Genesee Intermediate School District
Professional Staff Evaluation Process 2017-18

Description of the Evaluation Process:

Conducting observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans. [Section 1249(3)(e)]

GISD's professional staff evaluation system engages both professional staff and principals. The evaluation process consists of a self-review, setting professional goals, formal and informal observations, and ongoing meetings to provide feedback and support. Each professional staff is provided an annual evaluation at the end of the school year, based on an analysis of observation evidence, artifacts collected related to their professional goals along with the Framework for Teaching Rubric, as well as student growth and assessment data.

The Evaluation Process:

Self-Review

All professional staff assesses their professional practice using Charlotte Danielson's Framework for Teaching Rubric. The professional staff member and evaluator will identify areas of focus for the school year. Professional staff will be responsible for collecting artifacts over the course of the year demonstrating their effectiveness in these areas. Discussions in these areas will be ongoing throughout the year. Artifacts will be submitted prior to the summative conference.

Developing Goals

All professional staff will set and submit annual professional goals. Goals will be aligned with the Charlotte Danielson Framework for Teaching, consistent with the following guidelines:

- Probationary Staff will set three (3) goals, one professional goal related to one of the components from Domain 2 pertaining to Classroom Management, and two professional goals related to one of the components from Domains 1, 2, 3 or 4.
- Non-Probationary Staff: will set two professional goals related to one of the components from Domains 1, 2, 3 or 4.

Individualized Development Plans

All probationary staff and any professional staff member rated minimally effective or lower on their most recent evaluation will require an Individualized Development Plan (IDP). The evaluator, in consultation with a first year probationary teacher or a teacher rated less than effective on their most recent evaluation, will:

- Identify areas of focus;
- Set specific performance goals (instructional practice and student learning goals);
- Identify action steps to achieve goals, including recommended professional development, instructional support, or coaching; and identify evidence that will demonstrate meeting the goals;
- Provide a Mid-year progress report that identifies progress made toward meeting the goals set forth in the IDP (make any changes/add goals; receive additional training; and
- Review and discuss artifacts of progress at the end-of-year meeting.

Conducting Observations/Collecting Evidence

- Professional staff must be observed at least two times per year. At least one observation must be conducted by the person who is responsible for the teacher's annual year-end evaluation. At least one observation must be unscheduled. There is no statutorily required minimum number of observations for staff who have received a rating of effective or highly effective on his/her two most recent annual year-end evaluations.
- The first formal observation will be scheduled with the professional staff member. At least one day prior to the observation, the professional staff member will submit to the principal their "Pre-Observation" form along with a copy of their lesson plan.
- Any further observation(s) will be unscheduled. All professional staff shall have at least two formal observations except non-probationary staff who have been rated "Effective" or higher on their two most recent year-end evaluations.
- Following each observation, within five (5) working days, the principal shall provide written feedback of the observation to the professional staff member.
- Within ten (10) working days, a post-observation meeting shall occur. The purpose of this meeting is to review the lesson, reinforce strengths, identify areas of improvement, offer specific feedback on classroom management, recommend professional development if needed, and provide opportunities for self-reflection. This meeting will be required for all probationary staff, staff on plans of improvement, or if there are improvement areas identified by the principal.
- The professional staff member will collect various artifacts pertaining to their areas of focus, professional goals and student growth throughout the school year. Evidence of performance will also be collected during formal and informal observations. This information will be shared with staff following the observation and discussed at post-observation meetings.

Midyear Progress Meeting

- All professional staff shall have a mid-year progress meeting. The purpose of this meeting is to discuss progress the professional staff member is making towards their professional goals, student growth along with indicators associated with the Domains from the Framework for Teaching.
- All first year professional staff or professional staff on plans of improvement will receive a Mid-year progress report. This report will focus on the professional staff's student growth data (to date), progress being made towards their annual performance goals, and additional recommended professional development if needed.

Summative Meeting

- The purpose of the summative conference is to review all of the evidence and artifacts collected during the evaluation process and determine a professional staff's overall practice rating (Highly Effective, Effective, Minimally Effective or Ineffective).
- The overall summative practice rating will be a combination of professional staff's performance and student growth data (using multiple measures).
- The summative evaluation takes into consideration evidence from the observations, artifacts presented by the teacher and/or the observer, and other data from the formative assessments. The summative rating is a reflection of the professional staff's performance on the four domains of the Framework for Teaching. Using the evidence gathered during the evaluation process, the evaluator will rate the professional staff's performance on each component in collaboration with the teacher. The determination of a professional staff's domain and summative rating should be the result of collaborative conversations between the evaluator and the professional staff. If, however, there is a

discrepancy between the observer and the teacher regarding a rating, the final rating decision rests with the evaluator.

- Discussions will take place regarding the professional staff member's professional goals for the following school year.

Framework Training

In June 2016, all administrators responsible for evaluating professional staff received three (3) days of training in the Framework for Teaching and classroom observations. In August 2016, representatives from the Danielson Group trained all professional staff in the Charlotte Danielson Framework for Teaching. Ongoing discussion and training will occur throughout the school year.

Determine Effectiveness Rating:

Professional Goals domain ratings (15%)

Highly Effective	The professional staff member provides evidence that clearly demonstrates that they fully achieved and consistently exceed expectations.
Effective	The professional staff member provides evidence that clearly demonstrates they fully achieved and occasionally exceed expectations.
Minimally Effective	The professional staff member provides some evidence that effort has been dedicated in achieving the goal, but does not fully meet the established goal.
Ineffective	The professional staff member provides no evidence that efforts have been made in achieving the goal over the course of the academic year.

Rating the Professional Goals:

Highly Effective	All goals rated as highly effective.
Effective	All goals rated effective or higher.
Minimally Effective	One or more goals rated minimally effective.
Ineffective	One or more goals rated ineffective.

Framework for Teaching domain ratings (60%):

Highly Effective	Receive highly effective ratings in at least 80% of the elements in the Domain, with the rest of the elements rated at lease effective.
Effective	No more than one element rated as minimally effective, and the rest rated as effective or higher.
Minimally Effective	More than one element rated as minimally effective and the rest rated higher; one element rated ineffective with the remaining rated effective or higher.
Ineffective	One or more elements rated as ineffective in combination with other elements rated at least minimally effective.

Rating the Framework:

Highly Effective	At least three (3) Domains rated highly effective, and the remaining on rated at least effective.
Effective	All Domains rated effective or higher
Minimally Effective	Any Domain rated minimally effective
Ineffective	Any Domain rated ineffective

Student Growth (25%):

Element 1: Student goals are set and a baseline for learning has been established.

Highly Effective	Effective	Minimally Effective	Ineffective
Student goals are measurable and push students to higher levels of progress. Professional Staff member uses multiple data sources to establish a baseline for learning.	Student annual goals are measurable and appropriate to the student skill level. Professional Staff member uses data to establish a baseline for learning.	Student goals are not measurable and some are not appropriate to student skill level. Professional Staff member makes little reference to prior student performance data.	Professional Staff member does not set goals or goals are not appropriate to student skill level. Professional Staff member makes no reference to student performance data.

Element 2: Tracking Annual Student Goals Data

Highly Effective	Effective	Minimally Effective	Ineffective
Tracking system is effective, detailed and visual.	Tracking system is continuous and on-going.	Professional Staff member has a tracking system but it is not utilized consistently.	Professional Staff member does not have a tracking system for annual goals data.

Element 3: Modifies instruction based on data to improve student growth

Highly Effective	Effective	Minimally Effective	Ineffective
Professional Staff member analyzes and uses achievement data and other assessment results to plan instruction to meet individual or group instructional needs on a continuous basis. Professional Staff member provides multiple examples of how instruction was modified based on student data.	Professional Staff member consistently uses achievement data and other assessment results to plan instruction to meet individual or group instructional needs. Professional Staff member provides evidence that instruction has bene modified based on student data.	There is little evidence that the Professional Staff member uses achievement data and other assessment results to plan instruction for the entire class. Professional staff member provides little evidence that instruction was modified based on student data.	There is no evidence that the Professional Staff member uses achievement data or other assessment results to plan instruction. Professional staff member provides no evidence that instruction was modified based on student data.

Element 4: Reporting Progress of annual student goals

Highly Effective	Effective	Minimally Effective	Ineffective
Professional Staff member provides multiple samples of communication with parents to discuss student performance.	Professional Staff member provides evidence of communication with parents to discuss student performance.	Professional Staff member provides little evidence of communication with parents to discuss student performance.	Professional Staff member provides no evidence of communication with parents to discuss student performance.

Element 5: Demonstrates Student Growth

Highly Effective	Effective	Minimally Effective	Ineffective
Data indicate that 95 percent or above of the students demonstrated student growth.	Data indicate that at least 89 percent of the students demonstrated student growth.	Data indicate that at least 79 percent of the students demonstrated student growth.	Data indicate that less than 79 percent of the students demonstrated student growth.

Rating Student Growth:

Highly Effective	4 out of 5 sections rated highly effective, and the remaining section rated at least effective.
Effective	All sections rated effective or higher.
Minimally Effective	One or more sections rated as minimally effective and the rest rated higher; one section rated ineffective with the remaining rated effective or higher.
Ineffective	One section rated ineffective and at least one other section rated minimally effective; more than one section rated ineffective.

Final Rating and Effectiveness on Year-End Professional Performance Evaluation

The evaluation will include a measurement summation of three (3) components:

- Professional Goals (15%)
- Framework for Teaching (60%)
- Student Growth (25%)

Highly Effective Final Rating Combinations:

Goals 15%	Framework 60%	Student Growth 25%
Highly Effective	Highly Effective	Highly Effective
Effective	Highly Effective	Highly Effective

Effective Final Rating Combinations:

Goals 15%	Framework 60%	Student Growth 25%
Highly Effective	Highly Effective	Effective
Minimally Effective	Highly Effective	Highly Effective
Effective	Highly Effective	Effective
Ineffective	Highly Effective	Highly Effective
Highly Effective	Highly Effective	Minimally Effective
Minimally Effective	Highly Effective	Effective
Highly Effective	Effective	Highly Effective
Ineffective	Highly Effective	Effective
Highly Effective	Highly Effective	Ineffective
Effective	Effective	Highly Effective
Minimally Effective	Highly Effective	Minimally Effective
Highly Effective	Effective	Effective
Effective	Highly Effective	Ineffective
Minimally Effective	Effective	Highly Effective
Ineffective	Highly Effective	Minimally Effective
Effective	Effective	Effective

Minimally Effective Rating Combinations:

Goals 15%	Framework 60%	Student Growth 25%
Ineffective	Effective	Highly Effective
Minimally Effective	Highly Effective	Ineffective
Highly Effective	Effective	Minimally Effective
Minimally Effective	Effective	Effective
Highly Effective	Minimally Effective	Highly Effective
Ineffective	Highly Effective	Ineffective
Effective	Effective	Minimally Effective
Ineffective	Effective	Effective
Highly Effective	Effective	Ineffective
Effective	Minimally Effective	Highly Effective
Minimally Effective	Effective	Minimally Effective
Highly Effective	Minimally Effective	Effective
Effective	Effective	Ineffective
Minimally Effective	Minimally Effective	Highly Effective
Ineffective	Effective	Minimally Effective
Effective	Minimally Effective	Effective

Minimally Effective Rating Combinations (continued):

Goals 15%	Framework 60%	Student Growth 25%
Minimally Effective	Effective	Ineffective
Ineffective	Minimally Effective	Highly Effective
Highly Effective	Minimally Effective	Minimally Effective
Minimally Effective	Minimally Effective	Effective
Highly Effective	Ineffective	Highly Effective
Ineffective	Effective	Ineffective
Effective	Minimally Effective	Minimally Effective
Ineffective	Minimally Effective	Effective
Highly Effective	Minimally Effective	Ineffective
Effective	Ineffective	Highly Effective
Minimally Effective	Minimally Effective	Minimally Effective

Ineffective Rating Combinations:

Goals 15%	Framework 60%	Student Growth 25%
Highly Effective	Ineffective	Effective
Effective	Minimally Effective	Ineffective
Minimally Effective	Ineffective	Highly Effective
Ineffective	Minimally Effective	Minimally Effective
Effective	Ineffective	Effective
Minimally Effective	Minimally Effective	Ineffective
Ineffective	Ineffective	Highly Effective
Highly Effective	Ineffective	Minimally Effective
Minimally Effective	Ineffective	Effective
Ineffective	Minimally Effective	Ineffective
Effective	Ineffective	Minimally Effective
Ineffective	Ineffective	Effective
Highly Effective	Ineffective	Ineffective
Minimally Effective	Ineffective	Minimally Effective
Effective	Ineffective	Ineffective
Ineffective	Ineffective	Minimally Effective
Minimally Effective	Ineffective	Ineffective
Ineffective	Ineffective	Ineffective