

Potterville Public Schools

Teacher Evaluation Process Outline and Overview

2016-2017 School Year

The outline below describes the process of teacher evaluation to be utilized in all K-12 classrooms within the district. In consultation with district administrators and teacher leaders, this outline serves to describe the process and timelines inherent in the teacher evaluation program for the district. In all matters relative to the Performance Evaluation System (PES), the district must comply with state law governing the PES for Michigan educators. The district reserves all of its rights as stipulated in the law, and its intentions in all facets of the evaluation are to ensure the retention of effective teachers, to provide support and training to its teachers who show demonstrated need for professional growth or improvement, and to create professional dialogue between principals and teachers that is focused on sustained student achievement growth in the district's schools.

The evaluation tool and methodology for assessing teacher classroom performance is based on the Marzano short form protocol rubric. The full teacher evaluation report contains the rubric, information on additional activities and professional contributions, qualities of a turnaround teacher to support the district's Rapid Turnaround initiatives, evaluation elements as required by law, general comments, areas for improvement as noted by the evaluator, recommendation for continuing employment, and attachment of an IDP or goal development plan. The full teacher evaluation report is attached to this process outline.

Items in bold typeface are highlighted as elements of Michigan law, MCL 380.1249 as revised 7/2011 and 11/2015.

Evaluation Process for Probationary Teachers

- I. Principals will review the evaluation tool with probationary teachers.
- II. Principals will schedule and conduct full-class observations with probationary teachers, preceded by a review conference and succeeded by a post-evaluation conference. In the review conference prior to the observation, lesson planning and state curriculum standard(s) to be taught will be reviewed. In the post conference, the evaluator's findings will be reviewed and discussed. Teachers will receive short form protocol rubric with notes from the administrator or the one-page feedback form with notes from the administrator, based on his/her observations of the full lesson for the class that was observed.
- III. Principals will also conduct unplanned and unscheduled walkthrough observations several times within the school year; the duration of these walkthroughs should generally be 15 minutes to 25 minutes in length. Teachers will receive the one-page feedback form from a walkthrough evaluation conducted by the principal within a reasonable time period in order to make use of the feedback provided by the principal. It is understood that not all aspects of the short form protocol rubric can be observed in all given walkthrough evaluations a principal may conduct.

- IV. **Teachers in the first year of probationary employment must receive a mid-year progress report that addresses student achievement and the teacher's progress toward IDP or performance goals.**
- V. Probationary teachers and their principals will meet and review the completed teacher evaluation report for the full school year before or on the final student attendance day of the school year. The final evaluation report will provide notice to a probationary teacher that his/her performance has been evaluated. **Probationary teachers whose services will be discontinued for the ensuing school year must be notified in writing at least 15 days before the end of the school year in which they are being evaluated.** The final short form protocol rubric will contain a rating of 4, 3, 2, or 1 to describe the teacher's evaluated performance level for each of those standards on the rubric.
- VI. **Probationary teachers must be rated as "effective" or "highly effective" on their three most recent year-end performance evaluations to successfully complete the probationary period. Probationary teachers rated "highly effective" on three consecutive year-end performance evaluations and who have completed four years of probationary employment shall be considered to have completed the probationary period.**

Evaluation Process for Tenure Teachers

- I. Principals will review the evaluation tool with tenure teachers.
- II. Principals will schedule and conduct a full-class observation or more with tenure teachers, preceded by a review conference and succeeded by a post-evaluation conference. In the review conference prior to the observation, lesson planning and state curriculum standard(s) to be taught will be reviewed. In the post conference, the evaluator's findings will be reviewed and discussed. Teacher will receive short form protocol rubric with notes from the administrator or the one-page feedback form with notes from the administrator, based on his/her observations of the full lesson for the class that was observed.
- III. Principals will also conduct unplanned and unscheduled walkthrough observations several times within the school year; the duration of these walkthroughs should generally be 15 minutes to 25 minutes in length. Teachers will receive the one-page feedback form from a walkthrough evaluation conducted by the principal within a reasonable time period in order to make use of the feedback provided by the principal. It is understood that not all aspects of the short form protocol rubric can be observed in all given walkthrough evaluations a principal may conduct.
- IV. **Teachers who received a rating of "minimally effective" or "ineffective" in their previous year end evaluation must receive a mid-year progress report that addresses student achievement and the teacher's progress toward IDP or performance goals.**
- V. Tenure teachers and their principals will meet and review the completed teacher evaluation report for the full school year before or on the final student attendance day of the school year. The final evaluation report will provide notice to a tenure teacher that his/her performance has been evaluated. The final short form protocol rubric will contain a rating

of 4, 3, 2, or 1 to describe the teacher's evaluated performance level for each of those standards on the rubric. **Tenure teachers who are rated as "minimally effective" or "ineffective" must collaborate with the principal to develop an IDP for the next school year.**

- VI. **Tenure teachers rated as "effective" or "highly effective" on their two most recent year-end performance evaluations are not required to have multiple classroom observations, though it is still advisable to do so. Teachers who are rated as "highly effective" on three consecutive annual evaluations may receive biennial year end evaluations at the district's discretion.**
- VII. **Any teacher that is rated as "ineffective" on three consecutive annual evaluations must be dismissed from employment. Beginning with the 2015-2016 school year, parents must receive notification from the district if a student has been assigned to a teacher rated as "ineffective" on the past two annual year-end evaluations. Such notice must be made by July 15th for the ensuing school year.**
- VIII. **A tenure teacher rated as "ineffective" on an annual year-end may request a review of the annual evaluation and the rating with the district superintendent.**
- IX. The Teacher Evaluation Committee has developed specific evaluation tools/rubrics and the process for evaluating guidance counselors and social workers.

STUDENT GROWTH COMPONENT -- Teachers and administrators will work together to determine the measurement period, and will work to modify these year after year so it becomes a representative sampling of the teacher's classes or content areas. The growth measurement period will be determined in collaboration with the teacher and the administrator. Special education teachers will monitor IEP goals of students on their caseloads to measure achievement growth.

To comply with state law on teacher evaluation models incorporating student growth, beginning with the 2015-2016 school year, the growth measurement at 25% as required by law will consist of a three-year average of student growth measurement cycles. Additional measures of student growth will include a review of relevant performance management data for the teacher's courses as reported in the monthly Rapid Turnaround Performance Management data collection.

POTTERVILLE PUBLIC SCHOOLS

TEACHER EVALUATION REPORT

NAME: _____ TEACHING ASSIGNMENT: _____

SCHOOL: _____ DATE: _____

EVALUATOR: _____ SCHOOL YEAR: _____

___ Probationary ___ Tenure

Highest degree held:

- ___ BA or BS
- ___ MA or MS
- ___ Ed. Spec.
- ___ Doctorate

ATTACHED

1. Individualized Goal Development Plan/Improvement Plan:

2. List additional activities and professional contributions:

3. General Comments (The statements contained in the following narrative were developed in ongoing conversations throughout the school year, my observation of you as you perform your daily assignment at Potterville Public Schools and formal observations that occurred on the dates indicated here):

4. Areas for Improvement:

RECOMMENDATION AND EVALUATION OUTCOME:

- ___ SECOND YEAR PROBATION ___ TENURE
___ THIRD YEAR PROBATION ___ CONTINUING EMPLOYMENT
___ FOURTH YEAR PROBATION ___ OTHER _____
___ FIFTH YEAR PROBATION

Date of evaluation conference: _____

Teacher Performance is evaluated as:

_____/_____
_____/_____
_____/_____
_____/_____

Rubric Score [40%] +
Growth/Assessment Data Score [25%] +
Turnaround Profile Score [25%] +
Additional Evaluation Factors Score [10%] =

_____/_____ ___ Highly Effective ___ Effective ___ Minimally Effective ___ Ineffective

Teacher statement attached? Yes No

Administrator's signature

Date

Teacher's signature (signature indicates receipt only)

Date

c: Personnel File
Teacher
Administrator

I. Lesson Segments Involving Routine Events

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 to measure those goals
2. Tracking student progress
3. Celebrating student success

Notes

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

4. Establishing classroom routines
5. Organizing the physical layout of the classroom for learning

Notes

II. Lesson Segments Addressing Content

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. Group processing of new information
6. Elaborating on new information
7. Recording and representing knowledge
8. Reflecting on learning

Notes

Design Question #3: What will I do to help students 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

Notes

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 generating and testing
18. Providing resources and guidance

Notes

III. Lesson Segments Enacted on the Spot

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

1. Noticing and reacting when students are not engaged
2. Using academic games
3. Managing response rates during questioning
4. Using physical movement
5. Maintaining 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

Notes

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

10. Demonstrating "withitness"
11. Applying consequences
12. Acknowledging adherence to rules and procedures

Notes

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

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

Notes

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

Notes

Professional Practice of a Turnaround Teacher

Turnaround Practice #1

Teacher demonstrates the skill and willingness to achieve outstanding student achievement results in a short amount of time

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Desire for outstanding results in a short time					

Turnaround Practice #2

Teacher demonstrates the skill and willingness to build meaningful, caring relationships with students in order to exert academic influence

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Builds strong relationships to enhance academic influence					

Turnaround Practice #3

Teacher demonstrates the skill and willingness to leverage the student support network to ensure that students' social, emotional, nutritional, and health needs are addressed

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Leverages the resources of the Student Support Network					

Turnaround Practice #4

Teacher demonstrates the capacity to align curriculum, instruction, and assessments while responding to the individual needs of students

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Aligned curriculum, instruction, assessments that meet students' needs					

Turnaround Practice #5

Teacher demonstrates the skill and willingness to design and utilize formative assessments to modify and adjust instruction on a daily basis

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Formative assessment drives daily instructional changes					

Turnaround Practice #6

Teacher demonstrates the ability to seek out knowledgeable peers, coaches, or administrators for instructional support in the never-ending quest to deliver the vision of high quality subject-specific instruction in every class period every day

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Leverages colleagues' knowledge for delivering high quality instruction					

Turnaround Practice #7

Teacher prioritizes student learning needs over the customs, routines, and established relationships that can stand in the way of necessary change

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Prioritizes student learning over preserving the status quo					

Turnaround Practice #8

Teacher commits to the relentless pursuit of increasing student learning outcomes

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Commits to increased student learning					

Additional Evaluation Factors

Additional Evaluation Factor #1

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

	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
Classroom management, student discipline, parent & staff relations, stamina				

Additional Evaluation Factor #2

The teacher's attendance record

	Minimal (0-3) Absences	Some (4-8) Absences	Excessive (9+) Absences	Are there extenuating circumstances?
Teacher attendance				Yes* No *Statement included

Additional Evaluation Factor #3

The teacher's disciplinary record for this year, if any

	No Documented Disciplinary Action on File	One Documented Disciplinary Action on File	2 or More Documented Disciplinary Actions on file
Teacher disciplinary record			

Additional Evaluation Factor #4

The teacher's 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

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Teacher accomplishments & contributions					

Additional Evaluation Factor #5

The teacher's relevant special training. This factor shall be based on completion of relevant training other than the PD or continuing education that is required by the employer or state law, and integration of that training into instruction in a meaningful way

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Evident (0)
Relevant special training					