Coopersville Area Public Schools Teacher Evaluation Handbook

2018-2019

University of Washington Center for Educational Leadership's (CEL)

5 Dimensions of Teaching and Learning™ Instructional Framework & 5D+™ Teacher Evaluation Rubric

Table of Contents

Introduction

Coopersville Area Public Schools has adopted the University of Washington's Center for Educational Leadership's (CEL) Teacher Evaluation System. With CEL's approach to redesigned teacher evaluation systems, school districts gain research-based methods and instruments to:

- Plan and implement a growth-oriented teacher evaluation system focused on high-quality learning.
- Develop a common language and shared vision for improving teaching and learning using an instructional framework.
- Analyze and calibrate evaluation ratings across classrooms, schools and districts using an evaluation rubric.
- Increase the expertise of school leaders to guide and support the professional growth of teachers.

Evaluation goes hand-in-hand with deepening the expertise of teachers to engage students in high-quality learning while simultaneously increasing the expertise of school leaders to guide and support teachers in this improvement process. Two foundational ideas guide this work:

- Quality teaching matters: if students are not learning, they are not being afforded powerful learning opportunities.
- Quality instructional leadership matters: if teachers do not afford students powerful learning opportunities, this is ultimately an issue for school leaders.

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5 Dimensions of Teaching and Learning™ instructional framework, and 5D+™ Teacher Evaluation Rubric– a growth-oriented tool for improving instruction.

CEL's redesigned evaluation system contributes to and supports the formative development of expertise for teachers and instructional leaders, in order to improve the quality of teaching, which ultimately impacts the quality of education for all students.

Definitions

- **5 Dimensions of Teaching and Learning**: Instructional framework that summarizes the research on the core elements that constitutes quality instruction.
- **5D+ Inquiry Cycle**: 4-step growth process for engaging teachers and principals as co-learners around a teacher's area of focus-self-assessment, determine a focus, implement and support, and analyze impact.
- **5D+ Teacher Evaluation Rubric**: A growth-oriented tool for improving instruction. Performance language within the 4-tier performance levels for each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient, and distinguished.
- **Continuing Tenure**: A teacher who has satisfactorily completed a probationary period and has been employed continuously by the controlling board under which the probationary period has been completed.
    a. A teacher on continuing tenure shall be provided an annual year-end performance evaluation.
    b. If the teacher has received a rating of ineffective or minimally effective on an annual year-end performance evaluation, the school district shall provide the teacher with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher. The individualized development plan shall require the teacher to make progress toward individual development goals within a specified time period, not to exceed 180 **(calendar)** days. The annual year-end performance evaluation shall be based on multiple classroom observations conducted during the period covered by the evaluation and shall include, at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan**.**
    c. Continuing tenure does not apply to an annual assignment of extra duty for extra pay or in any capacity other than a classroom assignment.

- **Efficacy**: capacity to produce a desired result or effect; effectiveness.
- **Evaluation**: the annual summative rating of an educator based on the 5D+ Rubric, student growth and assessment data, observation data, and Michigan Revised School Code ("MRSC") Section 1248 factors not addressed by the 5D+ rubric, and the teacher's progress on any identified goals.
- **Evaluator**: The principal, assistant principal or designee of the superintendent who has completed framework training and been assigned to conduct observation(s), provide formative feedback, and evaluate teachers.
- **Growth Plan**: A formalized plan that enables teachers who have been rated effective or highly effective on their most recent year-end evaluation to be more strategic about professional goals—or areas of focus, in order to have a greater impact on student learning. A growth plan includes specific indicators from the rubric the teacher wants to refine their practice and receive coaching, anticipated impact on student learning, and action steps to implement.
- **Individualized Growth Plan (IDP's)**: A performance improvement plan for probationary teachers, teachers who were rated ineffective or minimally effective on their most recent year-end evaluation, and/or teachers who have performance concerns as identified by their evaluator that is developed by appropriate administrative personnel in consultation with the teacher. An IDP shall include specific performance goals, and any recommended professional development, instructional support and/or coaching to achieve performance goals.

- **Mentor:** A teacher who has been rated effective or highly effective that is assigned by the district to provide coaching and support to at each renew to the profession during his/her first 3 years of employment or a teacher rated minimally effective or ineffective on their most recent year-end evaluation, in order to assist the teacher in developing professional competencies and effectiveness.
- **Observation**: the collection of evidence (i.e., classroom, conversation, perception, artifacts, PD/meeting, parent or student input, etc.).
- **Observer**: A person who has completed CEL's framework training, been designated to collect evidence of a teacher's practice (including their view of lesson plans, state standards and student engagement), and provide formative feedback. While there is one evaluator, there may be more than one observer.
- **Probationary Period**: Teachers new to the district shall be required to serve a period of probation as defined in the Teacher Tenure Act:
    a. A teacher shall be in a probationary period during his other first 5 full school years of employment.
    b. A teacher shall not be considered to have successfully completed the probationary period unless the teacher has been rated as effective or highly effective on his or her 3 most recent annual year-end performance evaluations and has completed at least 5 full school years of employment in a probationary period.
    c. Exceptions:
        1. If a newly hired teacher was on continuing tenure in a previous district, the teacher shall serve a probationary period during the first 2 full years of employment in the district.
        2. If a probationary teacher has been rated highly effective on 3consecutive annual year-end performance evaluations and has completed at least 4 full school years of employment in a probationary period, the teacher shall be considered to have successfully completed the probationary period.
        3. Each probationary teacher shall be provided an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher and provided an annual year-end performance evaluation. The annual year-end performance evaluation shall be based on classroom observations and shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan.
        4. Before the end of each school year, the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his or her work has been effective.
        5. A probationary teacher or teacher not on continuing contract shall be employed for the ensuing year unless notified in writing at least 15 days before the end of the school year that his or her services will be discontinued. If the probationary teacher was hired after the start of a school year, the end of their probationary year may be calculated on an anniversary year basis, which will affect the timeline for notice.
        6. Exception to 5: If a newly hired teacher has a 2-year probationary period, that probationary teacher shall be employed for a 3rd year and acquire tenure, unless they receive notice in writing at least 60 days before the end of the school year, or their probationary year, that his or her services will be discontinued.

- **Reliability**: the degree to which an assessment tool produces stable and consistent results
- **Student Growth:** the change in student achievement for an individual student between two or more points in time.
- **Student Growth Measure**: district approved instrument used to evaluate/measure the extent of student growth.
- **Teacher**: For purposes of PA173, a teacher is defined by the MDE as an individual holding a valid Michigan teaching certificate or authorization and who is employed (or contracted) and assigned by an ISD, LEA, or PSA to deliver direct instruction to K-12 students as a teacher of record, including general (core and elective) and special education teachers (self-contained, resource and co-teaching).
- **Teacher of Record**: a teacher who holds a valid MI teaching certificate who, where applicable, is endorsed in the subject area and grade of the course; and is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.
- **Tested Grades and Subjects**: Grades and subjects that the Michigan Department of Education requires administration of state assessments (M-STEP and MME)
- **Validity**: the accuracy of an assessment- whether or not it measures what it is supposed to measure.

Annual Evaluation

Teachers are evaluated annually based on classroom observation data, conversation data, documents/artifacts, student growth and assessment data, parent and student input, and other verified evidence, as well as consideration of MRSC§1248 factors that aren't measured by the 5D+Teacher Evaluation Rubric. The year-end, annual evaluation shall be used, at a minimum, to inform decisions regarding:

1. The effectiveness of teachers, ensuring that they are given ample opportunities for improvement.
2. Promotion, retention, and development of teachers, including providing relevant coaching, instructional support, and/or professional development.
3. Whether to grant tenure or full certification, or both, to teachers using rigorous standards and streamlined, transparent, and fair procedures.
4. Removing ineffective teacher(s) on continuing tenure or teacher(s) during a probationary period, after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

    - Note: If a teacher is rated as highly effective on 3 consecutive annual year-end evaluations, the district may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as highly effective on 1 of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations.

Factors and Process for Determining Teacher Effectiveness

- Student Growth and Assessment Data
    1. Beginning with the 2018-2019 school year, **40%** of the annual year-end evaluation shall be based on student growth and assessment data. **Half of the 40% student growth rating shall be determined based on the state assessments.** See below for more information.
    2. Local student growth data shall also be measured by 2 or more of the following: state provided, nationally normed, and/or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals, see below for more information. This portion shall equal the **remaining half of the 40%**student growth data.

    State Level Data (half of 40%) assigned by SGP module in EIDEX

    a. K-5th grade Group Attribution from 4th, 5th grade M-Step.
    b. 6th – 8th grade Group Attribution from 6th, 7th, and 8th grade M-Step.
    c. 9th – 12th grade Group Attribution from 9th – 11th grade state level data.

    Local Level Data (half of 40%) for all K-12 Staff Local measures as determined by the building principal/supervisor. These could include teacher attribution of state level data, achievement of IEP goals, nationally normed (e.g. DRC), locally developed assessments (i.e. interim assessments, semester exams, portfolios) that are aligned to state standards.

    3. Student growth measures may be administered at any time between the second day of school and the fourth Friday of May for purposes of evaluation.
    4. Each teacher will submit their student growth goals as part of their growth plan in Pivot by the 4th Friday in September. Teachers will add evidence of achievement to their approved growth plan in Pivot prior to mid- and end-of year post-inquiry conferences. (Evidence may include reflections, links to student achievement data, and/or files.)
    5. The district may allow for exemption of student growth data for a particular pupil for a school year upon the recommendation of the evaluator conducting the year-end evaluation and approval of the superintendent. A teacher shall communicate the name(s) of any pupil(s) and reason for requested exemption within the "Evidence of Achievement" section of an approved growth plan prior to the mid- and/or end-of year inquiry conference, in order for a pupil's student growth data to be considered for exemption. In addition, consistent with the District's school improvement plan, the Superintendent and principal may designate a subgroup of students as one measure of student growth.
    6. The student growth rating for a teacher shall be based on the three most recent years of student growth and assessment data. If there are not student growth and assessment data available for a teacher for at least 3schoolyears, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

- Professional Practice (Evaluation Rubric and 1248Factors)
    1. Beginning with the 2018-2019 school year, 60% of the annual year-end evaluation shall be based on professional practice, as measured by the 5D+ rubric, and consideration of additional factors defined in section 1248.

2. Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory, basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher be in grated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.
3. The following procedures is used to determine a professional practice rating:
    - Determine an Indicator Score (Process one indicator at a time.):
        a. Select "Start Evaluation" for an individual teacher in Pivot.
        b. Read the rubric performance language for each indicator.
        c. Examine formative evidence from observed practice (i.e., coded scripts, answers to wonderings, trends, student work, notes from formative conversations with teacher, teacher's self-assessment, etc. This list is illustrative and not exhaustive.)
        d. Determine a rating for each indicator within a dimension by an analysis of evidence from multiple observations. Evaluators should be able to point to the evidence across observation scripts or other data sources to support the alignment of evidence to a performance level in the 5D+ rubric. Make a determination for each indicator based upon the preponderance of evidence and/or growth over time and its probable truth/accuracy, not solely the amount of evidence. Select the performance level in Pivot for each indicator that the evidence supports using the following protocol:
            1) Start at Basic. Is there evidence to support all parts of the Basic performance level? If no, rate Unsatisfactory. If yes, move to Proficient.
            2) Is there evidence to support all parts of the Proficient performance level? If no, rate Basic. If yes, move to Distinguished.
            3) Is there evidence to support all parts of the Distinguished performance level? If no, rate Proficient. If yes, rate Distinguished.

                - Note: The teacher's area of focus and the school's professional development focus should inform an evaluator's thinking about whether s/he is looking for a preponderance of evidence or growth over time. Scoring by preponderance of evidence is primarily for scoring indicators that were not directly connected to the area of focus during the year's inquiry cycles. Scoring by growth overtime is primarily for scoring indicators that were directly part of the teacher's area of focus and/or district/building focus during the school year.

- Determine a Dimension Rating: Examine all indicator scores within a dimension, consider the key ideas of the dimension, and determine a dimension score based on the preponderance of evidence at indicator level. Select the performance level in Pivot for the Dimension Rating.
- Determine a 5D+ Summative Rating: Examine all of the dimension ratings, and derive a preliminary professional practice rating based on the preponderance of evidence at the Dimension Level. Select the performance level in Pivot for the overall l5D+ Rubricating. Evaluators can use the "Comment" text box under the5D+rating, to articulate specific indicators and performance goals for the teacher's next inquiry cycle.
- Determine a Professional Practice Rating: Based on the 5D+ Summative rating, and consideration of criteria enumerated in section 1248 not measured by the 5D+ rubric, an evaluator shall use professional judgment to determine whether to maintain, increase or decrease a teacher's preliminary professional practice rating.
    a. The teacher's inability to withstand the strain of teaching, may, in very rare cases, reduce the professional practice rating. An evaluator should consult with central office administrator(s) about this factor to determine if accommodations may be required.
    b. Attendance and/or disciplinary record, if any, may reduce the professional practice rating. Because the regular and continuous presence of a teacher is associated with enhanced student achievement, attendance that exceeds the average may enhance the professional practice rating, and likewise, absenteeism that exceeds the average may reduce the professional practice rating.
        - Note: Teachers will not be penalized for absences or leaves required bylaw or the District (i.e., FMLA, ADA, military, "excused"). Attendance violations or failure/refusal to comply with absence/leave procedures (e.g., reporting requirements, lesson plans, etc.) will negatively impact a rating. Further, requests for unpaid days will also be considered in the professional practice rating and may reduce a rating, even where the days are approved by the District.
    c. Relevant accomplishments and contributions, if any, may increase the professional practice rating
        - Note: This factor shall be based on clear, significant, relevant contributions above the normal expectations for an individual in his/her peer group, and who has demonstrated a record of exceptional performance.
    d. Relevant special training, if any, may increase the professional practice rating.
        - Note: 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.

- Final Summative Effectiveness Rating:
    1. Aggregate the student growth and assessment data (40%) and professional practice (60%) ratings.
        a. Select "Start Final Summative Evaluation" in Pivot.
        b. Enter the Final Professional Practice Rating: (1) Unsatisfactory, (2) Basic, (3) Proficient, or (4) Distinguished.
            - Note: If the professional practice rating was changed based on consideration of 1248 factors, note reason for increase or decrease of rating in the "Comment" text box below the Professional Practice rating.
        c. Enter the Student Growth and Assessment Data Rating(s): (1) Unsatisfactory, (2) Basic, (3) Proficient, or (4) Distinguished.
    2. Determine a final effectiveness rating of Ineffective, Minimally Effective, Effective with an IDP*, Effective, or Highly Effective using the following rating bands:
        a. Ineffective: 1.0 – 1.49
        b. Minimally Effective: 1.5 – 2.49
        c. Effective with an IDP 2.5 -3.49
        d. Effective: 2.5 – 3.49
        e. Highly Effective 3.49 – 4.0
            - Note: Effective with an IDP rating may not be a visible rating/category on Pivot. This rating is used for the District's layoff/recall procedures.
    3. Select the effectiveness level from the drop down menu.
        - Note: Michigan law requires that evaluators draft an IDP for the next school year for a teacher rated ineffective or minimally effective. This IDP must include specific performance goals and any recommended professional development, instructional support and/or coaching to achieve performance goals. This may not be necessary if the evaluator recommends the teacher not continue. In addition to Michigan law, District evaluators will develop IDP's for teachers that have been identified as ineffective or minimally effective in any dimension/sub-dimension or minimally effective in 2 or more sub-dimensions.
        - Note: Michigan law also requires that all teachers receive specific performance goals and recommended training to help them accomplish their goals, as part of their final evaluation.
- The Final Summative Evaluation is to be signed (electronically or by hand) by the teacher and the evaluator on or before the 1st Friday in June and placed in the individual teacher's personnel file. The teacher's signature signifies they have read and been provided an opportunity to review the evaluation with their evaluator. It does not signify agreement with the ratings of the evaluation. A teacher may attach a letter of reaction to the evaluation within ten school days of receiving the evaluation.
- Effectiveness Ratings (General descriptions of each effectiveness rating.)
    1. **Ineffective:** Professional practice shows evidence of not understanding the concepts underlying individual criteria of the performance evaluation system. This level of

practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual teaching practice. This level requires immediate intervention and the development of an Individualized Development Plan (IDP) written by the evaluator that includes specific performance goals, and any recommended professional development, instructional support and/or coaching that would assist the teacher in meeting these goals. This may not be necessary if a decision is made not to continue the teacher.

a. Beginning with the 2018-2019 school year, a student will not be assigned to be taught in the same subject area for two consecutive years by a teacher who has been rated ineffective on his or her 2 most recent year end evaluations.
b. If the district is unable to comply and plans to assign a pupil to be taught in the same subject area for 2 consecutive years by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations the board shall notify the pupil's parent or legal guardian. The notification shall be in writing, shall be delivered to the parent or legal guardian not later than July 15 immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall include an explanation of why the board or board of directors is unable to comply.

2. **Minimally Effective:** Professional practice shows a developing understanding of the knowledge and skills of the criteria required in practice, but performance may be inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their careers, but insufficient for more experienced teachers. This level requires specific support through the development of an Individualized Development Plan (IDP) written by the evaluator that includes specific performance goals, and any recommended professional development, instructional support and/or coaching that would assist the teacher in meeting these goals, unless a decision is made not to continue the teacher.
3. **Effective with an Individualized Development Plan (IDP):** Professional practice shows evidence of thorough knowledge of most aspects of the profession, but there are certain professional practices either missing, minimally effective, or ineffective as determined by the evaluator using the District's established criteria. While the majority of professional practice demonstrated by the teacher is effective and/or highly effective, there are consistent examples of minimally effective and/or ineffective practices that, based on the District's established criteria, require immediate attention and change in practice. Teachers who have been identified by their evaluator with specific performance concerns shall be placed on an Individualized Performance Plan that has been designed by the evaluator to support the teacher in the identified areas for improvement. A teacher may be placed on an IDP at any time as determined by the evaluator.
4. **Effective:** Professional practice shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and

expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.

5. **Highly Effective:** Professional practice is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher needs to have received a majority of distinguished ratings on the dimension scores. A teacher at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice.

5D+ Inquiry Cycle Process

- Each teacher is expected to engage in a minimum of one inquiry cycle annually. Probationary teachers and teachers placed on an Individualized Performance Plan (IDP) will engage in two Inquiry cycles annually. For probationary teachers and teachers on an IDP, the first Inquiry Cycle is from September until the Mid-Year Inquiry Conference is held (4th Friday in January). The second Inquiry Cycle takes place between February and the Final Evaluation Conference that takes place on or before the 1st Friday in June. A final summative evaluation shall be written and provided to the teacher, typically before the school year ends. For teachers using one inquiry cycle, the process will start in September and end in June.
    - Note: All relevant evidence and information shall be considered in thefinal year-end rating of the teacher.
    - Note: These timelines are guidelines only and may vary in application depending upon a variety of factors, such as teacher and evaluator attendance, and observer availability.
- Teachers shall engage in the following 4-step growth process with their observer and/or evaluator, as co-learners around a teacher's area of focus.
    1. Self-Assessment: Teachers shall self-assess in Pivot by the 2nd Friday in September to assist in identifying areas of focus. As part of self-assessment the teacher shall:
        a. Examine student work, classroom-based assessment data, feedback from students, etc.
        b. Consider building and district learning goals and instructional initiatives.
        c. Assess instructional practice using the 5 Dimensions of Teaching and Learning (5D) instructional framework and the 5D+ Teacher Evaluation Rubric, citing evidence from day-to-day classroom practice to support rating for each rubric indicator.
    2. Determine a Focus (Growth Plans, including IDP's): A teacher rated effective or highly effective on their most recent evaluation, or the evaluator, in consultation with a probationary teacher or a teacher rated less than effective on their most recent evaluation shall establish or revise a growth plan in Pivot by the 4th Friday in September that includes:
        a. Summary of teacher's analysis of evidence from self-assessment, student learning strengths/needs, and building/district initiatives in the opening Growth Plan "Comment" text box.
        b. Performance goals: Select 2-3 specific indicators from the 5D+ rubric from 2 or more dimensions to focus learning. In the "Comment" text box for each area of focus, specify the specific performance goals, reason for selecting indicators, and/or vision statements and guiding questions.
        c. Student growth goals: Articulate the anticipated impact of areas of focus during inquiry on student learning in the Goal "Comment" textbox. Each teacher shall have two or more student growth goals based on district adopted student growth measures. Effectiveness in reaching student growth goals will be measured using district scoring bands.

d. Action Steps: Articulate the specific teacher action steps grounded in the instructional framework and rubric, administrative support, as well as recommended professional development, instructional support and/or coaching that would assist the teacher in meeting these goals in the "Action Steps" section of the Growth Plan.

3. Implement and support (including observation and feedback): Teacher and principal engage in study and learning around teacher's areas of focus.
    a. Formative Feedback Cycle: The principal will conduct 2-3 observations per inquiry cycle that includes collecting evidence, analyzing evidence, and providing formative feedback as defined:
        i. Script - Collect specific and descriptive evidence.
        ii. Code - Align evidence from script to specific indicators in the 5D+ Rubric.
        iii. Notice/Wonder/Response/Identify - Highlight evidence and pose questions related to a teacher's area of focus (i.e., IDP performance goals). A teacher shall add responses to wonderings in Pivot by the end of their next planning period following the observation.
        iv. Sort - Analyze evidence of teacher practice to identify a teacher's zone of proximal development in preparation to provide formative feedback.
        v. Feedback – Provide teacher formative feedback that recognizes/affirms practices in place from across the rubric, and communicates actionable next steps (short-term coaching points) specific to the teacher's area(s) of focus.
            - Note: Michigan law requires feedback be provided within 30 days of each observation.
    b. Observations during a formative feedback cycle are unannounced, unless an observer determines a need to pre-conference with a teacher prior to an observation.
    c. Each observation is typically 15 minutes in length, unless a longer duration is determined necessary by the observer and/or evaluator.
    d. Each observation shall include, at minimum, are view of lesson plans, the state curriculum standard being used in the lesson, and pupil engagement.
        - Note: Michigan law permits districts to allow fewer observations for teachers rated effective and/or highly effective on their three most recent observations. Secondly, at least one observation must by statute be unannounced.
    e. Additional support may be provided a teacher, as determined by the teacher's observer or evaluator, including:
        i. Targeted feedback cycles
        ii. Professional Collaboration
        iii. Professional development
        iv. Release time to observe and reflect

v. Mentor

- Note: A mentor shall be assigned to teachers during their first 3 years of probation and may be assigned to any teacher rated ineffective or minimally effective on their most recent evaluation, or any other teacher in need of support.

4. Analyze Impact (Mid-and End-of-Year Post-Inquiry Conferences)
    a. No later than the 4th Friday in January, each teacher and his/her evaluator meet for a mid-year inquiry conference. As part of the mid-year inquiry conference, the teacher and evaluator:
        i. Review the Growth Plan (IDP, etc)
        ii. Examine student and teacher data.
        iii. Analyze the impact of the data.
        iv. Discuss teacher growth using the 5D+ rubric.
        v. Decide whether to continue the same inquiry and/or identify new area(s) of focus for the inquiry cycle.

            - Note: For teachers with an IDP, Michigan law requires that the evaluator, in consultation with the teacher, provides a mid-year progress report that includes specific performance goals for the remainder of the year, a written improvement plan, and any recommended professional development, instructional support and/or coaching to achieve performance goals.

    b. No later than the 1st Friday in June, evaluators meet with each teacher for an evaluation conference. As part of the end-of-year inquiry conference, the teacher and evaluator:
        i. Review the growth plan (IDP, etc.)
        ii. Examine student and teacher data.
        iii. Analyze the impact of the data.
        iv. Discuss teacher growth using the 5D+ rubric.
        v. Decide whether to continue the same inquiry and/or identify new area(s) of focus for the next inquiry cycle.

            - Note: Michigan law requires that evaluators draft an IDP for the next school year for a teacher rated ineffective or minimally effective. This IDP must include specific performance goals and any recommended professional development, instructional support and/or coaching to achieve performance goals. This may not be necessary if the evaluator recommends the teacher not continue.

Appeal Process (Ineffective Rating)

1. If a teacher, who is not in a probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4,MCL 38.81,is rated as in effective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the superintendent or his/her designee, as applicable.
2. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating.
3. Upon receipt of the request, the superintendent or his/her designee shall review the evidence used for the evaluation and rating(s).
4. Following a review of evidence, the superintendent or his/her designee may make any modifications, as appropriate, based on his or her review.
5. A teacher is limited to two appeals in a 3-school-year period.

Dismissal/Discharge of Teacher

1. A teacher who is in a probationary period may be dismissed from his or her employment by the board of education at any time for reasons unrelated to instructional practice or pedagogy.
2. Discharge or demotion of a teacher on continuing tenure may be made only for a reason that is not arbitrary or capricious and as provided in the Teacher Tenure Act.
    - Note: The rights of a teacher on continuing tenure are subject to sections 1230d(4) and 1535a(4) and (5) of the revised school code, 1976PA451, MCL380.1230d and 380.1535a. For the purposes of dismissal/discharge or demotion, a conviction of a violation of section 1230d of the revised school code, 1976PA451, MCL380.1230d, or a violation of 1 of the crimes listed in section 1535a(1) of the revised school code, 1976 PA451, MCL380.1535a, is considered to be reasonably and adversely related to the ability of the person to serve in an elementary or secondary school and is sufficient grounds.
3. Any teacher rated as ineffective on 3 consecutive annual year-end evaluations shall be dismissed from his or her employment.
    - Note: This subdivision does not affect the ability of a school district, intermediate school district, or public school academy to dismiss a teacher from his or her employment regardless of whether the teacher is rated as ineffective on 3 consecutive annual year-end evaluations.
    - Note: Since the preponderance of all of the evidence should determine a teacher's final year-end rating, the District may rate a teacher as Ineffective or Minimally Effective if in the District's opinion, one or more areas are rated Ineffective or Minimally Effective, and their overall impact on instruction warrants such an overall rating. For example, a teacher who fails to make adequate progress on their IDP goals maybe rated as Minimally Effective or Ineffective, based on the preponderance of the evidence.

Layoff and Recall

1. In making program and staffing decisions, the Board of Education shall retain the most effective teachers who are certified and qualified to instruct the courses within the established curriculum, academic levels and departments.
2. The Board of Education, on the Superintendent's recommendation, shall determine the size of the teaching staff in response to curricular, fiscal, and other operating conditions and retains the exclusive right to do so.
3. In the event of a reduction in staff, the Board shall determine in its sole discretion the grades, subjects, departments, certifications, endorsements and/or levels affected by the reduction.
4. The Board of Education shall have no obligation to transfer staff to retain the most senior teachers, however, the District reserves the right in its sole discretion to transfer, re-assign, and/or post for teaching positions in order to retain and/or recruit the most effective teachers in the event of a personnel reduction.
5. Decisions involving a reduction of staff shall be guided by the following:
    a. Retaining the most effective teachers who are certified (or otherwise approved or authorized) and qualified to instruct the courses within the established curriculum, academic level(s), and department(s) remaining.
    b. Only retaining teachers that are properly qualified, certified, approved, or authorized for all aspects of their assignments.
    c. Making reduction and recall decisions based on the teacher's certification and qualifications, as reflected in the District's records, at the time that such decisions are made.
6. Procedures for reduction of staff
    a. If one or more teaching positions are to be reduced, the Superintendent shall first determine the area(s) of reduction, including specific grades, level(s), departments, certifications, endorsements and/or subject areas for reduction of force.
    b. Among those teachers who are certified, approved, or authorized and qualified to instruct within the identified area(s) of reduction, selection of a teacher for layoff shall be based upon each teacher's year-end effectiveness rating and section 1248 criteria.
    c. Teachers within the affected academic level(s), grades or department(s), who are certified and qualified for the remaining positions and who have the highest effectiveness ratings shall be retained, and the teachers within the affected academic level(s), grades, subjects, certifications, endorsements or department(s) who have the lowest effectiveness ratings shall be laid-off.
    d. When a teaching position has been identified for reduction and there exists a concurrently vacant teaching position for which the incumbent teacher in the position to be reduced is both certified and qualified, and if that teacher has received an overall rating of at least "effective" on his/her most recent year-end performance evaluation, and that teacher has not been placed on an Individualized Development Plan (IDP), that teacher may be assigned to the vacant position unless the Superintendent determines that the educational interests of the District would not be furthered by that assignment.
    e. If more than one teacher whose position has been identified for reduction is certified and qualified for a concurrently vacant teaching assignment, the teacher with the highest year-end evaluation effectiveness rating under the performance evaluation system shall be afforded priority for the assignment unless the Superintendent

determines that the educational interests of the District would not be furthered by that assignment.

f. If layoff and recall decisions involve two or more teachers with the same overall effectiveness rating, the following factors will be used for purposes of determining layoff/recall, provided that there are a sufficient number of effective teachers certified and qualified to perform the remaining work:
    i. The number of Unsatisfactory Dimension ratings on the most recent year-end evaluation.
    ii. The number of Basic Dimension ratings on the most recent year-end evaluation.
    iii. The number of unsatisfactory Sub-Dimension/Indicator ratings on the most recent year-end evaluation.
    iv. The number of Basic Sub-Dimension/Indicator ratings on the most recent year-end evaluation.
    v. The teacher's disciplinary record, if any.
    vi. Progress toward achieving specific performance goals identified in an IDP.
    vii. The teacher's ability to withstand the strain of teaching subject to input from central office administration.
    viii. The teacher's attendance record.
        - Note: A district may consider attendance over a period of up to three years.
    ix. The scope and nature of a teacher's recent experience in a subject, grade, area or level.
    x. The number of certifications and/or endorsements provided the teacher has also demonstrated the ability to effectively teach in such areas within a relevant period of time.
    xi. Any other legitimate non-discriminatory factor the District has identified given the facts and circumstances of the staffing reduction.

g. If the reduction/recall decision involves two or more employees with the same effectiveness rating, and all other factors distinguishing those employees from each other are equal, as defined in sub-point 6a-i, then length of service or tenure status may be considered as a "tiebreaker." (1248) (D)(iii)(c)
    i. A tenured teacher has priority over a probationary teacher and, among tenured teachers, the teacher's seniority (as established by the most recent seniority list for the bargaining unit to which the tenured teachers belong)will determine preference for reduction and recall.
    ii. If tenure status and length of service are equal, the teacher whose last four digits of their social security number is lower shall be retained/recalled.

7. The District shall strive to provide at least 14 days' notice of layoff, and may provide greater notice. The District shall determine the method for notice of layoff and recall.
8. It is the responsibility of the teacher to update their contact information, certification and highly qualified status, when applicable, to ensure accuracy. The District's decisions shall be made based upon the information in the teacher's official personnel file at time of layoff or recall.
9. A teacher is not eligible for automatic recall unless the teacher was rated Effective or Highly Effective on their most recent year-end evaluation, is not currently on an Individualized Improvement Plan, and the teacher has demonstrated effective teaching (typically after July 19, 2011) in the grades, subjects, areas or levels being retained or filled, following a reduction in staff.

10. Teachers rated Minimally Effective or Ineffective may only be recalled if required by law or in the District's sole discretion, and may be required to participate in an interview process or provide a demonstration lesson or other evidence of current ability to be effective in the classroom(s) that are vacant.

Training and Implementation

1. CEL's two-stage training program (6 days) is designed to help educators develop their understanding of the 5 Dimensions of Teaching and Learning instructional framework, the 5D+ Teacher Evaluation Rubric, the 5D+Inquiry Cycle, and Summative Scoring.
    a. Stage I (1 day) training provides an introduction to the 5 Dimensions of Teaching and Learning instructional framework, 5D+ Teacher Evaluation Rubric, and 5D+ Inquiry Cycle. The focus is helping participants develop an understanding of how the 5D instructional framework and the 5D+ rubric connect to inform teaching and learning, as well as how to use the inquiry process to support teacher growth.
    b. Stage II (5 days) training further develops and deepens a participants' knowledge and use of the 5D instructional framework, 5D+ Rubric, and the 5D+Inquiry Cycle to improve a teacher's practice. Each day has a focus on a new dimension and provides applied practice of the formative feedback cycle within Pivot to facilitate work. The last day of training introduces participants to the scoring methodology for completing summative evaluations.
2. To meet the PA 173 training requirements, all evaluators and observers participate in both stages of training (6 days) at a regional site or in-district that is facilitated by one or more authorized and licensed CEL trainers who have expertise in the evaluation tool, and who have been trained to train others in the use of CEL's evaluation tool.
3. CEL consultants and/or other personnel identified by the district, intermediate school district or public school academy, shall provide training to teachers specific to the 5 Dimensions of Teaching and Learning instructional framework, the 5D+Teacher Evaluation Rubric, and the 5D+ Inquiry Cycle.

Appendix

- **Guidance for Use of CEL 5D Instructional Framework and 5D+ Rubric in Specific Learning Environments**

1. General Guidance

   - Districts must determine which positions should be evaluated using the 5D+ Rubric, and which positions should not. Just because an employee is a certificated teacher and is on the teacher salary schedule for the district does not mean the employee should be evaluated using the 5D+ Rubric. If the certificated teacher creates his/her own lesson plans either individually or with a collaborative team, instructs students, and assesses students both formative and summative, then the instructional framework should be used to evaluate the employee. If, however, the employee is a certificated teacher whose assigned job does not require instructional practice, that certificated employee should be evaluated using an evaluation tool designed for that position. Possible examples of roles that would not be evaluated using the 5D+ Rubric, include: a certificated teacher who serves as a guidance counselor, a media specialist who does not teach students, and an instructional coach. It is appropriate for these employees to engage in multiple inquiry cycles around the standards of professional practice established for their position, subject to collective bargaining obligations, if any.
   - The population of students a teacher is working with should not influence the summative evaluation rating that describes the teacher's instructional practice performance level during a specific school year. For example, a teacher who works with severely medically involved students should have the same opportunities to grow their instructional practice to the point where an analysis of the instructional practice data results in a distinguished performance level rating as a teacher working with academically gifted students. At the same time, a teacher's misconduct or neglect of duty may affect their summative rating.

2. Specific Learning Environment Guidance

   - Online Learning
     - If a certificated teacher of online learning plans, instructs, and assesses students then the 5D+Rubric is appropriate for evaluating the teacher. Use the full 5D instructional framework and 5D+ rubric for growing teaching practice and summative evaluation; the framework does not need to be adjusted. Instructional practice evidence would be observed and collected from the online environment.
     - If a certificated teacher monitors progress, including calculating grades and communicating with students and parents/guardians without planning lessons and units, instructing and assessing those students, then the 5D instructional framework and 5D+ Rubric is not the appropriate tool to evaluate that employee. This is most likely to occur when the district contracts with a vendor/another school district to provide online learning to its students.
   - Juvenile Justice System
     - Teachers of Short Term Students: It is up to the district to determine the most appropriate evaluation tool for teachers who work with students who are assigned to temporary juvenile justice placements while a waiting legal decisions. The 5D+ Rubric was not designed to

evaluate teachers of students in settings where the majority of students are in attendance for a short period of time (1-15 days). The use of the 5D Instructional framework can be used to grow the teacher's instructional practice, but their evaluation for high-stakes accountability shouldn't be based solely on the 5D+ Rubric.

- Teachers of Long Term Students: The full 5D Instructional framework and 5D+ rubric is an appropriate evaluation tool for teachers who work with students who are incarcerated for extended periods of time. No adjustments to the 5D instructional framework or 5D+ rubric are necessary nor should they be made.

- Home School:
  - Staff members who monitor materials and progress only should be evaluated using a different tool and process. Their role is not a teacher role.
  - Staff members who develop learning and engage in the learning (plan, instruct and assess) with their students should be evaluated using the full 5D instructional framework and 5D+ rubric, even if they see their students only once per week.
- Pre-School / Kindergarten Learning Environments:
  - The full 5D instructional framework and 5D+rubric is an appropriate evaluation tool for teachers who work with pre-school and kindergarten students.
  - Developmentally appropriate expectations and evidence apply across the 5D instructional framework and 5D+ rubric. For example, content-driven student-to-student talk will look and sound different for kindergarteners than it does for high school seniors, but it should occur.

3. Special Education
   - Resource and inclusive learning: The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with students on an Individual Development Plan (IDP) in a resource or an inclusive educational setting. This includes students who receive their core instruction from a special education teacher and their elective instruction from a general education teacher.
   - Multiply involved self-contained: The evidence for the 5D instructional framework and 5D+ rubric indicators is identified based on student learning needs for classrooms where students are on an IEP and have significant and/or multiple impairments. Principals and teachers collaboratively identify the questions to adapt the teacher/student evidence that pertain to the learning needs of students for each indicator. For example, a student who is non-verbal may be communicating through eye blinks or via computer with a paraprofessional. Evidence that shows the teacher's growth in developing this practice would apply to the indicator for student-to-student talk (SE6).

Sample Individualized Development Plan

(1st Year Probationary Teachers and Teachers Rated Ineffective or Minimally Effective on Most Recent Year-End Evaluation)

Teacher Name:	Jacob White
Growth Plan Name:	Individualized Development Plan (IDP)
School Year:	2015-2016
Status:	Approved Growth Plan by Colin Ripmaster on 04/07/2016 10:38am
Comments:	Our building's school improvement and professional development has focused on implementing the University of Washington - Center for Educational Leadership's (CEL) teacher evaluation system, as well as the CCSS Standards of Mathematical Practice and ELA literacy standards with fidelity. Jacob has struggled with the transition from the MI GLCEs to the CCSS, as well as implementation of learning from our PD specific to CEL's 5 Dimensions of Teaching and Learning (5D) instructional framework. Of the 28 students on his 2014-15 caseload, only 12 students met benchmark, while 8 of the 30 students assigned to his class during the 2015-16 school year met benchmark on our local benchmark assessment. On the state-level assessment (M-STEP), 10 of his 28 students in 2014-15 demonstrated proficiency, four of these were considered at the advanced level. Based on student growth data and multiple observations, it is evident that Jacob's students do not engage in meaningful discourse during instruction; receiving limited opportunity to develop, test and refine their thinking. Participation in class is predominantly teacher directed with students sitting in rows, and one or two students being called upon to answer a question. When provided basic turn and talk opportunities, students typically engage in low-level discussions. As a result, students don't consistently engage meaningfully in the daily lesson and are not developing the communication and math practice skills needed to meet the expectations articulated in our district curriculum or meet benchmark expectations as measured by our local assessments and the M-STEP. Jacob's failure to demonstrate acceptable levels of student growth and improvement in professional practice is reflected in his most recent year-end evaluation that resulted in a "Minimally Effective" rating. This IDP is intended to address the lack of student engagement in cognitively demanding work and remediate deficits in professional practices as measured by the 5D+ rubric. Recognizing that he cannot address all deficits identified on his most recent year-end evaluation during one inquiry cycle, the first cycle shall be focused on indicators P1, CP1, SE4, and CEC2.
Start Date:	09/05/2016
End Date:	05/12/2017

Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Purpose
Indicator	Standards: Connection to standards, broader purpose and transferable skill
Comments	Jacob's lack of clarity regarding the district curriculum and cognitive demand required of the CCSS in math have negatively impacted his students' achievement on local benchmark assessments and state standardized tests. To grow his professional practice and positively impact student learning, Jacob shall base each lesson on grade level standards, ensure the daily learning targets for each lesson align to the standards, and provide students an opportunity to rephrase the learning target(s) in their own words. (P1 Proficient)

Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Curriculum & Pedagogy
Indicator	Curriculum: Alignment of instructional materials and tasks
Comments	Jacob believes his textbook is his curriculum vs a resource to implement the curriculum with fidelity. He uses the district provided textbook as his main source of planning and facilitating lessons, regardless of alignment to state standards and/or student learning needs. To grow his professional practice and positively impact student learning, Jacob shall assess and curate instructional materials and design tasks that align with the purpose of the unit and each lesson. In addition, he shall make intentional decisions about materials to support students' learning of content and transferable skills. (CP1 Proficient)

Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Student Engagement
Indicator	Engagement Strategies: Expectation, support and opportunity for participation and meaning making
Comments	Jacob communicates the expectation that all students participate in the lesson. He walks around the room monitoring students, using proximity to keep students from disrupting class. However he undermines his expectations by not providing all students the support and opportunity to participate and make-meaning. To grow his professional practice and positively impact student learning, Jacob shall set expectation and provide support for engagement strategies and structures that facilitate participation and meaning-making by students. In addition, he will provide opportunities in each lesson, unless viewing or testing, for all students to engage in quality talk. (SE4 Proficient)

Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Classroom Environment & Culture
Indicator	Classroom Routines and Rituals: Discussion, collaboration and accountability
Comments	Jacob has limited routines for discussion and collaborative work that occasionally result in effective discourse. Jacob holds students accountable for completing work, but misses opportunities to hold them accountable for learning. To grow his professional practice and positively impact student learning, Jacob shall identify, explicitly teach, and use routines for discussion and collaborative work that results in effective discourse related to each lesson's purpose and hold students accountable for their work and learning. With prompts, students shall use these routines during the lesson. (CEC2 Proficient)

Goal

Start Date	09/19/2016
End Date	05/12/2017
Goal	Students will make measurable progress in reading and comprehending informational text at the high end of the grade appropriate text complexity band. Students who earned a 2 on the pre-assessment will earn at least a 3 or 4 on a similar performance task at the end of the year. Students who earned a 3 on the pre-assessment will earn at least a 4 on a similar performance task at the end of the year. Student who earned a 4 on pre-assessment will earn at least a 4 on a more complex performance task at the end of the year. (10%). Students who scored intensive or targeted/at-risk on district grade level readiness screener will improve to benchmark on district end-of year benchmark assessment, and students who scored benchmark or advance will maintain or improve their score. (10%) All students will demonstrate proficiency on the following skills from the Standards of Mathematical Practice rubric (Score of 3 or higher): 1) construct arguments using concrete referents such as objects, drawings, diagrams, and actions. 2) listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. as measured by the district develop Standards of Mathematical Practice Rubric (5%) The student growth rating will be the aggregate of the percent of students who meet the growth targets on these defined measures from the past two years of available data, based on the following scale: Ineffective: Less than 60% of students meet growth targets Minimally Effective: 60% to 74% of students meet growth targets Effective: 75% to 89% of students meet growth targets Highly Effective: 90% of more of students meet growth targets

Action Steps	Action 1 - Complete web quest specific to Harvard University - Project Zero's Visible Thinking at visiblethinkingpz.org. Identify and download 3-5 visible thinking routines to use on a consistent basis with students and their connection to the 5D+ Rubric by September 12, 2016. Action 2 - Code identified visible thinking routines with 5D+ indicators and explain how you will use them to improve your practice by September 30, 2016. Action 3 - Explicitly teach students each of the 8 Standards of Mathematical Practice defined at www.corestandards.org/Math/Practice. Embed the use of one or more of these practices within daily math lessons. Action 4 - Unwrap the 3rd grade math and ELA standards two weeks prior to teaching each unit using the following protocol for each unit,: underline key concepts (important nouns), circle skills (verbs), and identify the unwrapped concepts in a bulleted list by September 30. Action 5 - Meet with evaluator to review the unwrapped standards one week prior to teaching a new unit to review the unwrapped standards and discuss anticipated learning targets based on the standards, as well as potential materials and tasks to support the purpose of the lesson. Action 6 - Develop and submit daily lesson plans for ELA and Math one full day prior to the lesson that includes: the specific learning target(s) for the lesson, CCSS standard to which it is based after each learning target, specific materials and tasks that align to purpose of lesson, and performance task that will ensure all students are accountable for the learning of that day's learning target. Action 7 - Explicitly communicate the learning target for each lesson, and providing students the opportunity to rephrase in their own words. Action 8- Communicate expectation and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students in each lesson. Action 9 - Use one or more specific student led routines like Turn and Talk, Think / Pair / Share, Think / Puzzle / Explore, Connect / Extend / Challenge, I used to think / Now I think / I need to further explore for each ELA and Math lesson. Action 10 - Use questioning strategies that push students to reflect on their knowledge and ways of thinking associated with the content and provide evidence to support their arguments and new ideas rather than merely the right answer. Action 11 - Participate in district and building provided PD specific to CEL's 5 Dimension of Teaching and Learning instructional framework, and associated 5D+ Rubric. Action 12 - Participate in two building sponsored instructional rounds during the first quarter and one in each of the other three quarters, in order to observe and learn from other teachers. Action 13 - Collaborate and engage in reflective inquiry every other week during PLC time for the purpose of improving instructional practice, and student and teacher learning. These inquires should be focused on the CCSS math practice standards and required instructional shifts. Action 14 - Evaluator will conduct 3-4 unannounced observations each inquiry cycle to collect evidence, analyze evidence and provide formative feedback specific to the identified areas of focus. During the 1st inquiry cycle(September to January) the coaching will be specific to P1, CP1, SE4 and CEC2. Action 15 - Meet weekly with mentor teacher, prior to submitting lesson plans to evaluator, to review (possibly revise) lesson plans, discuss what is working and challenges faced, and gain insight into improving practice. Action 16 - Evaluator, or designee, will review weekly lesson plans and provide formative feedback.

Sample Growth Plan

(Teachers Rated Effective or Highly Effective on Most Recent Year-End Evaluation)

Teacher Name:	Jess Griffin
Growth Plan Name:	Area of Focus
School Year:	2015-2016
Status:	Approved Growth Plan by Colin Ripmaster on 09/18/2015 1:05pm
Comments:	My district has had a math initiative for two years focused on the CCSS math practice standards, more specifically on getting students to talk and think in discipline-specific ways. My formative assessment of students indicate they are able to solve math problems, but struggle to model and explain their thinking beyond the formula and/or right answer. Given our district focus, student learning needs, and self-assessment of my practice in SE and CEC, I have chosen to work on increasing student engagement in my classroom, specifically though increasing student-to-student talk and having students justify their thinking using mathematical language. Add a couple comments.
Start Date:	09/14/2015
End Date:	05/13/2016

Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Student Engagement
Indicator	Engagement Strategies: Expectation, support and opportunity for participation and meaning making
Comments	VS - Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. GQ - What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? GQ - Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? GQ - Where is the locus of control over learning in the classroom?

Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Student Engagement
Indicator	Talk: Substance of student talk
Comments	VS - Student talk reflects discipline specific habits of thinking and ways of communicating. GQ - What does student talk reveal about the nature of students' thinking? GQ - What specific strategies and structures are in place to facilitate participation and meaning-making by all students? GQ - Do all students have access to participation in the work of the group? Why / why not? How is participation distributed?

Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Classroom Environment & Culture
Rubric	5D+ Teacher Evaluation Rubric
Dimension	Classroom Environment & Culture
Indicator	Classroom Routines and Rituals: Discussion, collaboration and accountability
Comments	VS - Classroom Routines and Rituals – Classroom systems and routines facilitate student responsibility, ownership and independence. GQ - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?

Goal

Start Date	09/14/2015
End Date	05/13/2016
Goal	Students will make a 10% increase in their NWEA MAP score in each quarter for Algebra 1. (10%) On local benchmark assessments, all students will show proficiency level growth of 1 level or remain in the advanced level. (20%) All students will be able to model, write, explain and solve an expression on local benchmark assessment (20%): * interpret the structure of expressions * write expressions in equivalent forms to solve problems * use polynomial identities to solve problems * solve equations and inequalities with one variable * solve systems of equations * represent and solve equations and inequalities graphically My student growth will be * HE if 90-100% of my students demonstrate proficiency on aggregate of measures * E if 75-89% of my students demonstrate proficiency on aggregate of measures * ME if 60-74% of my students demonstrate proficiency on aggregate of measures * IE if less than 50% of my students demonstrate proficiency on aggregate of measures
Action Steps	Action 1 - Clearly communicate learning targets for each lesson that is aligned to the CCSS in Math Action 2 - Formatively assess each lesson in relation to the learning target each day to determine teaching points for the next lesson. Action 3 - Explicitly teach students each of the following math practice standards and embed one or more in each math lesson:Make sense of problems and persevere in solving them: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning, in order for students to develop, test and refine their thinking.

Action Steps	Action 4 - Explicitly communicate the expectation and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. Action 5 - Use specific student led routines like Think / Puzzle / Explore and Connect / Extend / Challenge to ensure all students have the opportunity to engage in quality talk. Action 6 - Use questioning strategies that push students to reflect on their knowledge and ways of thinking associated with the content and provide evidence to support their arguments and new ideas rather than merely the right answer. Action 7 - Participate in district and building provided PD specific to CEL's five dimension of teaching and learning. Action 8 - Participate in building sponsored instructional rounds regarding SE and CEC to learn from other teachers and contribute to my PLC. Action 9 - Collaborates and engage in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. When appropriate provide leadership for work involving the CCSS math practice standards and required instructional shifts.
Evidence of Achievement	I meet twice a month with my math PLC to review unit plans and pacing to ensure we are clear about intended outcomes, refine our common assessments, and discuss strategies for addressing student learning needs. I have attended all of the staff meetings that are focused on increasing student talk through quality questioning and visible thinking routines. I have also attended four voluntary meetings that the district has provided after school specific to learning targets and formative assessments. I have been spending less time on direct instruction and providing students more opportunity to explore concepts and then summarize their learning before leaving each day. I believe the clarity of learning targets and success criteria, as well as the intentional use of daily formative assessments to make in the moment adjustments and modify LT/SC and tasks for future lessons has made a significant impact on student ownership of learning and achievement. Achievement on local benchmark assessments have been stronger than past years (up 3-8% from previous class averages). More importantly student achievement on specific math practice standards that we pre-assessed in September have grown for all but 3 students. NWEA MAP scores are more mixed. I don't believe the NWEA MAP scores are very reflective of the learning in my class, as students don't see the value in them, and they aren't well aligned to what we are focused on in the CCSS practice standards. The increased use of the launch / explore / summarize protocol, as well as pre-drafting questions has increased the frequency and quality of student talk. I have added samples of our PLC meeting agendas/notes, assessments with CCSS standards tagged, lesson plans, pictures of my LT Board, and some graphs of achievement from local assessments, specific assessments of math practice standards, and NWEA MAP. In the coming semester, I will continue this work. However, I need to focus more deeply on making sure my daily teaching points are based on knowledge of students' learning needs in relationship to the daily learning targets not only for the whole class (present practice), but also for small groups and individual students. I believe I need to focus my practice and your coaching on indicators P3 Teaching Points, A4 Collection Systems for Formative Assessment, A6 Teacher Use of Formative Assessment Data, and CP5 Differentiated Instruction.