



Teacher Evaluation Process

Presentation Overview

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- III. Committee Presentations
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 - Data Committee
 - Observation/Evaluation Committee
- IV. Next Steps
- V. Question and Answer Session

Teacher Evaluation Committee Members

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Teacher Evaluation

Teacher Evaluation is a process by which an administrator appraises the effectiveness of a teacher in identifying strengths and areas for development.

The administrator provides feedback, coaching, support and opportunities for professional development. A key to this process is to celebrate, recognize and reward the work of teachers.

Sec. 1249 – TEACHER EVAL

- No later than Sept, 1 2011, with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a **rigorous, transparent, and fair performance evaluation system** that does all of the following:

Sec. 1249- TEACHER EVAL

- Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.
- Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.

2013-14 – 25% of evaluation, 2014-15 – 40%, and 2015-16 – 50%

Sec. 1249- TEACHER EVAL

- Evaluate the educator's job performance using multiple rating categories that take into account data on student growth as a significant factor. Student growth is measured by using national, state, or local assessments and other standardized tests
- Rate teachers by using the following four categories: highly effective, effective, minimally effective, and ineffective.

Sec. 1249- TEACHER EVAL

- Must establish “performance goals” developed by the school administrator in consultation with the teacher
- First year teachers and those who have received low ratings must also receive an individualized development plan, again developed by the administrator “in consultation with” the teacher

Sec. 1249- TEACHER EVAL

- A mid-year evaluation must be used for a first year or low-rated teacher. At least a portion of the evaluation must be based on “student achievement” and aligned to the teacher’s IDP, and include performance goals for the rest of the year developed by the administrator
- **Classroom observation must be part of the evaluation.** Classroom observations do not have to be for an entire class period. Those that have not received a rating of “effective” or “highly effective” on his or her last two annual evaluations must be observed in the classroom multiple times during the school year

Sec. 1249 - TEACHER EVAL

- Classroom observations must include a review of the teacher's lesson plan and the state curriculum standards being used in the lesson as well as pupil engagement in the lesson
- The evaluation system may exclude growth data for a particular student if recommended by the evaluating administrator and approved by the district superintendent

Important to Understand

- This is a work in progress moving toward the future state requirements.
- We (teachers and administrators) are all new to this process. Learning and refinement is a given.
- In this first year, merit pay is not tied to the results.

Schoolcraft Evaluation Committee Proposal

- Teachers will be evaluated based on three factors
 - Student Growth Data (25% or 100 points)
 - Meeting preset Goals (25% or 100 points)
 - Traditional Administrator observations and evaluation (50% or 200 points)
 - Total possible points = 400

Data Committee

Student growth data will be an increasingly important element in the new process. (This year it is worth 25%.)

Two types of Data*

High stakes assessments (10% or 40 points)

Teacher created assessments (15% or 60 pts.)

*** Non core teachers will have all 25% tied to teacher created assessments**

Teacher Data Score Form

School Achievement Data & Teacher Data (100 possible points)

Using the school improvement process, building will set achievement targets that close gaps and meet the NCLB targets.

-Targets will be written compared to State (helps to address the changing cut scores) and National standards, using MEAP, DIBELS, Delta Math.

K-2 DIBELS, Delta Math

Ineffective	Minimally Effective	Effective	Highly Effective
10	20	30	40

3-5 MEAP, DIBELS, Delta Math

6-8 MEAP, Delta Math, Explore

9-12 MME, Plan, ACT

Possible Points

-Teacher will meet and collaboratively plan with the administrator the assessments that will be used for achievement targets.

Ineffective	Minimally Effective	Effective	Highly Effective
15	30	45	60

Possible Points

*Teachers who are part of Foreign Languages, Physical Education, Music, Student Services, and areas not related directly to “High Stakes Tests” would have all 100 points based teacher assessments.

Ineffective	Minimally Effective	Effective	Highly Effective
25	50	75	100

Possible Points

Observation/Evaluation Committee

Traditional Evaluation is based on Charlotte Danielson's four domains.

- 1. Planning and Preparation**
- 2. Classroom Environment**
- 3. Instruction**
- 4. Professional Responsibilities**

The focus will be on domains 1 and 3.

A rubric has been created that describes what the four levels of effectiveness look like for the individual items of these two domains.

Observation/Evaluation Committee

Schoolcraft observation plan

Each teacher will be observed via the “walk-through” process bi-weekly with teacher receiving a feedback page from each observation.

Longer observations may be conducted based on various factors.

Goals Committee

Two or three goals determined by administrator in conjunction with teacher. Goals are worth 25% of total evaluation

Goal #1 – District or Building-wide instructional strategy

Goal #2 – Based on Domain 1 (planning) or 3 (instruction) of Charlotte Danielson model.

Goal #3 – Optional – administrator/teacher discretion

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