# Washtenaw Intermediate School District

# Teacher Evaluation Process

# 2016-17

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## Introduction

The evaluation instrument:

- Provides an evaluation that focuses on growth and development of teachers
- Establishes clear, reasonable goals and expectations for teachers
- Recognizes the value of continued professional growth

The primary purposes of the evaluation process are to:

- Improve the quality of instruction by ensuring accountability for classroom performance;
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the Washtenaw Intermediate School District;
- Provide a basis for instructional improvement through productive teacher appraisal and professional growth; and
- Share responsibility for evaluation between the teacher and administration in a collaborative process that promotes self-growth, instructional effectiveness, and improvement of overall job performance through a collaborative process.

This evaluation process includes the following distinguishing characteristics:

- Benchmark behaviors for each of the performance standards;
- A focus on the relationship between teacher performance and improved student academic achievement;
- A system for documenting teacher performance based on quantitative measurement;
- A procedure f or conducting performance reviews that stresses accountability, promotes professional improvement, and increases teacher involvement in the evaluation process; and
- A support system for providing assistance when needed.
- Values the use of research-based strategies.

## Identifying Teacher Performance Standards

Clearly defined professional responsibilities for teachers constitute the foundation for the teacher evaluation process. A fair and comprehensive evaluation process provides sufficient detail and accuracy so that both the teacher and the evaluator will reasonably understand the job expectations. The model we propose has four domains: 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, and 4) Professionalism.

Domain 1 deals with planning and preparation and has a direct relationship with Domain 2. Domain 2 deals with classroom environment. It is the most detailed domain and thought to have a direct relationship with student achievement. Domain 3 has a direct relationship with Domain 2. Domain 4 is the context in which the other three domains function (Danielson).

### The Evaluation Process

The expectations for teacher performance are defined using a two-part approach: 1) the walkthroughs/observations, and 2) the student growth and assessment data. The Observations will account for 75% of the total evaluation while the student growth and assessment data will account for 25% of the total evaluation. For the purposes of this evaluation process, Domains 1 and 4 are the focus of the two-tiered approach. It was determined that improving a teacher's strategies and behaviors in the classroom should be the primary focus of supervision and evaluation (Domain 2). "Professionalism" (Domain 4) is also an important aspect of developing expertise in that they form the foundation on which the other three domains are developed" (Danielson).

### Tier One: Classroom Observations/Walk-Throughs

**Classroom Walk-Throughs:** The classroom walk-through strategy has been identified as an effective structure to guide classroom visits and follow-up reflection. The purpose of this strategy is to provide coaching and opportunities for reflective thinking. Reflective thinking about one's practice has been found to be one of the most effective change strategies. Follow-up reflection provides a process for communication between the evaluator and the teacher. Administrative comments are needed if teacher rating is ineffective or minimally effective. Feedback will be given in a timely manner with the classroom walk-through/observation tool and informal professional dialogue with the teacher and evaluator (Appendix B).

**Classroom Observations:** The evaluator will conduct two (2) classroom observations; one (1) announced and one (1) unannounced. Feedback will be given in a timely manner with the classroom walk- through/observation tool (Appendix B).

**The classroom walk-through and observation must include the review of lesson plans, curriculum standard(s), and student engagement. Teachers will complete the pre-observation, reflection forms (Appendix J1 & J2) and provide copies of lesson plans to the supervisor for the announced observation.**

**Before March 1 of each year, if a teacher has been found to be ineffective in Tier One, the teacher and evaluator will mutually arrange additional observation(s).**

### Tier Two: Student Growth and Assessment Data

The Committee recognizes that teachers have a definite impact on student learning and academic performance. The teacher's professional development goal will support the District's School Improvement Plan (SIP) or WISD District Board Goals and directly address professional growth of the teacher with the understanding that professional growth by teachers promotes achievement by students. A form is provided for developing and assessing the annual goal (see Appendix C). The Committee also developed a rubric that outlines the teacher's professional growth plan goal (see Appendix D).

**Each teacher will set at least two annual goals for improving student achievement that will be based on the results of quantitative performance measures. Goals must support the District's School Improvement Plan (SIP) or the WISD District Board Goals. The goals and the goal fulfillment constitute an important data component of the evaluation.** Possible instruments of measurement can be found on the "Dashboard" (see Appendix E). Goals are developed early in the school year under a designated timeline. The goals describe observable behavior and/or measurable results that will be demonstrated once the goal has been achieved. **Measurable results must include at least two (2) instruments of measurement.** The acronym SMART is a useful way to self-assess a goal's feasibility and worth.

**S**pecific – the goal is focused; for example, by content area, by learners' needs
**M**easurable – an appropriate instrument/measure is selected to assess the goal
**A**ttainable – the goal is within the teacher's control to effect change
**R**ealistic – the goal is appropriate for the teacher
**T**ime limited – the goal is contained to a single school year

The goals included below are merely samples of SMART goals that teachers might develop. The sample goals are intended to serve as a model for how goals may be written (see Appendix I for additional assistance).

| Sample Goals: |
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| 1) In the current school year, 100% of my students with IEP goals related to communication will show measurable growth in the area of interpersonal communication skills.  At least 80% of those students will meet or exceed the benchmark for the stated IEP goal which will be documented by comparing baseline video to 2 other videos taped with the year and by recorded observations on the Communicative Form and Function checklist.<br><br>2) During the school year, all my students will improve their fine motor skills in the areas of dressing, preparing food, and communication, as assessed by bi-monthly anecdotal documentation and by a classroom performance assessment of fine motor skills and dexterity where each student will improve his or her ability by one or more levels on the rubric.<br><br>3) During the 2016-2017 school year 100% of my classroom students will access the community to complete an activity that practices skills needed to meet or exceed the benchmark for stated IEP Annual Goals at least 2 documented times per month logged on record sheet and through photos that record activities that demonstrate an increase in independence. |

**Teachers complete a draft of their goal and schedule a meeting with their evaluator to discuss and agree upon the proposed goal.** While developing a goal, the evaluator will help the teacher to ensure that the SMART Goal and the Goal Achievement Plan are developed for success as per the rubric. Teachers are responsible for submitting their draft goal to their evaluators by November 1st with final goal submission by November 15th Teachers will schedule a meeting in collaboration with their evaluator to review the progress of the goal no later than April, but may meet earlier as need to check-in on progress.

The Goal Achievement Plan will outline the student growth measures to be documented.  The analysis of the data and documentation on student growth measures **will be kept in the teacher's portfolio for the Professional Growth Plan Final Review Meeting with the Evaluator to be held no later than May 30th.**  The portfolio will contain examples of the teacher's work conducted in the performance of the SMART Goal that may include but is not limited to:

- Sets acceptable, measurable, and appropriate achievement goals for student academic progress based on baseline data.
- Documents the progress of each student throughout the evaluation period.
- Provides evidence that achievement goals have been met, including identified measures as well as other multiple measures of student growth
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

The framework outlined in the handbook is applicable for all teaching staff, **Note that 1st year probationary teachers or any teacher who received a minimally effective or ineffective rating on their most recent evaluation will have additional evaluation step to meet the requirements of the Michigan Tenure Act (See Appendix G).**

## Rating Performance

Teacher ratings will be determined utilizing the Observation Rubric Descriptions and the SMART Goals Rubric. The Observations will account for 75% while Student Growth and Assessment Data will account for the other 25%.

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| ☑ **Section 1**: Rubric Domain Summary<br>Rubric Domain Summary | Section Weight: 50 |
| ☑ **Section 2**: Professional Growth Plan Goal Rubric S<br>Professional Growth Plan Goal Rubric Scoring | Section Weight: 25 |
| ☐ **Section 3**: Data Analysis Scoring Summary | Section Weight: |
| ☐ **Section 4**: Student Performance Results | Section Weight: 0 |
| ☑ **Section 5**: Data Analysis Scoring Summary<br>Data Analysis Scoring Summary | Section Weight: 25 |

Teachers will be rated as:
- Ineffective
- Minimally Effective
- Effective
- Highly Effective

**Evaluators will review the teacher's effectiveness rating with the teacher, no later than the end of May (see Appendix F).**

# APPENDIX A
# CLASSROOM WALK-THROUGH/OBSERVATION RUBRIC

| Domain 1: Planning & Preparation | | | | |
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| **Element** | **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **1a: Demonstrating Knowledge of Content and Pedagogy** | In planning and practice, teacher makes content errors or does not correct errors made by students. | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. |
| | Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. | Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge maybe inaccurate or incomplete. | Teacher's plans and practice reflect accurate understanding of prerequisite relation-ships among topics and concepts. | Teacher's plans and practices reflect understanding of pre-requisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| | Teacher displays little or no understanding of the range of pedagogical approaches suit-able to student learning of the content. | Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suit-able to the discipline or to the students. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |
| **1b: Demonstrating Knowledge of Students** | Teacher displays little or no knowledge of the develop-mental characteristics of the age group. | Teacher displays partial knowledge of the develop-mental characteristics of the age group. | Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. |
| | Teacher sees no value in understanding how students learn and does not seek such information. | Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. | Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. | Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. |
| | Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. | Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. |
| | Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. |
| | Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important. | Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher is aware of students' special learning and medical needs. | Teacher possesses information about each students' learning and medical needs, collecting such information from a variety of sources |
| **1c: Setting Instructional Outcomes** | Outcomes represent low expectations for students and lack of rigor. They do not reflect | Outcomes represent moderately high expectations and rigor. Some reflect important learning | Most outcomes represent high expectations and rigor and important learning in the | All outcomes represent high expectations and rigor and important learning in the |

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| important learning in the discipline or a connection to a sequence of learning. | in the discipline and at least some connection to a sequence of learning. | discipline. They are connected to a sequence of learning. | discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. |
| Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. |
| Outcomes reflect only one type of learning and only one discipline or strand. | Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. | Outcomes reflect several different types of learning and opportunities for coordination. | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. |
| Outcomes are not suitable for the class or are not based on any assessment of student needs. | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. |
| **1d: Demonstrating Knowledge of Resources** | Teacher is unaware of resources for classroom use available through the school or district. | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
|  | Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
|  | Teacher is unaware of resources for students available through the school or district. | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. |
| **1e: Designing Coherent Instruction** | Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |
|  | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. | Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. |

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| | Instructional groups do not support the instructional outcomes and offer no variety. | Instructional groups partially support the instructional outcomes, with an effort at providing some variety. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. |
| | The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. |
| **1f: Designing Student Assessments** | Assessment procedures are not congruent with instructional outcomes. | Some of the instructional outcomes are assessed through the proposed approach, but many are not. | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
| | Proposed approach contains no criteria or standards. | Assessment criteria and standards have been developed, but they are not clear. | Assessment criteria and standards are clear. | Assessment criteria and standards are clear; there is evidence that the students contributed to their development. |
| | Teacher has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| | Teacher has no plans to use assessment results in designing future instruction. | Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher plans to use assessment results to plan for future instruction for groups of students. | Teacher plans to use assessment results to plan future instruction for individual students. |

| Domain 2: The Classroom Environment | | | | |
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| **Element** | **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2a: Creating an Environment of Respect and Rapport** | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| | Student interactions are characterized by conflict, sarcasm, or put-downs. | Students do not demonstrate disrespect for one another. | Student interactions are generally polite and respectful. | Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. |
| **2b: Establishing a Culture for Learning** | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. |
| | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. |
| | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. | Students minimally accept the responsibility to do good work but invest little of their energy into its quality. | Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. | Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. |
| **2c: Managing Classroom Procedures** | Students not working with the teacher are not productively engaged in learning. | Students in only some groups are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. |
| | Transitions are chaotic, with much time lost between activities or lesson segments. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. |
| | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. |
| | Considerable instructional time is lost in performing non-instructional duties. | Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time. | Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. |
| | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Volunteers and paraprofessionals make a substantive contribution to the classroom environment. |

| 2d: Managing Student Behavior | No standards of conduct appear to have been established, or students are confused as to what the standards are. | Standards of conduct appear to have been established, and most students seem to understand them. | Standards of conduct are clear to all students. | Standards of conduct are clear to all students and appear to have been developed with student participation. |
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| | Student behavior is not monitored, and teacher is unaware of what the students are doing. | Teacher is generally aware of student behavior but may miss the activities of some students. | Teacher is alert to student behavior at all times. | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. |
| | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. |
| 2e: Organizing Physical Space | The classroom is unsafe, or learning is not accessible to some students. | The classroom is safe, and at least essential learning is accessible to most students. | The classroom is safe, and learning is equally accessible to all students. | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. |
| | The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. |

| Domain 3: Instruction | | | | |
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| **Element** | **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| 3a: Communicating with Students | Teacher's purpose in a lesson or unit is unclear to students. | Teacher attempts to explain the instructional purpose, with limited success. | Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. | Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. |
| | Teacher's directions and procedures are confusing to students. | Teacher's directions and procedures are clarified after initial student confusion. | Teacher's directions and procedures are clear to students. | Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. |
| | Teacher's explanation of the content is unclear or confusing or uses inappropriate language. | Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. | Teacher's explanation of content is appropriate and connects with students knowledge and experience. | Teacher's explanation of content is imaginative and connects with students knowledge and experience. Students contribute to explaining concepts to their peers. |
| | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. | Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. | Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. |
| 3b: Using Questioning and Discussion Techniques | Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. | Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. | Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. |

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| Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. | Teacher creates a genuine discussion among students, stepping aside when appropriate. | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |
| A few students dominate the discussion. | Teacher attempts to engage all students in the discussion, but with only limited success. | Teacher successfully engages all students in the discussion. | Students themselves ensure that all voices are heard in the discussion. |

| 3c: Engaging Students in Learning | | | | |
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| | Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. |
| | Instructional groups are inappropriate to the students or to the instructional outcomes. | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. |
| | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. |
| | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. |

| 3d: Using Assessment in Instruction | | | | |
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| | Students are not aware of the criteria and performance standards by which their work will be evaluated. | Students know some of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. |
| | Teacher does not monitor student learning in the curriculum. | Teacher monitors the progress of the class as a whole but elicits no diagnostic information. | Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. | Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. |
| | Teacher's feedback to students is of poor quality and not provided in a timely manner. | Teacher's feedback to students is uneven, and its timeliness is inconsistent. | Teacher's feedback to students is timely and of consistently high quality | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| | Students do not engage in self-assessment or monitoring of progress. | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. |

| 3e: Demonstrating Flexibility and Responsiveness | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. | Teacher attempts to adjust a lesson when needed, with only partially successful results. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Teacher successfully makes a major adjustment to a lesson when needed. |
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| | Teacher ignores or brushes aside students' questions or interests. | Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. | Teacher successfully accommodates students' questions or interests. | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. |
| | When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |

## Domain 4: Professional Responsibilities

| Element | Ineffective | Minimally Effective | Effective | Highly Effective |
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| 4a: Reflecting on Teaching | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. |
| | Teacher has no suggestions for how a lesson could be improved another time the lesson is taught. | Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught. | Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| 4b: Maintaining Accurate Records | Teacher's system for maintaining information on student completion of assignments is in disarray. | Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. |
| | Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. | Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. | Teacher's system for maintaining information on student progress in learning is fully effective. | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records |
| | Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. | Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors. | Teacher's system for maintaining information on non-instructional activities is fully effective. | Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance. |
| 4c: Communicating with Families | Teacher provides little or no information about the instructional program to families. | Teacher participates in the school's activities for family communication but offers little additional information. | Teacher provides frequent information to families, as appropriate, about the instructional program. | Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. |
| | Teacher provides minimal information to families about individual students, or the | Teacher adheres to the school's required procedures for communicating with families. | Teacher communicates with families about students' progress on a regular basis, respecting | Teacher provides information to families frequently on student progress, with students |

| | | | | |
|---|---|---|---|---|
| | communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. | Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | cultural norms, and is available as needed to respond to family concerns. | contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. |
| | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. | Teacher makes modest and partially successful attempts to engage families in the instructional program. | Teacher's efforts to engage families in the instructional program are frequent and successful. | Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. |
| **4d: Participating in a Professional Community** | Teacher's relationships with colleagues are negative or self-serving. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. | Relationships with colleagues are characterized by mutual support and cooperation. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. |
| | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. | Teacher becomes involved in the school's culture of inquiry when invited to do so. | Teacher actively participates in a culture of professional inquiry. | Teacher takes a leadership role in promoting a culture of professional inquiry. |
| | Teacher avoids becoming involved in school events. | Teacher participates in school events when specifically asked. | Teacher volunteers to participate in school events, making a substantial contribution. | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. |
| | Teacher avoids becoming involved in school and district projects. | Teacher participates in school and district projects when specifically asked. | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |
| **4e: Growing and Developing Professionally** | Teacher engages in no professional development activities to enhance knowledge or skill. | Teacher participates in professional activities to a limited extent when they are convenient. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. |
| | Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Teacher seeks out feedback on teaching from both supervisors and colleagues. |
| | Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher finds limited ways to contribute to the profession. | Teacher participates actively in assisting other educators. | Teacher initiates important activities to contribute to the profession. |
| **4f: Showing Professionalism** | Teacher displays dishonesty in interactions with colleagues, students, and the public. | Teacher is honest in interactions with colleagues, students, and the public. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. |
| | Teacher is not alert to students' needs. | Teacher's attempts to serve students are inconsistent. | Teacher is active in serving students. | Teacher is highly proactive in serving students, seeking out resources when needed. |

| | | | |
|---|---|---|---|
| Teacher contributes to school practices that result in some students being ill served by the school. | Teacher does not knowingly contribute to some students being ill served by the school. | Teacher works to ensure that all students receive a fair opportunity to succeed. | Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. |
| Teacher makes decisions and recommendations based on self-serving interests. | Teacher's decisions and recommendations are based on limited though genuinely professional considerations. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |
| Teacher does not comply with school and district regulations. | Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher complies fully with school and district regulations. | Teacher complies fully with school and district regulations, taking a leadership role with colleagues. |

# Planning and Preparation

| Scheduled (Y/N)?: | | Date: | | Observer: | |
|---|---|---|---|---|---|
| | | Start Time: | | End Time: | |

Performance Level Key: 1=Ineffective 2=Minimally Effective 3=Effective 4=Highly Effective

| Rubric | | Perf Level | TS Evaluator Comments |
|---|---|---|---|
| 1:0 | **Planning and Preparation Comments** | | |
| 1:1 | 1a: Demonstrating Knowledge of Content and Pedagogy | ▼ | |
| 1:2 | 1b: Demonstrating Knowledge of Students | ▼ | |
| 1:3 | 1c: Setting Instructional Outcomes | ▼ | |
| 1:4 | 1d: Demonstrating Knowledge of Resources | ▼ | |
| 1:5 | 1e: Designing Coherent Instruction | ▼ | |
| 1:6 | 1f: Designing Student Assessments | ▼ | |

Performance Level Key: 1=Ineffective 2=Minimally Effective 3=Effective 4=Highly Effective

# Classroom Environment

Scheduled (Y/N)?: [ ]　Date: [ ]　Observer: [ ]

Start Time: [ ]　End Time: [ ]

Performance Level Key:  1=Ineffective  2=Minimally Effective  3=Effective  4=Highly Effective

| Rubric | | Perf Level | TS　Evaluator Comments |
|---|---|---|---|
| 2:0 | **Classroom Environment Comments** | | |
| 2:7 | 2a: Creating an Environment of Respect and Rapport | [ ▾ ] | |
| 2:8 | 2b: Establishing a Culture for Learning | [ ▾ ] | |
| 2:9 | 2c: Managing Classroom Procedures | [ ▾ ] | |
| 2:10 | 2d: Managing Student Behavior | [ ▾ ] | |
| 2:11 | 2e: Organizing Physical Space | [ ▾ ] | |

Performance Level Key:  1=Ineffective  2=Minimally Effective  3=Effective  4=Highly Effective

# Instruction

Scheduled (Y/N)?: [        ]    Date: [        ]    Observer: [        ]

Start Time: [        ]    End Time: [        ]

Performance Level Key:  1=Ineffective  2=Minimally Effective  3=Effective  4=Highly Effective

| Rubric | | Perf Level | TS  Evaluator Comments |
|---|---|---|---|
| | **Instruction Comments** | | |
| 3:0 | | | |
| 3:12 | 3a: Communicating with Students | ⌄ | |
| 3:13 | 3b: Using Questioning and Discussion Techniques | ⌄ | |
| 3:14 | 3c: Engaging Students in Learning | ⌄ | |
| 3:15 | 3d: Using Assessment in Instruction | ⌄ | |
| 3:16 | 3e: Demonstrating Flexibility and Responsiveness | ⌄ | |

Performance Level Key:  1=Ineffective  2=Minimally Effective  3=Effective  4=Highly Effective

## **Professional Responsibilities**

Scheduled (Y/N)?: [            ]   Date: [          ]   Observer: [          ]

Start Time: [          ]   End Time: [          ]

Performance Level Key:  1=Ineffective  2=Minimally Effective  3=Effective  4=Highly Effective

| Rubric | | Perf Level | TS  Evaluator Comments |
|---|---|---|---|
| | Professional Responsibilities Comments | | |
| 4:0 | | | |
| 4:17 | 4a: Reflecting on Teaching | ⌄ | |
| 4:18 | 4b: Maintaining Accurate Records | ⌄ | |
| 4:19 | 4c: Communicating with Families | ⌄ | |
| 4:20 | 4d: Participating in a Professional Community | ⌄ | |
| 4:21 | 4e: Growing and Developing Professionally | ⌄ | |
| 4:22 | 4f: Showing Professionalism | ⌄ | |

Performance Level Key:  1=Ineffective  2=Minimally Effective  3=Effective  4=Highly Effective

## Goal 1 (Required)

Evaluatee: [            ]   Date: [            ]   Evaluator: [            ]

| Goal 1 (Required) | Goal 2 |
|---|---|
| Goal 3 | Goal 4 |

**Teacher's SMART Goal (Specific, Measurable, Achievable, Results Based, Time-Bound)**

**Describe SMART Goal**

**Goal Achievement Plan (must include at least (2) units of measurements on student achievement)**

**Documentation of Achievement (includes data analysis)**

Provide the contents of the portfolio that address the data documentation and data analysis sections in this section. Upload Evidence using the Evaluatee Evidence button below.

**Evaluatee Signature**

By typing my name and submitting my signature I signify submission of this goal.

Signature: [            ]   Date:

**Teacher Assessment of Goal**

**Evaluator Review Notes**

**Evidence**

| **Evaluator Evidence** | **Evaluatee Evidence** |
|---|---|

**Evaluator Signature**

By typing my name and submitting my signature, I acknowledge approval of this goal.

Signature:                    Date:

# TEACHER PROFESSIONAL GROWTH PLAN GOAL RUBRIC

|  | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|---|---|---|---|
| **SMART Goal** | The goal is unclear or not achievable. | The goal has at least three to four points of a SMART goal clearly stated. | The goal has all five points of a SMART goal clearly stated. | The goal contains all components and is outstanding in the design and purpose. |
| **Goal Achievement Plan** | The Achievement Plan has a connection to the SMART Goal but is not complete. | The Achievement Plan pertains to most of the points in the SMART Goal. | The Achievement Plan is well thought out with specific strategies stated. | The Achievement Plan is exceptional in design and purpose. |
| **Documentation of Achievement (to be included in the Portfolio)** | Documentation of Achievement is poorly connected to the SMART Goal, having only some connected artifacts and practices. | Documentation of Achievement has supporting artifacts and practices. | Documentation of Achievement is well organized with specific artifacts and practices. | Documentation of Achievement is exceptional with specific artifacts and practices. |
| **Data Analysis (to be included in the portfolio)** | The teacher uses an inadequate variety of assessment sources, assess infrequently, does not baseline or feedback data to make instructional decisions and/or does not provide timely feedback on student progress in a timely manner. | The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended outcomes and/or does not use assessment to plan/ modify instruction. | The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. | The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. In addition, the teacher uses a variety of informal and formal assessments based on outcomes to assess student learning and teaches students how to monitor their own academic progress. |
| **Teacher Assessment of Goal** | Teacher Assessment of Goal is poorly connected to the SMART Goal. | Teacher Assessment of Goal connects to the SMART Goal. | Teacher Assessment of Goal has statements analyzing the SMART Goal and the student achievement. | Teacher Assessment of Goal has an excellent analysis of the SMART Goal and the student achievement. |

# Growth Plan Goal Rubric Scoring Summary

Date: [          ]    Evaluator: [          ]

**Performance Level Key:   1=Ineffective   2=Minimally Effective   3=Effective   4=Highly Effective**

| Rubric | | Perf Level |
|--------|--|------------|
| 5:0 | **Growth Plan Goal Rubric Scoring Summary Comments** | |
| 5:23 | 5a: SMART Goal | ⌄ |
| 5:24 | 5b: Goal Achievement Plan | ⌄ |
| 5:25 | 5c: Documentation of Achievement (to be included in the Portfolio) | ⌄ |
| 5:26 | 5d: Teacher Assessment of Goal | ⌄ |
| | **Evidence** | |
| | **Evaluator Evidence** — **Evaluatee Evidence** | |

**Performance Level Key:   1=Ineffective   2=Minimally Effective   3=Effective   4=Highly Effective**

# APPENDIX E
## DASHBOARD OF STUDENT GROWTH MEASURES

Academic grades

ACT

BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II)

Callier-Azusa

Communication

Design-To-Learn

E20/20

ESTR III

ESTR S

Every Move Counts

Get it, Got it, Go!

M-STEP

 Macomb Assessment

Matrix

MIAccess

The MOVE ASSESSMENT

NWEA

PECS: Communication

SAT

SWIS (Behavior)

Teaching Strategies Gold

Test of Gross Motor Development II

Unique Learning System (ULS)

# APPENDIX F
## OVERALL TEACHER EFFECTIVENESS RATING

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Ineffective | = 1 | | ✓ | ✓ | 0 | - 37.5 | 0 | - 1.5 | |
| Default / Autofill Description | | | | | | | | | |
| Minimally Effective | = 2 | | ✓ | ✓ | 37.51 | - 64.75 | 1.51 | - 2.59 | |
| Default / Autofill Description | | | | | | | | | |
| Effective | = 3 | | ✓ | ✓ | 64.76 | - 87.5 | 2.6 | - 3.5 | |
| Default / Autofill Description | | | | | | | | | |
| Highly Effective | = 4 | | ✓ | ✓ | 87.51 | - 100 | 3.51 | - 4 | |
| Default / Autofill Description | | | | | | | | | |

# MID-YEAR PROGRESS REPORT

**(if required)**

*For 1st Year Probationary and Minimally Effective/Ineffective Rating*

## Mid Year Progress Report

Date: [          ]  Evaluator: [          ]

| Rubric | | Final Date of Comp |
|---|---|---|
| | | |
| | **IDP Action Plan Check-In** | |
| | Instructions | |
| | **IDP Action Plan Check-In**<br>The mid-year progress report is based on student achievement, aligned with the IDP, with specific goals developed, and training. | |
| 5:24 | Teacher IDP Goal(s) Student Growth Component | |
| 6:27 | Baseline Data for goal steps/student achievement | |
| | **Mid Year Check In** | |
| | What has been accomplished? | |
| | What will the teacher do next? | |
| | Final Date for Completion | |
| | Teacher Signature | |

By typing my name and submitting my signature, I acknowledge that I have reviewed the Mid Year Progress Report.

Signature: [          ]  Date: [          ]

| MONTH | TASK TO BE COMPLETED |
|---|---|
| No later than November 1 | Professional Growth Plan Draft Goals Due to Evaluator<br><br>*Final Goals Due November 15* |
| Ongoing | Classroom Walk-throughs/Observations<br><br>*\* Pre-observation forms should be turned in no later that the time of the walk-through/observation*<br><br>*\*Reflection forms should be turned into the evaluator within two weeks of the walkthrough/observation* |
| *No later than January 31* | *Mid-year progress report due to 1$^{st}$ year probationary teachers and/or teachers with minimally effective or ineffective ratings on their most recent evaluation* |
| *No later than March 1* | *Schedule additional Observation(s) if ineffective rating in Tier 1* |
| May 15 | Evaluator will have completed the preliminary evaluation/share with teachers. |
| No later than May 30 | Final Review of<br>Overall Rating Meeting with Evaluator |

## Creating S.M.A.R.T. Goals

**S**pecific

**M**easurable

**A**ttainable

**R**ealistic

**T**imely

**Specific:** A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

*Who:      Who is involved?

*What:     What do I want to accomplish?

*Where:    Identify a location.

*When:     Establish a time frame.

*Which:    Identify requirements and constraints.

*Why:      Specific reasons, purpose or benefits of accomplishing the goal.

**Measurable -** Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as……

How much? How many?

How will I know when it is accomplished?

**Attainable** – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

**Realistic**- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

**Timely** – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.
Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

**T** can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

**APPENDIX J**
**Summary of Common Core/Curriculum Standards**

**Below are resources provided by the Michigan Department of Education**


**Michigan Common Core Standards Home Page**

In June 2010, the State Board of Education adopted the Common Core State Standards (CCSS) as the new standards for K-12 Mathematics and English Language Arts. These standards improved upon Michigan's current standards (the Grade Level Content Expectations and the High School Content Expectations) by establishing clear and consistent goals for learning, and allow Michigan to work collaboratively with other states to provide curricular support to schools and educators.

**http://www.michigan.gov/mde/0,4615,7-140-28753_64839_64848---,00.html**


**Michigan Common Core Standards Web link**

**http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html**


**Michigan Merit High School Graduation Requirements link**

**http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html**


**Michigan Common Core Essential Elements link**

**http://www.resa.net/specialeducation/specialed/teacher-tools/**


**Curriculum Framework**

Michigan State Board of Education approved model content standards for curriculum.

http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

# Summary of Student Assessments

- **BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II)**
  Is a comprehensive assessment tool that meets state standards and is nationally normed.
  - Meets IDEA/NCLB requirements
  - Measures academic achievement
  - Monitors student strengths and weaknesses to set educational goals and support IEP writing
  - Criterion-referenced.
  - Pre-K through 9th grade academic skills assessed

  Reading/ELA skills assessed:
  - Readiness
  - Speech
  - Listening vocabulary and comprehension
  - Word Recognition
  - Oral reading
  - Reading vocabulary and comprehension
  - Word analysis
  - Functional word recognition
  - Spelling
  - Writing

  Math skills assessed:
  - Number and operations
  - Algebra
  - Geometry
  - Measurement
  - Data analysis and probability

- **Callier-Azusa**
  The Callier-Azusa is a developmental assessment for children who are deaf-blind or have multiple disabilities.

  Three Primary Uses of The Callier-Azusa Scale:
  - To assess the developmental level of children who could not be adequately assessed by another assessment tool because they require the child to have specific language, cooperation, or sensory modalities, or because they lack comprehensiveness at lower levels of development.
  - To measure progress over time to determine the effectiveness of programming or specific educational or therapeutic strategies for a child.
  - To provide guidance, but NOT A TEACHING PROGRAM for planning developmentally appropriate educational programming for a child.

- **Communication Matrix**
  - An easy to use assessment instrument designed for individuals of all ages who function at the earliest stages of communication and who use any form of communication.
  - It was designed primarily for speech-language pathologists and educators to use to document the expressive communication skills of children who have severe or multiple disabilities, including children with sensory, motor and cognitive impairments
  - Designed to pinpoint exactly how an individual is communicating and to provide a framework for determining logical communication goals.

- **Design To Learn**
  An Engagement assessment that reveals to what extent a specific activity is encouraging learning and independence. A teacher should be able to look at all activities and pinpoint strategies that are conductive to learning. Designed by the makers of the Communication Matrix, Design to Learn develops instructional tools, assessments and teaching strategies for children and adults with severe disabilities. These are especially helpful for individuals who are nonspeaking and for those who have severe intellectual impairment. Many of the materials were developed especially for children with autism spectrum disorders or for children who are deaf-blind.

- **ESTR III**
  A transition rating scale that provides assessment leading to narrative descriptions of strengths, areas of participation with assistance, and areas of nonparticipation in five transition areas: Employment, Recreation and Leisure, Home Living, Community Participation, and Post Secondary Education. Developed for learners with MORE disability. Assessments include an online option as well as opportunity for community agencies, parents, employers to assess and add input to the students transitional strengths and needs

- **ESTR S**
  A special version of the ESTR Scale developed for learners with severe/multiple impairments. This version reflects the skills, characteristics, participation, planning issues and desired post-school outcomes that are relevant to this population ESTR has a parent score sheet as well to assist in assessment

- **Every Move Counts**
  Engagement assessment that is a sensory based approach to communication and assistive technology for individuals with significant sensory motor differences, developmental differences and autism. Takes into account that grimaces, blinks, smiles, eye movement, looking away are all communication
  Over 1 million students are not speaking due to some impairment This assessment is a cause and effect tool to form language Begins with a sensory assessment. What does the student like (students engage in) What do they not like (ignore). Uses what is in the room.

- **Get it, Got it, Go!**
  Get It, Got It, Go! provides informational materials, assessments, and database-driven systems to help educators, parents, and others. Get it Got it Go! is a comprehensive system for continuously measuring the skills and needs of individual children from birth to eight. The system includes:
  - Growth and development indicators for monitoring the progress of individual young children (IGDIs).
  - Solutions-oriented assessments allowing families and early childhood and early elementary educators to identify features of classroom and home settings they can change to improve children's developmental outcomes.
  - Dynamic data management tools to use online.

- **Macomb Assessment**
  Assessment on skills including English language arts that breaks down the skills needed for a specific objective such as writing and rates the student from "not yet" to "mastery." The assessments are constantly being updated and assess skill level in the subjects of English Language Arts, Math, and Science. A wide variety of student skill levels can be assessed using the Macomb Assessment.

- **PECS: Communication**
An augmentative/alternative communication intervention package for individuals with autism spectrum disorder and related developmental disabilities focusing on the initiation component of communication. PECS does not require complex or expensive materials. It was created with families, educators, and resident care providers in mind, so is readily used in a range of settings.
PECS begins by teaching an individual to give a picture of a desired item to a "communicative partner", who immediately honors the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to answer questions and to comment

- **The MOVE ASSESSMENT:**
The MOVE Assessment Profile for children is a workbook used in conjunction with the MOVE Curriculum for children to set up a program and document progress over time with a student using the MOVE Program. It includes a workbook for planning and helping an individual with motor disabilities learn more independence in sitting, standing and walking. The MOVE Assessment Profile is used in conjunction with the M.O.V.E. (Mobility Opportunities Via Education) Curriculum which focuses on:

  1. Maintaining a sitting position
  2. Movement while sitting
  3. Standing
  4. Transition from sitting to standing
  5. Transition from standing to sitting
  6. Pivoting while standing
  7. Walking forward
  8. Transition from standing to walking
  9. Transition from walking to standing
  10. Walking backward
  11. Turning while walking
  12. Walking up steps
  13. Walking down steps
  14. Walking on even ground
  15. Walking up slopes
  16. Walking down slopes

- **SWIS (Behavior):**
Is a school-wide information system that tracks students' behaviors. Progress reports, graphs, individualized and group data can all be produced through this system. A SWIS form is filled out by a staff member then inputted in the SWIS system for your school. Through this process, the type of behavior, the time the behavior occurs, the consequence, the reason for the behavior, etc. can all be tracked to show any common factors.

- **Teaching Strategies Gold:**
  Teaching Strategies Gold is an "authentic, observational assessment system for children from birth through kindergarten."

  - Observation-based, naturalistic formative assessment
  - Measuring what children know or can do in their everyday setting
  - Embedded in the curriculum rather than a separate activity
  - Research-based and developmentally appropriate,
    http://www.teachingstrategies.com/content/pageDocs/GOLD-Research-Paper-Web.pdf
  - Assesses knowledge, skills, and behaviors that predict school success
  - Focus on children's strengths at age/grade level, within social and cultural context
  - Inclusive for children with disabilities and English language learners
  - Nota screening, diagnostic or evaluation tool

- **Test of Gross Motor Development II**
  This norm-referenced measure of common gross motor skills assists in identifying children ages 3 through 10 years who are significantly behind their peers in gross motor skill development and who should be eligible for special education services in physical education. Two subtests included are Locomotor and Object Control. Detailed descriptions and illustrations assist you in administering the test in less than 20 minutes. Use the results to help you develop instructional programs, monitor progress, evaluate treatment, and conduct further research in gross motor development. All new normative information is keyed to the projected 2000 U.S. Census and is stratified by age relative to geography, gender, race, and residence. Obtain standard scores, percentile scores, and age equivalents.

- **Unique Learning System (ULS):**
  ULS is based on Instructional Targets that align to state standards. These targets provide the direction for standards-based instruction, alternate assessment processes and IEP goal attainment.

  - ULS is designed in 5 grade level bands. Select a grade level band that aligns to the chronological (not developmental) grade of your students. Elementary (Grades K-2), Intermediate (Grades 3-4), Middle School (Grades 5-7), High School (Grades 8-11), Transition (Grades 12+).

  - Differentiated Tasks. Provide guidance on how to include ALL students in the same activity, different levels of expectation.

  - 30 lessons are provided each month. New lessons and materials go on the first Wednesday of each month.

  - Lessons are based on Science and Social Studies topics Reading, writing and math activities are built around this topic.

  - Unique GPS provides a comprehensive way to collect student data on various skills and abilities. Profiles capture a picture of skills and abilities in academic and transition skill areas. Checkpoints provide a means to assess progress on unit materials through pre and post assessments. Benchmarking assessments in areas of reading, writing and math provide baseline data. Core Rubrics address transition readiness skill areas for all ages of students. Transition Planning enables older students to create their own futures plan.

  - Utilization of Instructional Consultation Teams

  - Utilization of START Training Processes

  - Utilization of Non-Violent Crisis Prevention Intervention Techniques

- **MI-Access Assessment**

**Appendix J-1**

## Pre Observation Conference

Date: [          ]  Evaluator: [          ]

| | Observation Date |
|---|---|
| | |
| Date of Observation | |

*****

**Instructions**

Please upload a copy of your lesson plan(s) using the Evidence button located at the bottom of this module.

Please briefly fill out all of the boxes that apply to the observation setting.

Use the "Release All to TOR" button at the top of the module to release the information to your evaluator prior to the observation date.

1) Briefly describe the activity\individuals to be included in the observed setting.

2) What are the objectives for the activity? What do you want to see at the intended outcome?

3) Why are these objectives relevant for this activity\student(s)?

4) How do these objectives support the district's curriculum, policies, special education guidelines and/or content expectations?

5) How will students\staff\parents be served\supported by this activity (i.e, transition, generalization to other setting)?

6) How do you plan to engage participant(s) in the process? What will you do? What will the participant(s) do?

7) What difficulties do participant(s) experience in this area, and how do you plan to anticipate these difficulties?

8) What (instructional) materials or other resources will you use?

9) How do you plan to assess the success of your activity/objectives? What procedures will you use?

10) How do you plan to use the results of the assessment data?

Lesson Plan Upload

**Evaluatee Evidence**

**Appendix J-2**

## Teacher Reflection

Date: [            ]

| | Observation Date |
|---|---|
| | |
| Date of Observation | |

**Instructions**

Please briefly fill out all of the boxes that apply to the observation setting and release to your evaluator prior to your Mid Year Conference.

Use the Evidence button at the bottom of this module to upload any evidence.

Use the "Release all to TOR" button at the top of this module to release the information to your evaluator.

1) As I reflect on the activity to what extent were students/ participants productively engaged?

[                                                                      ]

2) Did the students/participants learn what I intended? (as the outcome what I intended?)

[                                                                      ]

3) Did I need to alter my goals/objectives (instructional plan) as I taught/facilitated the activity?

[                                                                      ]

4) If I had the opportunity to repeat this activity again to this same group of students/participants, what would I do differently? Why?

[                                                                      ]

5) If appropriate, provide documentation, notes, reports, etc. related to the activity. ** Work should reflect the full range of student/participant ability in your setting and include any feedback you provide.

[                                                                      ]

Evidence

**Evaluatee Evidence**

Additional Comments

[                                                                      ]

**APPENDIX K**
**Suggested Resources for Evidence Practices in**
**Special Education**

## What is Evidence-based Practice (EBP)?

EBP is a decision-making approach that places emphasis on evidence to:

- o   Guide decisions about which interventions to use

- o   Evaluate the effects of an intervention

http://autismpdc.fpg.unc/contents/briefs

http://www.cec.sped.org

http://autismpdc.fpg.unc.edu/

http://www.asha.org

http://www.nectac.org/topics/evbased/evbased.asp

http://education.jhu.edu/PD/newhorizons/Journals/specialedjournal/MarderandFraser

http://www.calfedc.org/uploads/3/2/6/6/3266057/fedc_issue_brief.pdf

http://www.ocali.org