

**CENTRAL MONTCALM  
PUBLIC SCHOOL  
EDUCATOR EVALUATION**

Process and Guidelines

*2018-2019*



### 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)

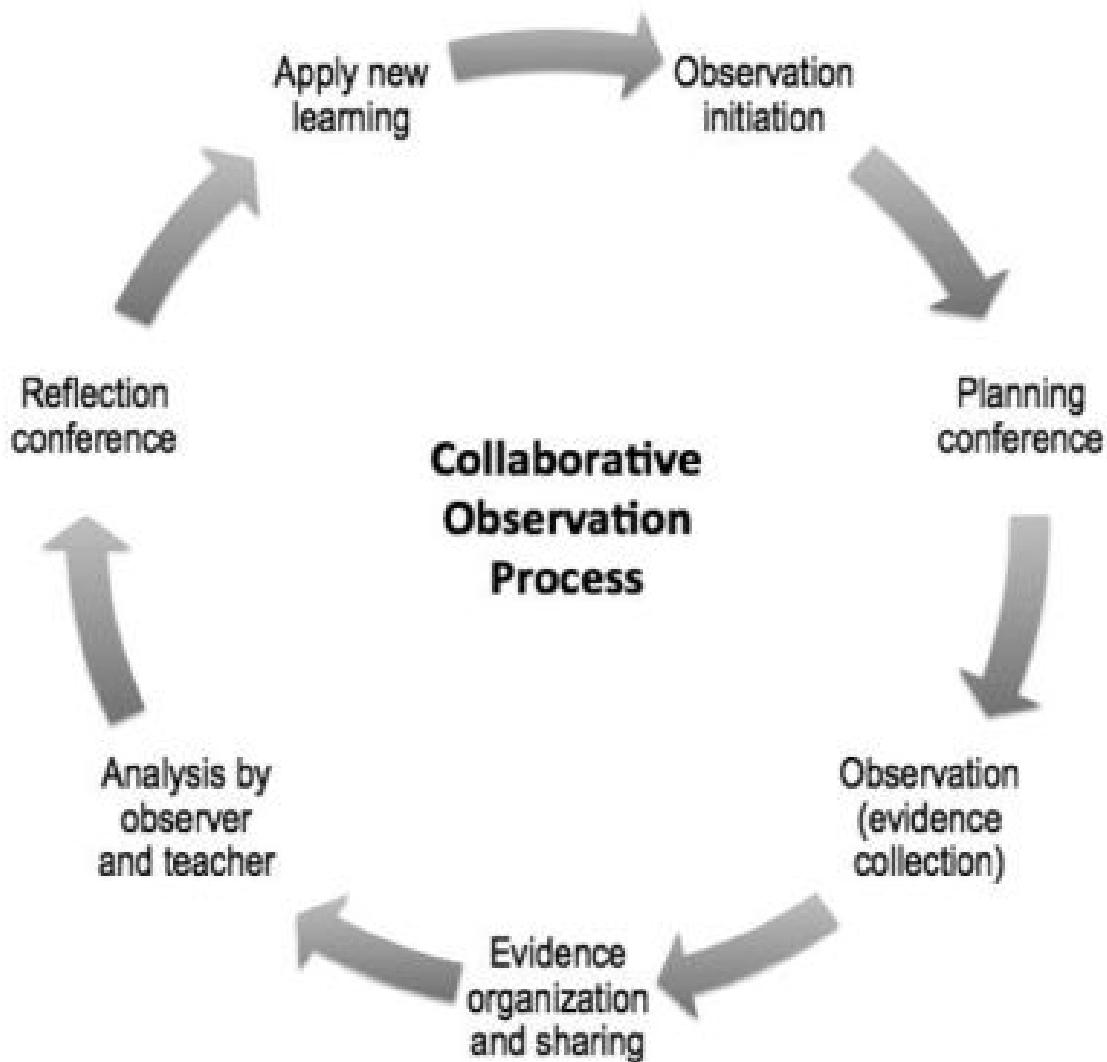


Click on this icon to script evidence (A only)

For specific information regarding teacher tenure and evaluation legislation, go to [www.legislature.mi.gov](http://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

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>          • Content and the structure of the discipline • Prerequisite relationships          • Content-related pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b>          • Child and adolescent development • Learning process • Special needs          • Students’ skills, knowledge, and language proficiency • Students’ interests and cultural heritage</p> <p><b>1c Setting Instructional Outcomes</b>          • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p><b>1d Demonstrating Knowledge of Resources</b>          • For classroom use • To extend content knowledge and pedagogy • Resources for students</p> <p><b>1e Designing Coherent Instruction</b>          • Learning activities • Instructional materials and resources          • Instructional groups • Lesson and unit structure</p> <p><b>1f Designing Student Assessments</b>          • Congruence with instructional outcomes • Criteria and standards          • Design of formative assessments • Use for planning</p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b>          • Teacher interaction with students, including both words and actions          • Student interaction with students, including both words and actions</p> <p><b>2b Establishing a Culture for Learning</b>          • Importance of content and of learning          • Expectations for learning and achievement • Student pride in work</p> <p><b>2c Managing Classroom Procedures</b>          • Instructional groups • Transitions • Materials and supplies          • Performance of classroom routines          • Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b>          • Expectations • Monitoring student behavior          • Response to student misbehavior</p> <p><b>2e Organizing Physical Space</b>          • Safety and accessibility          • Arrangement of furniture and use of physical resources</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b>          • Accuracy • Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b>          • Student completion of assignments • Student progress in learning          • Noninstructional records</p> <p><b>4c Communicating with Families</b>          • Information about the instructional program • Information about individual students          • Engagement of families in the instructional program</p> <p><b>4d Participating in a Professional Community</b>          • Relationships with colleagues • Participation in school and district projects          • Involvement in culture of professional inquiry • Service to the school</p> <p><b>4e Growing and Developing Professionally</b>          • Enhancement of content knowledge and pedagogical skill          • Receptivity to feedback from colleagues • Service to the profession</p> <p><b>4f Showing Professionalism</b>          • Integrity/ethical conduct • Service to students • Advocacy          • Decision-making • Compliance with school and district regulation</p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b>          • Expectations for learning • Directions for activities          • Explanations of content          • Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b>          • Quality of questions/prompts • Discussion techniques          • Student participation</p> <p><b>3c Engaging Students in Learning</b>          • Activities and assignments • Grouping of students          • Instructional materials and resources • Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b>          • Assessment criteria • Monitoring of student learning          • Feedback to students          • Student self-assessment and monitoring of progress</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>          • Lesson adjustment • Response to students          • Persistence</p>



“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 pre- and post- observation conferences focused on growth.”

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## NEW TEACHER

### General and Special Education

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

STEPS IN THE COLLABORATIVE OBSERVATION PROCESS	MY LEARNING PLAN FORM <a href="http://www.mylearningplan.com">www.mylearningplan.com</a>	PERSON RESPONSIBLE FOR COMPLETION
Observation Initiation	Individualized Development Plan	Teacher in collaboration with administrator
Planning Conference	Pre-Observation Planning Form (announced only)	Teacher
	Classroom Lesson Plan – not in MLP	Teacher
Observation (evidence collection) (one shall be unannounced)	Teacher Observation Rubric x 2+	Administrator
	Classroom Walkthrough x 2+	Administrator
Mid-Year Progress Report (1 <sup>st</sup> year only)	Mid-Year Progress Report	Administrator in collaboration with teacher
Evidence Organization and Sharing	Teacher Observation Rubric	Administrator
Analysis by Observer and Teacher	Post-Observation Conference and Reflection Form	Teacher
Reflection Conference	End of year Summative Review	Teacher
	Teacher Observation Rubric FINALIZED	Administrator
	Student Growth Objective	Administrator
	Section 1248 Supplemental Form	Administrator
	Final Summative Rating – Automated	Administrator

## NEW TEACHER

### General and Special Education

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

STEPS IN THE COLLABORATIVE OBSERVATION PROCESS	MY LEARNING PLAN FORM <a href="http://www.mylearningplan.com">www.mylearningplan.com</a>	PERSON RESPONSIBLE FOR COMPLETION
Observation Initiation	Individualized Development Plan	Teacher in collaboration with administrator
Planning Conference	Pre-Observation Planning Form (announced only)	Teacher
	Classroom Lesson Plan – not in MLP	Teacher
Observation (evidence collection) (one shall be unannounced)	Teacher Observation Rubric x 2+	Administrator
	Classroom Walkthrough x 2+	Administrator
Mid-Year Progress Report (1 <sup>st</sup> year only)	Mid-Year Progress Report	Administrator in collaboration with teacher
Evidence Organization and Sharing	Teacher Observation Rubric	Administrator
Analysis by Observer and Teacher	Post-Observation Conference and Reflection Form	Teacher
Reflection Conference	End of year Summative Review	Teacher
	Teacher Observation Rubric FINALIZED	Administrator
	Student Growth Objective	Administrator
	Section 1248 Supplemental Form	Administrator
	Final Summative Rating – Automated	Administrator

## TENURED TEACHER

### General and Special Education

STEPS IN THE COLLABORATIVE OBSERVATION PROCESS	MY LEARNING PLAN FORM <a href="http://www.mylearningplan.com">www.mylearningplan.com</a>	PERSON RESPONSIBLE FOR COMPLETION
Observation Initiation	Growth Area Plan	Teacher in collaboration with administrator
Planning Conference	Pre-Observation Planning Form (announced only)	Teacher
	Classroom Lesson Plan – not in MLP	Teacher
Observation (evidence collection)	Teacher Observation Rubric <i>Script</i> x 1+	Administrator
	Classroom Walkthrough x 2+	Administrator
Evidence Organization and Sharing	Teacher Observation Rubric <i>Align Evidence</i>	Administrator
Analysis by Observer and Teacher	Post-Observation Conference and Reflection Form	Teacher
Reflection Conference	End of year Summative Review	Teacher
	Teacher Observation Rubric FINALIZED	Administrator
	Student Growth Objective	Administrator
	Section 1248 Supplemental Form	Administrator
	Final Summative Rating – Automated	Administrator

## TENURED TEACHER

### General and Special Education

Rated Highly Effective for 3 consecutive years

<b>STEPS IN THE COLLABORATIVE OBSERVATION PROCESS</b>	<b>MY LEARNING PLAN FORM</b> <a href="http://www.mylearningplan.com">www.mylearningplan.com</a>	<b>PERSON RESPONSIBLE FOR COMPLETION</b>
Observation Initiation	Growth Area Plan	Teacher in collaboration with administrator
Reflection Conference	End of year Summative Review	Teacher
	Student Growth Objective	Administrator

# CMPS Educator Evaluation Guidelines

## Sections 1248 and 1249

### Educator Performance Practice

1. Each staff will be assigned an administrator for evaluation purposes, for a three year period of time if possible.
2. Each evaluation will include no more than three mutually agreed upon goals for the following year.
3. If the teacher disagrees with the written summary, a rebuttal may be written. Such rebuttal shall be submitted within ten (10) workdays of the teacher's receipt of the summary. The rebuttal shall be signed, and it will be attached to the written summary.
4. Evaluations will be based on the Charlotte Danielson Framework for Teaching model, with each teacher being given a score of 1-4 in each of 4 domains. The scores will be:
  - a. Ineffective 1 points
  - b. Minimally Effective 2 point
  - c. Effective 3 points
  - d. Highly Effective 4 points
5. Points will be added, giving a range between 0 and 16, which will then be divided by 4, giving a score between 1 and 4. All scores will be rounded to the nearest whole number.
6. These scores will be used as part of the 60% of the teacher's final evaluation.
7. Teachers with a final score less than 2 will be considered ineffective, placed on an IDP, and will not receive Pay For Performance money. Also, teachers that receive two or more domain scores of 1 will be considered ineffective placed on an IDP, and will not receive Pay For Performance money.
8. To determine the domain scores, administrators will utilize the Component Summary for each domain. The same point system will be used. An average of the scores will determine the domain score, however, if two Ineffective scores are given within a domain, the overall domain score is Ineffective. If there are two levels that are Highly Effective with all other areas Effective, then the domain score will be Highly Effective.
9. Final Summative Effectiveness Rating:
  - a. Aggregate the student growth and assessment data (40%) and professional practice (60%) ratings. Percentages may be adjusted according to current State Evaluator Legislation



Note: If the professional practice rating was changed based on consideration of 1248 factors, note reason for increase or decrease of rating in the "Comment" text box below the Professional Practice rating.

b. Enter the Student Growth and Assessment Data Rating(s):

(1) Ineffective, (2) Minimally Effective, (3) Effective, or (4) Highly Effective

c. Determine a final effectiveness rating of

Ineffective, Minimally Effective, Effective, or Highly Effective using the following rating bands:

Ineffective	Minimally Effective	Effective	Highly Effective
1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

10. This evaluation process will be reviewed as necessary.

**Teachers' Student Growth:**

11. Beginning with the 2018-2019 school year, 40% of the annual year-end evaluation shall be based on student growth and assessment data. For teachers of tested grades and subjects, 50% of the student growth rating shall be determined based on the state assessments. The portion of student growth not measured using state assessments shall be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district, intermediate school district, or public school academy.

12. Student growth and assessment scores will be calculated by grade span for local assessments and designated grade span for state assessments, and attributed to each building separately.

**ELEMENTARY**

**Math**

13. 10% percent of the student growth and assessment score will be based on a local math assessment. At the elementary level, K-5 student growth will be measured using NWEA MAP. The test will be given during the appropriate window. If 50% of students demonstrate projected growth, then 4 points will be calculated in. If less than 50% of students demonstrate projected growth, then 1 point will be calculated in. The report needed for this data is the *NWEA MAP Growth Achievement Status and Growth Projection Report*.

10% of the student growth and math assessment score will be based on the state assessment. At the elementary level, K-5 student growth will be measured using the M-STEP Math Assessment in grades 4-5. If 50% of students are at or above the State's Mean Student Growth Percentile (SGP), then 4 points will be a calculated in. If less than 50% of students are at or above the State's Mean Student Growth Percentile (SGP), then 1 point will be calculated in. The

data for determination can be found at [www.mischooldata.org](http://www.mischooldata.org) > Student Assessment > Student Growth.

## ELA

14. 10% percent of the student growth and assessment score will be based on a local reading assessment. At the elementary level, K-5 student growth will be measured using DIBLES NEXT. The test will be given during the appropriate window. If 50% or more of students demonstrate typical, above typical, and well above typical growth, then 4 points will be calculated in. If 50% of students demonstrate below typical or well below typical growth, then 1 point will be calculated in. The report needed for this data is the Dibels Next Pathways to Progress Report by class. Points are awarded if the entire school meets the goal.
- 10% of the student growth and assessment score will be based on the state assessment. At the elementary level, K-5 student growth will be measured using the M-STEP ELA Assessment in grades 4-5. If 50% of students are at or above the State's Mean Student Growth Percentile (SGP), then 4 points will be a calculated in. If less than 50% of students are at or above the State's Mean Student Growth Percentile (SGP), then 1 point will be calculated in. The data for determination can be found at [www.mischooldata.org](http://www.mischooldata.org) > Student Assessment > Student Growth.

Example: Blanche DuBois receives:

### INSTRUCTION

● Domain 1	3 points
● Domain 2	2 points
● Domain 3	3 points
● Domain 4	1 point
● Total	9 points
● Average	2.25 points
<b>Weighted Average (x.60)</b>	<b>1.35</b>

### STUDENT GROWTH AND ASSESSMENT

● NWEA MAP Math	4 points
● DIBELS NEXT	1 point
● MSTEP Math	4 points
● MSTEP ELA	1 point
● Total =	10 points
● Average	2.5 points
<b>Weighted Average (x .40)</b>	<b>1.0</b>

### OVERALL SCORE

● Instruction	1.35
● Assessment	1.0
<b>FINAL</b>	<b>2.35 – Minimally Effective</b>

**SECONDARY:**

**Math**

15. 10% percent of the student growth and assessment score will be based on a local math assessment. At the secondary, 6-12 student growth will be measured using NWEA MAP. The test will be given during the appropriate window. If 50% of students demonstrate projected growth, then 4 points will be calculated in. If less than 50% of students demonstrate projected growth, then 1 point will be calculated in. The report for checking this is the *NWEA MAP Growth Achievement Status and Growth Projection Report*. Points are awarded if the entire school meets the goal.

10% of the student growth and math assessment score will be based on the state assessment. At the secondary level, 6-8 student growth will be measured using the M-STEP Math Assessment in grades 6-8 and 9-12 student growth will be based on SAT Math for grade 11. If 50% of students are at or above the State's Mean Student Growth Percentile (SGP), then 4 points will be a calculated in. If less than 50% of students are at the or above the State's Mean Student Growth Percentile (SGP), then 1 point will be calculated in. The data for determination can be found at [www.mischooldata.org](http://www.mischooldata.org) > Student Assessment > Student Growth.

**ELA**

16. 10% percent of the student growth and assessment score will be based on a local reading assessment. At the secondary level, 6-12 student growth will be measured using NWEA MAP Reading and Language. The test will be given during the appropriate window. If 50% of students demonstrate projected growth, then 4 points will be calculated in. If less than 50% of students demonstrate projected growth, then 1 point will be calculated in. The report for checking this is the.

10% of the student growth and assessment score will be based on the state assessment. At the secondary level, 6-8 student growth will be measured using the M-STEP ELA Assessment in grades 6-7, and PSAT 8 and 9-12 student growth will be based on SAT Evidence Based Reading and Writing for grade 11. If 50% of students are at or above the State's Mean Student Growth Percentile (SGP), then 4 points will be a calculated in. If less than 50% of students are at the or above the State's Mean Student Growth Percentile (SGP), then 1 point will be calculated in. The data for determination can be found at [www.mischooldata.org](http://www.mischooldata.org) > Student Assessment > Student Growth.

Example: Harry Potter receives:

**INSTRUCTION**

● Domain 1	3 points
● Domain 2	3points
● Domain 3	3 points
● Domain 4	2 point
● Total	11 points
● Average (total/4)	2.75 points
<b>Weighted Average (avg. x .60)</b>	<b>1.65</b>

## STUDENT GROWTH AND ASSESSMENT

● NWEA MAP Math	1 points
● SAT Math	1 point
● NWEA MAP R & L	4 points
● SAT EBRW	4 point
● Total =	10 points
● Average	2.5 points
<b>Weighted Average (x .40)</b>	<b>1.0</b>

### OVERALL SCORE

● Instruction	1.35
● Assessment	1.0
<b>FINAL</b>	<b>2.65 – Effective</b>

### Pay for Performance (aka Merit Pay)

1. Pay will be based on the final evaluation terms.
  - a. Ineffective = no Pay for Performance money.
  - b. Minimally Effective = no Pay for Performance money
  - c. Effective = \$250
  - d. Highly Effective = \$500
2. Pay for Performance money will be included in the first June paycheck.

### Michigan Legislation Related to Educator Evaluation:

Section 1248 of the Revised School Code

[http://www.legislature.mi.gov/\(S\(g33hnodupws5ytpnuoce3k2\)\)/documents/mcl/pdf/mcl-380-1248.pdf](http://www.legislature.mi.gov/(S(g33hnodupws5ytpnuoce3k2))/documents/mcl/pdf/mcl-380-1248.pdf)

Section 1249 of the Revised School Code

<http://www.legislature.mi.gov/documents/2015-2016/publicact/pdf/2015-PA-0173.pdf>

Central Montcalm Public Schools

Section 1248 Supplemental Form to Teacher Evaluation

Staff Member \_\_\_\_\_

Evaluator \_\_\_\_\_ School Year \_\_\_\_\_

**A. Discipline:** For the purpose of evaluating discipline, the following actions will be considered:  
Written Reprimand and/or Suspension without Pay (380.1248 D)

\_\_\_\_\_ **Highly Effective:** There have never been any written reprimands and/or suspensions without pay.

\_\_\_\_\_ **Effective:** No written reprimand and/or suspension without pay has been taken during the current contract year.

\_\_\_\_\_ **Minimally Effective:** A written reprimand and/or suspension without pay has been taken during the current contract year. This rating reduces the final overall evaluation score by 0.25 for a written reprimand and 0.5 for a suspension without pay.

\_\_\_\_\_ **Ineffective:** The number of disciplinary records over time or severity of conduct leading to a single disciplinary act warrants more than a 0.5 reduction in rating.

**B. Attendance:** For the purpose of evaluating attendance, the following days will be considered: Sick Days, Personal Days, Unpaid Days (380.1248 D)

\_\_\_\_\_ **Highly Effective:** Staff member has been absent no more than 3 days during the current year contract and has a similar record of excellent attendance.

\_\_\_\_\_ **Effective:** Staff member has used no more than the average number of absences for the district.

\_\_\_\_\_ **Minimally Effective:** Staff member has used in excess of the average number of absences for the district.

\_\_\_\_\_ **Ineffective:** Staff member has a history of using in excess of the number of annual allowable days.

NOTE: Staff member may ask for consideration of three year trend in cases where anomalies in attendance occur. FMLA will not count against the staff member.

**C. Relevant Special Training:** For the purpose of evaluating relevant special training, the training must be PD NOT required (e.g., State are required DPPD hours, New Teacher PD, training for certificate renewal) by the school district/MDE AND the staff member has demonstrated how the training has been integrated into his or her instructional practice in a meaningful way. (380.1248 Diii)

\_\_\_\_\_ **Highly Effective:** Staff member has a record of taking part in relevant special training and has integrated into his or her instructional practice in a meaningful way on an ongoing basis.

\_\_\_\_\_ **Effective:** Staff member has participated in relevant special training and has integrated into his or her instructional practice in a meaningful way during the current academic year.

\_\_\_\_\_ **Minimally Effective:** Staff member has participated in relevant special training but has not integrated into his or her instructional practice in a meaningful way.

\_\_\_\_\_ **Ineffective:** Staff member has not participated in relevant special training.

**D. Significant Relevant Accomplishments and Contributions:**

\_\_\_\_\_ This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance. (380.1248 Dii)

**Guiding questions:**

- How does this contribution set you apart from your peers?
- Hoes this accomplishment contribute to the overall performance of the school?
- What makes this contribution significant or relevant above normal expectations for your peer group?