

Ypsilanti Public Schools



Teacher Evaluation Process

August 2012

YPSILANTI PUBLIC SCHOOLS TEACHER EVALUATION PROCESS

The YPS Teacher Evaluation Process and included instruments apply to teachers regulated by the Teacher Tenure Act, 1937 (Ex Sess) PA 4, MCL 38.71 to 38.191.

Through this process, teachers are provided a fair and transparent opportunity to produce evidence of effective performance and ensure that high-stakes state evaluation ratings are assigned only after ample observations, documentation, and support.

The goal of this evaluation process is to improve teacher performance through systematic self-evaluation, supportive administrative observation and feedback, and student performance reviews that allow teachers to adjust curriculum and practices throughout the year.

For teachers rated effective or highly effective, the process includes:

- Pre-evaluation conference to review the year's evaluation plan
- Professional goal-setting (Section I)
- A minimum of *three* walk-throughs with written feedback (Appendix A)
- A minimum of *one* pre-observation conference, observation, and post-observation conference (Appendices B-C)
- A mid-year student growth review (Section III)
- Professional Collaboration and Accomplishment/Training Addendums (Sections IV, V)
- Final evaluation with conference (Sections II, III, VI, VII)
- Educator Improvement Plan if needed (Section VIII)

For first-year teachers, or teachers rated ineffective or minimally effective, the process includes:

- Pre-evaluation conference to review the year's evaluation plan
- Teacher Improvement Plan (Section VIII)
- A minimum of *six* walk-throughs with written feedback (Appendix A)
- A minimum of *two* pre-observation conferences, observations, and post-observation conferences (Appendices B-C)
- A mid-year student growth review *and evaluation* (Sections II, III)
- Professional Collaboration and Accomplishment/Training Addendums (Sections IV, V)
- Final evaluation with conference (Sections II, III, VI, VII)
- Educator Improvement Plan if needed (Section VIII)

Pre-Evaluation Plans

In a pre-evaluation plan, the teacher and administrator should determine areas of professional goal focus, subject areas or evaluation domains to be observed, student growth measures that will be used, professional development planned, and the number of observations or walk-throughs required to effectively measure performance. Per PA 102, there is no limit on the number of observations or walk-throughs that may be conducted.

Professional Growth Goals

All effective and highly effective teachers are responsible for developing and carrying professional growth goals. These are to be determined with the administrator. One to three goals may be developed. Goal areas are determined in the pre-evaluation plan conference. Goal plans are due October 15 annually. Final narratives are due May 15 annually.

Pre-Observation Conferences

In preparation for a pre-observation conference, all teachers must create a lesson plan with a corresponding curriculum standard established as part of the evaluation plan. At the conference, the teacher will provide this plan and standard to the administrator for review. The teacher should be able to articulate the rationale for the lesson, instruction leading to the particular lesson, and what instructional goals will follow this lesson.

This pre-observation meeting should be conducted no later than the day prior to the scheduled observation.

In the pre-observation conference, the administrator and teacher will create an observation plan detailing the format of the observation, administrator expectations in conducting the observation, and mitigating circumstances that the teacher feels will critically impact the observation. These details must be included on the pre-observation form.

Observations

Observations must be conducted in the manner outlined in the pre-observation conference. In the event that the observation may not be carried out as planned, deviations must be communicated in advance of the observation. If the observation must be postponed, and if the observation plan may not be carried out because of this delay, the observation process must begin anew with the pre-observation conference.

An administrator may take notes in any way deemed appropriate; however, all notes must be synthesized into an observation feedback form that is made available to the teacher in a post-evaluation conference. At that post-evaluation conference, an administrator should make every effort to thoroughly understand what was observed by allowing teachers to explain or add to the observations of the administrator.

Walk-Throughs

Walk-throughs may be conducted unannounced. All walk-throughs will be followed with a form provided to the teacher. Entries on these forms should be descriptive, rather than evaluative. Both the administrator and teacher should receive a copy of the form. Upon concerns generated in a walk-through, an administrator may elect to observe the teacher as deemed optional in the evaluation process calendar. The decision to do so will be reflected at the bottom of the walk-through form. Optional observations will follow the same observation process as regularly scheduled observations.

Student Growth Profile

The student growth profile allows teachers multiple opportunities to show student growth. A determination of growth measures appropriate to the teacher will be made at the pre-evaluation plan meeting.

All classroom teachers with corresponding MEAP or MME performance records will have their performance gauged, in part, on the number of students meeting proficiency standards in the next year's MEAP/MME.

Student growth will be primarily gauged by NWEA for teachers that teach math and reading. Of highest importance is how the teacher is closing the gap between their class's average performance and the target grade level performance. Where the teacher's instruction is closing the gap between average performance and target performance in fall and spring testing, adequate student growth will be found. Where the gap between average class performance and expected target widens between fall and spring, adequate growth will not be found.

Common assessments will be used to measure student growth for all teachers who do not teach math or reading. These common assessments will be developed over the 2012-2013 school year, approved by the Office of Educational Quality, and applied to all teachers teaching the subject areas/grade levels covered by that assessment.

For mitigating circumstances that may arise, additional opportunities have been provided for teachers to show alternate measures of growth including parent surveys, approved standardized, or normed, assessments such as STAR, DIBELS, or psychological testing.

Teachers may request to have scores of specific students removed from the pool of students considered in growth measures. An administrator has the discretion to approve this request subject to standards established by the Office of Educational Quality.

Mid-Year Student Growth Review

To ensure that students are on track to meet the student growth standards expected in the spring, each teacher and administrator will meet to review mid-year NWEA student growth records. The primary question will be whether the gap in average class performance and target performance is, in fact, closing and whether the trajectory of spring outcomes shows that adequate growth will be made. The administrator and teacher will develop a response plan if students are not showing the appropriate trajectory. This mid-year review may be expanded to include review of performance other than NWEA where deemed appropriate and where established in the pre-evaluation plan.

Mid-Year Evaluation Review

First year teachers, and teachers rated ineffective or minimally effective, will be evaluated in January using the spring evaluation document for the purposes of trajectory spring evaluation feedback. This marking will not be used in the summative evaluation. However, it will be used as a tool to guide practices or performance that is projected to be inadequate or ineffective in the spring.

Addendums

The Professional Collaboration addendum and the Significant Accomplishments/Special Training addendums are teacher-created documents and logs that allow teachers to receive credit for time spent in collaborative practices, as required by Board Policy, and new accomplishments or training that has been completed.

Professional Collaboration activities include data meetings with colleagues, collegial work in developing common assessments, and collaborative work in school improvement.

Qualifying significant accomplishments and contributions will be established by the building principal and corresponding school improvement plans. A list of qualifying special training will be established by the Office of Educational Quality and communicated in September of each school year.

Summative Rating and Recommendations

All information produced by teacher evaluation process will be used to determine whether a teacher is ineffective, minimally effective, effective, or highly effective. Final ratings must be based on evidence produced in the process.

The teacher's evaluation rating will be used for all state databases requiring such information. The layoff/recall rating will be used for all layoff and recall orders. In June of each year, new layoff/recall order numbers will be distributed based on the prior year's evaluation outcomes.

All teachers, regardless of rating are entitled to plans of improvement. Summative recommendations will outline the improvement necessary to move toward highly effective.

Educator Improvement Plan

All teachers receiving an ineffective or minimally effective in their summative rating will develop an educator improvement plan in conjunction with their administrator. That plan will take the place of professional growth goals regularly established in the teacher evaluation process. The administrator has the discretion to determine whether the plan has been adequately met at any point during the year, subject to evidence produced in walk-throughs, observations, or other steps in the evaluation process.

Appeal

Each teacher is entitled to appeal his or her evaluation twice in a three-year period. Appeal forms are available by request from the Office of Human Resources and are due by June 1 annually.

**TEACHER EVALUATION PROCESS
YPSILANTI PUBLIC SCHOOLS**

Teacher	Position
Administrator	School Year

September	Pre-Evaluation Meeting 1. Discuss Goal Areas 2. Evaluation Plan Walk - Through*	Date: _____ Date: _____
October	Goals Submitted and Approved by October 15 Walk-through Pre-observation Conference * Observation*	Date: _____ Date: _____ Date: _____
November	Walk-Through* Observation+ Post-observation conference+	Date: _____ Date: _____ Date: _____
December	Walk-through	Date: _____
January	Mid Year Student Growth Review and Evaluation Review* Pre-observation conference	Date: _____ Date: _____
February	Observation Post-observation conference	Date: _____ Date: _____
March	Walk-through	Date: _____
April	Pre-observation conference*+ Observation*+ Post-observation conference*+	Date: _____ Date: _____ Date: _____
May	Teachers: Addendums Due, Final Goal Narratives Due May 15 Final Evaluation Conference	Date: _____
June	Appeal Due June 1	Date: _____

- * First Year Teachers and Teachers rated Ineffective or Minimally Effective
- + Optional for Teachers rated Effective or Highly Effective after Second Year.

I. PROFESSIONAL GROWTH GOAL FORM

Teacher	School/ Position
Administrator	School Year

PERFORMANCE AREA(S) TARGETED:

- | | |
|---|--|
| <input type="checkbox"/> Planning and Preparation | <input type="checkbox"/> The Classroom Environment |
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Professional Responsibilities |

PLAN (Teacher and Administrator)

Performance Objective	Procedures/Strategies/Resources

OUTCOME (Teacher)

Performance Objective	Narrative	(Attach Products)

Teacher's Signature	Administrator's Signature	Date Initiated
_____	_____	_____

Teacher's Signature	Administrator's Signature	Date Completed
_____	_____	_____

II. PEDAGOGICAL PRACTICE

Goal	FRAMEWORK FOR PROFESSIONAL PRACTICE-FOUR DOMAINS	Mid-Year Evaluation *				Final Assessment			
		Ineffective	M.E.	Effective	Highly	Ineffective	M.E.	Effective	H.E.
	Domain One: Planning and Preparation								
	1a. Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1b. Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1c. Selecting Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1d. Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1e. Assessing Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and Comments								
	Domain Two: The Classroom Environment								
	2a. Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2b. Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2c. Managing Classroom Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2d. Managing Classroom Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2e. Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and Comments								
	Domain Three: Instruction								
	3a. Communicating Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3b. Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3c. Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3d. Providing Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3e. Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and Comments								
	Domain Four: Professional Responsibilities								
	4a. Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4b. Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4c. Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4d. Contributing to the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4e. Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4f. Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4g. Growth toward Professional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence and Comments								
	Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson

* Mid-Year Evaluation As Required

EVALUATION RUBRIC

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
-------------	---------------------	-----------	------------------

Domain 1: Preparation and Planning Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of Content - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy (Yearly Overview)

Knowledge of Content	Teacher makes content errors or does not correct content errors students make	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines. Teacher has depth of content beyond textbooks and can personalize learning content effectively.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content	Teacher indicates some awareness of prerequisite knowledge, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite knowledge among topics and concepts.	Teacher actively builds on prerequisite knowledge and previous connections when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates students misconceptions.

Domain 1: Preparation and Planning Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of Characteristics (intellectual, social, and emotional) of age group - Knowledge of students' varied approaches to learning - Knowledge of students' skills and knowledge - Knowledge of students' interests and cultural heritage (Yearly Overview)

Teacher Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as expectations to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Teacher Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "Intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Teacher Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge of the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge for each student, including those with special needs.
Teacher Knowledge of students' Interests and Cultural Heritage	The teacher does not value student interests or cultural heritage.	The teacher recognizes the value of student interests and cultural heritage.	The teacher learns student interests or cultural heritage.	The teacher learns the interests and cultural heritage of each student and incorporates that knowledge in his/her lessons.

Domain 1: Planning and Preparation Component 1c: Selecting Instructional Goals

Elements: VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks. - Clarity: Goals are clearly stated as student learning and permit sound assessment. - SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class. - BALANCE: Goals represent opportunities for different types of learning-for example, thinking as well as knowledge-and coordination or integration within or across disciplines. (Yearly Overview)

Teacher Provides Value	Goals do not reflect state standards.	Goals reflect state standards.	Goals reflect sequencing and scaffolding of state standards to optimize student learning.	Goals are optimized and exceed state standards, where appropriate.
Teacher Provides Clarity of Student Goals	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All goals are clear, written in the form of student learning, and permit viable methods of assessment.
Teacher Provides Suitable Goals for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Teacher Provides Balance to Student Learning	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning.	Goals reflect several different types of learning and opportunities for coordination.	Goals successfully integrate different types of learning and align with student outcomes.

Domain 1: Planning and Preparation Component 1d: Designing Coherent Instruction

Elements: Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure (Yearly Overview)

Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials where appropriate.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional goals are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. The groups are working effectively to obtain the instructional goals.

EVALUATION RUBRIC

Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for differentiation according to student needs.
Teacher Pacing is Effective	The pacing of the lesson is too slow or rushed, or both.	Pacing of lessons is consistent.	Pacing of the lesson is adjusted to meet student needs.	Pacing of the lesson is appropriate for all students and the teacher anticipates the adjustment of pacing so learning is maximized for all students.

Domain 1: Planning and Preparation Component 1e: Assessing Student Learning
 Elements: Congruence with instructional goals - Criteria and standards - Use for planning (Yearly Overview)

Assessment Matches Instructional Goals	Content and methods of assessment do not match instructional goals.	Content and methods of assessment match some of the instructional goals.	Content and methods of assessment match most of the instructional goals.	Teacher demonstrates mastery of multiple forms of assessments that align with the instructional goals.
Assessment communicates Criteria and Standards	Assessment criteria and standards are not developed and/or communicated to students.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. Students are challenged and engaged in self-assessment.
Assessment is Used for planning future instruction	The assessment results do not affect planning.	The assessment results affect future planning minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.

Domain 2: The Classroom Environment Component 2a: Creating an Environment of Respect and Rapport
 Elements: Teacher interaction with students - Student interaction (yearly impressions)

Teacher Interaction with Students are Positive	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are neutral and task-oriented.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Advocates for student needs. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction with each other are Positive	Student interactions are characterized by conflict, sarcasm, or put-downs.	Student interactions are neutral.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Domain 2: The Classroom Environment Component 2b: Establishing a Culture for Learning
 Elements: Importance of the content - Student pride in work - Expectations for learning and achievement (yearly impressions)

Teacher Conveys Importance of the Content	Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Teacher Promotes Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Teachers convey high expectations to students	Instructional goals and activities and the classroom environment illustrate that teacher expectations are based on an inappropriate quantity or quality of the work.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Teacher establishes and maintains through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Domain 2: The Classroom Environment Component 2c: Managing Classroom Procedures
 Elements: Management of instructional groups - Management of transitions - Management of materials and supplies Management of non-instructional duties (yearly overview)

Teacher Effectively Manage Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Teacher Effectively Manages Transitions	Much time is lost during transitions	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Teacher Effectively Manages Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occurs smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Teacher Effectively Manages Non-Instructional Duties	Considerable instructional time is lost in performing non instructional duties, I.e., taking attendance, bathroom breaks, hall passes, etc.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.

Domain 2: The Classroom Environment Component 2d: Managing Student Behavior
 Elements: Expectations - Monitoring of student behavior - Response to student misbehavior (yearly overview)

Teacher has Effective Expectations of Student Conduct	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear and consistent for all students.	Standards of conduct are clear and consistent to all students and appear to have students assuming responsibility for self and others.
--	---	--	---	--

EVALUATION RUBRIC

Teacher Effectively Monitors Student Behavior	Student behavior is not monitored, and the teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Teacher Response to Student Misbehavior	Teacher does not respond to misbehavior, is overly repressive, or does not respect the student's dignity.	Teacher inconsistently responds to student misbehavior.	Teacher response to misbehavior is appropriate, consistent and respects the student's dignity.	Teacher response to misbehavior is highly effective, consistent and sensitive to students' individual needs.

Domain 2: The Classroom Environment Component 2e: Organizing Physical Space

Elements: Safety and arrangement of furniture - Accessibility to learning and use of physical resources (Yearly Overview)

Teacher Maintains a Safe & Welcoming Space	The teacher does not make a safe and orderly environment.	The classroom is safe, and classroom arrangement adjusted for a lesson, or if necessary, a lesson is adjusted to the space, but with limited effectiveness.	The classroom is safe, welcoming, and the arrangement is a resource for learning activities.	The classroom is safe, welcoming and students with the teacher adjust the learning space to consistently maximize learning.
---	---	---	--	---

Domain 3: Instruction Component 3 a: Communicating Clearly and Accurately

Elements: Directions and procedures, oral and written language (Yearly Overview)

Teacher Directions and Procedures are Clear	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain and appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Teacher Oral and Written Language are Clear	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but does not enhance the student learning.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Domain 3: Instruction Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions, discussion techniques, student participation (Yearly Overview)

Teacher Uses Effective Questioning	Teacher's questions are virtually all of poor quality. Teacher is unaware of questioning techniques. (I.e., appropriate wait time, higher order questions, etc.)	Teacher's questions have some variance in quality and inconsistency in wait time.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are varied and of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Teacher Uses Effective Discussion Techniques	Interaction between teacher and students is predominantly lecture format or one-way. Teacher does not engage the students in discussion.	Teacher makes some attempt to engage students in discussion and two-way dialogue with limited results.	Classroom interaction represents effective discussion and finds appropriate opportunities for students to lead the discussion.	Teacher provides a classroom structure where students assume considerable responsibility for the success of the discussion, initiating topics and making contributions.
Teacher is Effective with Student Participation	Teacher does not attempt to engage all students.	Teacher attempts to engage all students.	Teacher successfully engages all students.	Teacher empowers students to extend their learning.

Domain 3: Instruction Component 3c: Engaging Students in Learning

Elements: Representation of content, activities and assignments, grouping of students, instructional materials and resources, structure and pacing (Yearly Overview)

Teacher has Effective Delivery of Content	Delivery of content is inappropriate and unclear or uses poor examples.	Delivery of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Delivery of content is appropriate and links well with students' knowledge and experience.	Delivery of content is appropriate and links well with students' knowledge and experiences. Teacher encourages students to deliver content effectively.
--	---	--	--	---

Domain 3: Instruction Component 3d: Providing Feedback to Students

Elements: Quality: accurate, substantive - constructive, and specific - Timeliness (Yearly Overview)

Teacher Provides Quality: Accurate, Substantive, Constructive, and Specific Feedback	Feedback is either not provided or is of poor quality, (I.e., inaccurate, nonspecific, etc.)	Feedback is inconsistent in quality. Some elements of high quality are present. Others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Teacher provides Timely Feedback	Feedback is not provided in a timely manner.	Timeliness of feedback is present but inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Domain 3: Instruction Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment - Responses to students - Persistence (Yearly Overview)

Teacher Effective Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Teacher Response to Students	Teacher ignores or brushes aside students' questions or interests	Teacher attempts to accommodate students' questions or interests but occasionally the focus of the lesson is lost.	Teacher successfully accommodates students' questions or interests and the lesson is enhanced.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.

EVALUATION RUBRIC

Teacher Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment or someone else for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
----------------------------	---	--	---	---

Domain 4: Professional Responsibilities Component 4a: Reflecting on Teaching

Elements: Accuracy - Use in future teaching (Yearly Overview)

Teacher Accurately Assesses Lesson Effectiveness	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Teacher Improves the Lesson for Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a specific suggestions of what he/she may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Domain 4: Professional Responsibilities Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments - Student progress in learning - Noninstructional records (Yearly Overview)

Teacher Maintains Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher maintains information on student progress and learning.	Teacher maintains information on student progress and learning and uses those records effectively.	Teacher maintains and uses the information on student progress to consistently enhance student progress in learning.
Teacher Manages Non-Instructional Records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate containing minimal errors or delays.	Teacher's system for maintaining information on noninstructional activities is timely and accurate.	Teacher's system for maintaining information on noninstructional activities is timely, and accurate and where appropriate students contribute to its maintenance.

Domain 4: Professional Responsibilities Component 4c: Communicating with Families

Elements: Information about the instructional program - Information about individual students Engagement of families in the instructional program (Yearly Overview)

Teacher Shares Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teachers provide frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Teacher Provides Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about student's progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Teacher Engages Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Teacher gets students and/or parents involved with ideas or events that enhance the instructional program.

Domain 4: Professional Responsibilities Component 4d: Contributing to the School and District

Elements: Relationships with colleagues - Services to the school - Participation in school and district projects (Yearly Overview)

Teacher Builds Relationships with Colleagues	Teacher's relationships with colleagues are negative, self serving or non-existent.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	The teacher support and cooperation characterize relationships with colleagues.	The teacher support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Teacher Participates in School and District Projects	Teacher avoids becoming involved in school and district projects or events.	Teacher participates in school and district projects or events only when contractually required.	Teacher volunteers to participate in school and district projects or events, making a substantial contribution.	Teacher volunteers to participate in school and district projects or events, making a substantial contribution, and assumes a leadership role in a school or district project/event.

Domain 4: Professional Responsibilities Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skills - Service to the profession (Yearly Overview)

Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher actively participates and behaves professionally in opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to grow in their practice.
Teacher Service to the Profession	Teacher makes no effort to share knowledge with others.	Teacher participates in limited ways to assist other educators.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, CFGs, ICT, Voluntary Activities, making presentations, Etc.

III. STUDENT GROWTH PROFILE 2012-2013

NWEA 2010-2011

	FALL CLASS AVERAGE	SPRING CLASS AVERAGE	TARGET	Fall Target/Ave Differential	Spring Target/Ave Differential
MATH					
READING					

NWEA 2011-2012

	FALL CLASS AVERAGE	SPRING CLASS AVERAGE	TARGET	Fall Target/Ave Differential	Spring Target/Ave Differential
MATH					
READING					

NWEA 2012-2013

	FALL CLASS AVERAGE	SPRING CLASS AVERAGE	TARGET	Fall Target/Ave Differential	Spring Target/Ave Differential
MATH					
READING					
Mid-Year Math Differential		Mid-Year Reading Differential		Mid-Year Other	

Mid-Year Curriculum Response Plan

MEAP/MME COHORT 2011-2012

Percentage of 2011-2012 students scoring in the following categories in 2012-2013 MEAP/MME Testing.

	NOT PROFICIENT	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
MATH				
READING				
WRITING				
SCIENCE				
SOCIAL STUDIES				

APPROVED COMMON ASSESSMENTS

ASSESSMENT	PRE-TEST SCORE	DATE ADMINISTERED	POST-TEST SCORE	DATE ADMINISTERED

INDIVIDUALIZED EDUCATION PLANS

Percentage of students meeting benchmark goals	_____
Percentage of students passing MI Access	_____

PARENT SURVEYS

Percentage of parent surveys documenting evidence of student growth over the year. _____

<p>Ineffective: No evidence of growth and evidence of significant regression</p> <p>Minimally Effective: No evidence of growth and/or evidence of regression</p> <p>Effective: Evidence of growth and/or met benchmarks</p> <p>Highly Effective: Evidence of significant growth and met or exceeded benchmark targets</p>

Ineffective
 Minimally Effective
 Effective
 Highly Effective

Teacher Signature: _____

Administrator Signature: _____

V. SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS / SPECIAL TRAINING ADDENDUM

SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS

2011-2012 Rating Yes No

Date	2012-2013 Significant Accomplishments

2012-2013 Rating Yes No

Comments

SPECIAL TRAINING

2011-2012 Rating Yes No

Date	2012-2013 Training

2012-2013 Rating Yes No

Comments

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

VI. SUMMATIVE RATING

Teacher	Date
Administrator	Overall Rating

EVALUATION:

SECTION	RATING	RATING VALUE	WEIGHTED VALUE	TOTAL
PEDAGOGICAL PERFORMANCE			X .49	
STUDENT GROWTH PROFILE			X .51	
	RATING		TOTAL	

Ineffective: 1 Minimally Effective: 2 Effective: 3 Highly Effective: 4
 IE 1.0-1.9, ME 2.0-2.48, E: 2.49-3.48, HE 3.49-4.0

LAYOFF AND RECALL ADDENDUMS:

SECTION	RATING	RATING VALUE	WEIGHTED VALUE	TOTAL
Evaluation			X .60	
Professional Collaboration Addendum			X .30	
Significant Accomplishments			X .05	
Special Training			X .05	
	RATING		TOTAL	

N: 0 Y: 1 Ineffective: 1 Minimally Effective: 2 Effective: 3 Highly Effective: 4
 IE : 0.9-1.9, ME 2.0-2.5, E 2.6-3.1, HE 3.2-3.7

Teacher Signature: _____

Administrator Signature: _____

VII. SUMMATIVE RECOMMENDATIONS

CLASSROOM INSTRUCTION, MANAGEMENT, AND ORGANIZATION

--

CONTENT MASTERY

--

STUDENT GROWTH

--

PROFESSIONAL COLLABORATION

--

PROFESSIONAL DEVELOPMENT

--

ADMINISTRATIVE SUPPORT

--

VIII. EDUCATOR IMPROVEMENT PLAN*

Teacher	School/ Position
Administrator	School Year

*Only for Teachers scoring an Ineffective or Minimally Effective Rating

PERFORMANCE AREA(S) REQUIRING IMPROVEMENT:

- | | |
|---|--|
| <input type="checkbox"/> Planning and Preparation | <input type="checkbox"/> The Classroom Environment |
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Professional Responsibilities |

PLAN (Teacher and Administrator)

Performance Objective	Procedures/Strategies/Resources

OUTCOME (Administrator)

Performance Objective	Comments

- Sufficient improvement has been achieved: Improvement plan closed.
- Some improvement has been achieved but more improvement is needed. Improvement plan has been modified.
- Little or no Improvement has been achieved. Improvement plan remains.

Teacher's Signature _____	Administrator's Signature _____	Date Initiated _____
-------------------------------------	---	--------------------------------

Teacher's Signature _____	Administrator's Signature _____	Date Completed _____
-------------------------------------	---	--------------------------------

APPENDIX A: WALK-THROUGH FORM

Teacher	Date
Administrator	Time

Activity

- Interactive Discussion
 Lecture
 Transition
 Directives
 Media Use
 Read-Aloud
 Hands-On Learning
 Worksheet /Book Work
 Group/Collaborative Work
 Partner Work
 Silent Reading
 Student Practice
 Student Presentation
 Other _____

Subject Matter/Topic

DOMAIN ONE

- Y N Content-Appropriate Materials and Activities _____
 Y N Age-Appropriate Materials and Activities _____
 Y N Content and Age Appropriate Expectations _____
 Y N Coherent Instruction or Directives _____
 Y N Checked for Understanding _____
 Y N Monitored Student Performance _____

DOMAIN TWO

- Y N Respectful Behavior between students and teacher _____
 Y N Student Work/Culture on Walls _____
 Y N Evidence of Routine and Effective Transition _____
 Y N Use of Classroom Management System _____
 Y N Organized Classroom and Physical Space _____
 Y N Respectful Behavior between students _____

DOMAIN THREE

- Y N Students Engaged _____
 Y N Teacher Uses Higher-Level Questioning _____
 Y N Classroom Walls Show Evidence of Higher-Level Thinking _____
 Y N Responsive to Students _____

Comments	<input type="checkbox"/> Observation Needed

APPENDIX B: PRE-OBSERVATION CONFERENCE

Teacher	Date
Administrator	Scheduled Date of Observation

Observation Format

Time		Duration	<input type="checkbox"/> Observational	<input type="checkbox"/> Interactive
Administrative Needs:				
Comments:				

Lesson Standard Addressed:

Lesson Plan Review (Attach Lesson)

Lesson Context

Specific Areas of Teacher Focus:	Teacher Input

Specific Areas of Administrative Focus	Administrator Input

Administrator Initials: _____

Teacher Initials: _____

APPENDIX C: OBSERVATION FEEDBACK FORM
Post-Evaluation Conference

Teacher	Date
Administrator	Time

Observation Notes Highlighted- Instruction
Observation Notes Highlighted - Classroom Management
Strengths
Concerns
Recommendations
Next Steps