Lakeview School District Evaluation System

Part 1 – Process (setting expectations and developing guiding principles)

Part 2 – A flexible instrument with a research backbone
    Personal Growth (the individual)
      Teachers – Marzano
      Administrators – ISLLC Standards
      Librarian – School Library 21 (MDE)
      Counselors – MI Comprehensive Guidance and Counseling
        Program
    Student Growth (the group)
    Peer Feedback/Self Evaluation
    Immediate Supervisor Evalutation

Part 3 – Compensation and bargaining unit negotiations

Part 4 – Principal PD

Ground Rules – "Membership"

Initial Agenda

Lengthy Process (ended up meeting through the summer

Understand the task

      recommending committee

      new process and instrument, not compensation

Understand the commitment
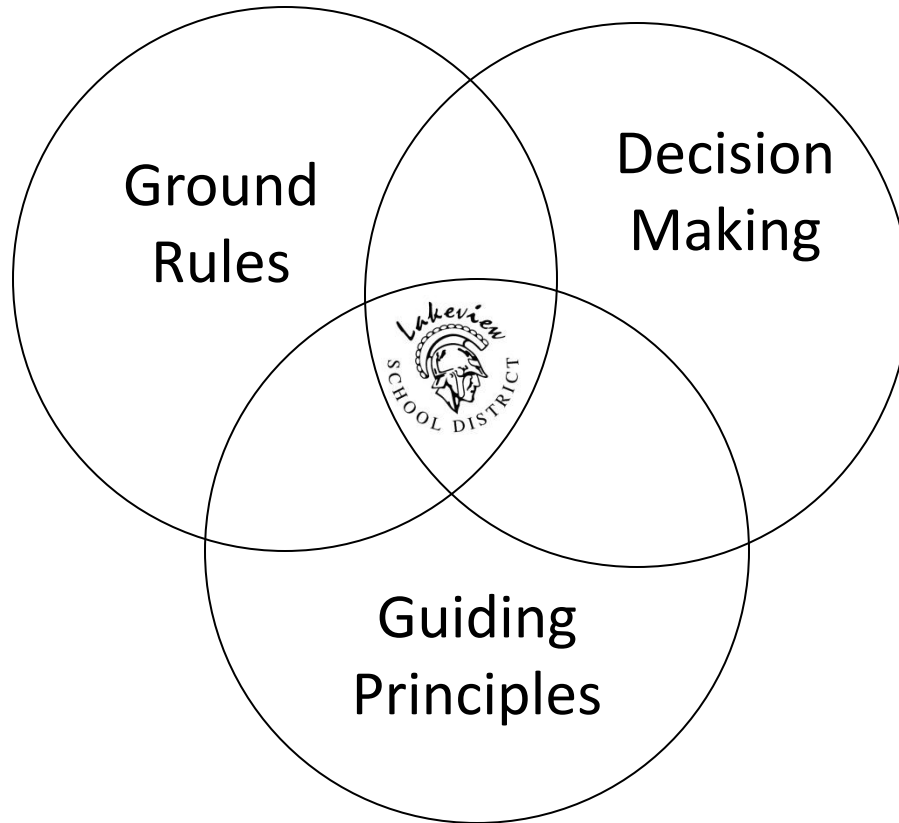
      twice a month

      readings

Understand the law

      has to be in the law, not an interpretation of the law

Understand the process

      ground rules, decision making guiding principles

      "nuts and bolts"

Guiding Principles

Be Sustainable

Be Flexible

Be based on multiple measures

Focus on growth model(s) for students and staff

Contain multiple viewpoints providing quality feedback

Have annual and multiple year components
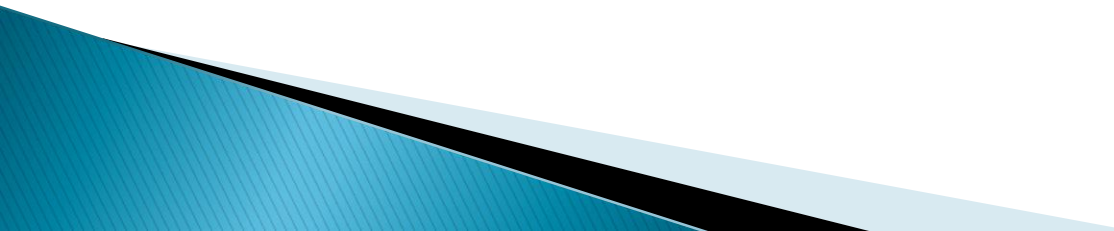
Guiding Principles

Be Sustainable

Be Flexible

• Consideration for teachers whose assignment changes between levels or subject areas during an evaluation cycle will be addressed
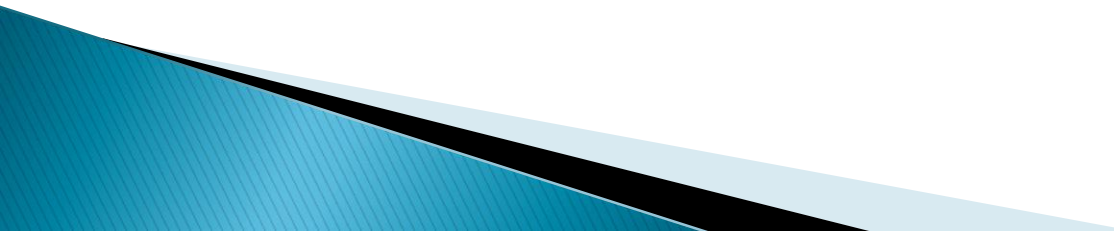
Guiding Principles

Be based on multiple measures

• Measures may include student assessments, classroom observations, perception surveys, or checklists of demonstrated behaviors

• National, State, and Local student assessments will be used to assess progress toward meeting Building, Grade Level/Department, and Individual goals depending on the assessment and staff member's assignment.
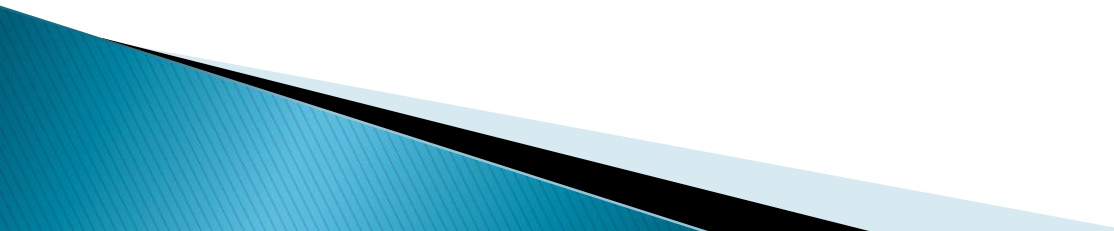
Guiding Principles

Focus on growth model(s) for students and staff

• Growth models ask the question, "How much, on average, did students' performance change?"

• Growth models identify a group (i.e. individual classroom, all sections of a specific course, building), a target to be reached, and the period of time in which to reach that target.

• Where possible, variables such as truancy and transiency are accounted for.

Guiding Principles

Contain multiple viewpoints providing quality feedback

• It is the responsibility of administration to complete written reviews and evaluations using available technology to promote sustainability

• It is the responsibility of educators to provide and receive feedback to and from their peers for the purpose of the individual to reflect upon his or her practice in order to develop on-going goals for self-improvement and contribute to his or her evaluation

• As the primary "customers" of the Lakeview School District, feedback from students and their parents is valued and will be sought.

Guiding Principles

Have annual and multiple year components

• Every instructional staff member will have a plan for growth

• Non-tenured teachers will have an annual Individual Development Plan (IDP)
• Tenured teachers and administrators may have an IDP if they have received an unsatisfactory evaluation the previous year, otherwise, they will have an Evaluation Action Plan (EAP)
• The IDP/EAP will be developed in consultation with the instructional staff member's immediate supervisor
• The IDP/EAP will provide focus for observations made and feedback given
• The IDP/EAP will address building school improvement goals (district goals for administrators), grade level or department goals, and individual goals related to student and professional growth

• The components of an IDP/EAP may or may not be the same for tenured, non-tenured, or administrators

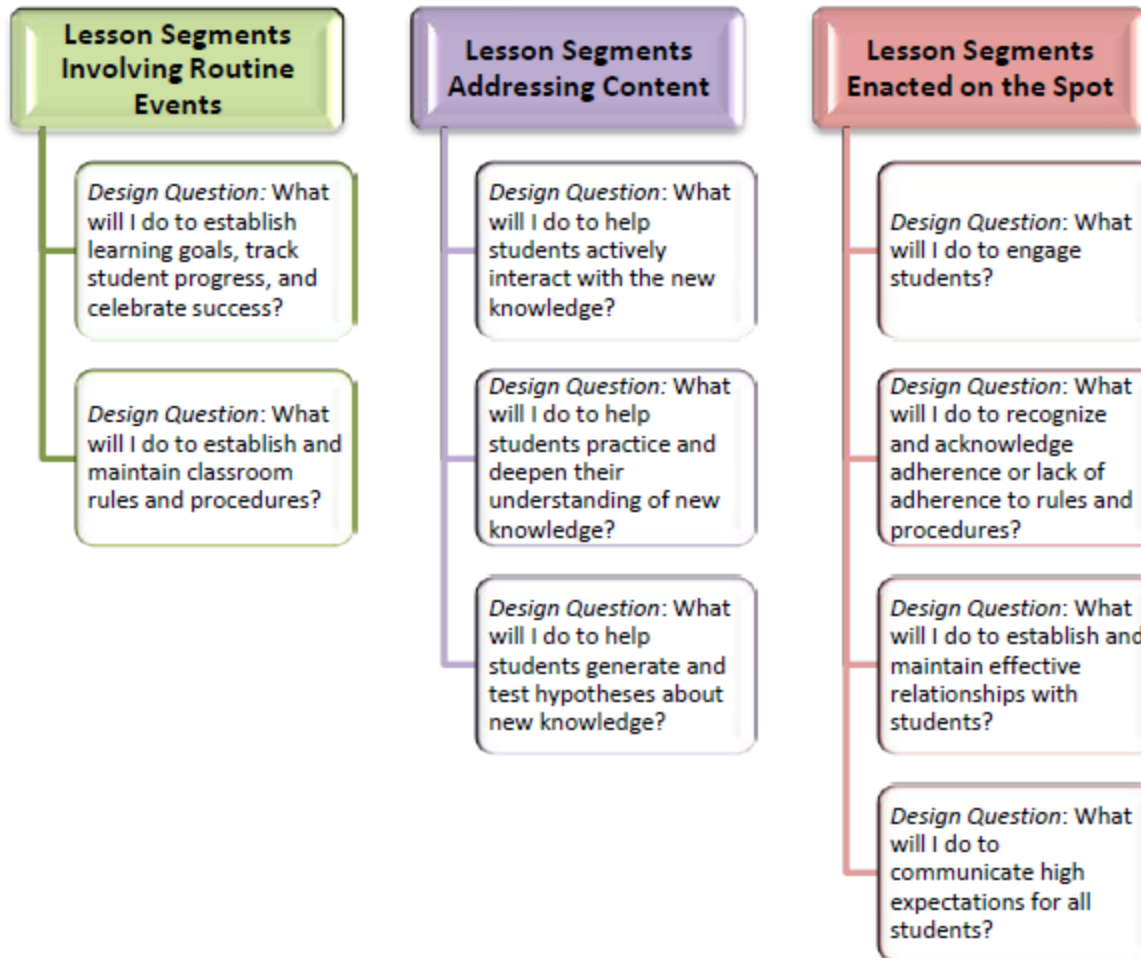# Research-Teacher Evaluations and Effective Instruction

- Reviewed multiple models
- District team identified elements of effective instruction as filter for our evaluation model

Teacher Evaluation Model

- Identified Marzano's work: The Art and Science of Teaching
  - Aligned with our district understandings
  - Used Marzano's work / materials throughout the district
  - Purchased iObservation software support

The Marzano Protocol organizes design questions into three types of lesson segments:

Lesson Segments Involving Routine Events

Design Question: What will I do to establish learning goals, track student progress, and celebrate success?

Design Question: What will I do to establish and maintain classroom rules and procedures?

Lesson Segments Addressing Content

Design Question: What will I do to help students actively interact with the new knowledge?

Design Question: What will I do to help students practice and deepen their understanding of new knowledge?

Design Question: What will I do to help students generate and test hypotheses about new knowledge?

Lesson Segments Enacted on the Spot

Design Question: What will I do to engage students?

Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

Design Question: What will I do to establish and maintain effective relationships with students?

Design Question: What will I do to communicate high expectations for all students?

Teacher EAP and IDP Documents

- EAP (Evaluation Action Plan)
  - Tenured teachers select one focus area from either instruction or classroom management.
- IDP (Individualized Development Plan)
  - Non-tenured teachers select two focus areas, one each from instruction and classroom management.

Evaluation Action Plan (EAP)

Instruction

_____ Establish and communicate learning goals, track student progress, and celebrate success.

_____ Students effectively interact with new knowledge.

_____ Students practice and deepen their understanding of new knowledge.

_____ Students generate and test hypotheses about new knowledge.

_____ Establish and maintain effective relationships with students.

_____ Communicate high expectations for all students.

Classroom Management

_____ Establish or maintain classroom rules and procedures.

_____ Recognize and acknowledge adherence and lack of adherence to classroom rules and procedures.

_____ Students are engaged.

2. Student Growth and Peer Feedback Plan

Teacher Name: _____

Building: _____ **Date:** _____

STUDENT GROWTH PLAN

Develop a plan to measure growth with your grade level, department, or like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth model, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples: Ed Performance; Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings

<u>Describe Your Plan Below</u>

PEER FEEDBACK PLAN

Develop a plan on how you will receive feedback from a peer. The feedback can come from a classroom observation, video review, lesson plan review, student assessment review, or any other way that gives you valuable feedback connected to your AEP goals. This feedback will be used by you in your self evaluation and will not be used in your formal evaluation.

<u>Describe Your Plan Below</u>

3. Summative Evaluation Report

Focus Area(s) *please retype the complete text of your selected focus area from page 1:*

Focus Area 1: _____

Teacher Name: _____   Evaluator: _____

Building: _____   Date: _____

1. Teacher Self-Evaluation

2. Student Growth Evaluation (Summative Evidence)

3. Administrative Evaluation (Narrative Formative & Summative Evidence, Next Steps)

4. Administrative Recommendations

Observation Dates	Conference Dates
1.	1.

2011/2012 School Year:

Continue

Non-Renew

Retired/Resigned effective June 30, 2011 – Satisfactory

Administrator Evaluations–ISLLC Standards

ISLLC Standards

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1. Administrative Evaluation Action Plan

Administrator Name: _____   **Date:** _____

Building: _____

DIRECTIONS:
- Choose **one** focus area.

FOCUS AREAS

Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders

A school administrator is an educational leader who promotes the success of all students by:

- ☐ Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- ☐ Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- ☐ Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- ☐ Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- ☐ Acting with integrity, fairness, and in an ethical manner.

- ☐ Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

2. Student Growth and Peer Feedback Plan

Administrator Name: _____   **Date:** _____

Building: _____

STUDENT GROWTH PLAN

Develop a plan to measure growth with your like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth model, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples: Ed Performance; Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings

Describe Your Plan Below

PEER FEEDBACK PLAN

Develop a plan on how you will receive feedback from a peer. The feedback can come from an observation, video review, plan review, student assessment review, or any other way that gives you valuable feedback connected to your goal. This feedback will be used by you in your self evaluation and will not be used in your formal evaluation.

Describe Your Plan Below

3. Summative Evaluation Report

Focus Area(s) *please retype the complete text of your selected focus area from page 1*:

   Focus Area 1:

Administrator Name:_____   **Evaluator:** _____

Building: _____   **Date:** _____

1.   **Administrator Self-Evaluation**

2.   **Student Growth Evaluation (Summative Evidence)**

3.   **Supervisor Evaluation (Narrative Formative & Summative Evidence, Next Steps)**

4.   **Supervisor Recommendations**

2011/2012 School Year:

   ☐ Satisfactory Evaluation resulting in additional compensation

   ☐ Unsatisfactory Evaluation resulting in an IDP

Counselor Evaluation

1. School Counselor Evaluation Action Plan

Due to Supervisor September 30, 2010

School Counselor Name: _____   **Date:** _____

Building: _____

DIRECTIONS:
- Choose **one** focus area.

FOCUS AREAS

Michigan Comprehensive Guidance and Counseling Program for School Counselors

A school counselor:

☐ Plans, organizes, and delivers the school counseling program.

☐ Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students to enhance their academic, career, and personal/social development.

☐ Implements the individual student planning component by guiding individuals and groups of students and their parents/guardians through the development of education and career plans.

☐ Provides responsive services through the effective use of individual and small group counseling, consultation, and referral skills.

☐ Provides systems support through effective school counseling program management and support for other educational programs. The professional school counselor is also provided with and utilizes opportunities for obtaining professional development to enhance up-to-date and effective skills.

2. Student Growth and Peer Feedback Plan

Administrator Name: **Date:**

Building:

STUDENT GROWTH PLAN

Develop a plan to measure growth with your like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth model, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples: Ed Performance; Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings

Describe Your Plan Below

PEER FEEDBACK PLAN

Develop a plan on how you will receive feedback from a peer. The feedback can come from an observation, video review, plan review, student assessment review, or any other way that gives you valuable feedback connected to your goal. This feedback will be used by you in your self evaluation and will not be used in your formal evaluation.

Describe Your Plan Below

3. Summative Evaluation Report

Focus Area(s) *please retype the complete text of your selected focus area from page 1*:

Focus Area 1: Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students to enhance their academic, career, and personal/social development.

School Counselor Name:_____   **Evaluator:**
Building: **Date:** _____

1. School Counselor Self-Evaluation

2. Student Growth Evaluation (Summative Evidence)

3. Supervisor Evaluation (Narrative Formative & Summative Evidence, Next Steps)

4. Supervisor Recommendations

2011/2012 School Year:
- ☐ Satisfactory Evaluation resulting in additional compensation
- ☐ Unsatisfactory Evaluation resulting in an IDP

Library Media Specialist Evaluation

School Library 21st (SL21)
21 Measurement Criteria for
Michigan School Libraries
For 21st Century Schools

Library of Michigan

MICHIGAN Department of
Education

Categories for School Library Program Evaluation

Teaching for 21st Century Learning
Building the 21st Century Learning Environment
Leading the Way to 21st Century Learning

This tool is to be used to measure the quality of School Library programs within individual school buildings in Michigan.
To achieve Qualified and Exemplary Status for their School Library program, completed criteria measurement evaluations are to be submitted to the Library of Michigan, an Office of the Michigan Department of Education.
School administrators are to evaluate their building's School Library program in conjunction with their School Librarian and submissions require the signature of their District Superintendent.
Status earned will be valid for three years.
This tool is a companion to the *Michigan School Library Media Program Guidelines* approved by the Library of Michigan Board of Trustees in January 2007.

Endorsed by the Library of Michigan Board of Trustees on February 5, 2010

Approved by the School Library Initiative Committee, December 1, 2009
Committee Members:
George Bishop, Dee Gwaltney, Judy Hauser, Cynthia Kleinheksel, Barbara LaBeau, Kathleen McBroom, Cyndi Phillip, Tim Staal, Melissa White
Library of Michigan Members: Nancy Robertson, Sheryl Mase, Lori Poznanski-Mason

Written by the SL21 Sub-Committee, Summer 2009
Writing Sub-Committee Members:
Cynthia Kleinheksel, Barbara LaBeau, Kathleen McBroom, Tim Staal, Melissa White

Total for Teaching for 21st Century Learning Category (Instruction, Student Achievement, Standards Integration, Collaboration, Inquiry-Based Instruction, Reading, Technology)	
Total for Building the 21st Century Learning Environment Category (Climate, Accessibility, Citizenship, Instructional Materials, Facility, Staffing, Budget)	
Total for Leading the Way to 21st Century Category (Curriculum Development, Program Effectiveness, Professional Learning, School Improvement, Community Engagement, Advocacy, Policies and Procedures)	
38 points needed to obtain Exemplary Status (No At Risk criteria allowed) **Total Points for all 21 Criteria (Total of all three categories above)** **21 points needed to obtain Qualified Status (Only 1 At Risk criteria allowed per category)**	

Date Completed

Building Information

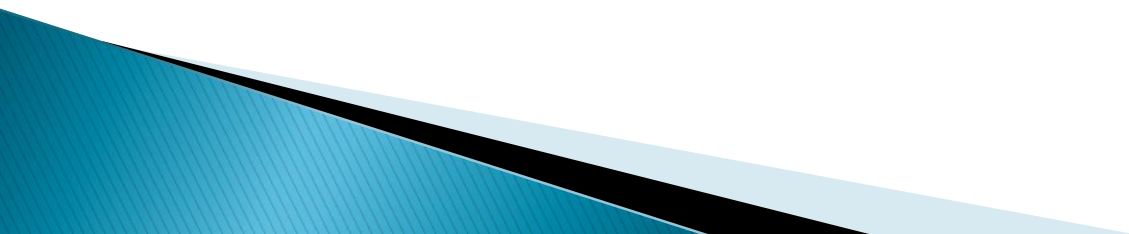**School Building Name_**   **Grade Levels _____**

School District_   Lakeview School District_____

Mailing Address   **City**   **ZIP**

Evaluation Completed By:

School Building Administrator

Name

Position

Email Address

Phone #
(Area Code-Phone-Extension)

_____
(Signature of School Building Administrator)

School Librarian

Name

Position

Email Address

Phone #
(Area Code-Phone-Extension)

_____
(Signature of School Librarian)

Evaluation Reviewed and Submitted By:

_____   **Date**
(Signature of School District superintendent)

_____	15 Arbor Street___	Battle Creek	MI	49015
Superintendent Name	**Address**	**City**	**State**	**Zip Code**

Return form to: Nancy R. Robertson, State Librarian, 702 W. Kalamazoo St., P.O. Box 3007, Lansing, MI 48909-7507

_____

Library of Michigan Use Only

Status: At Risk _____   Qualified _____   Exemplary _____ Valid Through _____

Approved Date and Initials_____   Letter Sent Date and Initials _____   Email Notification Date and Initials _____

Bargaining

- Article 8 – Evaluation

- Exhibit B – Professional Compensation

ARTICLE 8
Evaluation

A.   The main purpose of teacher evaluation is the improvement of instruction by helping and encouraging each teacher to improve his/her teaching performance to promote student growth. Other goals of teacher evaluation are: To continue development of effective teaching skills; to improve the teaching/learning process; to develop long-range planning and to identify and remediate deficient performance; and to assess a teacher's job performance, in part, using multiple rating categories that take into account data on student growth as measured by national, state or local assessments and other objective criteria. It is the sole responsibility of administrators to formally evaluate teachers according to the outlined provisions of this Article. This does not preclude the use of contracted personnel to perform classroom observations as part of the evaluation process. However, the teacher being evaluated has the right to choose to only be observed by an administrator as defined in Section D of this Article.

SUSTAINABLE

B.   Each tenure teacher will be formally evaluated at least once each school year prior to the fourth Friday in May. If a tenured teacher is not evaluated during a contractual year, he/she is to be considered as performing his/her duties in a satisfactory manner.

EXHIBIT B
Professional Compensation

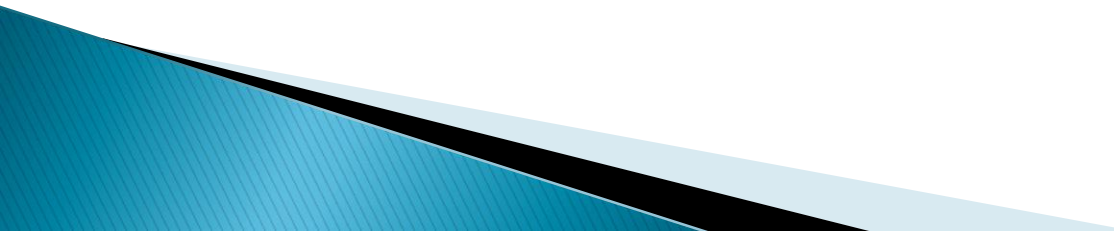2010-2011 Salary Schedule
1 percent increase over 2009-2010 Salary
Schedule

Step	BA	MA
0	35,488	38,012
1	36,482	39,075
2	38,053	40,757
3	40,230	43,248
4	42,253	45,734
5	44,613	48,229
6	46,802	50,724
7	48,990	53,207
8	51,174	55,698
9	52,575	58,196
10	55,557	60,686
11	57,746	63,168
12	59,933	65,661
13	63,038	68,154
14	-	71,700
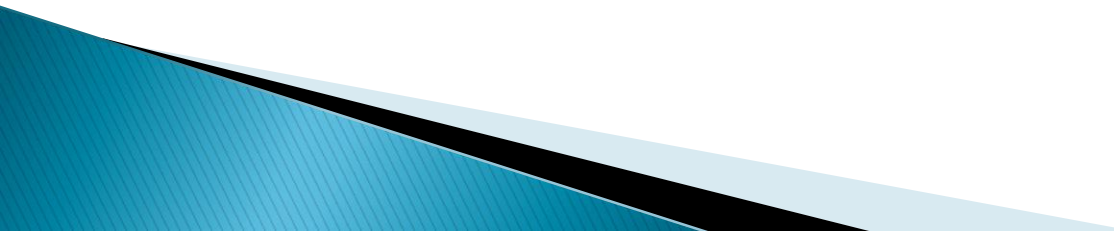
A bargaining unit member who was on the Ph.D. salary column in 2009-2010 will be paid at their rate for 2009-2010 plus one percent (1%).

For the 2010-2011 school year, bargaining unit members who receive a satisfactory rating on their evaluation will receive an off-schedule stipend of $400 on the second payroll in June, 2011. This amount will be pro-rated for part-time teachers and for teachers with partial year service.
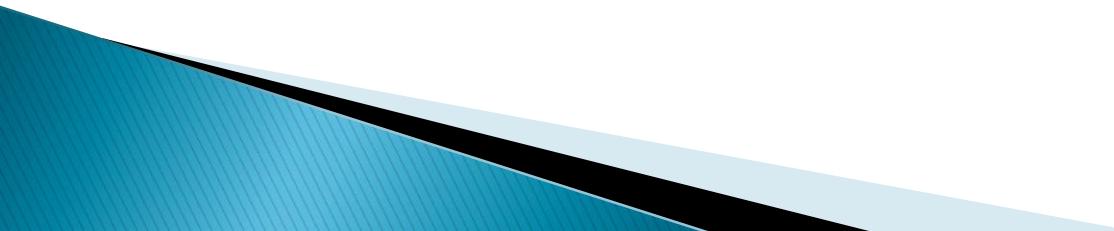
Administrative Training / Support

- Using technology support– *iObservation* Online system for monitoring observations, communication between teacher and administrator
- Focus for principals' PD 2010-11: Developing our understandings and consistent implementation of the new evaluation system.
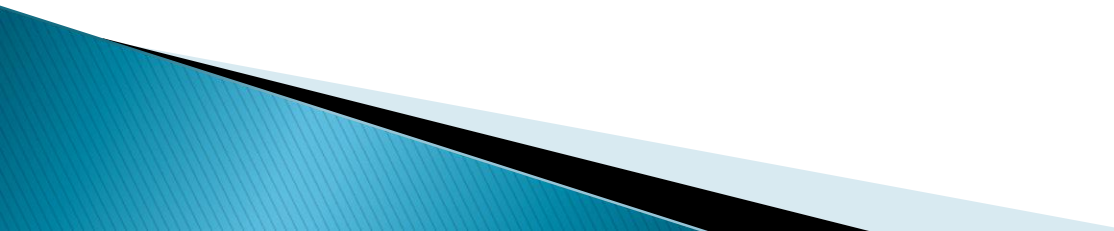
What Have We Learned?

‣ Need to continually work to develop common beliefs and understandings regarding effective instruction

‣ Observing teacher videos of classroom instruction has been an effective tool to work on our common beliefs and understandings

‣ It's a challenge to evaluate all staff (sustainability)

‣ Getting better at focusing observations on teacher specific goals (15–30 minute vs 60–90 minute observations)

What Have We Learned?

▸ Some teacher goals more substance than others; Some goals too narrow

▸ Student growth plans – Intentionally gave teachers great deal of latitude. Goal was to get teachers focusing on student growth

▸ Some of our assessment calendars not aligned with evaluation deadlines

▸ Increased feedback / dialogue between principals and teachers

▸ Student interview component of iObservation is useful

What Have We Learned?

- Administrators getting into teacher classrooms more frequently
- Peer : Teachers observing / getting feedback from their colleagues more frequently
- Increased awareness and focus on student growth
- Regularly scheduled support sessions for administrators extremely important / beneficial

Next Steps

- Survey teachers and administrators regarding pros/cons of the new evaluation system (End of April)
- Reconvene district evaluation committee (May)
- Review teacher and administrator feedback. Make recommendations for improvements / changes
- Will look at results of growth plans this spring; make recommendations / adjustments for 2011-12