FLINT COMMUNITY SCHOOLS

Expect More. Achieve More.

FLINT COMMUNITY SCHOOLS

TEACHER EVALUATION

MODEL AND PROCESS

2018-19

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Flint Community Schools is working to provide professional growth and development to all staff. We are seeking to make our schools centers of excellence, and our administrators deserve a fair, accurate, and meaningful evaluation system which will help them take student achievement to new heights. Beginning in July of 2011 and updated in November of 2015, the state of Michigan enacted laws changing how teachers and administrators were evaluated,

The goal of our evaluation process focuses on growth: growth in student learning, growth in the ability of staff members to promote student learning, and growth in the collection and use of data to inform teaching and learning. More specifically, our system for evaluating teachers embraces all of the following:

- Foundationally based within a growth mindset.
- Be fair to all staff.
- Have a direct and meaningful impact on the culture of teaching and learning within a school.
- Invites reflection as a means of self-discovery and self-improvement.

By design, a system of teacher evaluation has been developed which, once fully implemented, will accomplish the following:

- Teacher's professional growth and performance will have positive impact on student learning and achievement.
- The process will define clear, consistent expectations for all teachers.
- The process will support continuous learning.
- The process will foster collaboration among the administrators, teachers, and peers.
- The process will be a professional growth experience based on trust and mutual respect among all staff members.
- The process will provide multiple ways of developing and documenting skills and knowledge.
- The process will provide for differentiation based on teachers' support needs and experience.
- The process will engage teachers in ongoing reflective practice and active involvement in their own professional growth.

This guide is an essential tool for ensuring professional growth and successful implementation of the evaluation system. Every step of the evaluation process is focused on helping teachers grow and develop as professionals for the benefit of our students.

The final rating of a teacher's growth is comprised of several components and then aggregated into a final rating as specified by the State of Michigan. A teacher's evaluation rating is determined through thoughtful consideration of the many contributions the administrator makes to student learning, to their staff, to their peers, school, families and community.

Summary of Public Act 173 of 2015, as amended, effective 9/25/18

Requirements for Teacher Evaluations

- ☐ The performance evaluation system shall include at least an annual year-end evaluation for all teachers.
- ☐ Beginning with the 2018-2019 school year, 25% of the annual year-end evaluation shall be based on student growth and assessment data.
- ☐ Beginning with the 2018-2019 school year, for core content areas in grades and subjects in which state assessments are administered, 50% of student growth must be measured using the state assessments.
- ☐ Districts may choose to use state assessment data prior to 2018-19, but are not required to do so. The MDE will provide student growth percentiles (SGPs) as the state measure of student growth starting with the 2015-16 state assessments.
- ☐ Student assessment and growth data not based on the state measure must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district, ISD, or PSA. They may include student learning objectives (SLOs) or nationally normed or locally adopted assessments that are aligned to state standards or based on achievement of individualized education program goals.
- ☐ The portion of a teacher's annual year-end evaluation that is not based on student growth and assessment data shall be based primarily on a teacher's performance as measured by the observation tool developed or adopted by the school district, ISD, or PSA.
- ☐ The system must assign to each teacher an effectiveness rating of highly effective, effective, minimally effective, or ineffective.
- ☐ Midyear progress reports are required for teachers who are (a) in the first year of the probationary period or (b) received a rating of minimally effective or ineffective on the most recent annual evaluation.
- ☐ Teachers who are rated as highly effective on three consecutive annual evaluations may be evaluated biennially instead of annually
- ☐ Unless a teacher has received a rating of effective or highly effective on his/her two most recent annual year-end evaluations, there must be at least two classroom observations of the teacher each school year. Beginning with the 2016-2017 school year, at least one observation must be unscheduled. The school administrator responsible for the teacher's performance evaluation shall conduct at least one of the observations. Within 30 days after each observation, the teacher must be provided with feedback from the observation.
- ☐ A classroom observation shall include a review of the teacher`s lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.
- ☐ Teachers who are rated ineffective on three consecutive annual year-end evaluations must be dismissed from employment by the district.
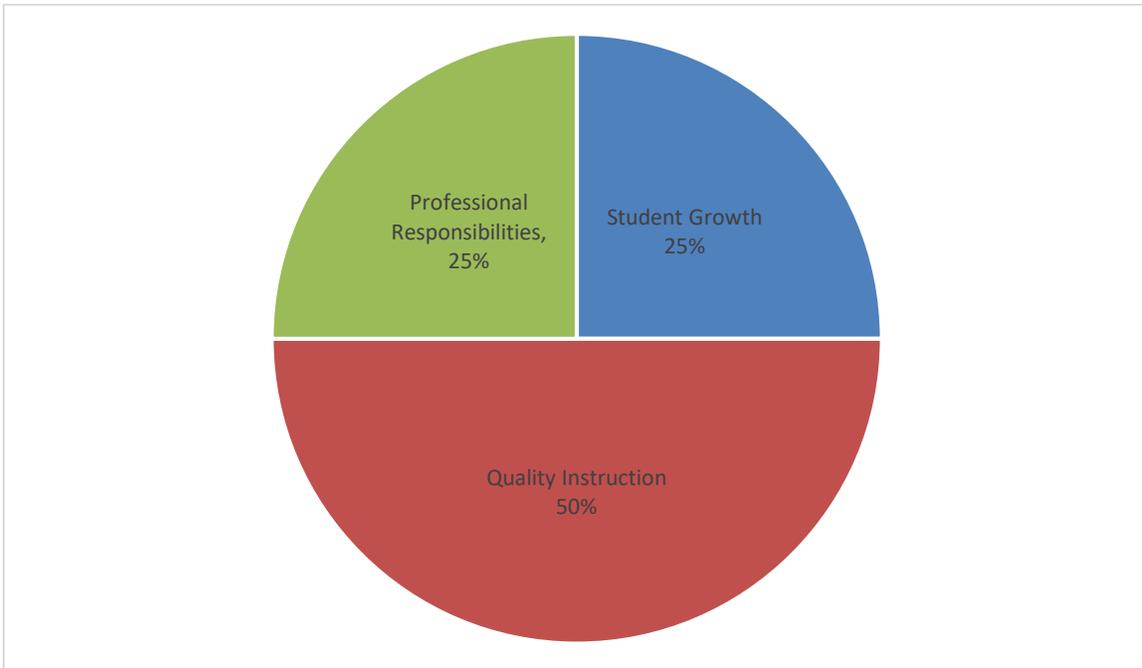
TEACHER RATING SYSTEM

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

In the school year 2018-2019 student growth will reflect 25% of teacher evaluations. Student growth will be demonstrated in a myriad of ways.

The remaining 75% of teacher evaluations will break down as such:

- 50% Quality Instruction (Marzano Rubrics to include Standards-Based Planning, Standards-Based Instruction, Conditions for Learning)

- 25% Professional Responsibilities (Marzano Rubric to include Professional Responsibilities, Attendance and Discipline)

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

GUIDANCE FOR PROFESSIONAL GROWTH PLAN AND STUDENT GROWTH MEASURES

State law requires the teacher's evaluation rating to be based in part on student growth. The percentage of the teacher rating based on student growth measures will be as prescribed by State law. Beginning in 2018-19, student growth and assessment data must account for 40% of the annual year end evaluation. This approach allows for the development and ongoing monitoring of growth measures and the data tools needed to ensure teachers have access to student growth data. Per state law, observations include:

• A review of the state standard,

• A review of the lesson plan,

• A review of the student engagement in the lesson.

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

SELECTING STUDENT GROWTH MEASURES

Student growth measures are required as part of each teacher's evaluation. Staff will use two
general classifications of student growth measures: REQUIRED and SELECTED. Multiple measures will be part of a teacher's student growth documentation.
Staff members are not limited in the number of student growth measures they can select to be part of their evaluation.

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

• State-issued assessments comprises 50% of student growth component in grades tested,

• NWEA MAP Assessments; and

• Progress on School Improvement, department- wide or learning team goals selected, pursued and measured collaboratively.

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

• Progress on Individual Education Program (IEP) goals.

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

• District-approved diagnostic assessments including:

• State-sanctioned testing such as. World Class Instructional Design and Assessment (WIDA)

• Testing conducted by District-sanctioned organizations: International Baccalaureate, College Board (AP).

• Progress toward student growth goals as developed by a teacher and approved by their administrator as part of professional development goal-setting.

• Performance-based student work aligned to District/state content standards and scored by a common rubric assessing papers, portfolios, projects, presentations and performances. Common rubrics will be developed over time by job-alike groups.

• Measures of student engagement or educational attainment (e.g., credits earned, graduation rates, dropout rates, absenteeism, failure rates, disciplinary rates, etc.).

• Interim/Benchmark Assessments (i.e., quarterly or end-of-unit), Response to Instruction screeners.

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

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

While all staff is expected to positively impact all students, for the purpose of measuring student growth, each staff member is expected to identify a targeted population. Each staff member will identify specific student groups served, courses and/or content areas taught in which student growth will be demonstrated. Examples include:

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

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

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

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

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

IMPORTANT DATES TO REMEMBER
TEACHER EVALUATIONS & INDIVIDUALIZED DEVELOPMENT PLANS

PROBATIONARY/ LESS THAN EFFECTIVE TEACHERS IDP + 3 FORMAL Observations+ Student Growth Addendum	EFFECTIVE TENURED TEACHERS 2 Formal Observations + Student Growth Addendum
October 1 (OR 15 days after initial report date) **IDP-Individualized Development Plan** (must be complete for all Probationary Teachers & Teachers rated Less Than Effective)	
October 15 (OR 15 days after initial report date) **1st Informal Observation**	**October 15** (OR 15 days after initial report date) **1st Informal Observation**
October 31 (OR 15 days after initial report date) **Self-Assessment** (must be completed by ALL teachers as part of the Teacher Evaluation Process)	**October 31** (OR 15 days after initial report date) **Professional Growth Plan and Self-Assessment** (must be completed by ALL teachers as part of the Teacher Evaluation Process)
November 30 (OR 15 days after initial report date) **1st Formal Observation Due**	**November 30** (OR 15 days after initial report date) **1st Formal Observation Due**
January 30 (OR 15 days after initial report date) **(2nd Formal Observation) Mid-Year Progress Report** NOTIFICATION TO THOSE TRENDING TOWARD MINIMALLY EFFECTIVE/INEFFECTIVE	**January 30** (OR 15 days after initial report date) **(2nd Informal Observation) Mid-Year Progress Report** NOTIFICATION TO THOSE TRENDING TOWARD MINIMALLY EFFECTIVE/INEFFECTIVE
March 5 (OR 15 days after initial report date) **3rd Formal Observation Due (unannounced)**	**March 5** (OR 15 days after initial report date) **2nd Formal Observation Due (unannounced)**
June 1 **Year End Evaluation** **Due in Human Resources**	**June 1** **Year End Evaluation** **Due in Human Resources**

Due on or before the dates listed above
IMPORTANT INFORMATION

1. The name of the primary evaluator shall be known to the teacher prior to the evaluation.
2. IDPs must be cross-referenced in the evaluation.
3. Post Observation conferences must be held within 30 days after each observation.
4. If the teacher is ill or other circumstances prevent the teacher's attendance at the conference, the conference must be held immediately upon the teacher's return.
5. Observations may not be carried over from school year to school year.
6. Tenured teachers must be evaluated every year pursuant to state statute.
7. Non-Classroom Teachers/ Ancillary Staff (i.e. Counselors, Social Workers, School Psychologists, Speech Therapists, Occupational Therapists, etc.) follow the Effective Tenured Teacher timeline.

FREEMAN TEACHER EVALUATION TIMELINE

Evaluation Process	Deadline
1st Informal Observation	September 15
Professional Growth Plan or IDP and Self-Assessment	October 15
1st Formal Observation	November 15
2nd Formal Observation (Teachers trending towards Minimally Effective or Ineffective)	January 29
2nd Informal Observation	January 29
2nd Formal Observation (Teachers trending towards Highly Effective and Effective) 3rd Formal Observation (Minimally Effective or Ineffective Teachers)	March 4
Final Summative Evaluation	June 1

FLINT COMMUNITY SCHOOLS EDUCATOR EVALUATION PROCESS
APPENDIX

The following forms can be found in this appendix.

A. Schedule of Implementation for FCS

B. Marzano Focused Teacher Evaluation Pre-Goal Setting Self-Assessment

C. Professional Growth and Implementation Plan for Tenured Effective and Highly Effective Educators

D. Individual Development Plan and Implementation Timeline for Probationary or Less Than Effective Teachers (as rated the previous year)

E. Request for Assistance and Support

F. Student Growth Rating

G. Quality Instruction Rating

H. Professional Responsibilities Rating

I. Composite Effectiveness Rating Form

J. Mid-Year Conversation/ Reflections (optional)

K. End-Of-Year Conversation/ Reflections (optional)

L. Professional Development Options

M. Glossary

N. Resources

Schedule of Implementation for FCS

	2017-2018	2018-2019	2019-2020
Standards-Based Planning (part of 40%)			
1. Planning Standards-Based Lessons/Units	Eval	Eval	Eval
2.Aligning Resources to Standard(s)		PD & Eval	Eval
3. Planning to Close the Achievement Gap Using Data		PD & Eval	Eval
Conditions for Learning (part of 40%)			
1. Using Formative Assessments to Track Progress	Eval	Eval	Eval
2. Providing Feedback and Celebrating Progress	Eval	Eval	Eval
3. Organizing Students to Interact with Content	Eval	Eval	Eval
4. Establishing and Acknowledging Adherence to Rules and Procedures	Eval	Eval	Eval
5. Using Engagement Strategies	Eval	Eval	Eval
6. Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	Eval	Eval	Eval
7. Communicating High Expectations for Each Student to Close the Achievement Gap		PD	Eval
Standards-Based Instruction (part of 40%)			
1. Identifying Critical Content from the Standards	PD & Eval	Eval	Eval
2. Previewing New Content		PD & Eval	Eval
3. Helping Students Process New Content		PD & Eval	Eval
4. Using Questions to Help Students Elaborate on Content		PD & Eval	Eval
5. Reviewing Content		PD & Eval	Eval
6. Helping Students Practice Skills, Strategies, and Processes		PD & Eval	Eval
7. Helping Students Examine Similarities and Differences			PD & Eval
8. Helping Students Examine Their Reasoning			PD & Eval
9. Helping Students Revise Knowledge			PD & Eval
10. Helping Students Engage in Cognitively Complex Tasks			PD & Eval
Professional Responsibilities (20%)			
1. Adhering to School/District Policies and Procedures	Eval	Eval	Eval
2. Maintaining Expertise in Content and Pedagogy	Eval	Eval	Eval
3. Promoting Teacher Leadership and Collaboration	Eval	Eval	Eval

Marzano Focused Teacher Evaluation Pre-Goal Setting Self-Assessment
Name _____   Date_____

Directions:
1) Each educator to complete this form (Pre-Goal Setting Self-Assessment) by October 31 and prior to meeting with the direct supervisor.
2) To complete the form, the educator needs to review each of the elements within the four domains (Standards-Based Planning, Standards-Based Instruction, Conditions for Learning and Professional Responsibilities) and **circle** the description that most closely aligns to the current level of skill for that element.
3) Bring this self-assessment to the planning meeting with your direct supervisor.
4) Use this self-assessment to collaboratively identify possible areas of professional growth to enhance student learning.
5) This self-assessment to be reviewed again in the spring of each year to reflect on growth in professional practice.

Standards-Based Planning

1. Planning Standards-Based Lessons/Units				
Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progress of learning.				
Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established standards, attempts to plan rigorous units within learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established standards, plans rigorous units within learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established standards, plans rigorous units within learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helping others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

Scales and Strategies @2017 Robert J. Marzano   FCS Manzano Focused Teacher Self Pre-assessment {insert final date}

2. Aligning Resources to Standard(s)				
Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.				
Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Teacher plan does not includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons *and* provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

3. Planning to Close the Achievement Gap Using Data				
Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.				
Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Standards-Based Instruction

1. Identifying Critical Content from the Standards				
Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.				
Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to learning the target(s).				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

2. Previewing New Content				
Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.				
Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

3. Helping Students Process New Content				
Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.				
Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

4. Using Questions to Help Students Elaborate on Content				
Focus Statement: Teacher use sequence of increasingly complex questions that require students to critically think about the content.				
Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

5. Reviewing Content				
Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.				
Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

6. Helping Students Practice Skills, Strategies, and Processes				
Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.				
Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Conditions for Learning

1. Using Formative Assessment to Track Progress				
Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.				
Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the students.

2. Providing Feedback and Celebrating Progress				
Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.				
Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the students.

3. Organizing Students to Interact with Content				
Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.				
Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the students.

4. Establishing and Maintaining adherence to Rules and Procedures				
Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.				
Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgement.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the students.

5. Using Engagement Strategies				
Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.				
Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the students.

6. Establishing and Maintaining Effective Relationships in a Student-Centered Classroom				
Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.				
Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.				
Not Using	**Beginning**	**Developing**	**Applying**	**Innovating**
Strategy was called for but not used.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptions to achieve the desired effect in more than 90% of the students.

Professional Responsibilities

1. Adhering to School and District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district policies and procedures.

Not Using	Beginning	Developing	Applying	Innovating
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of hot to support school and district policies and procedures.

2. Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content are and classroom instructional strategies.

Not Using	Beginning	Developing	Applying	Innovating
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepen(s) knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepen(s) knowledge in content (subject area) and classroom instructional strategies (pedagogy) *and* provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

3. Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Not Using	*Beginning*	*Developing*	*Applying*	*Innovating*
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of hot to promote teacher leadership and a culture of collaboration.

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Professional Growth and Implementation Plan for Tenured Effective and Highly Effective Educators

Educator's Name:

School:	Tenure Status:	Grade Level/Classes Taught:

Partnership Agreement	Marzano Domains/Elements Crosswalk
Partnership District Agreement (PDA) Goal 2 – FCS will fully implement Positive Behavior Intervention and Support Systems (PBIS) to reduce out-of-school suspensions by 10%, as measured by SNYERGY. (36 month goal)	Conditions for Learning: Elements 4, 5, 6 Professional Responsibilities: Element 1, 3
Partnership District Agreement (PDA) Goal 3 – FCS will strengthen the implementation of the K-12 Math and Literacy curriculum and effective use of instructional practices to increase proficiency by at least 10%, as measured by M-STEP, MME, and SAT. (36 month goal)	Standards-Based Planning: Elements 1, 2, 3 Standards-Based Instruction: Elements 1, 2, 3, 4, 5, 6 Conditions for Learning: Elements 1, 2, 3 Professional Responsibilities: Elements 1, 2, 3

Current Reality/Rationale/Baseline Data:

Professional Growth Goal to support PDA Goal 2 and related Marzano Domains/Elements:

Strategies and Action Steps (Initial Planning-What will you do?]	Timeline	Evidence of Effectiveness (Documentation of Action-What did you do?]

Professional Growth Goal to support PDA Goal 3 and related Domains/Elements:		
Strategies and Action Steps (Initial Planning-What will you do?]	**Timeline**	**Evidence of Effectiveness (Documentation of Action-What did you do?]**

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

Response:

_____   _____

Educator Signature   Date   Direct Supervisor Signature   Date

Individual Development Plan and Implementation Timeline for Probationary or Less that Effective Teachers (as rated the previous year)

Educator's Name:	Mentor Educator for Probationary Teacher:	
School:	Tenure Status:	Grade Level/Classes Taught:

Partnership Agreement	Marzano Domains/Elements Crosswalk
Partnership District Agreement (PDA) Goal 2 – FCS will fully implement Positive Behavior Intervention and Support Systems (PBIS) to reduce out-of-school suspensions by 10%, as measured by SNYERGY. (36 month goal)	Conditions for Learning: Elements 4, 5, 6 Professional Responsibilities: Element 1, 3
Partnership District Agreement (PDA) Goal 3 – FCS will strengthen the implementation of the K-12 Math and Literacy curriculum and effective use of instructional practices to increase proficiency by at least 10%, as measured by M-STEP, MME, and SAT. (36 month goal)	Standards-Based Planning: Elements 1, 2, 3 Standards-Based Instruction: Elements 1, 2, 3, 4, 5, 6 Conditions for Learning: Elements 1, 2, 3 Professional Responsibilities: Elements 1, 2, 3

Current Reality/Rationale/Baseline Data:

Professional Growth Goal to support PDA Goal 2 and related Marzano Domains/Elements:

Strategies and Action Steps (Initial Planning-What will you do?]	Timeline	Evidence of Effectiveness (Documentation of Action-What did you do?]

Professional Growth Goal to support PDA Goal 3 and related Domains/Elements:		
Strategies and Action Steps (Initial Planning-What will you do?]	**Timeline**	**Evidence of Effectiveness (Documentation of Action-What did you do?]**

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

Response:

_____   _____

Educator Signature   Date   Direct Supervisor Signature   Date

Request for Assistance and Support

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

Educator's Name:	School:

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

Areas of Concern

Standards-Based Planning	Standards-Based Instruction
Conditions for Learning Academic	Conditions for Learning Classroom Climate and Culture
Professional Responsibilities	Other

Support Provided:

Informal Observations (Please provide dates)	Classroom Assistance (Please specify what type of assistance was provided and dates/duration)
Individual Conference/Meetings (Please provide dates)	Professional Learning Plan (Has one been completed and reviewed?)
Professional Development Opportunities (Please list titles and dates)	Specify any other support provided

Support Requested:

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

District Supervisor's Signature _____   Date: _____

Student Growth Rating (25% of effectiveness rating)

Ratings	Description	Points
Innovating	• Evidence across all Student Growth Measures indicates high levels of student growth • Staff member is able to articulate specific actions taken in order to support student growth. • This category is reserved for the staff member who surpassed expectations and/or demonstrated an outstanding impact on student growth.	5
Applying	• Evidence across all Student Growth Measures indicates expected levels of student growth • Staff member is able to articulate specific actions taken to support student growth, OR evidence indicates some student growth, and the staff member can demonstrate steps in his or her instructional practice that fostered student growth. • This category applies to the educator who has achieved student growth expectations and/or demonstrated a notable impact on student learning.	4 if substantial evidence to show appropriate reaction to data
Developing	• Evidence across all Student Growth Measures indicates partial student growth. • Staff member is able to articulate specific actions taken to support student growth, OR evidence indicates some student growth, and the staff member can demonstrate steps in his or her instructional practice that fostered student growth	3 if little or no evidence to show appropriate reaction to data
Beginning	• Evidence across all Student Growth Measures indicates partial student growth. • Staff member has a limited ability to articulate specific actions taken to support student growth and factors inhibiting student growth. Educator may have nearly met all objectives. • This category applies to the educator who has demonstrated an impact on student learning, but has not met the expectations.	2
Not Using	• Evidence across all Student Growth Measures indicates minimal or no student growth. • Staff member is neither able to articulate specific actions taken to support student growth nor the factors inhibiting student growth. • This category applies to the staff member who has not met the expectations described in his/her student growth measures and has not demonstrated a sufficient impact on student learning. • This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting goals and gathering evidence for student growth measures.	1

Date: _____   Staff member initials: _____
                          Administrator initials: _____

5 = 25
4 = 20
3 = 15
2 = 10
1 = 5

Quality Instruction Rating (50% of Composite Effectiveness Rating)

Rating	Description	Points
Innovating	If staff member receives at least sixteen (16) ratings at *Innovating* and three (3) rating at *Applying* and/ or *Developing* and zero (0) ratings at *Beginning.*	5
Applying	If staff member receives fourteen (14) ratings at *Applying* or higher**,** five (5) or fewer *at Developing,* and no more than one (1) at *Beginning.*	4
Developing	If staff member receives at least ten (10) ratings at *Developing or higher* and no more than ten (10) ratings at *Beginning.*	3
Beginning	If staff receives at least eleven (11) ratings at *Beginning* or higher.	2

5= 50
4 = 40
3 = 30
2 = 20

Administrator initials: _____
Educator initials: _____
Date: _____

Professional Responsibilities Rating (25% of Composite Effectiveness Rating)

Marzano Elements	Not using 1	Beginning 2	Developing 3	Applying 4	Innovating 5
Professional Responsibilities (3 Marzano Rubric Ratings)	3 ratings of *Not Using*	2 ratings of *Beginning* and one rating of *Not Using*	2 ratings of *Developing* and 1 at *Beginning* and 0 at *Not Using*	2 ratings of **Applying**, 1 at *Developing*, and 0 at **Beginning** or *Not Using*	2 ratings at ***Innovating***, 1 at *Applying*, and 0 at ***Developing, Beginning, or Not Using***
	Not using 1	Beginning 2	Developing 3	Applying 4	Innovating 5
Attendance Excludes absences approved for medical leave or FMLA.	14+ days absent	11-13 days absent	8-10 days absent	5-7 days absent	0-4 days absent
	Not using 1	Beginning 2	Developing 3	Applying 4	Innovating 5
Employee Discipline	4 + days of suspension (HR)	1-3 days of suspension (HR)	1-3 Written reprimands (HR)	1-2 verbal warnings (building level)	No infractions or verbal warnings

Rating	Description	Points
Innovating	If staff member receives two ratings at ***Innovating*** and one rating at ***Applying*** in Professional Responsibilities, Attendance and Discipline	5
Applying	If staff member receives two ratings at ***Innovating*** or ***Applying*** and one rating at ***Developing*** and in Professional Responsibilities, Attendance and Discipline	4
Developing	If staff member receives two ratings at ***Developing, Innovating*** or ***Applying*** and one rating at ***Beginning*** and in Professional Responsibilities, Attendance and Discipline	3
Beginning	If staff member receives all rating at ***Beginning*** or higher in Professional Responsibilities, Attendance and Discipline	2
Not Using	If staff member receives <u>any</u> ***Not Using*** ratings in Professional Responsibilities, Attendance or Discipline	1

5= 25
4 = 20
3 = 15
2 = 10
1 = 5

Administrator initials: _____
Educator initials: _____
Date: _____

Composite Effectiveness Rating

Each teacher's final rating is comprised of data from Student Growth, Quality Instruction, and Professional Responsibilities rubrics and reflections. The individual rating will be one of four ratings: Highly Effective, Effective, Minimally Effective or Ineffective. The table below describes the weight of the various components in determining the final rating.

Teacher: _____	School Year: _____	Previous Year Rating: ☐ Effective or Highly Effective ☐ Minimally Effective or Ineffective
School: _____	Grade/Subject: _____ ☐ Probationary	
Evaluator:	☐ Tenured	

School Year	Student Growth	Quality Instruction (Marzano Rubrics)	Professional Responsibilities (includes 3 Marzano Rubrics, Attendance, Discipline)
2018-2019	**25%**	**50%**	**25%**

Evaluation Component	Rubric Score	Component Score	Rubric Score = Component Score (for reference):
Student Growth (1-5 Scale)			**5 = 25** **4 = 20** **3 = 15** **2 = 10** **1 = 5**
Quality Instruction (iObservation) (1-5 Scale)			**5 = 50** **4 = 40** **3 = 30** **2 = 20** **1 = 10**
Professional Responsibilities (iObservation and attendance/employee discipline) (1-5 Scale)			**5 = 25** **4 = 20** **3 = 15** **2 = 10** **1 = 45**
Component Score Total **(Component Score for Student Growth + Component Score for Quality Instruction + Component Score for Professional Responsibilities)**			**90-100 = Highly Effective** **70-89 = Effective** **50-69 = Minimally Effective** **20-49 = Ineffective**

The staff member's rating for the 2018-19 school year is:

_____ Highly Effective   _____ Effective   ___ Minimally Effective   ___ Ineffective

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

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

Teacher Evaluation Mid-Year Professional Growth Plan & Student Growth Reflection Form

Educator:	Date:

Directions: This form must be used for mid-year teacher evaluation.

Growth, Dialogue, and Reflections on Future Practice:

Reflective Question	Educator Response	Direct Supervisor Response
What are you and/or your team working on with regard to your professional growth goals?		
How are you/your team progressing on your goals?		
How is this demonstrated by evidence of student learning?		
What targets have been met and to what degree?		
How will this information shape future action and practice?		
Information and data may be attached.		

Contributing Factors:

Reflective Questions	Educator Response	Direct Supervisor Response
What are possible factors which impacted the performance of student/staff positively or negatively?		

What factors impacted your progress on your personal growth plan?		

Professional Growth Plan Revision:

Reflective Question	Educator Response	Direct Supervisor Response
Based on your experience and learning thus far, do you need to make any changes to your goal and/or support plan? If so, revise your IDP (Appendix D) or Professional Growth Plan (Appendix C) and submit to your direct supervisor for approval.		

If either of the following applies to the staff member, please check the appropriate circle:

- o   first year probationary staff member; or
- o   was rated Minimally Effective or Ineffective on their last year-end evaluation

Sign and date this form after completion and discussion between the teacher and direct supervisor.

Educator Signature	Date
Direct Supervisor Signature	Date

Teacher Evaluation End-of-Year Professional Growth Plan & Student Growth Reflection Form

Educator:	Date:

Recall this information from the beginning of the school year about required measures of Student Growth of FCS Teacher Professional Growth and Evaluation Process. NOTE: Include NWEA where FCS determines

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

- State-issued assessments, (M-STEP, MME, and/or MI-ACCESS, PSAT, SAT)
- NWEA MAP Assessment
- Progress on School Improvement, department wide or learning team goals selected, pursued and measured collaboratively.

Staff must also choose at least one selected measure as part of student growth measures. Examples of selected measures can be found on pages 6 and 7 of the FCS Professional Growth and Teacher Evaluation Process.

Directions: This form is intended to guide and foster professional discourse which leads to growth and improvement for all staff. To be used in conjunction with the Professional Growth Plan and Implementation Recording Form.

Reflective Question	Educator Response	Direct Supervisor Response
Professional Practice Growth: What evidence do you have to show a change in your professional practices?		
Student Growth: What does the data from the required and selected measures reveal about student growth?		
Staff should explain evidence of student learning. Which targets were met and to what degree?		
What is working or needs to be worked on in regard to your stated goal? Additional reports or evidence may be attached to describe growth.		
What did the data tell you about student learning and/or your professional growth? How did you respond to the data?		

In what ways do you believe the strategies/action steps you implemented impacted student growth?		

Contributing Factors:

Reflective Questions	Educator Response	Direct Supervisor Response
What are possible factors which impacted the performance of student/staff positively or negatively? What did you do to mitigate these factors?		
What factors impacted your progress on your personal growth plan?		

Implications for Future Practice:

Reflective Question	Educator Response	Direct Supervisor Response
How does your consideration of student growth, your reflections, and the contributing factors inform your growth as an educator?		

If the either of the following applies to the staff member, please check the appropriate circle:

- o first year probationary staff member; or
- o was rated Minimally Effective or Ineffective on their last year-end evaluation

Sign and date this form after completion and discussion between the teacher and direct supervisor.

Educator Signature	Date
Direct Supervisor Signature	Date

PROFESSIONAL DEVELOPMENT OPTIONS

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

PEER VISIT /LAB CLASSROOM WITH REFLECTION

- Invite a peer to observe a specific aspect of your teaching, so that together you can reflect on the teaching and learning taking place.

- Participate in a planning conversation to identify the focus of the lesson.

- Participate in a reflective conversation to discuss ideas for improving teaching and learning.

PROFESSIONAL VISITS

- Ask to observe a peer or a program.

- Participate in a planning conversation to identify the focus of the visit.

- Participate in a reflective conversation to discuss application ideas and clarify questions.

ACTION RESEARCH

- Study your own teaching/learning practices (as an individual or with a group) to make formal decisions on ways to improve instruction.

- Engage in action research steps in the following sequential order: observe situation; identify
and pose a question; collect data; analyze data; identify action steps and implement; document and discuss; summarize and share lesson learned, implications, or conclusions.

STUDY GROUP

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

AUDIO/VIDEOTAPING WITH ANALYSIS

- Create a tape to collect data for analysis and/or reflection.

- Participate in a peer reflective conversation focused on the audio/ videotape.

DELIVERY OF WORKSHOPS/COURSES

- Prepare, develop, and/or deliver courses or workshops.

- Provide a measurable educational impact for peers, parents, or others.

DEVELOP INSTRUCTIONAL MATERIALS

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

JOURNAL WRITING

- Reflect on or synthesize professional readings.

- Critique your own teaching or the teaching of a colleague.

- Record data from classroom observations; analyze trends.

- Write for a specific length of time or amount in response to a prompt, stem, or question.

NETWORKING

- Participate in regular or frequent collegial dialogue and collaborative activities focused on school improvement.

- Work with practitioners from different schools.

- Conduct purposeful work focused on educational change.

- Engage in practitioner-driven school-based renewal.

NEW CURRICULUM DEVELOPMENT

- Develop and pilot new curriculum and share with colleagues.

PARTICIPATION IN A WORKSHOP/COURSE/BOOK CLUB

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

TEACHER EXCHANGE PROGRAM

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

TEAM TEACHING

- Plan, teach, and evaluate a unit collaboratively.

- Share responsibility for developing, presenting, and assessing a lesson.

COMMITTEE OR TASK FORCE PARTICIPATION

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

TEAM PLANNING

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

COLLABORATIVE CLASSROOM

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

MENTOR A NEW TEACHER

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

REVIEW OF PROFESSIONAL LITERATURE

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

PEER COACHING

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

COMPILING RESOURCE DIRECTORY

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

TECHNOLOGY SKILL

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

OTHER

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

GLOSSARY

DIRECT SUPERVISOR

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

GROWTH MINDSET

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

INDIVIDUAL DEVELOPMENT PLAN (IDP)

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

PROFESSIONAL GROWTH PLAN

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

STUDENT GROWTH

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

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