



Teacher Evaluation

October 2011

Teacher Development Program is Based Upon:

1. Individual performance

- (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.

Levels of Performance

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Marzano Domains-Our Common Language of Instruction

- Classroom Strategies and Behaviors
- Planning and Preparation
- Reflecting on Teaching
- Collegiality And Professionalism

Overview of the Teacher Development Program

- Phase 1- Probationary Teacher Development
- Phase 2 – Professional Growth Avenue
(Tenured Teachers)
- Phase 3 – Professional Support
(Tenured Teachers)

Teacher Development Steps

- Self Assessment – due October 19th
- Individualized Development/Professional Growth Plan
- Implementation
- Observations with feedback
- Data Collection
- Annual Summative Evaluation with Individualized Development or Professional Growth review

Individualized Development/Professional Growth Plan

- Choose 2 goals from Domain 1
- Choose 1 goal from either Domain 2-3-4
- Administrator reviews
- Create a plan with student growth data points for at least one of the goals
 - Professional growth data may be used for the other 2 goals

Goal Selection

- Thin slices of behavior
 - **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

Summative Evaluation

- Need to provide an overview of performance
- Need to report an overall rating to the Michigan Department of Education

STAGES OF TEACHER DEVELOPMENT

- **PEDAGOGICAL SKILLS**

- DOMAIN 1 Classroom Strategies and Behaviors

- **PEDAGOGICAL SKILLS**

- DOMAIN 2 Planning and Preparing

- **STUDENT GROWTH**

- **RELEVANT SPECIAL TRAINING**

- DOMAIN 3 Reflecting on Teaching

- **ACCOMPLISHMENTS AND CONTRIBUTIONS**

- DOMAIN 4 Collegiality and Professionalism

- **SELECTED GOALS PROGRESS**

Student Growth Measures

- We need to “take into account data on student growth as a significant factor”
- Review the data sources

Student Growth Data

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 Data

STUDENT/PROFESSIONAL GROWTH MEASUREMENTS

<input type="checkbox"/>	# 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	

2013 - 2014: Evaluations Must Include...

- Student growth and assessment data:
 - 2013 - 2014: 25%
 - 2014 - 2015: 40%
 - 2015 - 2016: 50%
 - Measured by 'student growth assessment tool' required under legislation

Web-based Evaluation

- STAGES

- Demo