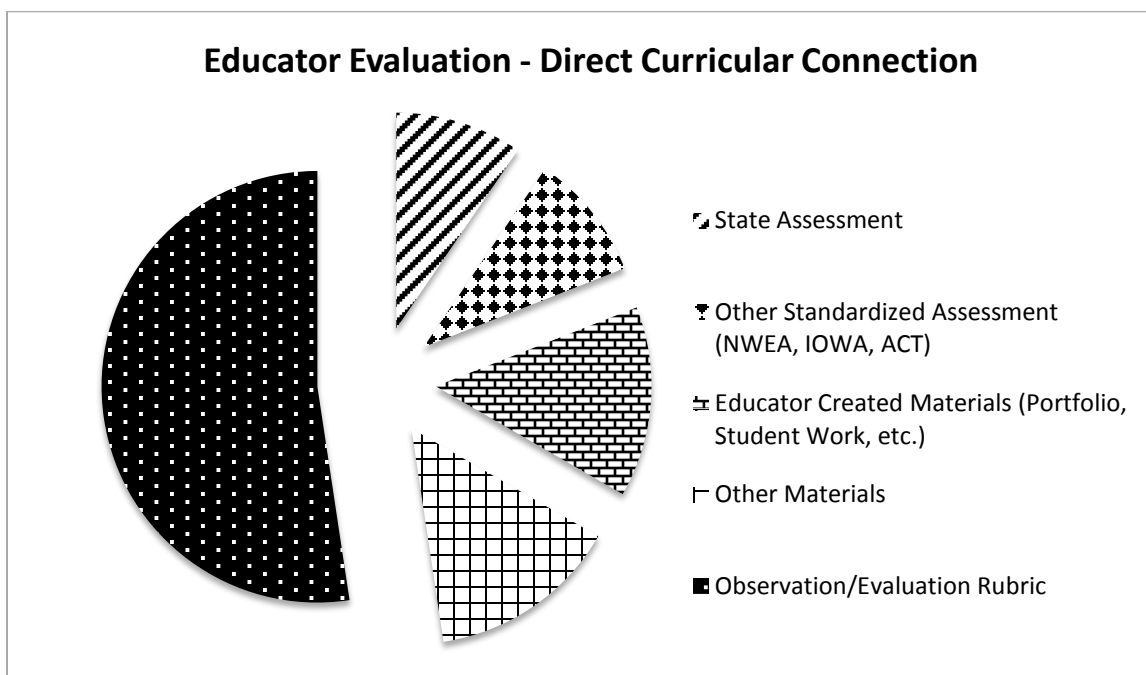


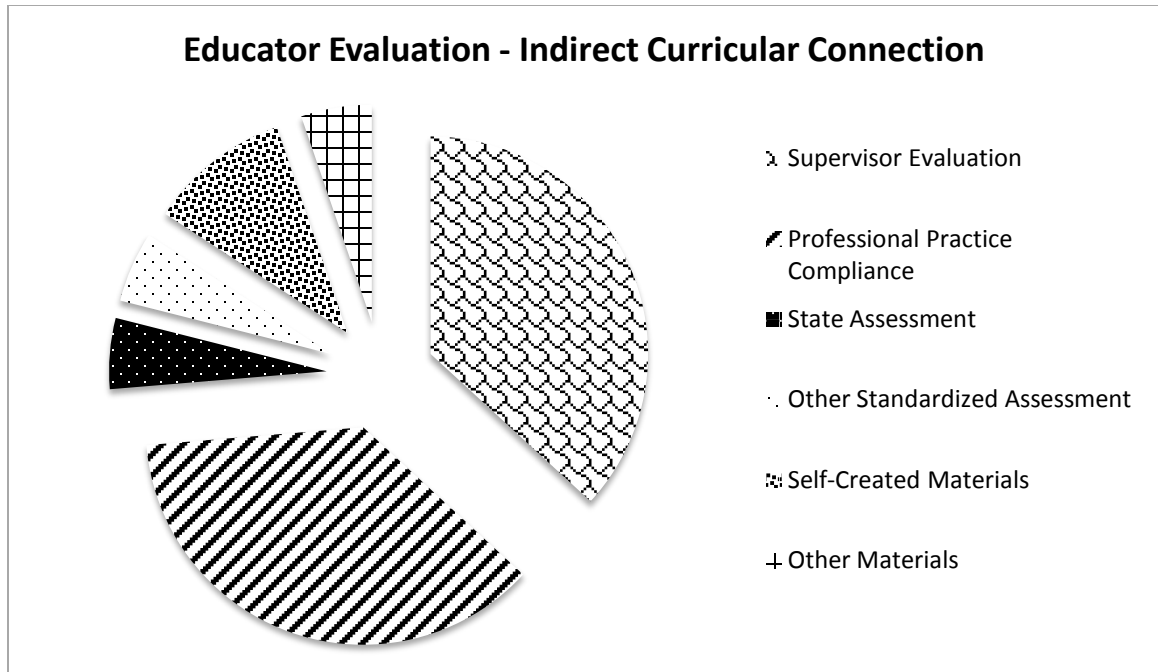
### Appendix M: Examples of Student Growth Measures and Different Educators' Evaluations



\*For those educators most closely linked to the classroom and curricular process.

The following values are for illustration purposes only:

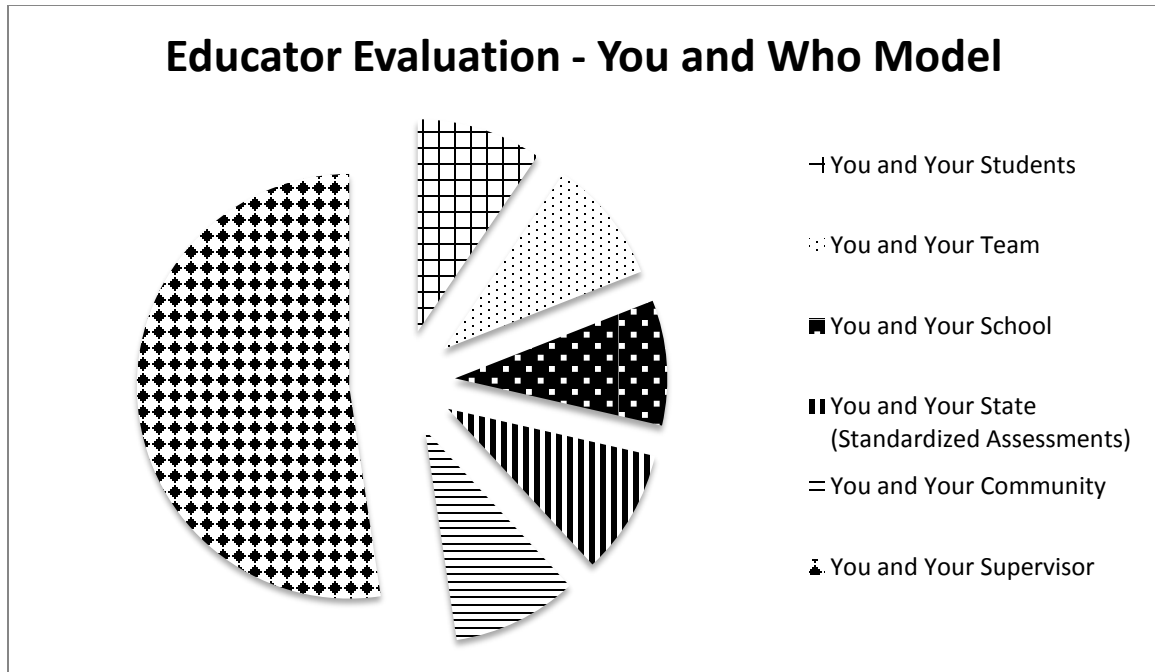
- State assessment – 10%
- Other standardized assessment --- 10 %
- Educator created materials --- 15%
- Other materials --- 15%
- Observation/evaluation of professional standards rubric – 55%



The following values are provided for illustration purposes only:

- Supervisor evaluation --- 35%
- Professional practice compliance --- 35%
- State assessment --- 5%
- Other standardized assessment --- 5%
- Self-created materials --- 10%
- Other materials -- 5%

This model may be useful for those educators not directly linked to classroom instruction, including business managers, maintenance staff, kitchen staff, office staff, etc. Emphasis on evaluation lies with supervisor evaluation and compliance with standards of professional practice, however; information and data related to student growth are still included as standard portions of the evaluation as they are for all educators. These include state, local, and national standardized and non-standardized assessments, other materials designated by the district, and self-created materials. Self-created materials could include a portfolio or statement of effort to



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The following values are provided for illustration purposes only:

- You and your students – 10%
  - You and your team --- 10%
  - You and your school --- 10%
  - You and your state/standardized assessments --- 10%
  - You and your community --- 10%
  - You and your supervisor --- 50%
- 
- **The “You and Who Model”** is based on the philosophy that every outcome is a result of partnership. Educators work with their students, peer-professionals, state policy, community expectations, and with their supervisor(s) to provide an optimal education experience. This model identifies some of the most significant relationships that are common and asks educators to demonstrate their effectiveness with each partnership. Below are some examples of metrics and information that could be used in each area to demonstrate the work and evidence of the educator.
  - **You and Your Students:** Variety of factors that identify ways in which you are responsible for the academic growth of your students, including standardized and non-standardized test score measurements, student work samples, documentation to track interventions, copies of student work at different time points throughout the academic term or year that display growth, etc.
  - **You and Your Team:** Variety of factors that identify ways in which you are collaborating with your professional peers to positively impact the academic growth of your students. This may include observation of peers, sharing of ideas and

materials, adjustment of pedagogy based on peer input, team-level standardized and non-standardized test score measurements, etc.

- **You and Your School:** Variety of factors that identify ways in which you are collaborating with the people and policies within your school to positively impact the academic growth of your students. May include cross-district collaboration, adjustment of pedagogy based on district professional development policies, collaboration with specialists and coaches, school-level standardized and non-standardized test score measurements, etc.
- **You and Your Community:** Variety of factors that identify ways in which you are collaborating with the community, specifically, with parents of students in your classroom and school. Includes increased quality and frequency of communication, community reach-out efforts, and successful parent involvement in education of their students.
- **You and Your State Assessments:** Category reserved specifically to student achievement on state, local, and federal assessments.
- **You and Your Supervisor:** Variety of factors that identify ways in which you are evaluated by your supervisor, including traditional observation/rubric evaluation, ability to seek and take advice, propensity to implement recommended professional/pedagogical change, and other factors deemed appropriate for a supervisor to subjectively evaluate.