



LAWRENCE

PUBLIC SCHOOLS

**EDUCATOR
EVALUATION**

REQUIRED RATINGS

FORMATIVE AND / OR SUMMATIVE EVALUATIONS

(CLASSROOM, SPECIALIST, OT/PT, COUNSELOR, PSYCHOLOGIST, NURSE, ETC.)

Educator:

Will receive Overall rating as well as on each individual Standard

Standards:

- I Curriculum, Planning & Assessment*
- II Teaching All Students*
- III Family & Community Engagement
- IV Professional Culture

Standard Ratings: Exemplary - Proficient - Needs Improvement - Unsatisfactory

** To be Rated Exemplary or Proficient Overall, Educator Must be Rated Exemplary or Proficient in Standards I and II*

Self-Assessment <i>Due: Sept 28</i>	Educator completes self-assessment form; signs and shares on TeachPoint or other Evaluation Tool		
Administrative Review <i>(Recommended)</i>	Evaluators review self-assessments and meet with teams (e.g., grade level, subject area, etc.) to provide support and direction to set appropriate, measurable goals (recommended)		
Goal & Educator Plan <i>Due: Oct 19</i>	Evaluator initiates Goal and Educator Plan; educator completes plan; educator submits plan to evaluator Meetings to review goals and educator plan needed with educators: <ul style="list-style-type: none"> • New to school (required) • Rated Unsatisfactory or Needs Improvement (required) • In need of additional guidance (recommended) Evaluator signs Goal and Educator Plan and shares on TeachPoint or other Evaluation Tool		
Observations <i>Due (Non-PTS): Nov 1</i> <i>Due (PTS): Dec 6</i>	Evaluator conducts observations depending on educator plan: <ul style="list-style-type: none"> • Developing or Directed: 2 or more plus feedback (required) • Self-directed: 1 or more plus feedback (required) • Improvement Plan: 2 announced and 2 unannounced observations (required) Observation with rating of Unsatisfactory or Needs Improvement in any of the standards leads to a follow up observation of a minimum of 30 minutes (required) Evaluators must complete observations for all educators before end-of-year ratings are assigned Forms must be signed and shared on TeachPoint or other Evaluation Tool		
Formative <i>Due: Depends on plan</i>	The timing of formative assessments/ evaluations depends on the educator plan: <ul style="list-style-type: none"> • Developing: Mid-year (Recommended: By early March) • Directed Growth Plan/Improvement Plan: Mid-plan (Varies by plan) • 1 Year Self-directed: Mid-cycle (Recommended: By late March; Required: By June 1) • 2 Year Self-directed: Mid-cycle (Recommended: By late March; Required: By June 1 of year one of plan) 		
Summative <i>Due: June 1*</i>	Novice-Dev I <ul style="list-style-type: none"> • P/E/NI overall: advances on career ladder • U overall: NOT eligible to advance 	Dev II-Career <ul style="list-style-type: none"> • P/E overall: advances on career ladder* • NI/U overall: NOT eligible to advance • P overall, NI/U on one or more standards: NOT eligible to advance unless principal recommends advancement 	Legacy <ul style="list-style-type: none"> • P/E overall: receives salary bump per contract • NI/U overall: NOT eligible for salary bump
<p><i>To be rated P/E overall, educators must have received a P/E on Standards I or II, as required by state law.</i> <i>Educators move to Advanced or Expert status by application only</i> *MANDATORY DEADLINE</p>			

Teacher Rubric At- A-Glance: Part III: Appendix C. ESE Model Rubric for Teachers

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons	A. Instruction Indicator 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	A. Engagement Indicator 1. Parent/Family Engagement	A. Reflection Indicator 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	B. Learning Environment Indicator 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	B. Collaboration Indicator 1. Learning Expectations 2. Curriculum Support	B. Professional Growth Indicator 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	C. Cultural Proficiency Indicator 1. Respects Differences 2. Maintains Respectful Environment	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Collaboration Indicator 1. Professional Collaboration
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		D. Decision-Making Indicator 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

Indicator terminology: under the "Teaching All Students" Standard (II), the "Instruction Indicator" (A) can be referred to as *Indicator II-A*
Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

CAREER LADDER ROLES DIFFERENTIATE TEACHERS BASED ON THEIR LEVEL OF DEVELOPMENT AND DEMONSTRATED EFFECTIVENESS

Novice

Novice teachers are typically first-year teachers entering teaching directly from college. As new teachers, Novice teachers may receive NI ratings across several standards of the evaluation rubric.

Developing

Developing teachers are early career educators, typically with 1-2 years of experience. Developing teachers show significant improvement each year, though they do not necessarily earn PR ratings across all standards of the evaluation rubric.

Career

Teachers promoted to Career have been recognized as great educators. Career teachers consistently earn PR or EX ratings across all standards of the evaluation rubric. Career teachers serve as role models to less experienced educators, and proactively drive their own professional growth.

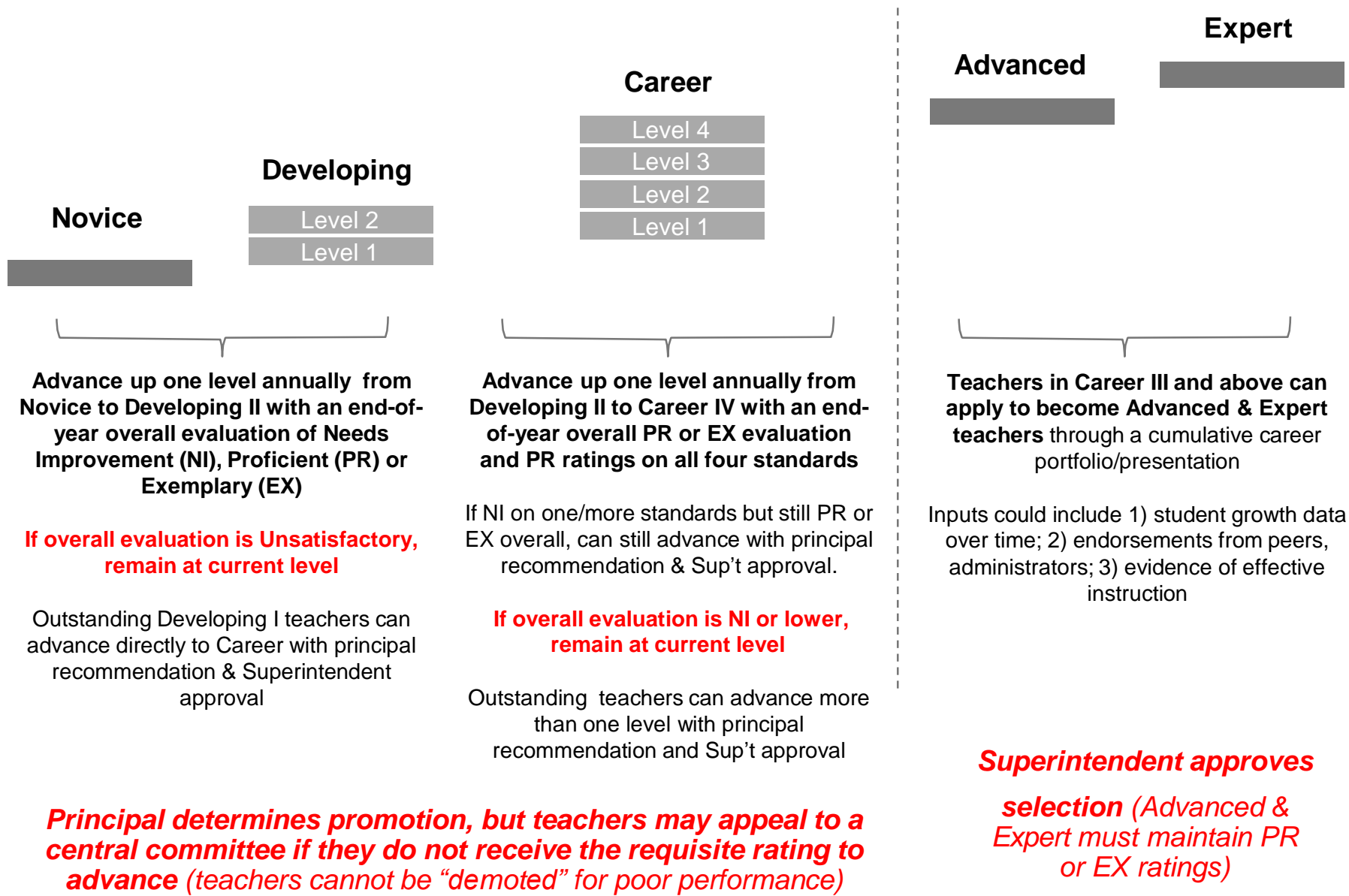
Advanced

Advanced teachers are exemplary educators who serve as school-wide models of excellence. Advanced teachers possess deep expertise in their craft and support the professional growth of the school community at large. Advanced teachers have at least 5 years of experience, demonstrate a clear pattern of student growth, and consistently earn a mix of PR and EX ratings across all standards of the rubric.

Expert

Expert teachers are exemplary educators who serve specific school-wide responsibilities. Expert teachers have at least 5 years of experience, demonstrate a clear pattern of student growth, and consistently earn a mix of PR and EX ratings across all standards of the rubric.

TEACHERS ADVANCE UP THE CAREER LADDER BASED ON HOLISTIC MEASURES OF TEACHER EFFECTIVENESS



Educator Maintains Electronic Evidence Record

Evidence Records serve as a vehicle for tracking an Educator's work towards meeting performance standards

The Record is divided by the four standards and evidence may be offered in a variety of medium, (photos, assignments, correspondence, video, etc.)

The Record should be updated on a regular basis, as it will be helpful during periodic feedback meetings with the Evaluator and in demonstrating progress toward attaining goals.

The Record will provide evidence that contributes to ratings on individual standards and overall.-