

School District of Greenfield – Professional Educator Compensation Summary

Summative (Evaluation) Year- Both Teacher Practice AND Professional Practice Goal			Formative (Non-Evaluation) Year-Only Professional Practice Goal		
TEACHER PRACTICE			PROFESSIONAL PRACTICE GOAL		
Not Met	Met <input type="checkbox"/>	Exceeds <input type="checkbox"/>	Not Met	Met <input type="checkbox"/>	Exceeds <input type="checkbox"/>
	No Unsatisfactory Ratings No more than 2 Basic Ratings in each Domain, with a total of no more than four	Proficient or Distinguished in each component At least one Distinguished rating in each Domain		Consistent active engagement in district and school professional learning AND Topic of selected learning is justifiable, based on (district, school, team and/or individual) need identified by multiple data points (including summative and formative evidence)	Fulfilled ALL expectations of Met AND Shared aligned professional learning in a meaningful and substantial manner, with a wider audience, demonstrating instructional leadership among colleagues. Examples may include, but are not limited to:
PROFESSIONAL PRACTICE GOAL				Identified objectives are clearly and explicitly aligned to expectations found in Danielson’s Domains/Educator Effectiveness and the Wisconsin Educator Standards. Learning experiences are of professional quality, depth, rigor, and scholarship Learning is of sufficient duration; engagement is in addition to participation in professional learning via the course of scheduled district or school-based learning (though additional application of district/school professional learning is encouraged) Preponderance of artifacts produced or constructed as evidence of active participation and contextual application are authentic; created by the educator (vs. assembly of others’ work)	<ul style="list-style-type: none"> Sharing with grade level, content-area, and/or site-based colleagues Facilitating professional learning session(s) Publishing learning via paper or in an electronic environment (newsletter, professional publication, blog, or online learning module) Writing and executing a grant Engaging in action research and sharing professional learning, via results, in a district, school, or other educational setting (i.e. poster session, conference, seminar, forum, summit, convention, symposium, or roundtable.
Not Met	Met <input type="checkbox"/>	Exceeds <input type="checkbox"/>		<ul style="list-style-type: none"> Identified objectives are clearly and explicitly aligned to expectations found in Danielson’s Domains/Educator Effectiveness and the Wisconsin Educator Standards. Learning experiences are of professional quality, depth, rigor, and scholarship Learning is of sufficient duration; engagement is in addition to participation in professional learning via the course of scheduled district or school-based learning (though additional application of district/school professional learning is encouraged) Preponderance of artifacts produced or constructed as evidence of active participation and contextual application are authentic; created by the educator (vs. assembly of others’ work) 	<ul style="list-style-type: none"> Sharing with grade level, content-area, and/or site-based colleagues Facilitating professional learning session(s) Publishing learning via paper or in an electronic environment (newsletter, professional publication, blog, or online learning module) Writing and executing a grant Engaging in action research and sharing professional learning, via results, in a district, school, or other educational setting (i.e. poster session, conference, seminar, forum, summit, convention, symposium, or roundtable.