made by February 2014.

In any year, a principal may determine or a tenured teacher may request that the evaluation be based on a new review of professional practice along with student growth. Teachers who want to opt to be on-cycle in order to increase their rating must provide student performance data to support the request. The request would be submitted to the principal by September 13<sup>th</sup>, 2013. If the principal denies the request, the teacher may submit an appeal to the instructional director for a final decision by October 15, 2013. In either case, the instructional director would provide notification to HR and HR will change the evaluation status in Oracle and provide notifications to the teacher, principal, instructional director and PGCEA. Notification to HR should be made via email *by the instructional director* to [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) and include the teacher's name, EIN, principal's name and school name. The principal will also provide proper notification to the teacher in writing.

Principals will have to review and finalize their teacher evaluation rosters in Oracle. Evaluation cycle status will be communicated to teachers directly by the Office of Employee Performance and Evaluation in early August.

## PROFESSIONAL PRACTICE OVERVIEW

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### GOAL SETTING/SELF-ASSESSMENT AND END OF YEAR REVIEW

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All teachers 2013-14 will participate in self-assessment, goal setting and an end-of-year goal review conference each year as sound professional practice. The self-assessment tool and goal setting process are based on Framework for Teaching (FFT) so all teachers should familiarize themselves with FFT in order to complete this process. Teachers off-cycle will not have formal classroom observations. Off-cycle teachers evaluation will include a satisfactory equivalent value for the professional practice portion plus the student growth measures. The satisfactory equivalent value for 2013-14 will be the mean of the professional practice scores for all the teachers who are on-cycle for 2013-14.

### FORMAL CLASSROOM OBSERVATIONS

Formal classroom observations are conducted as a part of the evaluation process for teachers "on-cycle" for an annual evaluation in the area of professional practice. Observation requirements are separate from evaluation requirements. There are a few distinctions related to classroom observations:

All classroom-based teachers will use FFT for the formal classroom observations. Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.

Observers may only observe one teacher at a time in a classroom setting. Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.

Observations shall not occur the day before or the day after holidays, such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.

The minimum number of formal observations is based on tenure status. Tenured teachers will have a minimum of two formal observations. All other teachers must have a minimum of four formal observations.

Observations can occur in two ways: 1) announced - where teachers are informed by the administrator prior to the actual formal observation taking place, or 2) unannounced - where an administrator conducts a formal observation without prior notification. Both observation protocols are designed to provide meaningful feedback to teachers in respect to their teaching practices. Please refer to the FFT Observation Process and PGCEA Negotiated Agreement for additional information on announced and unannounced observations.

The PGCEA Negotiated Agreement states that at least one formal observation is to be announced to the teacher at least two days in advance. Informal observations or walkthroughs, however, can occur at any time as these are, also, instrumental in determining the success of school-wide instructional initiatives as well as to provide timely and consistent feedback to individual teachers.

A written observation report shall be shared with the teacher and a copy provided within 10 business days. The certificated teacher shall sign the observation report to acknowledge receipt. An observation shall provide specific guidance in areas needing improvement and supports as well as a reasonable timeline (of no less than 3 weeks) to demonstrate improvement in areas marked as ineffective.

Claims and evidence of observed instruction that substantiates the observed behavior(s) in a classroom observation and/or evaluation and are included in the evaluation report. Informal observations using the "look-fors" that are based on Framework for Teaching or any other "informal observation tool" may be used with any teacher regardless of whether or not he/she is on-cycle for evaluation this year.

A teacher is not entitled to union representation at an observation or evaluation conference, as such conference is not disciplinary in nature; it is at the principal's discretion to permit such attendance.

Observation timelines are essential to adhere to in order to support effective teaching practices. No less than three (3) weeks required between a post-observation conference and the next formal observations in order to allow teachers time to implement any recommendations or respond to any feedback provided by the administrator from a previous observation.

An evaluation report that evaluates a teacher as ineffective shall include at least one formal observation by a qualified and designated individual other than the immediate supervisor (in addition to those done by the immediate supervisor). All observations must be conducted by an administrator who is fully certified in the use of FFT.

The element level ratings will be assigned points as follows: Unsatisfactory = 1, Basic = 2, Proficient = 3 and Distinguished = 4. The points for the elements will be averaged by component to determine the component score. The highest component scores of all the formal observations will be used to determine the point values for the evaluation calculations. Note- the teachers who are participating in the component pilot will use those ratings to determine the point values for the evaluation calculations.

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## STUDENT PERCEPTION SURVEY

The student perception survey provides feedback to teachers regarding Domain 2, Classroom Environment. This survey is developed by Panorama and is administered to randomly selected students in each teacher's class. The survey will be administered across the schools, grades, classrooms and content. The survey is part of the Tripod Project which is a prime component of the Bill and Melinda Gates Foundation's (Gates) Measure of Effective Teaching. The data results from the student perception survey will be included as a professional practice measure.

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## GROWING AND DEVELOPING PROFESSIONALLY (4E)

Growing and Developing Professionally (4e) includes but is not limited to enhancing content knowledge, learning and collaborating with colleagues and service to the profession. This component will not be rated as a part of the formal observation process. It will be rated separately and used as a data point for the interim and final evaluation.

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## STUDENT GROWTH OVERVIEW

Student growth measures will comprise 50% of a teacher's evaluation. A teacher's student growth score is based on the category into which they fall. There are three categories. Category 1 is teachers who taught 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language Arts courses the previous year. Category 2 is teachers who taught High School Assessment courses (Algebra, Biology and/or English) the previous year, and the third category is teachers at all levels (elementary, middle and high school) who did not teach courses with state assessments the previous year.

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## STUDENT LEARNING OBJECTIVES (SLO)

An SLO is a specific and measurable long-term goal for a group of students that represents the most important learning during an interval of instruction. Student Learning Objectives (SLOs) allow educators to focus and align instruction with district and school goals. SLOs should be based on both current and available prior student data, and must be aligned to the Common Core state standards and school priorities. Setting rigorous and ambitious learning goals, combined with purposeful use of data through both formative and summative assessments, leads to higher academic student achievement.

All PGCPS principals, assistant principals and teachers will develop, implement and monitor two SLOs. If a principal rejects a teacher's SLO, the principal will contact Curriculum and Instruction and request that the content specialist review and give feedback to the teacher. The teacher will make the adjustments to the SLO based on the feedback from Curriculum and Instruction.

### **HIGH SCHOOL PRINCIPALS**

High school principals will be responsible for drafting and attaining two SLO's this year.

A third district SLO specific to the HSA, specific to H.S.A. Biology, English and Math, has been drafted by Curriculum and Instruction this year, however that SLO will factor into next year's evaluation. Last year's data will be used for school year 2014.

### **HIGH SCHOOL TEACHERS**

High school teachers will be responsible for drafting and attaining two SLO's. A third district SLO for high school teachers responsible for Biology, English and Algebra HSA courses have been drafted by Curriculum and Instruction this year, however that SLO will be factored into next year's evaluation. Last year's data will be used for school year 2014.

SLOs provide teachers and school-based administrators the opportunity to now influence the content in their rating. Writing, monitoring, and evaluating SLOs make the evaluation process more dynamic, which can greatly benefit the professional growth of the educator.

The SLO development framework provides teachers and school leaders the opportunity to meet and collaboratively plan to make diagnostic/prescriptive instructional decisions in order to enhance achievement for every child. Through this process, educators focus on the alignment of essential standards, highly effective instructional strategies, and assessments.

When SLOs are set as a team, the process can lead to differentiated professional development that supports ongoing capacity building for teachers and results in increased achievement for students. Formalizing the SLO reinforces the practice of self-reflection and implementation of effective pedagogical practices.

## **OTHER GROWTH MEASURES**

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### **MARYLAND SCHOOL ASSESSMENT (MSA)**

The Maryland School Assessment (MSA) is a test of reading and math achievement that meets the testing requirements of the federal No Child Left Behind Act. The MSA scores show how well students learned the reading and mathematics skills in the [State Curriculum](#). MSA is 20% of student growth for teachers in the state assessed areas.

## HIGH SCHOOL ASSESSMENT (HSA)

The [Maryland High School Assessments \(HSA\)](#) are tests that measure school and individual student progress toward [Maryland's High School Core Learning Goals](#). Passing the HSA is a graduation requirement beginning with the graduating class of 2009. One SLO correlated to H.S.A will be included in the evaluation for high school administrators and high school teachers of the state assessed areas (See page 16).

## LOCAL SCHOOL PROGRESS INDEX (SPI)

The Local School Progress Index will be computed by the PGCPs Testing Office. A maximum of 5 points is assigned to this measure for the evaluation. It is based on the following:

1. For schools Grades K-8: The difference of two (2) years' rolling averages is computed. MSA Reading and Mathematics scores only are used. For example:-  $((SY13 + SY12)/2 - (SY12 + SY11)/2)$ . If a school changes grades over the years involved, only data for the consistent grades are used.
2. For schools Grades 9-12: The difference for two (2) preceding years is computed. The sum of grade 10 students passing Algebra I, grade 11 students passing three (3) tests and grade 12 students passing all four (4) tests is used for the numerator.

## ALTERNATIVE LOCALLY SELECTED ASSESSMENT

Alternative Locally Selected Assessment is 10% points of the 50% Student Growth component of the annual evaluation. The Alternative Locally Selected (District) Assessment will be applied to all teachers with no State Assessment data. These assessments will be the third quarter MUST assessments or the post-test SLO assessment for all other content areas. Teachers will administer the county developed 3<sup>rd</sup> quarter unit assessment or post-test SLO assessment to their students based on the content areas taught. The 3<sup>rd</sup> quarter unit or post-test assessment data will be used in the evaluation calculations and is mandatory for those content areas that do not have state assessment data. These assessments will be scanned and stored in EduSoft. Data for students will then be used to determine the calculation of the 10% for this measure. Maximum attainable on this item is 10 points.

## INTERIM/END OF YEAR TEACHER EVALUATION

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If a teacher (tenured or non-tenured) has performance issues, he/she should have both an interim and a final / end-of-year evaluation. Interim evaluations should be given if performance problems are noted in the appropriate timeframe; however, they are not required if problems arise later in the year. More than one interim evaluation may be given if the evidence supports such action.

An overall ineffective annual evaluation must include at least one observation by an individual other than the immediate supervisor.

Principals will use the Oracle evaluation tool and provide an overall rating of Ineffective, Effective or Highly Effective based on the assessment of the teacher's performance that includes, but is not limited to the classroom observations.

If a teacher is out on leave for a portion of the year (such as after an interim evaluation), making additional observations impossible to conduct, a principal may still rate the teacher at the end of the year based on evidence collected prior to the leave period.

A teacher is not entitled to union representation at an evaluation conference, as such conference is not disciplinary in nature; it is at the principal's discretion to permit such attendance.

The written evaluation report must be shared with the teacher. If the teacher is on leave when the evaluation is completed, scan and email a copy to the teacher, and also mail copies to the teachers' home (both first class mail and certified mail) and ask the teacher to sign and return a copy to you.

Deadlines: Overall Ineffective Evaluation – June 1  
Overall Effective Evaluation – Last duty day for teachers

## OVERALL EVALUATION RATING

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The overall evaluation is the accumulation of all evaluation components as prescribed in the evaluation calculation. An educator may earn an evaluation rating of *Ineffective*, *Effective* or *Highly Effective* based on the calculations.

## Teacher Evaluation Calculations

### *For Professional Practice & For Student Growth*

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#### FOR PROFESSIONAL PRACTICE (50%)

**P**rofessional practice will comprise 50% of a teacher's evaluation. Professional practice is divided into four based on Danielson's Framework. They are Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

45% of the professional practice score is based on Framework for Teaching observations. A teacher receives four domain scores during each observation: one for planning and preparation, one for classroom environment, one for instruction and one for professional responsibilities. The final observation score will use the best Domain scores from the observations conducted throughout the year. All four Domains must be used in the calculation.

*See Table 1 on page 3 for weights of each domain.*

Student Perception Survey is worth 2.5% of the professional practice score. This survey is developed by Panorama and is administered to randomly selected students across each teacher's class. The survey will be administered for on-cycle teachers with student growth. Teacher results will be used to create a distribution of scores. Each teacher's individual score will be based on where they fall in the distribution. Teachers at the high end of the distribution will receive 2.5 points, teachers in the middle will receive 1.5 points and teachers at the bottom will receive 0.5 points.

Growing and Developing Professionally is worth 2.5% of the professional practice score. At the interim and final evaluation period, principals will rate each teacher on the three elements. The elements are Enhancement of Content Knowledge and Pedagogical Skills, Receptivity to Feedback from Colleagues and Service to the Profession. The Growing and Developing Professionally score is based on each element's average.

## TEACHER EVALUATION CALCULATIONS FOR STUDENT GROWTH (50%)

Student growth measures will comprise 50% of a teacher's evaluation. A teacher's student growth score is based on the category into which he/she fall. There are three categories. Category 1 is teachers who taught 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language Arts courses the previous year. Category 2 is teachers who taught High School Assessment courses (Algebra, Biology and/or English) the previous year, and the third category is teachers at all levels (elementary, middle and high school) who did not teach courses with state assessments the previous year.

- Category 1 calculations

This category only applies to those teachers who taught 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language Arts and/or Math the previous year. Teachers who fall into Category 1 will receive a student growth measure score based on three measures: Student Learning Objectives, State assessments, and School Progress index.

- **Student Learning Objectives (30%)** – Teachers will be responsible for creating and attaining two student learning objectives (SLO). Each SLO will be worth 15 points.
- **State Assessment (15%)** – Teachers who fall Category 1 must have taught Reading/Language Arts and/or Math to 4<sup>th</sup>-8<sup>th</sup> grade students in the previous year. Only the scores of students who have MSA (Maryland State Assessment) data for the two consecutive years prior to the current evaluation cycle will be included.
- **Local School Performance Index (5%)** – This is derived from the county's average MSA growth over the past three years.

- Category 2 calculations

This category only applies to those teachers who taught High School Assessment courses (Algebra, Biology and/or English) the previous year. Teachers who fall into Category 2 will receive a student growth measure score based on four measures: Student Learning Objectives, State assessments, School Progress index and Alternative Locally Selected Assessments.

- **Student Learning Objectives (35%)** – Teachers will be responsible for creating two student learning objectives (SLOs). Each teacher created SLO will be worth 15 points. Teachers in this category will also be responsible for attaining a third district-created and content-specific SLO focused on H.S.A. The district-level H.S.A SLO is worth 5% of the total SLO score.
- **State Assessment (15%)** – Teachers who fall into Category 2 must have taught Algebra, Biology or English 10 to 9<sup>th</sup>-12<sup>th</sup> grade students in the previous year.
- **Local School Performance Index (5%)** – This is derived from the county's average MSA growth over the past three years
- **Alternative Locally Selected Assessments (10%)** – Primarily unit assessments and post-assessments for content areas without unit assessments

- Category 3 calculations

This category applies to teachers with student growth measures [elementary, middle school and high school] who do not fall into the first two categories.

- **Student Learning Objectives (35%)** – Teachers will be responsible for creating two student learning objectives (SLOs). Each teacher created SLO will be worth 17.5 points.
- **Local School Performance Index (5%)** – This is derived from the county's average MSA growth over the past three years.
- **Alternative Locally Selected Assessments (10%)** – Primarily unit assessments

## Teacher Evaluation Reports

*Interim & Final*

**O**n the following pages, you will see examples of Teacher Evaluation Reports.

## TEACHER PROFESSIONAL PRACTICE INTERIM EVALUATION

Name: **Joe Smith**  
 Job: **94.Elementary Classroom Teacher.Instructional.II**  
 Position: **Classroom Teacher**  
 School Year: **2013-2014**  
 School: **Red Brick Elementary School**  
 School Level: **Elementary School**  
 Evaluation Type: **Interim**

ITEM		RATING	MAX RATING	
<b>FFT Observations</b>	Domain 1: Planning and Preparation	Component 1c: Establishing Instructional Outcomes	2	4
		Component 1e: Designing Coherent Instruction	2	4
	Domain 2: Classroom Environment	Component 2b: Establishing a Culture for Learning	2	4
		Component 2d: Managing Student Behavior	1	4
	Domain 3: Instruction	Component 3b: Using Questioning and Discussion Techniques	2	4
		Component 3c: Engaging Student in Learning	2	4
	Domain 4: Professional Responsibilities	Component 4a: Reflecting on Teaching	2	4
		Component 4c: Communicating with Families	3	4

(Framework for Teaching; 1 – Unsatisfactory, 2 – Basic, 3 – Proficient, 4 – Distinguished)

<b>PROFESSIONAL PRACTICE RATING</b>
Needs Improvement

(Needs Improvement rating assigned if one component is Unsatisfactory, Ineffective rating assigned if two components are Unsatisfactory)

**Comments:**

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

If I do not agree with this evaluation, I understand that I may submit a letter to the Chief of Human Resources Officer to be placed in my personnel folder with copies to the instructional director or principal, as appropriate.

## TEACHER PROFESSIONAL PRACTICE FINAL EVALUATION

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Name: **Jane Smith**  
 Job: **Elementary Classroom Teacher**  
 Position: **Classroom Teacher**  
 School Year: **2013-2014**  
 School: **Red Brick Elementary School**  
 School Level: **Elementary School**  
 Evaluation Type: **Final**

**PROFESSIONAL PRACTICE 50%**

ITEM		RATING	MAX RATING
<b>FFT Observations</b>	Domain 1: Planning and Preparation	12	12.5
	Domain 2: Classroom Environment	10	10
	Domain 3: Instruction	12	12.5
	Domain 4: Professional Responsibilities	9.5	10
<b>Student Perception Survey</b>		2.5	2.5
<b>Professional Responsibilities</b>		2.5	2.5

PROFESSIONAL PRACTICE RATING
48.5
Highly Effective

**STUDENT GROWTH 50%**

ITEM	RATING	MAX RATING
Maryland School Assessment	14	15
Local School Progress Index	4	5
Student Learning Objectives	28	30
Student Learning Objectives (HSA)	n/a	n/a
Alternative Locally Selected Assessments	n/a	n/a

STUDENT GROWTH MEASURES RATING
46.0
Highly Effective

PROFESSIONAL PRACTICE RATING
48.5
Highly Effective

STUDENT GROWTH MEASURES RATING
46.0
Highly Effective

OVERALL RATING
<b>Highly Effective</b>

Comments:

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Reassign:

Transfer: Teacher's Request  Principal's Request

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

If I do not agree with this evaluation, I understand that I may submit a letter to the Chief of Human Resources Officer to be placed in my personnel folder with copies to the instructional director or principal, as appropriate.

## Teacher Evaluation Process

### *Teacher Type 2013-2014*

**O**n the following pages, is the Detailed Teacher Evaluation Process for the following:

- Non-Tenured Teachers – No Performance Issues / Provisional Teachers
- Non-Tenured Teachers with Performance Issues
- On-Cycle Tenured Teachers – No Performance Issues
- On-Cycle Tenured Teachers with Performance Issues
- Off-Cycle Tenured Teachers

## NON-TENURED TEACHERS – NO PERFORMANCE ISSUES/ PROVISIONAL TEACHERS

### Non-Tenured Teachers With No Performance Issues And Provisional Contract Teachers With Or Without Performance Issues Evaluation Procedures 2013-2014

- All non-tenured teachers will be observed a minimum of four times a year using the full version of FFT observation tool.
- Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.

#### STEP 1: FIRST SELF-ASSESSMENT

- Teachers will complete a self-assessment focused on only the 8 Essential Components of the Danielson Framework for Teaching (FFT).
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.
- The self-assessment must be completed by September 13<sup>th</sup> and prior to the goal setting conference.

#### STEP 2: GOAL SETTING CONFERENCE

- The teacher will develop professional growth goals using the Teacher Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- Teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- If the teacher is not a 1<sup>st</sup> year teacher, the administrator will review the self-assessment, the goal setting form, the prior year's summative evaluation and prior year's observations during the goal setting conference.
- Administrator and teacher agree upon 2 measurable goals for the year.
- The conference will be held face-to-face by September 13<sup>th</sup>.

#### STEP 3: FIRST FORMAL OBSERVATION

- First formal observation (including pre and post conference) may begin one week after the goal setting conference.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the

post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:

- May present supporting evidence for [domains] 2 and 3
- May demonstrate competency for the components not observed for domain 1
- Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference.
- Post-observation conference:
  - Held 5 days after the administrator receives the reflection.
  - The administrator and teacher will decide on the conference format for 2<sup>nd</sup> and 3<sup>rd</sup> year teachers. A face-to-face discussion is required for 1<sup>st</sup> year teachers.

#### STEP 4: SECOND FORMAL OBSERVATION

- Second formal observation (including pre and post conference) must be completed by the end of the first semester.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the second formal observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher provides the administrator with the lesson plan prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for [domains] 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference.

#### STEP 5: INTERIM (MID-YEAR) EVALUATION

- The interim evaluation must be completed by the end of the 1<sup>st</sup> semester.
- Interim / mid-year reviews are to be completed using Oracle.

#### STEP 6: THIRD FORMAL OBSERVATION (COMPLETED IN FEBRUARY OR MARCH)

- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the third formal observation

- The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
- The teacher provides the administrator with the lesson plan prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

#### **STEP 7: FOURTH FORMAL OBSERVATION**

- The fourth formal observation must be completed in April or May.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the fourth formal observation
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher provides the administrator with the lesson plan prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated

- proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
- Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

#### **STEP 8: SECOND SELF-ASSESSMENT (OPTIONAL)**

- The second self-assessment and final evaluation conference (see Step 9) should be completed by the last duty day for teachers, unless the evaluation was unsatisfactory and then should be completed by June 1<sup>st</sup>.
- Teachers will complete a self-assessment using only the 8 Essential Components of the Danielson Framework for Teaching (FFT).
- Teachers should share the self-assessment with administrator during the end-of-year evaluation conference to reflect upon the selected goals and professional growth during the year.

#### **STEP 9: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE**

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation.
- The administrator and teacher will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last teacher duty day
- The following topics may be reviewed:
  - The teacher's 2 self-assessments and their self-reflection of growth in practice with the 8 essential components.
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Descriptors of Practice from the 4 formal observations to determine growth and practice.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers' goals and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation.

## NON-TENURED TEACHERS WITH PERFORMANCE ISSUES

Non-Tenured Teachers with Performance Issues Evaluation Procedures 2013-2014
<ul style="list-style-type: none"> <li>• All non-tenured teachers will be observed a minimum of four times a year using the full version of FFT observation tool.</li> <li>• Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.</li> </ul>
<p><b>STEP 1: FIRST SELF-ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Teachers will complete a self-assessment focused on only the 8 Essential Components of the Danielson Framework for Teaching (FFT).</li> <li>• Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.</li> <li>• The self-assessment must be completed by September 13<sup>th</sup> and prior to the goal setting conference.</li> </ul>
<p><b>STEP 2: GOAL SETTING CONFERENCE</b></p> <ul style="list-style-type: none"> <li>• The teacher will develop professional growth goals using the Teacher Goal Setting Form.</li> <li>• The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.</li> <li>• Teacher brings the goal setting form and the self-assessment form to the goal setting conference.</li> <li>• If the teacher is not a 1<sup>st</sup> year teacher, the administrator will review the self-assessment, the goal setting form, the prior year's summative evaluation and prior year's observations during the goal setting conference.</li> <li>• Administrator and teacher agree upon 2 measurable goals for the year.</li> <li>• The conference will be held face-to-face by September 13<sup>th</sup>.</li> </ul>
<p><b>STEP 3: FIRST FORMAL OBSERVATION</b></p> <ul style="list-style-type: none"> <li>• First formal observation (including pre and post conference) may begin one week after the goal setting conference.</li> <li>• Pre-observation conference:             <ul style="list-style-type: none"> <li>○ The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.</li> <li>○ The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.</li> </ul> </li> <li>• Classroom Observation:             <ul style="list-style-type: none"> <li>○ Observation lasts at least 30 minutes</li> <li>○ Focus will be on the 8 essential components</li> <li>○ Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.</li> <li>○ Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.</li> </ul> </li> <li>• Post-observation conference:             <ul style="list-style-type: none"> <li>○ The conference will be held within 5 work days of receiving the teacher's reflection.</li> <li>○ Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.</li> <li>○ Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:                 <ul style="list-style-type: none"> <li>▪ May present supporting evidence for [domains] 2 and 3</li> <li>▪ May demonstrate competency for the components not observed for domain 1</li> </ul> </li> </ul> </li> </ul>

- Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference.
- Post-observation conference:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - The administrator and teacher will decide on the conference format for 2<sup>nd</sup> and 3<sup>rd</sup> year teachers. A face-to-face discussion is required for 1<sup>st</sup> year teachers.

#### **STEP 4: SECOND FORMAL OBSERVATION**

- Second formal observation (including pre and post conference) must be completed by mid January.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the second formal observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher provides the administrator with the lesson plan prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for [domains] 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference.

#### **STEP 5: : INTERIM (MID-YEAR) EVALUATION**

- Observation ratings in Oracle by December 6, 2013 and Interim / mid-year conferences held by January 29, 2014.

#### **STEP 6: THIRD FORMAL OBSERVATION**

- Third formal observation (including pre and post conference) must be completed by early February.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the third formal observation
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher provides the administrator with the lesson plan prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
- Classroom Observation:

- Observation lasts at least 30 minutes
- Focus will be on the 8 essential components
- Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
- Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
- Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
- Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

#### **STEP 7: FOURTH FORMAL OBSERVATION**

- The fourth formal observation must be completed by February 28<sup>th</sup>.
- Pre-observation conference:
  - The pre-conference will be held no more than 2 weeks prior to the fourth formal observation
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher provides the administrator with the lesson plan prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break,

emergency closings greater than three days or approved absences greater than three days.

- Post-observation conference:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

#### **STEP 8: SECOND SELF-ASSESSMENT(OPTIONAL)**

- The second self-assessment must be completed by February 28<sup>th</sup>.
- Teachers will complete a self-assessment using only the 8 Essential Components of the Danielson Framework for Teaching (FFT).
- Teachers should share the self-assessment with the administrator during the end-of-year evaluation conference to reflect upon the selected goals and professional growth during the year.

#### **STEP 9: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE**

- The final evaluation conference must be completed by February 28<sup>th</sup>.
- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation.
- The administrator and teacher will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last teacher duty day
- The following topics may be reviewed:
  - The teacher's 2 self-assessments and their self-reflection of growth in practice with the 8 essential components.
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Descriptors of Practice from the 4 formal observations to determine growth and practice.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers' goals and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation.

#### **NOTES FOR NON-TENURED TEACHERS**

- Recommendations for non-renewal must be submitted by the administrator to the Area Office by the communicated deadline and ultimately received by Employee & Labor Relations Office by March 1<sup>st</sup>.
- For non-tenured teachers hired on/after January 1<sup>st</sup>, non-renewal notification is required no later than 60 days prior to the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> anniversary date or June 15<sup>th</sup> of a given year. Please refer to the "Teacher Observation and Evaluation Matrix," for any questions related to this process.

All non-tenured teachers must be observed each year by more than one qualified person – i.e. all four observations can't be by the same person.

## ON-CYCLE TENURED TEACHERS – NO PERFORMANCE ISSUES

### On-Cycle Tenured Teachers – No Performance Issues Evaluation Procedures 2013-2014

- Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.

#### STEP 1: FIRST SELF-ASSESSMENT

- Teachers will complete a self-assessment using only the 8 Essential Components of the Danielson Framework for Teaching (FFT).
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.
  - The self-assessment must be completed by September 30<sup>th</sup> and prior to the goal setting conference.

#### STEP 2: GOAL SETTING CONFERENCE

- The goal setting conference should be completed by September 30<sup>th</sup>.
- The teacher will develop professional growth goals using the Teacher Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- The teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- The administrator (observer) will review the self-assessment, the goal setting form, the prior year's final evaluation and prior year's observations with the teacher during the goal setting conference.
- Administrator and teacher agree upon a minimum of 2 measurable goals for the year
- The goal setting and pre-observation conferences for the first formal observation may be held as one face-to-face meeting. If the pre-observation is to be held as a separate meeting, it should be scheduled at the end of the goal setting conference.

#### STEP 3: FIRST FORMAL OBSERVATION

- The first formal observation (including the pre and post conference) should happen as soon as possible after the Goal Setting Conference and no later than the end of the 1<sup>st</sup> semester.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
- Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
- Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
- Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.

- Post-observation conference:
- Held 5 days after the administrator receives the completed Domain 4 with evidence only.
- Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
  - May present supporting evidence for domains 2 and 3
  - May demonstrate competency for the components not observed for domain 1
  - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

#### STEP 4: SECOND FORMAL OBSERVATION

- The second formal observation should be completed during the 2<sup>nd</sup> semester.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
  - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

#### STEP 5: SECOND SELF-ASSESSMENT (OPTIONAL)

- The second self-assessment should be complete by the last duty day for teachers.
- Teachers will complete a self-assessment using only the 8 Essential Components of the Danielson Framework for Teaching (FFT).
- Teachers should share the self-assessment with the administrator during the end-of-year evaluation conference to reflect upon the selected goals and professional growth during the year.

#### **STEP 6: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE**

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation.
- The administrator and teacher will establish a date and time for the Final Evaluation Conference.
- The conference will be held by the last duty day for teachers.
- The following topics may be reviewed:
  - The teacher's 2 self-assessments and their self-reflection of growth in practice with the 8 essential components.
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers' goals, evidence, and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation.

#### NOTE ON INFORMAL OBSERVATIONS

- Informal observations are conducted using the PGCPS Instructional "Look Fors" at any time. The Look Fors can be accessed at Curriculum and Instruction website.

If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the "Teacher Observation and Evaluation Matrix," for next steps.

## ON-CYCLE TENURED TEACHERS WITH PERFORMANCE ISSUES

### On-Cycle Tenured Teachers – No Performance Issues Evaluation Procedures 2013-2014

- Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.

#### STEP 1: FIRST SELF-ASSESSMENT

- Teachers will complete a self-assessment using only the 8 Essential Components of the Danielson Framework for Teaching (FFT).
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.
- The self-assessment must be completed by September 30<sup>th</sup> and prior to the goal setting conference.

#### STEP 2: GOAL SETTING CONFERENCE

- Administrator and teacher agree upon a minimum of 2 measurable goals for the year
- The teacher will develop professional growth goals using the Teacher Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- The teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- The administrator (observer) will review the self-assessment, the goal setting form, the prior year's final evaluation and prior year's observations with the teacher during the goal setting conference.
- The goal setting and pre-observation conferences for the first formal observation may be held as one face-to-face meeting. If the pre-observation is to be held as a separate meeting, it should be scheduled at the end of the goal setting conference.
- The goal setting conference must be completed by September 30<sup>th</sup>.

#### STEP 3: FIRST FORMAL OBSERVATION

- The first formal observation (including the pre and post conference) should happen as soon as possible after the Goal Setting Conference and no later than the end of the 1<sup>st</sup> semester.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break,

emergency closings greater than three days or approved absences greater than three days.

- Post-observation conference:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

#### **STEP 4: SECOND FORMAL OBSERVATION**

- The second formal observation must be completed by the end of the first semester.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

#### **STEP 5: INTERIM (MID-YEAR) EVALUATION**

- The interim/mid-year evaluation must be completed by the end of the 1<sup>st</sup> semester.
- Interim / midyear reviews are to be completed using Oracle.

### STEP 6: THIRD FORMAL OBSERVATION

- The third formal observation must be completed in February or March.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

### STEP 7: FOURTH FORMAL OBSERVATION

- The fourth formal observation must be completed in April or May.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation. The administrator views and rates the lesson plan on the Domain 1 rating form.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. PD 360 pilot will cite evidence at the component level.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.

- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
- Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - Held 5 days after the administrator receives the completed Domain 4 with evidence only.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion.
  - Teacher writes evidence in the Descriptors of Practice document and submits to administrator within 48 hours of the post conference and brings supporting artifacts to the post conference. Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference.

#### STEP 8: SECOND SELF-ASSESSMENT (OPTIONAL)

- Teachers will complete a self-assessment using *only* the 8 Essential Components of the Danielson Framework for Teaching (FFT).
- Teachers should share the self-assessment with the administrator during the end-of-year evaluation conference to reflect upon the selected goals and professional growth during the year.

#### STEP 9: FINAL EVALUATION (SUMMATIVE/END-OF-YEAR) CONFERENCE

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation.
- The administrator and teacher will establish a date and time for the Final Evaluation Conference.
- The conference will be held by the last duty day for teachers. **Unsatisfactory evaluations must be given to the teacher on or before June 1<sup>st</sup> and must include at least one observation by someone other than the employee's immediate supervisor.**
- The following topics may be reviewed:
  - The teacher's 2 self-assessments and their self-reflection of growth in practice with the 8 essential components.
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Descriptors of Practice from the 4 formal observations to determine growth and practice.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers' goals, evidence, and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation.

#### NOTE ON INFORMAL OBSERVATIONS

- Informal observations are conducted using the PGCPS Instructional "Look Fors" at any time. The Look Fors can be accessed/downloaded at Curriculum and Instruction website.

If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the "Teacher Observation and Evaluation Matrix," for next steps to place them on the on-cycle evaluation process.

## OFF-CYCLE TENURED TEACHERS

### Off-Cycle Tenured Teachers Evaluation Procedures 2013-2014

- Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.

#### STEP 1: SELF-ASSESSMENT

- Teachers will complete 1 self-assessment using only the Danielson 8 Essential Components of the Danielson Framework for Teaching (FFT).
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; with the exception of first year participants whose goals should be to become familiar with the 8 essential components.
- The self-assessment must be completed by September 30<sup>th</sup> and prior to the goal setting conference.

#### STEP 2: GOAL SETTING CONFERENCE

- The teacher will develop professional growth goals using the Teacher Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- The administrator will review the self-assessment, the goal setting form, the prior year's final evaluation and prior year's observations with the teacher during the goal setting conference.
- The administrator and teacher will agree on the conference format.
- The conference must be completed by September 30<sup>th</sup>.

#### STEP 3: END OF YEAR GOAL REVIEW CONFERENCE (OPTIONAL)

- An end of year conference is recommended so that the administrator and teacher can review their goal attainment/progress.
- The conference will be held between January and June.
- The administrator and teacher will establish a date and time for the Goal Review Conference.
- The following topics may be reviewed:
  - The teacher's 1 self-assessment and their self-reflection of growth in practice with the Danielson 8 essential components.
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of any informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers' goals, evidence, and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?

#### NOTE ON INFORMAL OBSERVATIONS

- Informal observations are conducted using the PGCPS Instructional "Look Fors" at any time. The Look Fors can be accessed/downloaded at Curriculum and Instruction website.

If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the "Teacher Observation and Evaluation Matrix," for next steps to place them on the on-cycle evaluation process.

PLACING AN "OFF-CYCLE PROFESSIONAL PRACTICE" TENURED TEACHER "ON-CYCLE"

- Any teacher who is identified as having performance issues mid-year may be placed "on-cycle" by the principal. The principal must provide proper notification to the teacher, their instructional director and the Office of Employee Performance and Evaluation. Notification to the Office of Employee Performance and Evaluation should be made via email to [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) and include the teacher's name, EIN and school name. Once notification has been received, the Office of Employee Performance and Evaluation will send out a confirmation to the principal, the teacher, and the instructional director with a copy to PGCEA.
- Absent very unusually circumstances, a decision to place a teacher "on-cycle" for the school year should be made by February 1.

RETIRE/REHIRE

- All retire/rehires must be evaluated each year.

## Self-Assessment & Goal Setting

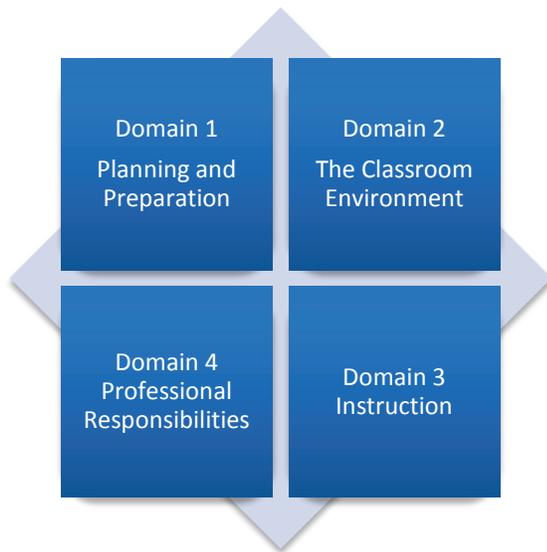
*Note:* To all Pilot PD 360 participants. All Self-Assessment and Goal Setting forms are loaded for use in PD 360.

## Prince George's County Public Schools Goal Setting & Self-Assessment Document Based On *Framework For Teaching*

This document contains two sections:

1. Self-Assessment
2. Goal Setting and End-of-Year Goal Review Conference

### OVERVIEW:



The observation process is grounded in principles that align with the *Framework for Teaching (FFT)* Domains of Professional Practice. Goals will be developed related to areas of growth teachers have identified from their self-assessment and feedback from past observations. This document includes all of the forms needed to complete this process and the observation process.

*Self-assessment and goal setting:* Teachers will self-assess their practice and identify professional goals, using the forms below.

### SELF-ASSESSMENT PROCEDURES:

Teachers should use the Descriptors of Practice to complete an independent self-assessment. Teachers may want to look at the standard and consider their instructional practices as an educator *before* looking at the rubric alignment. Self-assessments will be informed by teachers' experiences in the classroom and their reflections.

1. Read each component for each domain in the Descriptors of Practice (DOP).
2. Capture evidence, in written form of what you do as the teacher professional in relationship to this component, and write this in the box below each component.
3. Read the levels of performance (Unsatisfactory, Basic, Proficient, and Distinguished) for the components for which you are gathering evidence.
4. Select the Level of Performance aligned to the evidence written.

### GOAL-SETTING PROCEDURES:

Goals are developed for improving professional practice throughout the school year. Teachers will identify areas of practice for professional growth within the eight components. It is recommended that teachers select two goals to address within a school year with the approval of your administrator. Note, NEW TEACHERS will have one goal (learn FFT).

1. Professional growth goals should be created based on the results of the self-assessment and previous observation data. Teachers are encouraged to develop goals that are attainable and measurable.
2. The teacher and supervising administrator will discuss options for professional growth related to the selected Components.
3. The teacher will develop a professional growth plan, which will be submitted to the administrator.
4. If necessary, the teacher and/or administrator may schedule an additional meeting to clarify any aspect of the professional growth plan.
5. At the conclusion of the conference, the pre-conference for the first formal observation will be scheduled. Note that the Goal Setting and Pre-Observation Conferences may occur at the same time.

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ EIN: \_\_\_\_\_ Date: \_\_\_\_\_

**SELF-ASSESSMENT**

**Domain 1: Planning and Preparation**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b><i>Ic: Setting instructional outcomes</i></b></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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 teacher makes no attempt at coordination or integration.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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 are capable of assessment. The outcomes reflect opportunities for coordination.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				
<p><b><i>Ie: Designing coherent instruction</i></b></p>	<p>The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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's structure is clear and allows for different pathways according to student needs.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ EIN: \_\_\_\_\_ Date: \_\_\_\_\_

**Domain 2: The Classroom Environment**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2b: Establishing a culture for learning</b></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				
<p><b>2d: Managing student behavior</b></p>	<p>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</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ EIN: \_\_\_\_\_ Date: \_\_\_\_\_

**Domain 3: Instruction**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3b: Using questioning and discussion techniques</b></p>	<p>Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				
<p><b>3c: Engaging students in learning</b></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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 is not fully maintained.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to 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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ EIN: \_\_\_\_\_ Date: \_\_\_\_\_

**Domain 4: Professional Responsibilities**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4a: Reflecting on Teaching</b></p>	<p>Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				
<p><b>4c: Communicating with Families</b></p>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><i>Evidence:</i></p>				

## INDIVIDUAL PROFESSIONAL GROWTH GOALS GOAL SETTING FORM

Teacher's Name \_\_\_\_\_

EIN: \_\_\_\_\_

Grade/Subject Taught: \_\_\_\_\_

Date: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_

### Goal-setting process

- Use the *Framework for Teaching* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review the data and feedback provided from previous observations.
- Identify areas of practice for professional growth within the eight components you and your administrator have agreed to as areas of focus. It is recommended that teachers select two goals to address in a school year.
- Complete this form to indicate the domain(s) and component(s) selected for growth, and provide information describing how you will improve in the selected areas, and how you will measure / document growth.
- Attach this form, when completed, to the Descriptors of Practice, Component Level form.
- Use this form to refine goals and to develop professional growth plans.

**Goal:** During the initial year of participation, all teachers will identify learning *The Framework for Teaching* and the Evaluation system as their professional growth goal.

Domain: \_\_\_\_\_ Component(s) \_\_\_\_\_ Element(s) \_\_\_\_\_

Rationale for selecting this goal:

Steps to achieve the goal:

Method(s)/procedure(s) for gathering evidence:

How will you measure progress?

\_\_\_\_\_  
Signature of Teacher:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature of Administrator:

\_\_\_\_\_  
Date:

ADMINISTRATOR

## GOAL SETTING CONFERENCE AGENDA AND MEETING NOTES

Teacher's Name \_\_\_\_\_

EIN: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_

School: \_\_\_\_\_

Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

### Goal-setting process

- Use the *Framework for Teaching* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review the data and feedback provided from previous observations.
- Identify areas of practice for professional growth within the eight components you and your administrator have agreed to as areas of focus. It is recommended that teachers select two goals to address in a school year.

### Review Self-Assessment

Notes:

### Review the Eight Essential Components for the evaluation

- Based on the teacher's self-assessment, how will the teacher address the Eight Essential Components in their practice in the classroom?
- Administrator and teacher will agree upon the teacher's goals based upon the data from the self-assessment for the teacher's professional growth.
- It is recommended the teacher select no more than two goals to address during the school year. Goals selected must be measurable to document professional growth.

Notes:

### Goal(s) Established:

1.

2.

### Schedule date/time for the pre-observation conference if the teacher is on-cycle

Pre-Observation Date: \_\_\_\_\_

Time: \_\_\_\_\_

\_\_\_\_\_  
Signature of Teacher:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature of Administrator:

\_\_\_\_\_  
Date:

## **FfT Domain 1-4 Levels of Performance and Lesson Plan Documents**

*Note:* The Framework for Teaching (FfT) Descriptor of Practice Document for all Pilot PD 360 participants is at the component level and is loaded in PD 360. The component level rubric/documents for observations are to be completed in PD 360.

# Domain 1

## Descriptors of Practice, Elements Level **RATING FORM ONLY**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_ EIN: \_\_\_\_\_  
 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

### Rating Sheet **ONLY** for Domain 1c

#### DOMAIN 1: PLANNING AND PREPARATION - COMPONENT 1C: ESTABLISHING INSTRUCTIONAL OUTCOMES

*Elements: Value, Sequence, and alignment, Clarity, Balance, Suitability for diverse learners*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Value and Sequence</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline nor a connection to a sequence of learning. <input type="checkbox"/>	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. <input type="checkbox"/>	Most outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning. <input type="checkbox"/>	All outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines. <input type="checkbox"/>
<b>Clarity</b>	Outcomes are either not clear or are stated as not as student learning but as activities. Outcomes do not permit viable methods of assessment. <input type="checkbox"/>	Outcomes are only moderately clear, or consist of a combination of outcomes and activities. Some outcomes permit viable methods of assessment. <input type="checkbox"/>	Most of the outcomes are clear, but may include a few activities. Most suggest viable methods of assessment. <input type="checkbox"/>	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. <input type="checkbox"/>
<b>Balance</b>	Outcomes reflect only one type of learning and only one discipline or strand. <input type="checkbox"/>	Outcomes reflect several types of learning but teacher has made no attempt at coordination or integration. <input type="checkbox"/>	Outcomes reflect several different types of learning and opportunities for coordination. <input type="checkbox"/>	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. <input type="checkbox"/>
<b>Suitability for Diverse learners</b>	Outcomes are not suitable for the class, or are not based on any assessment of student needs. <input type="checkbox"/>	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. <input type="checkbox"/>	Most of the outcomes are suitable for all students in the class, and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. <input type="checkbox"/>	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. <input type="checkbox"/>

Administrator

# Domain 1

## Descriptors of Practice, Elements Level **RATING FORM ONLY**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_ EIN: \_\_\_\_\_  
 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

### Rating Sheet **ONLY** for Domain 1e

#### DOMAIN 1: PLANNING AND PREPARATION - COMPONENT 1E: DESIGNING COHERENT INSTRUCTION

*Elements: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Learning Activities</b>	Learning activities are not suitable to students or to instructional purposes, and are not designed to engage students in active intellectual activity. <input type="checkbox"/>	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. <input type="checkbox"/>	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, and with some differentiation for different groups of students. <input type="checkbox"/>	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity, and are differentiated, as appropriate, for individual learners. <input type="checkbox"/>
<b>Instructional Materials and Resources</b>	Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning. <input type="checkbox"/>	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. <input type="checkbox"/>	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. <input type="checkbox"/>	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. <input type="checkbox"/>
<b>Instructional Groups</b>	Instructional groups do not support the instructional outcomes and offer no variety. <input type="checkbox"/>	Instructional groups partially support the instructional outcomes, with an effort at providing some variety. <input type="checkbox"/>	Instructional groups are varied as appropriate to the students and the different instructional outcomes. <input type="checkbox"/>	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. <input type="checkbox"/>
<b>Learning Activities</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic <input type="checkbox"/>	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, most time allocations are reasonable. <input type="checkbox"/>	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. <input type="checkbox"/>	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. <input type="checkbox"/>

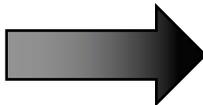
## Domain 1: Component 1c and 1e

### GENERIC Lesson Planning Form: The Directed Teaching Activity

#### THE DIRECTED TEACHING ACTIVITY (DTA) – GENERIC FORM

The Directed Teaching Activity (DTA) includes the following:

- ❑ **Lesson Objectives/Outcomes:** Writing your objective happens prior to lesson delivery [see Objective Writing]. The objective should be written as a **learning outcome** and not an activity. In the lesson, the teacher **communicates the learning objective** to students both orally and in written format. (Clarity, Lesson and Unit Structure)
- ❑ **Value, Sequence, and Alignment:** Prior to teaching the lesson, teachers should consider how this particular lesson fits within the scope of the unit and year, as well as how this lesson connects to the previous and future lesson. (Lesson and Unit Structure)
- ❑ **Suitability for Diverse Learners:** Prior to teaching the lesson, the teacher should consider how all students will access the content and reach the learning outcome. (Balance, Materials and Resources)
- ❑ **Introductory and Developmental Activities:** These activities include an **anticipatory set** or **“warm-up”** to focus students’ learning and to ensure on-task behavior by all students. During the warm-up, there is a minimum of teacher intervention. Through these teacher-directed activities, new concepts or processes are introduced and/or students are aided in constructing meaning around new concepts. The teacher **models** new processes and procedures and assists students in organizing and storing new information.
- ❑ **Guided Practice Activities:** In this phase, students have an opportunity to use their new knowledge and skills through teacher-monitored activities. Moreover, this process offers students an opportunity to begin the extension and refinement of their skills through the use of critical thinking skills.
- ❑ **Independent Practice and/or Meaningful Use Tasks:** These activities allow students an opportunity to use their new knowledge and skills in meaningful ways. These activities and tasks may contribute to students’ independent or group-centered responses to an ongoing project-based task involving one or more of the following: decision-making, problem-solving, investigation, experimental inquiry, and/or invention. Independent activities may include homework. (Grouping)
- ❑ **Assessment Activities:** Through ongoing assessment, the teacher assesses student progress toward the attainment of the objective and students’ understanding and proficiency of new knowledge or skills. The teacher evaluates students’ accomplishment of the objective and makes necessary adjustments to instruction.
- ❑ **Closing:** These activities are designed to foster a sense of completion among student participants. It may be an essential part of the assessment process or it can function as a stand-alone activity.



Please note that the Directed Teaching Activity Planner provides a framework for instruction utilized in many disciplines, including art, music, and physical education, among others.

<b>DIRECTED TEACHING ACTIVITY LESSON PLANNER- GENERIC</b>	
Initial Preparation Plans <i>FFT Support, 1.c (Setting Instructional Outcomes)</i>	
<b>IDENTIFY STRATEGY(IES) or SKILL OBJECTIVE(S) FROM STANDARDS</b>	
<b>MATCH OBJECTIVE WITH TEXT</b> Ensure material/resources is well-aligned to the chosen strategy/skill and to student needs/interests/ cultural diversity	
<b>LESSON OBJECTIVE(S)/OUTCOMES</b> Objective(s) must be <ul style="list-style-type: none"> <li>• specific, doable, assessable in the allotted time</li> <li>• measurable</li> <li>• written with verbs for expectations of high rigor</li> <li>• stated as a learning outcome</li> <li>• in PGCPS format, posted visibly, and stated aloud to students</li> </ul>	
<b>VALUE, SEQUENCE, AND ALIGNMENT</b> Students must be able to build their understanding of important ideas from concept to concept. <ul style="list-style-type: none"> <li>• How does the lesson fit in with previous and future lessons in this unit of study?</li> <li>• How will this lesson proceed in terms of time and learning tasks?</li> <li>• What interdisciplinary connections and/or technology will be made in this lesson?</li> <li>• In what ways is this lesson rigorous and authentic?</li> <li>• Is there a balance of instruction utilizing multiple modes of learning?</li> </ul>	

<p><b>SUITABILITY FOR DIVERSE LEARNERS</b></p> <ul style="list-style-type: none"> <li>• What accommodations or differentiation of instruction has been provided for diverse learners (TAG, ESOL, Sp Ed, 504, etc.)?</li> <li>• Are the outcomes providing cultural sensitivity?</li> <li>• Are assessments differentiated?</li> </ul>	<p>(This space should be used to make notes about differentiating for diverse learners, learning tasks/formative assessments, students with whom the teacher will conference, etc.)</p>	
<p><b>LESSON COMPONENT/ TEACHING MOVES</b> <i>FFT Support, 1.e (Designing coherent Instruction)</i></p>	<p><b>LESSON NOTES</b> <i>FFT Support, 2d (Managing Student Behavior)</i> <i>FFT Support, 3.b (Questioning/Discussion Techniques)</i> <i>FFT Support, 3.c (Engaging Students)</i></p>	<p>Essential Question(s), Differentiation/Modifications and Resources Needed</p>
<p><b>INSTRUCTIONAL MATERIALS AND RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Utilize relevant instructional materials and course texts</li> <li>• How do the course materials enhance/further/accommodate student learning?</li> </ul> <p><b>INTRODUCTORY &amp; DEVELOPMENTAL ACTIVITIES 15-20 MIN.</b> <i>-Connect and Engage (I do)-5 min.</i></p> <ul style="list-style-type: none"> <li>• Explain/review the strategy/skill and how it is used.</li> <li>• As appropriate, build/activate background knowledge and vocabulary necessary.</li> <li>• Pre-assess as appropriate.</li> <li>• Students engage with primary lesson material (set their purpose, use reading strategies, and use strategic behaviors).</li> </ul> <p><i>-Modeling (I do)-10 min. A brief teacher-directed lesson</i></p> <ul style="list-style-type: none"> <li>• Model the skill/strategy.</li> <li>• Record think-alouds for the students</li> </ul>		

<p>(sticky notes, anchor chart, etc.)</p> <ul style="list-style-type: none"> <li>Engage students. Insert Turn and Talk or other student response checks to monitor understanding</li> </ul>		
<p><b>GUIDED PRACTICE</b> - 10-15 min. (We do) Identify guided practice needed before releasing students to practice on their own.</p> <ul style="list-style-type: none"> <li>Consider: <ul style="list-style-type: none"> <li>Cooperative groupings.</li> <li>Conceptual difficulties that might arise.</li> <li>How students can initiate discussion.</li> <li>How tasks are differentiated and cognitively challenging.</li> <li>How the tasks advance students' understanding and learning.</li> <li>How to mentally engage students with the content and aid in constructing understanding.</li> <li>Ways to check for understanding or need for further support.</li> </ul> </li> </ul>		
<p><b>INDEPENDENT TASK(S)</b> - 20 min. (You do) What opportunities will students have to use the new skills/concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it? How will students demonstrate their mastery of the essential learning outcomes? May be a continuation of the practice task.</p>		

<p><b>CLOSING (5-10 minutes)</b> Includes one or more:</p> <ul style="list-style-type: none"><li>• Assessment of student learning, including student reflection on what was learned which may include:<ul style="list-style-type: none"><li>○ Connections to previous and new learning.</li><li>○ A review of the lesson objective and if it was achieved.</li><li>○ An exit slip, final journal reflection, or other means of informal assessment.</li><li>○ Student sharing and peer feedback.</li><li>○ Celebrations of learning.</li></ul></li></ul>		
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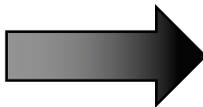
## Domain 1: Component 1c and 1e

### MATHEMATICS Lesson Planning Form: The Directed Teaching Activity

#### THE DIRECTED TEACHING ACTIVITY (DTA) – MATHEMATICS

The Directed Teaching Activity (DTA) includes the following:

- ❑ **Lesson Objectives/Outcomes:** Writing your objective happens prior to lesson delivery [see [Objective Writing](#)]. The objective should be written as a **learning outcome** and not an activity. In the lesson, the teacher **communicates the learning objective** to students both orally and in written format. (Clarity, Lesson and Unit Structure)
- ❑ **Value, Sequence, and Alignment:** Prior to teaching the lesson, teachers should consider how this particular lesson fits within the scope of the unit and year, as well as how this lesson connects to the previous and future lesson. (Lesson and Unit Structure)
- ❑ **Suitability for Diverse Learners:** Prior to teaching the lesson, the teacher should consider how all students will access the content and reach the learning outcome. (Balance, Materials and Resources)
- ❑ **Introductory and Developmental Activities:** These activities include an **anticipatory set** or **“warm-up”** to focus students’ learning and to ensure on-task behavior by all students. During the warm-up, there is a minimum of teacher intervention. Through these teacher-directed activities, new concepts or processes are introduced and/or students are aided in constructing meaning around new concepts. The teacher **models** new processes and procedures and assists students in organizing and storing new information.
- ❑ **Guided Practice Activities:** In this phase, students have an opportunity to use their new knowledge and skills through teacher-monitored activities. Moreover, this process offers students an opportunity to begin the extension and refinement of their skills through the use of critical thinking skills.
- ❑ **Independent Practice and/or Meaningful Use Tasks:** These activities allow students an opportunity to use their new knowledge and skills in meaningful ways. These activities and tasks may contribute to students’ independent or group-centered responses to an ongoing project-based task involving one or more of the following: decision-making, problem-solving, investigation, experimental inquiry, and/or invention. Independent activities may include homework. (Grouping)
- ❑ **Assessment Activities:** Through ongoing assessment, the teacher assesses student progress toward the attainment of the objective and students’ understanding and proficiency of new knowledge or skills. The teacher evaluates students’ accomplishment of the objective and makes necessary adjustments to instruction.
- ❑ **Closing:** These activities are designed to foster a sense of completion among student participants. It may be an essential part of the assessment process or it can function as a stand-alone activity.



Please note that the Directed Teaching Activity Planner provides a framework for instruction utilized in many disciplines, including art, music, and physical education, among others.

## Domain 1: Planning and Preparation

COMPONENT 1C: ESTABLISHING INSTRUCTIONAL OUTCOMES AND COMPONENT 1E: DESIGNING COHERENT INSTRUCTION

### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_ EIN: \_\_\_\_\_  
 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

<b>DIRECTED TEACHING ACTIVITY LESSON PLANNER - MATHEMATICS</b>	
Initial Preparation Plans <i>FFT Support, I.c (Setting Instructional Outcomes)</i>	
<b>IDENTIFY STRATEGY(IES) or SKILL OBJECTIVE(S) FROM STANDARDS</b>	
<b>MATCH OBJECTIVE WITH TEXT</b> Ensure material/resources is well-aligned to the chosen strategy/skill and to student needs/interests/ cultural diversity	
<b>LESSON OBJECTIVE(S)/OUTCOMES</b> Objective(s) must be <ul style="list-style-type: none"> <li>• specific, doable, assessable in the allotted time</li> <li>• measurable</li> <li>• written with verbs for expectations of high rigor</li> <li>• stated as a learning outcome</li> <li>• in PGCPS format, posted visibly, and stated aloud to students</li> </ul>	
<b>VALUE, SEQUENCE, AND ALIGNMENT</b> Students must be able to build their understanding of important ideas from concept to concept. <ul style="list-style-type: none"> <li>• How does the lesson fit in with previous and future lessons in this unit of study?</li> <li>• How will this lesson proceed in terms of time and learning tasks?</li> <li>• What interdisciplinary connections</li> </ul>	

<p>and/or technology will be made in this lesson?</p> <ul style="list-style-type: none"> <li>• In what ways is this lesson rigorous and authentic?</li> <li>• Is there a balance of instruction utilizing multiple modes of learning?</li> </ul>		
<p><b>SUITABILITY FOR DIVERSE LEARNERS</b></p> <ul style="list-style-type: none"> <li>• What accommodations or differentiation of instruction has been provided for diverse learners (TAG, ESOL, Sp Ed, 504, etc.)?</li> <li>• Are the outcomes providing cultural sensitivity?</li> <li>• Are assessments differentiated?</li> </ul>	<p>(This space should be used to make notes about differentiating for diverse learners, learning tasks/formative assessments, students with whom the teacher will conference, etc.)</p>	
<p><b>LESSON COMPONENT/ TEACHING MOVES</b> <i>FFT Support, 1.e (Designing coherent Instruction)</i></p>	<p><b>LESSON NOTES</b> <i>FFT Support, 2d (Managing Student Behavior)</i> <i>FFT Support, 3.b (Questioning/Discussion Techniques)</i> <i>FFT Support, 3.c (Engaging Students)</i></p>	<p><b>Essential Question(s), Differentiation/Modifications and Resources Needed</b></p>
<p><b>INSTRUCTIONAL MATERIALS AND RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Utilize relevant instructional materials and course texts</li> <li>• How do the course materials enhance/further/accommodate student learning?</li> </ul> <p><b>INTRODUCTORY &amp; DEVELOPMENTAL ACTIVITIES</b> <b>15-20 min.</b> <b>-Connect and Engage (I do)-5 min.</b></p> <ul style="list-style-type: none"> <li>• Explain/review the strategy/skill and how it is used.</li> <li>• As appropriate, build/activate background knowledge and vocabulary necessary.</li> <li>• Pre-assess as appropriate.</li> </ul>		

<ul style="list-style-type: none"> <li>• Students engage with primary lesson material (set their purpose, use reading strategies, and use strategic behaviors).</li> </ul> <p><b>-Modeling (I do)-10 min. A brief teacher-directed lesson</b></p> <ul style="list-style-type: none"> <li>• Model the skill/strategy.</li> <li>• Record think-alouds for the students (sticky notes, anchor chart, etc.)</li> <li>• Engage students. Insert Turn and Talk or other student response checks to monitor understanding.</li> </ul>		
<p><b>GUIDED PRACTICE - 10-15 min. (We do)</b></p> <p>Identify guided practice needed before releasing students to practice on their own.</p> <ul style="list-style-type: none"> <li>• Consider :             <ul style="list-style-type: none"> <li>○ Cooperative groupings.</li> <li>○ Conceptual difficulties that might arise.</li> <li>○ How students can initiate discussion.</li> <li>○ How tasks are differentiated and cognitively challenging.</li> <li>○ How the tasks advance students' understanding and learning.</li> <li>○ How to mentally engage students with the content and aid in constructing understanding.</li> <li>○ Ways to check for understanding or need for further support.</li> </ul> </li> </ul>		
<p><b>INDEPENDENT TASK(S) - 20 min. (You do)</b></p> <p>What opportunities will students have to use the new skills/concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it? How will students demonstrate their mastery of</p>		

<p>the essential learning outcomes? May be a continuation of the practice task.</p>		
<p><b>CLOSING (5-10 minutes)</b> <b>Includes one or more:</b></p> <ul style="list-style-type: none"> <li>▪ Assessment of student learning, including student reflection on what was learned which may include:             <ul style="list-style-type: none"> <li>○ Connections to previous and new learning.</li> <li>○ A review of the lesson objective and if it was achieved.</li> <li>○ An exit slip, final journal reflection, or other means of informal assessment.</li> <li>○ Student sharing and peer feedback.</li> <li>○ Celebrations of learning.</li> </ul> </li> </ul>		

## THE 5 ES LESSON PLANNER (MATHEMATICS AND SCIENCE K-12)

In the areas of, **mathematics and science, K-12**, the 5 E's Lesson Planner is utilized as the prevailing approach to daily lesson planning. This process includes the following steps and critical guiding questions:

- ❑ **Phase One – Engagement:** This phase initiates the learning task. The activity should make connections between past and present learning experiences and organize students' thinking toward the learning outcomes of current activities. The teacher provides the experience to engage the learner and identify the instructional task.
- ❑ **Phase Two – Explore:** This phase provides students with a common base of experience within which current concepts, processes, and skills are identified and developed. The students are given time to think, plan, investigate, and organize collected data. The teacher facilitates and monitors interaction between students and instructional situations, and provides as much scaffolding as needed by students.
- ❑ **Phase Three – Explain:** The students are now involved in an analysis of their exploration. The students are provided with opportunities to demonstrate their understanding of the concepts and processes they are learning. The teacher clarifies students' understanding and introduces and defines new concepts.
- ❑ **Phase Four – Elaborate:** This phase challenges and extends students' conceptual understanding and skills. The teacher provides new experiences to extend and refine students' knowledge and skills.
- ❑ **Phase Five – Evaluate:** Informal, ongoing evaluation should occur from the engagement activity on through the elaboration. The teacher and the student can complete a culminating evaluation after the elaboration phase. The students assess their knowledge, skills, and abilities. The teacher focuses on outcomes that can be used to evaluate student progress.

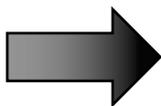
The 5 E's model for the teaching, learning, and assessing of mathematics and science is based upon a student-centered, constructivist philosophy. In this model, learning new skills and concepts in depth is not a linear process but a recursive one. **Therefore, timeframes for each of the phases within the 5 Es model may not be observed in one class setting.**

NOTES:



**MATHEMATICS (K-12)**

**PLANNING AND OBSERVATION GUIDES**



Using the Mathematics Planning and Observation Guides:

Teachers should use the lesson planning tool for planning daily instruction. Principals and teachers should use the observation tool for more comprehensive formal or informal observations. In addition, the CCSS for Mathematical Practice are included for teacher and principal use to guide and inform instruction.

**COMMON CORE STATE STANDARDS FOR MATHEMATICAL PRACTICE**

STANDARDS	POSSIBLE QUESTIONS AND PROMPTS:	STUDENT "LOOK FORS"
1. Make sense of problems and persevere in solving them.	<ul style="list-style-type: none"> <li>• How would you describe the problem in your own words?</li> <li>• What facts do you have? What do you know that is not stated in the problem?</li> <li>• How did you tackle similar problems?</li> <li>• Would it help to create a diagram? ...make a table? ...draw a picture?</li> <li>• What strategies are you going to use?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider or attempt multiple entry points to its solution</li> <li><input type="checkbox"/> Analyze information (givens, constraints, relationships, goals)</li> <li><input type="checkbox"/> Make conjectures and plan a solution pathway</li> <li><input type="checkbox"/> Use objects, drawings, and diagrams to solve problems</li> <li><input type="checkbox"/> Monitor progress and change course as necessary</li> <li><input type="checkbox"/> Check answers to problems and ask, "Does this make sense?"</li> </ul>
2. Reason abstractly and quantitatively.	<ul style="list-style-type: none"> <li>• Can you tell why that is true?</li> <li>• How did you reach your conclusion?</li> <li>• How does your answer connect to the question? Does it make sense?</li> <li>• Can you make a model to show that?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make sense of quantities and relationships in problem situations</li> <li><input type="checkbox"/> Represent abstract situations symbolically</li> <li><input type="checkbox"/> Create a coherent representation of the problem</li> <li><input type="checkbox"/> Translate from contextualized to generalized or vice versa</li> <li><input type="checkbox"/> Flexibly use properties of operations</li> </ul>
3. Construct viable arguments and critique the reasoning of others.	<ul style="list-style-type: none"> <li>• Can you convince the rest of us that your answer makes sense?</li> <li>• What do you think about what ____ said?</li> <li>• Do you agree? Why or why not?</li> <li>• Does anyone have the same answer but a different way to get it?</li> <li>• Can you explain what ____ is saying? Can you explain why his/her strategy works?</li> <li>• What don't you understand about what ____ is saying?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use definitions and previously established causes/effects (results) in constructing arguments</li> <li><input type="checkbox"/> Make conjectures and use counterexamples to build a logical progression of statements to explore and support their ideas</li> <li><input type="checkbox"/> Listen to or read the arguments of others</li> <li><input type="checkbox"/> Ask probing questions to other students</li> </ul>
4. Model with mathematics.	<ul style="list-style-type: none"> <li>• How would you model the situation with a diagram, picture, table, graph, equation, or words?</li> <li>• Can you use color, words, or diagrams to show the connections between these ideas?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine an equation that represents a situation</li> <li><input type="checkbox"/> Illustrate mathematical relationships using diagrams, two-way tables, graphs, flowcharts, and formulas</li> <li><input type="checkbox"/> Apply assumptions to make a problem simpler</li> <li><input type="checkbox"/> Check to see if an answer makes sense within the context of a situation</li> </ul>

STANDARDS	POSSIBLE QUESTIONS AND PROMPTS:	STUDENT "LOOK FORS"
	<ul style="list-style-type: none"> <li>How do the different models connect or relate to each other (i.e. table to graph, graph to equation)?</li> </ul>	<p>and change a model when necessary</p>
5. Use appropriate tools strategically.	<ul style="list-style-type: none"> <li>What tools will you need?</li> <li>Will a calculator help?</li> <li>Will pencil and paper help? Will using a number line, table, diagram, or picture help?</li> <li>What strategies will you use?</li> </ul>	<ul style="list-style-type: none"> <li>Choose tools that are appropriate for the task. Examples: <i>Manipulative, Calculator, Digital Technology, Ruler</i></li> <li>Use technological tools to visualize the results of assumptions, explore consequences, and compare predications with data</li> <li>Identify relevant external math resources (digital content on a website) and use them to pose or solve problems</li> </ul>
6. Attend to precision.	<ul style="list-style-type: none"> <li>Will you solve the problem mentally or with pencil and paper? Will using a number line, table, diagram, or picture help?</li> <li>What do you think the answer or result will be?</li> <li>What does your answer mean in the context of the problem?</li> <li>Can you guess and check?</li> <li>Have you compared your work with anyone else?</li> <li>Can you represent the definition or rule?</li> </ul>	<ul style="list-style-type: none"> <li>Communicate precisely using appropriate terminology</li> <li>Specify units of measure and provide accurate labels on graphs</li> <li>Express numerical answers with appropriate degree of precision</li> <li>Provide carefully formulated explanations</li> </ul>
7. Look for and make use of structure.	<ol style="list-style-type: none"> <li>What relevant information in the problem shows you what relationship (i.e. change, group, compare, ratio, or proportion problem) exists between the elements or parts of the problem?</li> <li>How do you know that your rule or equation always works?</li> <li>Are you actively comparing, reflecting on, and discussing multiple solution methods?</li> </ol>	<ul style="list-style-type: none"> <li>Look for a pattern or structure, recognizing that quantities can be represented in different ways</li> <li>Use knowledge of properties to efficiently solve problems</li> <li>View complicated quantities both as single objects or compositions of several objects</li> </ul>
8. Look for and express regularity in repeated reasoning.	<ol style="list-style-type: none"> <li>What pattern(s) do you notice? How would you describe the pattern(s)?</li> <li>What calculations, patterns, or principles are repeated?</li> <li>What mathematical principles will help you in solving the problem?</li> <li>What if you started with ... rather than...? What if you can only use...?</li> <li>What are the big ideas or key points in this lesson?</li> </ol>	<ul style="list-style-type: none"> <li>Notice repeated calculations and look for general methods and shortcuts</li> <li>Continually evaluate the reasonableness of intermediate results (comparing estimates) while attending to details and making generalizations</li> </ul>

5 ES MATHEMATICS K-12 LESSON PLANNER

The 5 E's Model for the teaching of mathematics is based on the constructivist approach to learning. Learning new concepts or attempting to understand something familiar in greater depth, is not a linear process. **Therefore, suggested time slots for each of the stages within the model may vary according to the activity planned for the lesson design.**

<b>Lesson Title:</b> <b>Date:</b> <b>Standard:</b> <b>Materials Needed</b> (i.e: Materials and Resources): <b>Data Points:</b>	5 E's	<b>Questions for Planning Lesson Planning Notes</b> Please note that FFT Components for Domain I are referenced in the questions for planning by Indicator; for example <b>Value, Sequence and Alignment - See Lesson Readiness</b> <b>Clarity - See Objective</b> <b>Suitability for Diverse Learners- See Lesson Readiness; Learning Activity; Flexibility and Fluidity</b>
Time Frame		
<b>Engagement</b>	<b>Engagement</b> (Individual, Small Group or Whole Group Work) <input type="checkbox"/> Objective stated written/orally <input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Connecting to Prior Knowledge <input type="checkbox"/> Learning Activity Set-Up <input type="checkbox"/> Multiple Entry Points <input type="checkbox"/> Homework review	<b>Lesson readiness:</b> <input type="checkbox"/> What data indicates that students are ready for this lesson? ( <b>Ic:Balance; Suitability for Diverse Learners</b> ) <input type="checkbox"/> Where does this lesson fall in the sequence of learning? ( <b>Ic: Value, Sequence, and Alignment</b> ) <input type="checkbox"/> How are the concept outcomes connected to previous and future learning? ( <b>Ic: Value, Sequence, and Alignment</b> ) <input type="checkbox"/> How does this lesson align to the progression of this unit? ( <b>Ie: Lesson and Unit Structure</b> ) <input type="checkbox"/> How can I connect students' enduring understanding of concept to other concepts/concepts to other disciplines? What are the essential questions?( <b>Ic Value sequence and alignment</b> ) <b>NOTES:</b>  <b>Objective ( Ic:Clarity)</b> <b>Is the objective:</b> <input type="checkbox"/> Measurable (What will the students learn?) <input type="checkbox"/> Written with verbs for expectations of high levels of rigor <input type="checkbox"/> Written as an outcome-not an activity <input type="checkbox"/> Specific, doable, assessable in the allotted time (How will I assess student knowledge?) <b>NOTES:</b>  <b>Concept Development:</b> <input type="checkbox"/> How can I set up learning activities to aid students in learning the new mathematics in multiple ways with multiple representations? ( <b>Ic: Balance</b> ) <input type="checkbox"/> What questions do I ask if students have difficulty getting started? What questions do I ask to advance thinking? ( <b>Ic: Suitability for Diverse Learners</b> ) <input type="checkbox"/> How will this experience help students develop proficiency with one or more of the course standards? ( <b>Ic Value sequence and alignment</b> ) <b>NOTES:</b>

<p><b>Exploration</b></p>	<p><b>Exploration</b> (Various Groupings)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Think/ Wait Time</li> <li><input type="checkbox"/> Hands on Lab</li> <li><input type="checkbox"/> Manipulatives &amp; Tools</li> <li><input type="checkbox"/> Modeling Questions</li> <li><input type="checkbox"/> Co-operative learning (i.e., Jigsaw, Think- Pair- Share, Flexible Grouping)</li> <li><input type="checkbox"/> Use of Technology</li> </ul>	<p><b>Learning Activity:</b> <b>How does the clear and sequenced activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage students and advance them through the content? <b>(1e: Lesson and Unit Structure)</b></li> <li><input type="checkbox"/> Support instructional outcomes and reflect important concepts? <b>(1e: Lesson and Unit Structure)</b></li> <li><input type="checkbox"/> Provide a variety of appropriately challenging materials and resources to advance student learning of the concept understanding and meet the differentiated needs of students in the class? <b>(1e: Instructional Materials/Resources; 1c Suitability for Diverse Learners)</b></li> <li><input type="checkbox"/> Provide assessing and advancing questions that will develop understanding of the concept? <b>(1e: Lesson and Unit Structure)</b></li> <li><input type="checkbox"/> Provide models and/or tools that will help students advance their understanding of the concept? (How will misconceptions be addressed?) <b>(1e: Lesson and Unit Structure)</b></li> <li><input type="checkbox"/> Help students develop proficiency with one or more of the Mathematical Practices?</li> </ul> <p><b>NOTES:</b></p> <p><b>Student Groups:</b> <b>How will student groups: (1e: Instructional Groups)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be formed to intentionally support and advance student learning?</li> <li><input type="checkbox"/> Be expected to work together?</li> <li><input type="checkbox"/> Use appropriate technology?</li> <li><input type="checkbox"/> Be scaffolded to help students develop proficiency with one or more of the course standards? <b>(1c Value sequence and alignment)</b></li> </ul> <p><b>NOTES:</b></p>
<p><b>Explanation</b></p>	<p><b>Explanation</b> (Whole Class/Student Response)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept Web</li> <li><input type="checkbox"/> Mind Map</li> <li><input type="checkbox"/> Partner share</li> <li><input type="checkbox"/> Vocabulary development</li> <li><input type="checkbox"/> Student centered</li> <li><input type="checkbox"/> Evaluation</li> <li><input type="checkbox"/> Portfolio</li> </ul>	<p><b>Concept Explanations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage students to clarify misconceptions and errors. What questions can I provide to aid students in correcting misconceptions? <b>(1e: Lesson and Unit Structure)</b></li> <li><input type="checkbox"/> Encourage students to explain their observations and findings in their own words. <b>(1c:Clarity)</b></li> <li><input type="checkbox"/> Facilitate clarification of new vocabulary. What strategies and tools will I use to help students actively formulate new vocabulary? <b>(1e: Instructional materials and resources)</b></li> </ul> <p><b>NOTES:</b></p> <p><b>What open ended questions will I ask to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promote higher order thinking and to assess student learning of the concept?</li> <li><input type="checkbox"/> Advance student learning?</li> <li><input type="checkbox"/> Clear misconceptions?</li> </ul> <p><b>NOTES:</b></p>

<p><b>Elaboration</b></p>	<p><b>Elaboration</b> (Develop Flexibility and Fluidity: Explicit Teaching/Guided Practice)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> KWL Chart</li> <li><input type="checkbox"/> Intervention Activities</li> <li><input type="checkbox"/> Problem of the Week</li> <li><input type="checkbox"/> Modeling Concepts</li> <li><input type="checkbox"/> Problem of the Week</li> <li><input type="checkbox"/> Graphic Organizers</li> <li><input type="checkbox"/> Games</li> <li><input type="checkbox"/> Technology</li> </ul>	<p><b>Flexibility and Fluidity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What new experiences will I provide for students to expand their understanding and connect to real-world situations and other disciplines? <b>(1c: Suitability for Diverse Learners)</b></li> <li><input type="checkbox"/> What scaffolding and modeling will I use to aid students in extending and explaining concepts being explored? <b>(1e: Instructional Materials and Resources)</b></li> <li><input type="checkbox"/> What questions will I ask students to encourage them to apply concepts and skills to new situations? <b>(1e: Learning Activities; Instructional Materials; Lesson and Unit Structure)</b></li> <li><input type="checkbox"/> How will I aid students in linking mathematical vocabulary to present and future concepts? <b>(1e: Learning Activities)</b></li> </ul> <p><b>NOTES:</b></p>
<p><b>Evaluation</b></p>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gallery Walks</li> <li><input type="checkbox"/> Journal Entries</li> <li><input type="checkbox"/> Exit Slips</li> <li><input type="checkbox"/> Quick writes</li> <li><input type="checkbox"/> Student interviews</li> <li><input type="checkbox"/> Buddy Check</li> <li><input type="checkbox"/> White Boards</li> <li><input type="checkbox"/> Answer Cards</li> </ul>	<p><b>Evaluation (1e: Lesson and Unit Structure)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will evidence be collected to determine that the students have attained the learning objectives?</li> <li><input type="checkbox"/> How will evidence be used to inform instructional decisions?</li> <li><input type="checkbox"/> How will I examine students' work and identify needs to plan future instruction?</li> <li><input type="checkbox"/> How and when will I provide extensive feedback to address growth towards understanding?</li> <li><input type="checkbox"/> What is my timeframe for providing feedback to students with useful information to adjust their current learning approaches and take ownership of their learning?</li> </ul> <p><b>NOTES:</b></p>

## Formal Observation Form

### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_ EIN: \_\_\_\_\_  
 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

### DOMAIN 2: THE CLASSROOM ENVIRONMENT – COMPONENT 2B: ESTABLISHING A CULTURE FOR LEARNING

*Elements: Importance of the content, Expectations for learning and achievement, Student pride in work*

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<i>Importance of the Content</i>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance.
<i>Expectations for Learning and Achievement</i>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<i>Student Pride in Work</i>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work initiating improvements in it by, for example, revising drafts on their own, or helping peers.
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• <i>Importance of the content</i></li> <li>• <i>Expectations for learning and achievement</i></li> <li>• <i>Student pride in work</i></li> </ul>				

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### Descriptors of Practice, Elements Level

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 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

### DOMAIN 2: THE CLASSROOM ENVIRONMENT – COMPONENT 2D: MANAGING STUDENT BEHAVIOR

Elements: *Expectations, Monitoring of student behavior, Response to student misbehavior*

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<i>Expectations</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Monitoring of Student Behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Response to Student Misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

**Evidence:**

- *Expectations*
- *Monitoring of student behavior*
- *Response to student misbehavior*

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### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_ EIN: \_\_\_\_\_  
 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

### DOMAIN 3: INSTRUCTION - COMPONENT 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES

*Elements: Quality of questions, Discussion techniques, Student participation*

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<i>Quality of Questions</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<i>Discussion Techniques</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<i>Student Participation</i>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• <i>Quality of questions</i></li> <li>• <i>Discussion technique</i></li> <li>• <i>Student participation</i></li> </ul>				

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 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

### DOMAIN 3: INSTRUCTION - COMPONENT 3C: ENGAGING STUDENT IN LEARNING

*Elements: Activities and assignments, Grouping of students, Instructional materials and resources, Structure and pacing*

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b><i>Activities and Assignments</i></b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<b><i>Grouping of Students</i></b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<b><i>Instructional Materials and Resources</i></b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<b><i>Structure and Pacing</i></b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow, or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
<b><i>Evidence:</i></b> <ul style="list-style-type: none"> <li>• <i>Activities and assignments</i></li> <li>• <i>Grouping of students</i></li> <li>• <i>Instructional materials and resources</i></li> <li>• <i>Structure and pacing</i></li> </ul>				

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## Formal Observation Form

### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_ EIN: \_\_\_\_\_  
 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

#### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES – COMPONENT 4A: REFLECTING ON TEACHING

*Elements: Accuracy, Use in future teaching*

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<i>Accuracy</i>	Teacher does not know whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the success to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strengths of each.
<i>Use in Future Teaching</i>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different approaches.
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• <i>Accuracy</i></li> <li>• <i>Use in future teaching</i></li> </ul>				

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## Formal Observation Form

### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_ EIN: \_\_\_\_\_  
 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

#### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES - COMPONENT 4C: COMMUNICATING WITH FAMILIES

*Elements: Information about the instructional program, Information about individual students, Engagement of families in the instructional program*

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<i>Information about the Instructional Program</i>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for parent communication, but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<i>Information about Individual Students</i>	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	Teacher communicates with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.
<i>Engagement of Families in the Instructional Program</i>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• <i>Information about the instructional program</i></li> <li>• <i>Information about individual students</i></li> <li>• <i>Engagement of families in the instructional program</i></li> </ul>				

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Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY

*Elements: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, Service to the profession*

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<i>Enhancement of Content Knowledge and Pedagogical Skill</i>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development t and makes a systematic effort to conduct action research.
<i>Receptivity to Feedback from Colleagues</i>	Teacher resists feedback on teaching performance, from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance, from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching, from both supervisors and colleagues.
<i>Service to the Profession</i>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.
<p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>• <i>Enhancement of content knowledge and pedagogical skill</i></li> <li>• <i>Receptivity to feedback from colleagues</i></li> <li>• <i>Service to the profession</i></li> </ul>				

## Growing and Developing Professionally Forms

- *(4e) Log of Activities Form*
- *Evidence Collection Form*

## COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession – Charlotte Danielson

### WHAT DOES THIS LOOK LIKE FOR TEACHERS?

Enhancement of Content Knowledge and Pedagogical Skill	Receptivity to Feedback from Colleagues	Service to the Profession
<ul style="list-style-type: none"> <li>• Joint Planning</li> <li>• Book Study Groups</li> <li>• Lesson study</li> <li>• Participation in Professional Organizations</li> <li>• Readings – Books and Articles</li> <li>• Peer Classroom observations with a focus</li> <li>• Participates in district level professional development, local or regional conferences or takes classes</li> <li>• Growth in use of Technology</li> <li>• Participates in Content-related webinars</li> <li>• Seeks and participates in continued professional development opportunities</li> <li>• Designs assessments and checks results, adjusting instruction according to research based-practices</li> </ul>	<ul style="list-style-type: none"> <li>• Actively seeks colleagues or supervisors to observe in classrooms for the purpose of providing feedback on progress</li> <li>• Actively seeks feedback from colleagues or supervisors for assistance in planning lessons, activities and assessments</li> <li>• Utilizes observation feedback from supervisors</li> <li>• Utilizes learning walk feedback from supervisors and colleagues</li> <li>• Utilizes collaborative planning feedback from supervisors and colleagues</li> <li>• Utilizes data utilization feedback from supervisors and colleagues</li> <li>• Utilizes SLO feedback from supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Participates actively in assisting other educators</li> <li>• Provides professional development for school site and/or district level initiatives</li> <li>• Takes an active role on school and/or district level committees</li> <li>• Writing articles for professional publication</li> <li>• Supervising student teachers</li> <li>• Mentoring new teachers</li> <li>• Participating in a project with a professor at a local university</li> <li>• Takes an active leadership role in the school and/or professional organizations in order to contribute to the profession</li> </ul>

Possible Examples\*:

Enhancement of Content Knowledge and Pedagogical Skill	Receptivity to Feedback from Colleagues	Service to the Profession
<ul style="list-style-type: none"> <li>• Collaborative, content or grade level planning where each teacher has an active part in developing the content</li> <li>• Individual or Group book study with timelines, feedback and evidence of use in the profession</li> <li>• Collaborative lesson development where participants view the lesson being implemented in a classroom for the purpose of refining it for implementation (Lesson Study)</li> <li>• Log of Readings – magazine, books, research</li> <li>• Visiting classrooms to enhance instructional skills (Documentation of learning and use required)</li> <li>• Frequent attendance in courses, workshops and webinars</li> <li>• Participation in professional education organizations</li> <li>• Attendance in technology courses to enhance lesson content and delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Notes provided by supervisors or colleagues during: observations, collaborative planning, learning walks, lesson planning, activities, projects, assessments</li> <li>• Artifacts reflecting: changes in lesson plan content and/or classroom instructional strategies based on feedback from supervisors or colleagues in the areas of observations, collaborative planning, learning walks, lesson and assessment planning</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of support provided to colleagues and/ or student teachers</li> <li>• Agendas from meetings showing participation</li> <li>• Documentation from mentoring meetings</li> <li>• Documentation of participation on committees and/or professional organizations</li> <li>• Published articles</li> <li>• Project(s) developed</li> <li>• Designed assessments used in content or grade level classroom instruction</li> <li>• Active participation in professional organizations</li> </ul>

\*The information listed above are examples. Others may be provided.

## GROWING AND DEVELOPING PROFESSIONALLY EVIDENCE COLLECTION FORM

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Content Area: \_\_\_\_\_ EIN: \_\_\_\_\_

### GROWING AND DEVELOPING PROFESSIONALLY – MY PROFESSIONAL GROWTH ACTIVITIES

**READINGS**

Titles: Educational Books, Magazine and Articles	Content area	Date completed

\*\*\* Evidence of instructional use must be provided

**PROFESSIONAL DEVELOPMENT (IN—HOUSE, SCHOOL, DISTRICT LEVEL, STATE OR NATIONAL)**

Professional Development (workshops, conferences, activities, leadership roles, mentoring, committees, planning, webinars)	Location of Activities	Date completed

\*\*\* Evidence of attendance or participation must be provided for professional development listed

**COURSEWORK**

Credit course title	Location of Coursework	Dates	College Credits

\*\*\*Evidence of completion of coursework must be provided

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

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Student Learning Objective Form



## STUDENT LEARNING OBJECTIVE GUIDANCE DOCUMENT 2013-2014

<b>STATEMENT OF OBJECTIVE (SLO)</b> <i>FFT Connection: Domain 1: Planning and Preparation Clarity</i>	<p><i>Summarize the measurable, long-term academic (course term) goal. Specify whether this is a mastery or progress objective.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the learning objective, stated in one sentence that summarizes a long-term academic goal for students- e.g. Students will demonstrate progress in reading comprehension of informational and literary texts as measured by systemic reading assessment.</li> <li><input type="checkbox"/> How is it based on student strengths and needs?</li> </ul> <p><b>Mastery Objective:</b> A student learning objective whose target is expressed in terms of how many or which students will reach a certain level of achievement.</p> <p><b>Progress Objective:</b> A student learning objective whose target represents a change in the level of learning for each student over two points in time. Progress goals require a baseline and a target that is higher than the baseline for the same students.</p>
<b>DATA REVIEW</b>	<p><i>Identify specific data sources used in the data analysis process. What are the students' strengths and weaknesses according to available data? Provide a summary of the data; not itemized lists of data collected.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify specific data sources used in the data analysis process. Data review is conducted at the beginning of the instructional interval</li> <li><input type="checkbox"/> Are current student performance levels accurately identified based on a comprehensive review of all available student data?</li> <li><input type="checkbox"/> Who is part of the Professional Learning Community participating in the data analysis (grade-level, departmental or interdisciplinary team that shares common subject matter and common assessments)?</li> </ul> <p><i>For more information about the data analysis process, go to <a href="http://mdk12.org/process/cip/index.html">http://mdk12.org/process/cip/index.html</a></i></p>
<b>ALIGNED STANDARDS</b> <i>FFT Connection Domain 1: Planning and Preparation Element: Value, Sequence and Alignment</i>	<p><i>Describe the specific content focus for this SLO. To which standards does this objective align? Focus the standards identified; <b>select no more than 3 content specific standards for the discipline- CCSS, national, state, local or industry standards as appropriate.</b></i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What Maryland Common Core State Curriculum, Maryland curriculum, international, national, state, local, or industry standards are selected to develop the SLO?</li> <li><input type="checkbox"/> What are (is) the essential knowledge and skills (critical content) that students must master?</li> </ul>
<b>STUDENT POPULATION</b> <i>FFT Connection Domain 1: Planning and Preparation Element: Suitability for Diverse learners</i>	<p><i>Describe and explain the student group(s) selected for this SLO. What is the number and percentage students targeted for this SLO? <b>SLO should have a minimum of 5 students.</b></i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the number and percentage of students targeted for this SLO? (e.g. 20 out of 30 students representing 67% of the total number of students).</li> <li><input type="checkbox"/> What is the grade level or performance level of the students?</li> <li><input type="checkbox"/> Does this student population represent the majority of the class total and/or does it represent a student subgroup? (English language learners, special education, free and reduced meals (FARMS), gifted and talented, race/ethnicity)</li> </ul>
<b>RATIONALE</b> <i>FFT Connection Domain 1: Planning and Preparation Element: Value, Sequence and Alignment</i>	<p><i>Provide a data-driven and/or curriculum-driven explanation for the focus of the SLO. How did you choose this objective? Why is this appropriate area of focus?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe and explain the relevance of any complexity factors considered in developing this SLO (e.g. subgroup diversity, unusually high number of transient students, block scheduling, co-teaching circumstances, and specific facility issues).</li> <li><input type="checkbox"/> Explain why the SLO is appropriate and rigorous.</li> </ul>
<b>BASELINE EVIDENCE</b>	<p><i>Identify the baseline data that will be used to set the current level of student performance. What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>Identify baseline data for current student performance levels including appropriate student subgroup populations: English language learners, special education, free and reduced meals (FARMS), gifted and talented, race/ethnicity.</p>
<b>INTERVAL OF INSTRUCTION</b> <i>Domain 1: Planning and Preparation</i>	<p><i>Quarters, semesters, or one school year?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the interval of time you will use to measure student growth for this SLO?</li> <li><input type="checkbox"/> Does the interval represent a significant portion of the instructional period?</li> </ul>

<p><i>FFT Connection: Element: Value, Sequence and Alignment Lesson and Unit Structure</i></p>	<p><input type="checkbox"/> Quarter <input type="checkbox"/> Semester <input type="checkbox"/> Year Long</p>				
<p><b>TARGET/ EVIDENCE OF GROWTH</b> <i>FFT Connection: Domain 1: Planning and Preparation Clarity</i></p>	<p><i>Specify the number of and grade/class of students to whom this objective applies. Specify the percentage of students targeted for this SLO. Include the expectations/progress defined for all students. (For example-achievement level, scores for mastery or progress levels) Describe what evidence will be used to determine student progress or growth.</i></p> <p><u>      </u> % of <u>      </u> (grade(s)/ specific sub-group) students will improve (grow, achieve, advance etc.) by at least <u>      </u> (performance band/tier/score point) on <u>      </u> assessment.</p> <p><input type="checkbox"/> Are the expectations/progress defined for all students included in this SLO? For example, achievement levels are set if this is a mastery objective and/or progress levels are set for a progress objective.</p> <p><input type="checkbox"/> Is the number/percentage of students who will meet or exceed the target established?</p> <p><input type="checkbox"/> Are the standards-aligned measures or assessments identified? ( For example: pre/post testing, formative/summative benchmarks, performance-based)</p> <p><input type="checkbox"/> How was it determined that the assessments are appropriate for the student populations targeted in the SLO?</p> <p><input type="checkbox"/> Do the measures meet criteria established by state, district, or school?</p>				
<p><b>SCORING</b></p>	<p><i>How will evaluators determine what range of student performance meets the goal versus exceeds or does not meet? SLO results are reviewed and a rating for the SLO component is integrated with other Student Growth measures.</i></p> <table border="1" data-bbox="407 793 1492 1052"> <tr> <td data-bbox="407 793 618 1052"> <p><b>EXCEEDS</b> (86-100% of all targeted students are successful with achieving the objective as measured by designated assessment)</p> </td> <td data-bbox="618 793 870 1052"> <p><b>MET</b> (70-85% of all targeted students are successful with achieving the objective as measured by designated assessment)</p> </td> <td data-bbox="870 793 1159 1052"> <p><b>APPROACHING</b> (50-69% of all targeted students are successful with achieving the objective as measured by designated assessment)</p> </td> <td data-bbox="1159 793 1492 1052"> <p><b>NOT MET</b> (Fewer than 50% of all targeted students are successful with achieving the objective as measured by designated assessment)</p> </td> </tr> </table>	<p><b>EXCEEDS</b> (86-100% of all targeted students are successful with achieving the objective as measured by designated assessment)</p>	<p><b>MET</b> (70-85% of all targeted students are successful with achieving the objective as measured by designated assessment)</p>	<p><b>APPROACHING</b> (50-69% of all targeted students are successful with achieving the objective as measured by designated assessment)</p>	<p><b>NOT MET</b> (Fewer than 50% of all targeted students are successful with achieving the objective as measured by designated assessment)</p>
<p><b>EXCEEDS</b> (86-100% of all targeted students are successful with achieving the objective as measured by designated assessment)</p>	<p><b>MET</b> (70-85% of all targeted students are successful with achieving the objective as measured by designated assessment)</p>	<p><b>APPROACHING</b> (50-69% of all targeted students are successful with achieving the objective as measured by designated assessment)</p>	<p><b>NOT MET</b> (Fewer than 50% of all targeted students are successful with achieving the objective as measured by designated assessment)</p>		
<p><b>INSTRUCTIONAL STRATEGIES FOR ATTAINING OBJECTIVES</b> <i>FFT Connection Domain 1: Planning and Preparation Domain 3 Element: Balance, Suitability for Diverse learners</i></p>	<p><i>Describe key instructional strategies you can use to support growth targets for this SLO. <b>Target 3-5 focused content-specific strategies.</b></i></p> <p><i>Systemic sample strategies will be provided Collaborative planning content teams should help determine strategies Link strategies to FFT domains and PMAPP</i></p> <p><input type="checkbox"/> What strategies will you use to address the SLO? These strategies should be research-based, age-appropriate for the targeted students and be clearly connected to the achievement of the learning target.</p> <p><input type="checkbox"/> How and when will you monitor the progress towards the SLO during the year?</p> <p><i>Required:</i></p> <p><i>Recommended:</i></p>				
<p><b>PROFESSIONAL DEVELOPMENT</b> <i>FFT Connection: Domain 4</i></p>	<p><i>Describe and explain the professional development opportunities that will support your instruction for this SLO. <b>NOTE: The implementation of the SLO should not be delayed based on the completion of professional development training on specific strategies or practices.</b></i></p> <p><input type="checkbox"/> What professional learning opportunities could support this SLO (i.e. what do you need to know?)</p> <p><input type="checkbox"/> Is there a course offered though PGCPs or elsewhere?</p> <p><input type="checkbox"/> Have you located a specific learning opportunity to address your need?</p> <p><input type="checkbox"/> If so, is this opportunity available soon enough to help you meet your goal?</p>				
<p><i>FFT Connection/Reflection</i></p>	<p><i>How has the development and implementation of this SLO helped you to improve your practice?</i></p>				

## Framework for Teaching (FfT) Post Observation Conference Documents

- *Lesson Reflection Form*
- *Post-Observation Conference Questions*
- *Post-Observation Conference Agenda and Meeting Notes*
- *End-of-year Goal Review Conference (for Off-Cycle Teachers)*

Note: To all Pilot PD 360 participants. All post observation forms are loaded for use in PD 360.

## LESSON REFLECTION FORM

TEACHER

Teacher Name: Enter teacher full name EIN: Enter EIN Date: Enter today's date

Date of Observation: Enter observation date School: Enter school name

*This document is provided to assist teachers in preparing for your post-observation conference. It provides you with an opportunity to document your reflection (Domain 4) and will help to shape your discussion with your administrator.*

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning) [Accuracy]

Enter notes on 4a and 3c

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals)

Enter notes on 1c

How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction)

Enter notes on 1e.

What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning)

Enter notes on 2b

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how and for what reason? [Use in Future Teaching]

Enter notes

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching) [Use in Future Teaching]

Enter notes on 4a

Are there other thoughts about the lesson that would like to share? Please add any additional comments.

Enter additional comments

## POST-OBSERVATION CONFERENCE QUESTIONS

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1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
  
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
  
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
  
4. Did you depart from your plan? If so, how, and why?
  
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
  
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Comments:

## POST-OBSERVATION CONFERENCE AGENDA AND MEETING NOTES

---

ADMINISTRATOR

Teacher's Name: \_\_\_\_\_ EIN: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_ Class/Subject Observed: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ School: \_\_\_\_\_

### REVIEW/DISCUSS TEACHER REFLECTION ON THE LESSON (4a: Reflecting on Teaching)

- Teacher will have the reflection form completed for the conference
- Lesson plan and lesson artifacts (materials, assessments, etc.) may be presented by the teacher for review

Notes:

### REVIEW/DISCUSS EVIDENCE COLLECTION & MARKED DESCRIPTORS OF PRACTICE FOR THE OBSERVED LESSON

- What was the rigor of the task(s)?
- What was the evidence of student learning?

Notes:

### DISCUSSION POINTS

- What strategies might help the teacher achieve his/her goals?
- What strengths were observed in the lesson that presents opportunities for additional growth?
- What resources or supports would help students achieve?
- What resources would support the teacher's work?

Notes:

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

## END-OF-YEAR GOAL REVIEW CONFERENCE (FOR OFF-CYCLE TEACHERS)

---

ADMINISTRATOR

Teacher's Name: \_\_\_\_\_ EIN: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_ School: \_\_\_\_\_

### DISCUSSION POINTS

- What areas did you excel in throughout the year?
- Were your goals achieved and to what extent?
- How did you gather evidence throughout the year to determine your progress to your goals?
- What evidence is there that you achieved your goals?
- Reflecting on your progress to your goals, what could you have done differently throughout the year to support attainment of your goals?
- What additional supports do you need to support growth?

*Notes:*

\_\_\_\_\_  
Signature of Teacher

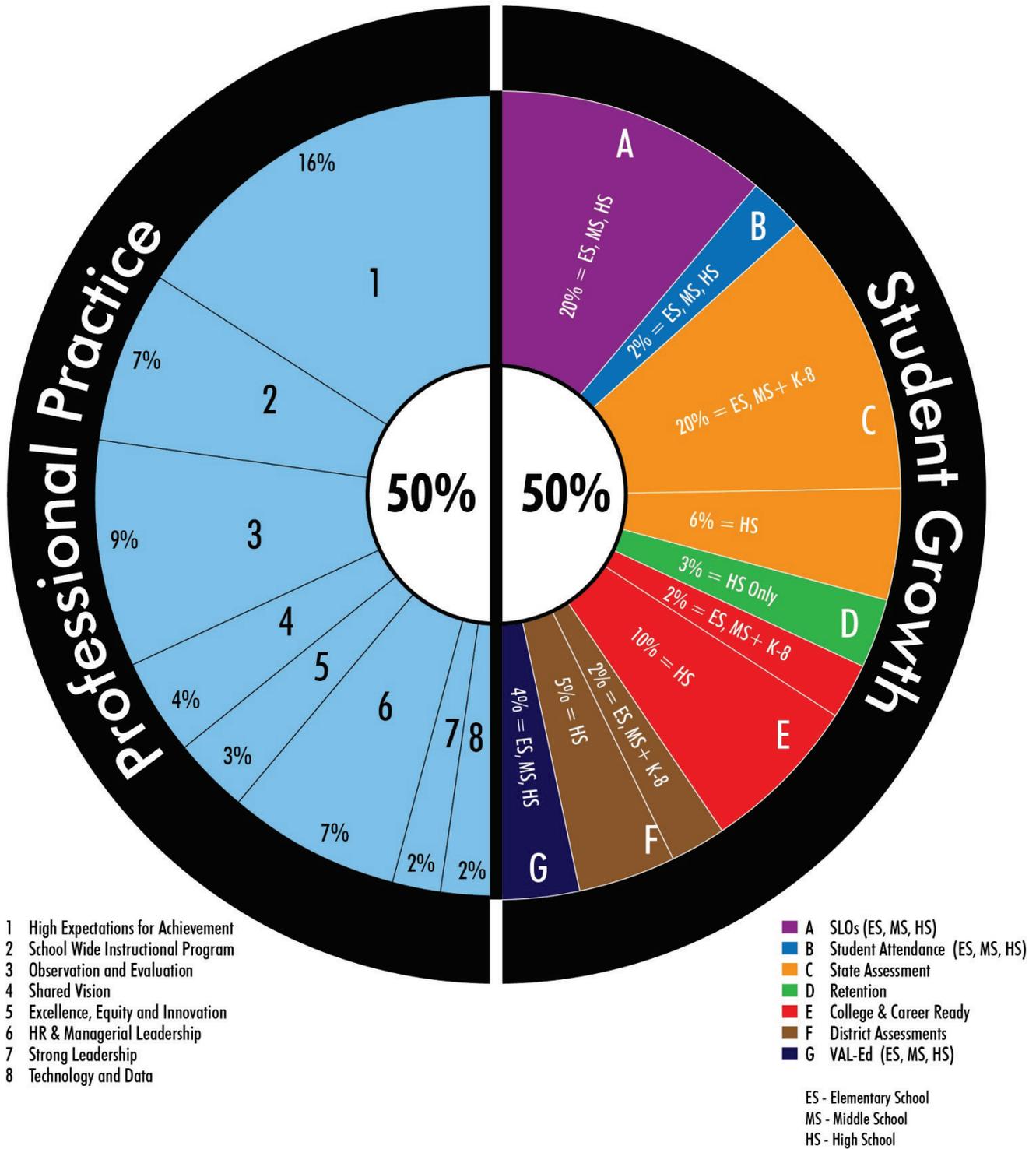
\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

**Principal & Assistant  
Principal 2013-2014 Appraisal  
System Model**

## Principal & Assistant Principal Evaluation Model



## Administrator Professional Practices and Student Growth

### *PGCPS New Principal and Assistant Principal Evaluation*

The purpose of a performance-based administrator appraisal system is to serve as a guide to continuous improvement of performance and accountability. This appraisal system is intended to support administrative professional development. Effective principals are crucial to implementing reforms to human capital systems for teachers, such as rigorous selection and evaluation systems and meaningful professional development. The culture a principal creates and sustains is one of continuous improvement and growth – one in which paradigm shifts are achieved in how the school collectively perceives each student’s ability to perform at high levels.

The Principal and Assistant Principal Evaluation Tool uses objective measures of student growth and school achievement and other indicators of rigorous practice to enhance the principal’s and assistant principal’s professional growth and support a culture of continuous improvement. More than a measure of principal and assistant principal effectiveness, the tool is designed to help them examine and reflect on their own practices and the functioning of the school as a whole. The tool is aligned to the Leadership Standards and supporting indicators, setting out examples of evidence supporting the standards that are based both on published research and on approaches that have been shown to be effective in practice. This new system of appraisal is based on the following leadership standards for professional practice (Table 1) and student growth measures (Table 2).

TABLE 1		
	Standards	Percentage
Professional Practice 50%	Setting high expectations	16%
	Setting school-wide instructional achievement goals	7%
	Monitoring effective instructional practices	9%
	Building a shared vision and goals	4%
	Commitment to excellence, equity, and innovation	3%
	Human resources and managerial leadership	7%
	Strong external leadership	2%
	Use of technology and data	2%

TABLE 2			
	Measures	Percentage	
Student Growth 50%		Elementary Middle K-8	High
	Student Learning Objectives (SLO)	20%	20%
	Attendance	2%	2%
	State Assessments	20%	6%
	Retention		3%
	College and Career Ready	2%	10%
	District Assessments	2%	5%
	VAL-ED	4%	4%

## Administrator Evaluation Process

### *Principal and Assistant Principal Evaluation Steps*

The principal and assistant principal self-assessment, student achievement data, and other supporting documentation relevant to each school site will be used by the principal, assistant principal and the evaluator as the basis for establishing annual performance goals. Throughout the evaluation period, the principal and assistant principal will receive informal feedback and coaching from the evaluator based on evidence from school site visits, timeliness to systems operations, reports from others, personal observations, school documents, school projects and activities and other sources.

#### **STEP 1: PRIOR TO THE EVALUATION PERIOD**

Setting priorities based on end-of previous year Self-Assessment of current practice and/or final evaluation. The principal and assistant principal will meet with their supervisor to discuss performance goals that will be documented on the performance objective form as well as to discuss their Student Learning Objectives that will be documented on the SLO form.

#### **STEP 2: DURING THE EVALUATION PERIOD: COLLECTING EVIDENCE**

The Principal and Assistant Principal Evaluation Tool is a living document for the duration of the principal's and assistant principal's evaluation period because it provides the benchmarks – evidence – the principal and assistant principal and supervisor will need to collect to support a rating for a given indicator or standard. Evidence can include school site visits, timeliness to systems operations, reports from others, personal observations, school documents, school projects and activities and other sources. During the school year, the principal and assistant principal will receive on-going support and feedback related to performance from his or her supervisor.

#### **STEP 3: SELF-ASSESSMENT RATING/MID-YEAR PROTOCOL**

The principal and assistant principal will conduct a mid-year self-assessment based on his/her performance from the beginning of the current evaluation period through mid-year. The principal and assistant principal will use the tool to set priorities for action. For example, if the principal and assistant principal assigns themselves a low rating for external leadership, this serves as a signal to develop and initiate action plans to generate greater family and community involvement, such as designing and implementing workshops to help families partner in their child's education (Indicator 7.1) or putting supports in place that help improve family-school communication (Indicator 7.2). If the self-assessment results in a low rating for multiple standards, then the principal and assistant principal may need to work with the evaluator and other leaders, such as mentors, colleagues, and district leaders, to prioritize and sequence them appropriately.

For example, indicators that are tied closely to implementation should precede indicators tied to outputs. If the self-assessment results in a high rating for some or all standards, these ratings serve as the “floor” for further improvement.

The principal and assistant principal will receive feedback from the evaluator at a mid-year conference which will include a discussion regarding the alignment of practice to the ratings. If the principal and assistant principal is at risk of receiving an “Ineffective” rating at the end of the year, the principal and assistant principal will receive an interim evaluation from the evaluator at the mid-year conference, followed by a growth improvement plan that targets the areas of weakness identified on the interim evaluation.

**STEP 4: AT THE END OF THE EVALUATION PERIOD: ASSIGNING A FORMAL RATING**

The Principal and Assistant Principal Evaluation Tool is used to document evidence, assign a rating, and help principals and assistant principals set priorities for the next evaluation period. The evaluator assigns a discrete rating for each indicator based on the evidence. Evaluator ratings for professional practice will be based on the effectiveness of the leadership practices as aligned to the needs of each individual school site. Evidence can include school site visits, timeliness to systems operations, reports from others, personal observations, school documents, school projects and activities and other sources. The principal and assistant principal has the right to provide evidence to demonstrate they have met each standard/indicator. If the evaluator does not have evidence to rate an indicator(s), the principal and assistant principal may provide evidence for the indicator(s) to the evaluator.

Finally, the gap between the principal’s and assistant principal’s self-assessment rating and the formal rating is calculated. This gives the parties important information about growth and alignment of expectations. For example, a positive gap between the self-assessment of current practice and the evaluator’s rating may indicate growth; conversely, a negative gap between the two ratings indicates a gap between the principal’s and assistant principal’s expectations for his or her practice and those of the evaluator in reviewing the principal’s and assistant principal’s body of work. No gap between the two ratings indicates consensus between the evaluator and the principal and assistant principal on a specific level of practice for a given indicator or standard.

## Administrator Evaluation Calculations

### *Ratings*

The Principal and Assistant Principal Evaluation Tool is both a rating tool and a gap-analysis tool. At mid-year, the principal and assistant principal takes stock of the strengths and needs of the school and self-assigns a rating of current professional practice: 1 (Does Not Meet); 2 (Partially Meets); 3 (Meets); or 4 (Exceeds). The principal and assistant principal are encouraged to work with one or more other leaders, which could include the evaluator, in formulating the self-assessment rating.

After the principal and assistant principal self-assigns a rating for each indicator in the 50% Professional Practice portion of the principal and assistant principal Evaluation Tool in Oracle, the number of points earned for each indicator within a standard is summed. That sum is then multiplied by the weighting factor for the standard to calculate the number of points merited for the standard. After calculating the points merited for each of Standards I-VIII, the points are summed for a total score, which will have a value between 12.5 and 50 points. The effectiveness rating for the 50% Professional Practice will be: Ineffective: 12.5 to less than 32.5 points; Effective: 32.5 to less than 42.5 points; Highly Effective: at least 42.5 points (up to 50 points).

### **PROFESSIONAL PRACTICE RATING**

For each indicator under professional practice, the evaluator assigns one to four points: 1 (Does Not Meet); 2 (Partially Meets); 3 (Meets); or 4 (Exceeds) for the 50% Professional Practice portion of the Principal Evaluation Tool, the number of points earned for each indicator within a standard is summed. That sum is then multiplied by the weighting factor for the standard to calculate the number of points merited for the standard. After calculating the points merited for each of Standards I-VIII, the points are summed for a total score, which will have a value between 12.5 and 50 points. The effectiveness rating for the 50% Professional Practice will be: Ineffective: 12.5 to less than 32.5 points; Effective: 32.5 to less than 42.5 points; Highly Effective: at least 42.5 points (up to 50 points).

### **STUDENT GROWTH RATING**

For the 50% Student Growth portion of the Principal Evaluation tool, the multiple measures will be calculated in the data warehouse. The rating will be entered into an Excel spreadsheet that automatically multiplies the value by the weighting factor to calculate the number of points merited for that measure. The points will be summed for a total score.

The effectiveness rating for the 50% Student Growth will be: Ineffective: 12.5 to less than 32.5 points; Effective: 32.5 to less than 42.5 points; Highly Effective: at least 42.5 points (up to 50 points).

### **OVERALL RATING**

The ratings are broken down into the two parts. The principal and assistant principal will receive an overall rating in Professional Practice and an overall rating in Student Growth Measures. Once a final rating is determined for both components, the two must be combined to determine an overall rating. If both Professional Practice and Overall Student Growth are the same, e.g., effective, then the result would be effective for the Overall Evaluation. In instances where the Overall Student Growth ratings differ from Professional Practice ratings, an overall rating will be determined by the scores based on the scale. The overall effectiveness rating for professional practice and student growth combined will be: Ineffective: 25.0 to less than 65.0 points; Effective: at least 65.0 to less than 85.0 points and Highly Effective: at least 85.0 to 100.0 points.

## Administrator Performance Standards

- *Performance Standards for Principals*
- *Performance Standards for Assistant Principals*

## PERFORMANCE STANDARDS FOR PRINCIPALS



### Eight Standards and Indicators Aligned to the PGCPS Leadership Definition

STANDARD	INDICATORS
<p><b>Standard I:</b> The PGCPS principal sets high expectations for achievement based upon individualized tailoring of instruction, rigorous data analysis and evaluation of the effective instructional practices (16%)</p>	<p><b>Curriculum, Instruction, Learning, and Assessment:</b> The principal demonstrates a deep knowledge of teaching and learning processes and engages all staff in developing and applying this knowledge. The principal ensures that a challenging program of curriculum and instruction, inclusive of formative assessment practices, is provided to all students, including students identified as gifted, students with disabilities, and students considered “at risk” of school failure.</p> <p><b>Time for Students and Teachers:</b> The principal creates processes and a schedule that maximize time for instruction and collaboration. The principal ensures staff has adequate time to use data to inform, develop and improve instruction.</p> <p><b>Student Achievement and Growth:</b> The principal takes responsibility for ensuring all students are on track toward college and career readiness. The principal ensures each student is provided with a challenging course of instruction that teaches the skills, dispositions, and attitudes necessary for success in success in post-secondary education, work, and life, including democratic and civic participation.</p>
<p><b>Standard II:</b> The PGCPS principal sets standards for ensuring school-wide instructional and achievement goals are met based upon implementation of effective pedagogical practices, data analysis and monitoring of research-based instructional practices (7%)</p>	<p><b>Goal Setting:</b> The principal ensures that staff takes responsibility and are accountable for accomplishing the school’s vision, mission, and goals. The principal works collaboratively with staff to set ambitious, yet attainable targets for student learning. The principal leads a process to provide evidence of outcomes and measure results.</p> <p><b>Instructional Assessment:</b> The principal demonstrates current knowledge of highly effective practices in instruction, knowledge of implementation and analysis of formative and summative assessments, and technology integration for instruction.</p>
<p><b>Standard III:</b> The PGCPS principal monitors effective instructional practices through observation and evaluation (9%)</p>	<p><b>Effective Instruction:</b> The principal supports staff in effective use of Danielson’s Framework for Teaching to ensure that rigorous, relevant, and appropriate instruction, aligned across grades, are delivered to and for all students.</p> <p><b>Monitoring Instruction:</b> The principal frequently monitors and evaluates instruction using multiple sources of data. The principal stresses the importance of implementing instructional and assessment strategies that maximize student learning and meet the needs of diverse learners.</p>
<p><b>Standard IV:</b> The PGCPS principal builds a shared vision, fosters shared</p>	<p><b>Shared Purpose:</b> The principal works collaboratively with stakeholders to develop the vision, mission, and goals of the school and facilitates their integration into the school’s organizational culture. The principal engages all stakeholders in building a shared vision of student learning outcomes that promote college and career</p>

STANDARD	INDICATORS
<p>goals, and communicates high performance expectations (4%)</p>	<p>readiness for all students. The principal ensures that the school’s vision and mission are aligned to the district’s strategic goals.</p>
	<p><b>School Improvement Plan:</b> The principal ensures that the school improvement plan provides the structure for the vision, mission, and goals of the school. The principal uses an inclusive process to develop, implement, monitor, and review the school improvement plan. The principal uses data on student and adult learning to track progress toward achieving the school’s vision, mission, and goals. The principal ensures the school improvement plan is clear, actionable, and understood by all staff. The principal ensures that the school improvement plan focuses on the particular school context while staying aligned with and supportive of the district improvement plan and strategic goals.</p>
	<p><b>Leading Change:</b> The principal ensures a collaborative culture that values innovation, creativity, and continuous improvement. The principal models and inspires self-awareness, reflective practice, creative problem-solving and ethical behavior. The principal analyzes organizational practices, including classroom instructional practices, makes changes informed by data on student and adult performance, and communicates these decisions to all stakeholders in the school community.</p>
<p><b>Distributed Leadership:</b> The principal empowers staff to become instructional leaders, distributing responsibility for achieving the vision, mission, and goals set out in the school improvement plan. The principal engages staff in opportunities to work collaboratively to solve student learning problems that encourage risk-taking, creativity, and knowledge-sharing.</p>	
<p><b>Standard V:</b> The PGCPS principal demonstrates a commitment to excellence, equity, and innovation (3%)</p>	<p><b>Intentional and Collaborative School Culture:</b> The principal involves all staff in creating a climate that fosters excellence, equity, and innovation. The principal builds relationships that create a trusting, respectful, and supportive school culture where students and staff are supported in achieving individualized learning goals.</p>
	<p><b>Equity:</b> The principal ensures an inclusive and celebratory school culture that promotes cultural competency and values diversity. The principal assumes responsibility and is accountable for a safe, orderly, supportive, and healthy learning environment. The principal ensures a school culture in which students’ individual backgrounds are valued as a resource, and instruction and behavioral supports build on student strengths.</p>
	<p><b>Culture of Continuous Improvement:</b> The principal fosters a school culture that values innovation, risk-taking, and creativity. The principal engages staff in courageous conversations that encourage further development of effective instructional practices.</p>
<p><b>Standard VI:</b> The PGCPS principal demonstrates human resource and managerial leadership (7%)</p>	<p><b>Adult Learning:</b> The principal challenges the thinking and learning of self and others to further develop professional practice. The principal leads all staff in setting goals for professional growth.</p>
	<p><b>Building Capacity:</b> The principal identifies, trains, advises, mentors, and coaches staff to build capacity consistent with the needs of the school and the district.</p>
	<p><b>Evaluation:</b> The principal evaluates staff fairly and equitably to foster professional growth and development. The principal demonstrates the will to dismiss staff members who are ineffective or unsatisfactory after plans for professional</p>

STANDARD	INDICATORS
	<p>improvement and support have proven unsuccessful.</p> <p><b>School Resources and Budget:</b> The principal implements and monitors a system for allocating all available school resources (people, materials, time, technology, and funding) to support the learning needs of students and adults as directed by county policy. The principal ensures that the school’s operations and physical plant are managed according to sound principles of business management, budgeting, and accounting practices.</p> <p><b>Conflict Management and Resolution:</b> The principal demonstrates awareness of potential problems and areas of conflict. The principal deals collaboratively with obstacles and provides feedback that is honest, specific and balanced.</p> <p><b>Policies and Agreements:</b> The principal adheres state and federal laws, and district and board policies, including negotiated agreements, and has processes and procedures to ensure they are consistently met. The principal maintains the confidentiality of student records and ensures a system for accurate record keeping and reporting. The principal ensures that all school-based policies and procedures are consistent with federal and state laws, district and board policies, and negotiated agreements and utilizes this knowledge to establish a learning environment that is competitive in the global economy.</p>
<p><b>Standard VII:</b> The PGCPS principal demonstrates strong external leadership (2%)</p>	<p><b>Family and Community Engagement:</b> The principal builds relationships with families and community that improve student learning and healthy development. The principal provides activities that actively engage parents in help their children be successful in school. The principal builds and sustains school-community partnerships with businesses and other civil and social organizations.</p> <p><b>Communication:</b> The principal develops and presents a coherent and transparent account of the school’s performance to a range of audiences. The principal fosters shared responsibility for student and school success by communicating performance against school and district goals. The principal uses a variety of communication strategies to connect with families and other audiences.</p> <p><b>Advocacy:</b> The principal leverages district and community resources to maximize the school’s ability to serve the best interests of students and families. The principal works collaboratively with district and community leadership to ensure the school is appropriately resourced and staffed.</p>
<p><b>Standard VIII:</b> The PGCPS principal demonstrates knowledge of the use of Technology and Data (2%)</p>	<p><b>Technology and Data Use:</b> The principal demonstrates a commitment to the effective use of data and technology resources. The principal ensures a school culture whose actions and decisions are informed by data. The principal uses a variety of data to guide decision making, including: student attendance and retention, course enrollment and completion, discipline, matriculation to college, staffing levels, teacher attendance, and other measures of school success.</p> <p><b>Technology as a Resource:</b> The principal ensures the school is resourced with the technology tools necessary for efficient and effective data collection, analysis, and dissemination. The principal ensures all staff is trained in the use of technology tools</p>

## PERFORMANCE STANDARDS FOR ASSISTANT PRINCIPALS

STANDARD	INDICATORS
<p><b>Standard I:</b> The PGCPS Assistant Principal sets high expectations for achievement based upon individualized tailoring of instruction, rigorous data analysis and evaluation of the effective instructional practices</p>	<p><b>Curriculum, Instruction, Learning, and Assessment:</b> The Assistant Principal demonstrates a deep knowledge of teaching and learning processes and engages all staff in developing and applying this knowledge. The Assistant Principal ensures that a challenging program of curriculum and instruction, inclusive of formative assessment practices, is provided to all students, including students identified as gifted, students with disabilities, and students considered “at risk” of school failure.</p>
	<p><b>Time for Students and Teachers:</b> The Assistant Principal supports the creation of processes and a schedule that maximizes time for instruction and collaboration. The Assistant Principal supports the Assistant Principal in ensuring staff has adequate time to use data to inform develop and improve instruction.</p>
	<p><b>Student Achievement and Growth:</b> The Assistant Principal supports the responsibility for ensuring all students are on track toward college and career readiness. The Assistant Principal ensures each student is provided with a challenging course of instruction that teaches the skills, dispositions, and attitudes necessary for success in post-secondary education, work, and life, including democratic and civic participation.</p>
<p><b>Standard II:</b> The PGCPS Assistant Principal sets standards for ensuring school-wide instructional and achievement goals are met based upon implementation of effective pedagogical practices, data analysis and monitoring of research-based instructional practices</p>	<p><b>Goal Setting:</b> The Assistant Principal supports ensuring that staff takes responsibility and are accountable for accomplishing the school’s vision, mission, and goals. The Assistant Principal supports working collaboratively with staff to set ambitious, yet attainable targets for student learning. The Assistant Principal supports the Assistant Principal in ensuring a process to provide evidence of outcomes and measure results.</p>
	<p><b>Instructional Assessment:</b> The Assistant Principal demonstrates current knowledge of highly effective practices in instruction, knowledge of implementation and analysis of formative and summative assessments, and technology integration for instruction.</p>
<p><b>Standard III:</b> The PGCPS Assistant Principal monitors effective instructional practices through observation and evaluation (9%)</p>	<p><b>Effective Instruction:</b> The Assistant Principal supports staff in effective use of approved PGCPS Teacher Observation Tool to ensure that rigorous, relevant, and appropriate instruction, aligned across grades, are delivered to and for all students.</p>
	<p><b>Monitoring Instruction:</b> The Assistant Principal frequently monitors and evaluates instruction using multiple sources of data. The Assistant Principal stresses the importance of implementing instructional and assessment strategies that maximize student learning and meet the needs of diverse learners</p>
<p><b>Standard IV:</b> The PGCPS Assistant Principal builds a shared vision, fosters shared goals, and communicates high performance expectations</p>	<p><b>Shared Purpose:</b> The Assistant Principal supports working collaboratively with stakeholders to develop the vision, mission, and goals of the school and facilitates their integration into the school’s organizational culture. The Assistant Principal supports engaging all stakeholders in building a shared vision of student learning outcomes that promote college and career readiness for all students. The Assistant Principal supports ensuring that the school’s vision and mission are aligned to the district’s strategic goals.</p>

STANDARD	INDICATORS
	<p><b>School Strategic Plan:</b> The Assistant Principal supports ensuring that the school strategic plan provides the structure for the vision, mission, and goals of the school. The Assistant Principal supports using an inclusive process to develop, implement, monitor, and review the school strategic plan. The Assistant Principal uses data on student and adult learning to track progress toward achieving the school’s vision, mission, and goals. The Assistant Principal ensures the school strategic plan is clear, actionable, and understood by all staff. The Assistant Principal ensures that the school strategic plan focuses on the particular school context while staying aligned with and supportive of the district improvement plan and strategic goals.</p> <p><b>Leading Change:</b> The Assistant Principal supports the ensuring a collaborative culture that values innovation, creativity, and continuous improvement. The Assistant Principal models and inspires self-awareness, reflective practice, creative problem-solving and ethical behavior. The Assistant Principal analyzes organizational practices, including classroom instructional practices, makes changes informed by data on student and adult performance, and communicates these decisions to all stakeholders in the school community.</p> <p><b>Distributed Leadership:</b> The Assistant Principal empowers staff to become instructional leaders, distributing responsibility for achieving the vision, mission, and goals set out in the school strategic plan. The Assistant Principal engages staff in opportunities to work collaboratively to solve student learning problems that encourage risk-taking, creativity, and knowledge-sharing</p> <p><b>Shared Purpose:</b> The Assistant Principal supports working collaboratively with stakeholders to develop the vision, mission, and goals of the school and facilitates their integration into the school’s organizational culture. The Assistant Principal supports engaging all stakeholders in building a shared vision of student learning outcomes that promote college and career readiness for all students. The Assistant Principal supports ensuring that the school’s vision and mission are aligned to the district’s strategic goals.</p>
<p><b>Standard V:</b> The PGCPS Assistant Principal demonstrates a commitment to excellence, equity, and innovation</p>	<p><b>Intentional and Collaborative School Culture:</b> The Assistant Principal supports involving all staff in creating a climate that fosters excellence, equity, and innovation. The Assistant Principal builds relationships that create a trusting, respectful, and supportive school culture where students and staff are supported in achieving individualized learning goals.</p> <p><b>Equity:</b> The Assistant Principal supports ensuring an inclusive and celebratory school culture that promotes cultural competency and values diversity to establish a learning environment that is competitive in the global economy. The Assistant Principal assumes responsibility and is accountable for a safe, orderly, supportive, and healthy learning environment. The Assistant Principal ensures a school culture in which students’ individual backgrounds are valued as a resource, and instruction and behavioral supports build on student strengths.</p> <p><b>Culture of Continuous Improvement:</b> The Assistant Principal fosters a school culture that values innovation, risk-taking, and creativity. The Assistant Principal engages staff in courageous conversations that encourage further development of effective instructional practices.</p>
<p><b>Standard VI:</b></p>	<p><b>Adult Learning:</b> The Assistant Principal challenges the thinking and learning of self and others to further develop professional practice. The Assistant Principal leads all</p>

STANDARD	INDICATORS
<p>The PGCPS Assistant Principal demonstrates human resource and managerial leadership</p>	<p>staff in setting goals for professional growth.</p>
	<p><b>Building Capacity:</b> The Assistant Principal identifies, trains, advises, mentors, and coaches staff to build capacity consistent with the needs of the school and the district.</p>
	<p><b>Evaluation:</b> The Assistant Principal evaluates staff fairly and equitably to foster professional growth and development. The Assistant Principal demonstrates the will to dismiss staff members who are ineffective or unsatisfactory after plans for professional improvement and support have proven unsuccessful.</p>
	<p><b>School Resources and Budget:</b> The Assistant Principal supports implementing and monitoring a system for allocating all available school resources (people, materials, time, technology, and funding) to support the learning needs of students and adults as directed by county policy. The Assistant Principal supports ensuring that the school's operations and physical plant are managed according to sound principles of business management, budgeting, and accounting.</p>
	<p><b>Conflict Management and Resolution:</b> The Assistant Principal demonstrates awareness of potential problems and areas of conflict. The Assistant Principal deals collaboratively with obstacles and provides feedback that is honest, specific and balanced.</p>
	<p><b>Policies and Agreements:</b> The Assistant Principal adheres state and federal laws, and district and board policies, including negotiated agreements, and has processes and procedures to ensure they are consistently met. The Assistant Principal maintains the confidentiality of student records and ensures a system for accurate record keeping and reporting. The Assistant Principal ensures that all school-based policies and procedures are consistent with federal and state laws, district and board policies, and negotiated agreements and utilizes this knowledge to establish a learning environment that is competitive in the global economy.</p>
<p><b>Standard VII:</b> The PGCPS Assistant Principal demonstrates strong external leadership</p>	<p><b>Family and Community Engagement:</b> The Assistant Principal builds relationships with families and community that improve student learning and healthy development. The Assistant Principal provides activities that actively engage parents in help their children be successful in school. The Assistant Principal supports building and sustaining school-community partnerships with businesses and other civil and social organizations.</p>
	<p><b>Communication:</b> The Assistant Principal develops and presents a coherent and transparent account of the school's performance to a range of audiences. The Assistant Principal fosters shared responsibility for student and school success by communicating performance against school and district goals. The Assistant Principal uses a variety of communication strategies to connect with families and other audiences.</p>
	<p><b>Advocacy:</b> The Assistant Principal supports leveraging district and community resources to maximize the school's ability to serve the best interests of students and families. The Assistant Principal supports working collaboratively with district and community leadership to ensure the school is appropriately resourced and staffed</p>
<p><b>Standard VIII:</b> The PGCPS Assistant Principal</p>	<p><b>Technology and Data Use:</b> The Assistant Principal demonstrates a commitment to the effective use of data and technology resources. The Assistant Principal ensures a school culture whose actions and decisions are informed by data. The Assistant</p>

STANDARD	INDICATORS
demonstrates knowledge of the use of Technology and Data	Principal uses a variety of data to guide decision making, including: student attendance and retention, course enrollment and completion, discipline, matriculation to college, staffing levels, teacher attendance, and other measures of school success.
	<b>Technology as a Resource:</b> The Assistant Principal ensures the school is resourced with the technology tools necessary for efficient and effective data collection, analysis, and dissemination. The Assistant Principal ensures all staff is trained in the use of technology tools.

## Principal and Assistant Principal Evaluation Tool

- *Evaluation Tool for Principals*
- *Evaluation Tool for Assistant Principals*

## EVALUATION TOOL FOR PRINCIPALS

### 50% Professional Practice

- Self-Assessment
- Mid-Year Evaluation
- Final Evaluation

**STANDARD 1: High Expectations for Teaching and Learning**

1. Standard I: The Principal sets high expectations for achievement based upon individualized tailoring of instruction, rigorous data analysis and evaluation of the effective instructional practices.

Indicator

1.1 **1.1. Curriculum, Instruction, Learning, and Assessment:** The Principal demonstrates a deep knowledge of teaching and learning processes and engages all staff in developing and applying this knowledge. The Principal ensures that a challenging program of curriculum and instruction, inclusive of formative assessment practices, is provided to all students, including students identified as gifted, students with disabilities, and students considered "at risk" of school failure.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

1  2  3  4

1  2  3  4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD I

Indicator

1.2

**1.2. Time for Students and Teachers:** The Principal creates processes and a schedule that maximize time for instruction and collaboration. The Principal ensures staff has adequate time to use data to inform, develop and improve instruction.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

1  2  3  4

1  2  3  4

Evidence Provided by the Principal:

[Empty text box for Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 1

Indicator

1.3

1.3. Student Achievement and Growth: The Principal takes responsibility for ensuring all students are on track toward college and career readiness. The Principal ensures each student is provided with a challenging course of instruction that teaches the skills, dispositions, and attitudes necessary for success in post-secondary education, work, and life, including democratic and civic participation.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

1

2

3

4

1

2

3

4

Evidence Provided by the Principal:

[Empty text box for Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 2: School-Wide Instruction

2. Standard II: The PGCPS Principal sets standards for ensuring school-wide instructional and achievement goals are met based upon implementation of effective pedagogical practices, data analysis and monitoring of research-based instructional practices.

STANDARD 2

Indicator

2.1

2.1. Goal Setting: The Principal ensures that staff takes responsibility and are accountable for accomplishing the school's vision, mission, and goals. The Principal works collaboratively with staff to set ambitious, yet attainable targets for student learning. The Principal leads a process to provide evidence of outcomes and measure results.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1     2     3     4

EVALUATOR'S RATING:

1     2     3     4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 2

Indicator

2.2

**2.2. Instructional Assessment:** The Principal demonstrates current knowledge of highly effective practices in instruction, knowledge of implementation and analysis of formative and summative assessments, and technology integration for instruction.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1     2     3     4

EVALUATOR'S RATING:

1     2     3     4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 3: Observation and Evaluation**

3. Standard III: The PGCPS Principal monitors effective instructional practices through observation and evaluation.

STANDARD 3

Indicator 3.1 **3.1. Effective Instruction:** The Principal supports staff in effective use of approved PGCPS Teacher Observation Tool to ensure that rigorous, relevant, and appropriate instruction, aligned across grades, are delivered to and for all students.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

1  2  3  4

1  2  3  4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 3

Indicator 3.2 **3.2. Monitoring Instruction:** The Principal frequently monitors and evaluates instruction using multiple sources of data. The Principal stresses the importance of implementing instructional and assessment strategies that maximize student learning and meet the needs of diverse learners.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

1  2  3  4

1  2  3  4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 4: Shared Vision**

4. Standard IV: The Principal builds a shared vision, fosters shared goals, and communicates high performance expectations leadership.

STANDARD 4

Indicator 4.1

**4.1. Shared Purpose:** The Principal works collaboratively with stakeholders to develop the vision, mission, and goals of the school and facilitates their integration into the school's organizational culture. The Principal engages all stakeholders in building a shared vision of student learning outcomes that promote college and career readiness for all students. The Principal ensures that the school's vision and mission are aligned to the district's strategic goals.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

1  2  3  4

1  2  3  4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 4

Indicator 4.2

**4.2. School Strategic Plan:** The Principal ensures that the school strategic plan provides the structure for the vision, mission, and goals of the school. The Principal uses an inclusive process to develop, implement, monitor, and review the school strategic plan. The Principal uses data on student and adult learning to track progress toward achieving the school's vision, mission, and goals. The Principal ensures the school strategic plan is clear, actionable, and understood by all staff. The Principal ensures that the school strategic plan focuses on the particular school context while staying aligned with and supportive of the district improvement plan and strategic goals.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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1  2  3  4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 4

Indicator 4.3

**4.3. Leading Change:** The Principal ensures a collaborative culture that values innovation, creativity, and continuous improvement. The Principal models and inspires self-awareness, reflective practice, creative problem-solving and ethical behavior. The Principal analyzes organizational practices, including classroom instructional practices, makes changes informed by data on student and adult performance, and communicates these decisions to all stakeholders in the school community.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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1  2  3  4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 4

Indicator 4.4

**4.4. Distributed Leadership:** The Principal empowers staff to become instructional leaders, distributing responsibility for achieving the vision, mission, and goals set out in the school strategic plan. The Principal engages staff in opportunities to work collaboratively to solve student learning problems that encourage risk-taking, creativity, and knowledge-sharing.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Principal:

[Empty text box for Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 5: Equity and Excellence**

5. Standard V: The Principal demonstrates a commitment to excellence, equity, and innovation

STANDARD 5

Indicator 5.1 **5.1. Intentional and Collaborative School Culture:** The Principal involves all staff in creating a climate that fosters excellence, equity, and innovation. The Principal builds relationships that create a trusting, respectful, and supportive school culture where students and staff are supported in achieving individualized learning goals.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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1  2  3  4

Evidence Provided by the Principal:

[Empty text box for Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 5

Indicator 5.2 **5.2. Equity:** The Principal ensures an inclusive and celebratory school culture that promotes cultural competency and values diversity to establish a learning environment that is competitive in the global economy. The Principal assumes responsibility and is accountable for a safe, orderly, supportive, and healthy learning environment. The

Principal ensures a school culture in which students' individual backgrounds are valued as a resource, and instruction and behavioral supports build on student strengths.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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1  2  3  4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 5

Indicator

5.3

**5.3. Culture of Continuous Improvement:** The Principal fosters a school culture that values innovation, risk-taking, and creativity. The Principal engages staff in courageous conversations that encourage further development of effective instructional practices.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 6: Human Resources and Managerial Leadership**

6. Standard VI: The Principal demonstrates human resource and managerial leadership.

STANDARD 6

STANDARD 6

Indicator 6.1. **6.1. Adult Learning:** The Principal challenges the thinking and learning of self and others to further develop professional practice. The Principal leads all staff in setting goals for professional growth.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Principal:

[Empty text box for Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator 6.2. **6.2. Building Capacity:** The Principal identifies, trains, advises, mentors, and coaches staff to build capacity consistent with the needs of the school and the district.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Principal:

[Empty text box for Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator 6.3. **6.3. Evaluation:** The Principal evaluates staff fairly and equitably to foster professional growth and development. The Principal follows Board policy and procedures to dismiss staff members who are ineffective or unsatisfactory after

plans for professional improvement and support have proven unsuccessful.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Principal:

[Empty text box for Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator

6.4

6.4. **School Resources and Budget:** The Principal implements and monitors a system for allocating all available school resources (people, materials, time, technology, and funding) to support the learning needs of students and adults as directed by county policy. The Principal ensures that the school's operations and physical plant are managed according to sound principles of business management, budgeting, and accounting practices.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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1  2  3  4

Evidence Provided by the Principal:

[Empty text box for Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator

6.5

6.5. **Conflict Management and Resolution:** The Principal demonstrates awareness of potential problems and areas of conflict. The Principal deals collaboratively with obstacles and provides feedback that is honest, specific and balanced.

SELF-ASSESSMENT OF CURRENT PRACTICE:

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EVALUATOR'S RATING:

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Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator

6.6

**6.6. Policies and Agreements:** The Principal adheres to state and federal laws, and district and board policies, including negotiated agreements, and has processes and procedures to ensure they are consistently met. The Principal maintains the confidentiality of student records and ensures a system for accurate record keeping and reporting. The Principal ensures that all school-based policies and procedures are consistent with federal and state laws, district and board policies, and negotiated agreements and utilizes this knowledge to establish a learning environment that is competitive in the global economy.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1     2     3     4

EVALUATOR'S RATING:

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Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 7: External Leadership**

7. Standard VII: The Principal demonstrates strong external leadership

STANDARD 7

Indicator 7.1 **7.1. Family and Community Engagement:** The Principal builds relationships with families and community that improve student learning and healthy development. The Principal provides activities that actively engage parents in help their children be successful in school. The Principal builds and sustains school-community partnerships with businesses and other civil and social organizations.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1  2  3  4

EVALUATOR'S RATING:

1  2  3  4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 7

Indicator

7.2 **7.2. Communication:** The Principal develops and presents a coherent and transparent account of the school's performance to a range of audiences. The Principal fosters shared responsibility for student and school success by communicating performance against school and district goals. The Principal uses a variety of communication strategies to connect with families and other audiences.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1  2  3  4

EVALUATOR'S RATING:

1  2  3  4

Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 7

Indicator

7.3

**7.3. Advocacy:** The Principal leverages district and community resources to maximize the school's ability to serve the best interests of students and families. The Principal works collaboratively with district and community leadership to ensure the school is appropriately resourced and staffed.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 8: Use of Technology and Data

8. Standard VIII: The Principal demonstrates a commitment to the effective use of data and technology resources.

STANDARD 8

Indicator

8.1

**8.1. Technology and Data Use:** The Principal demonstrates a commitment to the effective use of data and technology resources. The Principal ensures a school culture whose actions and decisions are informed by data. The Principal uses a variety of data to guide decision-making, including: student attendance and retention, course enrollment and completion, discipline, matriculation to college, staffing levels, teacher attendance, and other measures of school success.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 8

Indicator

8.2

**8.2. Technology as a Resource:** The Principal ensures the school is resourced with the technology tools necessary for efficient and effective data collection, analysis, and dissemination. The Principal ensures all staff is trained in the use of technology tools.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

## EVALUATION TOOL FOR ASSISTANT PRINCIPALS

### 50% Professional Practice

- Self-Assessment
- Mid-Year Evaluation
- Final Evaluation

**STANDARD 1: High Expectations for Teaching and Learning**

2. Standard I: The Assistant Principal sets high expectations for achievement based upon individualized tailoring of instruction, rigorous data analysis and evaluation of the effective instructional practices.

Indicator

1.1 **1.1 Curriculum, Instruction, Learning, and Assessment:** The Assistant Principal demonstrates a deep knowledge of teaching and learning processes and engages all staff in developing and applying this knowledge. The Assistant Principal ensures that a challenging program of curriculum and instruction, inclusive of formative assessment practices, is provided to all students, including students identified as gifted, students with disabilities, and students considered "at risk" of school failure.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1  2  3  4

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD I**

Indicator 1.2 **1.2 Time for Students and Teachers:** The Assistant Principal creates processes and a schedule that maximize time for instruction and collaboration. The Assistant Principal works to ensure staff has adequate time to use data to inform, develop and improve instruction.

SELF-ASSESSMENT OF CURRENT PRACTICE:

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EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

[Empty text box for Assistant Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 1

Indicator

1.3 1.3 Student Achievement and Growth: The Assistant Principal supports the Principal in ensuring all students are on track toward college and career readiness. The Assistant Principal ensures each student is provided with a challenging course of instruction that teaches the skills, dispositions, and attitudes necessary for success in post-secondary education, work, and life, including democratic and civic participation.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

[Empty text box for Assistant Principal evidence]

Evidence Provided by the Evaluator:

[Empty text box for Evaluator evidence]

[Empty text box]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 2: School-Wide Instruction

2 Standard II: The PGCPS Assistant Principal supports the Principal in setting standards for ensuring school-wide instructional and achievement goals are met based upon implementation of effective pedagogical practices, data analysis and monitoring of research-based instructional practices.

STANDARD 2

Indicator 2.1

2.1 Goal Setting: The Assistant Principal supports the Principal in ensuring that staff take responsibility and are accountable for accomplishing the school's vision, mission, and goals. The Assistant Principal works collaboratively

with staff to set ambitious, yet attainable targets for student learning. The Assistant Principal ensures that there is a process to provide evidence of outcomes and measuring results.

SELF-ASSESSMENT OF CURRENT PRACTICE:

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EVALUATOR'S RATING:

1  2  3  4

Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 2

Indicator

2.2

**2.2 Instructional Assessment:** The Assistant Principal demonstrates current knowledge of highly effective practices in instruction, knowledge of implementation and analysis of formative and summative assessments, and technology integration for instruction.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1  2  3  4

EVALUATOR'S RATING:

1  2  3  4

Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 3: Observation and Evaluation**

3 Standard III: The PGCPS Assistant Principal monitors effective instructional practices through observation and evaluation.

STANDARD 3

Indicator 3.1 **3.1 Effective Instruction:** The Assistant Principal supports staff in effective use of approved PGCPS Teacher Observation Tool to ensure that rigorous, relevant, and appropriate instruction, aligned across grades, are delivered to and for all students.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1  2  3  4

EVALUATOR'S RATING:

1  2  3  4

Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 3

Indicator 3.2 **3.2 Monitoring Instruction:** The Assistant Principal frequently monitors and evaluates instruction using multiple sources of data. The Assistant Principal stresses the importance of implementing instructional and assessment strategies that maximize student learning and meet the needs of diverse learners.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1  2  3  4

EVALUATOR'S RATING:

1  2  3  4

Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 4: Shared Vision**

4 Standard IV: The Assistant Principal supports the Principal in building a shared vision, fosters shared goals, and communicates high performance expectations leadership.

STANDARD 4

Indicator 4.1

**4.1 Shared Purpose:** The Assistant Principal supports the Principal in working collaboratively with stakeholders to develop the vision, mission, and goals of the school and facilitates their integration into the school’s organizational culture. The Assistant Principal supports the Principal in engaging all stakeholders in building a shared vision of student learning outcomes that promote college and career readiness for all students. The Assistant Principal supports the Principal in ensuring that the school’s vision and mission are aligned to the district’s strategic goals.

SELF-ASSESSMENT OF CURRENT PRACTICE:

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EVALUATOR’S RATING:

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Evidence Provided by the Assistant Principal:

[Empty text box for evidence provided by the Assistant Principal]

Evidence Provided by the Evaluator:

[Empty text box for evidence provided by the Evaluator]

[Empty text box for evidence provided by the Evaluator]

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 4

Indicator 4.2

**4.2 School Strategic Plan:** The Assistant Principal supports the Principal in ensuring that the school strategic plan provides the structure for the vision, mission, and goals of the school. The Assistant Principal supports the Principal in using an inclusive process to develop, implement, monitor, and review the school strategic plan. The Assistant Principal uses data on student and adult learning to track progress toward achieving the school’s vision, mission, and goals. The Assistant Principal ensures the school strategic plan is clear, actionable, and understood by all staff. The Assistant Principal ensures that the school strategic plan focuses on the particular school context while staying aligned with and supportive of the district improvement plan and strategic goals.

SELF-ASSESSMENT OF CURRENT PRACTICE:

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EVALUATOR’S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

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STANDARD 4

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Indicator  
4.3

**4.3 Leading Change:** The Assistant Principal supports the Principal in ensuring a collaborative culture that values innovation, creativity, and continuous improvement. The Assistant Principal models and inspires self-awareness, reflective practice, creative problem-solving and ethical behavior. The Assistant Principal analyzes organizational practices, including classroom instructional practices, makes changes informed by data on student and adult performance, and communicates these decisions to all stakeholders in the school community.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

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STANDARD 4

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Indicator  
4.4

**4.4 Distributed Leadership:** The Assistant Principal empowers staff to become instructional leaders, distributing responsibility for achieving the vision, mission, and goals set out in the school strategic plan. The Assistant Principal engages staff in opportunities to work collaboratively to solve student learning problems that encourage risk-taking, creativity, and knowledge-sharing.

SELF-ASSESSMENT OF CURRENT PRACTICE:

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EVALUATOR'S RATING:

1  2  3  4

Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 5: Equity and Excellence**

5 Standard V: The Assistant Principal demonstrates a commitment to excellence, equity, and innovation.

STANDARD 5

Indicator  
5.1

**5.1 Intentional and Collaborative School Culture:** The Assistant Principal supports the Principal in involving all staff in creating a climate that fosters excellence, equity, and innovation. The Assistant Principal builds relationships that create a trusting, respectful, and supportive school culture where students and staff are supported in achieving individualized learning goals.

SELF-ASSESSMENT OF CURRENT PRACTICE:

1  2  3  4

EVALUATOR'S RATING:

1  2  3  4

Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 5

Indicator

5.2 **Equity:** The Assistant Principal supports the establishment of an inclusive and celebratory school culture that promotes cultural competency and values diversity to establish a learning environment that is competitive in the global economy. The Assistant Principal assumes responsibility and is accountable for a safe, orderly, supportive, and healthy learning environment. The Assistant Principal ensures a school culture in which students' individual backgrounds are valued as a resource, and instruction and behavioral supports build on student strengths.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 5

Indicator

5.3 **Culture of Continuous Improvement:** The Assistant Principal fosters a school culture that values innovation, risk-taking, and creativity. The Assistant Principal engages staff in courageous conversations that encourage further development of effective instructional practices.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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1  2  3  4

Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 6: Human Resources and Managerial Leadership**

**6** Standard VI: The Assistant Principal demonstrates human resource and managerial leadership.

STANDARD 6

Indicator 6.1 **6.1 Adult Learning:** The Assistant Principal challenges the thinking and learning of self and others to further develop professional practice. The Assistant Principal leads all staff in setting goals for professional growth.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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1  2  3  4

Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator 6.2 **6.2 Building Capacity:** The Assistant Principal identifies, trains, advises, mentors, and coaches staff to build capacity consistent with the needs of the school and the district.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator

6.3 **6.3 Evaluation:** The Assistant Principal evaluates staff fairly and equitably to foster professional growth and development. The Assistant Principal follows Board policy and procedures to dismiss staff members who are ineffective or unsatisfactory after plans for professional improvement and support have proven unsuccessful.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator

6.4 **6.4 School Resources and Budget:** The Assistant Principal supports the Principal in implementation and monitoring of a system for allocating all available school resources (people, materials, time, technology, and funding) to support the learning needs of students and adults as directed by county policy. The Assistant Principal supports ensuring that the school's operations and physical plant are managed according to sound principles of business management, budgeting, and accounting practices.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator

6.5

**6.5 Conflict Management and Resolution:** The Assistant Principal demonstrates awareness of potential problems and areas of conflict. The Assistant Principal deals collaboratively with obstacles and provides feedback that is honest, specific and balanced.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 6

Indicator

6.6

**6.6 Policies and Agreements:** The Assistant Principal adheres to state and federal laws, and district and board policies, including negotiated agreements, and has processes and procedures to ensure they are consistently met. The Assistant Principal maintains the confidentiality of student records and ensures a system for accurate record keeping and reporting. The Assistant Principal ensures that all school-based policies and procedures are consistent with federal and state laws, district and board policies, and negotiated agreements and utilizes this knowledge to establish a learning environment that is competitive in the global economy.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

**STANDARD 7: External Leadership**

7 Standard VII: The Assistant Principal demonstrates strong external leadership.

STANDARD 7

Indicator  
7.1

**7.1 Family and Community Engagement:** The Assistant Principal builds relationships with families and community that improve student learning and healthy development. The Assistant Principal provides activities that actively engage parents in help their children be successful in school. The Assistant Principal supports building and sustaining school-community partnerships with businesses and other civil and social organizations.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 7

Indicator  
7.2

**7.2 Communication:** The Assistant Principal develops and presents a coherent and transparent account of the school's performance to a range of audiences. The Assistant Principal fosters shared responsibility for student and school success by communicating performance against school and district goals. The Assistant Principal uses a variety of communication strategies to connect with families and other audiences.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

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Name of Principal:                      Date:                                      Name of Evaluator:                      Date:

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**STANDARD 7**

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Indicator 7.3                      **7.3 Advocacy:** The Assistant Principal supports the Principal in leveraging district and community resources to maximize the school's ability to serve the best interests of students and families. The Assistant Principal supports the Principal in working collaboratively with district and community leadership to ensure the school is appropriately resourced and staffed.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:                      Date:                                      Name of Evaluator:                      Date:

**STANDARD 8: Use of Technology and Data**  
8 Standard VIII: The Assistant Principal demonstrates a commitment to the effective use of data and technology resources.

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**STANDARD 8**

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Indicator 8.1                      **8.1 Technology and Data Use:** The Assistant Principal demonstrates a commitment to the effective use of data and technology resources. The Assistant Principal ensures a school culture whose actions and decisions are informed by data. The Assistant Principal uses a variety of data to guide decision-making, including: student attendance and retention, course enrollment and completion, discipline, matriculation to college, staffing levels, teacher attendance, and other measures of school success.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

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1       2       3       4

Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

STANDARD 8

Indicator

8.2 8.2 Technology as a Resource: The Assistant Principal ensures the school is resourced with the technology tools necessary for efficient and effective data collection, analysis, and dissemination. The Assistant Principal ensures all staff is trained in the use of technology tools.

SELF-ASSESSMENT OF CURRENT PRACTICE:

EVALUATOR'S RATING:

1  2  3  4

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Evidence Provided by the Assistant Principal:

Evidence Provided by the Evaluator:

Name of Principal:

Date:

Name of Evaluator:

Date:

## Administrator Evaluation Reports

### *Interim & Final*

- *Administrator Evaluation Professional Practice Gap Tool*
- *Professional Practice 50%*
- *Student Growth Measures 50%*
- *School Based Administrator Annual Evaluation*

## Administrator Evaluation Professional Practice Gap Tool

Administrator: **Bloggs, Joseph Alexander** Year: **2012-2013** School: **Golden Rolling Meadows HS**

Evaluator: **Blankenship, Ferdinand E** Appraisal Type: **Annual** Appraisal Date: **May 28, 2013**

Standard	Indicator	Self-Assessment of Current Practice	Evaluator's Rating	Gap Between Self-Assessment and Rating	Self-Assessed Weighted Score	Evaluator's Weighted Score
Standard 1: Sets high expectations for achievement based upon individualized tailoring of instruction, rigorous data analysis and evaluation of the effective instructional practices	Indicator 1.1: Curriculum, Instruction, Learning, and Assessment	3	4	1	12.00	14.67
	Indicator 1.2: Time for Students and Teachers	3	4	1		
	Indicator 1.3: Student Achievement and Growth	3	3	0		
	<b>Subtotal for Standard 1 (16 Percent)</b>	<b>9</b>	<b>11</b>	<b>2</b>		
Standard 2: Sets standards for ensuring school-wide instructional and achievement goals are met	Indicator 2.1: Goal Setting	3	4	1	6.13	7.00
	Indicator 2.2: Instructional Assessment	4	4	0		
	<b>Subtotal for Standard 2 (7 Percent)</b>	<b>7</b>	<b>8</b>	<b>1</b>		
Standard 3: Monitors effective instructional practices	Indicator 3.1: Effective Instruction	3	3	0	7.88	7.88
	Indicator 3.2: Monitoring Instruction	4	4	0		
	<b>Subtotal for Standard 3 (9 Percent)</b>	<b>7</b>	<b>7</b>	<b>0</b>		
Standard 4: Builds a shared vision, fosters shared goals, and communicates high performance expectations	Indicator 4.1: Shared Purpose	3	2	-1	2.75	3.25
	Indicator 4.2: School Improvement Plan	1	3	2		
	Indicator 4.3: Leading Change	3	4	1		
	Indicator 4.4: Distributed Leadership	4	4	0		
	<b>Subtotal for Standard 4 (4 Percent)</b>	<b>11</b>	<b>13</b>	<b>2</b>		
Standard 5: The principal demonstrates a commitment to excellence, equity, and innovation	Indicator 5.1: Intentional and Collaborative School Culture	3	3	0	1.75	2.00
	Indicator 5.2: Equity	2	1	-1		
	Indicator 5.3: Culture of Continuous Improvement	2	4	2		
	<b>Subtotal for Standard 5 (3 Percent)</b>	<b>7</b>	<b>8</b>	<b>1</b>		
Standard 6: Demonstrates human resource and managerial leadership	Indicator 6.1: Adult Learning	3	3	0	5.54	5.25
	Indicator 6.2: Building Capacity	2	3	1		
	Indicator 6.3: Evaluation	3	2	-1		
	Indicator 6.4: School Resources and Budget	3	3	0		
	Indicator 6.5: Conflict Management and Resolution	4	4	0		
	Indicator 6.6: Policies and Agreements	4	3	-1		
	<b>Subtotal for Standard 6 (7 Percent)</b>	<b>19</b>	<b>18</b>	<b>-1</b>		
Standard 7: Demonstrates strong external leadership	Indicator 7.1: Family and Community Engagement	4	2	-2	1.83	1.50
	Indicator 7.2: Communication	3	3	0		
	Indicator 7.3: Advocacy	4	4	0		
	<b>Subtotal for Standard 7 (2 Percent)</b>	<b>11</b>	<b>9</b>	<b>-2</b>		
Standard 8: Demonstrates commitment to technology and data	Indicator 8.1: Effective use of data and technology resources	2	4	2	1.25	1.75
	Indicator 8.2: Ensures school is resourced with technology tools	3	3	0		
	<b>Subtotal for Standard 8 (2 Percent)</b>	<b>5</b>	<b>7</b>	<b>2</b>		
<b>Scores for Professional Practice Standards I-VI (50 Percent)</b>					<b>39.13</b>	<b>43.30</b>
<b>Evaluator's Rating For Professional Practice</b>					<b>Highly Effective</b>	

**Overall Comments**

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Appraisee Signature: \_\_\_\_\_ Appraiser Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

## Professional Practice 50%

Standard	Indicator	Rating	Weighted Score
Standard 1	Indicator 1.1	4.0	16.0
	Indicator 1.2	4.0	
	Indicator 1.3	4.0	
<b>Subtotal for Standard 1(16 percent)</b>		<b>12.0</b>	
Standard 2	Indicator 2.1	4.0	7.0
	Indicator 2.2	4.0	
<b>Subtotal for Standard 2(7 percent)</b>		<b>8.0</b>	
Standard 3	Indicator 3.1	4.0	9.0
	Indicator 3.2	4.0	
<b>Subtotal for Standard 3(9 percent)</b>		<b>8.0</b>	
Standard 4	Indicator 4.1	4.0	4.0
	Indicator 4.2	4.0	
	Indicator 4.3	4.0	
	Indicator 4.4	4.0	
<b>Subtotal for Standard 4(4 percent)</b>		<b>16.0</b>	
Standard 5	Indicator 5.1	4.0	3.0
	Indicator 5.2	4.0	
	Indicator 5.3	4.0	
<b>Subtotal for Standard 5(3 percent)</b>		<b>12.0</b>	
Standard 6	Indicator 6.1	4.0	7.0
	Indicator 6.2	4.0	
	Indicator 6.3	4.0	
	Indicator 6.4	4.0	
	Indicator 6.5	4.0	
	Indicator 6.6	4.0	
<b>Subtotal for Standard 6(7 percent)</b>		<b>24.0</b>	
Standard 7	Indicator 7.1	4.0	2.0
	Indicator 7.2	4.0	
	Indicator 7.3	4.0	
<b>Subtotal for Standard 7(2 percent)</b>		<b>12.0</b>	
Standard 8	Indicator 8.1	4.0	2.0
	Indicator 8.2	4.0	
<b>Subtotal for Standard 8(2 percent)</b>		<b>8.0</b>	

<b>Principal Practise Total Score</b>	<b>Professional Practise Rating</b>
<b>50.0</b>	<b>HIGHLY EFFECTIVE</b>

### Student Growth Measures 50%

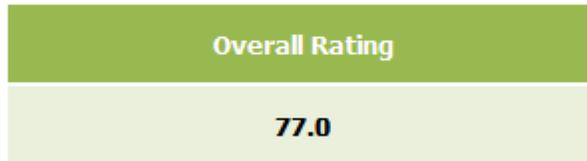
Measure	Points	Range
Student Learning Objectives	11.0	1-20
Attendance	2.0	1-2
State Assessments	0.0	E, K-8, M: 1-20
		H: 1-6
Retention	0.0	E, K-8, M: n/a
		H: 1-3
College and Career Ready	2.0	E, K-8, M: 1-2
		H: 1-10
District Assessments	1.0	E, K-8, M: 1-2
		H: 1-5
VAL-Ed	4.0	1-4

<b>Student Growth Measures Score</b>	<b>Student Growth Measures Rating</b>
<b>27.0</b>	<b>INEFFECTIVE</b>

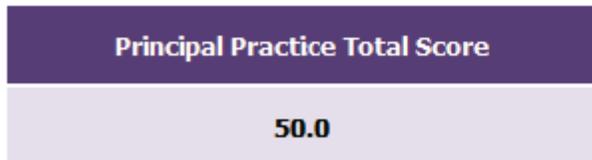
# School Based Administrator Annual Evaluation

Name: [REDACTED]  
Job: **88.Principal.Instructional.8**  
Position: [REDACTED]  
School Year: **2013**  
School: [REDACTED]  
School Level: **Elementary School**

## Summary



**EFFECTIVE**



**HIGHLY EFFECTIVE**



**INEFFECTIVE**



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Dr. Monique Whittington Davis  
Deputy Superintendent