

Performance Evaluation Model – Grandville Public Schools

Background

Through the evaluation model, schools seek to create a culture in which all school-based personnel have a clear understanding of what defines excellence in their work, have opportunity for self-reflection as a way to ensure professional growth, are provided with constructive and data-based feedback about their performance, and receive support to increase their effectiveness using an evaluation system that is:

- Rigorous, transparent and fair
- Includes multiple rating categories
- Uses student growth data that is determined by multiple measures of student learning

The model addresses these requirements while connecting to district practices, school improvement plans, professional development and teacher development goals.

Supporting growth

The primary purpose of this system is to help increase teacher effectiveness so that, as a system, we can increase student learning. Three important ways this is done:

Clear Expectations — First and foremost, clear performance expectations are evident using rubrics for each of the components. Performance expectations are transparent.

Clear Feedback — Clear feedback about performance is provided. The model plans for assessment rubrics with targeted indicators for increased growth at all levels. The components should include conferences and reflection as part of observation. Finally the evaluation tool should provide immediate feedback so that teachers are able to review their ratings with written feedback about their performance.

Clear Growth Plans — All school personnel at all levels of experience and expertise receive guidance on how to increase their effectiveness.

Definitions

For purposes of this evaluation process, the following terms are defined below:

1. **Data**—Factual information used as the basis for reasoning, discussion, or planning.
2. **Evaluator**—The person responsible for overseeing and completing the teacher evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.
3. **Evidence**— A product resulting from a teacher’s work. Artifacts are natural by-products of a teacher’s work and are not created for the purpose of satisfying evaluation requirements. Teachers may use them as exemplars of their work.
4. **Formal Evaluation Process**—The process of evaluating a teacher in Track I and III using the following essential components:
 - a. **Training** – Before participating in the evaluation process, all teachers, principals and peer evaluators

must complete training on the evaluation process.

b. Orientation—Within two weeks of a teacher’s first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of the Teacher Evaluation

c. Pre-Observation Conference—Before the first formal observation, the principal shall meet with the teacher to discuss the evaluation, growth plan, and IDGP if applicable, lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation.

d. Observations:

1. *Formal Observation*—A formal observation shall be at least 30 minutes.

2. *Informal Observation*—An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the teacher’s classroom.

3. *Teacher Self-Assessment*—Teacher completes a self-reflection using the summative evaluation and rating form on their performance using the rubric.

4. *Post-Observation Reflection*—During the post-observation reflection, the principal and teacher shall discuss and document reflections of the teacher’s performance during the observed lesson.

e. Summative Evaluation and Rating Form—The conference between the principal and teacher to discuss the pre-conference, IDGP, most recent professional growth plan, components of the teacher evaluation process, classroom observations, artifacts/sources submitted or collected during the evaluation process.

f. Development Plan and Goal Setting—Every teacher will use a Development Plan to identify goals and strategies to improve performance. The plan will include professional development opportunities.

5. **Development Plan/ Goal Setting** – A plan developed by a principal, with input from the teacher, for the purpose of articulating specific actions and outcomes needed in order to improve the teacher’s performance.

6. **Lesson/ Unit Plans**—Teacher’s daily plans that demonstrate integration of curriculum standards.

7. **Professional Development**—Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.

8. **Probationary Teachers**—Teachers who are in the first four years of teaching and who hold a Provision Michigan Teaching Certificate, also, new teachers who are in their first two years in the district.

9. **Student Achievement Data**—Student achievement/testing data. National, State or Local data can be used. Kent County Student Growth Measurement Dashboard can be used to identify district focus.

10. **School Improvement Plan**—A plan that includes strategies for improving student performance, how and when improvements will be implemented. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.

11. **Individual Development/Growth Plan** – developed by the principal in consultation with the teacher

12. **Performance Rating Scale**–The following rating scale will be used for determining the teacher's performance level.

Ineffective: Teacher did not demonstrate competence on standards of performance.

Minimally Effective (Needs Improvement): Teacher demonstrated some competence on standard(s) of performance.

Effective (Met Expectations): Teacher demonstrated competence on standard(s) of performance.

Highly Effective (Exceeded Expectations): Teacher consistently exceeded expectations on standard(s) of performance.

13. **Performance Competency**–The sub-categories of performance embedded within the performance standard.

14. **Performance Descriptors**–Rubric that outlines the specific performance responsibilities embedded within the components of each performance component.

15. **Performance Domain**–Areas of teaching responsibilities. The framework provides for: Classroom Environment, Teacher Instruction, Professional Responsibility, and Instructional Effectiveness (student achievement data).

Teacher Evaluation Process

The intended purpose of the Teacher Evaluation Process is to assess the teacher's performance in relation to district standards, student achievement and to design a plan for professional growth. The principal or a designee will conduct the evaluation process in which the teacher will actively participate through the use of conferences, reflection, presentation of evidence/artifacts, and classroom demonstration(s).

The Teacher Evaluation Process may include the following:

Training

Before participating in the evaluation process, all teachers, principals and other evaluators must complete training on the evaluation process.

Orientation

The principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

The Rubric for Evaluating

A schedule for completing all the components of the evaluation process

(Copies may be provided by electronic means)

Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's most



recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation.

Observations

Formal observations, Informal observations, and walkthroughs that review the teachers lesson plan and the state curriculum being used. Observations also reflect student engagement.

Probationary Teachers: Track I

The principal shall conduct at least two formal observations of all probationary teachers. All Probationary Teachers are in Track I.

Tenured Teachers: Track II

Tenured teachers shall be evaluated annually.

Post-Observation Reflection

The principal shall conduct a post-observation reflection after each formal observation. During the post-observation reflection, the principal and teacher shall discuss and document on the rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year the principal shall conduct a summary evaluation conference with the teacher. During the conference, the principal and teacher shall discuss the teacher's professional growth plan, the components of the teacher evaluation process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the rubric.

At the conclusion of the Teacher Evaluation Process, the principal shall:

- A. Give a performance level rating for selected element in the rubric;
- B. Make a written comment on any Element marked less than "Effective";
- C. Give an overall rating of each Competency in the rubric;
- D. Provide the teacher with the opportunity to add comments;
- E. Review the completed Teacher Summative Rating Form with the teacher; and
- F. Secure the teacher's signature
- G. Identify a Development and Goal Setting Plan or Individual Development and Growth Plan, including professional development opportunities

Individual Development Growth Plans

All probationary teachers, in year two and beyond, and all teachers with ineffective or needs improvement performance shall have developed an Individual Development Plan to improve specifically identified



components. Administrators will develop IDP in consultation with the teacher.

Development and Goal Setting Plan

A teacher shall be placed on a Development and Goal Setting Plan annually

Assistance Model: Track III

An Individual Development Growth Plan will plan will provide efforts to support and guide the teacher to meet the expectations in the evaluation model. The Track IV Assistance Model is intended to provide the best possible likelihood for professional improvement. All teachers in the Track IV model will be evaluated on a Track I schedule including an Individual Development Growth Plan, at least two formal observations, and a summative evaluation.