

GHS Teacher Evaluation Process

2011-12

- 1) Foundation of the evaluation process for all teachers at GHS will be the Frameworks for Teaching by Charlotte Danielson, 2nd Edition.
- 2) All teachers- In an attempt to be more visible to staff and students, administrators will “visit” your classrooms regularly. They will view pacing guide posted on teachers’ walls. Teachers may or may not receive written notification after the “visit.”
- 3) Tenured Teachers—Each tenured teacher will be evaluated using the “Full Observation” method at least once every three years. All other tenured teachers will be evaluated using the “Walk-Through” method, unless requested by the teacher that the “Full Observation” method be utilized. All summative evaluations and end of year rating will be based upon a minimum of two observations.
 - Goal Setting—All tenured teachers will be evaluated on the following components: 1b, 2b, 3d, 4f. In addition, teachers will choose (with their administrator) two goal area components upon which they will focus this year. Additional areas may be added by your administrator.
 - Each teacher will also need to review their achievement data from previous years, and their current class/caseload data. Set a student achievement goal upon which you will focus this year.
- 3) Non-Tenured Teachers—Please refer to your specific year of employment with CASD to determine the goal areas for evaluation and method of evaluation.
- 4) Overall Rating—By June 15, 2012, each teacher will receive an overall rating, to be reported to the State of Michigan.
 - a) The rating will be one of the following:
 - Ineffective
 - Minimally Effective
 - Effective
 - Highly Effective
 - b) The rating will be based on the following:
 - “Individual Performance,” which must be the “majority factor” and must minimally include (but is not limited to):
 - ◆ Evidence of student achievement and growth (which must be the “predominant factor”) including student attendance;
 - ◆ Demonstrated pedagogical skills;
 - ◆ Demonstrated management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to “withstand the strains of teaching;” and
 - ◆ Attendance and disciplinary record, if any.
 - “Significant, relevant accomplishments and contributions.”
 - “Relevant special training.”
 - c) The rating submitted to the State of Michigan will be communicated to each teacher through a letter from your administrator by June 15, 2012.
- 5) Contributions and Professional Development—All teachers must submit to their evaluating administrator the completed “Contributions and Professional Growth” form in the evaluation section of this SRB.

A Framework for Teaching, by Charlotte Danielson

Component Number	Component Title
Domain I: Planning and Preparation	
1a	Demonstrating knowledge of content and pedagogy
1b	Demonstrating knowledge of students
1c	Setting instructional outcomes
1d	Demonstrating knowledge of resources
1e	Designing coherent instruction
1f	Designing student assessments
Domain 2: The Classroom Environment	
2a	Creating an environment of respect and rapport
2b	Establishing a culture for learning
2c	Managing classroom procedures
2d	Managing student behavior
2e	Organizing physical space
Domain 3: Instruction	
3a	Communicating with students
3b	Using questioning and discussion techniques
3c	Engaging students in learning
3d	Using assessment in instruction
3e	Demonstrating flexibility and responsiveness
Domain 4: Professional Responsibilities	
4a	Reflecting on teaching
4b	Maintaining accurate records
4c	Communicating with families
4d	Participating in a professional community
4e	Growing and developing professionally
4f	Showing professionalism

Domain I: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	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.	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.	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.
1f Designing student assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an environment of respect and rapport	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
2b Establishing a culture for learning	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appearing to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher had made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	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.
2e Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c Engaging students in learning	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.	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.	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.	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.
3d Using assessment in instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b Maintaining accurate records	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient, and successful.
4c Communicating with families	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.	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.	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.	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.
4d Participating in a professional community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
4e Growing and developing professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.
4f Showing professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by".	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

2011-12 Goal Sheet

Due to Evaluating Administrator by September 20, 2011

Review the District Improvement Plan, School Improvement Plan, and the student data from your past data sheets. 1) Refer to the domains and components of *A Framework for Teaching*. Choose a goal and the component which they relate to in the Framework for Teaching model. (This section does not apply to non-tenured teachers or teachers on a Plan of Assistance.) 2) Refer to your past student achievement data and your current students' data (if available). Determine a student achievement goal for the 2011-12 school year. 3) Additional goal areas may be added by your administrator

Goal Area(s)—List the specific component from the Danielson Framework	Provide the rational for this choice	How will your success be measured?
Student Achievement Goal	Provide the achievement data upon which this is goal based.	How will student success be measured?
Goal Area(s)—List the specific component from the Danielson Framework (Administrator)	Provide the rational for this choice	How will your success be measured?
		Classroom Evaluation, student interviews, survey, and using the Danielson Rubric.

Teacher Signature

Administrator Signature

Date: _____

Date: _____

GHS Full Lesson

Evaluation Process for Tenured Teachers

Revised August, 2011

Evaluation Steps:

1. Tenured Teachers in the three year cycle that are up for a "Full Lesson Observation" will be evaluated on the Components agreed to by staff member and administrator from the Danielson Framework program.
2. The Goal Sheet is due to your evaluating administrator by September 20, 2011. Your administrator may schedule a goal setting meeting with you.
3. At this meeting, you will determine the goal areas upon which you will be evaluated. Additional areas may be added by your administrator. A date and time will be set for the formal evaluation observation. In addition, one or more walk-through evaluations will be completed during the school year. You will receive an informal copy of the walk-through observation within five days of the walk-through
4. **Important!** Be sure to ask any questions related to the Domains and Components. Administration will go over the rubrics with you if requested. Each tenured classroom teacher should refer to the standard teacher Danielson rubric and criteria (2nd Edition) which will be used in the evaluation process during the 2011-12 school year.
5. Prior to the full observation the teacher must share lesson objectives and content plans for the observed lesson with administration. Use the *Instruction Plan for a Single Lesson* format for your lesson plan. Be sure to submit this lesson plan at least one day prior to your observation.
6. After the observation of the full lesson, the teacher is to complete the Self-Rating/ Evaluation using the Rubrics and the Reflection. (Highlight component) Submit this to your administrator within one day after the observation.
7. Your administrator will arrange a follow-up meeting to discuss the observation and will create a written summative statement and share it with you within 5 school days of the full observation. This summative statement will be based upon both the full observation and at least one walk-through observation.
8. Annual achievement data and growth data will be shared with you and attached in an addendum to teacher evaluations by the last day of school.
9. Once the written report is shared with you and signed, a copy is sent to Central Office, a copy is given to you and a copy is placed in your GHS informal file.

GHS Walk-Throughs

Evaluation Process for Tenured Teachers

Revised August, 2011

Evaluation Steps:

1. Tenured Teachers in the three year cycle that are **NOT** due for a “Full Lesson Observation” are “Walk Through” evaluation candidates and will be evaluated on the Components agreed to by staff member and administrator from the Danielson Framework program.
2. At a group meeting September 1, 2011 you will receive the goal areas upon which you will be evaluated. The Goal Sheet is due to your evaluating administrator by September 20, 2011. Your administrator may schedule a goal setting meeting with you.
3. **Important!** Be sure to ask any questions related to the Domains and Components. Administration will go over the rubrics with you if requested. Each tenured classroom teacher should refer to the standard teacher Danielson rubric and criteria (2nd Edition) which will be used in the evaluation process during the 2011-12 school year.
4. The Walk Through window is **September 12, 2011 – May 3, 2012**.
5. Annual achievement data and growth data will be shared with you and attached in an addendum to teacher evaluations by the last day of school.
6. Brief written summary information will be shared with teachers within one week after each Walk Through. Teachers are to expect a minimum of two walk-throughs within the window, and will receive a summative evaluative statement by May 15, 2012.
7. Summative Statements will be shared with “Walk Through” teachers without scheduled meetings. If a teacher would like to schedule a meeting, he or she may request this from their evaluating administrator.
8. Once the written report is shared with you and signed, a copy is sent to Central Office, a copy is given to you and a copy is placed in your GHS informal file.

NON-TENURED TEACHERS

EVALUATION PROCESS

Revised August, 2011

1. The Crawford AuSable School District uses the Charlotte Danielson program based on her book, -A Framework for Teaching, as its standard for evaluation.
2. CASD Non-Tenured teachers are observed with a combination of walk-through and at least two full observations. An informal written summary will be given to the teacher within five days following each type of observation that may be used towards the summary evaluation,
3. The evaluating administrator will work with each Non-Tenured teacher to create an IDP during the first trimester as well.
4. At GHS, IDP drafts have been created for you in years 1-4. If you would like to add or change what we have done, you may with the approval of your evaluating administrator. Any changes that you choose to make need to be done and approved prior to your first evaluation and should be discussed at your goal setting meeting. We encourage you to bring your mentor to your goal setting and focus meeting. Your first full observation will be scheduled at this meeting. If a fifth year of probation is required, goals will be determined by administration and the teacher.
5. At least one additional focus meeting will take place prior to February 1, 2012 with your administrator. During this meeting, you will discuss your progress thus far towards your IDP, schedule another full observation, discuss the lesson that you plan to teach and any other items that are important to your success in the Crawford AuSable School District. A “mid-year” progress report will be provided at this meeting.
6. It is your responsibility to submit a lesson plan (using the form provided) prior to the full observations and reflection sheets after the lessons. Both of these forms are found in the Resource Book and can be emailed to you upon request.
7. The evaluating administrator will meet with you after each of the full observations to share thoughts and comments. These meetings will be scheduled by administration. A meeting will also be scheduled to share the summative statement which will be given to each non-tenure teacher by May 15th.
8. Annual achievement data and growth data will be shared with you and attached in an addendum to teacher evaluations by the last day of school.
9. Once the written report is shared with you and signed, a copy is sent to Central Office, a copy is given to you and a copy is placed in your GHS informal file.

Individualized Development Plan

“IDP”

2011-12

**Main Topics:
First Year Teacher
Student Management
and
Effective Lesson Planning**

Domain I: “Planning and Preparation” Components 1c Selecting Instructional Outcomes, 1e Designing Coherent Instruction

Domain II: “The Classroom Environment” Components 2c Managing Classroom Procedures, 2d Managing Student Behavior, 2e Organizing Physical Space

Domain III: “Instruction” Components 3a Communicating with students, 3d Using assessment in instruction

Domain IV: “Professional Responsibilities” Components 4b Maintaining Accurate Records

SPECIAL NOTE: Goal areas in which the teacher has not achieved at least a rating of “proficient,” by the end of the current school year, will become part of the teacher’s IDP for the following school year and a plan of assistance will be created by administration. Additionally, administration has the right to create a plan of assistance at any time during the current school year when a concern has been expressed.

Accountability and Data

These are additional “THINGS” that you will do to reach the goals above!

READ ALL PAGES IN THE RESOURCE BOOK THAT MATCH UP WITH YOUR GOAL AREAS!

1. First year teachers at GHS will turn in one lesson plan per month to administration. The “Instruction Plan for A Single Lesson” must be used. These lesson plans must show evidence that the teacher is using the research based strategies in his or her instruction and include the research source(s). **The first lesson plan must be turned in by the last school day in Sept. and the final by the last school day in April.**
2. It is expected that first year teachers keep accurate and up to date student records. It is further expected that they meet paperwork deadlines established by administration.
3. You are required to observe your mentor or another teacher teaching. Arrange coverage with your administrator. Submit a brief summary to your evaluating administrator that highlights what you observed. Be sure to include things that the teacher did that you might try in your own teaching and why. This is due by May 15, 2012.

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Individualized Development Plan

“IDP”

2011-12

**Main Topics:
Second Year Teacher
Reflecting on Teaching
and
Effective Assessment/Questioning Techniques**

Domain I: “Planning and Preparation” Components: 1f Designing student assessments

Domain II: “The Classroom Environment” Components: 2a Creating an Environment of Respect and Rapport, 2b Establishing a Culture for Learning

Domain III: “Instruction” Components: 3b Using Questioning and Discussion Techniques, 3c Engaging Students in Learning

Domain IV: “Professional Responsibilities” Components: 4c Communicating with Families, 4d Participating in a Professional Community

SPECIAL NOTE: Goal areas in which the teacher has not achieved at least a rating of “proficient,” by the end of the current school year, will become part of the teacher’s IDP for the following school year and a plan of assistance will be created by administration. Additionally, administration has the right to create a plan of assistance at any time during the current school year when a concern has been expressed.

Accountability and Data

These are the additional “THINGS” that you will do to reach the goals above!

READ ALL MATERIALS IN THE RESOURCE BOOK THAT MATCH UP WITH YOUR GOAL AREAS!

1. Second year teachers at GE-AP will turn in one Lesson Plan and a Reflection on that lesson once per month to administration. The “Instruction Plan for a Single Lesson” and “Reflection Forms” must be used. Lesson plans must show evidence that the teacher is using the researched based strategies in his or her instruction and include the research source(s). **The first lesson and reflection must be turned in by the last day of school in Sept., and the final lesson and reflection will be due by the last day of school in April.**
2. Second year teachers at GHS are to make at least 4 positive parent contacts each month (that is one per week). **These contacts must be highlighted/marked on the “Parent Contact Sheet.” This sheet is turned in on a monthly basis to administration at the monthly staff meeting.**

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Individualized Development Plan

“IDP”

2011-12

Main Topics:

Third Year Teacher

Instruction that is a match for the Learner

And

Providing Feedback

Domain I: “Planning and Preparation” Components: 1a Demonstrating Knowledge of Content and Pedagogy, 1b Demonstrating Knowledge of Students

Domain II: “The Classroom Environment” Components: 2b Establishing a Culture for Learning

Domain III: “Instruction” Components: 3d Providing Feedback to Students, 3e Demonstrating Flexibility and Responsiveness

Domain IV: “Professional Responsibilities” Components: 4b Maintaining Accurate Records

SPECIAL NOTE: Goal areas in which the teacher has not achieved at least a rating of “proficient,” by the end of the current school year, will become part of the teacher’s IDP for the following school year and a plan of assistance will be created by administration. Additionally, administration has the right to create a plan of assistance at any time during the current school year when a concern has been expressed.

Accountability and Data

These are additional “THINGS” that you will do to reach the goals above!

READ ALL MATERIALS IN THE RESOURCE BOOK THAT MATCH UP WITH YOUR GOAL AREAS!

1. Third year teachers at GHS are to provide a lesson plan, teacher reflection and a variety of copies of student work samples that result from the lesson. The plan and the student work must highlight “Differentiation” and include assessments. The teacher may use a lesson plan format of his or her choosing!
2. The lesson and additional items must be shared with administration by Feb 25th.
3. This lesson MAY NOT be either of the scheduled, administrative, or formal observed lessons.

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Individualized Development Plan

“IDP”

2011-12

**Main Topics:
Fourth Year Teacher
The Individual Learner/Student
and
The Professional**

Domain I: “Planning and Preparation” Components: 1b Demonstrating Knowledge of Students, 1c Selecting instructional outcomes, 1f Designing student assessments, 1e Designing Coherent Instruction.

Domain II: “The Classroom Environment” Component: 2b Establishing a Culture for Learning

Domain III: “Instruction” Component: 3c Engaging Students in Learning

Domain IV: “Professional Responsibilities” Components: 4e Growing and Developing Professionally, 4f Showing Professionalism

SPECIAL NOTE: Goal areas in which the teacher has not achieved at least a rating of “proficient,” by the end of the current school year, will become part of the teacher’s IDP for the following school year and a plan of assistance will be created by administration. Additionally, administration has the right to create a plan of assistance at any time during the current school year when a concern has been expressed.

Accountability and Data

These are additional “THINGS” that you will do to reach the goals above!
READ ALL MATERIALS IN THE RESOURCE BOOK THAT MATCH UP WITH YOUR GOAL AREAS!

- I. Fourth year teachers must create a portfolio that contains the following items:
 - A. A Unit Plan that contains the following items:
 1. Specific Grade Level Content Expectations/Common Core Standards if they apply
 2. A description of the unit (what the students will do/ what you will do)
 3. Formative assessments and Summative assessments
 4. Details as to what you did when the students did not show understanding of the standards (interventions)
 5. Samples of the students’ work
 6. A written reflection as to how you felt the unit worked.
 - B. Copies of your class Pacing Guide and Summative Assessment
 - C. Describe the ways that you met the INDIVIDUAL needs of students in your class.
 - D. An end of the year paper that summarizes his or her professional development over the past four years. In other words, how has he or she grown and changed as an educator from day one until now.

This portfolio is due by May 1. (Make this something for which you are proud. It should represent you as an educator!)

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Instruction Plan for a Single Lesson

Name _____

School _____

Grade Level _____

Subject _____

Date _____

1. Briefly describe the students in this class, including those with special needs.
2. What are your goals for the lesson? What do you want students to learn?
3. Why are these goals suitable for this group of students?
4. How do these goals support the district's curriculum, state frameworks, and content standards?
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?
6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.)
7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties.
8. What instructional materials or other resource, if any, will you use?
9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.)
10. How do you plan to make use of the results of the assessment?

TEACHER REFLECTION FORM

Name _____

Date: _____

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?
3. Did I alter my goals or instructional plan as I taught the lesson? Why?
4. If I had the opportunity to teach this lesson again to this same group of students, would I do it differently? 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. Consider your planning and execution of the lesson in light of the goal areas you set with the domains and components. Determine evidence, if any, for each of these three components, and what the evidence demonstrates about your level of performance.