



Lincoln Consolidated Schools

Teacher Effectiveness Rating System

Evaluation Tool

2019-2020

Public Act 102 of 2011 amends section 1249 and adds section 1248 and 1249a of the revised school code and requires a Board of Education to 'adopt and implement for all teachers ...a rigorous, transparent, and fair evaluation system that does all of the following: (a) Evaluates the teacher's job performance at least annually while providing timely and constructive feedback. (b) Establishes clear approaches to measuring student growth and provides teachers... with relevant data on student growth. (c) Evaluates a teacher's ... job performance using multiple rating categories that take into account data on student growth as a significant factor... Rates teachers as highly effective, effective, minimally effective, or ineffective. To comply with PA 102 the Lincoln Board of Education, with involvement from its teachers and administrators, establishes the Teacher Effectiveness Rating System.

Employee's Name_____

Student Growth

Student Growth is 59 of the 147 points used in calculating the Teacher evaluation. Each teacher is responsible for submitting **all** documentation for each individual and class used to calculate student growth. **Falsification of teacher submitted documentation will receive '0' points on the Student Growth.**

- All teachers in grades kindergarten through third grade and ninth through twelfth grade must use two student growth assessments worth 29.5 points each.
- All teachers in grades 4th through 8th grade must use two local student growth assessments worth 14.75 points each and the State of Michigan Assessment is worth 29.5 points.
- Students who are absent fifteen percent or more of the instructional interval defined by the Student Learning Objective can be excluded.
- Due to Federal law, teachers in programs of Headstart and GSRP cannot use student growth. All Model teachers will use the Model Elementary Teacher Tool.

The percent of students who meet the Student Learning Objective (SLO) target will be the percent of total points earned for student growth assessment. The SLO deadline for approval by the Principal is 2nd Tuesday in October.

Evidence of Student Growth	
Teachers	Assessment
Young Fives	Show 2 (two) Standard Student Learning Objective Calculations: Math: Standard Student Learning Objective Calculation. English use MLPP
K – 5 th Grade	Show 2 (two) Standard Student Learning Objective Calculations: Show growth from Fall to Spring on NWEA – choosing two of three NWEA tests Math, English or Science.
K – 8 th Grade Elective; 6 th –8 th Grade Social Studies; 9 th – 12 Grade – All	Show 2 (two) Standard Student Learning Objective Calculations: Base on common course assessments
6 th – 8 th Grade Mathematic	Show 2 (two) Standard Student Learning Objective Calculations: Math: Show growth from Fall to Spring on NWEA - Math Math: Base on common course assessments
6 th – 8 th Grade Science	Show 2 (two) Standard Student Learning Objective Calculations: Science: Show growth from Fall to Spring on NWEA - Science Science: Base on common course assessments
6 th – 8 th Grade English	Show 2 (two) Standard Student Learning Objective Calculations: English: Show growth from Fall to Spring on NWEA - English English: Base on common course assessments
All Title I, At Risk and special education teachers	Show 2 (two) Standard Student Learning Objective Calculations: Base on common course assessments, NWEA or other district assessments submitted to the Principal for approval by the Superintendent.

NWEA GROWTH POINTS

Grade	Math	English	Science	NOTES
Kindergarten	6	4	n/a	Asterisk in grades sixth through eight denotes that the NWEA “No, but” term will be used if the student does not first obtain the standardized 2 points of growth.
First	6	4	n/a	
Second	5	4	n/a	
Third	4	4	3	
Fourth	3	3	2	
Fifth	3	3	2	(Yellow indicates a change from previous year)
Sixth	2*	2*	2*	
Seventh	2*	2*	2*	
Eighth	2*	2*	2*	

Student Learning Objective (SLO) Template

Name(s): _____ Content Area: _____ Grade Level: _____

Instruction Interval: _____ (Specify start and stop dates.)

SLO Type: ☐ Class-level or ☐ Course-level

1. Student Population

Who is included in this objective? If a targeted subgroup, how will the other students be addressed in another SLO? Identify the students included in the SLO and explain why the students were selected. Describe the characteristics of the student population, including how many students have special needs relevant to the SLO

Checklist Criteria for Student Population:

- ☐ Describes the characteristics of the student population accurately and how special needs may have relevance to the SLO
- ☐ Justifies why a targeted group was selected or includes the entire class.

2. Standards & Content

What are the essential content standards being assessed in this SLO?

Checklist Criteria for Standards & Content:

- ☐ Aligns to specifically named state-adopted standards
- ☐ Represents the essential standards or the big ideas to be taught during the course of instruction
- ☐ Reaches the appropriate level of complexity for each state-adopted standard measured

3. Baseline & Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Checklist Criteria for Baseline Data:

- ☐ Identifies sources of information about students (e.g. prior years' test scores, trend data and/or pre-tests) OR describes the formula being used if prior years' data is not available
- ☐ Summarizes student data and indicates areas targeted for growth

4. Assessment

What assessment(s) will be used to measure student growth for this SLO?

Checklist Criteria for Learning Standards:

- ☐ Identifies assessment(s) that effectively measure course content and student learning as intended.
- ☐ Indicates that there are clear answer key(s), scoring guide(s) and/or rubric(s) for all assessment items.
- ☐ Provides a plan for combining multiple assessments if multiple assessments are used.

5. Growth Targets

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Checklist Criteria for Growth Targets:

- ☐ Baseline/pre-test data and/or trend data to determine appropriate growth
- ☐ All students have ambitious yet attainable growth targets
- ☐ Creates tiered targets when appropriate so that all students may demonstrate growth

6. Rationale

What is your rationale for setting the targets for student growth within the interval of instruction?

Checklist Criteria for Rationale:

- ☐ Demonstrates teacher knowledge of students and content.
- ☐ Explains why target is appropriate for the population.

SLO ☐ Approved ☐ Modifications required (see notes below)

SLO Approval

Date

Signature

_____Teacher

_____Principal

Individual Performance

Lincoln Consolidated Schools Standards of Effective Teaching	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4
DOMAIN 1: PLANNING AND PREPARATION				
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
TOTAL (Maximum 24)				____/24
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				
2e: Organizing physical space				
TOTAL (Maximum 20)				____/20
DOMAIN 3: INSTRUCTION				
3a: Communicating with students				
3b: Using questions and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
TOTAL (Maximum 20)				____/20
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
4a: Reflecting on teaching				
4b: Maintaining accurate records				
4c: Communicating with families				
4d: Participating in professional community				
4e: Growing and developing professionally				
4e: Showing Professionalism				
TOTAL (Maximum 24)				____/24

Lincoln Consolidated Schools

Teacher Effectiveness Summative Rating

Teacher: _____ Building: _____

Department/Grade _____ Teacher Status: Probationary 1 2 3 4 5 (circle year)
 Newly hired Michigan Tenured 1 2 (circle year)
 Tenured _____

The following is based on formal observations, informal classroom/worksite walkthroughs and performance.
 The major portion of the performance-based compensation is determined by the Lincoln Consolidated Schools Teacher Effectiveness Rating System (evaluation instrument)

Individual Performance (Standards for Effective Teaching)	_____/88
Student Growth (_____) + (_____)	_____/59
TOTAL	_____/147

88.19 or Below (59.9%) Ineffective <input type="checkbox"/>	88.2 -102.89 (60%-69.9%) Minimally Effective <input type="checkbox"/>	102.9-124.94 (70%-84.9%) Effective <input type="checkbox"/>	124.95-147 (85%-100%) Highly Effective <input type="checkbox"/>
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Narrative feedback:
ASSESSMENT OF PROGRESS TOWARD MEETING GOALS FOR INDIVIDUALS ON AN INDIVIDUALIZED DEVELOPMENT PLAN (IDP):

A teacher will be put on a Professional Growth Plan or Individual Development Plan should:

- ✓ The Summative rating be 69.9% or less
- ✓ The teacher receives an “ineffective” in any single rubric indicator
- ✓ The teacher receives ½ or more “minimally effective” in any Domain
- ✓ As otherwise determined by the administrator’s discretion.

I have been informed of my Lincoln Consolidated Schools Teacher Effectiveness Summative Rating and have been given the opportunity to make comments. My signature does not necessarily imply agreement with the appraisal or contents.

Teacher _____ Date _____

Administrator _____ Date _____