

# CAMDEN-FRONTIER SCHOOLS

## Educator Evaluation Systems Postings and Assurances

### **Administrator's Process:**

#### *MASA'S SCHOOL ADVANCE ADMINISTRATOR EVALUATION INSTRUMENT*

1. Align the rubrics to Administrator and District priority goals and initiatives (strategies)
2. Unpack the rubrics and develop "look-fors" (i.e. generate and share ideas for evidence)
3. Complete base-line self-assessments
4. Develop initial growth plans
5. Establish process for documenting evidence
6. Develop evaluation cycle and timelines
7. Work out summative performance rating process. Evidence collection associated with school administrator performance will be ongoing and will consist of various forms. Evidence may be collected and documented by the evaluator, the school administrator being evaluated, and/or through other evidence collection means. Evidence collection strategies and areas of focus may include, but are not limited to, observation of school administrator job performance; survey results; demonstrated achievement of district and/or school improvement goals; improved teacher and/or subordinate performance; district and/or school culture, including staff morale; community, including district, school, and the community-at-large, input and feedback; compliance with applicable law, policy, and procedures; improved self-practice; professional development; and district/school operations. Evidence collected will be interpreted as against the School ADvance framework for building-level administrators and district-level administrators, as applicable, rubric for the purpose of determining whether the school administrator's performance is ineffective, minimally effective, effective, or highly effective within a particular component.

### **Process For Teachers:**

The Observation & Evidence Collection Process for Camden-Frontier Schools will conduct classroom observations of all CF teachers, which will help to inform the performance evaluation process for the teacher. At least one classroom observation will be conducted on all teachers, unless a teacher received a rating of highly effective or effective on his/her two most recent annual year-end evaluations, there will be at least two classroom observations of the teacher during the school year, both of which will be unscheduled. Observations will be performed by individuals trained in the use of Charlotte Danielson's Framework for Teaching evaluation tool, and at least one of the classroom observations will be conducted by the school administrator responsible for the teacher's performance evaluation. Classroom observations will minimally include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson. Classroom observations may be for an entire class period, or they may be for a shorter period at the discretion of the person conducting the observation.

Using the evaluation tool adopted by Camden-Frontier Schools, the observer will collect evidence during the observation that will contribute to the performance evaluation and contribute to the teacher's overall performance rating. Charlotte Danielson's Framework for Teaching

contains two domains which focus largely on the classroom environment and instructional practices of the teacher (Domain 2: The Classroom Environment and Domain 3: Instruction). To calculate the teacher's ratings within these domains, the observer will, to the extent that such is relevant to the class/lesson in which the observation is being conducted, collect evidence about how the teacher: (1) creates an environment of respect and rapport within the classroom, (2) establishes a culture for learning within the classroom, (3) manages classroom procedures, (4) manages student behavior, (5) organizes physical space, (6) communicates with students, (7) uses questioning and discussion techniques, (8) engages students in learning, (9) uses assessment in instruction, and (10) demonstrates flexibility and responsiveness. Specific evidence of what the observer sees and hears in the classroom will be documented by the observer.

Once the evidence has been collected through the observation process, the evidence will be interpreted as against the Framework for Teaching rubric for the purpose of determining whether the teacher's performance is ineffective, minimally effective, effective, or highly effective within a particular component.

### **The Feedback Process**

Within 30 days of the classroom observation, the person who conducted the observation will provide feedback on the observation. The feedback process is intended to support learning and improved practice by the teacher. The feedback process will include sharing by the observer of specific evidence collected during the observation and how the evidence supports a specific effectiveness rating. The feedback process is intended to engage discussion between the observer and teacher about how the teacher could improve and strengthen his/her teaching practice.

### **Developing Performance Ratings**

The Camden-Frontier Schools' performance evaluation system will assign all teachers one of the following effectiveness ratings: (1) highly effective, (2) effective, (3) minimally effective, or (4) ineffective. The effectiveness rating will be based on the teacher's score on the annual year-end evaluation.

Each teacher's performance rating will be arrived at through use of the Camden-Frontier Schools' performance evaluation system which includes: (1) Charlotte Danielson Framework for Teaching evaluation tool, (2) student growth and assessment data as required by Section 1249 of Michigan's Revised School Code, and (3) to the extent that they are not included in the evaluation tool, the teacher's demonstrated pedagogical skills, the teacher's classroom management, the teacher's attendance and disciplinary records, the teacher's significant, relevant accomplishments, and the teacher's relevant special training. Classroom observations, teacher provided information, and other relevant information and records will be used to inform the evaluation system and arrive at a final effectiveness rating for the teacher.

### **Developing Performance Goals and Improvement**

Through plans developed by the performance evaluation process, the evaluator will, in consultation with the teacher, develop specific performance goals for the teacher which will assist in improving the teacher's effectiveness for the next school year. The performance goals will be incorporated into the teacher's annual year-end evaluation and may include recommended training that would assist the teacher in meeting the goals.

If the teacher is in his/her first year as a probationary teacher or received a rating of minimally effective or ineffective on his/her most recent annual year-end evaluation, the teacher will be provided a midyear progress report, which will be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist the teacher to improve. The midyear progress report will be based at least in part on student achievement and will be aligned with the teacher's individualized development plan. The midyear progress report will include performance goals for the remainder of the school year. The performance goals will be developed in consultation with the teacher and may include recommended training that would assist the teacher in meeting the goals.

If a teacher's performance is deemed to be unsatisfactory for any reason during the school year, the teacher's supervisor may conduct a meeting with the teacher to discuss the teacher's performance and strategies through which the teacher can improve his/her performance. The unsatisfactory performance will be documented and will be used to inform the performance evaluation system. If, after provided ample time to improve his/her performance, the teacher's performance remains unsatisfactory, the teacher will be moved to a plan of assistance, which will be developed by the supervisor and teacher. If, after provided ample time to improve his/her performance, the teacher's performance remains unsatisfactory, the teacher will be moved to an Intensive Assistance Plan.

If a teacher is rated as ineffective on three consecutive year-end evaluations, Camden-Frontier Schools will dismiss the teacher from his/her employment, however, this does not prohibit Camden-Frontier Schools from dismissing the teacher from his/her employment at any time.

*Camden-Frontier Schools will provide evaluators and observers with training on the use of the Charlotte Danielson Framework for Teaching tool as follows:*

Camden-Frontier Schools will provide training to all CF employees responsible for evaluating and observing teachers. All training will be provided by an individual or individuals who have expertise in Charlotte Danielson's Framework for Teaching evaluation tool and observation protocol. A typical training will include a review of the Framework, including, but not limited to defining effective teaching practice, identifying common themes of the Framework, identifying varying levels of teaching performance, identifying varying levels of student engagement, identifying and collecting evidence of effective teaching beyond the classroom, identifying and collecting evidence of classroom practices through observation, generating a summative report, and strategies for providing feedback and goal development/monitoring with teachers.

Training will be scheduled to ensure that all CF employees responsible for evaluation and observation are able to attend a training session.

Technical support on use of the Framework for Teaching evaluation tool will be available from the Camden-Frontier Schools' Staff Resources Department on an ongoing basis, and additional training may be made available to those individuals determined as requiring such.

### **Administrator Training:**

- *The following training will be offered by Michigan Association for any administrator who will evaluate OR be evaluated using the School ADvance Administrator Evaluation System: Currently scheduled 10/17/16 and 10/18/2016 for School ADvance Basic Training*
  - **Introduction and overview of the School ADvance Administrator Evaluation System**
  - **Introduction to the full and summary Principal and District Leader rubrics**
    - **Matching the rubrics to job responsibilities and establishing priority performance areas**
    - **Beginning to identify performance evidence**
    - **Planning the evaluation cycle and formative and summative processes**
    - **Establishing a base line self-assessment**
    - **Collecting and documenting performance evidence**
    - **Goal setting, growth plans, and performance conferencing**
  - **Developing rater and inter-rater reliability**
  - **Planning for implementation**
  - **Accessing a Web-based refresher training modules for all users**

### **Board of Education Training:**

- Board of Education Training for evaluating the superintendent was offered at our ISD in May 2016 and September 2016 through Michigan Association of School Boards (MASB)
- Board of Education received their second round of training on Monday, November 14, 2016 through Michigan Association of School Boards (MASB)
- MASB offers documentation of Superintendent Evaluation Overview, a Frequently Asked Questions, and Superintendent Evaluation documents at <http://www.masb.org/superintendents.aspx>

### **Teacher Training Plan**

#### **Educator Training:**

- *The following trainings will be offered by the Danielson Group to our certified staff: (2 Representatives from the teaching staff will be attending along with the Superintendent/7-12 Administrator and the K-6 Administrator). Follow-up training with the rest of the certified staff will take place during staff meetings throughout the 16-17 school year.*
  - **Introduction to the Framework for Teaching (10/25/16)**
    - This is a one-day session that provides an understanding of the structure, architecture, and vocabulary of the Danielson Framework for Teaching. Participants develop awareness of the different levels of performance and how to use the rubrics to analyze teaching practice. Special emphasis is placed on component 3c: Engaging Students in Learning.
  - **Deeper Understanding of the Framework for Teaching (12/7/16)**
    - This workshop allows for further exploration into the components and rubrics that guide instructional improvement. Activities may include:

looking at the relationships between domains and the common themes of The Framework, and using The Framework to observe recorded lessons.

- **On-going trainings TBD as needed.**

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***MASA'S SCHOOL ADVANCE ADMINISTRATOR EVALUATION INSTRUMENT***

1. [http://www.goschooladvance.org/sites/default/files/AssurancesDoc\\_Michigan\\_Users\\_2016\\_6.pdf?sid=590](http://www.goschooladvance.org/sites/default/files/AssurancesDoc_Michigan_Users_2016_6.pdf?sid=590)

***MASB'S EVALUATION INSTRUMENT***

- <http://www.masb.org/postingrequirements>

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**Evidence of Reliability, Validity, and Efficacy can be found here [Section 1249(3)(c)]**

***CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING***

- <https://www.danielsongroup.org/questions-about-the-framework-for-teaching/>
- <http://www.danielsongroup.org/research/>

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2. [http://www.goschooladvance.org/sites/default/files/AssurancesDoc\\_Michigan\\_Users\\_2016\\_6.pdf?sid=590](http://www.goschooladvance.org/sites/default/files/AssurancesDoc_Michigan_Users_2016_6.pdf?sid=590)

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**Evaluation Framework and Rubric [Section 1249(3)(d)]**

***CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING***

- [2011 Danielson Framework for Teaching](#)

***MASA'S SCHOOL ADVANCE ADMINISTRATOR EVALUATION INSTRUMENT***

3. [http://www.goschooladvance.org/sites/default/files/AssurancesDoc\\_Michigan\\_Users\\_2016\\_6.pdf?sid=590](http://www.goschooladvance.org/sites/default/files/AssurancesDoc_Michigan_Users_2016_6.pdf?sid=590)

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