Dearborn Public Schools

Teacher Evaluation Program

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Teacher Evaluation Program

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Foreword

The Dearborn Evaluation Program and supporting standards are the result of the collaboration and cooperation of Dearborn teachers, administrators, Board of Education members, and nationally recognized authorities in the field of effective teaching research. In a single document, we have expressed what we believe effective teachers do in their classrooms and what the most recent research reflects. The supporting standards consist of five standards and three evaluation plans. The ultimate goal is to increase student achievement through professional growth, coordinating efforts to educate students, and requiring accountability.

As research in the area of effective teaching continues, professionals learn more about teaching and its relationship to student learning. We have done our best to capture the dynamic and interactive processes of teaching. We expect our educators to incorporate the five standards into their current successful practices. As with any effort of this magnitude, this document will be reviewed and modified to ensure that it continues to reflect our best and most current thinking.

This document is an example of the commitment that Dearborn educators have to the improvement of public education in our community. All of those involved in the development of the Evaluation Program and supporting standards hope it will serve as a valuable tool in the continuous pursuit of equity and excellence.

_____   _____
Brian J. Whiston   Glenn M. Maleyko
Superintendent   Director of Human Resources

_____
Christine Sipperley, President
Dearborn Federation of Teachers

What the Dearborn Evaluation Program and Supporting Standards Are:

➢ They are a commitment to the growth and development of teachers and administrators.

➢ They are a statement that communicates our beliefs about effective teaching.

➢ They are a synthesis of teaching behaviors that promote student learning and are supported by research, learning theory, and expert opinion.

➢ They are a continuous source of information on effective teaching which will be reviewed and updated periodically.

➢ They are a resource for teachers and administrators to use in their roles as instructional decision makers.

What the Dearborn Evaluation Program and Supporting Standards Are Not:

➢ They are **NOT** an attempt to supercede Board-adopted curriculum or prescribe one way for all Dearborn teachers to teach.

➢ They are **NOT** an outline of elements of instruction that are expected every day in every lesson and in the same order in which they appear in the Standards.

➢ They are **NOT** a checklist to be used to assess teacher performance.

Overview of Teacher Evaluation Program

Standards for Effective Teaching

I. Classroom Environment	IV. Assessment
II. Preparation and Planning	V. Communication and Professional
III. Instruction	Responsibilities

Plan I	Plan II	Plan III
Individual Development Plan	**Professional Growth Plan**	**Specific Staff Development Plan**
Who:	**Who:**	**Who:**
▪ Probationary teachers ▪ Tenure teachers who choose format	▪ Tenured teachers who are demonstrating the Standards for Effective Teaching	▪ Teachers in need of specific professional guidance in identified area(s) of the Standards for Effective Teaching
Purpose:	**Purpose:**	
▪ To ensure that Standards for Effective Teaching are understood, accepted, and demonstrated ▪ To provide support in implementing the Standards ▪ To ensure that the Michigan Curriculum Framework and district curriculum are being taught ▪ To provide accountability for decisions to continue employment	▪ To enhance professional growth ▪ To improve student achievement ▪ To provide feedback on professional issues ▪ To focus on school improvement initiatives ▪ To ensure that the Michigan Curriculum Framework and district curriculum are being taught	**Purpose:** ▪ To enable a tenured teacher the opportunity to seek assistance in any Standard ▪ To provide a more structured process for a tenured teacher who may benefit from more support ▪ To provide due process for disciplinary action ▪ To ensure that the Michigan Curriculum Framework and district curriculum are being taught
What:	**What:**	**What:**
▪ Formal observations and evaluation of performance ▪ Portfolio ▪ Teacher reflection and response	▪ Observations to assess Standards ▪ Develop and implement Professional Growth Plan	▪ Three Phases 1. Awareness Phase 2. Assistance Phase 3. Disciplinary Phase
How:	**How:**	**How:**
▪ Classroom observation with feedback ▪ Review of Portfolio ▪ Discussion of professional practices ▪ Mentor support	▪ Ongoing informal discussion of teacher performance ▪ Teacher teams/individual teacher develop a Professional Growth Plan ▪ Collaboration between teacher teams/teacher and administrator ▪ Establish indicators of progress ▪ Administrative support of teacher teams/teacher ▪ Feedback to teacher teams/teacher	▪ Observation and feedback focused specifically on identified area(s) of needed improvement

Individual Development Plan

Plan I

Plan I
Individual Development Plan

Purpose

The Individual Development Plan is designed for all newly hired teachers. Teachers previously tenured in the State of Michigan will complete years one and two of the Individual Development Plan. Teachers hired prior to July 19, 2011 will complete four years of the plan for tenure. Teachers hired after July 19, 2011 will complete five years of the plan for tenure unless they are rated highly effective on three year-end evaluations, then the length of tenure would be four years. In order to continue in the Individual Development Plan, teachers must have successful evaluations.

The purpose of the Individual Development Plan is to:

1. introduce beginning staff to programs, procedures, policies, and expectations.

2. educate beginning staff on the Dearborn Public Schools' Standards for Effective Teaching.

3. provide training and support for new staff.

4. provide ongoing professional development experiences.

5. promote professional self-reflection.

6. evaluate performance for continuing employment.

Outline of Plan I - Individual Development

Teachers hired prior to July 19, 2011 will complete four years of the plan. All other teachers, regardless of experience, will complete five years of the plan unless they are rated highly effective on three consecutive Year End Evaluations, then it becomes four years. In order to continue in the plan, teachers must have successful evaluations.

Years One and Two

Multiple Formal Observations (minimum of two) each year (recommended prior to March 15).

Each formal observation must have a:
- Pre-observation conference
- Post-observation conference within a reasonable amount of time, preferably within ten working days, if not sooner.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

Recommended timelines for Formal Observations

Prior to 9/30 - Administrator distributes forms and reviews expectations, portfolio collections, and evaluation timelines with all probationary teachers. Teachers formulate their IDP and the Administrator meets with each teacher individually. The IDP should be submitted to HR by October 7th. **<u>All first year probationary teachers must have an IDP in place by the first week of school or ASAP at the beginning of the school year.</u>** Teachers will conduct an informal self-evaluation according to the performance rubric.

Prior to 12/15 - First required formal observation to be completed.

Prior to 3/15 - Second formal observation to be completed.

Prior to 4/30 - Year End Evaluation to be completed. The Year End Evaluation must include student growth as a significant factor.

Observation Requirements

Elementary – Multiple (minimum of two) formal observations, of sufficient duration that are no less than 40 minutes, to include classroom management and transition procedures.

Secondary – Multiple (minimum of two) formal observations of the same class period.

Portfolio - A cumulative professional portfolio will be created and maintained by the probationary teacher for years one and two. The administrator and mentor will review and discuss the portfolio with the teacher.

Mentor - The administrator will team the probationary teacher with an appropriate experienced teacher. This relationship will continue through year three for new teachers and year two for tenured teachers new to the district. They will follow district mentor procedures.

<u>Outline of Plan I - Individual Development (continued)</u>

Years Three, Four and Five

Individual Development Plan

The teacher and administrator will review and revise the Individual Development Plan in the areas of instruction, content, management, and professional development.

Multiple Formal Observations – (Minimum of two) prior to March 15

Each formal observation must have a:
- Pre-observation conference
- Post-observation conference

Recommended timelines for Formal Observations

9/30 – Formulate IDP
12/15 - The first formal observation to be completed.
Prior to 3/15 - The second formal observation to be completed.
Prior to 4/30 - The Year End Evaluation to be completed. The Year End Evaluation must include student growth as a significant factor.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

Mentor - The mentor/mentee relationship will continue throughout year three.

Plan I -- Individual Development Plan

Years One and Two

Required activities and recommended timeline for probationary teachers include:

An Individual Development Plan Meeting
Prior to September 30, a building administrator will meet with all probationary teachers as a group to review the Individual Development Plan expectations, professional portfolio collections, and evaluation timelines. The goals must include student growth data and Standards for Effective Teacher best practice professional growth. At this time, the administrator will provide teachers with copies of all evaluation forms. IDPs should be submitted to Human Resources by October 7th, 2013.

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 (25%). The administrator and teacher will meet to determine growth measures that follow 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).

Dearborn Teacher Evaluation Weights

- Observation Protocol 5 Standards in Rubric — 75%
- District Growth — 5%
- Building Growth — 10%
- Classroom Growth — 10%
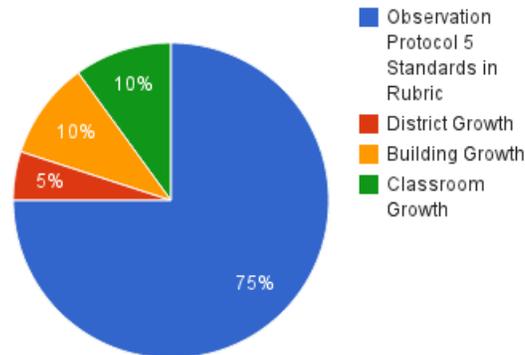
*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted at 25% of the evaluation ranking.

An Individual Development Plan
A building administrator will meet with each teacher to develop an Individual Development Plan based on the Standards for Effective Teaching (Individual Development Plan Form, page 12). The teacher may have multiple (minimum of two) goals, one sheet per goal.

Formal Observations
Multiple (minimum of two) observations will be conducted prior to March 15. The Year End Evaluation should be completed by April 30. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences (Pre-Observation Conference Form, page 13). At least one of the formal observations will be conducted before the end of the first semester.

Multiple (minimum of two) observations will be at least 40 minutes in duration. At the elementary level, two will include an observation of classroom management and transition procedures. At the secondary level, multiple (minimum of two) observations of the same class period. (Classroom Observation Form, page 15).

Plan I --- Individual Development Plan Years One and Two (continued)

Additional formal observations may be scheduled at the discretion of the administrator (Classroom Observation Form, page 14).

A post-observation conference must be conducted within a reasonable amount of time following each of the observations, preferably within 10 working days, or sooner. The purpose for the post-observation conferences is to:

1. review the lesson(s) with a focus on student learning.
2. reinforce the strengths of the teaching performance.
3. identify areas for improvement.
4. offer specific feedback on classroom management.
5. review the professional development portfolio.
6. direct the probationary teacher toward relevant professional development opportunities.
7. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the teacher, following the conference (Post-Observation Conference Form and Year End Evaluation, Pages 15-17).

The administrator will make informal observations during the year, which will be used as sources of information for the Year End Evaluation.

A Professional Portfolio
A cumulative professional portfolio will be created and maintained by the probationary teacher for the probationary period. The probationary teacher will benefit from a teaching portfolio in that it can serve as a catalyst for substantive growth in one's teaching philosophy, methods, and goals. Also, the portfolio will provide administrators with concise, selective, evidence-based information from a wide variety of sources. This gives the novice instructor a highly individualized, credible, and factual document for the purpose of evaluation. The administrator, probationary teacher, and mentor will review and discuss the portfolio at each scheduled evaluative conference. (See page 18 for suggested portfolio components). The portfolio will be used as a source of data for the performance evaluation. Two portfolio reviews are to be completed prior to April 30th.

A Mentor
The administrator will team the probationary teacher with an appropriate experienced teacher for the mentoring process. The mentor/mentee relationship will continue through year three for new teachers and through year two for tenured teachers new to the district. The role of the teacher mentor is to guide and support the new teacher through the probationary period. (See page 20 for further information). Mentors and mentees must participate in a prescribed district mentor program experience.

Plan I --- Individual Development

Years Three, Four and Five

The required activities for probationary teachers after the initial two years will include:

An Individual Development Plan
For years three, four and five, the teacher and administrator will review and revise the Individual Development Plan. The focus of this plan will be in the areas of instruction, content, management, and professional development. The goals must include student growth data and Standards for Effective Teacher best practice professional growth. At this time, the administrator will provide teachers with copies of all evaluation forms.

Formal Observations
Multiple (minimum of two) formal observations will be conducted prior to March 15. The Year End Evaluation to be completed by April 30. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences. (Pre-Observation Conference Form, page. 13). At least one of the formal observations will be conducted before December 15. Additional formal observations may be scheduled at the discretion of the administrator (Classroom Observation Form, page 14).

A post-observation conference must be scheduled within a reasonable amount of time, preferably within ten working days, if not sooner. The purpose for the post-observation conferences is to:

1. review the lesson(s) with a focus on student learning.
2. reinforce the strengths of the teaching performance.
3. identify areas for improvement.
4. offer specific feedback on classroom management.
5. review the professional development portfolio, if appropriate.
6. direct the probationary teacher toward relevant professional development opportunities.
7. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the teacher, following the conference (Post-Observation Conference Form and Year End Evaluation Form, see pages 15-17).

The administrator will make informal observations during the year, which will be used as sources of information for the Year End Evaluation.

Mentor
Throughout year three, the mentor-mentee relationship will continue. The mentor's role will be to guide and support the teacher as needed. (See page 20 for further information).

Plan I

Individual Development Plan Form

Individual Development Plan for: _____

Teacher Status: ☐ Probationary ☐1 ☐2 ☐3 ☐4 ☐5 (Check One)

☐ Tenured in Michigan ☐1 ☐2 (Check One)

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

☐ I. Classroom Environment	☐ IV. Assessment
☐ II. Preparation and Planning	☐ V. Communication and Professional Responsibilities
☐ III. Instruction	

**Goal: _____

Purpose of Goal: _____
Teacher's Plan: _____
Indicators of Progress including student growth data: _____
Administrative Support: _____

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 a significant portion of the evaluation.

Plan I --- Individual Development Plan
Pre-Observation Conference Form

(Completed by the teacher and discussed with the administrator at the Pre-Observation Conference)

Teacher: ____	Subject: ____
Grade Level: ____	Period/Time and Date of Lesson: ____
Administrator: ____	

1. Identify the general characteristics of the class. (Standard I: Classroom Environment)

    ____

2. List the objectives for the lesson(s). (Standard II: Preparation and Planning)

    ____

3. Briefly describe the content and methods of the lesson(s) progress toward achieving the objectives. (Standard III: Instruction)

    ____

4. State how you will measure the students' progress toward achieving the objectives. (Standard IV: Assessment)

    ____

5. Briefly describe your communication and record keeping for the class. (Standard V: Communication and Professional Responsibilities)

    ____

6. Please check the areas below in which you would like specific feedback from the administrator:

☐ I. Classroom Environment ☐ II. Preparation and Planning ☐ III. Instruction	☐ IV. Assessment ☐ V. Communication and Professional Responsibilities ☐ VI. Other

Plan I --- Individual Development Plan

Classroom Observation Form

(For administrator use during classroom observation)

Teacher _____		School _____
Date(s) _____	Area/Grade _____	Probation ☐1 ☐2 ☐3 ☐ 4 ☐ 5 (Check year)
Duration of Visit(s) _____		Number of Students _____
Lesson(s) Observed _____		

The Standards for Effective Teaching are the basis for the following comments:

I. Classroom Environment: _____
II. Preparation and Planning: _____
III. Instruction: _____
IV. Assessment: _____
V. Communication and Professional Responsibilities: _____

**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 I --- Individual Development Plan

Post-Observation Conference Form

(Completed by the administrator and discussed with the teacher at the Post-Observation Conference. This document serves as a mid-year evaluation document in compliance with state legislation for first year employees with an IDP.)

Teacher: _____

Administrator: _____ Evaluation Date: _____

Summarize the following areas from the Individual Development Plan:
Standards of Effective Teaching:

I. Classroom Environment: _____
II. Preparation and Planning: _____
III. Instruction: _____
IV. Assessment: _____
V. Communication and Professional Responsibilities: _____

Post-Observation Conference Form (continued)

The Professional Portfolio Review Dates:

☐ _____ Date reviewed

☐ _____ Date reviewed

Teacher Comments: _____

Administrator Comments: _____

Observed/Reviewed: ☐ Lesson Plan ☐ Student Engagement ☐ State Curriculum

Total Days Absent (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: _____ _____

cc: Personnel file

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 I --- Individual Development Plan

Year End Evaluation Form

Teacher _____

Administrator _____   Evaluation Date _____

**Summarize the following areas from the Individual Development Plan:
Standards for Effective Teaching:**

I. Classroom Environment: _____
II. Preparation and Planning: _____
III. Instruction: _____
IV. Assessment: _____
V. Communication and Professional Responsibilities: _____
VI. Student Growth Data included in evaluation*: _____

***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.*

The Professional Portfolio Review Dates

☐ _____ Date reviewed

☐ _____ Date reviewed

Portfolio Comments/Recommendations: _____
Teacher Comments: _____
Administrator comments on Student Growth Data (Must be weighted at 25% of the overall evaluation). _____
Recommendation: _____

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

Recommended for Continued Employment?

☐ Yes ☐ No ☐ See Attachment(s) ☐ Recommended for tenure (if applicable)

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: _____ _____

cc: Personnel file

**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.

Professional Development Portfolio Suggestions

Each portfolio contains items intended to provide a unique profile of an individual teacher. Therefore, each portfolio will be different.

A representative sampling might include some of the following:

- products: evidence of student learning
- description of course materials: syllabi, assignments, and handouts
- lesson plans and designs
- photos, pictures, tapes, disks
- parent connections: newsletters, notes, communication
- journal for self-reflection
- teacher and student accomplishments
- sample of teacher-generated tests/assessments
- anecdotal observations or comments
- a self-designed unit and related materials
- a one week sample of all printed materials distributed to student and parents
- parent feedback

Plan I – Individual Development Plan

The Mentor/Mentee Program

1. Leadership of the Mentor/Mentee Program is the responsibility of the Instructional Services.

2. A mentor will be an experienced professional with Dearborn Public Schools.

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3. The use of experienced, successful teachers to mentor new teachers is mandated in the State of Michigan. It is an effective way to improve the induction of new teachers, promote best practices in teaching and encourage teachers to remain in the profession.

4. A pool of DFT members will be sought in each building to serve as mentors. Mentor assignments will be appointed by the building administrator.

5. Mentors and mentees will be required to attend two after school training sessions during the school year. The agenda and dates for the sessions will be determined by the leadership in Instructional Services.

6. Mentors and mentees are expected to attend a professional development session together, which supports the needs of new teachers and the specific classroom assignments.

7. Coaching new teachers to become reflective about their own teaching is a responsibility of the mentor teacher. Mentors and mentees are expected to complete a communication log to document contact time.

8. The critical and specialized role of teacher mentors should be acknowledged.

   ➢ Mentors can commit to a new teacher for the three year term as required by the state.
   ➢ Mentors will receive a $300 stipend for the school year, provided all conditions of mentoring have been met.

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

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

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.

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

D. <u>5% District growth based on state accountability measures</u>

E. <u>10% Building Growth based on state or building or district common assessments (See Below)</u>

   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.

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

Dearborn Teacher Evaluation Weights

Legend:
- Observation Protocol 5 Standards in Rubric
- District Growth
- Building Growth
- Classroom Growth

Values shown: 75%, 10%, 5%, 10%
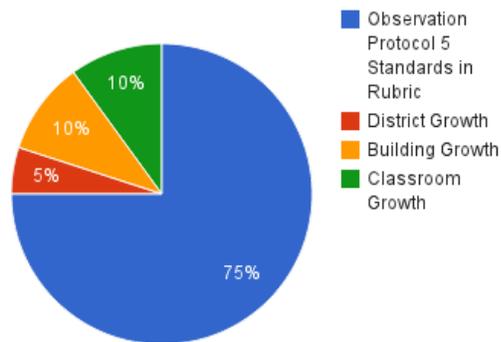
*The goals must include student growth data and standards for effective teacher best practice professional growth. This means that Standard IV and specifically Element 5 Student Growth and Assessment must be addressed on the Year End Evaluation and it must be weighted at 25% of the evaluation ranking.

<u>Best Practice Professional Growth</u> – 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:

• Student work portfolios	• Performance assessment
• Professional portfolios	• Reflective journal entries
• Videotapes of classes	• Case study analysis
• Peer observation	• Benchmarks
• Administrator observation	• Anecdotal records
• Parent responses	• Statistical measures
• Written curriculum	• Other
• Student responses	

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)

☐ I. Classroom Environment ☐ II. Preparation and Planning ☐ III. Instruction	☐ IV. Assessment ☐ V. Communication and Professional Responsibilities

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):*

☐ I. Classroom Environment	☐ IV. Assessment
☐ II. Preparation and Planning	☐ V. Communication and Professional Responsibilities
☐ 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

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.*

Specific
Staff
Development Plan

Plan III

Plan III

Specific Staff Development

Purpose

The specific Staff Development Plan will provide a good faith effort to support and guide the teacher to meet the expectations set forth in the Dearborn Standards for Effective Teaching. The Specific Staff Development Plan has three purposes:

1. to enable a tenured teacher the opportunity to seek assistance in any of the district's Standards for Effective Teaching.

2. to provide a more structured process for a tenured teacher, who by the determination of the administrative supervisor, may benefit from more support, and/or

3. to provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the teacher and the administrator that the teacher needs assistance with one or more of the Dearborn Standards for Effective Teaching. This process may begin at any time.

The decision regarding implementation should be collaborative, but may be directive. Plan III, Specific Staff Development, is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Plan, confidentiality is expected of all participants. Plan III consists of three phases:

1. **Awareness Phase**

2. **Assistance Phase**

3. **Disciplinary Phase**

The distinct differences between the Awareness Phase and the Assistance Phase are the length of time and the intensity of each phase.

<u>Outline of Plan III - Specific Staff Development</u>

Plan III is intended to provide the best possible likelihood for professional improvement. The decision to implement Plan III should be collaborative, but may be directive. This process may begin at any time. Confidentiality is expected of all participants.

Purposes
1. To enable a tenured teacher the opportunity to seek assistance in any of the district's Standards for Effective Teaching
2. To provide a more structured process for a tenured teacher who by the determination of the administrative supervisor, may benefit from more support
3. To provide due process for disciplinary action

Three Phases of Plan III

Awareness Phase
1. The concern is identified in writing
2. The administrator and teacher attempt to resolve the concern
3. The administrator reviews the progress and makes one of the following recommendations:
    - The teacher remains in Plan II
    - The teacher is placed into the Assistance Phase
    - Prior to placement in the Assistance Phase an additional administrator from central office will observe the teacher.

Assistance Phase
1. The administrator reviews the recommendations from Awareness Phase
2. A specific plan is developed and implemented
3. One of the following recommendations is made:
    - The concern is resolved and the teacher is returned to Plan II
    - The teacher remains in the Assistance Phase with revised goals and timelines
    - The concern is not resolved and the teacher is moved into the Disciplinary Phase

Disciplinary Phase
1. The administrator, teacher, and Dearborn Federation of Teachers' president or designated representative meet
2. The specific Standard(s), rule, or policy is identified in writing by the administrator, and the teacher is given an opportunity to respond. After discussion, the administrator indicates the next steps to be taken.

*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 III --- Specific Staff Development

Awareness Phase

1. The administrator of the teacher identifies a concern in writing.
   (Identification of Concern Form, page. 38)

2. The administrator and the teacher set up a specific time to collaborate and attempt to resolve the concern.

3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
   - The teacher begins an evaluation phase, OR
   - The teacher remains in Plan I or II, OR
   - In the event the concern is not resolved or is a disciplinary issue, the teacher is placed into either the Assistance or Disciplinary Phase. (Final Summary Form, page 38)

4. If a teacher is rated ineffective on the Year End Evaluation, an awareness phase document must have occurred by April 30. This is being done to give instructional staff the opportunity to make improvements.

5. 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. This will give instructional staff enough notice to make improvements for the upcoming school year. It also provides enough opportunity to return to Plan II with improvements to performance.

6. The recommended time for the awareness phase should be 30 calendar days.

At this point, the teacher will be advised by the principal to discuss the situation with the DFT President or designated representative. The teacher or the administrator may request other representation in all subsequent meetings regarding the concern.

Assistance Phase

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed which includes:
   (Plan of Assistance Form, page 39)
   - growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound
   - strategies for resolution of the concern
   - timelines
   - indicators of progress
   - resources and support needed
3. The administrator and the teacher set up a specific time to review what progress has been made. (Plan of Assistance Progress Form, page 40)
4. **One** of the following recommendations will be made upon reviewing the teacher's progress: (Final Summary Form, page 41)
   - The concern is resolved and the teacher is returned to the Professional Growth Plan
   - The teacher remains in the Assistance Phase with revised goals and timelines
   - The concern is not resolved and the teacher is moved into the Disciplinary Phase.
5. The recommended timeline between each progress report is 30 calendar days. There are a total of three progress reports. The administrator can, at anytime, move directly to the disciplinary phase if it is determined that there are serious performance deficiencies and/or violations of standards, rules and/or policies.

Plan III --- Specific Staff Development (continued)

Note: Only areas of concern that have been identified in the Awareness Phase can be evaluated or considered in the Assistance or Disciplinary Phase. Collected data to be considered must relate to concerns identified in the Awareness Phase.

Disciplinary Phase

1. The Disciplinary Phase begins with a meeting between the administrator, teacher, and DFT President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or DFT representative.

2. The administrator will identify in writing the specific Standard(s), rule, or policy in violation. The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
    - a specific remedial plan with timeline
    - placement of the teacher on paid administrative leave
    - requirement of specific training or evaluation by a professional
    - recommendation for non-renewal of contract
    - recommendation for tenure review by the Superintendent and Board of Education

3. The Disciplinary Phase only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Assistance Phase. The Disciplinary Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

Plan III --- Specific Staff Development

Awareness Phase --- Identification of Concern Form

Teacher: _____   Date: _____

Check appropriate category(ies):

☐ I. Classroom Environment	☐ IV. Assessment
☐ II. Preparation and Planning	☐ V. Communication and Professional Responsibilities
☐ III. Instruction	☐ VI. Other

Specific Concerns: _____

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

Plan III --- Specific Staff Development

Awareness Phase --- Final Summary Form

Teacher: _____   Date: _____

Specific Concerns: _____

Administrative Recommendation(s):

☐ Plan II
☐ Assistance Phase

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

- Prior to placement in the Assistance Phase an additional administrator from central office will observe the teacher.

Plan III --- Specific Staff Development

Assistance Phase --- Plan of Assistance Form

Teacher: _____   Date: _____

Check appropriate category(ies):

☐ I. Classroom Environment ☐ II. Preparation and Planning ☐ III. Instruction	☐ IV. Assessment ☐ V. Communication and Professional Responsibilities ☐ VI. Other

Specific Concerns: _____

Plan (Method/Strategies): _____

Proposed Timeline: _____

Indicators of Progress including student growth data: _____

Resources/Support Needed: _____

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

Plan III --- Specific Staff Development

Assistance Phase --- Plan of Assistance Progress Form

Teacher: _____ Date: _____

☐ First Meeting ☐ Second Meeting ☐ Third Meeting

Plan: _____

Resources and Strategies Used to Date: _____

Indicators of Progress including student growth data: _____

Resources/Support Utilized to Date: _____

Concerns: _____

**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.*

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):_____

(Check one)
☐ Remain on Plan III ☐ Return to Plan II

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

Revised 9/4/13

Plan III --- Specific Staff Development

Assistance Phase --- Final Summary Form

Teacher: _____   Date: _____

Plan: _____
Resources and Strategies Used to Date: _____
Indicators of Progress including student growth data: _____
Resources/Support Utilized to Date: _____
Concerns: _____

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.

Administrative Recommendation(s):

☐ Plan II   ☐ Remain in Assistance Phase   ☐ Go to Disciplinary Phase

If Year End Evaluation - Check below

☐ **Ineffective** ☐ **Minimally Effective**   ☐ **Effective**   ☐ **Highly Effective**

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: _____

Administrator's Signature: _____

Cc: Personnel file

Plan III --- Specific Staff Development

Disciplinary Phase

Teacher: _____   Date: _____

Comments: _____

Teacher's Signature: _____

Administrator's Signature: _____

Cc: Personnel file

Standards
for
Effective
Teaching

Standard I
Classroom Environment

Standard II
Preparation and Planning

Standard III
Instruction

Standard IV
Assessment

Standard V
**Communication and
Professional Responsibilities**

Standard I - Classroom Environment.

The effective teacher maintains a classroom environment that enhances student learning.

Sample indicators appear below. The Highly Effective designation assumes all Effective attributes have been met.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Teaching Enthusiasm	Very little communication of enjoyment and enthusiasm for teaching and students.	Little communication of enjoyment and enthusiasm for teaching and students.	Teacher maintains a welcoming and positive classroom environment	Teacher contributes to creating a welcoming and positive building culture.
Teacher interaction with students	Teacher interaction with students is negative, sarcastic or inappropriate. Students exhibit disrespect for teacher and one another.	Is fair and respectful toward most students and builds positive relationships with some.	Teacher-student interactions demonstrate genuine caring and respect. Students show respect for teacher as an individual.	Teacher creates and/or coordinates opportunities for students to demonstrate caring and respect through clubs, service projects, etc.
Instructional materials and resources	Instructional materials and resources are not used to enhance the classroom environment.	Instructional materials involve a mixture of good and mediocre learning materials.	Instructional materials and resources establish a positive environment and engage students mentally. Student contributions enhance displays.	Instructional materials and resources are created and shared. Student displays are coordinated with other classes /departments/buildings.
Expectations for learning	Modest expectations of student work are conveyed. Students demonstrate little pride in their work. They are expected to complete tasks, not motivated to do high quality work	Some students demonstrate pride in their work. They are expected to complete tasks, not motivated to do high quality work.	Both teacher and students establish a learning environment that reflects high expectations.	Teacher enables students to define high expectations and initiate improvement of their own work.
Commitment to diversity and equity	Teacher interaction with students reflects a disregard for diversity with inappropriate or insensitive comments. No allowance for individual viewpoints or perspectives.	Teacher interaction with students occasionally reflects a disregard for diversity with inappropriate or insensitive comments. Little allowance for individual viewpoints or perspectives.	Teacher interactions with students are appropriate and sensitive to diversity. Individual viewpoints and perspectives are encouraged.	Teacher initiates building and /or district activities to raise sensitivity to diversity.

Standard I - Classroom Environment (continued).
The effective teacher maintains a classroom environment that enhances student learning.
Sample indicators appear below. The Highly Effective designation assumes all Effective attributes have been met.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Trusting environment	Creativity and discovery are not considered in lesson planning. Students are not given opportunities to participate in learning groups. Students are not encouraged to explore or consider multiple solutions/methods/activities.	Creativity and discovery are considered. Teacher attempts to get students actively involved but some students are disengaged.	Interactions and lessons promote exploration, creativity and discovery. Frequent regrouping of students encourages cooperation, respect and divergent thinking	Teachers create, model and share interactive lessons that promote exploration, creativity and discovery.
Classroom rules and expectations	Classroom rules have not been communicated to students. Students are unaware of classroom procedures.	Announces and posts classroom rules and consequences. Little or minimal student awareness of classroom procedures is evident.	Classroom rules have been communicated and standards of conduct are clear to all students.	Students participate in the process of determining classroom rules and procedures.
Safe accessible and orderly environment	Classroom physical environment Impedes learning and /or is unsafe. Environment restricts access to resources.	Classroom physical environment is not conducive to learning and /or is unsafe. Limited access to resources.	Classroom physical environment is safe, provides equal access to resources, and promotes learning.	Classroom procedures allow students to adjust physical environment to advance their own purposes and learning

Standard II - Preparation and Planning. The effective teacher plans for student learning.

Sample indicators appear below. The Highly Effective designation assumes all Effective attributes have been met.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Content knowledge	Teacher does not display knowledge of content, content related current research and best practices. No interdisciplinary connections.	Teacher displays minimal knowledge of content, content related current research and best practices. Teacher makes few, if any, interdisciplinary connections.	Teacher displays knowledge of content, content related current research and best practices. Teacher makes interdisciplinary connections.	Teacher displays extensive knowledge in content area and current best practices (publication of articles, conference attendance, professional presentations, etc.) and incorporates expertise into interdisciplinary lesson planning and teaching.
Knowledge of students	Planning does not recognize important student variables such as characteristics of age group, skill level, or cultural heritage.	Planning does not consistently recognize important student variables such as characteristics of age group, skill level or cultural heritage.	Teacher displays an understanding of important student variables and uses this understanding to inform planning (grouping, interventions, activities, etc.).	Teacher assists and/or collaborates with other teachers in planning instructional activities that address student variables.
Knowledge of Cognitive Learning Levels	Lesson planning does not allow for different levels of cognitive learning.	Lesson planning rarely allows for different levels of cognitive learning.	Lesson planning incorporates activities and instruction that addresses multiple levels of learning.	Lesson planning that incorporates activities and instruction that address multiple levels of learning are developed and shared with other staff members.
Knowledge of resources	Resources to assist student learning are not used.	Resources to assist student learning are used infrequently. Technology is not used to enhance learning.	Teacher is able to select and access appropriate resources to assist student learning. Technology is used to enhance learning.	Teacher uses a variety of effective resources to assist students learning including visual, auditory and hands on activities. Technology is integrated into instruction and enhances the learning experience.
Lesson development	Lessons are not developed and lack clear objectives. District curriculum is not followed. Assessments have not been determined.	Lessons lack clear objectives. Relation to district or state curriculum is unclear or inaccurate. Assessments have not been determined.	Lesson plans are based on district and state curriculum. Instruction relates new information to previous learning. Appropriate assessments are planned.	Lesson plans demonstrate knowledge of the unit design approach and incorporate clearly defined content objectives, meaningful activities that integrate lesson concepts, and multiple assessments that provide meaningful and timely feedback.

Standard III - Instruction: The effective teacher provides instruction that enhances student achievement.

Sample indicators appear below. The Highly Effective designation assumes all Effective attributes have been met.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Lesson clarity	Lesson presentation has no defined structure nor is based on district curriculum.	Lesson presentation has some structure and is only partially based on District/State Curriculum. Rarely is new information related to previous teaching.	Lesson presentation is clear, logical and based on district and state curriculum. Multiple techniques relate new information to previous teaching and accommodate student needs.	Model lessons are designed and shared with other teachers to improve understanding and practice across the curriculum.
Engagement	Student learning is not monitored. Instruction does not engage students in meaningful learning.	Teacher monitors learning but observations do not translate to adaptations in instruction.	Teacher monitors learning using a variety of strategies and adapts instruction based on student response to engage students in meaningful learning.	All students are engaged in rigorous instructional activities that reflect individual needs and interests and that are connected to real world experiences.
Questioning strategies	Questioning strategies are not apparent. Students are not expected to participate.	Questioning strategies focus on lower cognitive skills and do not encourage higher level thinking. Response time is not appropriate. Expectations for student participation are minimal.	Questioning strategies are varied, equitable and allow for appropriate response time. All students are expected to participate and demonstrate learning.	Students are taught self-questioning techniques that allow for higher levels of comprehension.
Instructional methods	Instructional methods do not support cognitive levels of instruction.	Attempts to differentiate instruction are evident; however, a wider variety of instructional methods are necessary to support all cognitive levels of instruction. Technology is rarely integrated.	Teacher implements a variety of methods to differentiate instruction. Technology is consistently integrated.	Instruction supports student-directed learning. Student participation in goal setting and development of organizational systems is evident.
Student-directed	Student-directed learning is not encouraged or supported in the classroom.	Students occasionally have the opportunity to make choices regarding learning activities.	Students frequently initiate learning and participate in goal setting.	Students consistently initiate learning. Students actively participate in goal setting and self-monitoring of progress towards goals is evident.

Standard IV - Assessment

Sample indicators appear below. The highly effective teacher uses assessment to provide feedback to students, design future instruction, and monitor progress toward curriculum goals.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Use and interpretation of assessment.	Assessment is not used to evaluate student progress. Assessment does not guide instruction.	Assessments are rarely used to plan for groups and individuals and to evaluate student progress.	Performance and product assessments are used to plan for groups and individuals and to evaluate student progress. Teacher uses assessment data to guide instruction.	Teacher uses a variety of formal and informal assessments to document student progress. Teacher actively contributes to building or district efforts to analyze results and uses information to improve student achievement.
Design of assessment	Assessment design is not congruent with district, state, or national standardized tests.	Assessment design is somewhat congruent with district, state and/or national standardized tests.	Assessment design is mostly congruent with district, state and/or national standardized tests.	Teachers design exemplary assessments that address specific needs identified by district, state or national standardized tests.
Administration of Assessment	Does not or inconsistently observes established common and/or standardized assessment protocols and timelines.	Observes some established common and/or standardized assessment protocols and timelines.	Consistently observes all established common and standardized assessment protocols and timelines.	Helps create school procedures to ensure compliance with established common and standardized assessment protocols and timelines.
Communication of assessment	No assessment standards of performance are communicated to students.	Assessment standards of performance are communicated to students. There is inconsistency in time and lack of assessment variety.	Assessment criteria and standards are clearly communicated to students in a timely manner and in a variety of ways (rubrics, exemplars, etc.).	Teacher involves students in the development of assessment criteria and students routinely engage in self-assessment activities and monitor personal progress.
Student Growth and Assessment	There is no evidence that data was collected utilized or interpreted by the teacher. None of the data goals were met and some regression noted.	Data was collected but there is no evidence that it was used to drive instruction. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the target areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data is used to improve instruction.

Revised 9/4/13

Standard V - Communication and Professional Responsibilities: The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities.

Sample indicators appear below. The highly effective designation assumes all effective attributes have been met.

Element	Level of Performance			
	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
Relationships	Positive relationships have not been developed or maintained with students, colleagues and/or parents.	Some positive relationships have been developed or maintained with students, colleagues, and/or parents.	Support and cooperation characterize relationships with students, colleagues and/or parents.	Teacher assumes a leadership role in developing positive professional relationships with students, colleagues, and/or parents.
Contributions	Little or no participation in school and district projects. Contractual obligations are not met.	Minimal participation in school projects. Teacher meets some contractual obligations.	Teacher participates in school and district projects, works collaboratively with colleagues, and meets contractual obligations.	Teacher takes a leadership role in school and district projects, or volunteers in school or district events above and beyond contractual obligations.
Record keeping	Records for maintaining student progress and procedural activities/duties are unorganized, incomplete and/or inaccurate.	Records for maintaining student progress and procedural activities/duties are organized, complete, and accurate; however, these are not communicated to parents in a timely and consistent manner.	Records for maintaining student progress and procedural activities/duties are accurate and timely, and routinely communicated to parents.	Records reflect student academic and social growth, and are reported to parents through a variety of venues. Teacher participates in district activities to monitor and evaluate record keeping effectiveness.
Professional growth	Teacher does not actively participate in professional development activities. There is little or no evidence of new learning in classroom instruction.	Teacher participates in district-sponsored professional development activities. There is Minimal evidence of new teacher-learning in classroom instruction.	Teacher seeks professional development opportunities to enhance knowledge and skills, actively participates and implements new knowledge/skills into lessons.	Teacher develops, presents and/or conducts professional development activities.
Professionalism	Professional obligations are not met in a timely manner. Teacher participates in team/department/building/district decision making.	Professional obligations are met, with occasional lapses in timeliness. Teacher meets with team/department/building/district cohorts when required.	Professional obligations are met in a timely manner. Teacher participates in team/departmental activities.	Teacher takes a leadership role in team/department/ building/district decision making.

Acknowledgments:

Thank you to:

- *East Grand Rapids Schools.*
- *Dearborn Public Schools*
  Original Teacher Evaluation Committee Members (2004)

Tina Cosenza	*Sue MacKenzie*
Jerry Dodd	*Mary Pizzimenti*
Joann Harper	*Tom Rafferty*
Kevin Harris	*Rita Rauch*
Kathy Kocher	*Paul Smith*
Cheryl Kreger	*Karen Berryman*
Marlene Lewis	

- *Revision Teacher Evaluation Committee Members (2011)*

Rose Bruno	*Mark Palise*
Jill Chochol	*Shannon Peterson*
Andrew Denison	*Linda Salamey*
Fatme Faraj	*Robert Seeterlin*
Hassane Jaafar	*Gail Shenkman*
Julia Maconochie	*Chris Sipperley*
Glenn Maleyko	*Marc Zigterman*

- *Revision Teacher Evaluation Committee Members (2013)*

Bill Tucker	*Mark Palise*
Jill Chochol	*Shannon Peterson*
Andrew Denison	*Linda Salamey*
Fatme Faraj	*Robert Seeterlin*
Hassane Jaafar	*Gail Shenkman*
Julia Maconochie	*Chris Sipperley*
Glenn Maleyko	*Wyatt David*
Steve Saleh	

➢ *Dearborn Public Schools Superintendent*

    Brian J. Whiston

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