JKL Bahweting School
Educator Evaluation and Student Achievement and Growth Plan

2016-17

Contents

The following document has been the result of the on-going, dedicated work of the Educator Evaluation & Student Growth Workgroup. A sincere "thank you" to these dedicated people. Without your work, this plan would not be possible.

I. <u>Purpose</u>

The purpose of educator evaluation is to provide relevant data on educator effectiveness substantiated in student achievement and focuses on continual improvement.

II. Beliefs

We believe educator evaluation at JKL Bahweting School will facilitate…

- A common understanding of educator effectiveness and greater job fulfillment
- A clear system of communication
- Dedication to the educational atmosphere and process
- Procedures all educators can use to bring about continuous improvement
- A system of collaboration between and across educator roles: educator to students, teacher-to-teacher, teachers to administrators, and admin to admin
- Personalized professional development for educators that will impact student achievement
- Effective teaching and planning, where data-driven decisions are being made for educators and students

III. Educator Performance Evaluation Protocol

Educator evaluation will be comprised of the following components:
Ratings--4 = Exemplary   3 = Proficient   2 = Progressing   1 = Unsatisfactory

Components	%	Evidence for Rating
A. Educator-specific student academic achievement	**25%** (2016/17)	• Proficiency (41st percentile+) on NWEA MAP--for subjects teachers provide instruction; specials teachers use K-8 MAP ELA/Math scores—15% • Proficiency (70% +) on Study Island instead of MAP for teachers who teach only social studies—15% • 3 quality data points for subjects/areas taught/supervised that demonstrate improved student achievement- 10%
B. Formal Evaluation Results	**25%**	• Based on formal observation overall rating using Danielson Domains of Effective Teaching/Reeves Ten Leadership Dimension Indicators-- 25%
C. Evidence of Professional Growth	**25%**	• Completion of IPGP/Administrative Goal—8.33% • Four quality examples of how you used additional/recent (up to three years with added dimensions) professional development opportunities on an on-going basis in order to create specific instructional/classroom adaptations to improve professional practice and learning outcomes for students – 8.33% • Evidence of at least one active involvement in school/ISD committee(s) and evidence as to how involvement improved student achievement – 8.33%
D. Professional Contributions/ Professional Activities	**25%**	• Four quality examples of leadership, teaching, behavioral and/or curriculum research-based strategies (not used in Component C) associated with improved student achievement—8.33% • One required classroom observation per semester—8.33% • Evidence of participation in 10 (teacher)/20 (administrator) school-related extra-curricular activities –8.33%

Component A. - *Educator-Specific Student Academic Achievement*
Educator-specific student academic achievement will be based on:

1. Proficiency (41st percentile +) on NWEA MAP for subjects taught for general education teachers--15%

2. Proficient (41st percentile +) on NWEA MAP for K-8 ELA & Math scores for specials teachers—15%

3. Proficiency (70% +) on Study Island instead of NWEA MAP for teachers who teach only Social Studies—15%

4. 3 quality data points for subjects/areas taught/supervised that demonstrate improved student achievement- 10%

   *TCI SS or Science assessments
   *Everyday Math/Connected Math assessments
   *F & P
   *Writing assessments
   *Study Island
   *Other pre-approved classroom assessments.

Component B. - *Formal Evaluation*
The formal evaluations component is worth **25%** of the overall evaluation. Formal evaluations will be based on formal classroom observations. Teachers will be evaluated and rated using the four Domains of Effective Teaching (see Appendix C). These domains include: planning and preparation, classroom environment, instruction, and professional responsibilities. The cycle of formal evaluation process is a progressive plan designed to provide the support needed for teachers to be effective in their role. The cycle is outlined in the "JKL Bahweting School Supervision and Evaluation Cycle", Appendix H. Ratings of effectiveness for teachers will be classified as follows: exemplary, proficient, progressing, and unsatisfactory (see chart below).

Formal evaluations for administrators will be based on formal observations of work-related duties and is worth **25%** of the overall evaluation. Administrators will be evaluated and rated using nine domains of effective Leadership Performance (see Appendix I). These domains include: resilience, personal behavior, decision making, communication, faculty development, leadership development, time/task/project management, technology, and learning. Ratings of effectiveness for administrators will be classified as follows: exemplary, proficient, progressing, and unsatisfactory (see chart below).

Ratings of effectiveness for teachers and administrators will be classified as follows: exemplary, proficient, progressing, and unsatisfactory. Reporting of these ratings in CEPI will be as follows:

JKL Effectiveness Rating	CEPI Reporting
Exemplary	Highly Effective
Proficient	Effective
Progressing	Effective
Unsatisfactory	Ineffective

Component C. - *Evidence of Professional Growth*
An IPGP for newly-hired educators will be developed, with the input of their supervisor, by the end of the first year of employment. In the fall of each year, returning educators will develop an IPGP. At the conclusion of the school year, the educator will determine the degree to which they met the goal(s) of the IPGP by using the IPGP Rubric (see Appendix L). Educators will collect and present data to their supervisor at this time to support their self-evaluation towards meeting the IPGP goal(s). The educator and supervisor will hold a conversation regarding the IPGP rating and both will sign the document in agreement of the rating. This component is worth **8.33%** of overall evaluation. See IPGP Rubric, Appendix L.

Component D. - *Professional Contributions/Professional Activities*
Educators will be acknowledged for pursuits that lead to professional growth. Such activities include sustained, active participation in school, and/or local organizations, professional learning communities (PLCs), book studies, implementing research-based instructional strategies, action-research projects, curriculum review teams (CRTs), school improvement efforts, and school-sponsored activities (see Common Operational Definitions, Appendix A and Professional Contributions/Professional Activities Rubric, Appendix M).

IV. Definition of Adequate Performance

➢ When all elements of the Educator Evaluation Protocol are rated "Proficient" or "Exemplary", adequate performance has been achieved.

➢ When an element of the Educator Evaluation Protocol is rated as "Progressing", staff should pursue actions for reaching "Proficient" the following year.

➢ A Corrective Action Plan, indicating less than adequate performance, may be implemented for staff when
   o one or more elements are rated "Unsatisfactory"
   o multiple elements are rated as "Progressing"
   o an element rated "Progressing" from the previous year maintains that rating in the subsequent year.

V. Performance-based Compensation

Educators under this plan will be compensated the sum of $100.00 if it is determined by the Michigan Department of Education that JKL Bahweting School has met all conditions for achieving Expected Improvement (to be fully defined at later date) for the school year. This will be reviewed annually.

VI. Alterations in Evaluation:

Circumstances may occur that result in a staff member completing less than a full year of instruction to students. These may include, but are not limited to leave of absence and being hired during the school year. Evaluation cycle alterations will be determined on an individual basis, between the individual and their immediate supervisor.

VII. Evaluation Time Frame:

The teacher evaluation time frame is September through June

The administrator time frame is March to March of the following year.

VIII. Training of Teachers and Administrators on the Educator Evaluation Plan

At the beginning of each school year, teachers and administrators will be trained by District administrators on how the framework will be used to evaluate them. These District administrators have received formal training on the implementation of the Danielson and Reeves Leadership frameworks.

Appendix A: Common Operational Definitions and Acronyms

Accommodate, Accommodation	To make adjustments based on contextual considerations and learning needs
Adjustments	Suitable changes or modifications made in response to new knowledge or feedback
Assessment	1) The process of collecting information about a student to aid tin decision making about the progress and development of the student. 2) A way of measuring or demonstrating student outcomes
Assessment Criteria	The standards, expectations, and measures used in an assessment tool
Assessment Results	Information about student proficiency gained through assessments
Assessment Tools	Activities where students can demonstrate learning
Consistently	Acting in a nearly identical manner over time
Board Policies	Written expectations for teachers established by the school district
CEPI	Center for Educational Performance and Evaluation
CRT	Curriculum Review Team
Culture of Professional Inquiry	A learning community where colleagues collaborate and engage in dialogue as professional development
Developmental Characteristics	Unique qualities related to social, emotional, and cognitive abilities that distinguish children of different ages and stages
Differentiate, Differentiation	Providing students with avenues or pathways suited to their needs to acquire knowledge and skills
Disaggregated	Separated into different categories or to show individual student results
Educator	Highly Qualified teacher and administrators
Engages, Engaged	Attracts and involves student attention or interest
Feedback	Information and recommendations provided to a student about his/her performance designed to help the student improve performance
Formative Assessment	Assessment used while the learning process is underway or recently completed, and designed to inform current or future instruction
High Expectations	Anticipation that students will master appropriate learning objectives and demonstrate mastery with quality outcomes
High Quality (Questions)	Questions that allow students to demonstrate higher level thinking skills on Bloom's Taxonomy (e.g. create, evaluate, analyze, apply, describe, and explain)
Inconsistent	Does not apply or implement similar reactions in response to the dame type of student behaviors
Inefficiently	Improperly using time of resources to the point it disrupts a lesson or learning time
Infrequently	Behavior that does not occur often
Instructional Approaches	Strategies and techniques aimed at nurturing student learning
Instructional Grouping	Intentionally grouping students for learning activities
IPGP	Individual Professional Growth Plan (formerly known as IDP)
Learning Standard	Objectives outlined by Grade Level Content Expectations
Low Expectations	Anticipating that students have minimal ability to complete tasks and master objectives
Low Quality (Questions)	Questions that do not allow students to exercise higher level thinking skills in Bloom's Taxonomy (e.g. primarily promoting rote memorization)
Minimal	The least amount (with regard to student buy-in, rarely attempts to facilitate

	student interaction with the content)
Moderate Expectations	Reasonable expectations that do not necessarily push or challenge students to achieve
Monitor	Checking in on how students are moving through the learning process
Most	1) Occurs the majority of time; 2) Demonstrates a behavior with regularity and consistency
Non-Instructional (Records)	Documents and forms that are not directly related to tracking student learning (attendance records, free-or-reduced lunch forms, etc.)
PIC	Personal Identification Code (teacher)- follows teacher everywhere
PLC (Professional Learning Community)	Team who meets regularly to collaborate toward continued improvement in meeting learner needs through a shared focus, (Danielson) e.g. Lesson study, Examining student work samples, Book study, Serve on curriculum/school improvement committee, Participation in district initiative, Curriculum Review Team, School-sponsored activities (SSA), Presentations, Extracurricular Activity Leadership,
Prerequisite Relationships	Identified connections between new curriculum or learning materials and those that students have previously experienced
Professional Development Activities/Opportunities	Events designed to improve specific professional skills or the overall competence of a teacher
Quality Evidence	Supports demonstration of strong student academic achievement/growth
REP	Registry of Educational Personnel
School and District Regulations	District or school policies that are in writing and communicated to the staff
SIDR:	Student Information and Data Review
Some	1) One of more; 2) Demonstrates a behavior occasionally but lacks consistency
Special Learning Needs	Learning conditions and strategies appropriate for individuals with unique learning conditions
Standard	A description of the level of student performance that described competence, established by a curriculum, Grade Level Content Expectations, Common Core State Standards, or a teacher
Standards of Conduct	Classroom rules, expectations, or norms regarding appropriate student behavior
Student Proficiency	Student expertise, knowledge, or mastery of a skill or standard
Student Progress	The extent to which individual students are moving through the learning process
Tracking (Systems)	Procedures or methods of gathering information on student performance over time
TSDL	Teacher Student Data Link
UIC	Unique Identification Code (student)-follows student everywhere

Appendix B-1:

General Education Student Academic Achievement Rubric

1. Proficient (41st percentile +) on NWEA MAP for subjects taught for general education teachers—15%

2. Proficient (41st percentile +) on NWEA MAP for K-8 ELA & Math scores for specials teachers—15%

3. Proficient (70% +) on Study Island instead of NWEA MAP for teachers who teach only social studies—15%

4. 3 quality data points for subjects/areas taught/supervised that demonstrate improved student achievement- 10%

> *TCI SS or Science assessments
> *Everyday Math/Connected Math assessments
> *F & P
> *Writing assessments
> *Study Island
> *Other pre-approved classroom assessments.

Exemplary	Proficient	Progressing	Unsatisfactory
➢ Educator demonstrates 80% or more of students are proficient on data points	➢ Educator demonstrates 70-79% of students are proficient on data points	➢ Educator demonstrates 60-69% of students are proficient on data points	➢ Educator demonstrates 59% or less of students are proficient on data points
OR	**OR**	**OR**	**OR**
➢ Educator demonstrates 80% of students achieving 1.5 years of	➢ Educator demonstrates 80% of students achieving 1.3 - 1.49 years of	➢ Educator demonstrates 80% of students achieving 1.0- 1.29 years of	➢ Educator demonstrates 80% of students achieving 1.0 or less years of

academic growth	academic growth	academic growth	academic growth
OR	**OR**	**OR**	**OR**
Fall to Spring MAP comparison growth demonstrating 30+ percentile growth	Fall to Spring MAP comparison growth demonstrating 25-29 percentile growth	Fall to Spring MAP comparison growth demonstrating 20-24 percentile growth	Fall to Spring MAP comparison growth demonstrating < 20 percentile growth

- **NOTE**
  Subpopulations can be reported separately from general classroom population- (see B-2 through B-4)

Appendix B-2:

Academic Services Student Academic Achievement Rubric

1. Proficient (41st percentile +) on NWEA MAP for subjects taught for general education/AS teachers—15%

2. Proficient (41st percentile +) on NWEA MAP for K-8 ELA & Math for specials teachers—15%

3. Proficient (70% +) on Study Island instead of NWEA MAP for teachers who teach only social studies—15%

- 3 quality data points for subjects/areas taught/supervised that demonstrate improved student achievement- 10%

  *TCI SS or Science assessments
  *Everyday Math/Connected Math assessments
  *F & P
  *Writing assessments
  *Study Island
  *Other pre-approved classroom assessments

Exemplary	Proficient	Progressing	Unsatisfactory
➢ Educator demonstrates 50% or more of A.S. students are proficient on data points	➢ Educator demonstrates 45-49% of A.S. students are proficient on data points	➢ Educator demonstrates 40-44% of A.S. students are proficient on data points	➢ Educator demonstrates 39% or less of A.S. students are proficient on data points
OR	**OR**	**OR**	**OR**
➢ Educator demonstrates 80% of students achieving 1.5 years of academic growth	➢ Educator demonstrates 80% of A.S. students achieving 1.3-1.49 years of academic growth	➢ Educator demonstrates 80% of A.S. students achieving 1-1.29 years of academic growth	➢ Educator demonstrates 80% of A.S. students achieving 1.0 or less years of academic growth

OR	**OR**	**OR**	**OR**
Fall to Spring MAP comparison growth demonstrating 30+ percentile growth	Fall to Spring MAP comparison growth demonstrating 25-29 percentile growth	Fall to Spring MAP comparison growth demonstrating 20-24 percentile growth	Fall to Spring MAP comparison growth demonstrating <20 percentile growth

Appendix B-3:

<u>Special Education Student Academic Achievement Rubric</u>

1. Proficient (41st percentile +) on NWEA MAP for subjects taught for general education/special education teachers—15%

2. Proficient (41st percentile +) on NWEA MAP for K-8 ELA & Math scores for specials teachers—15%

3. Proficient (70% +) on Study Island instead of NWEA MAP for teachers who teach only social studies —15%

4. 3 quality data points for subjects/areas taught/supervised that demonstrate improved student achievement- 10%

   *TCI SS or Science assessments
   *Everyday Math/Connected Math assessments
   *F & P
   *Writing assessments
   *Study Island
   *Other pre-approved classroom assessments

Exemplary	Proficient	Progressing	Unsatisfactory
➢ Educator demonstrates 40% or more of sped students are proficient on data points	➢ Educator demonstrates 35-39% of sped students are proficient on data points	➢ Educator demonstrates 30-34% of sped students are proficient on data points	➢ Educator demonstrates 29% or less of sped students are proficient on data points

OR	OR	OR	OR
➢ Educator demonstrates 80% of students achieving 1.5 years of academic growth	➢ Educator demonstrates 80% of sped students achieving (1.3) years of academic growth	➢ Educator demonstrates 80% of sped students achieving ➢ (1.0) years of academic growth	➢ Educator demonstrates 80% of sped students achieving less than one year of academic growth

OR	**OR**	**OR**	**OR**
Fall to Spring MAP comparison growth demonstrating 30+ percentile growth	Fall to Spring MAP comparison growth demonstrating 25-29 percentile growth	Fall to Spring MAP comparison growth demonstrating 20-24 percentile growth	Fall to Spring MAP comparison growth demonstrating < 20 percentile growth
*Note—A student with a CI eligibility will be considered proficient if he/she meets projected RIT growth on Fall to Spring MAP			

Appendix B-4:

<u>Gifted and Talented Student Academic Achievement Rubric (Academic Aptitude and Intelligence students only)</u>

1. Proficient (41st percentile +) on NWEA MAP for subjects taught for general education teachers—15%

2. Proficient (41st percentile +) on NWEA MAP for K-8 ELA & Math for specials teachers—15%

3. Proficient (70% +) on Fall to Spring Study Island instead of NWEA MAP for teachers who only teach social studies —15%

4. 3 quality data points for subjects/areas taught/supervised that demonstrate improved student achievement- 10%
   —10%
   - *TCI SS or Science assessments
   - *Everyday Math/Connected Math assessments
   - *F & P
   - *Writing assessments
   - *Study Island
   - *Other pre-approved classroom assessments

Exemplary	**Proficient**	**Progressing**	**Unsatisfactory**
➢ Educator demonstrates 90% or more of GT students are proficient on data points	➢ Educator demonstrates 80-89% of GT students are proficient on data points	➢ Educator demonstrates 79-75% of GT students are proficient on data points	➢ Educator demonstrates 74% or less of GT students are proficient on data points

OR
- ➢ Educator demonstrates 80% of students achieving 1.5 years of academic growth

OR
- ➢ Educator demonstrates 80% of GT students achieving 1.0 years of academic growth

OR
- ➢ Educator demonstrates 80% of GT students achieving 1.0 years of academic growth

OR
- ➢ Educator demonstrates 80% of GT students achieving 1.0 or less years of academic growth

Appendix C: Domains of Effective Teaching Matrix

Source: Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, ASCD, 2007

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

	L E V E L O F P E R F O R M A N C E			
ELEMENT / MDE CROSSWALK	**(4) EXEMPLARY** (Highly Effective)	**(3) PROFICIENT** (Effective)	**(2) PROGRESSING** (Effective)	**(1) UNSATISFACTORY** (Ineffective)
Knowledge of content and the structure of the discipline	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	In planning and practice, teacher makes content errors or does not correct errors made by students.
Knowledge of prerequisite relationships	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.
Knowledge of content-related pedagogy	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency •
Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT / MDE CROSSWALK	L E V E L o f P E R F O R M A N C E			
	(4) EXEMPLARY **(Highly Effective)**	**(3) PROFICIENT** **(Effective)**	**(2) PROGRESSING** **(Effective)**	**(1) UNSATISFACTORY** **(Ineffective)**
Knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays little or no knowledge of the developmental characteristics of the age group.
Knowledge of the learning process	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher sees no value in understanding how students learn and does not seek such information.

Knowledge of students' skills, knowledge, and language proficiency	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT / MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Knowledge of students' interests and cultural heritage	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
Knowledge of students' special needs	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	Teacher is aware of students' special learning and medical needs.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT / MDE CROSSWALK	L E V E L o f P E R F O R M A N C E			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT** (Effective)	**(2) PROGRESSING** (Effective)	**(1) UNSATISFACTORY** (Ineffective)
Value, sequence, and alignment	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.
Clarity	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.
Balance	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect only one type of learning and only one discipline or strand.

Suitability for diverse learners	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes are not suitable for the class or are not based on any assessment of student needs.

Domain 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT / MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Resources for classroom use	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for classroom use available through the school or district.
Resources to extend content knowledge and pedagogy	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.

Resources for students	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for students available through the school or district.

Domain 1: **PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT/ MDE CROSSWALK	L E V E L O F P E R F O R M A N C E			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Learning activities	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
Instructional materials and resources	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.

Instructional groups	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups do not support the instructional outcomes and offer no variety.

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction *(continued)*

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT/ MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Lesson and unit structure	. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent	. The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable	. The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT/MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY **(Highly Effective)**	**(3) PROFICIENT** **(Effective)**	**(2) PROGRESSING** **(Effective)**	**(1) UNSATISFACTORY** **(Ineffective)**
Congruence with instructional outcomes	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	Assessment procedures are not congruent with instructional outcomes.
Criteria and standards	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.	Assessment criteria and standards are clear.	Assessment criteria and standards have been developed, but they are not clear.	Proposed approach contains no criteria or standards.
Design of formative assessments	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has no plan to incorporate formative assessment in the lesson or unit.

Use for planning	Teacher plans to use assessment results to plan future instruction for individual students.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher has no plans to use assessment results in designing future instruction.

Domain 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interactions with other students

ELEMENT / MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Teacher interaction with students	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.
Student interactions with other students	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Student interactions are generally polite and respectful.	Students do not demonstrate disrespect for one another.	Student interactions are characterized by conflict, sarcasm, or put-downs.

Domain 2: **THE CLASSROOM ENVIRONMENT**

Component 2b: Establishing a Culture for Learning

Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

	L E V E L O F P E R F O R M A N C E			
ELEMENT / MDE CROSSWALK	**(4) EXEMPLARY (Highly Effective)**	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Importance of the content	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.
Expectations for learning and achievement	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.
Student pride in work	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.		Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies •
Performance of non-instructional duties • Supervision of volunteers and paraprofessionals

ELEMENT / MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT** (Effective)	**(2) PROGRESSING** (Effective)	**(1) UNSATISFACTORY** (Ineffective)
Management of instructional groups	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Students not working with the teacher are not productively engaged in learning.
Management of transitions	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	Transitions occur smoothly, with little loss of instructional time.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions are chaotic, with much time lost between activities or lesson segments.
Management of materials and supplies	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.

Performance of non-instructional duties	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Considerable instructional time is lost in performing non-instructional duties.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT / MDE CROSSWALK	(4) EXEMPLARY (Highly Effective)	(3) PROFICIENT (Effective)	(2) PROGRESSING (Effective)	(1) UNSATISFACTORY (Ineffective)
	L E V E L O F P E R F O R M A N C E			
Expectations	Standards of conduct are clear to all students and appear to have been developed with student participation.	Standards of conduct are clear to all students.	Standards of conduct appear to have been established, and most students seem to understand them.	No standards of conduct appear to have been established, or students are confused as to what the standards are.
Monitoring of student behavior	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	Teacher is alert to student behavior at all times.	Teacher is generally aware of student behavior but may miss the activities of some students.	Student behavior is not monitored, and teacher is unaware of what the students are doing.
Response to student misbehavior	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT / MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	(3) PROFICIENT (Effective)	(2) PROGRESSING (Effective)	(1) UNSATISFACTORY (Ineffective)
Safety and accessibility	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is unsafe, or learning is not accessible to some students.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT / MDE CROSSWALK			
	L E V E L O F P E R F O R M A N C E		
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Expectations for learning	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose in a lesson or unit is unclear to students.
Directions and procedures	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are confusing to students.
Explanations of content	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.

Use of oral and written language	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT / MDE CROSSWALK	L E V E L O F P E R F O R M A N C E			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Quality of questions	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.
Discussion techniques	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.
Student participation	Students themselves ensure that all voices are heard in the discussion.	Teacher successfully engages all students in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	A few students dominate the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT / MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Activities and assignments	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
Grouping of students	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are inappropriate to the students or to the instructional outcomes.
Instructional materials and resources	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.

Structure and pacing	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT / MDE CROSSWALK	L E V E L O F P E R F O R M A N C E			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Assessment criteria	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are not aware of the criteria and performance standards by which their work will be evaluated.
Monitoring of student learning	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher does not monitor student learning in the curriculum.
Feedback to students	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is of poor quality and not provided in a timely manner.

Student self-assessment and monitoring of progress	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students do not engage in self-assessment or monitoring of progress.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

ELEMENT / MDE CROSSWALK	**L E V E L O F P E R F O R M A N C E**			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Lesson adjustment	Teacher successfully makes a major adjustment to a lesson when needed.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.
Response to students	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	Teacher successfully accommodates students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher ignores or brushes aside students' questions or interests.
Persistence	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

ELEMENT / MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Accuracy	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.
Use in future teaching	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Non-instructional records

ELEMENT / MDE CROSSWALK	L E V E L O F P E R F O R M A N C E			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is in disarray.
Student progress in learning	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.
Non-instructional records	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT / MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Information about the instructional program	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides little or no information about the instructional program to families.
Information about individual students	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.
Engagement of families in the instructional program	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT / MDE CROSSWALK	(4) EXEMPLARY (Highly Effective)	(3) PROFICIENT (Effective)	(2) PROGRESSING (Effective)	(1) UNSATISFACTORY (Ineffective)
	L E V E L O F P E R F O R M A N C E			
Relationships with colleagues	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.	Relationships with colleagues are characterized by mutual support and cooperation.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Teacher's relationships with colleagues are negative or self-serving.
Service to the school	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher participates in school events when specifically asked.	Teacher avoids becoming involved in school events.
Participation in school and district projects	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher participates in school and district projects when specifically asked.	Teacher avoids becoming involved in school and district projects.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT / MDE CROSSWALK	LEVEL OF PERFORMANCE			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Enhancement of content knowledge and pedagogical skill	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.
Receptivity to feedback from colleagues	Teacher seeks out feedback on teaching from both supervisors and colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.
Service to the profession	Teacher initiates important activities to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher finds limited ways to contribute to the profession.	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

	LEVEL OF PERFORMANCE			
ELEMENT / MDE CROSSWALK	**(4) EXEMPLARY (Highly Effective)**	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Integrity and ethical conduct	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays dishonesty in interactions with colleagues, students, and the public.
Service to students	Teacher is highly proactive in serving students, seeking out resources when needed.	Teacher is active in serving students.	Teacher's attempts to serve students are inconsistent.	Teacher is not alert to students' needs.
Advocacy	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher contributes to school practices that result in some students being ill served by the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism *(continued)*

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT / MDE CROSSWALK	L E V E L O F P E R F O R M A N C E			
	(4) EXEMPLARY (Highly Effective)	**(3) PROFICIENT (Effective)**	**(2) PROGRESSING (Effective)**	**(1) UNSATISFACTORY (Ineffective)**
Decision making	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher makes decisions and recommendations based on self-serving interests.
Compliance with school and district regulations	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	Teacher complies fully with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher does not comply with school and district regulations.

Appendix D.

Teacher Summative Evaluation JKL Bahweting School

Teacher Name: _____Grade Level:_____

Administrator/Supervisor: _____Date:_____

Domain 1. Planning and Preparation Component Score:	(4) EXEMPLARY (Highly Effective)	(3) PROFICIENT (Effective)	(2) PROGRESSING (Effective)	(1) UNSATISFACTORY (Ineffective)
1a. Demonstrating Knowledge of Content and Pedagogy--	Extensive knowledge	Solid knowledge	Familiarity	Content errors
1b: Demonstrating Knowledge of Students and Learning--	Extensive knowledge	Accurate/current. knowledge	Limited/outdated knowledge	No knowledge/value
1c: Selecting Instructional Goals--	All represent high expectations	Most represent high expectations	Most represent moderately high expectations .	Most represent low expectations
1d: Demonstrating Knowledge of Resources--	Extensive knowledge resources in/outside of school	Awareness of resources available in/outside of school	Awareness of resources available in school	Unawareness of resources available for students
1e: Designing Coherent Instruction--	Highly suitable to diverse learners/ instructional outcomes.	Suitable to diverse learners/instructional outcomes	Some suitable to diverse learners/instructional outcomes	Not suitable to diverse learners/instructional outcomes
1f: Assessing Student Learning--	Fully aligned/adapted/utilized to support instructional outcomes	Most aligned/adapted/utilized to support instructional outcomes	Some aligned/adapted/utilized to support instructional outcomes	Not aligned/adapted/utilized to support instructional outcomes

Notes:

Total Score for Domain 1:

Domain 2. The Classroom Environment				
2a: Creating an Environment of Respect and Rapport--	Interactions reflect genuine respect/caring	Interactions reflect general caring/respect	Interactions reflect appropriate respect/caring & occasional inconsistencies	Some interactions with students reflect negativity/disrespect
2b: Establishing a Culture for Learning--	Students take pride in producing quality work	Most students take pride in producing quality work	Some students take pride in producing quality work	No students take pride in producing quality work.
2c: Managing Classroom Procedures--	Routines are seamless, with students assuming some responsibility for smooth operation	Routines occur smoothly, with little loss of instructional time	Routines function moderately well, but with some loss of instructional time	Routines are handled inefficiently, resulting in significant loss of instructional time
2d: Managing Student Behavior--	All student behavior management is subtle/ preventive/respectful	Most student behavior management is subtle/ preventive/respectful	Some student behavior managing is subtle/ preventive/respectful but teacher may miss the activities of some students.	Student behavior is not monitored, and teacher is unaware of what the students are doing.

Notes:

Total Score for Domain 2:

Domain 3. Instruction				
3a: Communicating Clearly and Accurately--	Content explanation is imaginative/ connects with students' knowledge/experience.	Content explanation is appropriate/ connects with students' knowledge/experience.	Content explanation is uneven; some is done skillfully, but other portions are difficult to follow.	Content explanation is unclear or confusing or uses inappropriate language.
3b: Using Questioning and Discussion Techniques--	Questions are of high quality, with adequate time for students to respond.	Most questions are of high quality with adequate time for students to respond.	Questions are a combination of low and high quality, posed in rapid succession.	Questions are all of poor quality, with low cognitive challenge/ single correct responses/asked in rapid succession.
3c: Engaging Students in Learning--	All students are cognitively engaged in activities/assignments in their exploration of content.	Most activities/ assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
3d: Providing Feedback to Students--	Teacher systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher does not monitor student learning in the curriculum.
3e: Demonstrating Flexibility and Responsiveness--	Teacher successfully makes a major adjustment to a lesson when needed.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.
Notes: Total Score for Domain 3:				

Domain 4. Professional Responsibilities				
4a: Reflecting on Teaching—	Teacher makes accurate assessment of lesson's effectiveness/citing many specific examples.	Teacher makes an accurate assessment of a lesson's effectiveness/can cite general references to support the judgment.	Teacher has a generally accurate impression of a lesson's effectiveness.	Teacher does not know whether a lesson was effective or teacher profoundly misjudges the success of a lesson.
4b: Maintaining Accurate Records--	System for maintaining information is fully effective. Students help in maintaining the records.	System for maintaining information on student completion of assignments is fully effective.	System for maintaining information on student completion of assignments is rudimentary and only partially effective.	System for maintaining information on student completion of assignments is in disarray.
4c: Communication with Families	Teacher provides frequent information to families about the instructional program. Students participate in preparing materials.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides little or no information about the instructional program to families.
4e. Showing Professionalism	Teacher seeks out opportunities for professional development/does action research.	Teacher seeks out opportunities for professional development.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.
Notes: Total Score for Domain 4: Overall Performance Score:				

Evaluator's Signature:_____

Employee's Signature:_____

Appendix E:

JKL Bahweting School
Pre-observation Form

Teacher Name: _____

Grade Level:_____

Curriculum/Subject Observed _____

Administrator/Supervisor: _____

Date Preconference form submitted: _____

*** Please attach lesson plan/matrix (circle on matrix the major focus)

1. Briefly describe the students in the class, including those with special needs. (component 1b)	2. Briefly describe the goals of the lesson/what you want students to learn. (component 1c)
3. Why are these goals suitable for this group of students? (component 1c)	4. How do you plan to engage the students in the content?

5. How do you plan to assess student achievement of these goals? (component 1f)	6. How do you plan to use the results of the assessment?
Teacher comments:	

Appendix F:

<div align="center">

JKL Bahweting School
Lesson Observation Report

</div>

Teacher Name: _____

Grade Level: _____

Curriculum/Subject Observed: _____

Date of Observation: _____

Planned: _____   Unplanned: _____

Administrator/Supervisor: _____

Domain 1. Planning and Preparation	Satisfactory	Unsatisfactory
1a. Demonstrating Knowledge of Content and Pedagogy		
1b: Demonstrating Knowledge of Students		
1c: Selecting Instructional Goals		
1d: Demonstrating Knowledge of Resources		
1e: Designing Coherent Instruction		
1f: Assessing Student Learning		
Notes:		
Domain 2. The Classroom Environment		
2a: Creating an Environment of Respect and Rapport		
2b: Establishing a Culture for Learning		
2c: Managing Classroom Procedures		
2d: Managing Student Behavior		
Notes:		

Domain 3. Instruction		
3a: Communicating Clearly and Accurately		
3b: Using Questioning and Discussion Techniques		
3c: Engaging Students in Learning		
3d: Providing Feedback to Students		
3e: Demonstrating Flexibility and Responsiveness		
Notes:		
Domain 4. Professional Responsibilities		
4a: Reflecting on Teaching		
4b: Maintaining Accurate Records		
4c: Communication with Families		
4e. Showing Professionalism		
Notes:		

Lesson Objective: (enter here)

Lesson Description: (enter here)

Observed Strengths: (enter here)

Recommendations for Improvement: (enter here)

Other Comments/Suggestions: (enter here)

Teacher Comments/Reflection attached (optional) yes _____ no _____

**Teacher Signature: _____   Date: _____

Administrator/Supervisor: _____   Date: _____

**Signature indicates only that the teacher has read this completed form.

Appendix G:

JKL Bahweting School Observation Reflection Form
Teacher Name: _____   Planned: _____ Grade Level: _____   Unplanned: _____ Curriculum/Subject Observed: _____ Administrator/Supervisor: _____ Observation Date: _____   Post Conference Date: _____
1. As I reflect on the lesson, to what extent were students productively engaged? (component 4a, 1e, 3c)
2. Did the students learn what I intended? Were my instructional goals met? How do I know? (component 1f, 4a)
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why? (component 1e, 3e)
4. If I have the opportunity to teach this lesson again to this same group or students, what would I do differently? Why? (component 4a)

5. Provide 3 or more pieces of evidence of student growth (if applicable) from this lesson. This work should reflect the full range of student ability in your class and include feedback you provide to students on the work.

Teacher Signature/date _____

Administrator/Supervisor/date _____

Appendix H: **JKL Bahweting School Supervision and Evaluation Cycle**

<div style="writing-mode: vertical">Annual evaluation: Evaluation will consist of the development of an IPGP, review of student achievement from multiple of sources, and review of Professional Contributions/Professional Activities.</div>

New Hires:
 New teachers will be assigned a mentor and evaluated using the current process in place. An IPGP will be developed over the course of the year.
Pre/post conference for planned; post conference for unplanned and Summative Evaluation
September-October: Planned observation (Lesson Observation Report)
November-December: Unplanned observation (Lesson Observation Report)
January: Summative Evaluation of Indicators of Professional Practice
January-February: Planned observation (Lesson Observation Report)
March-April: Unplanned observation (Lesson Observation Report)
May: Summative Evaluation of Indicators of Professional Practice

Year 2 Teachers:
In the second year of employment as a teacher, a mentor will be assigned and an IPGP will be developed in the fall. The following evaluation process would be utilized:
September-Dec: Planned observation (Lesson Observation Report)
January-April: Unplanned observation (Lesson Observation Report)
May: Summative Evaluation of Indicators of Professional Practice
Meeting to discuss the IPGP

Year 3 Teachers:
In the third year as a teacher, a mentor will be assigned and an IDP will be developed in the fall. The following evaluation process would be utilized:
On –going: (1-6) (Lesson Observation Report)
On-going: Meeting to discuss the IPGP

Veteran Staff:
Veteran staff f all into two categories:
    a.   Formal evaluation: Veteran staff will develop an IPGP annually. A three year evaluation cycle will be used and will consist of the following:
        September-Dec: Planned observation (Lesson Observation Report)
        January-April: Unplanned observation (Lesson Observation Report)
        May: Summative Evaluation of Indicators of Professional Practice
        Meeting to discuss the IPGP

b. Veteran Staff not scheduled for formal evaluation will follow the process as outlined to the left.

Implementation of an IPGP

Review of student achievement data from multiple sources.

Professional Contributions/Professional Activities

**Teachers have the option to request for formal evaluation, per the year-two teacher process, providing their supervisor in writing by October 1.

Appendix I:

The Leadership Performance Matrix
JKL Bahweting Anishnabe PSA

Source: Adapted from Assessing Educational Leaders: Evaluation Performance for Improved
Individual and Organizational Results, pp. 105-128, Douglas Reeves, Corwin Press, 2004

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
1.0 Resilience				
1.1 Willingness to admit error and learn from it	Share case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization. Builds resilience in colleagues and throughout organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.	Admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Evidence of learning from past errors. Non defensive attitude in accepting feedback and discussing errors and failures to learning from mistakes.	Able to accept evidence of mistakes when offered by others. Some evidence of learning from mistakes.	Unwilling to acknowledge errors. When confronted with evidence of mistakes, is defensive and resistant

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
1.2 Constructively handles disagreement with leadership/ policy decisions and dissent from subordinates	In disagreements with policy/leadership decisions and dissent from subordinates, is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization. Once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions. Recognizes and rewards thoughtful dissent.	Leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for final decisions.	Sometimes challenges leadership decisions or subordinate dissent without bringing those concerns to appropriate executive and policy authorities. Sometimes implements unpopular policies unenthusiastically or because "I'm just following orders, but I don't like it."	Ignores or subverts executive and policy decisions or dissent from subordinates that are unpopular or distasteful.

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
1.3 Explicit improvement of specific performance areas based on the previous leadership evaluation	Previous evaluations are explicitly reflected into projects, tasks, and priorities. Performance on each evaluation reflects specific and measurable improvements along the performance continuum from ineffective, to progressing, to proficient, to exemplary.	Previous evaluations are combined with personal reflection and feedback to improve performance.	Leader is aware of previous evaluations, but has not translated them into an action plan.	No evidence of reference to previous leadership evaluations in the leader's choices of tasks and priorities.

2.0 Personal Behavior

2.1 Integrity in meeting commitments	The leader meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	The leader almost always meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	The leader meets explicit written commitments. The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.	The words "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments. This leader cannot be trusted to follow through with tasks, budgets, priorities, or performance.
2.2 Emotional self-control	The leader possesses complete self-control, even in the most difficult and confrontational situation, but also provides assistance to colleagues on the techniques of emotional intelligence. The leader	The leader can deal with sensitive subjects and personal attacks with dignity and self-control. The leader rarely meets anger with anger, but	Occasional raised voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.	Loses temper and emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
	serves as a model for emotional intelligence for staff.	defuses confrontational situation with emotional intelligence, empathy, and respect.		
2.3 Compliance with legal and ethical requirements in relationships with employees/students	Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. Inculcates the foundations of mutual respect for colleagues/students and for the law throughout the organization.	No instances of illegal or unethical conduct with employees, prospective employees, students or other conduct that crosses the line of policy or law.	There is no "progressing" in this category – one strike and you're out. Failing to be proficient is the same as being ineffective.	Violates – even just one time – the legal and policy requirements for the relationship between leaders and employees/students.
2.4 Tolerance of different points of view within the boundaries of the values and mission of the organization	Actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards. Explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.	Focuses evaluation on the achievement of mission and adherence to values, without penalizing differences in points of view that are within the framework of organizational requirements	Accepts alternative points of view, but little or no development or encouragement of those views.	Suppresses other points of view and discourages disagreement or divergent thinking.

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
3.0 Decision Making				
3.1 Factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. This adherence to the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs. The leader can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom. Inferences from data are shared regularly outside the school community in order to share the analysis and replicate the success of this school leader.	The records of decision making reflect a clear reliance on state and district student achievement data.	Some decisions are based on data, but others are the result of personal preference and tradition.	Data are rarely used for decisions and the predominant decision-making methodology is either a popularity context or an imperial mandate from the leader.
3.2 Decisions evaluated for effectiveness and revised where	The leader can provide clear and consistent evidence of decisions that have been changed based on new data.	The leader has a record of evaluating and revising decisions based on new information.	The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making	The leader is mired in old decisions, accumulating each one as if decisions were etched in stone.

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
necessary	The leader has a regular pattern of decision reviews in which previous decisions are reevaluated in light of the most current data. There is a culture of "honesty in sharing bad news" in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.		changes	There is little or no evidence of reflection and reevaluation of previous decisions.

4.0 Communication

4.1 Two-way communication with students, staff, parents, and community.	In addition to all of the "proficient" characteristics, the leader goes to exceptional lengths to listen to students, staff, parents, and community members. The listening strategies may include focus groups, surveys, advisory committees, and numerous one-to-one conversations. Discussions with stakeholders reveal that they know that the leader will listen to them and treat them with respect.	The leader knows stakeholder names, regularly greets students by name, and is proactive in talking with and listening to stakeholders. The leader is particularly visible at the beginning and end of the school day and during all other times when stakeholders are present.	The leader knows most stakeholder names, is visible and often greets stakeholders by name, and talks with them frequently.	The leader does not know stakeholders names, avoids contact except where leadership presence is required, and retreats to the office during most occasions where stakeholders are likely to be present. Many stakeholders do not know the leader's name or recognize the leader on sight.

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*

5.0 Faculty Development

5.1 Understanding of faculty proficiencies and needs for further development	In addition to the "proficient" criteria, the leader has also demonstrated a record of tailor-made professional development opportunities linked to the needs of each staff member, including certified and noncertified staff. The leader personally participates in professional development to demonstrate a commitment to lifelong learning. The leader shares professional development opportunities with other schools, departments, districts, and organizations as the need arises.	The leader has created individual learning plans for each member of the instructional staff, and professional development activities reflect the prioritized needs on these plans.	The leader is aware of differentiated needs of faculty and staff members, and there are a few instances of differentiated professional development.	Professional development is typically "one size fits all" and there is little or no evidence of recognition of individual faculty needs.
5.2 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance	The leader possesses all the attributes of "proficient" performance and also uses creative ways of feedback. Examples are consistent nomination of employees for recognition and awards, letters of commendation, and personal messages of admiration. The entire organization reflects the	The leader provides formal feedback consistent with the district personnel policies and provides informal feedback to reinforce good performance and highlight the strengths of colleagues. Feedback is explicitly	The leader adheres to the personnel policies in providing formal feedback, although the feedback is only occasionally used to improve organizational performance. The leader rarely shares learning experiences with other leaders and colleagues	Formal feedback is formulaic and unspecific. Informal feedback is rare and more likely to be associated with negative than positive behavior. The leader never shares learning experiences with other

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
	leader's relentlessly positive reinforcement, and performance by individuals and the organization reflects the leader's focus on recognition that is accurate, timely, and specific. The leader balances individual recognition with team and organization-wide recognition. The leader routinely shares learning experiences with other leaders and colleagues throughout the system.	linked to organizational goals and both the leader and employees can cite examples of where feedback if used to improve individual and organizational performance. The leader often shares learning experiences with other leaders and colleagues throughout the system.	throughout the system.	leaders and colleagues throughout the system.

6.0 Leadership Development

6.1 Strong assistant administrators who are capable of immediately assuming leadership responsibilities in this school or other buildings and identification of potential future leaders	The leader has assistant administrators who are ready to assume leadership responsibilities, and the leader has already established a track record of placing former mentees in positions of leadership. The leader continues to provide guidance and mentorship to new, developing, and emerging leaders even when they are outside of the	The leader has personally trained at least one assistant administrator who is capable of replacing the leader today.	The leader provides some training to an assistant administrator who may, in time, be capable of independently assuming a leadership role.	The other administrators under the leader's direction are not capable of assuming additional responsibilities and there does not appear to be a coherent and consistent leadership training program in place.

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
	leader's personal span of leadership. Multiple leaders throughout the system cite this leader as a mentor and reason for their success.			
6.2 Evidence of delegation and trust in subordinate leaders	People throughout the organization are empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. There is a relationship of authority and responsibility at every level in the organization. There is a relationship of authority and responsibility, and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The leader reserves almost all decision-making authority, even on immaterial matters. Subordinates are unwilling or unable to exercise independent judgment.

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*

7.0 Time/Task/Project Management

7.1 Choices for time management reflect a focus on the most important priorities	The priorities of the organization and this leader's task list create a mirror image. By looking at this leader's calendar and prioritized task list, one would know and understand the priorities of the organization. The leader not only removes diversions and obstacles from his or her own task list, but also helps to focus the entire organization in the right way by carefully matching tasks to priorities.	The priorities of the organization and the priorities on the task list are closely matched. The leader regularly removes tasks, or delegates tasks, where there is an insufficient link between the task and the leader's and organization's priorities.	The leader is aware of organizational priorities, but the daily emergencies frequently seem to intrude into a focus on the priorities.	The leader is unaware of or indifferent to organizational priorities. The task list, if it exists, is more about putting out fires than about implementing organizational priorities.
7.2 Complex projects have clear objectives and coherent plans	In addition to meeting all of the criteria for proficient project management, the leader also uses project management as a teaching device, helping others in the organization understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build systems	Projects are managed using clear and written lists of milestones, deadlines, and persons responsible. Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impacts of changes in one task are not clear and are rarely documented. The leader's prioritized task list includes tasks that are, in actuality, projects composed	Project management is haphazard or nonexistent. There is little or no evidence of lists of milestones and deadlines.

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
	thinking throughout the organization. Project plans are visible in heavily trafficked areas so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. The leader's task list carefully differentiates between task and a project.	of multiple tasks.	
8.0 Technology				
8.1 Demonstrated use of technology to improve teaching and learning	In addition to meeting the criteria for proficient performance, the leader serves as a model for technology implementation to other organizations. The links between technology implementation and learning success are clear and public. The leader coaches the entire staff	The leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching/learning objectives. Personally uses email, word processing,	The leader is personally proficient in technology and appears to be an advocate for the use of technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.	The leader does not display personal competence in technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.

CROSSWALK:	Highly Effective	Effective	Effective	Ineffective
Leadership Dimension	*Exemplary (4)*	*Proficient (3)*	*Progressing (2)*	*Unsatisfactory (1)*
	on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.	spreadsheets, presentation software, data bases, and district software. Personal study and professional development reflect a commitment to continued learning.	Takes limited initiative to learn new technology.	

9.0 Learning

9.1 Personal understanding of research trends in education and leadership	In addition to personal reading that is wide and deep in the field of educational research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.	Personal reading, learning, and teaching of educational research trends.	Occasional educational research reading and some interest in personal reading and learning.	Little or no evidence of personal learning and research.

Educator Performance Evaluation Summative--Administrator

Administrator Name: **Date**:

Educator Performance Evaluation Protocol

Educator evaluation will be comprised of the following components:

Ratings--4 = Exemplary   3 = Proficient   2 = Progressing   1 = Unsatisfactory

Components	%	Rating	Evidence
A. Educator-specific student academic achievement	**25%** **(2015/16)**	**Rationale for Rating** **Rating**—	• NWEA MAP Scores Summary of Proficiency (41st percentile +) for areas supervised—15% • 3 quality data points for subjects/areas supervised that demonstrate improved student achievement- 10%
B. Formal Evaluation Results	**25%**	**Rating**—	Based on formal observation overall rating--25%
C. Evidence of Professional Growth	**25%**	**Rational for Rating** . **Rating**—	• IPGP/Administrative Goal – 8.33% • Four quality examples of how you used additional/recent professional development opportunities(within three years with added demensions) on an on-going basis in order to create specific instructional/classroom adaptations to improve professional practice and learning outcomes for students –8.33% • Evidence of at least one active involvement in school/ISD committee(s) and how this improved student achievement—

			8.33%
D. Professional Contributions/ Professional Activities	**25%**	**Rationale for Rating** **Rating**—	• Four quality examples of leadership, teaching, behavioral and/or curriculum research-based strategies (not used in Component C) that are associated with improved student achievement— 8.33% • 3 quality data points for subjects/areas supervised that demonstrate improved student achievement- 10%—8.33% • Evidence of participation in twenty school-related extra-curricular activities –8.33%
Total	100	**Overall Rating—**	

ADMINISTRATOR SUMMATIVE EVALUATION OF INDICATORS OF PROFESSIONAL PRACTICE

Administrator Name: **Date of Evaluation:**

4=Exemplary   3 = Proficient   2 = Progressing   1 = Unsatisfactory

Leadership Dimension 1.0 *Resilience*	4	3	2	1
1.1 Willingness to admit error and learn from it				
COMMENTS:				
1.2 Constructively handles disagreement with leadership/policy decisions and dissent from subordinates				
COMMENTS:				
1.3 Explicit improvement of specific performance areas based on the previous leadership evaluation				
COMMENTS:				
Overall Rating 1.0—				

Leadership Dimension 2.0 *Personal Behavior*	4	3	2	1
2.1 Integrity in meeting commitments				
COMMENTS:				
2.2 Emotional self-control				
COMMENTS:				
2.3 Compliance with legal/ethical requirements in relationships with employees/students				
COMMENTS:				
2.4 Tolerance of different points of view within the boundaries of the values/mission of the organization				
COMMENTS:				
Overall Rating 2.0—				

Leadership Dimension 3.0 *Decision Making*	4	3	2	1
3.1 Factual basis for decisions, including specific reference to internal/external data on student achievement and objective data on curriculum, teaching practices, and leadership practices				
COMMENTS:				
3.2 Decisions evaluated for effectiveness and revised where necessary				
COMMENTS:				
Overall Rating 3.0--				

Leadership Dimension 4.0 *Communication*				
4.1 Two-way communication with students, staff, parents, and community				
COMMENTS:				
Overall Rating 4.0--				

Leadership Dimension 5.0 *Faculty Development*	4	3	2	1
5.1 Understanding of faculty proficiencies and needs for further development				
COMMENTS:				
5.2 Formal/informal feedback to colleagues with the exclusive purpose of improving individual/organizational performance				
COMMENTS:				
Overall Rating 5.0--				

Leadership Dimension 6.0 *Leadership Development*				
6.1 Strong assistant administrators who are capable of immediately assuming leadership responsibilities in this school or other buildings and identification of potential future leaders				
COMMENTS:				
6.2 Evidence of delegation and trust in subordinate leaders				
COMMENTS:				
Overall Rating 6.0—				

Leadership Dimension 7.0 *Time/Task/Project Management*	4	3	2	1
7.1 Choices for time management reflect a focus on the most important priorities				
COMMENTS:				
7.2 Complex projects have clear objectives and coherent plans				
COMMENTS: **Overall Rating 7.0---**				

Leadership Dimension 8.0 Communication	4	3	2	1
8.1 Demonstrated use of technology to improve teaching and learning				
COMMENTS: **Overall Rating 8.0—**				

Leadership Dimension 9.0 *Learning*	4	3	2	1
9.1 Personal understanding of research trends in education and leadership				
COMMENTS**:** **Overall Rating 9.0—**				
Overall Indicator Rating for Component B—				

Signature of Administrator:_____**Date:**_____

Signature of Supervisor:_____**Date:**_____

Administrator Evaluation Timeline/Protocol

1. **October**—the administrative assistant will send an appointment to each administrator for a pre-evaluation conference with the superintendent. During this conference, the superintendent will review the Administrative Evaluation Indicators with the administrator and discuss the types of evidence that will need to support evaluation ratings as outlined in the Educator Performance Evaluation Protocol Chart. At this time, the Administrative Goal will also be discussed. Administrative Goals are due during the first week in November.

2. **Evidence Gathering Completion Conference**—when an administrator has gathered evidence as described in the Educator Performance Evaluation Protocol, the administrator will notify the administrative assistant to schedule an appointment for the administrator with the superintendent to discuss the evidence. All evidence must be gathered by mid-March to allow sufficient time for superintendent to complete the evaluation process prior to the April Board meeting.

3. **Completion of the Administrator Summative Evaluation--**within two weeks of the Evidence Gathering Completion Conference, the superintendent will complete the Administrator Summative Evaluation.

4. **Post-Evaluation Conference—**the administrative assistant will make an appointment for administrators with the superintendent to review the Administrator Performance Evaluation Summative. At that time an overall rating of "Exemplary," "Proficient," "Progressing or "Unsatisfactory" will be assigned. The superintendent and the administrator will sign the summative evaluation and it will be scanned into the administrator's personnel file.

JKL Bahweting Anishnabe PSA
Individual Professional Growth Plan (IPGP)
School Assigned – 2016-2017

Name:
Position:
Date:

    I.   **School-Assigned IPGP Goal:**

A. Domain/Element/Component (from Domains of Effective Teaching/Leadership Performance Matrix):

<u>Goal #1 </u>(What)

<u>Objective #1 </u>(How)

<u>Assessment #1 </u>(Measurable Outcome/s)

Students will demonstrate content proficiency through data collection and analysis of summative (standardized) and formative (on-going classroom) assessments/samples.

Action Steps:	By When:	Review Date:	Completed:

<u>Support from my Supervisor:</u>

➢   ➢

JKL Bahweting Anishnabe PSA
Individual Professional Growth Plan (IPGP)
Teacher Self-Designed – 2016-2017

II. Teacher-Developed IPGP Goals:

> Choose ANY one (1) goal from the "Domains of Effective Teaching Matrix/Leadership Performance Matrix" in the Educator Evaluation and Student Achievement Growth Plan

B. Domain/Element/Component (from Domains of Effective Teaching/Leadership Performance Matrix):

Goal #2:   (What)

Teacher will

Objective #2: (How)

Teacher will

Assessment #2:   (Measureable Outcome/s)

Students will demonstrate

Action Steps:	By When:	Review Date	Completed

Support from my Supervisor:

➢
➢

JKL Bahweting Anishnabe PSA
Individual Professional Growth Plan (IPGP)
Reflection for Goals/Objectives – 2016-17

Teacher _____

Grade/Subject_____

I. School Assigned Individual Professional Growth Plan Goals/Objective:

Goal #1 – Cooperative Learning Strategies:

Goal # 1   Rating: _____

Points of Evidence Demonstrating Student Achievement: (Summary of Analysis)

II. Educator-Developed Individual Professional Growth Plan Goal:

Goal #2 – Topic: _____

Goal # 2 _____   Rating: _____

Points of Evidence Demonstrating Student Achievement: (Summary of Analysis)

Supervisor Comments:

_____

_____

_____

_____
(Supervisor will meet with teacher to discuss the IPGP Reflection and change over time / new learning).

_____   _____
Teacher Signature   Date

_____   _____
Supervisor Signature   Date

Rating Descriptors: (See IPGP Rubric, Appendix M, of JKL Bahweting School Educator Evaluation and Student Achievement and Growth Plan for full rating details)

- ➢ Exemplary

- ➢ Proficient

- ➢ Progressing

- ➢ Unsatisfactory

Appendix M:

IPGP Rubric

	Exemplary (Highly Effective)	Proficient (Effective)	Progressing (Effective)	Unsatisfactory (Ineffective)
Goals	All of the goals are clearly defined, outcomes are clear, written in the form of student learning, and permit viable methods of assessment	Goals are clearly defined, outcomes are clear and student centered	Goals are identified but not clearly defined and/or outcome is unclear	No goals are identified
Standards	Standards are clearly identified and represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines	Most standards are clearly identified and represent high expectations and rigor and important learning in the discipline	Some standards are clearly identified and represent high expectations and rigor and important learning in the discipline	Standards are not identified/do not reflect high expectations and rigor
Action Steps	All action steps are complete by the target date and are connected to the standards in the discipline and in related disciplines	Most action steps are complete by the target date and are connected to the standards in the discipline	Some action steps are complete by the target date and are connected to the standards in the discipline	Action steps were not completed

| Sources of Evidence | Extensive sources of evidence to support progress toward measurable goals is evident | Multiple sources of evidence to support progress toward measurable goals is evident | Some sources of evidence to support progress toward measurable goals is evident | Limited/No evidence available to support progress |

Note: Add individual categories and divide by 4.

Appendix N:

Professional Contributions/Professional Activities Rubric

Exemplary	Proficient	Progressing	Unsatisfactory
Educator establishes/takes leadership in professional learning communities, implementing research-based instructional strategies, &/or action research projects and demonstrates changes in instructional/curricular/ assessment practices for student achievement	Educator participates in professional learning communities, implementing research-based instructional strategies, &/or action research projects and demonstrates changes in instructional/ curricular/assessment practices for student achievement	Educator participates in professional learning communities, implementing research-based instructional strategies, &/or action research projects	Educator does not participate in professional learning communities &/or action research projects
Educator takes on leadership for the implementation of school initiatives and demonstrates full implementation	Educator embraces and demonstrates implementation of school initiatives	Educator accepts school initiatives and demonstrates limited implementation of school initiatives	Educator does not implement school initiatives
Educator has a clear understanding of the culture and mission of the school and links participation in school events to benefits to the school atmosphere	Educator has an understanding of the culture and mission of the school and uses that understanding to guide participation decisions	Educator accepts the culture and mission of the school	Educator lacks an understanding of the culture and mission of the school
Educator volunteers to participate in school events, making substantial contribution	Educator volunteers to participate in school events	Educator participates in school events when asked	Educator not involved in school events
Educator voluntarily assumes a	Educator voluntarily assumes a	Educator assumes a leadership	Educator avoids leadership role

leadership role in several aspects of school life	leadership role in at least some aspect of school life	role when asked in some aspect of school life

Appendix O:

MEMORANDUM OF UNDERSTANDING

To: (staff member)
From: (supervisor)
Date: (date)
Re: Follow-up from our Conversation Dated (_____)

Thank you for taking the time to meet with me today to discuss (general statement of issue/concern). The following is a summary of our conversation:

> ➢ _____ (Specific statement of the issue or concern)

> ➢ _____ (Data to support the assessment of the issue or concern)

> ➢ _____ (Directive)

In the course of our conversation, I committed to (outline the support the supervisor will provide)

_____.

You committed to _____ (outline the action steps the

teacher will take).

I will _____ (describe the follow-up and accountability measures the

supervisor will take and the dates for each).

I sincerely hope that, as a result of these agreements, we will _____ (describe

the desired state of terms of target teacher behavior and student achievement results).

If you have any questions or concerns, my door is always open.

_____ _____
Teacher's signature showing receipt of memo   date

_____ _____
Supervisor's signature   date

Cc: personnel file, reviewed annually
Source: The Instructional Leader's Guide to Strategic Conversations with Teachers. R. Jackson. 2008.

Appendix P:

Educator Performance Evaluation Summative

Educator Name: **Date:**

Educator Performance Evaluation Protocol

Educator evaluation will be comprised of the following components:

Ratings--4 = Exemplary   3 = Proficient   2 = Progressing   1 = Unsatisfactory

Components	%	Rating	Evidence	Supervisor Comments
A. Educator-specific student academic achievement data (Appendix B)	**25%** **(2015/16)**		5. Proficiency (41st percentile+) on NWEA MAP-- for subjects teachers provide instruction; specials teachers use K-8 MAP ELA and Math scores—15% 6. Proficiency (70% +) on Study Island instead of MAP for teachers who teach only social studies —15% 7. Other Data Points for subject areas taught- 10% **Overall Component Rating**	
B. Formal Evaluation Results (Appendix C and D) Or	**25%**		• Based on formal observation overall rating –25%	

| (Appendix I & J) | | | **Overall Component Rating** | |

Components	%	Rating	Evidence	Supervisor Comments
C. Evidence of Professional Growth (Appendix M)	**25%**		• Completion of IPGP/Administrative Goal—8.33% • Four quality examples of how you used additional/recent professional development opportunities (up to three years with added dimensions) on an on-going basis in order to create specific instructional/classroom adaptations to improve professional practice and learning outcomes for students – 8.33% • Evidence of at least one active involvement in school/ISD committees and evidence as to how this involvement improved student achievement –8.33% **Overall Component Rating**	
D. Professional Contributions/ Professional Activities	**25%**		• Four quality examples of leadership, teaching, behavioral and/or curriculum research-based strategies (not used in Component C) associated	

(Appendix N)			with improved student achievement—8.33% • One classroom Observation per semester (teacher)—8.33% • Number of Walk-Throughs (administrator)—8.33% • Evidence of participation in ten (teacher)/twenty (administrator) school-related extra-curricular activities –8.33% **Overall Component Rating**	
Total	100/100			

Teacher Signature: _____ **Date:**_____

Supervisor Signature: _____**Date:**_____

Educator Evaluation & Student Growth

<u>References</u>

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