

FLINT COMMUNITY SCHOOLS

TEACHER EVALUATION MODEL AND PROCESS

2017-18

TABLE OF CONTENTS

OVERVIEW

3

MICHIGAN LAW

WHY WE NEED AN UPDATED TEACHER EVALUATION SYSTEM

MARZANO FOCUSED TEACHER EVALUATION MODEL

PERFORMANCE LEVEL RATINGS

PROFESSIONAL GROWTH PLAN & STUDENT GROWTH MEASURES GUIDANCE

OBSERVATION GUIDELINES AND TIMELINE

APPENDIX

OVERVIEW

This process provides teachers and administrators with a professional growth model that allows teachers to reflect, assess, discuss, and refine their teaching practice. This is a collaborative model that is based on Marzano Focused Teacher Professional Growth Model for teaching and the collective feedback of Flint Community Schools Educators and Administrators.

PURPOSE

The purpose of teacher and administrative evaluations are to:

- Determine the effectiveness of teachers and school administrators ensuring that they are given ample opportunities for improvement and student learning.
- Promote, retain, and develop teachers and school administrators, including providing relevant coaching, instructional support, or professional development.

MICHIGAN LAW

As of 2009, Michigan law requires districts to evaluate teachers and administrators annually using student growth as a significant factor:

380.1248 PERFORMANCE EVALUATION

- In making decisions regarding staffing reductions of any kind, the board of a school district shall not use tenure status or length of service as a determining factor. Additionally, all personnel decisions must be based upon maintaining and retaining effective teachers. Finally, a teacher, regardless of tenure status or length of service, who is rated as ineffective can not be given preference above another teacher, regardless of length of service, who has a higher rating. Represent themselves during disciplinary conferences.

380.1249 PERFORMANCE EVALUATION SYSTEM

- Teacher effectiveness shall be measured and personnel decisions shall be made based upon individual teacher performance, evidence of student growth, pedagogical skills, subject area knowledge, differentiation, checks for understanding, managing the classroom and adequate preparation for learning. In addition to these variables, significant and relevant accomplishments, contributions, and additional special training shall also be considered. Length of service or tenure status shall not be used in making personnel decisions unless two or more individuals are identical in terms of all of the variables above.

WHY WE NEED AN UPDATED TEACHER EVALUATION SYSTEM

As of 2009, Michigan law requires districts to evaluate teachers and administrators annually using student growth as a significant factor:

WHY WE NEED AN UPDATED TEACHER EVALUATION SYSTEM

The Flint Community Schools set out to create a system of schools in which all children learn every day – here educators expect more and students achieve more. We must come together in support of our children – not only for their future, but also for the future of Flint. We are creating schools in which everyone is learning more than was expected of them in the past. We will develop standards and a curriculum based on Michigan’s Academic Standards to ensure higher levels of achievement for everyone. Everyone understands that learning is a process. There will be more chances and support to get it right, and more opportunities for educators to improve their skills. In order to see our students grow, our educators must grow.

Our approach for every learner and every educator will be positive reinforcement for making progress toward the goal. Most of all, this system will help us insure that everyone is learning! All professionals will take part in a Professional Growth Model.

- It’s about checks and balances. We must have a system to show the effectiveness of our teaching staff and administrators.
- For Flint Community Schools, this is an opportunity to show that the labels of “high risk,” “failing,” and “underachievers,” are not the defining characteristics of our school system.

The Flint Teacher Professional Growth is comprised of multiple measures. Observations are just one part of the evaluation. Teachers are also encouraged to complete a Professional Learning Plan and collect data and artifacts to provide evidence of their effectiveness for each of the elements of the evaluation system.

PERFORMANCE EVALUATION SYSTEM

With the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system

THAT:

1. Evaluates the teacher’s or school administrator’s job performance at least annually while providing timely and constructive feedback.
2. Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
3. Uses the evaluations, at a minimum, to inform decisions regarding:
 - I. The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
 - II. Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
 - III. Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
 - IV. Removing ineffective tenured and nontenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor



Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Conditions for Learning

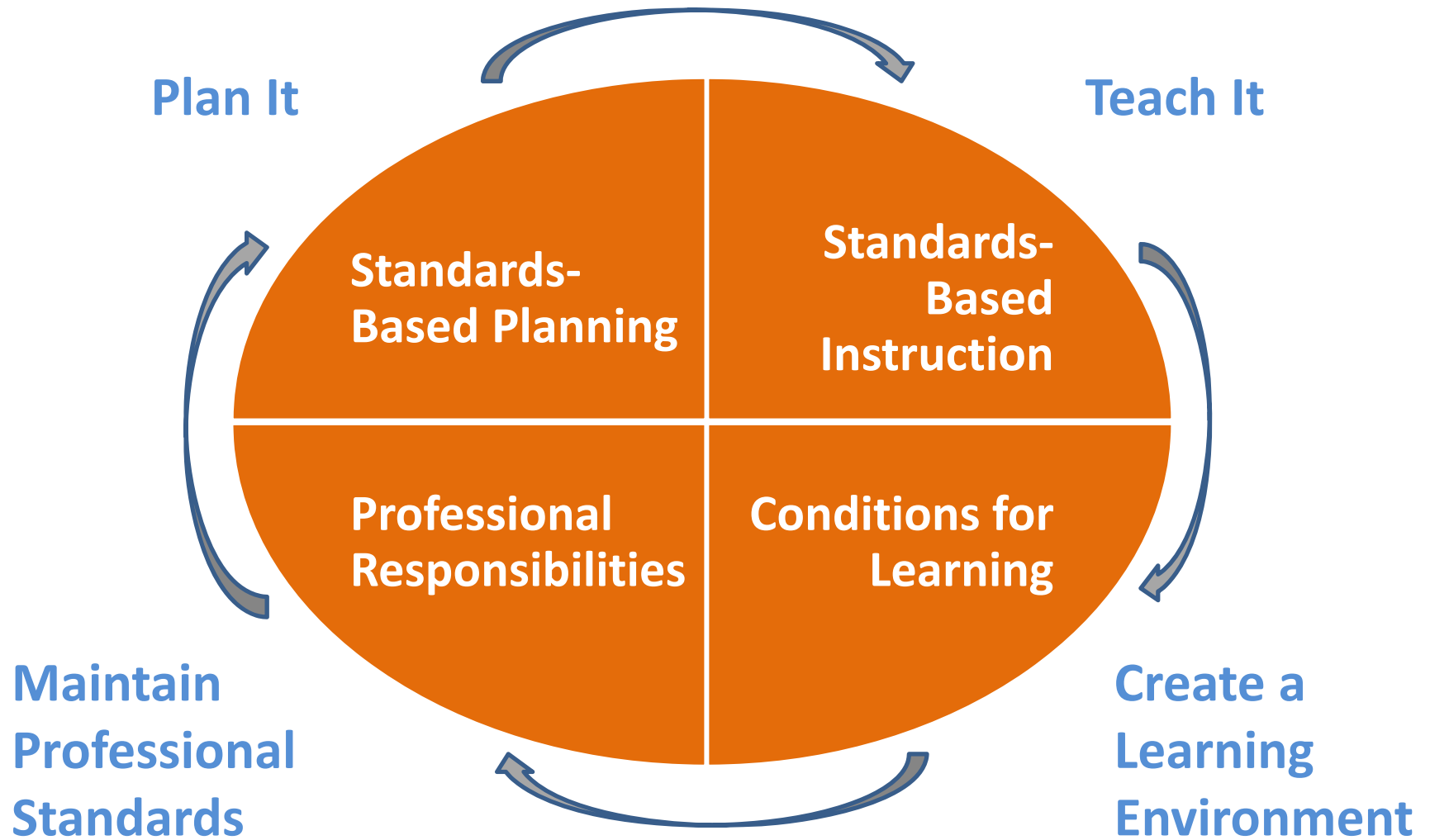
- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Standards-Based Instruction

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Professional Responsibilities

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration



Planning Standards-Based Lessons/Units

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning <i>and</i> provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

Identifying Critical Content from the Standard

Required evidence in every lesson

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Engagement Strategies

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to cognitively engage or re-engage students with the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses engagement strategies to cognitively engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Promoting Teacher Leadership and Collaboration

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration <i>and</i> provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

PROFESSIONAL GROWTH PLAN & STUDENT GROWTH MEASURES GUIDANCE

Guidelines for Scoring Multiple Measures of Student Growth

After reviewing the SBA's evidences of aggregate student growth, evaluators will select one of the categories below in the chart that best describes the SBA's overall attainment of the objectives.

At the end of each school year, the SBA and the direct supervisor will meet to review the aggregate student growth data. Using this rubric, the direct supervisor will assign the SBA a rating reflecting the SBA's contributions to aggregate student growth.		
HIGHLY EFFECTIVE 3	Contributions to Student Growth Exceeding Expectations	Evidence across all aggregate student growth measures indicates high levels of aggregate student growth, and staff is able to articulate specific actions taken in order to support aggregate student growth. This category is reserved for the staff member who has surpassed expectations and/or demonstrated an outstanding impact on aggregate student growth.
EFFECTIVE 2	Contributions to Student Growth Meeting Expectations	Evidence across all student growth measures indicates expected levels of student growth, and staff member is able to articulate specific actions taken in order to support student growth, OR evidence indicates some student growth, and the staff member can demonstrate he/she took all practical, reasonable and expected steps to foster student growth. This category applies to the educator who has achieved student growth expectations and/or demonstrated a notable impact on student learning.
MINIMALLY EFFECTIVE 1	Contributions to Student Growth Below Expectations	Evidence across all student growth measures indicates partial student growth. Staff member has a limited ability to articulate specific actions taken to support student growth and factors inhibiting student growth. Educator may have nearly met all objectives. This category applies to the educator who has demonstrated an impact on student learning, but overall has not met the expectations.
INEFFECTIVE 0	Minimal or No Contribution to Student Growth	Evidence across all student growth measures indicates minimal or no student growth. Staff member is neither able to articulate specific actions taken to support student growth nor the factors inhibiting student growth. This category applies to the staff member who has not met the expectations described in his/her student growth measures and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting goals and gathering evidence for student growth measures.

GUIDANCE FOR PROFESSIONAL GROWTH PLAN AND STUDENT GROWTH MEASURES

State law requires the teacher's evaluation rating to be based on student growth. The percentage of the teacher rating based on student growth measures will be as prescribed by State law. This approach allows for the development and ongoing monitoring of growth measures and the data tools needed to ensure teachers have access to student growth data.

Annually, teachers will use a goal setting process to establish student growth goals and to develop a plan for professional growth. The goal setting process requires the identification of student growth measures that will assist the teacher in determining student growth throughout the school year. The professional growth plan identifies the instructional rubrics and supports the teacher will use and/or need to attain identified goals.

SELECTING STUDENT GROWTH MEASURES

Student growth measures are required as part of each teacher's evaluation. Staff will use two general classifications of student growth measures: REQUIRED and SELECTED. At least four (4) total measures will be part of a teacher's student growth documentation. Staff members are not limited in the number of student growth measures they can select to be part of their evaluation. All staff will include these three required measures as part of their evaluation:

- State-issued assessments,
- Nationally-normed and/or Locally developed beginning and end-of-grade/- course assessments, and
- Progress on School Improvement, department-wide or learning team goals selected, pursued and measured collaboratively.

Staff must choose at least one selected measure as a part of student growth measures. Examples of selected measures may include, but are not limited to:

- Progress on Individual Education Program (IEP) goals.
- Department developed assessment measures (formative and summative), including but not

limited to pre/post testing of students.

- District-approved diagnostic assessments including:
- State-sanctioned testing such as. World Class Instructional Design and Assessment (WIDA)
- Testing conducted by District-sanctioned organizations: International Baccalaureate, College Board (AP).
- District-wide norm reference testing, NWEA,
- Progress toward student growth goals as developed by a teacher and approved by their administrator as part of professional development goal-setting.
- Performance-based student work aligned to District/state content standards and scored by a common rubric assessing papers, portfolios, projects, presentations and performances. Common rubrics will be developed over time by job-alike groups.
- Measures of student engagement or educational attainment (e.g., credits earned, graduation rates, dropout rates, absenteeism, failure rates, disciplinary rates, etc.).
- Interim/Benchmark Assessments (i.e., quarterly or end-of- unit), Response To Instruction screeners.

Anything facilitating the thoughtful collection of and reflection upon data which will aid in student growth, and in staff's efforts to aid student growth, will be considered while assessing student growth through the various measures. This may include, but is not limited to, time and training related to data literacy, assessment, collaboration, instructional problem-solving, and scheduling considerations which will aid staff in their efforts to foster student growth.

Groups of staff (e.g., school, department, team, job-alike group) may use other measures not listed above if agreed upon by the group and the administrator/designee and approved by the superintendent or designee.

While all staff is expected to positively impact all students, for the purpose of measuring student

growth, each staff is expected to identify a targeted population. Each staff member will identify specific student groups served, courses and/or content areas taught in which student growth will be demonstrated. Examples include:

A high school social studies teacher who teaches Civics, AP World History and Economics may select their Civics course (a 9th grade required course) as the targeted population.

An elementary art teacher, who teaches Kindergarten through 4th grade student, selects to target 4th grade students.

A 5th grade teacher who teaches multiple content areas, selects to focus on student growth in mathematics.

A high school language arts teacher selects to target the writing skills of male students based on a school improvement goal.

PROCEDURES FOR SELECTING STUDENT GROWTH MEASURES AND MONITORING STUDENT GROWTH

Identify the required and selected student growth measures from the list delineated on page 8.

These measures must be specified and approved by administration during the September- October conference. Staff and administration are encouraged to collaborate to identify student growth measures during the spring conference during the “prior” year. In the fall of the current evaluation year, staff may elect to modify student growth measures identified in this manner.

When grade level state-mandated assessments do not match with staff assignment, the staff member will have the state assessment results included in their evaluation, as this is required by law. In these cases, the administration and staff member will discuss state-mandated assessment as part of their final evaluation conference. Alternatively, these staff may elect to conduct a departmental data review and provide the results of this dialogue to their administrator during their final evaluation conference

During the months of December and March, there can be a check-in where the teacher and administrator/designee discuss student growth and the professional growth plan. Ongoing feed- back

based on formative assessments and interim student achievement should be part of the process.

Additional meetings may occur throughout the year dependent upon the individual staff member’s professional growth plan.

During the spring, the teacher and the administrator/designee will meet to review student growth, which is the compilation of all student growth measures both required and selected. Within the meeting, the staff member and administrator/designee will review the Professional Growth Plan & Student Growth Measure Year-End Reflection Form. Using the Guidelines for Scoring Multiple Measures of Student Growth, the administrator will assign the teacher a rating reflecting the teacher’s contributions to student growth.

In the case of staff who work in multiple locations, teach multiple subject areas, or fulfill multiple roles, the staff member and applicable administrators/designee will collaborate to develop an appropriate evaluative procedure for that staff member.

SCORING MULTIPLE MEASURES OF STUDENT GROWTH

After reviewing each Student Growth Measure individually, the evaluator will make a holistic judgment about the teacher’s overall impact on student learning. Using the Student Growth Measures Scoring Guidelines below, evaluators will look at the whole body of evidence across all Student Growth Measures and assign the staff member an overall rating based on the Guidelines for Scoring Multiple Measures of Student Growth. When the results do not clearly indicate an overall rating, administrator/designee should draw upon their expertise and apply their own judgment.

GUIDELINES FOR SCORING MULTIPLE MEASURES OF STUDENT GROWTH

After reviewing the teacher’s evidences of student growth, evaluators will select from the chart one of the categories that best describes the teacher’s overall attainment of the objectives.

PROFESSIONAL GROWTH PLAN AND STUDENT GROWTH MEASURES GUIDANCE

BENEFITS OF THE FOCUSED TEACHER EVALUATION MODEL

As indicated in the teaching map in Figure 1, the Focused Model identifies key elements, or professional and instructional strategies, divided into four domains, or areas of expertise: Standards Based Planning (3 elements); Standards-Based Instruction (10 elements), Conditions for Learning (7 elements), and Professional Responsibilities (3 elements). Like the comprehensive model, the Focused Model utilizes common five-point scales.

The performance scales provide a developmental continuum for teachers on five levels of proficiency: Not Using (0), Beginning (1), Developing (2), Applying (3), and Innovating (4).

Student Growth will have the following percentage on the evaluation tool based on the Michigan Compiled Law – MCL-380.1249(2)(a)(i):

SELECTING AGGREGATE STUDENT GROWTH MEASURES

Aggregate student growth measures are required as part of each teacher’s evaluation. Staff will use two general classifications of aggregate student growth measures: Required and Selected. At least four (4) total measures will be part of a teacher’s student growth documentation. Teachers are not limited in the number of student growth measures they can select to be part of their evaluation.

All teachers will include these three required measures as part of their evaluation:

- State-issued assessments;
- NWEA assessments; and
- Progress toward the attainment of school or district improvement goals.

A teacher must choose at least one selected measure as a part of aggregate student growth measures. Examples of selected measures may include, but are not limited to:

- Department developed assessment measures (formative and summative), including but not limited to pre/post testing of students.

- District-approved diagnostic assessments such as the Pearson Development Reading Assessment (DRA).
- State-sanctioned testing such as WIDA.
- Testing conducted by District-sanctioned organizations: International Baccalaureate, College Board (AP).
- District-wide standardized testing: SAT.
- Progress toward student growth goals as developed by the teacher and approved by his/her direct supervisor as part of professional development goal setting.
- Performance-based student work aligned to district/state content standards and scored by a common rubric assessing papers, portfolios, projects, presentations and performances.
- Measures of student engagement or educational attainment (e.g., credits earned, graduation rates, dropout rates, absenteeism, failure rates, disciplinary rates, etc.).
- Interim/Benchmark Assessments Response to Instruction screeners (i.e., quarterly or end-of-unit).
- Implementation of District Initiatives (i.e., Professional Learning Teams, Response to Intervention, Positive Behavior Intervention and Support, Instructional Consultation Teams, Teacher Growth and Evaluation Model).

Aggregate student growth and assessment data to be used for the teacher annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations. Teachers in unique assignments and/or roles will collaborate with their direct supervisor in determining the definition of aggregate student growth and assessment data.

LIST OF DATA SOURCES	
M-STEP Scale Scores (3-8)	IEP Goals
MME Scale Scores	Standardized Assessments
NWEA-MAP Performance Assessments	SAT
Developmental Reading Assessment (DRA2)	Graduation Rates
Benchmark Assessments	End of Course/Common Assessments
Classroom Assessments/Grades	Standardized Assessments
Project Based Student Performance	PSAT
IB Criterion Scores	Kindergarten Entry Assessment (KEA)
Qualitative Reading Inventory (QRI)	DIEBLES (Dynamic Indicators of Basic Early Literacy Skills)

PROCEDURES FOR SELECTING AGGREGATE STUDENT GROWTH MEASURES AND MONITORING STUDENT GROWTH

1. Identify the required and selected aggregate student growth measures. These measures must be specified and approved by the teacher’s direct supervisor during the August–October conference. Teachers are encouraged to collaborate with their direct supervisor and staff to identify student growth measures during the spring conference during the “prior” year. In the fall of the current evaluation year, teachers may elect to modify aggregate student growth measures identified in this manner.
2. Additional meetings may occur throughout the year dependent upon the teacher’s professional growth plan.
3. During the spring, the teacher and his/her direct supervisor will meet to review student growth, which is the compilation of all aggregate student growth measures both required and selected. Within the meeting, the teacher and direct supervisor will review the Professional Growth Plan & Aggregate Student Growth Measure Year-End Reflection Form. Using the Guidelines for Scoring Multiple Measures of Student Growth and reflective dialogue with the teacher, the direct supervisor will assign the teacher a rating reflecting the teacher’s contributions to student growth.

SCORING MULTIPLE MEASURES OF STUDENT GROWTH

At the spring conference, the direct supervisor must review each teacher’s student growth measures. The teacher will be responsible for providing to the direct supervisor the Professional Growth Plan & Aggregate Student Growth Measure Year-End Reflection Form and data that provide evidence of aggregate student growth. After reviewing each student growth measure individually, the evaluator will make a holistic judgment about the teacher overall impact on student achievement. Using the student growth measures scoring guidelines below, evaluators will look at the whole body of evidence across all student growth measures and assign the teacher an overall rating based on the Guidelines for Scoring Multiple Measures of Aggregate Student Growth. When the results do not clearly indicate an overall rating, direct supervisors should draw upon their expertise and apply professional judgment.

TEACHER TIMELINE

This timeline delineates the major activities throughout the evaluation process. Specific details to support implementation of each activity are noted throughout this manual.

September-October (Goal Setting)

All teachers meet with the administrator/designee for goal(s) setting (If not done in the spring of the prior year – refer to Spring/June portion of timeline. This also includes all new hires). The teacher must

also develop the professional growth plan which includes:

- Observations (more than one);
- Assessment/Data to be used to determine student growth; and,
- Desired/necessary professional supports.

The administrator/designee must meet with each first year probationary teacher and teacher who was rated as minimally effective or ineffective in the previous year-end evaluation to develop, in consultation with the teacher, an Individualized Development Plan (IDP) which includes specific performance goals and any professional development designed to support the teacher.

December

The December checkpoint is an opportunity for teachers to review progress toward their goal and the professional growth plan to ensure adequate progress. The review should include consideration of:

- Observations (more than one) and feedback/reflections;
- Assessment/Data used to determine student growth; and,
- Desired/necessary professional supports.

Based on progress toward the goal(s), the teacher may decide to continue to work toward the established goal(s), revise the goal(s), or create a new goal(s). The Professional Growth Plan & Student Growth Measure Selection Form must be revised and submitted to the administrator/designee when the goal is revised or a new goal is created.

January - Mid Year

Teachers on an IDP and an administrator/designee must meet to review progress toward the IDP goals and the professional development designed to support the teacher.

If a teacher on an IDP is making adequate progress, the IDP will be reviewed and collaboratively revised as needed. If a teacher is not demonstrating progress, the administrator and teacher will review the IDP and revise the IDP, in consultation with the teacher, to include specific performance goals and training for the remainder of the year in order

to assist the teacher in attaining the goals and improving his/her rating.

March

The March checkpoint is an opportunity for all teachers to review progress toward their goal and the professional growth plan to ensure adequate progress. The review should include consideration of:

- Observations (more than one) and feedback/reflections;
- Assessment/Data used to determine student growth; and,
- Desired/necessary professional supports.

Based on progress toward the goal, the teacher decides to continue to work toward the established goal(s), or revise the goal(s), or create a new goal(s). The Professional Growth Plan & Student Growth Measure Selection Form must be revised and submitted to the administrator/designee when the goal is revised or a new goal is created.

Spring through June

All teachers **must** review progress toward their goal and the professional growth plan and document final progress/attainment. The documentation should include:

- Observations (more than one) and feedback/reflections;
- Student growth as revealed through the required and selected measures; and
- Progress toward and/or benefits of the professional supports identified in The Professional Growth Plan & Student Growth Measure Selection Form.

A year-end meeting with the administrator/designee must be convened and include reflection and a collaborative review of the teacher's progress throughout the year based on data, observation feedback, and assessment of the teacher's professional responsibilities and relevant training and special contributions using the Professional Responsibility and Relevant Training & Special Contributions Rubrics. After review of all growth and evaluation components, the administrator/designee will provide the final rating for each teacher. Any

teacher who disagrees with the final rating may use the appeal process.

After the first year of goal development is complete, goal setting for the following year may be completed during the spring meeting with the administrator/designee. The professional growth and support plan will include recommended resources and/or training(s) in order to aid the teacher in reaching his/her goals. If a teacher would like to change his/her goals in the fall, it may be done by following the same process.

FCS Education Evaluation Process Timeline	
Task	Deadline
1 st Informal Observation	October 1, 2017
Professional Learning Plan	October 31, 2017
1 st Formal Observation	November 25, 2017
2 nd Formal Observation for Teachers trending towards Minimally Effective and Ineffective	January 29, 2018
2 nd Informal Observation	January 29, 2018
2 nd Formal Observation for Teachers trending towards Highly Effective and Effective Teachers and	PSAT
3 rd Formal Observation for Minimally Effective and Ineffective Teachers	March 4, 2018
Final (Summative) Evaluation	May 27, 2018

OBSERVATION GUIDELINES & TIMELINES

Teacher Evaluation is a yearlong opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: student growth, planning and preparation, the classroom environment, instruction, and professional responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

September – November

1. All teachers receive an initial observation.
Observations:
 - May be conducted by the principal or their designee;
 - Use the Teacher Performance Rating Form (Formal Observation #1);
 - Use the Framework for Teaching Domain Levels of Performance to determine where the teachers fall on the scale based on observation;
 - Do not need to be an entire class period, but should be long enough to capture adequate information on the element(s) being observed.

Observations may not include all elements or sub-elements; observers should only record what is observed, put an “X” in a rating box for each sub-element; and record any comments/recommendations for each element.

2. Have each teacher complete a Professional Learning Plan (PLP).
 - Use the Professional Learning Plan Template
3. Conduct an initial meeting (post-observation) with the teacher.
 - Review your observation with the teacher.
 - Reviews the teachers’ PLP and make recommendations.
 - Sign and have the teacher sign the PLP.
 - Provide the teacher access to the evaluation materials: rubric, observation form, etc.
 - Submit names of new teachers (1-3 years as certified teacher or teachers new to the District)

November – April

(may begin sooner, if all of the above are completed)

4. Support and assist teachers.
 - Recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to the Deputy Superintendent.
 - Conduct additional observations as needed/desired. A mid-year observation (at least 1) must be conducted for struggling teachers and new teachers. Observations:
 - Are conducted by the principal or their designee.
 - Use the Teacher Performance Rating Form (Formal Observation #2).
 - Encourage and support teachers in implementing their PLPs.
 - Teacher collects artifacts/documentation to support each core element.

April – May

1. Conduct end-of-year observation.
 - Conduct teacher conference.
 - Teacher brings artifacts/documentation as evidence for each core element.
 - Determine, share, and record Final Summative Evaluation (based on End of Year Observations and Data).
 - Complete Annual Rating Form.
 - Determine and record Effectiveness Label per rating scale.
 - Record Attendance and Discipline information.
 - Have teachers list Contributions and Accomplishments.
 - Evaluator and Teacher sign forms.

June – June

Year-Round Activities

- Teacher continues to collect artifacts/documentation.
- Encourage and support teachers in implementing their PLP.

FLINT COMMUNITY SCHOOLS EDUCATOR EVALUATION PROCESS APPENDIX

The following forms can be found in this appendix.

- A. Request for Assistance and Support
- B. Professional Growth Plan and Student Measure Selection Form
- C. Student Growth Measure Reporting and Reflecting Form for Mid-Year Checkpoints throughout the Year
(Staff with an IDP or other Select Staff)
- D. Student Growth Measures Reporting and Reflecting from For End of The Year
- E. Plan of Observation
- F. Individual Development Plan Rationale for Staff member rated minimally effective or ineffective
- G. Rating Determination Form
- H. Calculation and Reporting
- I. Teacher Evaluation Form
- J. Attendance and Discipline Scales for Teach Final Rating
- K. Professional Development Options
- L. Glossary

REQUEST FOR ASSISTANCE AND SUPPORT

This form is used to request assistance and professional development for non-tenured and tenured certified teachers.

Employee Name: _____ School: _____

Please complete the following information as it relates to observed teaching performance. List the areas of concern and the support that has been provided prior to this request.

Areas of Concern:

Delivery of Instruction	Lesson Planning
Classroom Management/Discipline	Knowledge of Subject
Record Keeping	Other

Support Provided:

Informal Observations (Please specify dates.)	Classroom Assistance (Please specify assistance was provided.)
Individual Conferences/Meetings (Please specify date.)	Professional Learning Plan (Has one been completed and reviewed?)
Professional Development Opportunities (Please list titles and dates.)	Specify any other support provided.

Support Requested:

Content Area Instructional Specialist	Professional Development
Mentor Teacher	Other (Please specify.)

Principal's Signature: _____

PROFESSIONAL GROWTH PLAN & STUDENT GROWTH MEASURE SELECTION FORM

Educator: _____

Date: _____

Directions: All staff must complete the following sections of this form. This form may be prepared at the spring meeting for the following year, or may be completed for the September-October goal-setting meeting. Throughout the year, staff members should review progress on their goal and determine whether the goal should be continued, revised, or replaced. (See pages of the FCS Professional Growth and Teacher Evaluation Process).

Professional Growth Goal Statement: What is your goal for growth in your professional practice? (This can include a focus on specific element(s) from Marzano’s Art and Science of Teaching Framework, or department-developed frameworks for quality practice that may apply to staff other than classroom teachers.) What student knowledge and/or skills will grow as a result?

Response: _____

Rationale and Alignment: What data or information led you to select this goal? How is it aligned to content standards, district goals, school goals and/or departmental goals?

Response: _____

Student Growth Measure(s): UPDATE THE BOX BELOW PER FCS REQUIRED MEASURES

All staff will include these three required measures as part of their evaluation:

- State-issued assessments, (NWEA, MSTEP, MME, and/or MI Access)
- Locally developed beginning and end of grade or end of course assessment(s), and
- Progress on School Improvement, department wide or learning team goals selected, pursued and measured collaboratively.

Staff must also choose at least one selected measure as part of student growth measures. Examples of selected measures can be found on Page 18 of the FCS Professional Growth and Teacher Evaluation Process.

REQUIRED MEASURES

What student data will be collected to measure progress on your goal? Please describe what specific tool(s) will be utilized to collect the student performance data. List the three required student growth measures and your selected measure(s).

Response: _____

Targeted Student Population: From what group(s)/class(es) of students will you collect data to assess progress on your goal?

Response: _____

PROFESSIONAL GROWTH PLAN & STUDENT GROWTH MEASURE SELECTION FORM

Supports, Professional Development, Materials, and/or Resources: What supports, professional development, materials and/or resources will assist you in meeting your goal? (See Appendix J of the FCS Professional Growth and Teacher Evaluation Process)

Response: _____

Check if you fall into one of the following categories. If so, you and your administrator will develop an Individualized Development Plan outlining specific performance goals and recommended training that will assist in improving effectiveness.

First year probationary staff member. (With your administrator, review the sections already completed above to assure that they include a Professional Growth Goal Statement, and that the support and PD above include training that will assist in improving effectiveness. Make any adjustments needed to assure these requirements are met. Once that is done, this constitutes your first-year probationary staff member Individualized Development Plan, and nothing additional is required.)

Staff member rated as minimally effective or ineffective in the previous year evaluation. (If this box is checked, refer to Appendix F.)

Sign and date this form after completion and discussion between the teacher and administrator/designee.

Educator Signature: _____

Date: _____

Administrator/Designee Signature: _____

Date: _____

APPENDIX C

STUDENT GROWTH MEASURE REPORTING AND REFLECTING FORM FOR MID-YEAR AND CHECKPOINTS THROUGHOUT THE YEAR (STAFF WITH AN ID OR OTHER SELECT STAFF)

Directions: This form must be used mid-year by all first year probationary teachers and any teacher rated as minimally effective or ineffective in the previous school year (those who completed the IDP section of the Professional Growth Plan & Student Growth Measure Selection Form). Additionally, to generate growth-oriented dialogue, the use of this form may be initiated by the educator or direct supervisor at select timeline checkpoints or at any point throughout the year.

Educator: _____ Date: _____

Growth, Dialogue and Reflection on Future Practice: To the staff member: What are you and/or your team working on with regard to your professional growth goal? How are you/your team progressing on your goal? How is this demonstrated by evidence of student learning? What targets have been met, and to what degree? How will this information shape future action and practice?

Information and data may be attached.

Response: _____

Contributing Factors: What are possible factors which impacted the performance of students/staff, positively or negatively? What factors impacted your progress on your personal growth plan?

Response: _____

Professional Growth Plan Revision: Based on your experience and learning thus far, do you need to make any changes to your goal and/or support plan? If so, revise your Professional Growth Plan (Appendix A) and submit it to your administrator/designee for approval.

Response: _____

If the staff member is a first year probationary staff member, was rated Minimally Effective or Ineffective on their last year-end evaluation, or if action beyond that described above is needed, the staff member and administrator need to complete the following section:

Please check:

- First year probationary staff member
- Educator rated as minimally effective or ineffective in the previous year evaluation
- Other (please explain): _____

STUDENT GROWTH MEASURE REPORTING AND REFLECTING FROM FOR END OF THE YEAR

Recall this information from the beginning of the school year about required measures (page 8 of FCS Teacher Professional Growth and Evaluation Process): NOTE: INCLUDE NWEA WHERE FCS DETERMINES

All staff will include these three required measures as part of their evaluation:

- State-issued assessments, (M-STEP, MME, and/or MI Access)
- Locally developed beginning and end of grade or end of course assessment(s), and
- Progress on School Improvement, department wide or learning team goals selected, pursued and measured collaboratively.

Staff must also choose at least one selected measure as part of student growth measures. Examples of selected measures can be found on Page 8 of the FCS Professional Growth and Teacher Evaluation Process.

DIRECTIONS: This form, along with, the Guiding Questions for Final Evaluation Meeting, is intended to guide and foster professional discourse which leads to growth and improvement for all staff.

Educator: _____

Date: _____

Restate Goal:

Growth: What does the data from the required and selected measures reveal about student growth? Staff should explain evidence of student learning. Which targets were met and to what degree? What is working or needs to be worked on in regard to your stated goal? Additional reports or evidence may be attached to describe growth.

Response: _____

Reflection: What did the data tell you about student learning and/or your professional growth? How did you respond to the data? In what ways do you believe your teaching practices impacted student growth?

Response: _____

Contributing Factors: What are possible factors which impacted the performance of students, positively or negatively? What factors impacted your progress on your personal growth plan?

Response: _____

Implications for Future Practice: How does your consideration of student growth, your reflections and the contributing factors inform your growth as an educator? What will you do differently next year?

Response: _____

Sign and date this form after completion and discussion between the teacher and administrator/designee.

Educator Signature: _____

Date: _____

Administrator/Designee Signature: _____

Date: _____

PLAN OF OBSERVATION

Specific Performance Goal to Improve	Recommended Training and/or Action	Who Is?	Check in Date(s)	Anticipated Outcome/ Evidence Increased Effectiveness

Plan of Observations: Refer to pages 12-13 of the Professional Growth and Teacher Evaluation Process. To assure that the staff member has the opportunity to receive growth-oriented feedback, a plan of observations should be established. The plan of observations by the evaluator must include planned, focused, and walk-through observations. There needs to be a minimum of six (6) observations in total. Documentation may include scripting, anecdotal observation notes, etc., and follow-up dialogue to provide feedback to the staff member must occur. Since one or more of the observations may be walk-throughs, there need not be six planned observations listed below.

Planned Observation Date	Observer

Is the staff member being referred to the Peer Support Process? Notify HR if staff member is being referred.

Yes

No

Sign and date this form after completion and discussion between the teacher and administrator/designee.

Educator Signature: _____

Date: _____

Administrator/Designee Signature: _____

Date: _____

APPENDIX F

INDIVIDUALIZED DEVELOPMENT PLAN RATIONALE FOR STAFF MEMBER RATED MINIMALLY EFFECTIVE OR INEFFECTIVE

Educator: _____

Date: _____

The law requires that when an educator was rated as minimally effective or ineffective in his or her most recent annual year-end evaluation, the administrator, in consultation with the educator, develops an individualized development plan that includes specific performance goals and recommends training to assist the educator in improving his or her effectiveness. A plan of observations will also be developed below to assist the educator in improving his or her effectiveness.

Key factors leading to minimally effective/ineffective rating on most recent year-end evaluation (Refer specifically to rubrics and scores from prior evaluation in response):

Response: _____

Educator and administrator: Complete the chart below to indicate specific Performance Goals, and Recommended Training and Actions to Improve Effectiveness:

Specific Performance Goal to Improve	Recommended Training and/or Action	Who Is?	Check in Date(s)	Anticipated Outcome/ Evidence Increased Effectiveness

Plan of Observations and Follow-Up Dialogue: To assure that the staff member has the opportunity to receive growth-oriented feedback, a plan of observations should be established. The plan of observations by the evaluator must include planned, focused, and walk-through observations. There needs to be a minimum of six (6) observations. Documentation may include scripting, anecdotal observation notes, etc., and follow-up dialogue to provide feedback to the staff member must occur. Since one or more of the observations may be walk-throughs, there need not be six planned observations listed below.

Planned Observation Date	Observer

Is the staff member being referred to the Peer Support Process? Notify HR if staff member is being referred.

Yes

No

Sign and date this form after completion and discussion between the teacher and administrator/designee.

Educator Signature: _____

Date: _____

Administrator/Designee Signature: _____

Date: _____

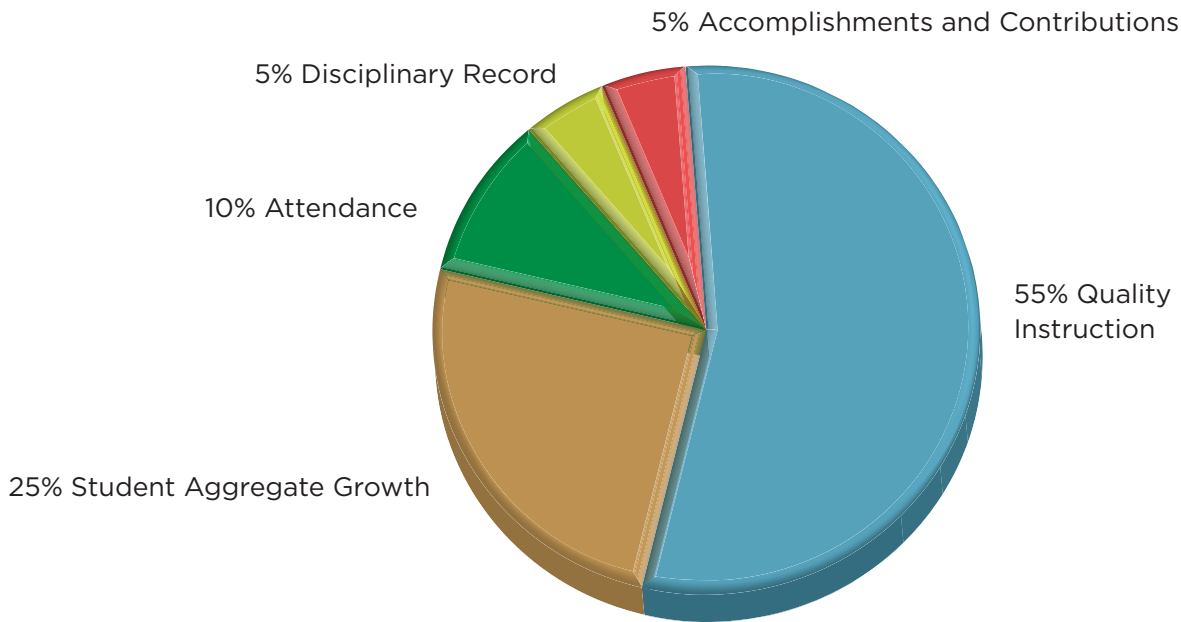
RATING DETERMINATION FORM

Each teacher’s final rating is comprised of data from student growth and quality instructional, professional responsibility and relevant training and contributions rubrics and reflections. The individual rating will be one of four ratings: Highly Effective, Effective, Minimally Effective or Ineffective. The table below describes the weight of the various components in determining the final rating.

In the school year , 2017-2018 student growth will reflect 25% of teacher evaluations. Student growth will be demonstrated in myriad ways. The remaining 75% of teacher evaluations will break down as such:

- 55% Quality Instruction (Marzano Rubrics to include Standards-Based Planning, Standards-Based Instruction, Conditions for Learning)
- 10% Attendance
- 5% Disciplinary Record
- 5% Accomplishments and Contributions

In the school year, 2018-2019, student growth will reflect 40% of teacher evaluations. Student growth will be demonstrated in myriad ways. The remaining 60% of teacher evaluations will break down as such:



The staff member’s rating for the _____ school year is

- Highly Effective Effective Minimally Effective Ineffective

Sign and date this form after completion and discussion between the teacher and administrator/designee.

Educator Signature: _____

Date: _____

Administrator/Designee Signature: _____

Date: _____



Calculation and Reporting

Each educator must have an effectiveness label reported to the state by June 30.

Computing Annual Rating

Factor	Percent
Student Growth as a Predominant Factor	25
Quality Instruction	55
Attendance	10
Disciplinary Record	5
Accomplishments and Contributions	5
Total Possible Points	100

Percent	Rating	Effectiveness Rating
90-100	3	Highly Effective
80-89	2	Effective
70-79	1	Minimally Effective
0-69	0	Ineffective



Form 1: Teacher Performance Rating										Required			
Teacher Name:		Due: Formal Observation #1 Date: _____				Due: Formal Observation #2 Date: _____				Final Summative Evaluation Date: _____			
School:		Ineffective	Minimally Effective	Effective	Highly Effective	Ineffective	Minimally Effective	Effective	Highly Effective	Ineffective	Minimally Effective	Effective	Highly Effective
School Year:													
Grade/Subject/Dept:													
Evaluator:													
Status: <input type="checkbox"/> Probationary <input type="checkbox"/> Continuing													
Domain 1: Classroom Strategies and Behaviors													
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tracking Student Progress		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Celebrating Success		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishing Classroom Routines		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Organizing the Physical Layout of the Classroom		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identifying Critical Content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Organizing Students to Interact with New Content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Previewing New Content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Chunking Content into "Digestible Bites"		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Helping Students Process New Content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Helping Students Elaborate on New Content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Helping Students Record and Represent Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Helping Students Reflect on Learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Reviewing Content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Organizing Students to Practice and Deepen Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX I

Domain 1: Classroom Strategies and Behaviors												
16. Using Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Helping Students Examine Similarities and Differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Helping Students Examine Their Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Helping Students Practice Skills, Strategies, and Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Helping Students Revise Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Organizing Students for Cognitively Complex Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Providing Resources and Guidance for Cognitively Complex Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Noticing When Students are Not Engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Using Academic Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Managing Response Rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Using Physical Movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Maintaining a Lively Pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Demonstrating Intensity and Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Using Friendly Controversy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Providing Opportunities for Students to Talk about Themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Presenting Unusual or Intriguing Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Demonstrating "Withitness"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Applying Consequences for Lack of Adherence to Rules and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Acknowledging Adherence to Rules and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Understanding Students' Interests and Backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX I

Domain 1: Classroom Strategies and Behaviors												
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Displaying Objectivity and Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Demonstrating Value and Respect for Low Expectancy Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Asking Questions of Low Expectancy Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Probing Incorrect Answers with Low Expectancy Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note:												
Domain 2: Planning and Preparing												
42. Effective Scaffolding of Information within Lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Lessons within Units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Attention to Established Content Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Use of Available Traditional Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Use of Available Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Needs of English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Needs of Students Receiving Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Needs of Students Who Lack Support for Schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note:												

APPENDIX I

Domain 3: Reflecting on Teaching												
50. Identifying Areas of Pedagogical Strength and Weakness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Evaluating the Effectiveness of Individual Lessons and Units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Developing a Written Growth and Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Monitoring Progress Relative to the Professional Growth and Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note:												
Domain 4: Collegiality and Professionalism												
55. Promoting Positive Interactions with Colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. . Promoting Positive Interactions about Students and Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Seeking Mentorship for Areas of Need or Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Mentoring Other Teachers and Sharing Ideas and Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Adhering to District and School Rules and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Participating in District and School Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note:												

APPENDIX I

Professional Assistance Given: 	Plan of Action: a. Recommendations for Improving Performance and Length of Time for Achieving Results: b. Consequences if No Improvement:
---	--

Teaching Performance Rating Based on Final Summative

<input type="checkbox"/> Ineffective (0)	<input type="checkbox"/> Minimally Effective (1)	<input type="checkbox"/> Effective (2)	<input type="checkbox"/> Highly Effective (3)
6 or more "Ineffective" ratings	2 or 4 "Ineffective" (or) 8 or more "Minimally Effective" ratings	0 "Ineffective" (and) Fewer than 8 "Minimally Effective" ratings	At least 14 "Highly Effective" (and) 0 "Ineffective" and "Minimally Effective" ratings

Fall Summative	Spring Summative
-----------------------	-------------------------

Evaluator's Name: _____	Teacher's Name: _____	Evaluator's Name: _____	Teacher's Name: _____
Date: _____		Date: _____	

Final Summative

Evaluator's Name: _____	Teacher's Name: _____	Teacher Performance Rating	
Date: _____			<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>



Form 2: Student Academic Progress Profile and Rating

Required

Teacher: _____	School Year: _____
School: _____	Grade/Subject/Dept: _____ / _____ / _____
Evaluator: _____	Status: <input type="checkbox"/> Probationary <input type="checkbox"/> Continuing

Student Academic Progress Profile

Assessment Names	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Academic Progress Rating
 (Sum of rubric scores divided by number of rubric scores)



Form 3: Teacher Final Rating		Required
Teacher: _____	School Year: _____	
School: _____	Grade/Subject/Dept: _____ / _____ / _____	
Evaluator: _____	Status: <input type="checkbox"/> Probationary <input type="checkbox"/> Continuing	

Numeric Scoring Matrix

Factor	Score	Factor Multiplier	Factor Total
Student Growth (25%)		x .25	
Marzano Framework for Teaching Domains (55%)		x .55	
Attendance (10%)		x .10	
Disciplinary Record (5%)		x .05	
Accomplishments and Contributions (5%)		x .05	

Final Teacher Evaluation Numerical Score

Teacher Comment:

Final Teacher Evaluation Rating

	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final Teacher Evaluation Rating



Form 4: Self Assessment Worksheet Required

Teacher:	School Year: _____	
School:	Grade/Subject/Dept: _____ / _____ / _____	
Evaluator:	Status: <input type="checkbox"/> Probationary <input type="checkbox"/> Continuing	

Review the rubrics for each of the four domains. After reflection, complete this self-assessment worksheet, assessing your levels of performance in each of the domains. Be prepared to discuss your performance with your principal or other administrator assigned to assess your teaching performance.

Key: **I = Ineffective**
 M = Minimally Effective
 E = Effective
 H = Highly Effective

	I	M	E	H
Domain 1: Classroom Strategies and Behaviors				
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tracking Student Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Celebrating Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishing Classroom Routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Organizing the Physical Layout of the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identifying Critical Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Organizing Students to Interact with New Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Previewing New Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Chunking Content into “Digestible Bites”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Helping Students Process New Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Helping Students Elaborate on New Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Helping Students Record and Represent Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Helping Students Reflect on Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX I

Domain 1: Classroom Strategies and Behaviors				
14. Reviewing Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Organizing Students to Practice and Deepen Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Using Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Helping Students Examine Similarities and Differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Helping Students Examine Their Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Helping Students Practice Skills, Strategies, and Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Helping Students Revise Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Organizing Students for Cognitively Complex Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Providing Resources and Guidance for Cognitively Complex Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Noticing When Students are Not Engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Using Academic Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Managing Response Rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Using Physical Movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Maintaining a Lively Pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Demonstrating Intensity and Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Using Friendly Controversy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Providing Opportunities for Students to Talk about Themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Presenting Unusual or Intriguing Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Demonstrating "Withitness"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Applying Consequences for Lack of Adherence to Rules and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX I

35. Acknowledging Adherence to Rules and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Understanding Students' Interests and Backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Displaying Objectivity and Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Demonstrating Value and Respect for Low Expectancy Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Asking Questions of Low Expectancy Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Probing Incorrect Answers with Low Expectancy Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note:				
Domain 2: Planning and Preparing				
42. Effective Scaffolding of Information within Lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Lessons within Units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Attention to Established Content Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Use of Available Traditional Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Use of Available Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Needs of English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Needs of Students Receiving Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Needs of Students Who Lack Support for Schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note:				
Domain 3: Reflecting on Teaching				
50. Identifying Areas of Pedagogical Strength and Weakness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Evaluating the Effectiveness of Individual Lessons and Units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Developing a Written Growth and Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX I

Domain 3: Reflecting on Teaching				
54. Monitoring Progress Relative to the Professional Growth and Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note:				
Domain 4: Collegiality and Professionalism				
55. Promoting Positive Interactions with Colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Promoting Positive Interactions about Students and Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Seeking Mentorship for Areas of Need or Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Mentoring Other Teachers and Sharing Ideas and Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Adhering to District and School Rules and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Participating in District and School Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note:				



FLINT COMMUNITY SCHOOLS
 Expect **More.** Achieve **More.**



**ATTENDANCE AND DISCIPLINE SCALES
FOR
TEACHER FINAL RATING**

Absences	Rating	Score
0-7	Highly Effective	3
8-10	Effective	2
11-13	Minimally Effective	1
14+	Ineffective	0

Discipline	Rating	Score
No Discipline (or Oral Warning)	Highly Effective	3
Written Reprimand	Effective	2
1-3*	Minimally Effective	1
4+*	Ineffective	0

***Formal Discipline that is issued must be confirmed by Human Resources for placement in the personnel file.**



FLINT COMMUNITY SCHOOLS

EXPECT MORE. ACHIEVE MORE.

PROFESSIONAL DEVELOPMENT OPTIONS

These are possible options teachers may choose to support their professional development.

PEER VISIT /LAB CLASSROOM WITH REFLECTION

- Invite a peer to observe a specific aspect of your teaching, so that together you can reflect on the teaching and learning taking place.
- Participate in a planning conversation to identify the focus of the lesson.
- Participate in a reflective conversation to discuss ideas for improving teaching and learning.

PROFESSIONAL VISITS

- Ask to observe a peer or a program.
- Participate in a planning conversation to identify the focus of the visit.
- Participate in a reflective conversation to discuss application ideas and clarify questions.

ACTION RESEARCH

- Study your own teaching/learning practices (as an individual or with a group) to make formal decisions on ways to improve instruction.
- Engage in action research steps in the following sequential order: observe situation; identify and pose a question; collect data; analyze data; identify action steps and implement; document and discuss; summarize and share lesson learned, implications, or conclusions.

STUDY GROUP

- Meet with a small group of educators on a voluntary basis to study and experiment with topics of interest around your craft that will increase your professional repertoire for the benefit of students.

AUDIO/VIDEOTAPING WITH ANALYSIS

- Create a tape to collect data for analysis and/or reflection.
- Participate in a peer reflective conversation focused on the audio/ videotape.

DELIVERY OF WORKSHOPS/COURSES

- Prepare, develop, and/or deliver courses or workshops.
- Provide a measurable educational impact for peers, parents, or others.

DEVELOP INSTRUCTIONAL MATERIALS

- Create collections of thematically-related materials and share with colleagues.

JOURNAL WRITING

- Reflect on or synthesize professional readings.
- Critique your own teaching or the teaching of a colleague.
- Record data from classroom observations; analyze trends.
- Write for a specific length of time or amount in response to a prompt, stem, or question.

NETWORKING

- Participate in regular or frequent collegial dialogue and collaborative activities focused on school improvement.
- Work with practitioners from different schools.
- Conduct purposeful work focused on educational change.
- Engage in practitioner-driven school-based renewal.

NEW CURRICULUM DEVELOPMENT

- Develop and pilot new curriculum and share with colleagues.

PARTICIPATION IN A WORKSHOP/COURSE/BOOK CLUB

- Apply strategies learned in the course to current instructional practice and share with colleagues.

TEACHER EXCHANGE PROGRAM

- Teach in another school, district, or country and share insights with staff.

TEAM TEACHING

- Plan, teach, and evaluate a unit collaboratively.
- Share responsibility for developing, presenting, and assessing a lesson.

COMMITTEE OR TASK FORCE PARTICIPATION

- Participate on a committee or task force at district, county or state level.

TEAM PLANNING

- Organize a grade level or content area team and work collaboratively on a project of mutual interest that results in student achievement.

COLLABORATIVE CLASSROOM

- Organize a small group of teachers to work together to develop a series of lesson plans. Each teacher will present one of the lessons while the other teachers observe and reflect upon that lesson before presenting it to their own classes. Teachers will rotate taking the role of the presenter or the observers.

MENTOR A NEW TEACHER

- Plan, develop and teach a component of the induction model for new teachers.

REVIEW OF PROFESSIONAL LITERATURE

- Pick a topic and read up-to-date professional literature, connecting it to your growth and student achievement.

PEER COACHING

- Coach a peer using a process such as working with a pair or trio of colleagues to observe each others' work. The teacher-to-teacher reflection and skill development should result in teachers becoming more self-directed decision-makers in their classroom. Increased professional dialogue will occur.

COMPILING RESOURCE DIRECTORY

- Compile annotated resources to share with your department such as, but not limited to, graphic/advance organizers, rubrics for various student projects or other department or grade level projects.

TECHNOLOGY SKILL

- Learn and implement a new medium for presenting students' work: video, PowerPoint, electronic portfolio.

OTHER

- Be specific. Propose an idea that you think is worthy of using as a self-directed professional growth project. Present it to your administrator/designee for discussion, review and possible pre-approve.

GLOSSARY

ADMINISTRATOR/DESIGNEE

- The person trained to and charged with observing and evaluating a teacher, as stated in Michigan law.

GROWTH MINDSET

- A continuous process through which teachers learn and grow through a system of professional development, engaging in self-reflection, performance observation and collaboration connecting personal goals with District goals and initiatives.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

- Required written plan for all first year probationary teachers and teachers rated Minimally Effective or Ineffective in the previous year's year-end evaluation.

PROFESSIONAL GROWTH PLAN

- Written plan documenting teacher and student growth goals and supports.

STUDENT GROWTH

- Measured increase in achievement, learning and/or skills of one or more students, often in a targeted population.

RESOURCES

Aguilar, E, Goldwasser, D. & Tank-Crestetto, K. (2011) Support Principals, Transform Schools. Coaching: The New Leadership Skill. October, 2011. 69(2), 70-73.

Allegheny Valley School District Professional Growth Plan for Teachers: A differentiated supervision and evaluation program. (2010). Cheswick, PA. 2010-2011 Pilot Draft #8.

Assessing Perceptions. Education for the Future Initiative (1991-2006). Education for the Future, Chico, CA.

Battelle for Kids. Selecting Growth Measures: A Guide for Education Leaders. (2011). Commissioned by: Bill & Melinda Gates Foundation. www.BattelleforKids.org.

Bernhardt, V. L. (2011). Responses to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a school wide prevention system. Larchmont, NY: Eye on Education.

Bernhardt, V. L. (2011). Data, data everywhere: Bringing all the data together for continuous school improvement. Larchmont, NY: Eye on Education.

Bernhardt, V. L. (2009). From questions to Actions: Using questionnaire data for continuous school improvement. Larchmont, NY: Eye on Education.

Bernhardt, V. L. (2004). Data analysis for continuous school improvement. Larchmont, NY: Eye on Education.

Bernhardt, V. L. Assessing Perceptions: Using Education for the Future Questionnaires. Education for the Future, Chico, CA.

Biggers, K. (2012). Linking teacher evaluation to professional development: Focusing on improving teaching and learning. Presentation for the Regional Comprehensive Center Staff hosted by the National Comprehensive Center for Teacher Quality.

Black, P. & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 92(1), 81-90 (digital edition exclusive).

Building Teacher Evaluation Systems: Learning From Leading Efforts. (2011) The Aspen Institute: Education & Society Program.

Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2011). Classroom assessment for student learning: Doing it right, using it well. Columbus, OH: Pearson/Allyn and Bacon/Merrill Education.

Chappuis, J. (2009). Seven strategies of assessment for learning. Columbus, OH: Pearson/Allyn and Bacon/Merrill Education.

Chappuis, J. & Chappuis, S. (2006). Understanding school assessment: A parent and community guide to helping students learn. Columbus, OH: Pearson/Allyn and Bacon/Merrill Education.

City, E.A. (2011) Learning from Instructional Rounds. Coaching: The New Leadership Skill. October, 2011. 69(2) p. 36-41.

Costa, A. & Garmston, R. Cognitive Coaching: A Strategy for Reflective Teaching. Northeast Georgia RESA. Teacher support specialist instructional handbook. Winterville, GA: p. 91-96.

Cromwell, S. (2008) Making Teacher Evaluations Work. School Administrators Article. Education World. http://www.educationworld.com/a_admin/admin/admin224.shtml.

Curtis, R. (2011) Building a Teacher Evaluation System that Measures Performance and Supports Improvement. Michigan Educational Research Association.

Danielson, C. (2007). Enhancing professional practice: A Framework for Teaching, 2nd edition. ASCD. Alexandria, VA.

Danielson, C. and McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. ASCD, Alexandria, VA.

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., Rothstein, J. (2012). Evaluating Teacher Evaluation. Kappan, V93, N6, p.8-15.

Davis School District Educator Assessment System (EAS): Acknowledging and Honoring Quality Performance. (June 2009). Davis, Utah. www.davis.k12.ut.us/district/staffdev/eas/index.html.

Desimone, L.M. (2011) A Primer on Effective Professional Development. R & D. Kappan. March 2011. kappanmagazine.org.

Dewitt Public Schools. Professional Growth and Evaluation Process for Certified Staff. July 14, 2003.

Donaldson, M. So Long Lake Wobegon? Using teacher evaluation to raise teacher quality. Center for American Progress. www.americanprogress.org/issues/2009/06/teacher_evaluation.html.

Downey, M. (2011) Smiley faces on new evals: Kids will mark them but will teachers have them? Get Schooled. <http://blogs.ajc.com/get-schooled-blog>.

DuFour, R. Work Together but only if you want to. (2011). Kappan V92 N5, p 57- 61. www.kappanmagazine.org

Dweck, C.S. Mindset: The New Psychology of Success. (2006). New York, Ballantine Books.

Dyer, K.M. (2001) The Power of 360-Degree Feedback. Educational Leadership. Evaluating Educators. February 2001. 58(6), 35-38.

Education Alliance of Michigan. Developing an Educator Evaluation System (Pages 18-21, 46-47, 96-99) Educator Effectiveness A Colorado Priority. The Colorado Department of Education. www.cde.state.co.us/EducatorEffectiveness/Partner-SCEE.asp.

Educator Evaluation Reforms at a Glance - Public Act 102, (MCL 380.1249). (2012) Prepared for MASA.

Educator Evaluations: Timeline, TSDL, Growth, "A Practical Guide..." (2011) Oakland ISD. Office of Psychometrics, Accountability, Research and Evaluation.

Evaluating Teacher Effectiveness. (2010) An Emerging Trends Report from Learning Point Associates.

Framework for teaching proficiency test instrument. (2011) Outcomes Associates, Inc.

Gallagher, C., Rabinowitz, S., & Yeagley, P. (2011) Key Considerations When Measuring Teacher Effectiveness: A Framework for Validating Teachers' Professional Practices. Assessment and Accountability Comprehensive Center, March 2011.

Gawande, A. (2011) Annals of Medicine: Personal Best: Top athletes and singers have coaches. Should you? Coaching a Surgeon: What Make Top Performers Better?. The New Yorker. http://www.newyorker.com/reporting/2011/10/03/111003fa_fact_gawande?printable=true.

Giving Teachers Useful Feedback. TNTP Reimagine Teaching. tntp.org/pilotlights. 76 Gladwell, M. (2008) Annals of Education: Most

Likely to Succeed. Predicting Success in Football and Teaching: The New Yorker. http://www.newyorker.com/reporting/2008/12/15/081215fa_fact_gladwell?printable=true.

Guide to Measures of Student Learning for Administrators and Teachers. 2011-2012. EdEval@ride.ri.gov.

Harvard Graduate School of Education. A User's guide to peer assistance review. www.gse.harvard.edu/~ngt/par/

Hoerr, T. R. (2011) What Are Parents Thinking? The Resourceful School. December 2011/January 2012. 69(4), 90-91.

Horstman, M. How to Give Feedback.

Houk, L.M. (2010) Demonstrating Teaching in a Lab Classroom. Good Teaching in Action. Online June 2010.

v.67.

Indiana Department of Education. RISE Evaluation and Development System: Student Learning Objectives Handbook

Influencer: Discussion Questions. (2008) VitalSmarts. www.vitalsmarts.org

Influencer: Self-Assessment. (2011) VitalSmarts. www.vitalsmarts.org

Johnson, L.S. (2009) Comprehensive Induction or Add-on Induction? New Teacher Center. Research Brief. Issue #09-01. www.newteachercenter.org.

Kansas Coaching Project. Instructional Coaching. <http://instructionalcoach.org/about>.

Knight, J. (2009) Coaching. National Staff Development Council. Winter 2009. 30(1). www.nsd.org.

Krakovsky, M. (2007) The Effort Effect. Stanford Magazine. March/April 2007. <http://www.stanfordalumni.org/news/magazine/2007/marapr/features/dweck.html>.

Leaders of Learning. (2011) How District, School, and Classroom Leaders Improve Student Achievement. Solution Tree.

Little, O., Goe, L, Bell, C. (2009). A Practical Guide to Evaluating Teacher Effectiveness. National Comprehensive Center for Teacher Quality. ETS, Learning Point Associates, and Vanderbilt University. www.tqsource.org.

Marzano, R.J. (2011) Marzano Protocol. Learning Sciences International.

Marzano Research Laboratory. Final Report Oklahoma School Administrator Evaluation System. (2011). Marzano Research Laboratory prepared for Oklahoma City Public Schools. www.MarzanoResearch.com

Measurement Issues Inherent in Educator Evaluation. (2012) Michigan School Testing Conference. Workshop C. www.michiganassessmentconsortium.org.

Mednick, A. (2004) Teachers Working Together to Improve Instruction. Conversations Turning Points Transforming Middle Schools. Center for Collaborative Education. Spring 2004. 4(2).

'MET' Made Simple: Building Research-Based Teacher Evaluations. (2012) TNTP Reimagine Teaching.

Missouri Professional Development Guidelines for Student Success.

Montgomery County Public Schools Teacher-Level Professional Growth System Handbook. (2008-2009). Montgomery County Public Schools working draft. Rockville, Maryland.

Moore, B. (2011). I have the data...now what?: Analyzing data and making instructional changes. Larchmont, NY: Eye on Education.

Mullen, C.A. (2011) New Teacher Mentoring A Mandated Direction of States. Kappa Delta Pi Record. Winter 2011.

National Comprehensive Center for Teacher Quality. (2011). A Practical Guide to Designing Comprehensive Teacher Evaluation Systems. A Tool to Assist in the Development of Teacher Evaluation Systems.

National Comprehensive Center for Teacher Quality. (2011). Expert review consensus report: 2010-11 review of Montgomery County Public Schools: Professional Growth System (PGS). www.tqsource.org.

National Comprehensive Center for Teacher Quality. (2011). Expert review consensus report: 2010-11 review of St. Francis School District 15: Student Performance Improvement Program. www.tqsource.org.

National Comprehensive Center for Teacher Quality. (2011). Measuring Teachers' Contributions to Student Learning Growth for Non-tested Grades and Subjects. Research and Policy Brief, March 2011

National Comprehensive Center for Teacher Quality. Thinking Systemically: Steps for States to Improve Teacher Effectiveness.

National Education Association. National Education Association's Response to the Widget Effect. www.nea.org/home/32366.htm.

National Education Association Proposed Policy Statement on Teacher Evaluation and Accountability

National Education Association. Teacher Evaluation and Assessment, Ready, Set, Go. NEA Research and Policy Brief

National Education Association. Teacher Evaluation: A Resource Guide for National Education Association Leaders and Staff.

Osten, M. & Gidseg, E. The Hows and Whys of Peer Mentoring. NCSALL Mentor Teacher Group Guide.

Peterson, K.D., Wahlquist, C, & Bone, K. (2000) Student Surveys for School Teacher Evaluation. Journal of

Personnel Evaluation in Education 14(2), 135-153. Kluwer Academic Publishers, Netherlands.

Peterson, K.D., Wahlquist, C., Brown, J.E., & Mukhopadhyay, S. (2003) Parent Surveys for Teacher Evaluation. *Journal of Personnel Evaluation in Education*. 17, 317-330.

The Rhode Island Model. (2011-12), Guide to Evaluating Building Administrators and Teachers. (2011-2012). Rhode Island Board of Regents.

Roeber, Edward. (2011) Educator Evaluation-Models, Parameters, Issues and Implementation. Department of Counseling, Educational Psychology and Special Education, Michigan State University. White Paper commissioned by the Michigan Education Association.

Roeber, E. Using Tests to Evaluate Classroom Teachers. Department of Counseling, Educational Psychology and Special Education, Michigan State University. White Paper commissioned by the Michigan Education Association.

Rand Education. Incorporating Student Performance Measures into Teacher Evaluation Systems

Santos, F. & Hu, W. (2012) A Last Minute Deal on Teacher Evaluations. *School Book*. <http://www.nytimes.com/school-book/2012/02/16/as-deadline-nears-a-compromise-on-teac...>

Sawchuk, S. Peer-Assistance and Review: The Toledo Numbers. (2009). *Education Week*. www.blogs.edweek.org/edweek/teacherbeat/2009/08/peer_assistance_and_review_the.html.

Semadeni, J. (2010) When Teachers Drive Their Learning. *Educational Leadership*. May 2010. ASCD. www.ascd.org.

Showers, B. & Joyce, B. (1996) The Evolution of Peer Coaching. *Educational Leadership*. March 1996.

Silva, J. & Contreras, K. (2011) The Year We Learned to Collaborate. *Coaching: The New Leadership Skill*. October, 2011. 69(2), p. 54-58.

Stiggins, R.J., O'Connor, K. (2006). Total professional development package. Columbus, OH: Pearson/Allyn and Bacon/ Merrill Education.

Strong, M. (2007) The Costs and Benefits of a Comprehensive Induction Program. New Teacher Center. Research Brief. Issue #07-01. www.newteachercenter.org.

Tschannen-Moran, B and M. (2011) The Coach and the Evaluator. *Coaching: The New Leadership Skill*. October, 2011. 69(2), p. 10-16.

The Teacher Effectiveness Measures (TEM) Manual 2011-12. Teacher Effectiveness Initiative. Memphis, TN.

Teacher Leader Model Standards: Teacher Leadership Exploratory Consortium.

Teacher Leader Network. (2009). Teacher Voice on Teacher Evaluations. Interview with Anthony Cody and David B. Cohen. www.teacherleaders.typepad.com.

TNTP reimagine teaching. (2012). MET Made Simple: Building Research-based teacher evaluations. www.tntp.org.

Toch, T. and Rothman, R. (2008). Rush to judgment: Teacher evaluation in public education. *Education Sector Reports*. www.educationsector.org.

Weisberg, D., Sexton, S., Muller, J., Keeling, D. (2009). The Widget Effect. The New Teacher Project. www.widgeteffect.org.