

**Review School District Performance Evaluation System**

**MAASE Workshop**  
**December 6, 2011**

Jim Owen – Director of Curriculum and Instruction  
Steve Skalka – Assistant Superintendent for Human Resources

---

---

---


---

---

---

---

---



**Agenda – Our Journey**

Year 0 (2009-10)  
"Old Instrument"  
New Legislation  
Process for Development of New Performance Evaluation Instrument

Year 1 (2010-11)  
Implementation of New Performance Evaluation Instrument

Year 2 (2011-12)  
Key Learnings  
More Legislation  
Revision of Performance Evaluation Instrument

---

---

---


---

---

---

---

---



**Mandates – Quality v Compliance**

**Mandates**  
Too many? - Yes  
Frustrating? – Sure  
Drive Change? – Maybe

Key is to know which mandates to just comply with and which ones to embrace to drive the change you want.

---

---

---

---

---

---

---

---



**Previous Evaluation Instrument**

- Adopted 25+ years ago
- Based on teacher behaviors
- Not aligned with best practices / our understandings / new statute
- Administrator “heavy”

---

---

---

---

---

---

---

---

**Why Change our Evaluation System?  
January 2010 - School Code Revision**

**380.1249 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 does all of the following:

- (a) Evaluates the teacher's or school administrator's job performance at least **annually** while providing timely and constructive feedback.
- (b) Establishes clear approaches to **measuring student growth** and provides teachers and school administrators with **relevant data on student growth**.
- (c) Evaluates a teacher's or school administrator's job performance, using **multiple rating categories** that take into account data on **student growth as a significant factor**. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.

---

---

---

---

---

---

---

---

**Why Change our Evaluation System?  
January 2010 - School Code Revision**

- (d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
  - (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 untenured 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**.

---

---

---

---

---

---

---

---

**Why Change our Evaluation System?  
January 2010 - School Code Revision**

**380.1250 Compensation including job performance and accomplishments as factors; effect if collective bargaining agreement.**

- (1) A school district, public school academy, or intermediate school district shall implement and maintain a **method of compensation** for its teachers and school administrators that **includes job performance and job accomplishments as a significant factor** in determining compensation and additional compensation. The assessment of job performance shall incorporate a **rigorous, transparent, and fair evaluation system** that evaluates a teacher's or school administrator's performance at least in part based upon **data on student growth** as measured by assessments and other objective criteria.
- (2) **If a collective bargaining agreement is in effect** for teachers or school administrators of a school district, public school academy, or intermediate school district as of the effective date of the amendatory act that added this subsection, and if that collective bargaining agreement prevents compliance with subsection (1), **then subsection (1) does not apply** to that school district, public school academy, or intermediate school district **until after the expiration of that collective bargaining agreement.**

---

---

---

---

---

---

---

---

**Process**

---

---

---

---

---

---

---

---

**Process**

Ground Rules – "Membership"

Initial Agenda  
 Lengthy Process (ended up meeting through the summer)  
 Understand the task  
     recommending committee  
     new process and instrument, not compensation  
 Understand the commitment  
     twice a month  
     readings  
 Understand the law  
     has to be in the law, not an interpretation of the law  
 Understand the process  
     ground rules, decision making guiding principles  
     "nuts and bolts"

---

---

---


---

---

---

---

---



**Process**

Ground Rules – “Committee Norms”

Decision Making

---

---

---


---

---

---

---

---



**Process**

Guiding Principles

Be Sustainable

Be Flexible

Be based on multiple measures

Focus on growth model(s) for students and staff

Contain multiple viewpoints providing quality feedback

Have annual and multiple year components

---

---

---


---

---

---

---

---



**Process**

Guiding Principles

Be Sustainable

Be Flexible

- Consideration for teachers whose assignment changes between levels or subject areas during an evaluation cycle will be addressed

---

---

---


---

---

---

---

---



**Process**

**Guiding Principles**

**Be based on multiple measures**

- Measures may include student assessments, classroom observations, perception surveys, or checklists of demonstrated behaviors
- National, State, and Local student assessments will be used to assess progress toward meeting Building, Grade Level/Department, and Individual goals depending on the assessment and staff member's assignment.

---

---

---


---

---

---

---

---



**Process**

**Guiding Principles**

**Focus on growth model(s) for students and staff**

- Growth models ask the question, "How much, on average, did students' performance change?"
- Growth models identify a group (i.e. individual classroom, all sections of a specific course, building), a target to be reached, and the period of time in which to reach that target.
- Where possible, variables such as truancy and transiency are accounted for.

---

---

---


---

---

---

---

---



**Process**

**Guiding Principles**

**Contain multiple viewpoints providing quality feedback**

- It is responsibility of administration to complete written reviews and evaluations using available technology to promote sustainability
- It is the responsibility of educators to provide and receive feedback to and from their peers for the purpose of the individual to reflect upon his or her practice in order to develop on-going goals for self-improvement and contribute to his or her evaluation
- As the primary "customers" of the Lakeview School District, feedback from students and their parents is valued and will be sought.

---

---

---


---

---

---

---

---



## Process

### Guiding Principles

**Have annual and multiple year components**

- Every instructional staff member will have plan for growth
- Non-tenured teachers will have a annual Individual Development Plan (IDP)
- Tenured teachers and administrators may have an IDP if they have received an unsatisfactory evaluation the previous year, otherwise, they will have an Evaluation Action Plan (EAP)
- The IDP/EAP will be developed in consultation with the instructional staff member's immediate supervisor
- The IDP/EAP will provide focus for observations made and feedback given
- The IDP/EAP will address building school improvement goals (district goals for administrators), grade level or department goals, and individual goals related student and professional growth
- The components of an IDP/EAP may or may not be the same for tenured, non-tenured, or administrators

---

---

---


---

---

---

---

---



## Research-Teacher Evaluations and Effective Instruction

- Reviewed multiple models: Marzano, Danielson
- District team identified best practices as filter for our evaluation model

---

---

---


---

---

---

---

---



## Best Practices

### Elements of Evaluation

- I. Content Knowledge
  - a. Learning goals and feedback
    - i. Effective levels of questioning
    - ii. Higher order thinking
  - b. Interacting with new knowledge
    - i. Previewing activities to engage prior knowledge
    - ii. Information presented in small chunks
    - iii. Students process each chunk in small groups
    - iv. Students summarize and take notes after content has been introduced
    - v. Students reflecting on their learning
  - c. Practicing and Deepening
    - i. Cooperative learning
    - ii. Scaffolding by using a variety of instructional strategies based on assess strengths, needs, and interests of students
    - iii. Practicing skills, strategies, and processes
    - iv. Examining similarities and differences
    - v. Using homework appropriately
    - vi. Revising knowledge
  - d. Generating and testing hypotheses
    - i. Brief review
    - ii. Students work individually/groups applying content
    - iii. Teacher as facilitator/resource provider

---

---

---

---

---

---

---

---

- 2. Organization
  - a. Management/Physical Environment
    - i. Student engagement
    - ii. Establishing rules and procedures
    - iii. Adherence to rules and procedures
    - iv. Classroom organized for student learning
  - b. Planning and Implementation of Lessons
    - i. Teachers have deep knowledge of content
    - ii. Teachers collaborate with others as they plan
    - iii. Teachers have clear objectives that are measurable
    - iv. Objectives reflect curricular standards
    - v. Implement whole group, small group and individual instruction
- 3. Knowledge of Resources
  - a. Use of technology to support student learning
  - b. Use a variety of resources selected to meet individual and collective needs of students

---

---

---

---

---

---

---

---

---

---

- 4. Relationships/Cultural Environment
  - a. Teacher-Student Relationships
    - i. Connect personally with students and family
    - ii. Promote mutual respect
    - iii. Promote the understanding of cultural diversity
    - iv. Student's responsibility shifts from teacher to student for learning and decision making
  - b. Staff-Staff Relationships
    - i. Use dialogue and win-win strategies to solve issues
    - ii. Understands their performance impacts others' ability to be successful
- 5. Professionalism
  - a. Teachers continuously examine their practice through reflection to meet the needs of students
  - b. Active participation in professional development
  - c. Meets building/district managerial expectations ex. Grades, follows contracts, timeliness etc.
- 6. Data (Student Achievement)
  - a. Continuously measure progress toward the learning objective/goal
  - b. Check for understanding
  - c. Student reflect/self assess their own learning
- 7. Communication
  - a. School and family
  - b. Communicate learning achievement to parents

---

---

---

---

---


---

---

---

---

---



## Teacher Evaluation Model

- Identified Marzano's work: The Art and Science of Teaching
  - Aligned with our district understandings
  - Used Marzano's work / materials throughout the district
  - Purchased iObservation software support

---

---

---

---

---

---

---

---

---

---



Product Profile **Dr. Robert Marzano's Suite**  
Observation and Feedback Protocol

**Dr. Robert Marzano's Suite**  
*Observation and Feedback Protocol*  
Observation and Feedback Protocol

**The Art and Science of Teaching**  
Synthesizing Dr. Robert Marzano's four decades of research around teaching and learning, the Art and Science of Teaching Framework offers a model of instruction that honors the complexity and dynamics of the classroom environment. The framework features design questions with research-based instructional strategies in the context of lesson segments to provide teachers with specific guidance around unit planning and instruction while also allowing for flexibility in their individual approach to pedagogy.

**Dr. Marzano's Suite: Observation and Feedback Protocol**  
Building on the Art and Science of Teaching framework, the Marzano Observation and Feedback Protocol incorporates Dr. Robert Marzano's most current research around the use of research-based strategies within the context of appropriate lesson segments to produce the greatest gains in student learning. Lesson segments organize the instructional design questions into categories to provide a framework for observing classroom instruction.

Following the Marzano Protocol, observers must first look at what is happening in the classroom to select the type of lesson segment from the list of three categories. After selecting the lesson segment, observers select the design question, revealing the appropriate instructional strategies on which to focus. The Marzano Protocol provides guidance to observers by starting broad with lesson segments, then drilling down to design questions, and finally to the appropriate strategies for that segment. This promotes effective teaching by classifying the use of strategies under the appropriate lesson segments rather than simply a checklist of present/nonpresent behaviors.

---

---

---

---

---

---

---

---

---

---

The Marzano Protocol organizes design questions into three types of lesson segments:

Lesson Segments Involving Routine Events	Lesson Segments Addressing Content	Lesson Segments Enacted on the Spot
Design Question: What will I do to establish learning goals, track student progress, and celebrate success?	Design Question: What will I do to help students actively interact with the new knowledge?	Design Question: What will I do to engage students?
Design Question: What will I do to establish and maintain classroom rules and procedures?	Design Question: What will I do to help students practice and deepen their understanding of new knowledge?	Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?
	Design Question: What will I do to help students generate and test hypotheses about new knowledge?	Design Question: What will I do to establish and maintain effective relationships with students?
		Design Question: What will I do to communicate high expectations for all students?

---

---

---

---

---

---

---

---

---

---

**Dr. Robert Marzano's Observation & Feedback Protocol**  
**41 Key Strategies Identified by Research for Effective Teaching**  
*Researched by Dr. Robert Marzano*

What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Research-based strategies for establishing learning goals, tracking student progress, and celebrating success:

- 1) Providing Clear Learning Goals and Scales (Rubrics)
- 2) Tracking Student Progress
- 3) Celebrating Success

What will I do to establish and maintain classroom rules and procedures?

Research-based strategies for establishing and maintaining classroom rules and procedures:

- 4) Establishing Classroom Routines
- 5) Organizing the Physical Layout of the Classroom

---

---

---

---

---

---

---

---

---

---

**What will I do to help students actively interact with the new knowledge?**

Research-based strategies for introducing new content to students and interacting with new knowledge:

- 6) Identifying Critical Information
- 7) Organizing Students to Interact with New Knowledge
- 8) Previewing New Content
- 9) Chunking Content into "Digestible Bites"
- 10) Processing New Information
- 11) Elaborating on New Information
- 12) Recording and Representing Knowledge
- 13) Reflecting on Learning

**What will I do to help students practice and deepen their understanding of new knowledge?**

Research-based strategies where students are practicing and deepening their new knowledge:

- 14) Reviewing Content
- 15) Organizing Students to Practice and Deepen Knowledge
- 16) Using Homework
- 17) Examining Similarities and Differences
- 18) Examining Errors in Reasoning
- 19) Practicing Skills, Strategies, and Processes
- 20) Revising Knowledge

---

---

---

---

---

---

---

---

**What will I do to help students generate and test hypotheses about new knowledge?**

Research-based strategies where students are generating and testing hypothesis:

- 21) Organizing Students for Complex Tasks
- 22) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23) Providing Resources and Guidance

**What will I do to engage students?**

Research-based strategies for engaging students:

- 24) Noticing when Students are Not Engaged
- 25) Using Academic Games
- 26) Managing Response Rates
- 27) Using Physical Movement
- 28) Maintaining a Lively Pace
- 29) Demonstrating Intensity and Enthusiasm
- 30) Using Friendly Controversy
- 31) Providing Opportunities for Students to Talk about Themselves
- 32) Presenting Unusual or Intriguing Information

---

---

---

---

---

---

---

---

**What will I do to recognize and acknowledge adherence and lack of adherence to rules and procedures?**

Research-based strategies for recognizing and acknowledging adherence or lack of adherence to rules and procedures:

- 33) Demonstrating "Withitness"
- 34) Applying Consequences for Lack of Adherence to Rules and Procedures
- 35) Acknowledges Adherence to Rules and Procedures

**What will I do to establish and maintain effective relationships with students?**

Research-based strategies for establishing and maintaining effective relationships with students:

- 36) Understanding Students' Interests and Background
- 37) Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38) Displaying Objectivity and Control

**What will I do to communicate high expectations for all students?**

Research-based strategies for communicating high expectations for all students:

- 39) Demonstrating Value and Respect for Low Expectancy Students
- 40) Asking Questions of Low Expectancy Students
- 41) Probing Incorrect Answers by Low Expectancy Students

---

---

---

---

---

---

---

---

**Teacher EAP and IDP Documents**

- **EAP (Evaluation Action Plan)**
  - Tenured teachers select one focus area from either instruction or classroom management.
- **IDP (Individualized Development Plan)**
  - Non-tenured teachers select two focus areas, one each from instruction and classroom management.

---

---

---

---

---

---

---

---

**Evaluation Action Plan (EAP)**

**FOCUS AREAS**

*Instruction*

- Establish and communicate learning goals, track student progress, and celebrate success.
- Students effectively interact with new knowledge.
- Students practice and deepen their understanding of new knowledge.
- Students generate and test hypotheses about new knowledge.
- Establish and maintain effective relationships with students.
- Communicate high expectations for all students.

*Classroom Management*

- Establish or maintain classroom rules and procedures.
- Recognize and acknowledge adherence and lack of adherence to classroom rules and procedures.
- Students are engaged.

---

---

---

---

---

---

---

---

**2. Student Growth and Peer Feedback Plan**

Due to Principal October 1, 2010

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Building: \_\_\_\_\_

**STUDENT GROWTH PLAN**

Develop a plan to measure growth with your grade level, department, or like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth mode, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples: Ed Performance; Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings

Describe Your Plan Below

**PEER FEEDBACK PLAN**

Develop a plan on how you will receive feedback from a peer. The feedback can come from a classroom observation, video review, lesson plan review, student assessment review, or any other way that gives you valuable feedback connected to your ADP goals. This feedback will be used by you in your self evaluation and will not be used in your formal evaluation.

Describe Your Plan Below

---

---

---

---

---

---

---

---

**3. Summative Evaluation Report**  
Due to Principal April 3, 2011

**Focus Area(s) please copy the complete text of your selected focus area from page 1:**  
Focus Area 1: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Building: \_\_\_\_\_ Date: \_\_\_\_\_

**1 Teacher Self-Evaluation**

**2 Student Growth Evaluation (Summative Evidence)**

**3 Administrative Evaluation (Narrative Formative & Summative Evidence, Next Steps)**

**4 Administrative Recommendations**

Observation Dates \_\_\_\_\_ Conference Dates \_\_\_\_\_  
1. \_\_\_\_\_ 1. \_\_\_\_\_

2011/2012 School Year:  
 Continue  
 Continue with an IDP  
 Resigned/Retired Effective June 30, 2011 - Satisfactory  
 Resigned/Retired Effective June 30, 2011 - Unsatisfactory

---

---

---

---

---


---

---

---

---

---



## Administrator Evaluations ISLLC Standards

**ISLLC Standards**

**Standard 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Standard 2:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Standard 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

---

---

---

---

---

---

---

---

---

---

### 1. Administrative Evaluation Action Plan

Due to Supervisor September 30, 2010

Administrator Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Building: \_\_\_\_\_

**DIRECTIONS:**  
• Choose one focus area.

**FOCUS AREAS**

Interstate School Leaders Licensure Consortium (ISL) Standards for School Leaders  
A school administrator is an educational leader who promotes the success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

---

---

---

---

---

---

---

---

---

---

**2. Student Growth and Peer Feedback Plan**  
Due to Supervisor: October 15, 2010

Administrator Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Building: \_\_\_\_\_

**STUDENT GROWTH PLAN**

*Develop a plan to measure growth with your like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth model, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples of performance: Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings*

Describe Your Plan Below

**PEER FEEDBACK PLAN**

*Develop a plan on how you will receive feedback from a peer. The feedback can come from an observation, video review, plan review, student assessment review, or any other way that gives you valuable feedback connected to your goal. This feedback will be used by you in your self evaluation and will not be used in your formal evaluation.*

Describe Your Plan Below

---

---

---

---

---

---

---

---

---

---

---

---

**3. Summative Evaluation Report**  
Due to Supervisor: June 1, 2011

**Focus Area(s)** please *retype* the complete text of your selected focus area from page 1:  
 Focus Area 1: \_\_\_\_\_

Administrator Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
 Building: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Administrator Self-Evaluation**

**2. Student Growth Evaluation (Summative Evidence)**

**3. Supervisor Evaluation (Narrative Formative & Summative Evidence, Next Steps)**

**4. Supervisor Recommendations**

**2011/2012 School Year:**  
 Satisfactory Evaluation resulting in additional compensation  
 Unsatisfactory Evaluation resulting in an IDP

---

---

---

---

---

---

---


---

---

---

---

---



**Counselor Evaluation**

**1. School Counselor Evaluation Action Plan**  
Due to Supervisor: September 30, 2010

School Counselor Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Building: \_\_\_\_\_

**DIRECTIONS:**  
 • Choose **one** focus area.

**FOCUS AREAS**

*Michigan Comprehensive Guidance and Counseling Program for School Counselors*  
**A school counselor:**

- Plans, organizes, and delivers the school counseling program.
- Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students to enhance their academic, career, and personal/social development.
- Implements the individual student planning component by guiding individuals and groups of students and their parents/guardians through the development of education and career plans.
- Provides responsive services through the effective use of individual and small group counseling, consultation, and referral skills.
- Provides systems support through effective school counseling program management and support for other educational programs. The professional school counselor is also provided with and utilizes opportunities for obtaining professional development to enhance up-to-date and effective skills.

---

---

---

---

---

---

---

---

---

---

---

---

**2. Student Growth and Peer Feedback Plan**  
 Due to Supervisor October 15, 2010

Administrator Name: Christopher M Doyle      Date: October 15, 2010  
 Building: Lakeview High School

**STUDENT GROWTH PLAN**  
 Develop a plan to measure growth with your like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth model, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples: Ed Performance; Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings  
 Describe Your Plan Below

**PEER FEEDBACK PLAN**  
 Develop a plan on how you will receive feedback from a peer. The feedback can come from an observation, video review, plan review, student assessment review, or any other way that gives you valuable feedback connected to your goal. This feedback will be used by you in your self evaluation and will not be used in your formal evaluation.  
 Describe Your Plan Below

---

---

---

---

---

---

---

---

---

---

---

---

**3. Summative Evaluation Report**  
 Due to Supervisor June 1, 2011

Focus Area(s) please enter the complete text of your selected focus area from page 41  
 Focus Area 1: Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students to enhance their academic, career, and personal/social development.

School Counselor Name: \_\_\_\_\_      Evaluator: Christopher M Doyle  
 Building: Lakeview High School      Date: \_\_\_\_\_

1. School Counselor Self-Evaluation  
 2. Student Growth Evaluation (Summative Evidence)  
 3. Supervisor Evaluation (Narrative Formative & Summative Evidence, Next Steps)  
 4. Supervisor Recommendations

2011/2012 School Year:  
 Satisfactory Evaluation resulting in additional compensation  
 Unsatisfactory Evaluation resulting in an IDP

---

---

---

---

---

---

---

---



---

---

---

---

**Library Media Specialist Evaluation**

 **School Library 21<sup>st</sup> (SL21)**  
 21 Measurement Criteria for Michigan School Libraries For 21<sup>st</sup> Century Schools 

Categories for School Library Program Evaluation  
 Teaching for 21<sup>st</sup> Century Learning  
 Building the 21<sup>st</sup> Century Learning Environment  
 Leading the Way in 21<sup>st</sup> Century Learning

This tool is to be used to measure the quality of School Library programs within individual school buildings in Michigan. To achieve Qualified and Exemplary Status for their School Library program, completed criteria measurement evaluations are to be submitted to the Library of Michigan, an Office of the Michigan Department of Education. School Librarians and Librarianship require the support of their District Superintendents. Status earned will be valid for three years. This tool is in compliance to the Michigan School Library Media Program Guidelines approved by the Library of Michigan Board of Trustees in January 2007.

Endorsed by the Library of Michigan Board of Trustees on February 5, 2010  
 Approved by the School Library Initiative Committee, December 1, 2009  
 Committee Members: George Bishop, Dee Crowley, Judy Hines, Cynthia Davidson, Barbara LaBian, Kathleen McIlwain, Cyndi Phillip, Tim Staal, Melissa White  
 Library of Michigan Members: Tracy Robertson, Sheri Marie, Lisa Prensante-Mason  
 Written by the SL21 Sub-Committee, Summer 2009  
 Writing Sub-Committee Members: Cynthia Kinnelbeck, Barbara LaBian, Kathleen McIlwain, Tim Staal, Melissa White

---

---

---

---

---

---

---

---

---

---

---

---

<b>Total for Teaching the 21<sup>st</sup> Century Learning Category</b> <small>(Instruction, Student Achievement, Standards Implementation, Collaboration, Inquiry-Based Instruction, Reading, Technology)</small>	
<b>Total for Building the 21<sup>st</sup> Century Learning Environment Category</b> <small>(Climate, Accessibility, Citizenship, Instructional Materials, Facility, Staffing, Budget)</small>	
<b>Total for Leading the Way to 21<sup>st</sup> Century Category</b> <small>(Curriculum Development, Program Effectiveness, Professional Learning, School Improvement, Community Engagement, Advocacy, Policies and Procedures)</small>	
<b>38 points needed to obtain Exemplary Status (No At Risk criteria allowed)</b>	
<b>Total Points for all 21 Criteria (Total of all three categories above)</b> <b>21 points needed to obtain Qualified Status (Only 1 At Risk criteria allowed per category)</b>	
Date Completed _____	
<b>Building Information</b>	
School Building Name _____	Grade Levels _____
School District: Lakeshore School District _____	
Mailing Address: _____ City: Battle Creek, MI _____ ZIP: 49915 _____	

---

---

---

---

---

---

---

---

---

---

Evaluation Completed By:	
School Building Administrator	School Librarian
Name _____	Name _____
Position _____	Position _____
Email Address _____	Email Address _____
Phone # _____ <small>(Area Code-Phone-Extension)</small>	Phone # _____ <small>(Area Code-Phone-Extension)</small>
(Signature of School Building Administrator)	(Signature of School Librarian)
Evaluation Reviewed and Submitted By:	
Date: February 7, 2011	
(Signature of School District Superintendent)	
Superintendent Name _____	Address _____
_____	Battle Creek _____ MI _____ 49915
_____	City _____ State _____ Zip Code _____
Return form to: Nancy R. Robertson, State Librarian, 702 W. Kalamazoo St., P.O. Box 307, Lansing, MI 48909-7507	
Library of Michigan Use Only	
Status: At Risk _____ Qualified _____ Exemplary _____ Valid Through _____	
Approved Date and Initials _____	Letter Sent Date and Initials _____ Email Notification Date and Initials _____

---

---

---

---

---


---

---

---

---

---



## Bargaining

- Article 8 – Evaluation
- Exhibit B – Professional Compensation

(then 7/19/11 happened ...)

---

---

---

---

---


---

---

---

---

---



### Administrative Training / Support

- Using technology support- *iobservation*  
Online system for monitoring observations, communication between teacher and administrator
- Focus for principals' PD 2010-11:  
Developing our understandings and consistent implementation of the new evaluation system.

---

---


---

---

---

---

---



### What We Learned

- Need to continually work to develop common beliefs and understandings regarding effective instruction
- Observing teacher videos of classroom instruction has been an effective tool to work on our common beliefs and understandings
- It's a challenge to evaluate all staff (sustainability)
- Getting better at focusing observations on teacher specific goals (15-30 minute vs 60-90 minute observations)

---

---


---

---

---

---

---



### What We Learned

- Some teacher goals more substance than others; Some goals too narrow
- Student growth plans – Intentionally gave teachers great deal of latitude. Goal was to get teachers focusing on student growth
- Some of our assessment calendars not aligned with evaluation deadlines
- Increased feedback / dialogue between principals and teachers
- Student interview component of iObservation is useful

---

---

---

---

---

---

---



**June 2011 – Next Steps**

- Survey teachers and administrators regarding pros/cons of the new evaluation system (April)
- Reconvene district evaluation committee (May)
- Review teacher and administrator feedback. Make recommendations for improvements / changes
- Will look at results of growth plans this spring; make recommendations / adjustments for 2011-12

---

---

---

---


---

---

---

---

**BREAK**



vector.com

---

---

---

---

---

---

---

---

**July 2011 – Now What?**

- HB 4625-4628 becomes Public Acts 100-103 on July 19, 2011
- 4625 (100) – Tenure
- 4626 (101) – Discipline and Discharge
- 4627 (102) – Layoff and Recall/Evaluation
- 4628 (103) – Prohibited Subjects

---

---

---

---

---

---

---

---

## Public Acts 100-103 (7/19/11)

**Tenure Impact**

**Multiple Probation Periods**

Hired after July 19, 2011	5 years
Hired prior to July 19, 2011	4 years
Previously Achieved Tenure in Michigan	2 years

**15 Day Notice, not 60**

**To achieve tenure, a non-tenured teacher must be designated as satisfactory (Highly Effective or Effective) during the last three consecutive years of their probation.**

**A non-tenured teacher rated as HE or E is not subject to displacement by a tenure teacher solely because the other teacher is on continuing tenure**

---

---

---

---

---

---

---

---

## Public Acts 100-103 (7/19/11)

The diagram consists of three overlapping circles. The top-left circle is labeled 'Performance Evaluation System', the top-right circle is labeled 'Collective Bargaining', and the bottom circle is labeled 'Policy Development'. All three circles overlap in a central region.

---

---

---

---

---

---

---

---

## Public Acts 100-103 (7/19/11)

The diagram features three overlapping circles with detailed text boxes for each:

- Performance Evaluation System:**
  - Performance Labels: Highly Effective (HE), Effective (E), Minimally Effective (ME), Ineffective (I)
  - Required IDP for any tenured teacher receiving a ME or I rating
  - Student Growth: 2013-14 25%, 2013-14 40%, 2013-14 50%
  - Significant Relevant Accomplishments
  - Relevant Special Training
- Collective Bargaining:**
  - Prohibited Subjects: Placement, Layoff/Recall
  - Performance Eval System: Development, Content, Standards, Procedures, Adoption, Implementation
  - Forum, timing, or number of classroom observations
  - Discipline and Discharge
  - Perf. Based Compensation
  - Development, Content, Standards, Procedures, Adoption, Implementation
  - Parent Notification
- Policy Development:**
  - The Board must adopt a policy consistent with the law for:
    - A performance evaluation system inclusive of the format, timing, and number of observations
    - Discharging or disciplining employees subject to the tenure law, and the discharge of an individual employee
  - It is recommended that the Board adopt a policy consistent with the law for:
    - The layoff and recall of teachers
    - Placement of teachers

---

---

---


---

---

---

---

---



**Public Acts 100-103 (7/19/11)**

**SEPTEMBER 1, 2011**

**\*Not later than September 1, 2011, and subject to subsection (9), 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 ...\*** HB 4627 Sec. 1249(1).

---

---

---


---

---

---

---

---



**Public Acts 100-103 (7/19/11)**

**NOVEMBER 1, 2011**

The law specifies the intent to put in place a statewide performance evaluation system based on the recommendations of the "Governor's Council on Educator Effectiveness". HB 4627 Section 1249(7) requires districts to use the statewide performance evaluation system UNLESS it has submitted a request prior to November 1, 2011 stating that its performance evaluation system meets the requirement of the law.

October 25, 2011 - Special Board Meeting

Passed resolution and submitted notification of opting out

---

---

---


---

---

---

---

---



**What We Learned**

Elements of a Quality Student Growth Plan

1. Clearly articulates the purpose for the plan
2. Clearly articulates a description of the growth plan including:
  - A. The specific data to be collected and analyzed
  - B. The specific assessments to be used
  - C. Timelines for assessment administration (make sure you know that you will have the data you will be using prior to the evaluation being due)
  - D. The specific interventions implemented related toward achieving the intended growth

---

---

---


---

---

---

---

---



### What We Learned

Elements of a Quality Student Growth Plan

3. Student growth data connect across multiple units
4. Analysis of the data provides potential next steps
5. Data that supports the results is provided (no student names)

---

---

---


---

---

---

---

---



### What We Learned

Use of Pre and Post Tests - Don'ts

1. Data based on 1 unit only
2. Growth measured by aggregate pre and post test results (i.e. 15 % of the students passed the pre-test; 75% of the students passed the post-test)
3. Limited or no data analysis

---

---

---


---

---

---

---

---



### What We Learned

Use of Pre and Post Tests - Do's

1. Analyze pre-test results to determine specific areas of strength and areas for improvement (what specific GLCE(s), HSCE(s), or content standard(s) need to be focused upon more than previously planned)
2. Document instructional strategies and interventions used to target growth related to the area(s) for improvement
3. Analyze data to determine subgroups of students related to the area(s) for improvement

---

---

---

---

---

---

---

---

**“With the involvement of ...”**

Sept 15 Evaluation Committee Meeting (4:00 pm)  
 Sept 22 Administrative Council (Principals)  
 Oct 17 Evaluation Committee Workday (8:00 am)  
 Oct 20 Administrative Council (Principals)  
 Oct 27 Administrative Council (Principals)

---

---

---

---

---

---

---

---

---

---

---

---

**1. Individualized Development Plan**  
 Due to Principal Third Friday of Classes in September

Teacher Name:	Status:	Probationary # of #
Building:	Year of Probation:	
Assignment:	Date:	
Assigned Mentor:		

**DIRECTIONS:**

- Choose two focus areas - one from the Instruction area and one from the Classroom Management area in collaboration with your building principal/evaluator.

**FOCUS AREAS**

Instruction

- Establish and communicate learning goals, track student progress, and celebrate success.
- Students effectively interact with new knowledge.
- Students practice and deepen their understanding of new knowledge.
- Students generate and test hypotheses about new knowledge.
- Establish and maintain effective relationships with students.
- Communicate high expectations for all students.

Numbers correspond to chapter numbers in Robert J. Marzano's *The Art and Science of Teaching*.

a. **Goal Area(s):** Within the Focus Area above, which goal area(s) will you be concentrating?  
 (Delete and Type Goal directly from Marzano text)

b. **Rubric Self Assessment (Use Goal Area 2 only if you are working in more than one goal area)**

Goal Area 1	Goal Area 2
Innovating	Innovating
Applying	Applying
Developing	Developing
Beginning	Beginning
Not Using	Not Using

---

---

---

---

---

---

---

---

---

---

---

---

a. **Rationale (Explanation for the selection of this Focus Area and Goal Area(s) self-assessment(s)):**  
 (Delete and Start Here)

b. **Strategies to be implemented:**  
 (Delete and Start Here)

Classroom Management

- Students are engaged.
- Establish or maintain classroom rules and procedures.
- Recognize and acknowledge adherence and lack of adherence to classroom rules and procedures.

Numbers correspond to chapter numbers in Robert J. Marzano's *The Art and Science of Teaching*.

a. **Goal Area(s):** Within the Focus Area above, which goal area(s) will you be concentrating?  
 (Delete and Type Goal directly from Marzano text)

b. **Rubric Self Assessment (Use Goal Area 2 only if you selected more than one goal area)**

Goal Area 1	Goal Area 2
Innovating	Innovating
Applying	Applying
Developing	Developing
Beginning	Beginning
Not Using	Not Using

c. **Rationale (Explanation for the selection of this Focus Area and self-assessed level):**  
 (Delete and Start Here)

d. **Strategies to be implemented:**  
 (Delete and Start Here)

---

---

---

---

---

---

---

---

---

---

---

---

**2. Student Growth**

Due to Principal Third Friday of Classes in September

Teacher Name:	Date:
Building:	Assignment:

**STUDENT GROWTH PLAN**

Develop a plan to measure growth with your grade level, department, or like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth model, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples: Ed Performance; Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings.

- Grade Level, Department or Like Group:**  
(Delete and Start Here)
- Purpose – Desired Outcome**  
(Delete and Start Here)
- Description – What are you going to do?**  
(Delete and Start Here)
- Specific Data and Assessment(s) to be used:**  
(Delete and Start Here)
- Assessment Timeline (when data points will be collected):**  
(Delete and Start Here)

---

---

---

---

---

---

---

---

**3. Peer Feedback Plan**

Due to Principal Third Friday of Classes in September

Teacher Name:	Date:
Building:	Assignment:

**PEER FEEDBACK PLAN**

Develop a plan on how you will receive feedback from a peer. The feedback can come from a classroom observation, video review, lesson plan review, student assessment review, or any other way that gives you valuable feedback connected to your AEP goals. This feedback will be used by you in your self evaluation and will not be used in your formal evaluation beyond confirming your implementation of your stated plan was carried out and suggestions or direction for what you may want to do in the future.

**Describe Your Plan Below**  
(Delete and Start Here)

---

---

---

---

---

---

---

---

**4. Professional Responsibilities**

Teacher Name:	Date:
Building:	Assignment:

**FOCUS AREAS**

As part of this annual performance evaluation, the building administrator responsible for your evaluation will provide you feedback on each of the following:

**Reflecting on the Teaching and Learning Cycle (to be implemented beginning with the 2012/13 school year) –**  
This factor shall be based on the teacher's instructional planning, implementation of instructional plans, the ability to assess whether the intended learning outcomes were achieved, and implications for future instruction.

**Amount of support needed for new learning to occur (scaffolding):**  
Instructional Differentiation (ID):  
• T-1 (depends on the purpose)  
• S-1 (depends on the purpose)  
Shared (SWN):  
Qualified (WN):  
Independent (IN):  
Groupings:  
• Cooperative, Mixed, Interest

**Compliance with School and District Regulations** – This factor shall be based on how well the teacher complies with school and district rules and expectations.

**Significant, Relevant Accomplishments and Contributions** – This factor shall be based on whether the teacher contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an teacher in his or her peer group and having a demonstrated a record of exceptional performance.

**Relevant Special Training** – This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

---

---

---

---

---

---

---

---

**5. Summative Evaluation Report**

*Due to Principal on May 1<sup>st</sup> (or as agreed upon by teacher and administrator)*

Teacher Name:	Date:
Building:	Assignment:
Evaluator:	

**Focus and Goal Areas: please retype the complete text of your selected focus and goal areas from page 1**

**Focus Area 1 (Instruction):**

Goal Area:
Goal Area:

**Focus Area 2 (Classroom Management):**

Goal Area:
Goal Area:

Teacher completes sections 1-4:

- 1. Teacher Self-Evaluation (Reflection on personal growth as related to Focus Area(s))**  
*Refer back to your Rationale and Strategies (parts c and d in Section 1)*  
 (Delete and Start Here)
- 2. Student Growth Evaluation (Description of the results and future implications)**  
*Attach data without any student identifying information*  
 (Delete and Start Here)
- 3. Peer Feedback (What did you learn and how will you use that learning in the future?)**  
 (Delete and Start Here)
- 4. Professional Responsibilities**  
**Significant Relevant Accomplishments and Contributions**  
 (Delete and Start Here)  
**Relevant Special Training**

---



---



---



---



---



---



---



---



---



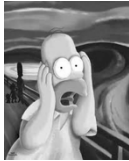
---

**Effectiveness Labels**

What's HE, E, ME, I?

"How are you going to do the math?"

**POINTS?**




---



---



---



---



---



---



---



---



---



---

**6. Effectiveness Rating**

Teacher Name:	Date:
Building:	Assignment:
Evaluator:	

**Focus Areas**

4 Innovating	1 Positive Growth for the Whole Group	Subgroups
3 Developing	1,2 Positive Growth for Each Sub-Group	1 Gender
2 Developing	0 Zero or Negative Growth	2 White
1 Beginning		3 African American
0 Not Using		4 Hispanic
		5 Asian
		6 Economically Disadvantaged
		7 Special Education

**Peer Feedback**

1 Evidence	3 Distinguished
0 No-Evidence	2 Proficient
	1 Basic
	0 Unsatisfactory

**Professional Responsibilities - Part A**

3 Evidence of Both Criteria
1 Evidence of One Criterion
0 Evidence of Neither Criterion

**Professional Responsibilities - Part B**

3 Evidence of Both Criteria
1 Evidence of One Criterion
0 Evidence of Neither Criterion

**Focus Areas**

Instruction	* 50 =	(max 200 = 25%)
Classroom Management	* 50 =	(max 200 = 25%)
<b>Student Growth</b>	<b>* 25 =</b>	<b>(max 200 = 25%)</b>
<b>Peer Feedback</b>	<b>* 50 =</b>	<b>(max 50 = 6.25%)</b>

**Professional Responsibilities**

Part A	* 25 =	(max 75 = 9.375%)
Part B	* 25 =	(max 75 = 9.375%)
<b>Total</b>	<b>=</b>	<b>(max 800 = 100%)</b>

Highly Effective # = 800  
 Effective # = #  
 Minimally Effective # = #  
 Ineffective 0 = #

---



---



---



---



---



---



---



---



---




---

**Effectiveness Labels**

What's HE, E, ME, I?

"How are you going to do the math?"

# RUBRICS!




---

---

---

---

---

---

---

---

Administrator completes sections 5-9:

**5. Administrative Evaluation (Related to Focus Areas – Classroom Observations)**

**Instructional Focus Area**

Highly Effective Growth	Effective Growth	Minimally Effective Growth	Ineffective Growth
Shows growth of 3 levels or reaches the Innovating level.	Shows growth of 2 levels or reaches the Applying level.	Shows growth of one level.	Shows no growth.

(Delete and Start Here)

**Classroom Management Focus Area**

Highly Effective Growth	Effective Growth	Minimally Effective Growth	Ineffective Growth
Shows growth of 3 levels or reaches the Innovating level.	Shows growth of 2 levels or reaches the Applying level.	Shows growth of one level.	Shows no growth.

(Delete and Start Here)

---

---

---

---

---

---

---

---

**5. Administrative Evaluation (Related to Student Growth)**

**Quality and Implementation of Student Growth**

Highly Effective	Effective	Minimally Effective	Ineffective
Meets all criteria of a quality student growth plan. <ul style="list-style-type: none"> <li>Clearly articulated purpose and plan description</li> <li>Specific data to be collected</li> <li>Specific assessments used, timelines</li> <li>Specific interventions identified</li> <li>Growth across multiple units</li> <li>Data analysis and next steps</li> <li>Student data provided as evidence</li> </ul> Fully implements the student growth plan. Use multiple measures. Links to building and/or district goal(s) (2012-13)	Meets all criteria of a quality student growth plan. <ul style="list-style-type: none"> <li>Clearly articulated purpose and plan description</li> <li>Specific data to be collected</li> <li>Specific assessments used, timelines</li> <li>Specific interventions identified</li> <li>Growth across multiple units</li> <li>Data analysis and next steps</li> <li>Student data provided as evidence</li> </ul> Fully implements the student growth plan.	Meets some criteria of a quality student growth plan <ul style="list-style-type: none"> <li>OK- Does not fully implement the student growth plan.</li> </ul>	Meets no criteria of a quality student growth plan <ul style="list-style-type: none"> <li>Q- Does not attempt to implement the student growth plan.</li> </ul>

(Delete and Start Here)

---

---

---

---

---

---

---

---



Effectiveness of Student Growth Plan			
Highly Effective	Effective	Minimally Effective	Ineffective
Student data indicates that 90% or more of the targeted students showed growth. (2011-12)	Student data indicates that 80% of the targeted students showed growth. (2011-12)	Student data indicates that 51%-79% of the targeted students showed growth. (2011-12)	Student data indicates that 50% or fewer of the targeted students showed growth. (2011-12)
Student data indicates that 90% or more of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)	Student data indicates that 80% of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)	Student data indicates that 51%-79% of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)	Student data indicates that 50% or fewer of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)
(Delete and Start Here)			
7. Administrative Evaluation (Related to Peer Feedback)			
Highly Effective	Effective	Minimally Effective	Ineffective
Feedback plan was routinely (minimum monthly) implemented with multiple opportunities for peer to provide feedback. Teacher provides reflection on the impact related to his/her practice.	Feedback plan was occasionally (minimum quarterly) implemented with multiple opportunities for peer to provide feedback. Teacher provides reflection on the impact related to his/her practice.	Feedback plan was seldom (minimum on a semester basis) implemented.	Feedback plan was not implemented.
(Delete and Start Here)			

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

8. Administrative Evaluation (Professional Responsibilities)			
Reflecting on the Teaching and Learning Cycle (to be implemented beginning with the 2012/13 school year)			
Highly Effective	Effective	Minimally Effective	Ineffective
Not included in the evaluation for 2011-12. Teacher makes a thoughtful and accurate assessment of instructional effectiveness and the extent to which goals were achieved, citing many specific examples from lessons and weighing the relative strength of each. (2012-13)	Not included in the evaluation for 2011-12. Teacher makes an accurate assessment of instructional effectiveness and the extent to which goals were achieved and can cite general references to support the judgment. (2012-13)	Not included in the evaluation for 2011-12. Teacher has generally accurate impression of instructional effectiveness and the extent to which instructional goals were met. (2012-13)	Not included in the evaluation for 2011-12. Teacher does not know if instruction was effective or goals were achieved, or profoundly misjudges the success of instruction. (2012-13)
Compliance with School and District Regulations			
Highly Effective	Effective	Minimally Effective	Ineffective
Teacher complies fully with school and district regulations and responsibilities, demonstrating a leadership role with colleagues.	Teacher complies fully with school and district regulations and responsibilities.	Teacher complies minimally with school and district regulations and responsibilities, doing just enough to get by.	Teacher does not comply with school and district regulations and responsibilities.
(Delete and Start Here)			

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Significant, Relevant Accomplishments and Contributions			
Highly Effective	Effective	Minimally Effective	Ineffective
Teacher initiates, organizes, and/or volunteers in school /district events, projects, committees. Makes a substantial contribution, and assumes a leadership role in a major school or district project.	Teacher initiates, organizes, and/or volunteers in school / district events, projects, committees.	Teacher participates in school / district events, projects, committees when specifically asked.	Teacher does not become involved in school / district events, projects, committees, initiatives.
(Delete and Start Here)			
Relevant Special Training			
Highly Effective	Effective	Minimally Effective	Ineffective
Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and makes a systematic attempt to demonstrate integration of the new learning into instruction in a meaningful way.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and makes an attempt to demonstrate integration of the new learning into instruction in a meaningful way.	Teacher participates in limited professional development and/or does not make an attempt to demonstrate integration of the new learning into instruction in a meaningful way.	Teacher engages in no professional development activities to enhance knowledge or skill.
(Delete and Start Here)			

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**9. Administrative Recommendations (Next Steps)**

(Delete and Start Here)

Observation Dates:	Conference Dates:	In Person/Electronically
1.	1.	1.
2.	2.	2.
3.	3.	3. (hit tab here to get 4...)

---

---

---

---

---

---

---

---

**6. Effectiveness Rating**

Teacher Name:	Date:
Building:	Assignment:
Evaluator:	

**PART 1**

Focus Area			
Instructional	HE	E	ME
Classroom Management	HE	E	ME
Student Growth	HE	E	ME
Quality and Implementation	HE	E	ME
Effectiveness	HE	E	ME

**PART 2**

Peer Feedback	HE	E	ME
Professional Responsibilities	HE	E	ME
Compliance with Rules/Regulations	HE	E	ME
Relevant Accomplishments/Contributions	HE	E	ME
Relevant Special Training	HE	E	ME

	<b>Pass 1</b>	And	<b>Pass 2</b>
Highly Effective	3 or more HE (no ME or I)	And	No ME or I
Effective	3 or more E (no I)	And	No more than 1 ME and no I
Minimally Effective	2 or more ME	And	2 or more ME
Ineffective	any other configuration		

**Current School Year (REP) – Performance Based Compensation:**  
 Highly Effective – Yes  
 Effective – Yes  
 Minimally Effective – No  
 Ineffective – No

**Following School Year:**  
 Continue  
 Non-Renew  
 Resigned effective June 30<sup>th</sup> of the current school year

---

---

---

---

---

---

---

---

**What's Next?**

**Performance Based Compensation**

**MONITORING**  
 Sustainability  
 Consistency  
 Results

**Planning for 12/13**

---

---

---

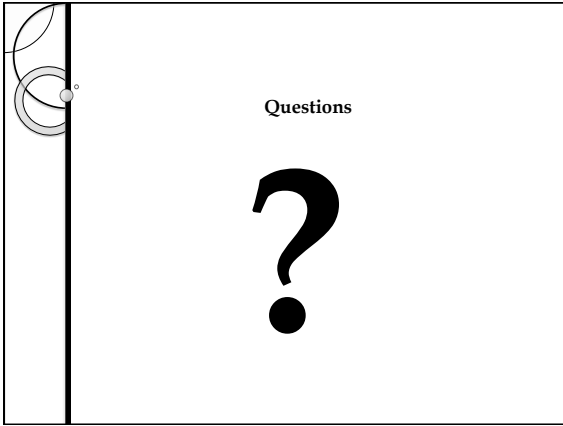
---

---

---

---

---



---

---

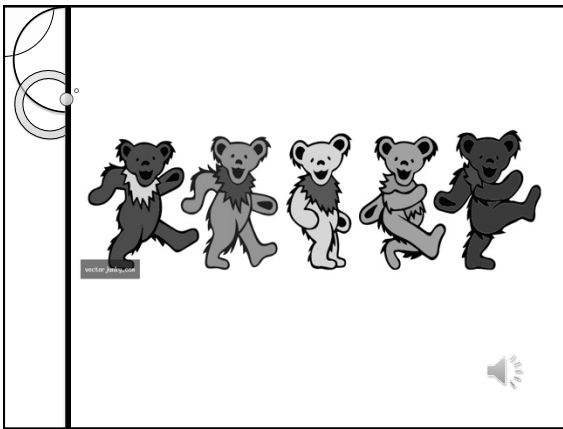
---

---

---

---

---



---

---

---

---

---

---

---



# 1. Performance Evaluation Plan

**Due to Principal Third Friday of Classes in September**

<b>Teacher Name:</b>		<b>Status:</b>	<b>Tenured</b>
<b>Building:</b>		<b>Date:</b>	
<b>Assignment:</b>			

**DIRECTIONS:**

- Choose **one** focus areas from either the *Instruction* area or one from the *Classroom Management* area in collaboration with your building principal/evaluator.

## FOCUS AREAS

**Instruction**

	1. Establish and communicate learning goals, track student progress, and celebrate success.
	2. Students effectively interact with new knowledge.
	3. Students practice and deepen their understanding of new knowledge.
	4. Students generate and test hypotheses about new knowledge.
	8. Establish and maintain effective relationships with students.
	9. Communicate high expectations for all students.

*Numbers correspond to chapter numbers in Robert J. Marzano's The Art and Science of Teaching*

**a. Goal Area(s): Within the Focus Area above, which goal area(s) will you be concentrating?**

(Delete and Type Goal directly from Marzano text)

**b. Rubric Self-Assessment (Beginning in 12/13, two Goal Areas are to be selected)**

	<b><u>Goal Area 1</u></b>		<b><u>Goal Area 2</u></b>
	Innovating		Innovating
	Applying		Applying
	Developing		Developing
	Beginning		Beginning
	Not Using		Not Using



**c. Rationale (Explanation for the selection of this Focus Area and Goal Area(s) self-assessment(s)):**

(Delete and Start Here)

**d. Strategies to be implemented:**

(Delete and Start Here)

**Classroom Management**

	5. Students are engaged.
	6. Establish or maintain classroom rules and procedures.
	7. Recognize and acknowledge adherence and lack of adherence to classroom rules and procedures.

*Numbers correspond to chapter numbers in Robert J. Marzano's The Art and Science of Teaching*

**a. Goal Area(s): Within the Focus Area above, which goal area(s) will you be concentrating?**

(Delete and Type Goal directly from Marzano text)

**b. Rubric Self-Assessment (Beginning in 12/13, two Goal Areas are to be selected)**

	<u>Goal Area 1</u>		<u>Goal Area 2</u>
	Innovating		Innovating
	Applying		Applying
	Developing		Developing
	Beginning		Beginning
	Not Using		Not Using

**c. Rationale (Explanation for the selection of this Focus Area and self assessed Level):**

(Delete and Start Here)

**d. Strategies to be implemented:**

(Delete and Start Here)



## 2. Student Growth

Due to Principal Third Friday of Classes in September			
Teacher Name:		Date:	
Building:		Assignment:	

### STUDENT GROWTH PLAN

*Develop a plan to measure growth with your grade level, department, or like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth model, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples: Ed Performance; Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings*

**a. Grade Level, Department or Like Group:**

(Delete and Start Here)

**b. Purpose – Desired Outcome**

(Delete and Start Here)

**c. Description – What are you going to do?**

(Delete and Start Here)

**d. Specific Data and Assessment(s) to be used:**

(Delete and Start Here)

**e. Assessment Timeline (when data points will be collected):**

(Delete and Start Here)



### 3. Peer Feedback Plan

Due to Principal Third Friday of Classes in September			
Teacher Name:		Date:	
Building:		Assignment:	

#### PEER FEEDBACK PLAN

*Develop a plan on how you will receive feedback from a peer. The feedback can come from a classroom observation, video review, lesson plan review, student assessment review, or any other way that gives you valuable feedback connected to your AEP goals. This feedback will be used by you in your self evaluation and will not be used in your formal evaluation beyond confirming your stated plan was carried out and suggestions or direction for what you may want to do in this area in the future.*

#### Describe Your Plan Below

(Delete and Start Here)



## 4. Professional Responsibilities

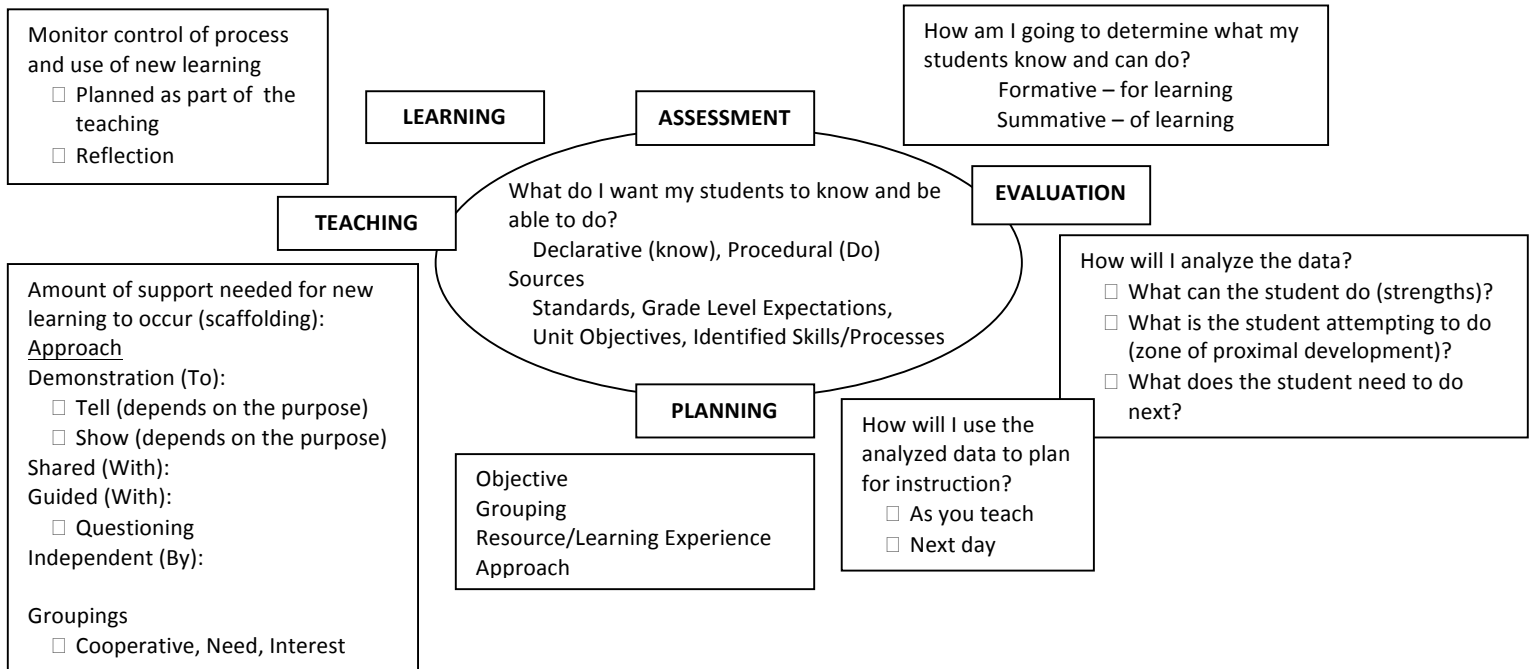
<b>FOCUS AREAS</b>			
<b>Teacher Name:</b>		<b>Date:</b>	
<b>Building:</b>		<b>Assignment:</b>	

### FOCUS AREAS

*As part of this annual performance evaluation, the building administrator responsible for your evaluation will provide you feedback on each of the following:*

#### Reflecting on the Teaching and Learning Cycle (to be implemented beginning with the 2012/13 school year) –

This factor shall be based on the teacher's instructional planning, implementation of instructional plans, the ability to assess whether the intended learning outcomes were achieved, and implications for future instruction.



**Compliance with School and District Regulations** – This factor shall be based on how well the teacher complies with school and district rules and expectations.

**Significant, Relevant Accomplishments and Contributions** – This factor shall be based on whether the teacher contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an teacher in his or her peer group and having a demonstrated a record of exceptional performance.

**Relevant Special Training** – This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.





## 5. Summative Evaluation Report

Due to Principal on May 1 <sup>st</sup> (or as agreed upon by teacher and administrator)			
Teacher Name:		Date:	
Building:		Assignment:	
Evaluator:			

**Focus and Goal Areas:** *please retype the complete text of your selected focus and goal areas from page 1*

<b>Focus Area 1 (Instruction):</b>
Goal Area:
Goal Area:
<b>Focus Area 2 (Classroom Management):</b>
Goal Area:
Goal Area:

Teacher completes sections 1-4:

### 1. Teacher Self-Evaluation (Reflection on personal growth as related to Focus/Goal Area(s))

*Refer back to your Rationale and Strategies (parts c and d in Section 1)*

(Delete and Start Here)

### 2. Student Growth Evaluation (Description of the results and future implications)

*Attach data without any student identifying information*

(Delete and Start Here)

### 3. Peer Feedback (What did you learn and how will you use that learning in the future?)

(Delete and Start Here)

### 4. Professional Responsibilities

**Significant Relevant Accomplishments and Contributions**

(Delete and Start Here)



**Relevant Special Training**

(Delete and Start Here)

Administrator completes sections 5-9:

**5. Administrative Evaluation (Related to Focus Areas – Classroom Observations)**

**Focus Area, Goal Area 1**

<b>Highly Effective Growth</b>	<b>Effective Growth</b>	<b>Minimally Effective Growth</b>	<b>Ineffective Growth</b>
Shows growth of 3 levels or reaches the Innovating level.	Shows growth of 2 levels or reaches the Applying level.	Shows growth of one level.	Shows no growth.

(Delete and Start Here)

**Focus Area, Goal Area 2 (beginning in 12/13, two goals areas are to be selected)**

<b>Highly Effective Growth</b>	<b>Effective Growth</b>	<b>Minimally Effective Growth</b>	<b>Ineffective Growth</b>
Shows growth of 3 levels or reaches the Innovating level.	Shows growth of 2 levels or reaches the Applying level.	Shows growth of one level.	Shows no growth.

(Delete and Start Here)

**6. Administrative Evaluation (Related to Student Growth)**

**Quality and Implementation of Student Growth**

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Meets all criteria of a quality student growth plan. <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly articulated purpose and plan description</li> <li><input type="checkbox"/> Specific data to be collected</li> <li><input type="checkbox"/> Specific assessments used, timelines</li> <li><input type="checkbox"/> Specific</li> </ul>	Meets all criteria of a quality student growth plan. <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly articulated purpose and plan description</li> <li><input type="checkbox"/> Specific data to be collected</li> <li><input type="checkbox"/> Specific assessments used, timelines</li> <li><input type="checkbox"/> Specific</li> </ul>	Meets some criteria of a quality student growth plan -OR- Does not fully implement the student growth plan.	Meets no criteria of a quality student growth plan -OR- Does not attempt to implement the student growth plan.



<p>interventions identified</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Growth across multiple units</li> <li><input type="checkbox"/> Data analysis and next steps</li> <li><input type="checkbox"/> Student data provided as evidence</li> </ul> <p>Fully implements the student growth plan.</p> <p>Use multiple measures.</p> <p><b>Links to building and/or district goal(s) (2012-13)</b></p>	<p>interventions identified</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Growth across multiple units</li> <li><input type="checkbox"/> Data analysis and next steps</li> <li><input type="checkbox"/> Student data provided as evidence</li> </ul> <p>Fully implements the student growth plan.</p>		
---	---	--	--

(Delete and Start Here)

**Effectiveness of Student Growth Plan**

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<p>Student data indicates that 90% or more of the targeted students showed growth. (2011-12)</p> <p>Student data indicates that 90% or more of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)</p>	<p>Student data indicates that 80% of the targeted students showed growth. (2011-12)</p> <p>Student data indicates that 80% of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)</p>	<p>Student data indicates that 51%-79% of the targeted students showed growth. (2011-12)</p> <p>Student data indicates that 51%-79% of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)</p>	<p>Student data indicates that 50% or fewer of the targeted students showed growth. (2011-12)</p> <p>Student data indicates that 50% or fewer of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)</p>

(Delete and Start Here)

**7. Administrative Evaluation (Related to Peer Feedback)**

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
<p>Feedback plan was routinely (minimum monthly) implemented with multiple</p>	<p>Feedback plan was occasionally (minimum quarterly) implemented with multiple</p>	<p>Feedback plan was seldom (minimum on a semester basis) implemented.</p>	<p>Feedback plan was not implemented.</p>



opportunities for peer to provide feedback. Teacher provides reflection on the impact related to his/her practice.	opportunities for peer to provide feedback. Teacher provides reflection on the impact related to his/her practice.		
--	--	--	--

(Delete and Start Here)

## 8. Administrative Evaluation (Professional Responsibilities)

### Reflecting on Instruction (to be implemented beginning with the 2012/13 school year)

Highly Effective	Effective	Minimally Effective	Ineffective
Not included in the evaluation for 2011-12.  Teacher makes a thoughtful and accurate assessment of instructional effectiveness and the extent to which goals were achieved, citing many specific examples from lessons and weighing the relative strength of each. (2012-13)	Not included in the evaluation for 2011-12.  Teacher makes an accurate assessment of instructional effectiveness and the extent to which goals were achieved and can cite general references to support the judgment. (2012-13)	Not included in the evaluation for 2011-12.  Teacher has generally accurate impression of instructional effectiveness and the extent to which instructional goals were met. (2012-13)	Not included in the evaluation for 2011-12.  Teacher does not know if instruction was effective or goals were achieved, or profoundly misjudges the success of instruction. (2102-13)

### Compliance with School and District Regulations

Highly Effective	Effective	Minimally Effective	Ineffective
Teacher complies fully with school and district regulations and responsibilities, demonstrating a leadership role with colleagues.	Teacher complies fully with school and district regulations and responsibilities.	Teacher complies minimally with school and district regulations and responsibilities, doing just enough to get by.	Teacher does not comply with school and district regulations and responsibilities.

(Delete and Start Here)

### Significant, Relevant Accomplishments and Contributions



Highly Effective	Effective	Minimally Effective	Ineffective
<p>Teacher initiates, organizes, and/or volunteers in school /district events, projects, committees.</p> <p>Makes a substantial contribution, and assumes a leadership role in a major school or district project.</p>	<p>Teacher initiates, organizes, and/or volunteers in school / district events, projects, committees.</p>	<p>Teacher participates in school / district events, projects, committees when specifically asked.</p>	<p>Teacher avoids becoming involved in school / district events, projects, committees, initiatives.</p>

(Delete and Start Here)

### Relevant Special Training

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and makes a <b>systematic attempt</b> to demonstrate integration of the new learning into instruction in a meaningful way.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and <b>makes an attempt</b> to demonstrate integration of the new learning into instruction in a meaningful way.</p>	<p>Teacher participates in <b>limited</b> professional development <b>and /or does not make an attempt</b> to demonstrate integration of the new learning into instruction in a meaningful way.</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p>

(Delete and Start Here)

## 9. Administrative Recommendations (Next Steps)

(Delete and Start Here)

Observation Dates:	Conference Dates:	In Person/Electronically
1.	1.	1.
2.	2.	2.
3.	3.	3. (hit tab here to get 4 ...)



## 6. Effectiveness Rating

<b>Teacher Name:</b>		<b>Date:</b>	
<b>Building:</b>		<b>Assignment:</b>	
<b>Evaluator:</b>			

### PART 1

Focus/Goal Area	HE	E	ME	I
Student Growth				
Quality and Implementation	HE	E	ME	I
Effectiveness	HE	E	ME	I

### PART 2

Peer Feedback	HE	E	ME	I
Professional Responsibilities				
Compliance with Rules/Regulations	HE	E	ME	I
Relevant Accomplishments/Contributions	HE	E	ME	I
Relevant Special Training	HE	E	ME	I

	<u>Part 1</u>		<u>Part 2</u>
Highly Effective	2 or more HE (No ME or I)	And	No ME or I
Effective	2 or more E (No I)	And	No more than 1 ME and no I
Minimally Effective	2 or more ME	And	2 or more ME
Ineffective	any other configuration		

### **Current School Year (REP) – Performance Based Compensation:**

- Highly Effective – Yes
- Effective – Yes
- Minimally Effective – No
- Ineffective – No

### **Following School Year:**

- Continue
- Continue with an IDP
- Resigned effective June 30<sup>th</sup> of the current school year



---

**Administrator Signature**

---

**Date**

*My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein. I understand that I have the right to attach a signed statement to my evaluation after it has been completed.*

---

**Teacher Signature**

---

**Date**



# 1. Individualized Development Plan

**Due to Principal Third Friday of Classes in September**

<b>Teacher Name:</b>		<b>Status:</b>	<b>Probationary</b>
<b>Building:</b>		<b>Year of Probation:</b>	<b># of #</b>
<b>Assignment:</b>			
<b>Assigned Mentor:</b>		<b>Date:</b>	

**DIRECTIONS:**

- Choose **two** focus areas - one from the *Instruction* area and one from the *Classroom Management* area in collaboration with your building principal/evaluator.

## FOCUS AREAS

*Instruction*

	1. Establish and communicate learning goals, track student progress, and celebrate success.
	2. Students effectively interact with new knowledge.
	3. Students practice and deepen their understanding of new knowledge.
	4. Students generate and test hypotheses about new knowledge.
	8. Establish and maintain effective relationships with students.
	9. Communicate high expectations for all students.

*Numbers correspond to chapter numbers in Robert J. Marzano's **The Art and Science of Teaching***

**a. Goal Area(s):** *Within the Focus Area above, which goal area(s) will you be concentrating?*

(Delete and Type Goal directly from Marzano text)

**b. Rubric Self Assessment** *(Use Goal Area 2 only if you are working in more than one goal area)*

	<u>Goal Area 1</u>		<u>Goal Area 2</u>
	Innovating		Innovating
	Applying		Applying
	Developing		Developing
	Beginning		Beginning
	Not Using		Not Using





**c. Rationale (Explanation for the selection of this Focus Area and Goal Area(s) self-assessment(s)):**

(Delete and Start Here)

**d. Strategies to be implemented:**

(Delete and Start Here)

**Classroom Management**

	5. Students are engaged.
	6. Establish or maintain classroom rules and procedures.
	7. Recognize and acknowledge adherence and lack of adherence to classroom rules and procedures.

*Numbers correspond to chapter numbers in Robert J. Marzano's The Art and Science of Teaching*

**a. Goal Area(s): Within the Focus Area above, which goal area(s) will you be concentrating?**

(Delete and Type Goal directly from Marzano text)

**b. Rubric Self Assessment (Use Goal Area 2 only if you selected more than one goal area)**

	<u>Goal Area 1</u>		<u>Goal Area 2</u>
	Innovating		Innovating
	Applying		Applying
	Developing		Developing
	Beginning		Beginning
	Not Using		Not Using

**c. Rationale (Explanation for the selection of this Focus Area and self assessed Level):**

(Delete and Start Here)

**d. Strategies to be implemented:**

(Delete and Start Here)



## 2. Student Growth

Due to Principal Third Friday of Classes in September			
Teacher Name:		Date:	
Building:		Assignment:	

### STUDENT GROWTH PLAN

*Develop a plan to measure growth with your grade level, department, or like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth model, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples: Ed Performance; Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings*

**a. Grade Level, Department or Like Group:**

(Delete and Start Here)

**b. Purpose – Desired Outcome**

(Delete and Start Here)

**c. Description – What are you going to do?**

(Delete and Start Here)

**d. Specific Data and Assessment(s) to be used:**

(Delete and Start Here)

**e. Assessment Timeline (when data points will be collected):**

(Delete and Start Here)



### 3. Peer Feedback Plan

Due to Principal Third Friday of Classes in September			
Teacher Name:		Date:	
Building:		Assignment:	

#### PEER FEEDBACK PLAN

*Develop a plan on how you will receive feedback from a peer. The feedback can come from a classroom observation, video review, lesson plan review, student assessment review, or any other way that gives you valuable feedback connected to your AEP goals. This feedback will be used by you in your self evaluation and will not be used in your formal evaluation beyond confirming your stated plan was carried out and suggestions or direction for what you may want to do in this area in the future.*

#### Describe Your Plan Below

(Delete and Start Here)



## 4. Professional Responsibilities

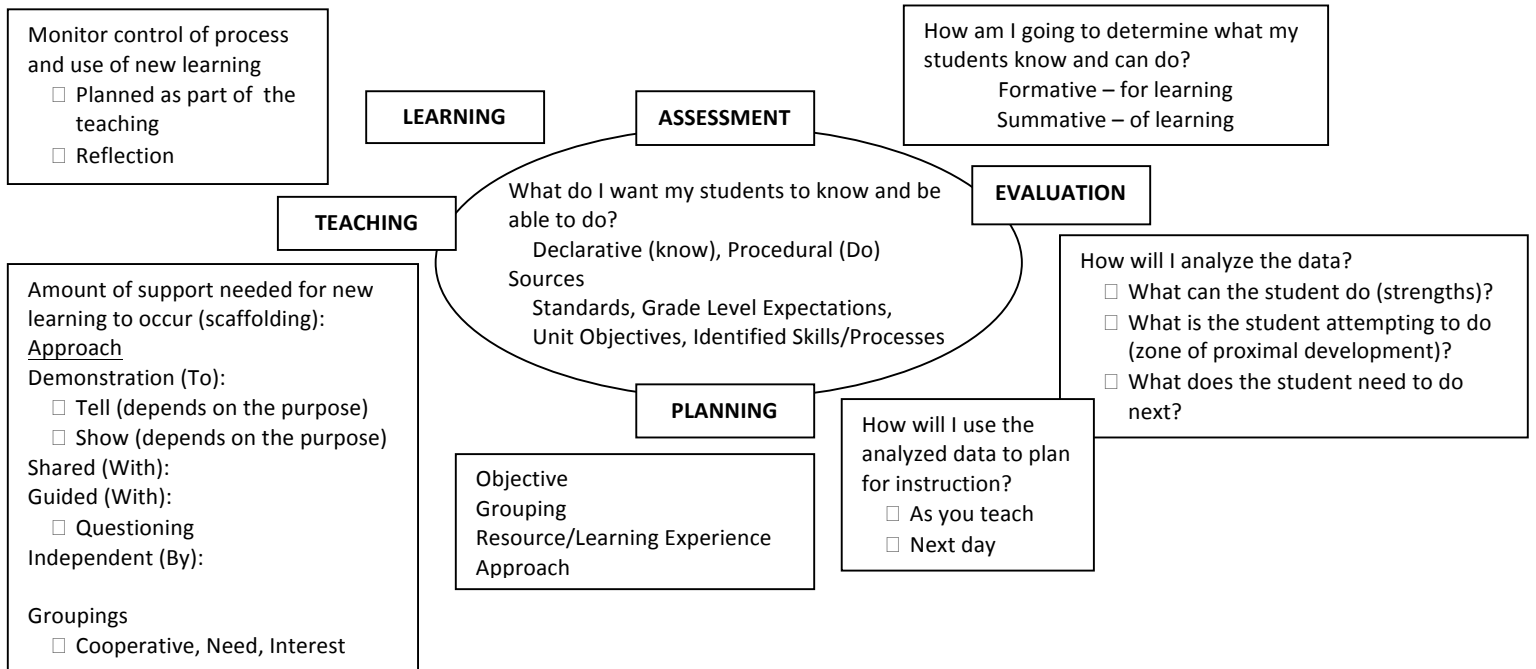
<b>Teacher Name:</b>		<b>Date:</b>	
<b>Building:</b>		<b>Assignment:</b>	

### FOCUS AREAS

*As part of this annual performance evaluation, the building administrator responsible for your evaluation will provide you feedback on each of the following:*

#### Reflecting on the Teaching and Learning Cycle (to be implemented beginning with the 2012/13 school year) –

This factor shall be based on the teacher’s instructional planning, implementation of instructional plans, the ability to assess whether the intended learning outcomes were achieved, and implications for future instruction.



**Compliance with School and District Regulations** – This factor shall be based on how well the teacher complies with school and district rules and expectations.

**Significant, Relevant Accomplishments and Contributions** – This factor shall be based on whether the teacher contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an teacher in his or her peer group and having a demonstrated a record of exceptional performance.

**Relevant Special Training** – This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.



## 5. Summative Evaluation Report

Due to Principal on May 1 <sup>st</sup> (or as agreed upon by teacher and administrator)			
Teacher Name:		Date:	
Building:		Assignment:	
Evaluator:			

**Focus and Goal Areas:** *please retype the complete text of your selected focus and goal areas from page 1*

<b>Focus Area 1 (Instruction):</b>
Goal Area:
Goal Area:
<b>Focus Area 2 (Classroom Management):</b>
Goal Area:
Goal Area:

Teacher completes sections 1-4:

### 1. Teacher Self-Evaluation (Reflection on personal growth as related to Focus Area(s))

*Refer back to your Rationale and Strategies (parts c and d in Section 1)*

(Delete and Start Here)

### 2. Student Growth Evaluation (Description of the results and future implications)

*Attach data without any student identifying information*

(Delete and Start Here)

### 3. Peer Feedback (What did you learn and how will you use that learning in the future?)

(Delete and Start Here)

### 4. Professional Responsibilities

**Significant Relevant Accomplishments and Contributions**

(Delete and Start Here)



**Relevant Special Training**

(Delete and Start Here)

Administrator completes sections 5-9:

**5. Administrative Evaluation (Related to Focus Areas – Classroom Observations)**

**Instructional Focus Area**

Highly Effective Growth	Effective Growth	Minimally Effective Growth	Ineffective Growth
Shows growth of 3 levels or reaches the Innovating level.	Shows growth of 2 levels or reaches the Applying level.	Shows growth of one level.	Shows no growth.

(Delete and Start Here)

**Classroom Management Focus Area**

Highly Effective Growth	Effective Growth	Minimally Effective Growth	Ineffective Growth
Shows growth of 3 levels or reaches the Innovating level.	Shows growth of 2 levels or reaches the Applying level.	Shows growth of one level.	Shows no growth.

(Delete and Start Here)

**6. Administrative Evaluation (Related to Student Growth)**

**Quality and Implementation of Student Growth**

Highly Effective	Effective	Minimally Effective	Ineffective
Meets all criteria of a quality student growth plan. <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly articulated purpose and plan description</li> <li><input type="checkbox"/> Specific data to be collected</li> <li><input type="checkbox"/> Specific assessments used, timelines</li> <li><input type="checkbox"/> Specific</li> </ul>	Meets all criteria of a quality student growth plan. <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly articulated purpose and plan description</li> <li><input type="checkbox"/> Specific data to be collected</li> <li><input type="checkbox"/> Specific assessments used, timelines</li> <li><input type="checkbox"/> Specific</li> </ul>	Meets some criteria of a quality student growth plan -OR- Does not fully implement the student growth plan.	Meets no criteria of a quality student growth plan -OR- Does not attempt to implement the student growth plan.



<p>interventions identified</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Growth across multiple units</li> <li><input type="checkbox"/> Data analysis and next steps</li> <li><input type="checkbox"/> Student data provided as evidence</li> </ul> <p>Fully implements the student growth plan.</p> <p>Use multiple measures.</p> <p><b>Links to building and/or district goal(s) (2012-13)</b></p>	<p>interventions identified</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Growth across multiple units</li> <li><input type="checkbox"/> Data analysis and next steps</li> <li><input type="checkbox"/> Student data provided as evidence</li> </ul> <p>Fully implements the student growth plan.</p>		
---	---	--	--

(Delete and Start Here)

**Effectiveness of Student Growth Plan**

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Student data indicates that 90% or more of the targeted students showed growth. (2011-12)	Student data indicates that 80% of the targeted students showed growth. (2011-12)	Student data indicates that 51%-79% of the targeted students showed growth. (2011-12)	Student data indicates that 50% or fewer of the targeted students showed growth. (2011-12)
Student data indicates that 90% or more of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)	Student data indicates that 80% of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)	Student data indicates that 51%-79% of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)	Student data indicates that 50% or fewer of the targeted students met the <b>growth target</b> as determined by the growth plan. (2012-13)

(Delete and Start Here)

**7. Administrative Evaluation (Related to Peer Feedback)**

<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
Feedback plan was routinely (minimum monthly) implemented with multiple	Feedback plan was occasionally (minimum quarterly) implemented with multiple	Feedback plan was seldom (minimum on a semester basis) implemented.	Feedback plan was not implemented.



opportunities for peer to provide feedback. Teacher provides reflection on the impact related to his/her practice.	opportunities for peer to provide feedback. Teacher provides reflection on the impact related to his/her practice.		
--	--	--	--

(Delete and Start Here)

## 8. Administrative Evaluation (Professional Responsibilities)

**Reflecting on the Teaching and Learning Cycle (to be implemented beginning with the 2012/13 school year)**

Highly Effective	Effective	Minimally Effective	Ineffective
Not included in the evaluation for 2011-12.  Teacher makes a thoughtful and accurate assessment of instructional effectiveness and the extent to which goals were achieved, citing many specific examples from lessons and weighing the relative strength of each. (2012-13)	Not included in the evaluation for 2011-12.  Teacher makes an accurate assessment of instructional effectiveness and the extent to which goals were achieved and can cite general references to support the judgment. (2012-13)	Not included in the evaluation for 2011-12.  Teacher has generally accurate impression of instructional effectiveness and the extent to which instructional goals were met. (2012-13)	Not included in the evaluation for 2011-12.  Teacher does not know if instruction was effective or goals were achieved, or profoundly misjudges the success of instruction. (2102-13)

### Compliance with School and District Regulations

Highly Effective	Effective	Minimally Effective	Ineffective
Teacher complies fully with school and district regulations and responsibilities, demonstrating a leadership role with colleagues.	Teacher complies fully with school and district regulations and responsibilities.	Teacher complies minimally with school and district regulations and responsibilities, doing just enough to get by.	Teacher does not comply with school and district regulations and responsibilities.

(Delete and Start Here)





### Significant, Relevant Accomplishments and Contributions

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Teacher initiates, organizes, and/or volunteers in school /district events, projects, committees.</p> <p>Makes a substantial contribution, and assumes a leadership role in a major school or district project.</p>	<p>Teacher initiates, organizes, and/or volunteers in school / district events, projects, committees.</p>	<p>Teacher participates in school / district events, projects, committees when specifically asked.</p>	<p>Teacher avoids becoming involved in school / district events, projects, committees, initiatives.</p>

(Delete and Start Here)

### Relevant Special Training

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and makes a <b>systematic attempt</b> to demonstrate integration of the new learning into instruction in a meaningful way.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and <b>makes an attempt</b> to demonstrate integration of the new learning into instruction in a meaningful way.</p>	<p>Teacher participates in <b>limited</b> professional development <b>and /or does not make an attempt</b> to demonstrate integration of the new learning into instruction in a meaningful way.</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p>

(Delete and Start Here)

## 9. Administrative Recommendations (Next Steps)

(Delete and Start Here)

Observation Dates:	Conference Dates:	In Person/Electronically
1.	1.	1.
2.	2.	2.
3.	3.	3. (hit tab here to get 4 ...)





## 6. Effectiveness Rating

<b>Teacher Name:</b>		<b>Date:</b>	
<b>Building:</b>		<b>Assignment:</b>	
<b>Evaluator:</b>			

### PART 1

#### Focus Area

Instructional HE E ME I

Classroom Management HE E ME I

#### Student Growth

Quality and Implementation HE E ME I

Effectiveness HE E ME I

### PART 2

Peer Feedback HE E ME I

#### Professional Responsibilities

Compliance with Rules/Regulations HE E ME I

Relevant Accomplishments/Contributions HE E ME I

Relevant Special Training HE E ME I

	<u>Part 1</u>		<u>Part 2</u>
Highly Effective	3 or more HE (no ME or I)	And	No ME or I
Effective	3 or more E (no I)	And	No more than 1 ME and no I
Minimally Effective	2 or more ME	And	2 or more ME
Ineffective	any other configuration		

### Current School Year (REP) – Performance Based Compensation:

Highly Effective – Yes

Effective – Yes

Minimally Effective – No

Ineffective – No

### Following School Year:

Continue

Non-Renew

Resigned effective June 30<sup>th</sup> of the current school year



\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

*My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein. I understand that I have the right to attach a signed statement to my evaluation after it has been completed.*

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Date**



## 7. Mutual Consent Statement

(To be submitted with parts 1 and 2 by September 15<sup>th</sup>. The Administrator is to keep this signed portion of the evaluation and include it with the final completed copy submitted to Human Resources in April)

### MUTUAL CONSENT STATEMENT

*I understand that the teacher tenure act (Article II section 3a(1) states that the annual year-end performance evaluation shall be based on, but not limited to, at least two classroom observations held at least sixty (60) days apart, unless a shorter interval between the two classroom observations is mutually agreed upon by the teacher and the administration.*

*I have discussed this portion of the tenure act with the building principal and agree that classroom observations may occur on a shorter interval than sixty (60) days apart.*

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Date**