

Coopersville Area Public Schools

Administrator guidelines for conducting teacher evaluations

These guidelines are intended to assist evaluators in completing annual evaluations for teachers on a tenure track. Deviations from these guidelines must be approved by the Superintendent. CEA staff (ancillary) who are not on a tenure track will be evaluated under the process found in the CEA collective bargaining agreement. These guidelines do not supersede state law and serve as only a guide for administrators to follow. Changes in applicable law or interpretations of state law will be included in future evaluation cycles.

Guidelines for Teaching Staff

Teachers hired prior to July 19, 2011, are on a four-year probationary cycle. Teachers hired after July 19, 2011, have a five-year probationary period.

Evaluators are expected to observe in a probationary teacher's or ineffective teacher's classroom for a minimum of two (2) thirty-minute periods, at least once per semester, in addition to other observations.

A mid-year progress report will be provided for a first year probationary teacher and for any teacher who receives a "minimally effective" or "ineffective" rating in their most recent annual year-end evaluation. This mid-year progress report is due to be completed by February 15 and should include a meeting with the teacher and a signature that the teacher has received the evaluation.

Requirements for all teacher evaluations

Evaluators are required to observe every teacher at least two (2) times during the school year.

An observation shall include, at a minimum, a review of the teacher's lesson plan, the state curriculum standard being used in the lesson, and a review of pupil engagement in the lesson.

Additional observations could include instructional rounds, walk-through visits, or informal observations.

Timelines

It is the responsibility of the teacher to meet the required dates for submission of required documents and to meet the time line by meeting with the evaluator as required. Evaluators are to provide adequate availability and options for meeting times. Deadlines for completion are as follows:

October 15 Teachers have submitted action plans for goals and have met with evaluator (October 31 for 2011)

February 15 Mid year progress reports have been completed if necessary.

April 15 Teachers have completed and submitted and completed goals pages for end of year reflections/progress; and

Teachers have completed and submitted Significant Relevant Accomplishments (SRA) sheet.

May 31 Teacher and evaluator have met and completed the annual year-end evaluation; and

have established performance goals and recommended training for following year. All evaluations have been submitted to the Superintendent.

Coopersville Area Public Schools Teacher Evaluation

The complete teacher evaluation system will include the following components for the five school years from 2011 – 2016:

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Performance Goals	15%	15%	10%	10%	10%
Significant Relevant Accomplishments/ Relevant Special Training	15%	15%	10%	10%	10%
Individual Performance Rubric	60%	50%	35%	40%	30%
Student Growth/Achievement	10%	20%	25%	40%	50%

**INDIVIDUALIZED DEVELOPMENT PLAN (IDP)
TEACHER EVALUATION**

In compliance with House Bill 4627, an IDP will be written for all probationary teachers employed by the district and for a teacher who has been rated minimally effective or ineffective. All tenured staff will complete the IDP as a part of their evaluation for continued professional growth. The IDP shall consist of up to one district level goal, up to one building level goal, and one or more individual goals* developed in collaboration with the teacher and building administrator.

Individualized Development Plan for: _____

Building: _____ Position: _____

Teacher Status: _____ Probationary _____ Tenured Date: _____

Mutually Developed By: _____

GOAL #1 - District Goal:

Action Plan:

End of Year Reflections:

GOAL #2 - Building Goal:

Action Plan:

End of Year Reflections:

GOAL #3 – Individual Goal:

Action Plan:

End of Year Reflections:

*Probationary, Minimally Effective, and Ineffective staff must have a minimum of 3 goals. Additional goals may be included for any staff member by mutual agreement between the administrator and the teacher.

This form is due back to your building administrator with individual goal and action plans for all goals complete by October 31, 2011.

IDP Goal Setting and Action Planning Rubric

Dimension	1 Ineffective	2 Minimally Effective	3 Effective	4 Highly Effective
Setting the Goal(s)	Individual goal(s) are missing or vague.	Individual goal(s) are stated but they are not specific, measurable, or related to individual accomplishments.	Individual goal(s) are stated clearly, are related to individual accomplishments, and designed to enhance a professional practice.	Individual goal(s) are clear, aligned to enhance the school community, and designed to stretch the individual to grow in positive and meaningful ways.
Creating the Action Plan(s)	Action plans are missing, not clearly defined, or unrealistic.	Action plans are stated, but they are not specific to accomplishing the goal and may be too easy or too difficult to attain.	The action plans are attainable and realistic as planned.	The action plans are clear and allow for the staff member to easily measure and track progress and make revisions along the way to reach their goal.
Progress, Evidence, and Reflection	Progress, evidence, and/or reflections are missing.	It is difficult to determine if progress has occurred from the evidence or reflections submitted. Evidence may be hearsay or anecdotal.	Progress is reflected in annual review and evidence supports entries and/or reflections.	Progress is clearly reflected in detailed progress reports on a regular basis. Barriers have been overcome as necessary to achieve the goal.
Meeting the Timelines	Timelines for submitting goals, action plans, and/or evidence and reflections are not met.	Most timelines for submitting goals, action plans, and/or evidence and reflections are met, but not all.	All timelines for submission of goals, action plans, and evidence/reflections are met.	

**SIGNIFICANT/RELEVANT ACCOMPLISHMENTS (SRA)
TEACHER EVALUATION – 2011-12**

All staff will complete the SRA as a part of their evaluation. It shall measure an individual's contributions to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations of the classroom teacher.* It would include any extracurricular assignments, relevant special training, or professional development not required by the district.

Significant Accomplishments for: _____

Building: _____ Position: _____

Status: _____ Probationary _____ Tenured Year: _____

Accomplishment #1: _____ **Dates:** _____

Description: _____

How is this accomplishment relevant/applicable: _____

Accomplishment #2: _____ **Dates:** _____

Description: _____

How is this accomplishment relevant/applicable: _____

Accomplishment #3: _____ **Dates:** _____

Description: _____

How is this accomplishment relevant/applicable: _____

Accomplishment #4: _____ **Dates:** _____

Description: _____

How is this accomplishment relevant/applicable: _____

Accomplishment #5: _____ **Dates:** _____

Description: _____

How is this accomplishment relevant/applicable: _____

*Teachers may submit as many significant/relevant accomplishments as they deem appropriate.
Additional pages may be added.

Significant/Relevant Accomplishments Rubric

Rating	Description
Highly Effective	<p>The teacher makes substantial contributions to school or district projects and/or committees.</p> <p>The teacher volunteers to assume leadership role(s) within team or department and ensures that decisions are collaborative.</p> <p>The teacher assumes a leadership role(s) in school events or activities outside the normal teaching day.</p> <p>The teacher frequently seeks out professional development opportunities and shares ideas with others.</p> <p>The teacher shares extensive knowledge and training with others to help them integrate into the classroom.</p> <p>The teacher participates in outside professional organizations, makes presentations, or writes articles for publication.</p>
Effective	<p>The teacher volunteers to participate in school or district projects and/or committees.</p> <p>The teacher actively participates in the collaborative school culture and contributes to team or department.</p> <p>The teacher assumes role(s) to help with school events and activities outside the normal teaching day.</p> <p>The teacher seeks out professional development opportunities to enhance content knowledge and skill.</p> <p>The teacher integrates new knowledge and training into the classroom successfully on a regular basis.</p> <p>The teacher participates in outside professional organizations related to their content and/or teaching area.</p>
Minimally Effective	<p>The teacher participates in school or district projects or committees only when required or asked.</p> <p>The teacher becomes involved in the collaborative school culture only when required or invited to do so.</p> <p>The teacher participates in school events and activities outside the normal school day only when asked.</p> <p>The teacher participates in required professional development activities and/or contributes little to the profession.</p> <p>The teacher integrates little new knowledge or skills into their classroom or is not successful in their attempts.</p> <p>The teacher generally does not participate in outside professional organizations related to their content and/or teaching area.</p>
Ineffective	<p>The teacher avoids becoming involved in school or district projects and/or committees.</p> <p>The teacher avoids participation in the collaborative school culture, resisting opportunities to become involved.</p> <p>The teacher does not participate in school events or activities outside the normal school day.</p> <p>The teacher engages in little or no professional development activities to enhance content knowledge or skill.</p> <p>The teacher does not attempt to integrate any new knowledge or skills into their classroom instruction.</p> <p>The teacher does not participate in any outside professional organizations related to their content and/or teaching area.</p>

Classroom Observation Review

This review is to be completed by the teacher and submitted to the evaluating administrator within 2 school days following a classroom observation with appropriate lesson/unit plans. It will be used by the administrator to gain insight into the teacher's understanding for lesson planning, meeting state content expectations, and measuring student engagement.

Teacher _____ Grade/Subject _____

Date/Time of Observation _____

1. What are the state standard(s)/content expectation(s) that were addressed in this class/lesson?
2. What are the learning target(s), written in a student-friendly language, that students were expected to learn during this class/lesson? How were they shared?
3. Please reflect on the level of student engagement throughout the class/lesson?
4. Please reflect on what you feel went well during this class/lesson?
5. What, if anything, would you change or do differently if you had the opportunity to teach this class/lesson again?

Teacher/Staff Member Evaluation

We believe the evaluation process contributes to the growth of all staff members when administered in a cooperative, reasonable, and just manner. A positive approach to evaluations enhances the improvement of instruction. Constructive criticism is offered with the best interests and professional growth of the staff member in mind.

Teacher/Staff Member Performance Appraisal

This evaluation document shall be considered the official instrument used to evaluate teacher/staff performance.

Definition of Ratings:

Ineffective

A check in this box means performance in this element is not to standard and is affecting the overall performance. It indicates that prompt action is needed to correct the deficiency. Any ineffective element ratings may trigger an ineffective rating in the Final Summary which will require a teacher improvement plan.

Minimally Effective

A check in this box indicates that the teacher is not consistently meeting the expectation in this element. This inconsistency on its own may or may not adversely affect the overall performance, but does require improvement.

A probationary teacher may experience checks in this box as they progress through their probationary period. Deficiencies will be addressed and improvements noted in their subsequent IDP's. Tenured staff who experience checks in this box will be required to submit an action plan to address any deficiencies as a part of their annual goals until they reach effectiveness.

Effective

A check in this box indicates that the teacher meets the expectation in this performance area.

Highly Effective

A check in this box indicates the teacher not only meets the expectation in this performance area, but clearly understands the concepts underlying the component and implements it well. The highest levels demonstrate a level of mastery and should serve as the ultimate goal but not as an expectation of performance.

Teacher/staff being evaluated:

Probationary/Tenure Status

Evaluator:

P1 _____
P2 _____
P3 _____
P4 _____
P5 _____
Tenure _____

		Ineffective	Minimally Effective	Effective	Highly Effective
A.	Curriculum and Planning				
1.	Required lesson plans reflect clear instructional (learning) goals and an appropriate sequence of instruction.				
2.	The teacher has knowledge of the students they serve and the content they teach.				
3.	The teacher designs student assessments that align with their instructional (learning) goals and district, state, and/or national standards and benchmarks.				
4.	The teacher demonstrates knowledge of available resources that may be used to maximize student achievement.				

Narrative:

		Ineffective	Minimally Effective	Effective	Highly Effective
B.	Culture and Relationships				
1.	The teacher establishes a safe and organized classroom that enhances student learning.				
2.	The teacher creates an environment of respect and rapport with students and establishes a culture for learning in the classroom.				
3.	The teacher is an effective manager of classroom practices and in monitoring student behavior.				
4.	The teacher is able to establish rapport with their colleagues and demonstrates the ability to withstand the strain of teaching.				

Narrative:

		Ineffective	Minimally Effective	Effective	Highly Effective
C.	Instruction and Assessment				
1.	The teacher presents and communicates content driven lessons in a clear, accurate, and logical manner.				
2.	The teacher maintains student engagement throughout the instructional process.				
3.	The teacher creates high expectations for all students. Students are able to demonstrate their understanding through the teacher's use of formative assessment techniques.				
4.	The teacher is responsive to individual learning needs and able to adjust lessons, assignments, and assessments accordingly.				
5.	The teacher uses a variety of assessments to evaluate student progress on a continual basis.				
6.	The teacher applies and integrates technology to facilitate a variety of effective instructional and assessment techniques.				

Narrative:

		Ineffective	Minimally Effective	Effective	Highly Effective
D.	Professional Responsibilities				
1.	The teacher communicates effectively with students and parents/guardians.				
2.	The teacher participates collaboratively in the professional school community.				
3.	The teacher maintains accurate school and student records and is timely in their submission.				
4.	The teacher grows and develops professionally, reflecting on his/her teaching.				
5.	The teacher complies with building and district policies and presents themselves as a professional at school functions.				

Narrative: