

ANNUAL EVALUATION

Teacher Development Program



October 2011



THE TEACHER DEVELOPMENT PROGRAM IS.....

- ◆ The framework for communicating our beliefs about effective teaching
- ◆ A commitment to the growth and development of teachers and administrators
- ◆ A synthesis of teaching behaviors that promotes student learning and is supported by research and learning theory
- ◆ A resource for teachers and administrators to use in their roles as instructional decision makers
- ◆ A commitment to ongoing training in common practice and the common language of instruction to insure the validity of the evaluation process for all teachers and administrators.
- ◆ Based on the following three factors:
 1. Individual performance shall be the majority factor and shall consist of but is not limited to all of the following:
 - (A) Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.
 - (B) The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.

(C) The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.

(D) The teacher's attendance and disciplinary record, if any.

2. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.

3. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

Common Language of Instruction

Domain 1: Classroom Strategies and Behaviors

Routine Segments

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing clear learning goals and scales (rubrics)
2. Tracking student progress
3. Celebrating success

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing classroom rules and procedures
5. Organizing the physical layout of the classroom

Content Segments

Design Question #2: What will I do to help students effectively interact with new knowledge?

1. Identifying critical information
2. Organizing students to interact with new knowledge
3. Previewing new content
4. Chunking content into “digestible bites”
5. Processing new information
6. Elaborating on new information
7. Recording and representing knowledge
8. Reflecting on learning

Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge?

9. Reviewing content
10. Organizing students to practice and deepen knowledge

11. Using homework
12. Examining similarities and differences
13. Examining errors in reasoning
14. Practicing skills, strategies, and processes
15. Revising knowledge

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

16. Organizing students for cognitively complex tasks
17. Engaging students in cognitively complex tasks involving hypothesis generation and testing
18. Providing resources and guidance

Segments Enacted on the Spot

Design Question #5: What will I do to engage students?

1. Noticing when students are not engaged
2. Using academic games
3. Managing response rates
4. Using physical movement
5. Maintaining a lively pace
6. Demonstrating intensity and enthusiasm
7. Using friendly controversy
8. Providing opportunities for students to talk about themselves
9. Presenting unusual or intriguing information

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

10. Demonstrating “withitness”
11. Applying consequences for lack of adherence to rules and procedures
12. Acknowledging adherence to rules and procedures

Design Question #8: What will I do to establish and maintain effective relationships with students?

13. Understanding students' interests and background
14. Using verbal and nonverbal behaviors that indicate affection for students
15. Displaying objectivity and control

Design Question #9: What will I do to communicate high expectations for all students?

16. Demonstrating value and respect for low expectancy students
17. Asking questions of low expectancy students
18. Probing incorrect answers with low expectancy students

Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units

1. Planning and preparing for effective scaffolding of information within lessons
2. Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content
3. Planning and preparing for appropriate attention to established content standards

Planning and Preparing for Use of Materials and Technology

1. Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)
2. Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer

Planning and Preparing for Special Needs of Students

1. Planning and preparing for the needs of English language learners
2. Planning and preparing for the needs of special education students
3. Planning and preparing for the needs of students who come from home environments that offer little support for schooling

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

1. Identifying specific areas of pedagogical strength and weakness
2. Evaluating the effectiveness of individual lessons and units
3. Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)

Developing and Implementing a Professional Growth Plan

1. Developing a written growth and development plan
2. Monitoring progress relative to the professional growth plan
3. Participating in relevant special training and integrating into instruction in a meaningful manner

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

1. Promoting positive interactions about colleagues
2. Promoting positive interactions about students and parents

Promoting Exchange of Ideas and Strategies

1. Seeking guidance for areas of need or interest
2. Collaborating with other teachers and contributing to their growth by sharing ideas and strategies

Promoting District and School Development

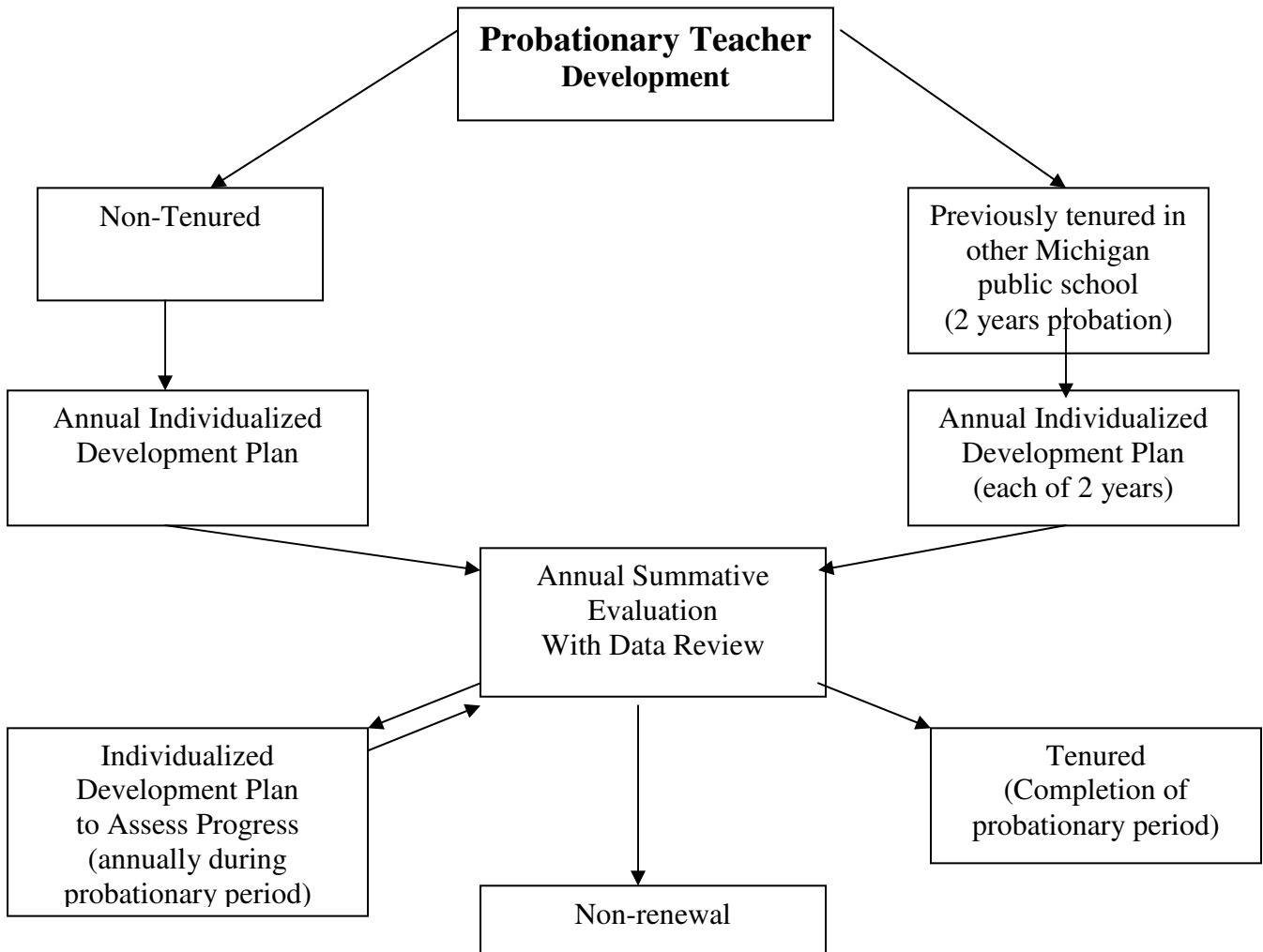
1. Adhering to district and school rules and procedures
2. Participating in district and school initiatives

OVERVIEW OF THE TEACHER DEVELOPMENT PROGRAM

Common Language of Instruction	
I. Classroom Strategies and Behaviors	III. Reflecting on Teaching
II. Planning and Preparing	IV. Collegiality and Professionalism

Phase I	Phase II	Phase III
Probationary Teacher Development	Professional Growth Avenue (Tenured Teachers)	Professional Support (Tenured Teachers)
<p>Who:</p> <ul style="list-style-type: none"> ▪ Teachers who are identified as “probationary” teachers under the Teachers’ Tenure Act <p>Purpose:</p> <ul style="list-style-type: none"> ▪ To ensure that the Common Language of Instruction is understood, accepted, and demonstrated ▪ To provide support in implementing the Common Language of Instruction ▪ To provide accountability for decisions to continue employment ▪ To provide the teacher with relevant student growth data for evaluative purposes <p>What:</p> <ul style="list-style-type: none"> ▪ Self Assessment ▪ Formal observations and evaluation of performance <p>Method:</p> <ul style="list-style-type: none"> ▪ Classroom observation with feedback ▪ Discussion of professional practices moving towards collaboration with teacher teams ▪ IDP ▪ Mentor Teacher 	<p>Who:</p> <ul style="list-style-type: none"> ▪ Tenured teachers who are demonstrating the Common Language of Instruction <p>Purpose:</p> <ul style="list-style-type: none"> ▪ To enhance professional growth ▪ To increase student achievement ▪ To provide opportunities for focused feedback and practice ▪ To provide the teacher with relevant student growth data for evaluative purposes <p>What:</p> <ul style="list-style-type: none"> ▪ Self Assessment ▪ Classroom observations to assess the Common Language of Instruction ▪ Develop and implement Professional Growth Plan <p>Method:</p> <ul style="list-style-type: none"> ▪ Teacher develops a Professional Growth Plan on an annual basis ▪ Collaboration between teacher and administrator ▪ Ongoing discussion of teacher performance ▪ Feedback to teacher 	<p>Who:</p> <ul style="list-style-type: none"> ▪ Teachers in need of specific professional guidance in identified area(s) of the Common Language of Instruction <p>Purpose:</p> <ul style="list-style-type: none"> ▪ To enable a tenured teacher the opportunity to seek assistance in any Domain from the Common Language Of Instruction ▪ To establish an opportunity for a tenured teacher who has received a rating of ineffective or minimally effective to remediate through an IDP, not to exceed 180 days in duration <p>What:</p> <ul style="list-style-type: none"> ▪ Alternatives As Selected by Administrators <ol style="list-style-type: none"> 1. Awareness Option 2. Remediation Option 3. Disciplinary Option <p>Method:</p> <ul style="list-style-type: none"> ▪ Observation and feedback specifically on identified area(s) of needed improvement ▪ IDP ▪ Professional Development ▪ Peer Support ▪ Self reflection through video taping ▪ Instructional Rounds

Charlotte Public Schools Annual Evaluation Cycle for Probationary Teachers Phase I



Please Note:

- Requirements for teachers new to the profession during first 3 years:
- a. 15 days of in-service training
 - b. assigned to a mentor

PHASE I

PROBATIONARY TEACHER DEVELOPMENT

Probationary Teacher Development is designed for all newly hired teachers. All probationary teachers are required to serve the probationary period required by Michigan law who are in a probationary period, as is defined in the Teachers' Tenure Act. In order to continue Probationary Teacher Development, teachers must have successful evaluations.

The purpose of this plan is to:

1. Introduce probationary teachers to programs, procedures, policies, and expectations.
2. Educate probationary teachers on the Charlotte Public Schools Common Language of Instruction.
3. Provide training and support for probationary teachers.
4. Provide ongoing professional development experiences.
5. Promote professional self-reflection.
6. Evaluate performance for continuing employment.

By mid-October, the building administrator will meet with all probationary teachers, individually or as a group, to review Probationary Teacher Development. This includes the Common Language of Instruction and review of timelines and forms.

A summative evaluation will be completed at least once each year for probationary teachers. The year-end evaluation of a probationary teacher must be based upon not less than two observations. The probationary teacher's year-end performance evaluation must also contain an assessment of said teacher's progress in meeting the goals of his/her Individual Development Plan.

CHARLOTTE PUBLIC SCHOOLS
Individualized Development Plan
FROM STAGES PROGRAM

Evaluation Areas:

- Domain 1 Classroom Strategies and Behaviors (2 goals from this area)**
- Domain 2 Planning and Preparing (1 goal from either Domain 2, 3 or 4)**
- Domain 3 Reflecting on Teaching**
- Domain 4 Collegiality and Professionalism**

Professional Goal 1

Goal Statement:

Action Steps:

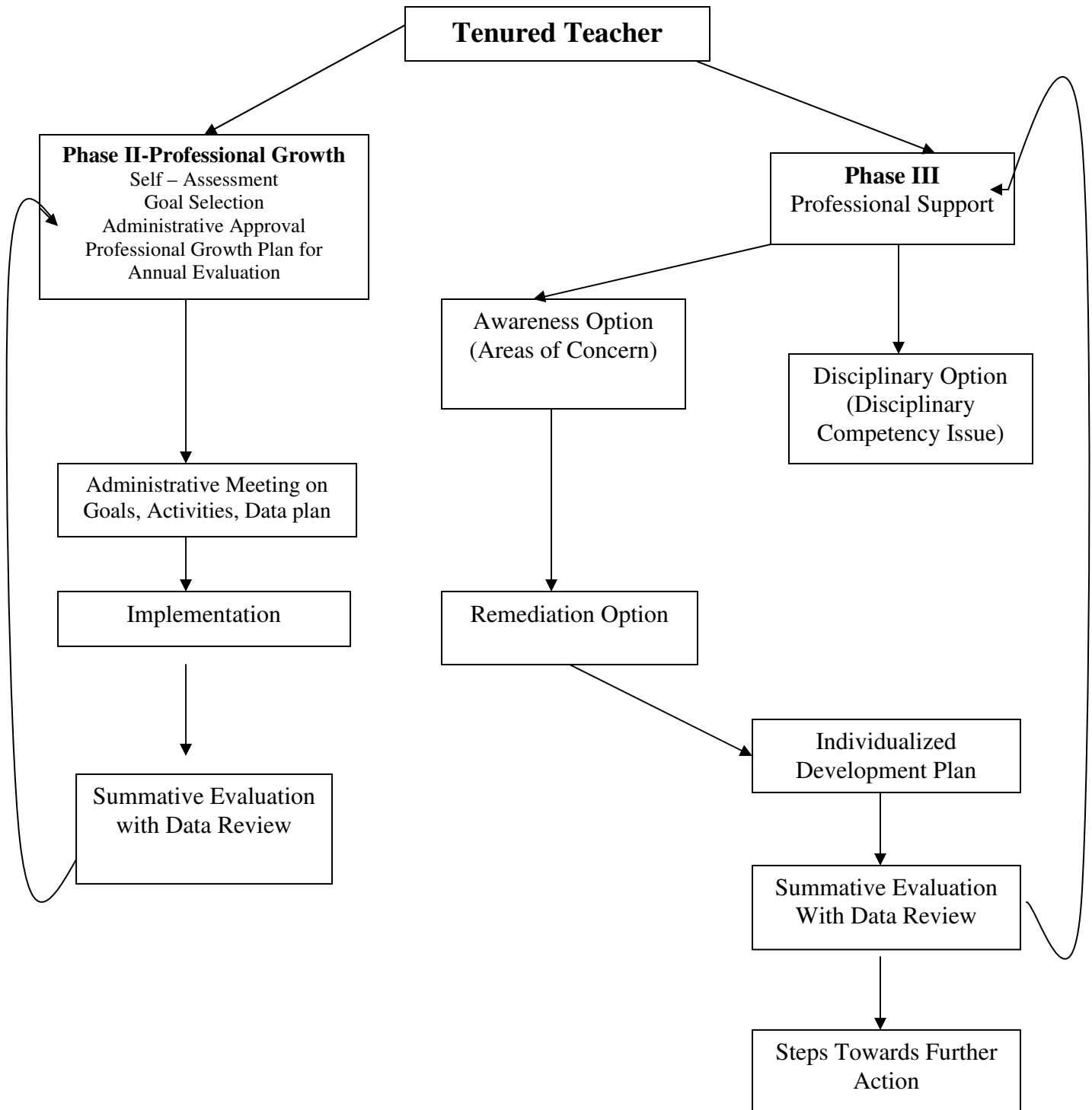
Student or Professional Growth Data:

Year End Progress Appraisal of Goal:

PROBATIONARY TEACHER DEVELOPMENT FROM STAGES PROGRAM

Summative Performance Evaluation for TEST NH PROBATIONARY	
Expected Level: <input type="text" value="Effective"/>	Compare With: <input type="text" value="None"/>
▾ Lesson Segments Involving Routine Events-Learning Goals	
Description	Proficiency Rating
1. <u>The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.</u>	<input type="text"/>
Element Comments:	<input type="text"/>
2. <u>The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.</u>	<input type="text"/>
Element Comments:	<input type="text"/>
3. <u>The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.</u>	<input type="text"/>

Charlotte Public Schools Annual Evaluation Cycle for Tenured Teachers



Professional Growth

(Phase II – Tenured Teachers)

Goal Setting and Organizing for Professional Growth

1. Complete the Self-Assessment by mid-October. Based on the Self-Assessment select three goals: two goals from the Classroom Strategies and Behaviors domain and one goal from the Planning and Preparing or/Reflecting on Teaching or/Collegiality and Professionalism domain. Submit these goals to the building administrator for review and approval. The Administrator may make changes to the goal selections.
2. With the administrative goal approval, make the list of goals, activities and student growth data by using the Professional Growth Plan for Annual Evaluation. A minimum of one of the goals will be tied to student growth data. The other goals will have evidence of either professional or student growth.
3. Before the end of October, all tenured teaching staff who are eligible for Phase II evaluation will meet with their building administrator for a conference to discuss goals, activities and the student or professional growth data plan.
4. During the year implement the goals. These observations will be completed by the end of May.
5. Write down your reflections and record your student/professional growth data by mid- May.
6. Meet with the building principal to discuss your progress by the end of May.
7. Principal completes the Summative Evaluation Process.

PROFESSIONAL GROWTH PLAN FOR ANNUAL EVALUATION
USE STAGES FORM

Set Goals

CHARLOTTE PUBLIC SCHOOLS
FROM STAGES PROGRAM

Evaluation Areas:

- Domain 1** Classroom Strategies and Behaviors (2 goals from this area)
- Domain 2** Planning and Preparing (1 goal from either Domain 2, 3 or 4)
- Domain 3** Reflecting on Teaching
- Domain 4** Collegiality and Professionalism

Professional Goal 1

Goal Statement:

Action Steps:

Student or Professional Growth Data:

Year End Progress Appraisal of Goal:

SUMMATIVE EVALUATION

Individual Performance Evaluation

▾ Lesson Segments Involving Routine Events-Classroom Rules and Procedures

Description	Proficiency Rating
4. <u>The teacher reviews expectations regarding rules and procedures to ensure their effective execution.</u>	<input type="text"/>
Element Comments:	<input type="text"/>
5. <u>The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.</u>	<input type="text"/>
Element Comments:	<input type="text"/>

Strategies:	<input type="checkbox"/> Teacher asks students to restate or explain rules and procedures <input type="checkbox"/> Teacher involves students in designing classroom routines. <input type="checkbox"/> Teacher provides cues or signals when a rule of procedure should be used. <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures. <input type="checkbox"/> The classroom is decorated in a way that enhances student learning: <input type="checkbox"/> The physical layout of the classroom has clear traffic patterns <input type="checkbox"/> The physical layout of the classroom provides easy access to material and centers.
Domain Comments:	<input type="text"/>

PROFESSIONAL SUPPORT

Phase III

The Professional Support Plan will provide expectations for performance remediation and opportunity for the teacher to meet the Common Language of Instruction Expectations. The plan has three purposes:

1. To enable a tenured teacher the opportunity to seek assistance in any of the district's Common Language of Instruction Expectations,
2. To provide a more structured process for a tenured teacher who by the determination of the administrative supervisor and effectiveness ratings, may benefit from more support,
3. To provide an opportunity for staff improvement, corrected performance or steps towards further action, including a recommendation for dismissal.

This more structured supervision is characterized by identification of performance deficiencies and recognition on the part of the teacher and the administrator that the teacher needs assistance with one or more of the Common Language of Instruction Expectations. This process may begin at any time and can include one or more of the options listed below.

The decision regarding implementation should be collaborative, but may be directive. Professional Support is intended to provide an opportunity for professional improvement. Phase III consists of three options:

1. Awareness Option
2. Remediation Option
3. Disciplinary Option

These options are alternatives and are not required to be exercised sequentially.

PROFESSIONAL SUPPORT

Phase III

AWARENESS OPTION

1. If concerns regarding a tenure teacher's instructional performance arise from:
 - a. Administrative observations not made as part of a formal classroom observation;
or
 - b. As a result of a performance evaluation which indicates area(s) of concern but no ratings of ineffective or minimally effective and a recommendation for professional support; or
 - c. As a result of a complaint by a parent, student or other employee regarding a teacher,
The administration will meet with the affected teacher.
2. If the administrator determines (after meeting with the teacher) that the performance concern is substantiated, the administrator shall notify the teacher in writing (Form G)
3. The administrator and the teacher set up a specific time
4. At the conclusion of this meeting, the administrator will review the progress and will make one of the following recommendations: (Form H)
 - The teacher remains in Phase II, Professional Growth Avenue OR
 - In the event the concern(s) is not resolved or is a disciplinary issue, the administrator shall inform the teacher that an Individual Development Plan (IDP) will be developed and implemented in accordance with the procedures specified below.

At any point, the teacher will be advised by the administrator to discuss the situation with the CEA President or designated representative. The teacher or the administrator may request other representation in all subsequent meetings regarding the concern(s).

REMEDATION OPTION

1. Review the recommendations from the Awareness Option (if applicable).
2. Determine which administrators will be involved in the process
3. The tenure teacher shall be consulted in the formulation of the IDP and shall sign a statement on the IDP attesting to that involvement and acknowledging receipt of the IDP. The IDP will contain:
 - Performance Objectives
 - Suggestions for Improvement
 - Designation of the forms of assistance to be provided by the administration or other sources
 - Timelines not to exceed 180 days
5. If a tenure teacher is already on an IDP, that IDP will be amended as a result of the additional performance concerns.

6. The administrator and the teacher will meet to periodically review the extent of progress that has been made in meeting IDP goals. (Form J)

5. One of the following recommendations will be made upon reviewing the teacher's progress:

- The concern is resolved and the teacher is returned to the Professional Growth Avenue, OR
- The teacher remains on the Remediation Option with revised goals and timelines, OR
- The concern is not resolved and the teacher is moved to the Disciplinary Option. (Form K)

DISCIPLINARY OPTION

1. A tenure teacher may be placed on the Disciplinary Option because of, but not limited to:

- Not meeting the Common Language of Instruction Expectations after being on the Remediation Option,
- Insubordination within the Professional Support Options
- Specific policy or rule violations(s) within the Professional Support Options.
- Other conduct or performance consistent with the standards of the Teacher Tenure Act

2. The Disciplinary Option begins with a meeting between the administrator, teacher, CEA President or designated representative. Other resource people may be involved, i.e. Central Office administrator(s) and/ (if requested by the teacher) MEA representative.

3. The administrator will identify in writing the specific Common Language of Instruction Expectation(s), rule, policy or other basis for the disciplinary recommendations. The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, which may include one or more of the following:

- A specific plan of assistance with timelines
- Placement of the teacher on paid administrative leave as determined by the Superintendent
- Requirement of specific training or evaluation by a professional?
- Recommendation for institution of proceedings under the Teachers' Tenure Act to discharge or demote the teacher

7. The Disciplinary Option only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Option or the Remediation Option. The Disciplinary Option 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 Option or a Remediation Option.

Phase III — PROFESSIONAL SUPPORT
AWARENESS OPTION — IDENTIFICATION OF CONCERN FORM/G

Teacher: _____ Date: _____

Specific Concerns:

Next Meeting Date: _____

Teacher Signature: _____

Administrator Signature: _____

Phase III — PROFESSIONAL SUPPORT
AWARENESS OPTION — FINAL SUMMARY FORM/H

Teacher: _____ Date: _____

Specific Concerns:

Administrative Recommendation(s):

Phase II - (Concern resolved)

Phase III – **Remediation Option**

Next Meeting Date: _____

Teacher Signature: _____

Administrator Signature: _____

Phase III — PROFESSIONAL SUPPORT
INDIVIDUAL DEVELOPMENT PLAN (IDP)
REMEDIATION OPTION FORM/I

Teacher: _____ Date: _____

<input type="radio"/> Classroom Strategies and Behaviors
<input type="radio"/> Planning and Preparing
<input type="radio"/> Reflecting on Teaching
<input type="radio"/> Collegiality and Professionalism

Specific Concerns:

Performance Objectives:

Suggestions for Improvement:

Forms of Assistance Provided/ Person Responsible:

Proposed Timeline (not to exceed 180 days):

Next Meeting Date: _____

Teacher Signature: _____

Administrator Signature: _____

Phase III — PROFESSIONAL SUPPORT
INDIVIDUAL DEVELOPMENT PLAN (IDP)
REMEDIATION FORM/J

Teacher: _____ Date: _____

Performance Objectives:

Improvement/ Progress:

Forms of Assistance Used to Date:

Administrative recommendation:

- The concern has been resolved. Teacher returns to Professional Growth Avenue.
- The teacher remains on the **Remediation Option** with an Individual Development Plan.
- The concern is not resolved and the teacher moves to the **Disciplinary Option**.

Teacher Signature: _____

Administrator Signature: _____

**Phase III — PROFESSIONAL SUPPORT
DISCIPLINARY OPTION/ FORM/ K**

Teacher: _____ Date of meeting: _____

Signature indicates attendance:

Building Administrator

Teacher

CEA Representative

Other

Specific Concerns:

Next steps to be taken:

Teacher Signature: _____

Administrator Signature: _____

STUDENT GROWTH MEASUREMENTS

DIBELS	MEAP	MME
Running Records	Department Common Assessments (Pre & Post)	Explore/Plan
Common Assessment/Content Areas	# of Students-Credit Earned	Proficiency Scale Progress
Student Performance Project Based	Other	Special Education IEP Goals MI-Access

STUDENT/PROFESSIONAL GROWTH MEASUREMENTS

# of Students Pass/Fail	Samples of Teacher Generated Tests/Assessments	Parent Connections
Portfolio Professional	Student Surveys or Interviews	Teacher Self-Report Measures
Self-Assessments	Lesson Plans and Designs	Self-Designed Unit with Related Materials
Anecdotal Observations or Comments	Assignments and/or Handouts	