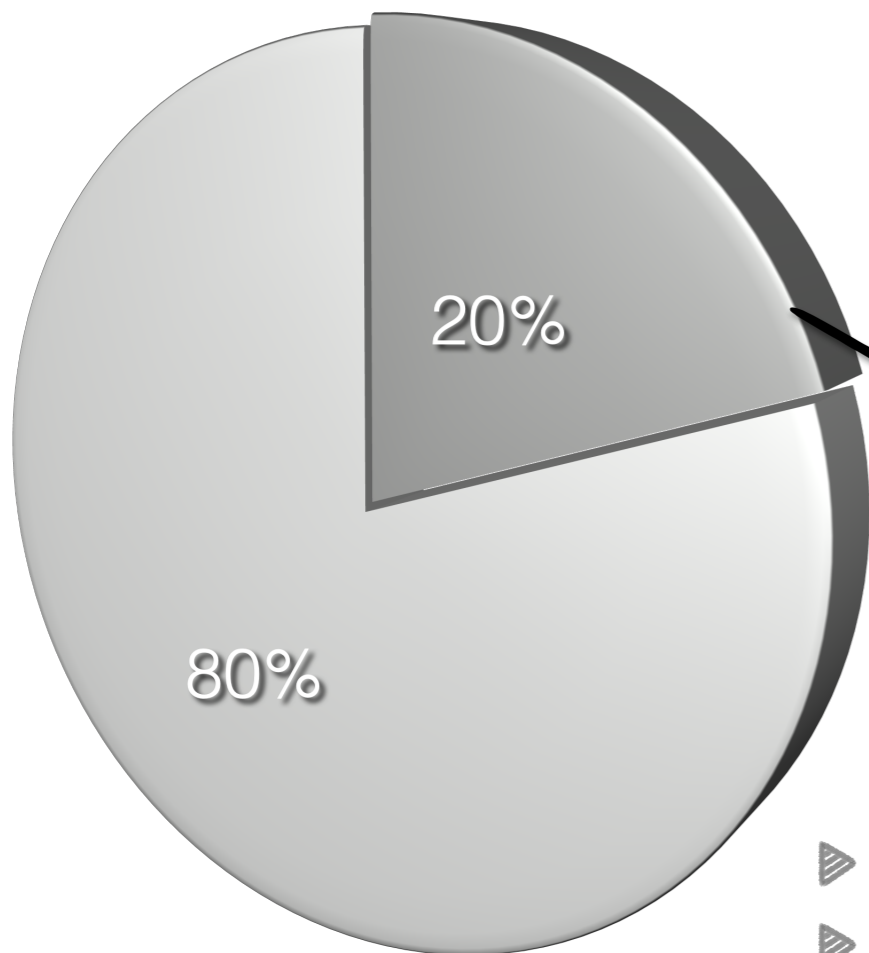
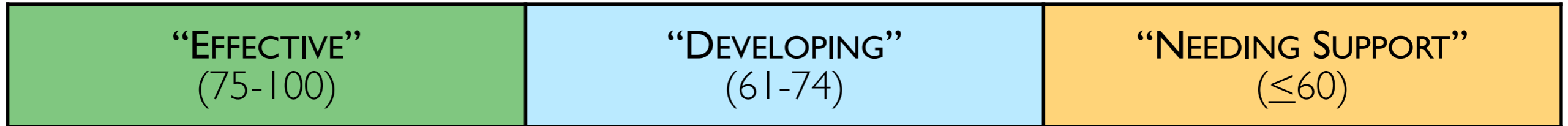


TEACHER EVALUATION OVERVIEW



- Student Assessment Data: SGPs/M-STEP (20%)
- The Framework For Teaching/Observations (80%)

- ▶ DOMAIN 1: PLANNING AND PREPARATION
- ▶ DOMAIN 2: LEARNING ENVIRONMENTS
- ▶ DOMAIN 3: PRINCIPLED TEACHING
- ▶ DOMAIN 4: LEARNING EXPERIENCES

Additional Criteria: Staff Guidebook Expectations and Staff PD Portfolio

NWEA MAP SGPs (10%)	SCHOOL-WIDE M-STEP (10%)
---------------------	--------------------------

Per OAISD, M-STEP Proficiency Data in Math and ELA will be analyzed school-wide and applied Y5-8th

MDE GUIDANCE

- ▶ annual year-end evaluation for all teachers
- ▶ 20% of evaluation shall be based on student growth and assessment data
- ▶ teachers consult with building principal to develop performance goals
- ▶ help foster a positive, productive, and fair environment for educators
- ▶ connecting student achievement, school improvement, PD, and staffing decisions

THE FRAMEWORK FOR TEACHING

.....

AT A GLANCE

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning



THE
DANIELSON
GROUP

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy**
 - Disciplinary Expertise
 - Pedagogical Content Knowledge
 - Knowledge of Interdisciplinary Relationships and Skills
- 1b Knowing and Valuing Students**
 - Respect for Students' Identities
 - Understanding of Students' Current Knowledge and Skills
 - Knowledge of Whole Child Development
 - Knowledge of the Learning Process and Learning Differences
- 1c Setting Instructional Outcomes**
 - Value and Relevance
 - Alignment to Grade-Level Standards
 - Clarity of Purpose
 - Integration of Multiple Aspects of Student Development
- 1d Using Resources Effectively**
 - Instructional Materials
 - Technology and Digital Resources
 - Supports for Students
- 1e Planning Coherent Instruction**
 - Tasks and Activities
 - Flexible Learning
 - Student Collaboration
 - Structure and Flow
- 1f Designing and Analyzing Assessments**
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Planning Formative Assessments
 - Analysis and Application

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments**
 - Positive Relationships
 - Sense of Belonging
 - Cultural Responsiveness
 - Positive Conflict Resolution
- 2b Fostering a Culture for Learning**
 - Purpose and Motivation
 - Dispositions for Learning
 - Student Agency and Pride in Work
 - Support and Perseverance
- 2c Maintaining Purposeful Environments**
 - Productive Collaboration
 - Student Autonomy and Responsibility
 - Equitable Access to Resources and Supports
 - Non-Instructional Tasks
- 2d Supporting Positive Student Behavior**
 - Expectations for the Learning Community
 - Modeling and Teaching Habits of Character
 - Self-Monitoring and Collective Responsibility
- 2e Organizing Spaces for Learning**
 - Safety and Accessibility
 - Design for Learning and Development
 - Co-Creation and Shared Ownership

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content**
 - Purpose for Learning and Criteria for Success
 - Specific Expectations
 - Explanations of Content
 - Use of Academic Language
- 3b Using Questioning and Discussion Techniques**
 - Critical Thinking and Deeper Learning
 - Reasoning and Reflection
 - Student Participation
- 3c Engaging Students in Learning**
 - Rich Learning Experiences
 - Collaboration and Teamwork
 - Use of Instructional Materials and Resources
 - Opportunities for Thinking and Reflection
- 3d Using Assessment for Learning**
 - Clear Standards for Success
 - Monitoring Student Understanding
 - Timely, Constructive Feedback
- 3e Responding Flexibly to Student Needs**
 - Evidence-Based Adjustments
 - Receptiveness and Responsiveness
 - Determination and Persistence

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice**
 - Self-Assessment of Teaching
 - Analysis and Discovery
 - Application and Continuous Improvement
- 4b Documenting Student Progress**
 - Student Progress Toward Mastery
 - Shared Ownership
 - Maintaining Reliable Records
- 4c Engaging Families and Communities**
 - Respect and Cultural Competence
 - Community Values
 - Instructional Program
 - Engagement in Learning Experiences
- 4d Contributing to School Community and Culture**
 - Relational Trust and Collaborative Spirit
 - Culture of Inquiry and Innovation
 - Service to the School
- 4e Growing and Developing Professionally**
 - Curiosity and Autonomy
 - Developing Cultural Competence
 - Enhancing Knowledge and Skills
 - Seeking and Acting on Feedback
- 4f Acting in Service of Students**
 - Acting with Care, Honesty, and Integrity
 - Ethical Decision-Making
 - Advocacy

DOMAIN 1 PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy

Disciplinary Expertise: Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

Pedagogical Content Knowledge: Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

Knowledge of Interdisciplinary Relationships and Skills: Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

1c Setting Instructional Outcomes

Value and Relevance: Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

Alignment to Grade-Level Standards: Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

Clarity of Purpose: Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

Integration of Multiple Aspects of Student Development: Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

1e Planning Coherent Instruction

Tasks and Activities: Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

Flexible Learning: Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

Student Collaboration: Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

Structure and Flow: Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

1b Knowing and Valuing Students

Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

1d Using Resources Effectively

Instructional Materials: Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

Technology and Digital Resources: Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.

Supports for Students: Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

1f Designing and Analyzing Assessments

Congruence with Instructional Outcomes: Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

Criteria and Standards: Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

Planning Formative Assessments: Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

Analysis and Application: Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

DOMAIN 3 LEARNING EXPERIENCES

3a Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

3c Engaging Students in Learning

Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork: Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

3b Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

Reasoning and Reflection: Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

3d Using Assessment for Learning

Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

DOMAIN 4 PRINCIPLED TEACHING

4a Engaging in Reflective Practice

Self-Assessment of Teaching: Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

Analysis and Discovery: Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

Application and Continuous Improvement: Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

4c Engaging Families and Communities

Respect and Cultural Competence: Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

Community Values: Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

Instructional Program: Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

Engagement in Learning Experiences: Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

4e Growing and Developing Professionally

Curiosity and Autonomy: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.

Developing Cultural Competence: Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.

Enhancing Knowledge and Skills: Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.

Seeking and Acting on Feedback: Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

4b Documenting Student Progress

Student Progress Toward Mastery: The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.

Shared Ownership: With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.

Maintaining Reliable Records: The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

4d Contributing to School Community and Culture

Relational Trust and Collaborative Spirit: Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

Culture of Inquiry and Innovation: Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

Service to the School: Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

4f Acting in Service of Students

Acting with Care, Honesty, and Integrity: Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.

Ethical Decision-Making: Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.

Advocacy: Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.



<https://danielsongroup.org/the-framework-for-teaching/>

<https://danielsongroup.org/research-on-the-framework/>

<https://danielsongroup.org/online-learning/>

https://www.waldengreen.org/uploads/1/3/3/1/13314665/danielson_domains.pdf





WGM CLASSROOM OBSERVATIONS



- 4 classroom observations per year (at least 15 minutes) based on Framework for Teaching Domains
- 2 scheduled, 2 unscheduled
- Scheduled observations entail submission of lesson plan using WGM lesson plan format
- Post-observation meeting occurs within 30 days

Classroom Observation Snapshot

- ▶ Students engaging in work (focused and on-task)
- ▶ Classroom disruptions (distractions/blurting)
- ▶ Opportunities to Respond (total during instruction)
- ▶ Hand-raising responses (non-preferred)
- ▶ Research-Based Instructional Strategies (≥ 2 observed)
- ▶ Following schedule (timely/consistent with master plan)
- ▶ Curriculum Pacing (within 3 lessons for Math, ELA, SS, SCI)
- ▶ Classroom beauty and order (tidy and minimal clutter)
- ▶ Classroom use of technology (per staff guidebook expectations)
- ▶ Average classroom volume (*if needed, measured in decibels*)

Classroom Observation Feedback (examples)

- ▶ I noticed...
- ▶ I wonder what would happen if...
- ▶ What's your instinct about...
- ▶ What did you figure out about...
- ▶ How do you typically...
- ▶ Something you might want to consider is...
- ▶ An area of focus for you and your students is...
- ▶ How do you/did you make decisions about...
- ▶ Who/what would be able to help...
- ▶ How can I help...
- ▶ As you continue to grow your practice...

Post-Observation Meeting Mindset

- ▶ Fully present and attentive - no rush, body language relaxed
- ▶ Bring an open mind- curious, interested, unbiased
- ▶ Make a connection and see future/untapped potential
- ▶ Giving full undivided attention
- ▶ Listening more than talking
- ▶ Expressing empathy
- ▶ Focusing on the positive value of the teacher's own experiences
- ▶ Thinking into it together
- ▶ Listening for the narrative
- ▶ Inviting them to discover possibilities and find answers



LESSON PLAN: _____

GRADE(S): _____ SUBJECT: _____ DATE: _____

1) THE SET-UP

2) THE DELIVERY

3) THE FOLLOW-UP

Objective/Goals:

Direct Instruction:

Closure:

CCSS and/or GLCE:

Guided Practice:

Required Materials:

Research-Based Instructional Strategies:

Independent Practice:

- gradual release model
- explicit instruction
- cooperative learning
- differentiated instruction
- project-based learning
- peer learning
- other:

Anticipatory Set:

Opportunities to Respond:

Assessment (formal or informal):

- choral response
- draw sticks
- whiteboard response
- kagan structure(s)
- OTR cards
- cooperative learning cards
- other:

Additional Notes:



MIDYEAR PROGRESS REPORTS



- ▶ A midyear progress report is provided for a teacher who is in the first year of the probationary period, or who received a rating of needing support or developing in the teacher's most recent year-end evaluation.
- ▶ The midyear progress report is used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve.
- ▶ The midyear progress report is aligned with the teacher's individualized development plan.
- ▶ The midyear progress report includes specific performance goals for the remainder of the school year and any recommended training identified by the school administrator.
- ▶ At the midyear progress report, the school administrator develops, in consultation with the teacher, a written improvement plan that includes these goals and training - and is designed to assist the teacher to improve the teacher's rating.
- ▶ The midyear progress report does not take the place of a year-end evaluation.



STAFF GUIDEBOOK EXPECTATIONS



1. WGM Staff Overview
2. Who We Are + P.E.A.C.E. Team Traits
3. Core Montessori Tenets @ WGM + Staff Mindset Spectrum
4. Required Montessori Teacher Training
5. Teacher Professional Development
6. WGM Staff Expectations, Roles, Responsibilities
7. WGM Communication: Yearly Flow + Guidelines
8. WGM Staff Evaluation
9. Staff Feedback Forms (Assistants, Tier II-III, Specials, Dean)
10. Professional Learning Communities
11. Curriculum Road Map + Master Schedule
12. Yearly Assessment Overview + Student Goal Setting (4th-8th)
13. Homework Expectations
14. Prepared Environment Expectations
15. Work Cycles + classroomscreen.com
16. MTSS Overview: Academic & Behavior (Tier I, II, III)
17. Behavior Intervention + RJ Practices
18. Child Study Process + Special Education
19. Student Attendance Protocol (Truancy)
20. Before School Starts Expectations
21. Teacher “Classroom Community” Updates
22. Beginning + End of the Day Expectations
23. Field Trips + Excursions
24. Teacher Presence Expectations
25. Fall + Spring Conferences Expectations
26. CA60 Cumulative Record Folder
27. Cell Phone + Staff Attire Expectations
28. Subbing Flowchart + Sub Plans
29. Misc. Expectations + Printer/Copier
30. Class Size to Assistant Ratio
31. WGM Compensation Comparison
32. Teacher Pay Scale + Hourly Staff Pay Scale
33. Terms of Employment + Staff Conduct/Accountability
34. Staff Signature Page

WALDEN GREEN MONTESSORI	TEACHER:	YEAR:
STAFF PD PORTFOLIO (STAPLED PACKET DUE BY JUNE 1ST)	COMPLETE	INCOMPLETE
1) August QPD: (select/submit one artifact)		
2) September: Class Management Monthly Action Plan (#1)		
3) September: Professional Learning Snapshot		
4) October: Class Management Monthly Action Plan (#2)		
5) October: Professional Learning Snapshot		
6) October QPD (select/submit one artifact)		
7) November: Class Management Monthly Action Plan (#2)		
8) November: Professional Learning Snapshot		
9) November QPD (select/submit one artifact)		
10) December: Class Management Monthly Action Plan (#3)		
11) December: Professional Learning Snapshot		
12) February: Class Management Monthly Action Plan (#4)		
13) February: Professional Learning Snapshot		
14) February QPD (select/submit one artifact)		
15) March: Class Management Monthly Action Plan (#5)		
16) March: Professional Learning Snapshot		
17) PLC Notes (fall: select/submit one artifact)		
18) PLC Notes (winter: select/submit one artifact)		
19) PLC Notes (spring: select/submit one artifact)		
20) MICIP (select/submit one artifact)		
TOTAL		
0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%		