



ROCHESTER
COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

Teacher/Professional Staff Evaluation and Professional Growth Model Guidebook

2018-19 School Year

District Mission Statement: To provide a quality education in a caring atmosphere for students to attain the necessary skills and knowledge to become lifelong learners and contribute to a diverse, interdependent and changing world.

Pride in Excellence: Strategic Planning 2020: Rochester Community Schools will become a world-class educational system by guaranteeing a viable, high quality curriculum for all students.

INTRODUCTION

The Teacher Evaluation and Professional Growth Model Evaluation Guidebook for all REA members has been developed to improve the Rochester Community Schools teacher evaluation tool and to be in compliance with Michigan law. RCS utilizes the Charlotte Danielson 2013 Edition Framework and the Frontline Education My Learning Plan platform. The District shall comply with Public Act 173 of 2015 and amendments to Section 1249 of the Revised School Code relating to the District's performance evaluation system for teachers. Pursuant to Section 1249, as amended, the District shall:

- Adopt and implement a rigorous, transparent and fair evaluation system.
- Evaluate job performance of teachers at least annually and provide timely and constructive feedback to teachers regarding their performance.
- Establish clear approaches to measuring student growth and provide teachers with relevant data on student growth.
- Evaluate a teacher's job performance using multiple rating categories that take into account data on student growth as a significant factor.
- Provide an annual year-end evaluation for all teachers.
- Include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:
 - Include a review of the teacher's lesson plan, the State curriculum standard being used in the lesson, and pupil engagement in the lesson.
 - A classroom observation does not have to be for an entire class period.
 - There shall be at least two (2) classroom observations for all teachers. At least one (1) observation must be unscheduled. (see chart on pgs. 12 and 13)
 - The district shall ensure that within 30 days after each observation (scheduled or unscheduled), the teacher is provided with feedback.
- The performance evaluation system shall assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective.

The individual performance of the teacher must be the majority factor of the evaluation, and includes the following:

- Demonstrated pedagogical skills
- Knowledge of the subject area
- Ability to impart that knowledge
- Classroom management
- Manner and efficacy of disciplining students
- Rapport with parents and teachers
- Ability to withstand the strain of teaching
- Attendance and disciplinary record
- Significant accomplishments
- Relevant special training

This document is designed to provide a framework for continuous improvement and is based on the assumptions that student performance improves when all educators work diligently toward a common purpose, are part of a collaborative work environment, and seek to improve their professional practice.

STATEMENT OF PURPOSE AND BACKGROUND

Purpose

The purpose of the RCS Teacher Evaluation and Professional Growth Model is to contribute to the District's pursuit of excellence in education, K-12. The primary purpose of evaluation and supervision is to promote ongoing professional growth in order to improve student learning.

The evaluation system assures the School Board and the community that quality education is a responsibility shared by all staff. In a collaborative learning environment, the RCS Teacher Evaluation and Professional Growth Model provides opportunities for every teacher to set goals and strive for continuous improvement.

Background

The RCS Teacher Evaluation and Professional Growth Model applies to all members of the Rochester Education Association (REA) (members referred to as teachers throughout the document).

Evaluations and observations will be conducted by the teacher's building principal, other administrators, and/or supervisors assigned by the Superintendent/designee.

Belief Statements

We believe the Teacher Evaluation and Professional Growth Model should:

- Be a collaborative endeavor between the evaluators and the teacher being evaluated.
- Facilitate open communication in an atmosphere of mutual trust and respect.
- Lead to improved performance and personal growth.
- Help teachers develop skills as autonomous learners through self-assessment and personal reflection.
- Increase overall school improvement and student growth through improved teaching.
- Promote professional learning communities in which teachers collaborate to improve student learning.
- Ensure that evaluation and goals are connected with school improvement, professional development, and personal goals.
- Improve deficiencies in performance when identified.

OVERVIEW OF THE EVALUATION AND PROFESSIONAL GROWTH MODEL

In the fall:

1. Self-Assessment – Where am I now?

All teachers/professional staff should review and complete the Initial Self-Assessment. Determine your level of expertise in each of the elements listed. Review your self-assessment.

If Minimally Effective or Highly Effective is selected for any element within the Rubric, then a rationale needs to be included in the comments section for that element.

You can refer to your final self-assessment from the previous year to streamline this process.

2. Student Growth Goal(s)

Multiple measures will include both a grade level/department goal and state assessment data.

3. Individual Improvement Goal(s)

a. Review your self-assessment.

Choose an area from Domain 2 or Domain 3 and write a goal for improving in that area. Probationary teachers will choose two (2) areas from these domains.

b. Plan for Professional Improvement – How do I get there?

Develop a plan for accomplishing each goal. Identify any resources needed and/or support from supervisor.

c. Measures of Performance – What measures can be used as evidence of results? Determine what measures or evidence will need to be gathered over the course of the year to determine if the individual improvement goal has been reached. Consider using lesson plans, classroom video, principal or peer observation, and/or classroom artifacts as evidence of personal growth.

Throughout the Year:

Collect evidence in support of each of the individual improvement goals; upload into the electronic evaluation platform.

In the spring:

Reflecting on Results – Have I reached my goals?

- Student Growth Goal(s) – With colleagues as appropriate or individually, review the evidence collected to determine if the goal(s) have been met. Reflect on your contributions to the student growth goal(s). Enter results into the electronic evaluation tool and upload your evidence.
- Individual Improvement Goal(s): Update the Teacher Rubric in the electronic evaluation tool to reflect individual professional growth. Upload evidence for review by building principal/evaluator.
- Complete your final self-assessment. Reflect back over the year, what might have been done differently? What plans/goals might be set for the coming year?

ANNUAL TEACHER/PROFESSIONAL STAFF EVALUATION TRACKS/CYCLES

First Year Probationary

All first year probationary teachers are to be evaluated and there will be a minimum of one scheduled classroom observation. The scheduled observation will be at a mutually agreed upon date/time and will consist of the submission of lesson plans ahead of time. There will be at least one unscheduled classroom observation. Feedback will be provided to the teacher within 30 days of the observation (scheduled or unscheduled). There will also be a minimum of two walkthrough observations with feedback. All probationary teachers will complete an Individual Development Plan in collaboration with their evaluating administrator. First year probationary teachers are required to have a midyear progress report completed. The midyear progress report will be based, in part, on student achievement and aligned to the IDP. The progress report will include specific performance goals for the remainder of the school year.*

Second through Fifth Year Probationary

Probationary teachers are to be evaluated every year. At least one must be a scheduled observation which will consist of a mutually agreed upon scheduled date/time and submission of lessons plans ahead of time. At least one classroom observation will be unscheduled. Feedback will be provided to the teacher in a post-observation meeting within 30 days of the observation (scheduled or unscheduled). Feedback should be recorded and made available to the teacher. There will also be a minimum of one walkthrough observation with feedback. All probationary teachers will complete an Individual Development Plan in collaboration with their evaluating administrator.*

Tenured

Tenured teachers who have not received a highly effective rating on the last three year-end evaluations or have been moved to a new assignment/building or were not evaluated in the prior school year due to three years of Highly Effective ratings (HE3) are to be evaluated. Evaluations must include at least one scheduled observation which will consist of a mutually agreed upon scheduled date/time and submission of lessons plans ahead of time. At least one classroom observation will be unscheduled. Post observation conferences will be held within 30 days of the observation (scheduled and unscheduled). Evaluators may conduct additional observations or classroom walkthroughs (feedback will be provided within 30 days of each.)

Tenured with 3 Previous Years of Highly Effective Ratings

A teacher who has received three consecutive years of ratings of Highly Effective should complete the initial self- assessment and set goals. Classroom observations are not required but may occur. There should be a review of progress toward goals and a Final Self-Assessment completed at the end of the year. No final evaluation rating will be given.

Tenured placed on an Individualized Development Plan (IDP)

In addition to the tenured track, any teacher who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation will be placed on an IDP and a mid-year progress report will be completed. The midyear progress report will be based, in part, on student achievement and will be aligned to the teachers IDP. The progress report will also include specific performance goals for the remainder of the school year. The IDP will be developed by appropriate administrative personnel in consultation with the individual teacher no later than September 20. The tenured teacher must make progress toward the IDP goals within the specified time period not to exceed 180 days.

*** Psychologists and OT/PT Evaluations**

First year psychologists and OT/ PT will be evaluated on their rubric and will develop 3 individual growth goals. Second – Fifth year psychologists and OT/ PT will be evaluated on their rubric and will develop 3 individual growth goals. Beyond-five psychologists and OT/ PT will be evaluated on their rubric and will develop 2 individual growth goals.

CALCULATION OF FINAL EVALUATION RATING

The **Final Evaluation Rating** will be determined by combining the **Summative Performance Evaluation** rating with the **Student Growth** rating using a 60/40 ratio. Using this formula will result in a **Final Evaluation Rating**.

SUMMATIVE PERFORMANCE EVALUATION

Classroom teachers will receive an effectiveness rating on the Summative Performance Evaluation using the Danielson 2013 rubric. The weighting of each domain is as follows:

- Planning and Preparation (Domain 1): 10%
- Classroom Environment (Domain 2): 35%
- Instruction (Domain 3): 35%
- Professional Responsibilities (Domain 4): 20%
- Total: 100%

There are alternative Summative Performance Evaluation rubrics for the following staff: Consultant/Specialist; Learning Consultant (Elementary and Secondary); Counselor; Social Worker; Teacher Consultant, Secondary ILS, OT/PT, Psychologist and Speech and Language Pathologists.

The Summative Performance Evaluation will be weighted at 60% of the Final Evaluation Rating.

STUDENT GROWTH EFFECTIVENESS RATING

Teachers will also receive a rating for Student Growth. The Student Growth rating will be weighted at 40% of the Final Evaluation Rating.

Student growth must be measured using multiple measures that are rigorous and comparable across schools within the school district.

Goal 1 – Student Growth Goal will be based on State Assessment data.

Goal 2 – Student Growth Goal will be based on Local Assessment data.

State law requires that the State Assessment data must account for at least 50% of the overall growth rating. Therefore, if the Student Growth rating of Goal 1 and Goal 2 are different, Goal 1 has greater weight.

FINAL EVALUATION RATING

The **Summative Performance Evaluation** rating will be combined with the **Student Growth** rating using a 60/40 ratio. Using this formula will result in the following **Final Evaluation Rating**:

Final Evaluation Rating			Summative Performance Evaluation Rating (60%)			
			Ineffective	Minimally Effective	Effective	Highly Effective
			1	2	3	4
Student Growth (40%)	Ineffective	1	Ineffective	Ineffective	Minimally Effective	Effective
	Minimally Effective	2	Ineffective	Minimally Effective	Effective	Effective
	Effective	3	Ineffective	Minimally Effective	Effective	Highly Effective
	Highly Effective	4	Minimally Effective	Effective	Effective	Highly Effective

The Student Growth measures for staff are set forth on pages 7 to 12 of this guidebook.

- Student Growth Percentile (SGP) describes a student’s learning over time compared to other student’s with comparable prior test scores.
- The state provides this calculation for each year. It is available to the public on myschooldata.org.
- State law requires that three (3) years of SGP data be used to calculate student growth.

You may exclude student data from your individual class data if they meet the following criteria:

- More than 20 absences in the semester or between window 1 and window 2
- Non-english speaking and have been in the country less than 1 year
- Profoundly impacted by a disability

Calculation of Student Growth Effectiveness Rating

Kindergarten -5 th grade: classroom, Resource Room & EI Basic rooms				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
MSTEP SGP: Average SGP for Math & ELA for the building	29% or less	30-39%	40-74%	75+%
Individual class iREADY growth in ELA % of students who met growth target window 1- window 2	44% or less of students	45-50% of students	51-80% of students	80+ of students

6 th -12 th grade: core content (including resource staff and EI basic rooms)				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
MSTEP SGP : Average SGP for Math & ELA for the building	29% or less	30-39%	40-74%	75+%
Individual class common assessment growth (pre – post data) Student scores above 77% on final, or grow by 25% * % of students	59% or less of students	60-79% of students	80-99% of students	100% of students
LA! Resource Staff: Lexile Benchmark Assessment Students instructed in LA! Live will achieve accelerated growth (6th, 7th greater than 70 Lexile 8 -9th greater than 50 Lexile 10-12th greater than 25 Lexile)	49% or less of students	50-59% of students	60-79% of students	80-100% of students
VMath Resource Staff: Progress Assessment of Math Benchmark Assessments Students in V Math in grades in Grade 6-8 will show 150 pts growth as measured by the PAM Benchmark Assessments	59% or less of students	60-79% of students	80-99% of students	100% of students

Specials/ Elective Teachers K-12				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
MSTEP SGP : Average SGP for Math & ELA for the building	29 or less	30-39	40-74	75+
Individual class common assessment growth (pre – post data) Student scores above 77% on final, or grow by 25% *	<60% of students	60-79% of students	80-99% of students	100% of students

ELL Teachers 6-12				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
MSTEP SGP : Average SGP for Math & ELA for the building	29 or less	30-39	40-74	75+
Individual Caseload IPT growth in ELA Student scores above 77% on final, or grow by 25% *	44% or less of students	45-50% of students	51-80% of students	80+ of students

Literacy Coaches/ Interventionists/ Elementary Learning Consultants/Elementary ELL Teachers				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
MSTEP SGP : Average SGP for Math & ELA for the/ one building	29 or less	30-39	40-74	75+
Individual Caseload iREADY growth in ELA students who met growth target window 1- window 2	44% or less of students	45-50% of students	51-80% of students	80+ of students

Secondary Counselors / Secondary Learning Consultants				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
MSTEP SGP : Average SGP for Math & ELA for the building	29 or less	30-39	40-74	75+
Individual Caseload Goals and Objectives achieved	Scale would need to be set			

Basic Classroom Special Education (CI/ASD/SXI)/ ASD Teacher Consultant				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
MSTEP SGP : Average SGP for Math & ELA for the building	29 or less	30-39	40-74	75+
ULS Pre/Post test scores (Avg>=Pre/Post test scores 65% or >=20% Growth	Less than 50%	50-64%	65-89%	90-100%

Elementary Speech and Language Pathologist/Social Worker				
Element	Ineffective : 1	Minimally Effective: 2	Effective : 3	Highly Effective : 4
MSTEP SPG : Average SGP for Math & ELA for the building	29 or less	30-39	40-74	75+
Percent of Individual Caseload IEP goals and Objectives achieved based on 3 quarters of monitoring.	60 or less	61- 79%	80-99%	100%

Secondary Speech and Language Providers/ Social Workers/High School Teacher Consultants				
Element	Ineffective : 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
MSTEP/PSAT/SAT SGP : Average SGP for Math & ELA for the building	29 or less	30-39	40-74	75 +
Percent of Individual Caseload IEP goals and Objectives achieved based on 3 quarters of monitoring.	Less than 60%	61-79%	80-99	100%

(SE)Middle School Teacher Consultants/Program Consultant				
Element	Ineffective : 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
MSTEP SGP : Average SGP for Math & ELA for the building	29 or less	30-39	40-74	75 +
Percent of students achieving accelerated growth on reading (Lexile)/or math (Quantile) for students receiving specialized instruction across all middle schools.	29 or less	30-39	40-74	75 +

Post- Secondary Teachers/SPL/Teacher Consultant				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective 4
Percent of Transition Service Activities Achieved as a Post- Secondary Program	Less than 50%	50-69%	70-89%	90-100%
Percent of Individual Caseload IEP goals and Objectives achieved based on 3 quarters of monitoring.	Less than 50%	50-69%	70-89%	90-100%

Work Based Learning Coordinator				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective : 4
Percent of Transition Service Activities Achieved as a Post- Secondary program	Less than 50%	50-69%	70%-89%	90-100%
Percent of WBL students that increase independence on work behavior logs from pre-assessment to mid assessment.	Less than 50%	50-64%	65%-89%	90-100%

Early Childhood Special Education Staff				
Element	Ineffective 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
Percent of pre-kindergarten students who will demonstrate growth on 4 out of 6 measures on the AEPS	Less than 50%	50-74%	75%- 99%	100%
Percent of Pre-kindergarten students in ECSE programs who will demonstrate growth in concepts of print based on pre/post testing.	Less than 50%	50-69%	70%- 89%	90-100%

0-3 Special Education Staff				
Element	Ineffective: 1	Minimally Effective: 2	Effective: 3	Highly Effective: 4
Percent of children in Early On who will acquire and use knowledge and skills as measured by an increase or consistency in the numeric value of COSF outcome #2	Less than 50%	50-64%	65%-89%	90-100%
Percent of children in Early On who will take appropriate actions to meet their needs as measured by an increase or consistency in the numeric value of COSF outcome #3	Less than 50%	50-64%	65%-89%	90-100%

RUBRIC FOR DOMAIN 5: STUDENT GROWTH MEASURES

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>This category applies to the educator whose evidence of student growth is missing, incomplete, or unreliable.</p> <p>Evidence across all student growth measures indicates minimal or no student growth. Staff member is neither able to articulate specific actions taken to support student growth nor the factors inhibiting student growth. This category applies to the staff member who has not met the expectations described in his/her student growth measures and has not demonstrated a sufficient impact on student learning.</p> <p>Little or no progress toward rigorous goal.</p>	<p>This category applies to the educator who has demonstrated an impact on student learning, but overall has not met the expectations.</p> <p>Evidence across all student growth measures indicates partial student growth. Staff member has a limited ability to articulate specific actions taken to support student growth and factors inhibiting student growth.</p> <p>Educator may have nearly met all objectives. Rigorous goal is partially met.</p>	<p>This category applies to the educator who has achieved student growth expectations on multiple measures and who has demonstrated an impact on student learning.</p> <p>Evidence across all student growth measures indicates expected levels of student growth, and staff member is able to articulate specific actions taken in order to support student growth.</p> <p>Rigorous goal is met or exceeded</p>	<p>This category applies to the educator who has surpassed expectations and demonstrated outstanding progress with all students.</p> <p>Three (3) years of longitudinal data on state assessments demonstrates consistent high levels of student growth.</p> <p>Rigorous goal is exceeded for multiple years.</p>

Rochester Community Schools Evaluation Timeline				
	1 st Year Probationary	2 nd -5 th Year Probationary	Tenured	Tenured- 3 Years Highly Effective (no evaluation)
October 31 st	1 st Scheduled Observation Completed Submit self-assessment and two individual goals to (Domains 2 and 3) formulate IDP Goal review and finalization of IDP	Submit self-assessment and two individual goals to (Domains 2 and 3) formulate IDP Goal review and finalization of IDP	Submit self-assessment and one individual goal (Domains 2 and 3).	Submit self-assessment and one individual goal (Domains 2 and 3)
November 15 th		1 st observation completed (Scheduled or unscheduled)	Goal review completed by administrator	Goal review completed by administrator
December 15 th	Administrator to conduct walkthrough and provide feedback	Administrator to conduct walkthrough and provide feedback	1 st observation completed (Scheduled or unscheduled)	
January 15 th	IDP Goals reviews and mid-year progress report/meeting completed.			
February 15 th	Unscheduled observation completed			
March 1 st		2 nd Observation completed (scheduled or unscheduled)		
March 15 th		For those on a two year probationary track, final evaluations must be submitted		
April 1 st	Administrator to conduct walkthrough and provide feedback		2 nd scheduled or unscheduled observation completed	
April 15 th	Final self-assessment complete and IDP uploaded	Final self-assessment complete and IDP uploaded	Final self-assessment complete and evidence uploaded	Review goals and complete final self-assessment
May 1 st	Final meeting with building administration to review IDP and final evaluation submitted	Final meeting with building administration to review IDP and final evaluation submitted		
May 15 th			Final meeg with administration to review evaluation.	Final meeting with administration and evidence uploaded

NOTE: FOR ALL CATEGORIES OF EMPLOYEES (except HE3 No Eval) AT LEAST ONE OBSERVATION MUST BE UNSCHEDULED.

RCS Evaluation Timeline	
	Tenured Teacher on an Individual Improvement Plan
September 20th	Submit initial self-assessment. Individual Development Plan created by appropriate administrative personnel in consultation with the teacher.
October 15th	First Classroom Observation completed (schedule or unscheduled)
January 15th	Individual Improvement Goals reviewed and mid-year progress report is completed.
February 15th	Second classroom observation is completed (scheduled or unscheduled)
March 1st	Final self-assessment completed and IDP evidence uploaded
March 15th	Final meeting with building administration to review IDP and final evaluation is submitted.

**SAMPLE
EVALUATION GOAL-SETTING FORM**

GOAL 1 – Student Growth Goal (State Assessment Data)
Goal: MStep SGP: Average SGP Math & ELA for building
Measures of Performance/Evidence (upload)

GOAL 2 – Student Growth Goal (Local Assessment Data)
Goal: Refer to pages 7 to 10 for specific goal.
Measures of Performance/Evidence (upload)

GOAL 3 – Individual Improvement Goal – From Domain 2 or Domain 3
Goal:
Purpose of Goal:
Plan to Accomplish Goal:
Resources Needed:
Measures of Performance/Evidence:

For Probationary Teachers and those Tenured Teachers on an IDP you must choose at least two Individual Improvement Goals from Domain 2 or Domain 3.

Teachers may choose to have more than the required number of Individual Improvement Goals.