



## Warren Woods Teacher Performance Evaluation System and Guide

### General

The Performance Evaluation System shall focus on the aspects of professional development and improvement. The Warren Woods Public Schools Performance Evaluation Guide outlines the process and tools to be used in the teacher evaluation process and includes rubrics that paint a vivid portrait of effective practice. The evaluation process is designed to promote rigorous standards of professional practice and encourage professional learning. When used as the foundation for mentoring, professional learning and evaluation process, it will assist teachers in becoming more effective practitioners and lead to increased student achievement.

This guide includes explanations of the following:

- A. Year-End Evaluation System
- B. Charlotte Danielson Framework for Teaching 2011 (Domains 1-4)
- C. Standard for Success Software Platform
- D. Teacher evaluation process, including student growth and assessment components
- E. Teacher observation process
- F. Process for Mid-Year support for probationary teachers or teachers on an individualize development plan
- G. Summative Evaluation

### **A. Year-End Evaluation System**

The negotiated Year-End Evaluation system shall be completed using the Charlotte Danielson Framework for Teaching (Frameworks Available: Teachers, Instructional Specialists, Library or Media Specialists, School Nurses, School Counselors, School Psychologists and Therapeutic Specialists). This tool including “Post-observation Feedback Form”, “Summative Performance Evaluation” and “Individual Development Plan (IDP) Form” are all housed in the Standards for Success Software Platform.

Beginning with the 2024-25 school year the negotiated performance evaluation system shall include a rigorous, transparent, and fair performance evaluation system that meets all of the following:

1. specific performance goals identified by the teacher and approved by the evaluator to improve their effectiveness in the upcoming school year.
2. an evaluation of the teacher’s job performance while providing timely and constructive feedback.



3. clear approaches to measuring student growth and provides teachers with relevant data on student growth.
4. multiple rating categories that take into account student growth and assessment data or student learning objectives (SLO) that have been agreed upon through collective bargaining.
5. the use of student growth and assessment data or student learning objectives (SLO) as 20% of the year-end evaluation determination
6. a negotiated year-end evaluation system that utilizes other objective criteria for 80% of the year-end evaluation determination.
7. Beginning July 1, 2024, the annual performance evaluation system will assign a year-end performance evaluation rating (“Year-End Evaluation”) of one of the following:
  - a. Effective,
  - b. Developing, or
  - c. Needing Support

**B. Charlotte Danielson**

Charlotte Danielson’s Framework for Teaching is used to define and measure the quality of educator’s instructional practice. Charlotte Danielson’s Framework for Teaching is a researched-based model. It is organized into twenty-two components, which are grouped into four domains of teaching responsibility. (See Table 1 on the following page)

Domain	1:	Planning and Preparation
Domain	2:	The Classroom Environment
Domain	3:	Instruction
Domain	4:	Professional Responsibilities

Each component has a rubric that articulates the criteria used to assess an educator’s practice and diagnose strengths and areas for improvement. For more details on the Danielson Rubric please refer to [www.danielsongroup.org](http://www.danielsongroup.org).

Evaluators will assign ratings on the 16 components within Domains 1, 2, and 3 during each observation cycle. Evaluators will not rate the six components within Domain 4 during classroom observation cycles.



**Table 1. Domains and Components of the Framework for Teaching**

Domain	Components
<b>Domain 1. Planning and Preparation</b>	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
<b>Domain 2. Classroom Environment</b>	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
<b>Domain 3. Instruction</b>	3a. Communicating with Students 3b. Using Questioning/Prompts and Discussion 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
<b>Domain 4. Professional Responsibilities</b>	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

(See Appendix A for the complete Danielson Rubric for Domains 1-4 with critical attributes)

Classroom observation is the only evaluation option for assessing professional practice in Domains 2 and 3.

Educator provided evidence and artifacts will assist in the assessment of Domains 1 and 4. In addition, educators’ attendance and disciplinary record, if applicable, will be documented. Furthermore, significant, relevant accomplishments, contributions and training will be factored into a teacher’s evaluation. This factor shall be based on whether the educator contributes above the normal expectations for an individual in his/her peer group and has demonstrated a record of exceptional performance.

Table 2 shows the evaluation model for all eligible teachers for the 2024-2025 school year.



**Table 2.**

<b>Professional Practice: The Danielson Framework 80%</b>	Domain 1: Planning and Preparation	<b>15%</b>
	Domain 2: Classroom Environment	<b>25%</b>
	Domain 3: Instruction	<b>25%</b>
	Domain 4: Professional Responsibilities	<b>15%</b>
<b>Student Growth (20%)</b>	Domain 5: Student Growth	<b>20%</b>

**C. Standard for Success Software Platform**

Standard for Success Software Platform will be used to record and house educator goals, observation documentation, mid-year reviews, final evaluation results as well as to receive feedback on targets for growth in professional practice, evidence, and artifacts related to components of professional practice and student growth.

**D. Process**

1. Within the first 30 days of school:
  - a. Teachers who are scheduled to be evaluated during a specific year will be notified within the first thirty (30) school days of the year (or within twenty (20) school days of hire) that they are scheduled to be evaluated and observed, and they will be notified who their evaluator will be.
  - b. By September 30 of each school year, the district shall provide, during contractually permitted Professional Development time, training to all teachers on the performance evaluation system, and how each evaluation tool is used during the process. Teachers hired after the commencement of the school year shall be provided with training within 30 school days after the new teacher’s first report date. Each year all probationary teachers and new hires shall be required to attend the training and teachers who have already completed the training may elect to not attend the training.
  - c. Host goal setting conference
    - i. Teacher establishes and submits goals to evaluator for approval
    - ii. One goal from one of the components of Domain 2 or Domain 3 of Charlotte Danielson’s *Framework for Teaching*
    - iii. One goal from one of the components of Domain 1 through Domain 4 of Charlotte Danielson’s *Framework for Teaching*
    - iv. Two student achievement goals



1. Student growth and assessment data proposed by the teacher and/or grade level leader/department head
2. Measurable, long-term academic goals set for all or some portion of students that utilize available data
3. Approved by Evaluator
4. Sample goals, assessments and criteria are included in Appendix A
5. Students in attendance less than 60 days per school year at the elementary or less than 30 days per semester at the secondary shall not be included in data calculations.
6. A teacher may request to eliminate data attributable to students who are partial year transfers into/out of the teacher's classroom, or who have other anomalous circumstances that warrant eliminating that data.
  - a. The request and rationale should be made in writing to the Superintendent (or designee) prior to May 1 each school year.
7. Data must be attributable to the actual teaching responsibilities of the individual teacher.

## **E. Observation**

Observations are an opportunity for the educator to demonstrate their professional practice. During the observation, the evaluator will document the lesson as taught by the educator as well as student engagement, responses, and actions. Steps are outlined for Scheduled Observations are outlined in Table 3 and steps for Unscheduled Observations are outlined in Table 4 and described below:

Classroom observations will be conducted as follows:

1. Observations shall include:
  - i. a review of the teacher's lesson plan and the state curriculum standard being used in the lesson, and
  - ii. a review of pupil engagement in the lesson.
2. There shall be two (2) observations for each teacher being evaluated.
  - i. One (1) observation shall be scheduled at a mutually agreed upon time between the teacher and Evaluator.
    1. Scheduled observations require the teacher to submit a preobservation form and a post observation form.
  - ii. One (1) observation may be unscheduled.



1. For unscheduled observations, only a post-observation form is required to be submitted by the teacher.
    - iii. Observations shall be at least fifteen (15) minutes in length.
    - iv. The observation shall require written feedback from the evaluator to be released to the teacher within 30 calendar days of an observation.
3. The two observations shall be conducted at least 45 calendar days apart.
  - i. The first observation shall occur no later than December 15 of each school year.
  - ii. The final observation shall occur no later than May 15 of each school year.
  - iii. No teacher shall be observed the week prior to or following Winter Recess or Spring Recess, unless requested by the teacher.
4. Bargaining unit employees shall not evaluate other bargaining unit employees.
5. Observations shall be done in person unless the teacher and Evaluator agree on a different format.
6. The post observation meeting shall be held no later than ten (10) school days after the observation occurred.
7. The post-observation feedback is an opportunity for the educator and their evaluator to debrief on the lesson. The evaluator may ask questions for clarification or review student engagement. Written feedback from the evaluator shall be provided to the teacher using the “post-observation” feedback form contained in Standards for Success within thirty (30) calendar days of an observation.
8. A performance update shall be provided to any teacher for whom there is a concern that he/she may be rated “Needing Support”. An Association representative may be present at the conference at the teacher’s request.
9. After two consecutive less than effective observations, a teacher, at his/her request, will be observed by a different administrator.



**Table 3.**

SCHEDULED OBSERVATION STEPS					
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Pre-Observation Form	Pre-Observation Conference	Observation	Post Observation Form	Post Observation Meeting	Post Observation Feedback Released
Educator completes Pre-Observation Form in Standard for Success Software Platform.	Evaluator and educator meet and go over the pre- observation questions and reviews the lesson plan.	Evaluator observes the educator.	Educator completes the Post-Observation Form in Standard for Success Software Platform.	Evaluator and educator meet within <b>10 days</b> of observation to debrief and review feedback	Full observation and feedback are released in Standards for Success Platform. Must be released within <b>30 calendar days.</b>

**Table 4.**

UNSCHEDULED OBSERVATION STEPS			
Step 1	Step 2	Step 3	Step 4
Observation	Post Observation Form	Post Observation	Post Observation Feedback Released
Evaluator observes the educator.	Educator completes the Post Observation Form in Standard for Success Software Platform.		Evaluator and educator meet within <b>10 days</b> of observation to debrief and review feedback  Full observation and feedback are released in Standards for Success Platform. Must be released within <b>30 calendar days.</b>

**F. Mid-Year Progress Report/Evaluation (Probationary & Tenured Educators With an Individualized Development Plan)**

Any probationary teacher and any tenured teacher who receives an evaluation rating of Minimally Effective prior to July 1, 2024 or “Needing Support,” or “Developing” after July 1, 2024, on their Year-End Evaluation, shall be provided with an Individual Development Plan



(“IDP”) developed by the Evaluator and teacher and shall receive a mid year progress report that is used as a supplemental tool to gauge a teacher’s improvement from the preceding school year and to assist a teacher to improve.

1. The IDP will include a purpose, and specific performance goals developed by the administrator or designee and recommend any training identified by the District to assist the teacher in meeting goals.
  - a. The purpose will include the specific rationale for implementation, including statements of concern.
2. The mid-year progress report will include a written improvement plan that includes goals and training identified by the District, as well as support given by the administrator, and is designed to assist the teacher to improve their rating.
3. An IDP resulting from “Needing Support” Year-End Evaluation rating shall require that the teacher make progress towards the individual development goals of the IDP within a specific time period, as set by the evaluator(s). In no event shall the IDP as provided hereunder, exceed 180 days.
4. Nothing shall preclude the District or evaluator(s) from placing a teacher on an IDP or placing them in an evaluation cycle at any time that an issue or concern regarding the performance of a teacher occurs.

Throughout this process, the educator’s student growth data, to date, will be reviewed as will the educator’s annual performance goals, including progress towards these goals. The evaluator, in consultation with the educator, will make any mid-year adjustments necessary. This includes determining next steps, making changes to or adding goals, and/or identifying additional support needed.

1. Evaluator provides feedback for each IDP Goal in Standard for Success Software Platform
2. Educator provides evidence of progress towards each IDP goal in Standard for Success Software Platform
3. In consultation with the educator, the evaluator makes changes to IDP goals or adds additional goals
4. In consultation with the educator, additional training, professional development, coaching and support is added.
5. Any changes to the Individual Development Plan must be finalized by the second week of the second semester.





### **G. Final Summative Evaluation and Calculation**

After the evaluator has rated each component in Domains 1-4 and entered student growth data results, an overall effectiveness rating will be determined based on the scale below.

RATING	SCORE
Effective	100% to 74%
Developing	73.99% to 60%
Needing Support	59.99% and below

#### **Summative**

The year end evaluation rating and summative performance evaluation shall be available at a meeting with the evaluating Administrator and the teacher prior to the last five (5) student days. In the event there is no year-end evaluation as described above, the teacher shall be rated effective.

The Final Evaluation meeting for educators will be scheduled and conducted between the educator and his/ her evaluator prior to the submission of the evaluation rating to the Human Resources Office. During this meeting, the final evaluation and rating will be reviewed and discussed. In addition, the following will be discussed:

- Discussion of Danielson Domains 1-4
- Discussion of student growth data (Domain 5)
- Discussion of progress toward identified professional goals
- Discussion of Attendance
- Discussion of final effectiveness rating
- Evaluator signs evaluation in Standard for Success Software Platform and requests the educator's signature

All teachers shall have the right to submit a rebuttal to their evaluation which will be included in their personnel file and uploaded as an artifact for the year-end evaluation.



## APPENDIX A

### Student Growth Measures

An educator’s student growth measure will include multiple measures. The student growth component makes up 20 percent of the final evaluation rating. They shall consist of measurable, long-term academic goals set for all or some portion of students that utilize available data as determined annually by the teacher and/or their grade-level/department level teacher colleagues and approved by the evaluator.

Students in attendance less than 60 days per school year at the elementary or less than 30 days per semester at the secondary shall not be included in data calculations. Additionally, the teacher may request to eliminate data attributable to students who; are partial year transfers into/out of the teacher’s classroom, or who have other anomalous circumstances that warrant eliminating that data. The request and rationale should be made in writing to the Superintendent (or designee) prior to May 1 each school year.

Data used in this section must be attributable to the actual teaching responsibilities of the individual teacher.

## WARREN WOODS PUBLIC SCHOOLS SAMPLE STUDENT GROWTH MEASURES & TARGETS

### ELEMENTARY EDUCATORS

Student Growth Measures	Needing Support	Developing	Effective	
			Highly Effective	
<b>NWEA</b> – Percentage of Students in Grade Level Making Growth in Reading (Fall to Spring)	<10%	10-24%	25-74%	75-100%
<b>NWEA</b> - Percentage of Students in Grade Level Making Growth in Math (Fall to Spring)	<10%	10-24%	25-74%	75-100%
<b>M-STEP</b> – ELA and Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	0-29	30-39	40-74	75+
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
<b>Literacy Footprints Guided Reading Assessment</b> – District-Wide Grade Level Elementary PLC Team Spring to Spring* Average Growth *Fall to Spring for Kindergarten Level	<50% of students make 0.1 growth per month or better	50-69% of students make 0.1 growth per month or better	70-89% of students make 0.1 growth per month or better	90-100% of students make 0.1 growth per month or better



## SPECIAL EDUCATION EDUCATORS (ELEMENTARY LEVEL)

Student Growth Measures	Needing Support	Developing	Effective Highly Effective	
			40-74	75+
<b>M-STEP/MI-ACCESS</b> – ELA and Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	0-29	30-39	40-74	75+
<b>NWEA</b> – Percentage of Caseload Students Making Growth in Reading (Fall to Spring)	<10%	10-24%	25-74%	75-100%
<b>NWEA</b> – Percentage of Caseload Students Making Growth in Math (Fall to Spring)	<10%	10-24%	25-74%	75-100%
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
<b>Achievement of Students' IEP Goals and Objectives</b>	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

## SPECIAL EDUCATION EDUCATORS – EARLY CHILDHOOD

Student Growth Measures	Needing Support	Developing	Effective Highly Effective	
			40-74% of students show one (1) level of growth or better	75-100% of students show one (1) level of growth or better
<b>COR Advantage - Building</b> – Fall to Spring	0-29% of students show one (1) level of growth or better	30-39% of students show one (1) level of growth or better	40-74% of students show one (1) level of growth or better	75-100% of students show one (1) level of growth or better
<b>COR Advantage</b> – Individual Caseload – Fall to Spring	0-29% of students show one (1) level of growth or better	30-39% of students show one (1) level of growth or better	40-74% of students show one (1) level of growth or better	75-100% of students show one (1) level of growth or better
<b>Achievement of Students' IEP Goals and Objectives</b>	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

## INTERVENTIONISTS AND COACHES

Student Growth Measures	Needing Support	Developing	Effective Highly Effective	
			40-74	75+
<b>M-STEP</b> – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA SGP of all Students)	0-29	30-39	40-74	75+
<b>NWEA</b> - Percentage of Students on Caseload Making Growth in Reading or Math (Fall to Spring)	<10%	10-24%	25-74%	75-100%
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target



## MIDDLE SCHOOL EDUCATORS (GRADE 6-8)

Student Growth Measures	Needing Support	Developing	Effective Highly Effective	
			40-74	75+
<b>M-STEP</b> – ELA and Math (by Grade Level) Student Growth Percentile (SGP) (ELA and/or Math SGP of all Students in Grade)	0-29	30-39	40-74	75+
<b>NWEA</b> - Percentage of Students in Grade Level Making Growth in Reading or Math (Fall to Spring)	<10%	10-24%	25-74%	75-100%
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target

## SPECIAL EDUCATION EDUCATORS (GRADES 6-8) CLASSROOM

Student Growth Measures	Needing Support	Developing	Effective Highly Effective	
			40-74	75+
<b>M-STEP/MI-ACCESS</b> – ELA and Math (Building or Grade Level as applicable) Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students in Grade or Building)	0-29	30-39	40-74	75+
<b>NWEA</b> – Percentage of Students in Building Making Growth in Reading and/or Math (Fall to Spring)	<10%	10-24%	25-74%	75-100%
<b>Achievement of Caseload Students' IEP Goals and Objectives</b>	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives

## SCHOOL COUNSELORS

Student Growth Measures	Needing Support	Developing	Effective Highly Effective	
			40-74	75+
<b>M-STEP</b> – ELA and Math (Building wide) Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	0-29	30-39	40-74	75+
<b>NWEA</b> - Percentage of Students on Caseload Making Growth in Reading or Math (Fall to Spring)	<10%	10-24%	25-74%	75-100%
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target



## EDUCATORS (GRADES 9-12)

Student Growth Measures	Needing Support	Developing	Effective	
			Highly Effective	Effective
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
<b>State Assessment (SAT)</b> – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	0-29	30-39	40-74	75+
<b>Course Credit</b> – Percentage of students passing the teacher’s classes	<30% of students passed teachers classes	30-50% students passed teachers classes	51-89% students passed teachers classes	90-100% students passed teachers classes

## SPECIAL/ELECTIVE EDUCATORS (GRADES 9-12)

Student Growth Measures	Needing Support	Developing	Effective	
			Highly Effective	Effective
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
<b>State Assessment (SAT)</b> – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	0-29	30-39	40-74	75+
<b>Course Credit</b> – Percentage of students passing the teacher’s classes	<30% of students passed teachers classes	30-50% students passed teachers classes	51-89% students passed teachers classes	90-100% students passed teachers classes

## SPECIAL EDUCATION EDUCATORS (GRADES 9-12)

Student Growth Measures	Needing Support	Developing	Effective	
			Highly Effective	Effective
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
<b>State Assessment (SAT)</b> – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	0-29	30-39	40-74	75+
<b>Achievement of Individual Caseload IEP Goals and Objectives</b>	<30% of students met their IEP Goals and Objectives	30-50% of students met their IEP Goals and Objectives	51-89% of students met their IEP Goals and Objectives	90-100% of students met their IEP Goals and Objectives



## SCHOOL COUNSELORS (GRADES 9-12)

Student Growth Measures	Needing Support	Developing	Effective	
			Highly Effective	
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
<b>State Assessment (SAT)</b> – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA and Math SGP of all Students)	0-29	30-39	40-74	75+
<b>Course Passage Rate (Building-Wide)</b>	<30% of students passed	30-50% students passed	51-89% students passed	90-100% students passed

## CONTENT COACHES (GRADES 6-12)

Student Growth Measures	Needing Support	Developing	Effective	
			Highly Effective	
<b>Student Learning Objective (SLO)</b> – Percentage of students meeting growth target	<30% of students met target	30-50% of students met target	51-89% of students met target	90-100% of students met target
<b>State Assessment (M-STEP, PSAT, SAT)</b> – ELA or Math Building Wide Student Growth Percentile (SGP) (Average ELA or Math SGP of all Students)	0-29	30-39	40-74	75+
<b>Course Passage Rate (Building-Wide)</b>	<30% of students passed	30-50% students passed	51-89% students passed	90-100% students passed

