

## EVALUATION OF PROFESSIONAL STAFF MEMBERS

### Purpose

The Gorham School Department is committed to implementing a Performance Evaluation and Professional Growth system that develops and supports reflective practitioners in an environment of relational trust in order to ensure a high quality education for all of our students. The purpose of evaluation of faculty performance is to promote individual professional growth and competence which, in turn, will result in improved teaching and learning. The Superintendent will arrange to have annual evaluations made of the work of each teacher. The procedures for these evaluations will be made available to all teachers at the start of the school year.

### Standards

The components of the evaluation system for staff will include the 4 domain areas identified in *Charlotte Danielson's Framework for Teaching*. Educators are expected to meet the following performance standards:

### Teachers

#### **Domain 1: Planning and Preparation**

- 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

#### **Domain 2: The Classroom Environment**

- 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

#### **Domain 3: Instruction**

- 3a – Communicating with Students
- 3b – Using Questioning and Discussion Techniques
- 3c – Engaging Students in Learning
- 3d – Using Assessments in Instruction
- 3e – Demonstrating Flexibility and Responsiveness

#### **Domain 4: Professional Responsibilities**

- 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

## Specialists

### **Domain 1: Planning and Preparation**

- 1a – Designing Coherent Program or Services Aligned with State and National Standards
- 1b – Demonstrating Knowledge of Best Practice and/or Models of Delivery
- 1c – Demonstrating Knowledge of Students and/or Clients
- 1d – Demonstrating Knowledge of Resources
- 1e – Demonstrating Knowledge of how to Design or Use Assessments

### **Domain 2: Professional Practice and Delivery of Service**

- 2a – Creating an Environment to Support Student or Client Needs
- 2b – Demonstrating Flexibility and Responsiveness
- 2c – Communicating Clearly and Accurately
- 2d – Delivery of Services to Student or Clients

### **Domain 3: Professional Consultation and Collaboration**

- 3a – Collaborating with Others
- 3b – Serving as a Consultant to the School Community
- 3c – Providing Resources and Access
- 3d – Maintaining Professional Standards
- 3e – Using Assessment Data in Planning and Delivery of Services

### **Domain 4: Professional Responsibilities**

- 4a – Communicating with Families/Clients
- 4b – Recording Data in a Student Record System
- 4c – Growing and Developing Professionally
- 4d – Reflecting on Professional Practice

Note: For full details of our Teacher PE/PG system, please see Our Teacher Evaluation Handbook

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