CENTRAL MONTCALM PUBLIC SCHOOL EDUCATOR EVALUATION

2016 - 2017

Process and Guidelines



Central Montcalm Public Schools

Educator Evaluation Process

This document has been created to guide administrators (A) and teachers (T) including social workers, counselors, and interventionists through the Teacher Observation and Evaluation Process. It outlines each step of the collaborative process and the tool(s) necessary to complete the portion of the process. The letter in () after the tool indicates who completes the tool.



Click on this icon to complete a form in MyLearningPlan (T or A)



Click on this icon to script evidence (A only)

For specific information regarding teacher tenure and evaluation legislation, go to www.legislature.mi.gov >>> P.A. 4 of 1937 (Tenure) and P.A. 451 of 173 of 2015 (Evaluation)

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - · Content and the structure of the discipline · Prerequisite relationships
 - Content-related pedagogy
- 1b Demonstrating Knowledge of Students
 - · Child and adolescent development · Learning process · Special needs
 - Students' skills, knowledge, and language proficiency Students' interests and cultural heritage
- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment Clarity Balance Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources
 - For classroom use To extend content knowledge and pedagogy Resources for students
- 1e Designing Coherent Instruction
 - · Learning activities · Instructional materials and resources
 - Instructional groups Lesson and unit structure
- 1f Designing Student Assessments
 - Congruence with instructional outcomes Criteria and standards
 - Design of formative assessments Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
 - · Teacher interaction with students, including both words and actions
 - · Student interaction with students, including both words and actions
- 2b Establishing a Culture for Learning
 - Importance of content and of learning
 - · Expectations for learning and achievement · Student pride in work
- 2c Managing Classroom Procedures
 - · Instructional groups · Transitions · Materials and supplies
 - · Performance of classroom routines
 - · Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior
 - · Expectations · Monitoring student behavior
 - · Response to student misbehavior
- 2e Organizing Physical Space
 - Safety and accessibility Arrangement of furniture and use of physical resources

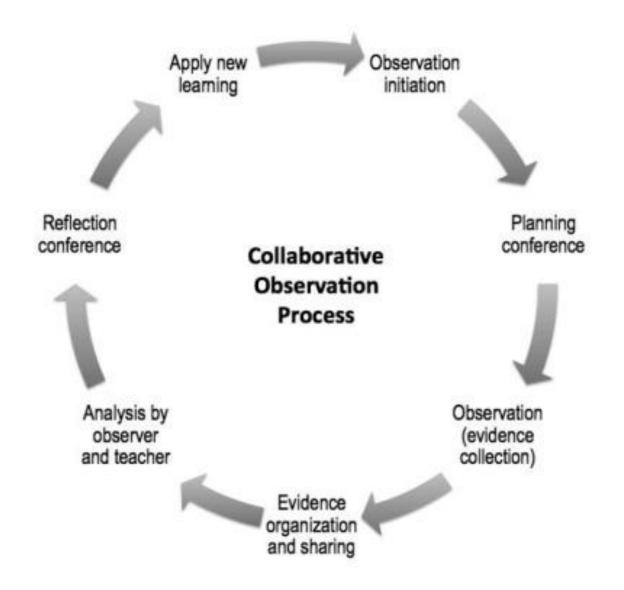
DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching
 - · Accuracy · Use in future teaching
- 4b Maintaining Accurate Records
 - Student completion of assignments Student progress in learning
- 4c Communicating with Families
 - Information about the instructional program Information about individual students
 - Engagement of families in the instructional program
- 4d Participating in a Professional Community
 - Relationships with colleagues Participation in school and district projects
 - Involvement in culture of professional inquiry Service to the school
- 4e Growing and Developing Professionally
 - Enhancement of content knowledge and pedagogical skill
- · Receptivity to feedback from colleagues · Service to the profession
- 4f Showing Professionalism
 - Integrity/ethical conduct
 Service to students
 Advocacy
 - Decision-making Compliance with school and district regulation

DOMAIN 3: Instruction

- 3a Communicating With Students
 - Expectations for learning
 Directions for activities
 - Explanations of content
 - · Use of oral and written language
- **Using Questioning and Discussion Techniques**
 - Quality of questions/prompts Discussion techniques
 - Student participation
- 3c Engaging Students in Learning
 - Activities and assignments Grouping of students
 - · Instructional materials and resources · Structure and pacing
- 3d Using Assessment in Instruction
 - Assessment criteria
 Monitoring of student learning
 - Feedback to students
- · Student self-assessment and monitoring of progress
- 3e Demonstrating Flexibility and Responsiveness
 - · Lesson adjustment · Response to students
 - Persistence

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"An evaluation process is determined by local guidelines and decisions. The Danielson Group trains observers to collect non-biased, quality evidence that is aligned to FfT components. Observers, working jointly with teachers, examine the evidence against critical attributes that distinguish levels of performance. This collaborative process supports the determination of a rating based on the preponderance of evidence. The Danielson Group promotes the use of evidence in collective preand post- observation conferences focused on growth."

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NEW TEACHER

General and Special Ed.

(<5 years in the profession or tenured teachers new to the district during the first 2 years of employment, or tenured teachers receiving a rating of ineffective or minimally effective)

| Step in the Process | My Learning Plan Tool www.mylearningplan.com |
|--|--|
| Observation Initiation> | Individual Learning Plan (T) |
| Planning Conference | Pre-Observation Planning Form (T) – announced observation only Classroom Lesson Plan (T) |
| Observation (evidence collection) x 2 | Teacher Observation Rubric (A – evidence collection) Walkthrough (A – evidence collection) |
| Mid-Year Progress Report (1 st year only) | Standards Mid-Year Self-Assessment Form (T) & (A) |
| Evidence organization and sharing ——————> | Teacher Observation Rubric (A) Walkthrough (A) |
| Analysis by observer and teacher> | Post-Observation Conference and Reflection Form (T) |
| Reflection Conference | End of Year Summative Review (T) Teacher Observation Rubric (A - finalized) End-of-Year Summary Report (A) |
| | Student Growth Objective (A) |

NEW TEACHER

(<2 years in the district but > 5 years in the profession)

Step in the Process

My Learning Plan Tool www.mylearningplan.com

Observation Initiation — Individualized Development Plan (T)

Planning Conference — Pre-Observation Planning Form (T)

Classroom Lesson Plan (T)

Observation (evidence collection) x 2 — Teacher Observation Rubric (A – evidence collection)

Mid-Year Progress Report (1st year only) — Standards Mid-Year Self-Assessment Form (T) & (A)

Evidence organization and sharing — Teacher Observation Rubric (A)

Walkthrough (A)

Analysis by observer and teacher — Post-Observation Conference and Reflection Form (T)

Reflection Conference — End of Year Summative Review (T)

Teacher Observation Rubric (A - finalized)

Student Growth Objective (T)

End-of-Year Summary Report (A)

TENURED TEACHER

Step in the Process

My Learning Plan Tool www.mylearningplan.com

Observation Initiation — Teacher Growth Area Plan (T)

Planning Conference — Pre-Observation Planning Form (T)

Classroom Lesson Plan (T)

Observation (evidence collection) — Teacher Observation Rubric (A – evidence collection)

Walkthrough (A – evidence collection)

Evidence organization and sharing — Teacher Observation Rubric (A)

Walkthrough (A)

Analysis by observer and teacher — Post-Observation Conference and Reflection Form

Reflection Conference — End of Year Summative Review (T)

Teacher Observation Rubric (A - finalized)

Student Growth Objective (A)

End-of-Year Summary Report (A)

TENURED TEACHER

(rated 3 consecutive years Highly Effective)

Step in the Process

My Learning Plan Tool www.mylearningplan.com

| Observation Initiation | > Teacher Growth Area Plan (T) |
|------------------------|--|
| Reflection Conference | End of Year Summative Review (T) Student Growth Objective (A) |
| | Student Growth Objective (A) |