

Professional Growth Plan

Plan II

Plan II -- Teacher Evaluation

Purpose:

Throughout a teacher's professional career, the teacher and administrator must work collaboratively each year to ensure the strengthening of the Standards for Effective Teaching. The purpose and benefit of yearly evaluation are threefold:

1. Demonstration of Standards for Effective Teaching

Demonstration of the Standards is an ongoing process and is assessed by the administrator through informal classroom observations and other school settings, i.e., faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or co-curricular activities.

2. Continued Professional Growth Plan

Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and the administrator collaborate to identify goals and develop a plan to attain the identified goals. Goals should be developed using the Standards for Effective Teaching and must also work toward building school improvement goals and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth. Goals may be renewed from one year to the next if appropriate.

3. Continued focus on student achievement data is a critical way to inform instructional practice. Current legislation now obligates schools to utilize student growth and achievement data as one component of teacher evaluation. As a result, our discussions will be data-informed and data-driven. Student growth and achievement data is a part of this evaluation.

This Teacher Evaluation program combines both Professional Growth components and the examination of student achievement/growth data, in addition to other considerations required of public schools as a result of recent legislative adjustments.

Teacher evaluation is a complex process and one that requires commitment from all parties. The Dearborn Public Schools' model is one that promotes collegiality, collaboration, personal and professional growth. Determining a teacher's effectiveness requires an examination of a multitude of factors. Many of these are defined by the Standards for Effective Teaching, but there are variables in addition to the Standards that may be utilized to determine effectiveness, such as artifacts collected throughout the year like parent emails, phone call logs, administrative walkthrough data, student communications, etc.

The Teacher Evaluation Committee will gather input and meet periodically to examine this evaluation process in order to safeguard the integrity of our model framework.

Recommended timelines for Formal Observations

Prior to 10/1 - Administrator distributes forms and reviews expectations.

Prior to 10/25 - Initial Meeting to set goals

Prior to 4/30 - Multiple Formal Observations (Minimum of two)

Prior to 5-7 - Year End Evaluation to be completed.

Plan II --- Teacher Evaluation *(Components of the evaluation process)*

Yearly teacher evaluation will include the following:

- At least two meetings between an administrator and teacher, referred to in this document as the *Initial Meeting* and the *Evaluation Meeting*.
- A teacher self-evaluation using the Standards for Effective Teaching.
- An administrator's completion of a teacher evaluation using the Standards for Effective Teaching.
- Student Growth/Achievement Goal(s) related to the School Improvement Plan, (*see examples below*).
- Best Practice Professional Growth Goal(s), (*see examples below*).
- The Year End Evaluation must be based on multiple (minimum of two) classroom observations and must include a review of lesson plans, state curriculum and student engagement. The Year End Evaluation must include student growth as a significant factor.

2013-14 Teacher Evaluation Weights to Comply with State Legislation

75% will be based on Observation Protocol and the 5 Standards for Effective Teaching.

This includes observations (formal and not formal), walkthroughs, other performance measures that are related to the teacher evaluation rubric which includes all 5 standards. Professional Responsibilities are included as one of the standards.

Student Growth Data/Goals (25%). The administrator and teacher will meet to determine growth measures that following the weighted formula listed below.

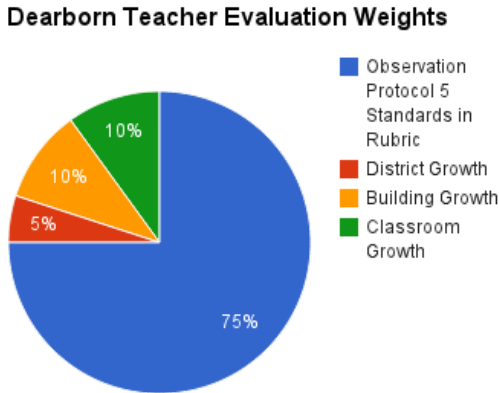
- A. 5% District growth based on state accountability measures
- B. 10% Building Growth based on state or building or district common assessments (See Below)

Elementary -SRI, DRA & DRA task analysis, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments.

Middle School -SRI, DRA, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments, and Explore.

High School- Explore, Plan, MME, MEAP, SRI, Star Math, Common Assessments, AP exams, and Departmental Assessments.

- C. 10% Classroom Growth based on State Assessments, District Common Assessments or Classroom Assessments (ex. Performance or product measures or other formative assessments, pre and post tests are required).



**The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted at 25% of the evaluation ranking.*

Best Practice Professional Growth – Goal(s) that articulate a willingness to enhance skills typically demonstrated by master teachers.

Examples may include, but are not limited to:

1. Learn and use Class A to inform instructional practice
2. Learn and use differentiated instruction in Algebra classes
3. Utilize technology to enhance instructional delivery
4. Integrate cross curricular initiatives

The goals must be directly linked to the Standards for Effective Teaching as published in this document, and agreed upon by both administrator and teacher.

**If a teacher is rated ineffective on the Year End Evaluation, a Plan III awareness phase document must have occurred prior to April 30.*

***If a teacher is rated minimally effective at the Year End Evaluation they will enter an awareness phase for the upcoming year. The Year End Evaluation evaluator will complete the awareness phase documents to begin at the start of the upcoming school year.*

****If a teacher is rated minimally effective or ineffective on the Year End Evaluation. An IDP must be initiated.*

Activities/Methods

Methods/Strategies to reach goals may include at least one of the following:

- Action research
- Peer-coaching
- Video taping
- Self-assessment
- Mentoring
- College courses
- Simulations
- Workshops
- Visitation days
- Conferences
- Classroom observations
- Teacher academies
- Development of teaching materials/instructional units/discussion groups
- Other

Indicators of Progress:

<ul style="list-style-type: none">• Student work portfolios• Professional portfolios• Videotapes of classes• Peer observation• Administrator observation• Parent responses• Written curriculum• Student responses	<ul style="list-style-type: none">• Performance assessment• Reflective journal entries• Case study analysis• Benchmarks• Anecdotal records• Statistical measures• Other
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The collected materials are the property of teachers.

Teacher Evaluation Components (continued)

Resources

- Resources will be formally approved as part of the teacher's Professional Growth Plan and may include:
 - Classroom materials
 - Student materials
 - Journals
 - Workshops
 - Resources
 - Books
 - Collegial time
 - Appropriate technology
 - Mentoring
 - Collegial support
 - Release time
 - Administrative support
 - Other

Revisions

In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.

Plan II – Professional Growth Teacher Evaluation Goal Outline Form

Teacher	School	Grade/Dept./Team

Initial Meeting Date _____

Evaluation Meeting Date _____

Standards for Effective Teaching addressed in this plan (Check all that apply)

<input type="checkbox"/> I. Classroom Environment <input type="checkbox"/> II. Preparation and Planning <input type="checkbox"/> III. Instruction	<input type="checkbox"/> IV. Assessment <input type="checkbox"/> V. Communication and Professional Responsibilities
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Student Achievement/Growth Goal(s): _____
Best Practice Professional Growth Goal(s): _____

****The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted at 25% of the evaluation ranking.*

Plan II --- Teacher Evaluation Goal Outline Form (continued)

Indicators of progress to be collected: _____

Resources needed for plan activities: _____

See attachments:

Teacher's Signature and Date:

Administrator's Signature and Date:

**The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*

Plan II – Professional Growth Conference Observation Form

Teacher: _____ Administrator: _____

Date (Time/Hour): _____ Duration of visit: _____

1st Observation 2nd Observation Additional Observation

Standard(s) Related to Goal (*Check all that apply*):

<input type="checkbox"/> I. Classroom Environment	<input type="checkbox"/> IV. Assessment
<input type="checkbox"/> II. Preparation and Planning	<input type="checkbox"/> V. Communication and Professional Responsibilities
<input type="checkbox"/> III. Instruction	

Teacher Comments: _____
Administrator Comments: _____

Observed/Reviewed: Lesson Plan Student Engagement State Curriculum

Teacher's Signature and Date: _____

Administrator's Signature and Date: _____

Plan II – Professional Growth

Year End Evaluation Form

(Completed by teacher and administrator and discussed at the final meeting)

Teacher	School	Grade/Dept./Team
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Initial Meeting Date _____

Evaluation Meeting Date _____

Student Achievement/Growth Goal(s) Data: _____
Best Practice Professional Growth Goal(s) Indicators of Progress: _____
Other Indicators of Progress: _____

**The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*

Plan II --- Year End Evaluation Form (continued)

Teacher's comments: _____
Administrator comments on Student Growth Data (Must be weighted at 25% of the overall evaluation): _____
Administrator's comments: _____

Ineffective* Minimally Effective** Effective Highly Effective (Check one)

Total Days Absent (Current School year to date) _____Illness _____Care of Family _____Personal Business _____Conferences _____District Related _____Other (Please Explain: _____) District PD attended (list dates): _____

Teacher's Signature and Date:

Administrator's Signature and Date:

C. Personnel File

**If a teacher is rated ineffective on the Year End Evaluation, a Plan III awareness phase document must have occurred prior to April 30.*

***If a teacher is rated minimally effective at the Year End Evaluation they will enter an awareness phase for the upcoming year. The Year End Evaluation evaluator will complete the awareness phase documents to begin at the start of the upcoming school year.*

**** If a teacher is rated minimally effective or ineffective on the Year End Evaluation, then an IDP must be initiated.*

*****The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted as 25% of the evaluation.*

***** Goals should be discussed at the year-end evaluation meeting for the subsequent school year. The teacher should draft goals for the subsequent year.*

