

2/13/19



FLINT COMMUNITY SCHOOLS

*Expect **More.** Achieve **More.***

FLINT COMMUNITY SCHOOLS

NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL

PROFESSIONAL GROWTH

AND

EVALUATION PROCESS

2018-19

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Introduction

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 Non-Classroom Instructional Support Personnel 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 Non-Classroom Instructional Support Personnel 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 Non-Classroom Instructional Support Personnel evaluation has been developed which, once fully implemented, will accomplish the following:

- Non-Classroom Instructional Support Personnel's professional growth and performance will have positive impact on student learning and achievement.
- The process will define clear, consistent expectations for all Non-Classroom Instructional Support Personnel. The process will support continuous learning.
- The process will foster collaboration among the administrators, Non-Classroom Instructional Support Personnel, 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 Non-Classroom Instructional Support Personnel' support needs and experience.
- The process will engage Non-Classroom Instructional Support Personnel 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 Non-Classroom Instructional Support Personnel grow and develop as professionals for the benefit of our students. The final rating of a Non-Classroom Instructional Support Personnel's growth is comprised of several components and then aggregated into a final rating as specified by the State of Michigan. A Non-Classroom Instructional Support Personnel'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.



State of Michigan Teacher and Administrative Evaluation Requirements

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

Requirements for Non-Classroom Instructional Support Personnel 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 Non-Classroom Instructional Support Personnel's annual year-end evaluation that is not based on student growth and assessment data shall be based primarily on a Non-Classroom Instructional Support Personnel's performance as measured by the observation tool developed or adopted by the school district, ISD, or PSA.
- The system must assign to each Non-Classroom Instructional Support Personnel 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 Non-Classroom Instructional Support Personnel 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 Non-Classroom Instructional Support Personnel each school year. Beginning with the 2016-2017 school year, at least one observation must be unscheduled. The school administrator responsible for the Non-Classroom Instructional Support Personnel's performance evaluation shall conduct at least one of the observations. Within 30 days after each observation, the Non-Classroom Instructional Support Personnel 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.

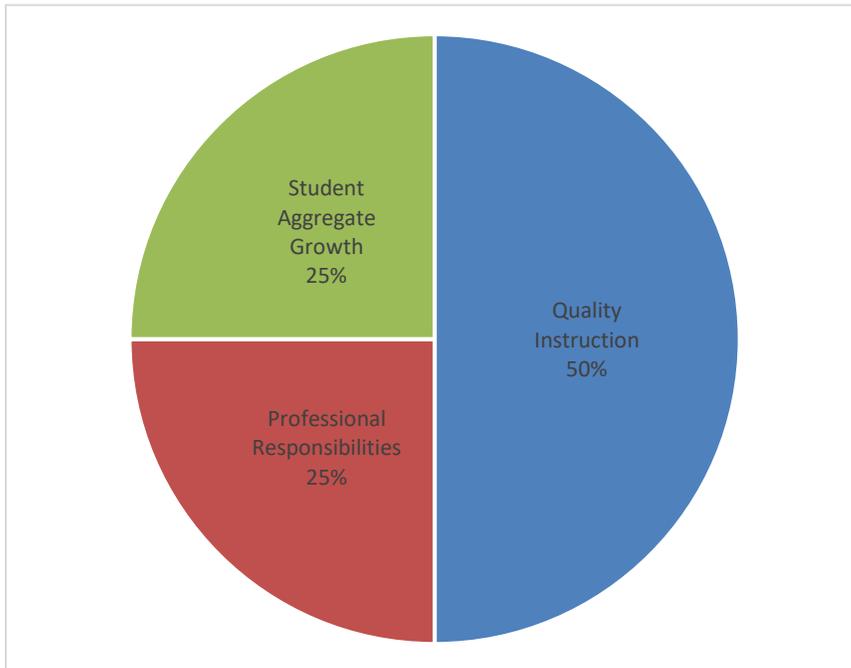
RATING SYSTEM

Each educator'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)



GUIDANCE FOR PROFESSIONAL GROWTH PLAN AND STUDENT GROWTH MEASURES

State law requires the Non-Classroom Instructional Support Personnel's evaluation rating to be based in part on student growth. The percentage of the Non-Classroom Instructional Support Personnel 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 25% 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 Non-Classroom Instructional Support Personnel 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, Non-Classroom Instructional Support Personnel 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 Non-Classroom Instructional Support Personnel in determining student growth throughout the school year. The professional growth plan identifies the instructional rubrics and supports the Non-Classroom Instructional Support Personnel will use and/or need to attain identified goals.

SELECTING STUDENT GROWTH MEASURES

Student growth measures are required as part of each Non-Classroom Instructional Support Personnel's evaluation. Staff will use two general classifications of student growth measures: REQUIRED and SELECTED. Multiple measures will be part of a Non-Classroom Instructional Support Personnel'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 Non-Classroom Instructional Support Personnel 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 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	
October 1st	(OR 15 days after initial report date) IDP-Individualized Development Plan (must be complete for all Probationary teachers & teachers rated Less Than Effective)
October 15th	(OR 15 days after initial report date) 1st Informal Observation
October 31st	(OR 15 days after initial report date) Individual Development Plan and Self-Assessment (must be completed by ALL teachers as part of the Teacher Evaluation Process)
November 30th	(OR 15 days after initial report date) 1st Formal Observation Due
January 30th	(OR 15 days after initial report date) (2nd Formal Observation) Mid-Year Progress Report NOTIFICATION TO THOSE TRENDING TOWARD MINIMALLY EFFECTIVE/INEFFECTIVE
March 5th	(OR 15 days after initial report date) 3rd Formal Observation Due (unannounced)
June 1st	Year End Evaluation Due in Human Resources

EFFECTIVE TENURED TEACHERS 2 Formal Observations + Student Growth Addendum	
October 15th	(OR 15 days after initial report date) 1st Informal Observation
October 31st	(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 30th	(OR 15 days after initial report date) 1st Formal Observation Due
January 30th	(OR 15 days after initial report date) (2nd Informal Observation) Mid-Year Progress Report NOTIFICATION TO THOSE TRENDING TOWARD MINIMALLY EFFECTIVE/INEFFECTIVE
March 5th	(OR 15 days after initial report date) 2nd Formal Observation Due (unannounced)
June 1st	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 Non-Classroom Instructional Support Personnel 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 Non-Classroom Instructional Support Personnel timeline.

FREEMAN NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL EVALUATION TIMELINE

Task	Deadline
1 st Informal Observation	September 15
Professional Growth Plan or IDP and Self-Assessment	October 15
1 st Formal Observation	November 15
2 nd Formal Observation (Teachers trending towards Minimally Effective or Ineffective)	January 29
2 nd Informal Observation	January 29
2 nd Formal Observation (Teachers trending towards Highly Effective and Effective) 3 rd 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 Non-Classroom Instructional Support Personnel Evaluation Pre-Goal Setting Self-Assessment
- C. Non-Classroom Instructional Support Personnel (NCISP) Professional Growth Plan
- D. Request for Assistance and Support
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Schedule of Implementation for FCS

	2018-2019	2019-2020
Planning and Preparing to Provide Support		
1. Establishing and Communicating Clear Goals for Supporting Services	Eval	Eval
2. Helping the School/ District Achieve Goals	Eval	Eval
3. Using Available Resources	Eval	Eval
Supporting Student Achievement		
1. Demonstrating Knowledge of Students	Eval	Eval
2. Helping Student Meet Achievement Goals	Eval	Eval
If Applicable: Planning Standards-Based Lessons/ Units	Eval	Eval
If Applicable: Identifying Critical Content	Eval	Eval
If Applicable: Using Questioning Strategies	Eval	Eval
If Applicable: Facilitating Groups	Eval	Eval
If Applicable: Managing Student Behavior	Eval	Eval
If Applicable: Using engagement Strategies	Eval	Eval
Continuous Improvement of Professional Practice		
1. Reflecting and Evaluating Personal Performance	Eval	Eval
2. Using Data and Feedback to Support Changes to Professional Practice	Eval	Eval
Professional Responsibilities (25%)		
1. Demonstrating Knowledge of Professional Practice (Area of Expertise)	Eval	Eval
2. Promoting Positive Interactions with Colleagues and Community	Eval	Eval
3. Adhering to School and District Rules and Procedures	Eval	Eval
4. Supporting and Participating in School and District Initiatives	Eval	Eval

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 (Planning and Preparing to Provide Support, Supporting Student Achievement, Continuous Improvement of Professional Practice, 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.

Domain 1: Planning and Preparing to Provide Support

Establishing and Communicating Clear Goals for Supporting Services				
Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.				
Desired Effect: School/district knows the supporting services provided by the instructional support member.				
Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district <i>and</i> monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Helping the School/ District Achieve Goals

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses expert knowledge of Established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals <i>and</i> monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district <i>and</i> monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students				
Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.				
Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.				
Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of the unique needs of students in the school/district.	Demonstrates knowledge of the unique needs of students in the school/district <i>and</i> monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.
Helping Students Meet Achievement Goals				
Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.				
Desired Effect: Barriers are removed to help students meet achievement goals.				
Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement <i>and</i> monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

If Applicable:

Planning Standards-Based Lessons/ Units

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning <i>and</i> provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

If Applicable:

Identifying Critical Content

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence.

If Applicable:

Using Questioning Strategies

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	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 the desired effect.	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 students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

If Applicable:

Facilitating Groups

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: 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 exhibited.	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 adaptations to achieve the desired effect by more than 90% of the students.

If Applicable:

Managing Student Behavior

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	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 adaptations to achieve the desired effect by more than 90% of the students.

If Applicable:

Using Engagement Strategies

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	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 adaptations to achieve the desired effect in more than 90% of the students.

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors <i>and</i> identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Using Data and Feedback to Support Changes to Professional Practice

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress <i>and</i> demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)				
Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.				
Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.				
Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise <i>and</i> is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.
Promoting Positive Interactions with Colleagues and Community				
Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.				
Desired Effect: Positive relationships result in support for learning.				
Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning <i>and</i> result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Adhering to School and District Rules and Procedures

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Is knowledgeable about and adheres to school and district policies and procedures.	Is knowledgeable about and adheres to school and district rules <i>and</i> self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Supporting and Participating in School and District Initiatives

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility <i>and</i> actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Non-Classroom Instructional Support Personnel (NCISP) Professional Growth Plan Appendix C

Directions: *All NCISPs must use this form on an annual basis. This form is prepared at the August-October meeting or at the spring meeting in preparation for the next school year. This form is to be completed by NCISPs to define both the Professional Growth Plan and Aggregate Student Growth Measures which will be incorporated into their evaluation. Following the timeline, NCISPs should provide their direct supervisor with supporting data in addition to this form. NCISPs may complete more than one form, as necessary to represent selected goals.*

Educator: _____

Date: _____

Professional Growth Goal Statement—What is your desired outcome for professional growth and aggregate student growth? What goal(s) will help you attain your desired outcome? What will students and/or staff know and be able to do?

Rationale—How did you choose this goal and the associated measure(s)? Is this an appropriate area of focus? Describe how data substantiates the need to work in this area.

Alignment—How is this growth measure aligned to district goals, school goals and/or departmental goals?

Targeted Population—Which students and/or staff will this objective address? How many?

Growth Measure(s)—What performance data will be collected? Please describe what specific tool(s) will be utilized to collect the performance data.

What **supports** do you plan to use to enhance your professional growth related to and/or in addition to this goal? In addition to the required Marzano rubrics, what additional rubrics will be an area of focus? What professional development or training will support your growth? What parent, student, staff and/or peer feedback will you collect to inform your growth and future goal development?

What **resources** will you need to implement your professional growth plan? Identify materials, professional development funds, and/or release time, etc., that may be needed to attain your goals and to grow as a professional.

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

NCISP 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:
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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

Instructional Support Strategies and Behaviors	Planning and Preparing
Reflecting on Teaching	Collegiality and Professionalism
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 Non-Classroom Instructional Support Personnel	Other (Please specify)

District Supervisor's Signature _____ Date: _____

Insert Student Growth Worksheet under development.

Appendix E

Student Growth Rating (25% of effectiveness rating)

Ratings	Description	Points
Innovating	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 six (6) ratings at <i>Innovating</i> and one (1) rating at <i>Applying</i> and/ or <i>Developing</i> and zero (0) ratings at <i>Beginning</i> .	5
	If applicable: If staff member receives at least seven-ten (7-10) ratings at <i>Innovating</i> and one-two (1-2) rating at <i>Applying</i> and/ or <i>Developing</i> and zero (0) ratings at <i>Beginning</i> .	
Applying	If staff member receives five (5) ratings at <i>Applying</i> or higher, two (2) or fewer at <i>Developing</i> , and zero (0) at <i>Beginning</i> .	4
	If applicable: If staff member receives six-nine (6-9) ratings at <i>Applying</i> or higher, three (3) or fewer at <i>Developing</i> , and no more than one (1) at <i>Beginning</i> .	
Developing	If staff member receives at least four (4) ratings at <i>Developing or higher</i> and no more than four (4) ratings at <i>Beginning</i> .	3
	If applicable: If staff member receives at least seven (7) ratings at <i>Developing or higher</i> and no more than seven (7) ratings at <i>Beginning</i> .	
Beginning	If staff receives at least four (4) ratings at <i>Beginning</i> or higher.	2
	If applicable: If staff receives at least seven (7) ratings at <i>Beginning</i> or higher.	

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 (4 Marzano Rubric Ratings)	4 ratings of <i>Not Using</i>	3 ratings of <i>Beginning</i> and one rating of <i>Not Using</i>	3 ratings of <i>Developing</i> and 1 at <i>Beginning</i> and 0 at <i>Not Using</i>	3 ratings of <i>Applying</i> , 1 at <i>Developing</i> , and 0 at <i>Beginning</i> or <i>Not Using</i>	3 ratings at <i>Innovating</i> , 1 at <i>Applying</i> , and 0 at <i>Developing</i> , <i>Beginning</i> , or <i>Not Using</i>
	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 <i>Innovating</i> and one rating at <i>Applying</i> in Professional Responsibilities, Attendance and Discipline	5
Applying	If staff member receives two ratings at <i>Innovating</i> or <i>Applying</i> and one rating at <i>Developing</i> and in Professional Responsibilities, Attendance and Discipline	4
Developing	If staff member receives two ratings at <i>Developing</i> , <i>Innovating</i> or <i>Applying</i> and one rating at <i>Beginning</i> and in Professional Responsibilities, Attendance and Discipline	3
Beginning	If staff member receives all rating at <i>Beginning</i> or higher in Professional Responsibilities, Attendance and Discipline	2
Not Using	If staff member receives <u>any</u> <i>Not Using</i> ratings in Professional Responsibilities, Attendance or Discipline	1

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

Administrator initials: _____
 Educator initials: _____
 Date: _____

Flint Public Schools Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Tool Appendix I

Composite Effectiveness Rating

Each Non-Classroom Instructional Support Personnel’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.

Non-Classroom Instructional Support Personnel: _____ School: _____ Evaluator:		School Year: _____ Grade/Subject: _____ <input type="checkbox"/> Probationary <input type="checkbox"/> Tenured		Previous Year Rating: <input type="checkbox"/> Effective or Highly Effective <input type="checkbox"/> Minimally Effective or Ineffective
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 = 5	
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 Non-Classroom Instructional Support Personnel and administrator/designee.

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

Flint Public Schools Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Tool Appendix J

Non-Classroom Instructional Support Personnel Evaluation Mid-Year Professional Growth Plan & Student Growth Reflection Form

Educator:	Date:
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Directions: This form must be used for mid-year Non-Classroom Instructional Support Personnel 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 the either of the following applies to the staff member, please check the appropriate circle:

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

Sign and date this form after completion and discussion between the Non-Classroom Instructional Support Personnel and direct supervisor.

Educator Signature	Date
Direct Supervisor Signature	Date

Non-Classroom Instructional Support Personnel Evaluation End-of-Year Professional Growth Plan & Student Growth Reflection Form

Educator:	Date:
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Recall this information from the beginning of the school year about required measures of Student Growth (Appendix F) of FCS Non-Classroom Instructional Support Personnel 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 Non-Classroom Instructional Support Personnel 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:

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

Sign and date this form after completion and discussion between the Non-Classroom Instructional Support Personnel 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.

NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL 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 Non-Classroom Instructional Support Personnel 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 NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL

- Plan, develop and teach a component of the induction model for new Non-Classroom Instructional Support Personnel.

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 one another's 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 Non-Classroom Instructional Support Personnel, 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 Non-Classroom Instructional Support Personnel 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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