

Bloomfield Hills Schools

Overview of Teacher Evaluation Program

1. Introduction

This Teacher Evaluation Information sheet describes the teacher evaluation program for the Bloomfield Hills teachers. The evaluation incorporates the provisions of Board Policy and Administrative Regulations.

2. Purpose of Evaluation

Teacher evaluation should provide a consistent and systematic approach for monitoring and discussing teacher performance and evaluating teacher effectiveness to promote student growth. Such a process should further provide support, assistance, and recognition for teachers in their efforts to develop professionally. The Bloomfield Hills Teacher Evaluation Document has been aligned with the BHS 10 Guiding Principles and functions to support the growth and development of all teachers.

3. Evaluation Procedure

- a. Together the teacher and the evaluator will complete the pre-observation and professional growth plan document at the beginning of each year school year. This collaborative exercise will set the stage for classroom observations throughout the school year.
- b. Teachers should review the teacher evaluation rubric, self-assess and submit to their evaluator prior to the semester and/or end-of-year evaluation meeting. The evaluator will have an opportunity to ask clarifying questions and the teacher will have the opportunity to support his/her reflective evaluation with appropriate evidence.
- c. The summative evaluation shall constitute the official evaluation, and a copy will be provided to the teacher. The teacher may include a response to this evaluation within 60 days detailing any concerns which will be included as an addendum to the official evaluation.
- d. In addition to classroom observations, evaluations may include but are not limited to evidence of student learning (review of student work), student growth data, attendance, professional responsibilities and interactions with colleagues, parents, and students.

4. Evaluation Schedule

All teachers will be evaluated each year. The Michigan Department of Education requires that administrators conduct multiple observations throughout the school year. To this end, the following are listed as minimum observation requirements:

- a. Probationary Teachers
The performance evaluation will be based, in part, on at least four classroom observations, two each semester, one being at least 30 minutes in length. The teacher should work with the evaluator to pre-arrange at least one of these observations. A midyear progress report will be provided for all probationary teachers.
- b. Tenured Teachers
The performance evaluation will be based, in part, on at least two observations, one each semester, one being at least 30 minutes in length. The teacher should work with the evaluator to pre-arrange at least one of these observations.
- c. Tenured Teachers with an overall effective rating the last two consecutive years
Multiple observations are not required for any teacher who has received an overall rating of “Highly Effective” or “Effective” on his/her two most recent annual year-end evaluations. However, teachers 1) on a plan of assistance, 2) who have changed placements, 3) who have returned from a leave of absence, or 4) have performance concerns (i.e. those who have less than effective rating in any domain) shall have multiple observations.

5. Professional Growth Plan

All teachers will work with administrators to complete a Professional Growth Plan. This growth plan will include professional goals with at least one goal related to the District Instructional Goal. This goal setting conference should take place at the beginning of the school year and can be combined with a pre-observation conference or post-observation conference. The Professional Growth Plan must be revisited during the final meeting of a school year as an opportunity for reflection and goal setting for the following year. This Growth Plan is considered the IDP for probationary teachers required by state law.

6. Plan of Assistance/Individualized Development Plan (IDP)

Teachers having an overall rating of minimally effective or ineffective will have a Plan of Assistance in accordance with state law. In addition, any teacher who receives an minimally effective or ineffective rating in one or more domains should be placed on a Plan of Assistance/IDP. The teacher's classroom performance and professional progress will be monitored on an ongoing basis. Teachers whose performance is rated higher than minimally effective or ineffective may also be provided with a Plan of Assistance at the discretion of administration.

- a. A Plan of Assistance may be initiated at any time. The Plan of Assistance is used to identify the teacher's particular area(s) of performance which require improvement. It is also specifically designed to help a teacher overcome current deficiencies and to assist the teacher in achieving a level of performance where the teacher, with ordinary supervision, will perform at the level of competence required by the District. Continued concerns about the performance of a teacher may require further action up to and including the filing of charges for dismissal.
- b. The Plan of Assistance may be tailored to the individual situation. A suggested format for the Plan of Assistance includes the following:
 - i. Identification of perceived problem areas.
 - ii. Objectives and recommendations for improvement. The objectives and recommendations section will include specific directives, suggestions, training, and/or strategies to help the teacher comply with the IDP. The teacher has the option of adding strategies to the plan.
 - iii. A statement of timeline for compliance. Michigan law requires that the teachers make progress toward the IDP goals within a specified time period, not to exceed 180 days.
 - iv. A schedule and method of monitoring and review of teacher progress within the plan. The schedule may include frequency of observations, dates to review performance, and date of an end of semester assessment of overall compliance with the plan.
- c. A minimum of two review conferences will be held during the plan, one of which will include a midyear progress report. Additional conferences may be held as defined in the plan. The individual on the plan of assistance may request additional conferences and assistance from sources such as Intermediate School District personnel and BHEA representatives. The teacher or administrator may also request input from additional evaluators.
- d. At the designated conclusion of the plan, the following recommendations may be made:
 1. The concern(s) is resolved and the teacher is removed from the IDP.
 2. Progress was made in some or more areas, but concerns remain. The IDP (or revised IDP) continues in effect. A new date for IDP review is established.
 3. The concerns are not resolved and little or no progress was made. A recommendation of non-renewal of the contract should be considered.

7. Performance Criteria

A framework for professional practice provides well-established definitions of expertise and procedures to hold educators in Bloomfield Hills Schools to the highest standards. These responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. A framework for professional practice offers the profession a means of communicating standards of excellence. Conversations can center around where to focus improvement efforts within the context of shared definitions and values in an environment of professional respect.

Components: This framework is comprised of four domains, each defining a different aspect of teaching. The four domains are:

- I. Planning and Preparation
- II. The Classroom Environment
- III. Instruction & Assessment
- IV. Professional Responsibilities and Relevant Special Training (including additional components)

These domains, and much of the rubric language that supports them, are variations of the framework developed by Charlotte Danielson in *Enhancing Professional Practice* (2nd Edition) and *The Framework for Teaching Evaluation Instrument* (2011 & 2013). Each of these domains is followed by a series of elements that focus on a particular area of professional practice or responsibility. Teachers will be evaluated on each individual element and will also receive a summative evaluation in each domain.

8. Student Growth

In addition to the four domains listed above, teachers will be evaluated on Student Growth. The Michigan Department of Education requires that Student Growth is weighted as 40% of the teacher evaluation. The Student Growth chart should be initially discussed at the teacher's goal setting conference when teachers discuss their plans for measuring and tracking student growth for the school year. The Student Growth chart should be completed at the final evaluation conference when teachers reflect on all their students' growth over the school year and administrators comment on this growth.

9. Levels of Performance

In each of the elements there are four levels of performance; the definition of these performance levels are based on the definitions used in Danielson's *Enhancing Professional Practice* (2nd Edition):

- a. Ineffective: The teacher does not yet appear to understand the concepts underlying the element. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. Teachers demonstrating ineffective performance in any element will be provided with an Individual Development Plan.
- b. Minimally Effective: The teacher appears to understand the concepts underlying the element and attempts to implement in his/her classroom. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, reflection, discussion, and/ or mentoring will enable the teacher to become proficient in this area. This level is generally considered minimally competent; enhancement of skill is important.
- c. Effective: The teacher clearly understands the concepts underlying the elements and implements them well. Most capable teachers will regard themselves and be regarded by others as performing at this level. Teachers at this level demonstrate thorough knowledge of their content, they know their students, and they have a broad repertoire of strategies and activities to use with students. They are flexible in their planning and adjust to support individual student

needs. Effective teachers have mastered the work of teaching while working to improve their practice.

- d. Highly Effective: Teachers at this level are master teachers who make contributions to the field, both in and outside of their school. Their classrooms operate at a qualitatively different level, consisting of a community of learning, with students highly motivated, engaged, and assuming considerable responsibility of their own learning.

10. Determining Performance Level

- a. Determining the Performance Level of each Domain:

The performance level of each domain will be determined by the sum of each element rating. Teachers will be rated based on majority of element ratings. Teachers may not earn a rating more than one higher than their lowest rating.

For example: Teacher A's evaluation:

Domain I: Planning and Preparation

Element A: Knowledge of Students rating: Effective

Element B: Learning Goals rating: Minimally Effective

Element C: Learning Experiences rating: Effective

Element D: Knowledge of Content & Pedagogy rating: Effective

Element E: Organization of Content rating: Ineffective

Element F: Knowledge of Resources rating: Effective

Even though Teacher A earned the rating of "Effective" for the majority of elements, she scored "Ineffective" in one element (Organization of Content) therefore Teacher A's overall rating for Domain I would be "Minimally Effective" as teachers cannot be scored more than one category higher than their lowest rating.

- b. The only exception is in Domain IV: Professional Responsibilities; in addition to the elements listed on the rubric there are additional components of professional responsibility called out below the rubric asking the evaluator to take into account attendance, attire, disciplinary record, etc. in determining the overall score for Domain IV.

- c. **Determining the Overall Performance Level**

The administrator should review the overall performance of the teacher including information gathered during observations, information gathered from student growth measures (student growth measures must account for 40% of the overall effectiveness rating), the teacher's discipline record (if any), the teacher's attendance, observed formal and informal interactions throughout the school year and any other input deemed appropriate by the administrator to identify an overall effectiveness rating.

11. Evidence of Performance Criteria

Teachers may submit a portfolio of one or more sources of evidence to the evaluator to indicate successful performance in meeting any of the evaluative criteria. In determining whether a particular standard has been met, evidence from classroom observations and administrator/teacher discussions or conferences, as well as teacher provided evidence of student work, student growth, and professional growth will be considered.

Evidence may include, but is not limited to:

1. Student work
2. Rubrics
3. Formative assessment data/summative assessment data
4. Planning documents – unit plans, assessment tasks, lesson plans
5. Teaching artifacts

6. Videotaped lessons
7. Parent communication
8. Professional development logs
9. Structured peer feedback
10. Student surveys
11. Parent surveys