



Educator Evaluation Overview

In November 2015, Public Act 173 was signed into law. This legislation governs teacher and administrator evaluations in the State of Michigan. Many factors played a role in the development of Public Act 173, notably, it expands and clarifies the legislative work initiated in Public Act 102 of 2011, which first laid the groundwork for educator evaluation requirements in Michigan. Michigan is one of many states that have turned their attention to improving the quality and consistency of educator evaluations.

In this context and connected to PA 102, the Michigan Council for Educator Effectiveness (MCEE) was established to develop Michigan-specific recommendations for educator evaluations that were research-based, reached high standards of reliability and validity, and matched the contextual needs in the state.

Public Act 173 has components specifically informed by the MCEE final recommendations – specifically the recommendations of four state-approved observation tools for teachers and two state-approved observation tools for administrators.

The MISD adopted and implemented for all teachers and administrators a rigorous, transparent and fair performance evaluation system using the following guiding principles.

1. Evaluation of Teachers and Administrators performance are completed annually and include timely and constructive feedback.
2. Evaluation establishes a clear approach to measuring student growth through multiple assessments and relevant data.
3. Effective evaluations are closely linked to professional development.

Our goal is that implementation of the system is within a cycle of continuous improvement, in which, administrators and teachers share evaluation responsibilities and professional development activities that are designed to support student growth.

Evaluation of Teachers and Administrators Performance are completed annually, while providing timely and constructive feedback.



Teacher Evaluation

The Macomb Intermediate School District has formally trained all evaluators in the Charlotte Danielson Framework for Teaching, 2011 Professional Practice Model. The measure of professional teaching standards has been adopted with some modifications within the four domains to address the teaching and assessment of student achievement within the severely impaired special education center program student population.

Charlotte Danielson Framework for Teaching

Charlotte Danielson's Framework for Teaching is used to define and measure the quality of educator's instructional practice. Charlotte Danielson's Framework for Teaching is a researched-based model. It is organized into 16 strands, which are grouped into four domains of teaching responsibility. A fifth domain has been added to our evaluation tool to address student growth.

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Domain 5: Student Achievement Results

Each strand has a rubric that articulates the criteria used to assess educator's practice and diagnose strengths and areas of improvement.

Evaluators will assign ratings on the 16 strands within Domains 1, 2, 3, and 4 during the cycle.

The effective rating describes a solid, expected professional performance; and any teacher should be pleased with scores within this level. It should be noted that "minimally effective" means, though making progress, the teacher still need supports and resources for improvement. The "highly effective" level is reserved for truly outstanding performance as described by very demanding criteria; resulting in very few scores at this level. "Ineffective" indicates a deficiency and the teacher will be provided intense supports and resources to assist their improvement through the Individual Development Plan (IDP).

Teacher

- 1) Minimum of two observations with one observation scheduled and one unscheduled.
- 2) Teachers receiving two (2) consecutive “E” or “HE” effectiveness ratings may have only one observation.
- 3) Teachers receiving three (3) consecutive “HE” may be evaluated every other year (biennial). If not rated “HE” on a biennial, teacher reverts to the annual evaluation schedule.
- 4) Any teacher receiving an “IE” or “ME” overall effectiveness rating on their most recent evaluation will have:
 - IDP
 - Multiple observations
 - Mid-year progress report
 - Mentor
- 5) Teachers receiving three (3) consecutive “IE” overall effectiveness ratings on their evaluations shall be subject to dismissal.

IE = Ineffective
E = Effective

ME = Minimally Effective
HE = Highly Effective

Section 1249 Revised School Code

Probationary Teacher

Teacher without tenure new to the profession and/or new to the MISD

- IDP
- Multiple observations
- Mid-year progress report
- Mentor

Hired before or on July 19, 2011

- Eligible for tenure after four (4) full years

Hired after July 19, 2011

- Eligible for Tenure if “E” or “HE” on the three (3) most recent Year End Evaluations and after five (5) full years.
- Eligible for “Fast Track” (Four (4) years rather than five (5) years probation) if “HE” on three (3) consecutive Year End Evaluations and after four (4) full years in a probationary period.

Teacher with tenure new to the MISD

- IDP
- Multiple observations
- Mid-year progress report
- Mentor

Eligible for Tenure (at the MISD) if “E” or “HE” on the two (2) most recent Year End Evaluations and after two (2) full years in a probationary period.

Tenured Teacher on an IDP

Tenured Teacher on IDP

- IDP
- Multiple Observation
- Mid-Year Progress Report

Teacher who is minimally effective or ineffective will be placed on an IDP. Teachers receiving 3 consecutive ineffective ratings shall be subject to dismissal.

Professional Instructional Support Staff (Non-Classroom Teacher)

- 1) Professional Instructional Support Staff will be on a biennial evaluation schedule with minimally, one scheduled observation.
- 2) Newly hired MISD Professional Instructional Support Staff will be evaluated annually until they achieve two (2) consecutive “E” or “HE” overall effectiveness ratings and will then revert to the biennial schedule.
- 3) Any Professional Instructional Support Staff receiving an “IE” or “ME” overall effectiveness rating on their most recent evaluation will have:
 - a. IDP
 - b. Multiple observations
 - c. Mid-year evaluation (Evaluation Tool)
 - d. Mentor may be assigned
- 4) Professional Instructional Support Staff receiving three (3) consecutive “IE” effectiveness ratings shall be subject to dismissal.

IE = Ineffective
E = Effective

ME = Minimally Effective
HE = Highly Effective



Teacher/Professional Evaluation Process Timeline

Teacher/Professional Name: _____

School Year: _____

Building/Program: _____

Step and Date	Activity	The Teacher/Professional Will:	The Administrator Will:	Init.
Step 1 (Sept)	Orientation: Distribute a complete set of materials to teacher/professional at a Professional Staff Meeting.	Examine the materials and familiarize themselves with the rubric.	Conduct the orientation. Clarify as needed.	
Step 2 Sept/Nov	Planning Conference: Using the Rubric, the Professional will identify strengths and weaknesses. Discuss the student growth goal(s) and additional goal(s) and the data to be gathered for the evaluation process.	<ul style="list-style-type: none"> ✓ Complete Teacher/Professional Self-Reflection Form using the Rubric ✓ Identify student growth goal(s) (all teachers) ✓ Probationary Teacher – Develop IDP Goals ✓ Define Artifacts/Documentation ✓ Define Professional Support (if applicable) ✓ Professional Portfolio (suggested) ✓ Provide the rationale behind their goal(s) and their choice of data artifacts/documentation ✓ Plans for observation 	<ul style="list-style-type: none"> ✓ Provide clarification if needed. ✓ Pre-Meeting with individual teachers. ✓ Has to plan for more than 2 observations for the year. ✓ Develop IDP in collaboration with (Probationary Teachers or IE/ME Teacher) ✓ Discuss the results, agree on goal(s) and data needed and conduct observations. 	
Step 3 Oct-May	Observation(s) Post-Observation Meeting Data Collection: Multiple data resources shall be used.	<ul style="list-style-type: none"> ✓ Teacher available on agreed date/time ✓ Meet to discuss the observation and relevant artifacts. ✓ Collect data to use as evidence of accomplishment. ✓ Be prepared to show data results by May 	<ul style="list-style-type: none"> ✓ Provide clarification if needed, and conduct observations. ✓ Review rubric to date post-observation(s) ✓ One observation will be unscheduled ✓ Feedback from observation must be given within 30 days 	
Step 4 May - June	Post-Evaluation Conference Meeting Between Administrator and Professional.	<ul style="list-style-type: none"> ✓ Meet with the administrator to discuss and receive his/her evaluation. May bring rubric to meeting. 	<ul style="list-style-type: none"> ✓ Prepare the Teacher/Professional Evaluation Form prior to this meeting. ✓ Review Rated Rubric. ✓ Work with the teacher/professional on the outcomes of the evaluation and the recommendations for professional growth (if applicable). ✓ Develop/Refine IDP for next yr. <ul style="list-style-type: none"> ▪ Probationary Teacher ▪ Tenure Teacher (if applicable) ✓ End of School Year – turn the Teacher/Professional Evaluation form & IDP in to Center Programs for the REP by June 15th 	

GUIDELINES: Any ineffective and /or minimally effective rating(s) on elements will be addressed as soon as possible between administrator and teacher.

Teacher/Professional Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Admin Observations: Dates: 1ST _____ 2ND _____ 3RD _____ (optional)

Unscheduled _____ (required)



Mid-Year Progress Report

- IDP on Probationary Teacher
- IDP on Tenure Teacher

The Mid-Year Progress Report should be used as a supplemental tool to include performance goals for the remainder of the school year. It is designed to assist the teacher in improving their effectiveness in specific performance goals identified by the evaluator.

This tool is used for IDP Probationary Teachers, New Tenure Teachers to the ISD, or Tenured Teacher on an IDP.

1. Based on Student Achievement.

2. Aligned with the Teacher's Individualized Development Plan (IDP).

3. Specific performance goals for the remainder of the school year that are developed by the Administrator conducting the year-end evaluation and recommended training that would assist the teacher to meet these goals.

4. Written improvement plan, in consultation with teacher performance goals designed to improve.

Teacher

Date

Administrator

Date

Copy kept by: Teacher Administrator



Teacher/Professional Self-Reflection

Name:

Date:

Carefully reflect on your teaching performance in all four domains and complete the Self-Reflection. Prepare to discuss your performance in all domains with your administrator. Use the district rubric to assist you. This is a form to assist in the beginning dialogue between the teacher and administrator.

1. Planning and Preparation
a. Demonstrates Knowledge of Content and Resources
b. Demonstrates Knowledge of Students
c. Setting Instruction Outcomes
d. Designing Coherent Instruction

2. Classroom Environment
a. Creates an Environment of Respect and Rapport
b. Manages Classroom Procedures
c. Manages Student Behavior
d. Practices School Health and Safety Procedures

3. Instruction
a. Communicates Clearly and Accurately with Students
b. Uses Effective Questioning and/or Participation Techniques
c. Engages Students in Learning
d. Demonstrates Flexibility and Responsiveness

4. Professional Responsibilities
a. Maintains Accurate Records
b. Communicates with Families/Guardian
c. Participates in Professional Community
d. Professional Growth & Development

Be prepared to discuss Student Growth Goals with your Administrator: (Domain 5) Student Achievement Results

Professional Development Support Ideas:

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 1: Planning and Preparation

Focuses on the teacher's knowledge of content, his or her student's varied approaches to learning, his or her skill in selecting instructional goals, assessment and learning activities

1a: Demonstrates Knowledge of Content and Resources

Strand: Demonstrates Knowledge of Content and Resources	Ineffective	Minimally Effective	Effective	Highly Effective
i. Content	In planning and practice teacher consistently makes content errors	Is familiar with content area but sometimes makes mistakes and ignores student errors	Displays solid knowledge in content area and understands how they relate to one another	Displays extensive content knowledge, with evidence of continuing pursuit of such knowledge
ii. Prerequisite Relationships	Plans and practices display no understanding of prerequisite relationships important to student learning of content	Plans and practices indicate some awareness of prerequisite relationships although knowledge is inaccurate or incomplete	Plans and practices reflect accurate understanding of prerequisite relationship among topics and concepts	Incorporates a wide range of pedagogical techniques to deliver content
iii. Content-related Resources	Displays no understanding of the range of instructional approaches suitable for student learning	Plans and practices reflect limited range of instructional approaches	Plans and practices reflect familiarity with a wide range of instructional approaches and disciplines	Plans and practices strategically to meet student needs

Artifacts:

PD Activities/Courses - (beyond 5 days)
 Sample of Student Assignments
 Lesson Plans
 Instruction Plan for a Single Lesson
 Student Assessment Portfolio
 Unit Plans
 Daily Schedule
 Observation
 Charting
 Journal Articles
 PD Log/Handouts/Resources
 Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 1: Planning and Preparation

Focuses on the teacher's knowledge of content, his or her student's varied approaches to learning, his or her skill in selecting instructional goals, assessment and learning activities

1b: Demonstrates Knowledge of Students

Strand: Demonstrates Knowledge of Students	Ineffective	Minimally Effective	Effective	Highly Effective
i. Characteristics of age group	Displays minimal knowledge of developmental characteristics of the age group	Displays partial knowledge of the developmental characteristics of age group	Displays accurate understanding of the typical development characteristics of the age group	Displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent of which each student follows patterns
ii. Students' varied approaches to learning	Unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities and different "intelligences".	Displays general understanding of the different approaches to learning that students exhibit	Displays solid understanding of the different approaches to learning that different students exhibit	Uses, where appropriate, knowledge of students' varied approaches to learning in instruction planning
iii. Skills and knowledge	Displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable	Recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole	Displays knowledge of students' skills and shows ability to group students according to needs	Displays knowledge of students' skills and knowledge for each student
iv. Interests and cultural heritage	Minimal knowledge of student interests or cultural heritage and does not find this valuable	Recognizes the value of understanding student interests an cultural heritage	Recognizes value of understanding student interests and heritage and displays this knowledge in class	Displays knowledge of the interests or cultural heritage of each student

Artifacts:

Lesson Plans
 Instruction Plan for a Single Lesson
 Student Assessment Portfolio
 Pre & Post Test
 Chapter Test
 Charting
 Observation
 Medical Records

Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 1: Planning and Preparation

Focuses on the teacher's knowledge of content, his or her student's varied approaches to learning, his or her skill in selecting instructional goals, assessment and learning activities

1c: Setting Instructional Outcomes

Strand: Setting Instructional Goals	Ineffective	Minimally Effective	Effective	Highly Effective
i. Value	Goals represent low expectations or no conceptual understanding for students	Some goals represent moderately high expectations, and reflect some learning but lack strong sequence	Goals represent high expectations and are connected to a sequence of learning and state standards	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards
ii. Clarity	Goals are not clear or stated with any form of assessment	Some goals are vague and broad; not all outcomes are student-centered and assessable	Most goals are clear, assessable and student centered	All goals are clear, assessable, and student centered
iii. Suitable for Diverse Students	Goals are not suitable for the class	Most goals are suitable for most learners, and some consider assessments	All goals are suitable for most learners and are based on student functional level	Varying learning considers needs of individual students and groups
iv. Balance	Goals reflect only one type of learning and one discipline or strand	Goals reflect several types of learning but not effort at coordination or integration	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning

Artifacts:

IEP goals and objectives for three students

Progress Reports

Lesson plans

Samples of instructional assessments

Student Assessment Portfolio

Charting

Observation

Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 1: Planning and Preparation

Focuses on the teacher's knowledge of content, his or her student's varied approaches to learning, his or her skill in selecting instructional goals, assessment and learning activities

1d: Designs Coherent Instruction

Strand: Designs Coherent Instruction	Ineffective	Minimally Effective	Effective	Highly Effective
i. Learning activities	Learning activities are not suitable for students or instructional goals	Some learning activities are suitable for students and instructional goals	Most learning activities are suitable, match instructional goals and engage students	Engages students at high levels
ii. Instructional materials and resources	Materials and resources do not support the instructional goals or engage students in meaningful learning	Some of the materials and resources support instructional goals, and some engage students in meaningful learning	All materials and resources support the instructional goals, and most engage students in meaningful learning	All materials and resources support the instructional goals, and most engage students in meaningful learning
iii. Instructional groups	There is no evidence of instructional grouping	Instructional groups are varied, as appropriate to the different instructional goals	Instructional groups are varied for differentiated instruction	Instructional groups are varied, as appropriate to the different instructional goals. Students' strengths and interests are evident in different patterns of instructional groups
iv. Lesson and unit structure	Lessons or units are not clearly structured; progression does not follow a logical sequence and is unrealistic	Lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable	Lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable	Lesson or unit's structure is clear and allows for different pathways according to student needs
v. Use of Planning Time	Assessment results affect planning for these students only minimally	Uses assessment results to plan for the individual students	Uses assessment results to plan for individual students needs within the context of a group lesson	Students and/or parents are aware of how they are meeting the established standards and participate in planning the next steps

Artifacts:

IEP Goals
Lesson Plans
Instruction Plan for a Single Lesson
Student Assessment Portfolio

PD Activities/Courses
Other
Charting
Observation

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 2: Classroom Environment

Focuses on classroom organization and non-instructional interactions that occur in the classroom.

2a: Creates an Environment of Respect and Rapport

Strand: Creates an Environment of Respect and Rapport	Ineffective	Minimally Effective	Effective	Highly Effective
i. <i>Teacher interaction with students</i>	Interaction is negative, demeaning, sarcastic, inappropriate	Interaction is inconsistent, exhibits favoritism to some and ignores others	Interactions demonstrate general caring, warmth, and respect, and are age and culturally appropriate	Demonstrates consistent, genuine caring and respect for individual students in all circumstances
ii. <i>Student Interaction with other students</i>	Interaction between students is dominated by conflict	Students are generally not disrespectful to one another	Student interactions are respectful to one another	Students regulate their own behavior

Artifacts:

Observation
 Rules & Procedures
 Daily Schedule
 Lesson Plans
 Video
 BIR
 Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 2: Classroom Environment

Focuses on classroom organization and non-instructional interactions that occur in the classroom.

2b: Manages Classroom Procedures

Strand: Manages Classroom Procedures	Ineffective	Minimally Effective	Effective	Highly Effective
i. Management of instructional groups	Students are not productively engaged in learning	Students only in some groups are productively engaged in learning	Small group work is organized; most students are productively engaged	Groups working independently are productively engaged at all times
ii. Transitions	Much time is lost during transition	Transitions are sporadically efficient, resulting in some loss of instructional time	Transitions occur smoothly with little loss of instructional time	Transitions are seamless, with students assuming some responsibility for efficient operation
iii. Materials and Supplies	Materials and supplies are handled inefficiently resulting in lost instructional time	Routines for handling materials and supplies function moderately well	Routines for handling materials and supplies are clearly established	Routines for handling materials and supplies are seamless, with student assuming some responsibility for efficient operation
iv. Supervision of Classroom Staff	Paraprofessionals or volunteers have no roles or duties	Paraprofessionals and volunteers are sometimes engaged in roles or duties but need constant direction	Paraprofessionals and volunteers are productively and independently engaged	Paraprofessionals and volunteers contribute to a positive classroom environment

Artifacts:

Student/class schedules
 Paraprofessional Roles and Responsibilities
 Student job board
 Daily Schedule
 Rules & Procedures
 Lesson Plans
 Team Meeting
 Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 2: Classroom Environment

Focuses on classroom organization and non-instructional interactions that occur in the classroom.

2c: Manages Student Behavior

Strand: Manages Student Behavior	Ineffective	Minimally Effective	Effective	Highly Effective
i. Expectations	No standards of conduct have been established or communicated	Standards of conduct may have been established but they are not being adhered to	Standards of conduct are clear to all students and most adhere to them	Standards of conduct are clear to all students and when appropriate have been developed with student participation
ii. Monitoring of student behavior	Student behavior is not monitored	Is generally aware of student behavior but may miss the activities of some students	Is alert to student behavior at all times	Monitoring by teacher is subtle and preventive
iii. Response to student behavior	Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity	Attempts to respond to student misbehavior but with uneven results	Response to misbehavior is appropriate and successful and respects the student's dignity	Response to misbehavior is highly effective and sensitive to students' individual needs

Artifacts:

FBA, BIP, required, if applicable

Classroom Management System

Documentation of selected student behavior (e.g. parent contact, staff/principal record, building discipline record, incident report)

Classroom Rules & Procedures

Anecdotal Notes

BIR

RtI Strategies

Professional Contacts Log (Use of Support Staff)

Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 2: Classroom Environment

Focuses on classroom organization and non-instructional interactions that occur in the classroom.

2d: Practices School Health and Safety Procedures

Strand: Practices School Health and Safety Procedures	Ineffective	Minimally Effective	Effective	Highly Effective
i. Knowledge of fire, disaster, and crisis procedures	Unable to demonstrate the knowledge and the implementation of procedures for fire, disaster, and crisis situations	Demonstrates inconsistency in knowledge of and the implementation of procedures for fire, disaster, and crisis situations	Demonstrates adequate knowledge of and implementation of the procedures for fire, disaster, and crisis situations	Demonstrates knowledge and implementation of the procedures for fire, disaster, and crisis situations in the classroom, and throughout the building
ii. Safety & arrangement of furniture	The classroom is unsafe and the furniture arrangement hinders student learning	The classroom set up is adequate, but does not enhance student learning	The classroom is safe, and the furniture arrangement fosters learning activities	The classroom is safe, and the students adjust the furniture to advance their own purposes in learning
iii. Accessibility to Learning and Use of Physical Resources	Uses physical resources poorly, or learning is not accessible to some students	Uses physical resources adequately and at least essential learning is accessible to all students	Uses physical resources skillfully and all learning is equally accessible to all students	Both staff and students use physical resources optimally and staff ensures that all learning is equally accessible to all students

Artifacts:

Observation

Policies & Procedures are accessible

Incident/Accident Report

Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 3: Instruction

Emphasizes engaging students in meaningful work and the student's role in the community of learners in the classroom

3a: Communicates Clearly and Accurately with Students

Strand: Communicates Clearly and Accurately with Students	Ineffective	Minimally Effective	Effective	Highly Effective
i. Directions and procedures	Directions and procedures are confusing to students	Directions and procedures are clarified after initial student confusion	Directions and procedures are clear to students and contain an appropriate level of detail	Direction and procedures are clear to students and staff checks for understanding
ii. Communication Method (oral, written, visual, adaptive language and or adaptive aids)	Spoken, written, visual or adaptive language may contain many grammar and syntax errors. Communication may be inappropriate, vague, or used incorrectly, leaving students confused	Spoken, written, visual or adaptive language is used correctly. Communication is correct but limited or is not appropriate to students' level of functioning	Spoken, written, visual or adaptive language is clear and correct. Communication is appropriate to students' level of functioning and interests	Spoken, written, visual or adaptive language is correct and expressive, with well-chosen vocabulary that enriches the lesson and is adapted to a variety of student needs
iii. Explanations of content	Dissemination of content is inappropriate and unclear or uses poor examples and analogies	Dissemination of content is adequate in quality, Some is done skillfully with good examples; other portions are difficult to follow	Dissemination of content is appropriate and links well with students' knowledge and experience (based on student assessment)	Dissemination of content is appropriate and links well with students' knowledge and experience. Students are given opportunity to contribute their own knowledge and experience related to content area

Artifacts:

Daily Schedule

Other

Observation

Sample of Student Portfolio

Charting/Logs

Lesson Plan

Use/Variety of Technology

Visual Supports & Schedules

IEP Goals/Objective

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 3: Instruction

Emphasizes engaging students in meaningful work and the student's role in the community of learners in the classroom

3b: Uses Effective Questioning and/or Participation Techniques

Strand: Uses Effective Questioning and/or Participation Techniques	Ineffective	Minimally Effective	Effective	Highly Effective
i. Variety of strategies to engage students	Fails to involve all students in lesson at some level	Attempts to engage all students in the discussion/lesson/activity, but with only limited success	Successfully engages some students in the discussion/lesson/activity	Successfully engages most/all students in the discussion/lesson/activity
ii. Student Participation	Limited interaction between teacher and student	Few students are engaged through teacher instruction	Many students actively engaged in instruction and classroom activity. Teacher makes effective use of transition time	Use of a variety of prompts to questions/visuals to promote student participation as demonstrated by active student engagement

Artifacts:

Observation
 Use/Variety of Technology
 Lesson Plans
 Daily Schedules
 Samples of Student Work
 Student Portfolio
 PBS Strategies
 RtI Strategies
 Visual Supports
 Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 3: Instruction

Emphasizes engaging students in meaningful work and the student's role in the community of learners in the classroom

3c: Engages Students in Learning

Strand: Engages Students in Learning	Ineffective	Minimally Effective	Effective	Highly Effective
i. Activities and assignments	Learning activities and assignments are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven and some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently producing a unified whole and reflecting recent professional research.
ii. Instructional materials and resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals and some engage students in meaningful learning.	All materials and resources support the instructional goals and most engage students in meaningful learning.	All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence that student interests are reflective in selection or adapting of materials.
iii. Structure, pacing and grouping	Lesson has no clearly defined structure, or the pacing of the lesson is too slow, rushed, or both. Only one type of instructional group is used.	Lesson has a recognizable structure, although it is not uniformly maintained through the lesson. Pacing of the lesson is inconsistent. Partial instructional grouping that is appropriate to the activity.	Lesson/class routine has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. Groupings used are suitable to the lesson and activity.	Lesson is structured and organized. Pacing of the lesson is adapted as appropriate for students. Suggested modifications to grouping pattern is used.

Artifacts:

Lesson Plans

Observation

Instructional Materials & Manipulatives

IEP Goals & Objectives

Student Portfolios with examples of work assignments, worksheets and project directions

Technology

Visual Supports

Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 3: Instruction

Emphasizes engaging students in meaningful work and the student's role in the community of learners in the classroom

3d: Demonstrates Flexibility and Responsiveness

Strand: Demonstrates Flexibility and Responsiveness	Ineffective	Minimally Effective	Effective	Highly Effective
<i>i. Lesson adjustment</i>	Adheres rigidly to an instructional plan, even when a change will clearly improve a lesson	Attempts to adjust a lesson with uneven results	Makes minor adjustments to a lesson and the adjustment occurs smoothly	Successfully makes adjustments throughout the lesson in response to student needs
<i>ii. Provides feedback to students</i>	Feedback is of poor quality and not provided to students in a timely manner	Feedback is uneven, and it's timeliness is inconsistent	Teacher feedback is timely and of consistently high quality	Provides timely feedback and students make use of the feedback in their learning
<i>iii. Persistence</i>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success	Accepts responsibility for the success of all students but has limited knowledge of instructional strategies to use	Persists in seeking approaches to assist students in learning and possesses a variety of effective strategies	Persists in seeking effective approaches for student learning and uses extensive knowledge of strategies and resources

Artifacts:

Observation
 Progress Report
 Report Card
 Lesson Plans
 Daily Schedule
 PBS Strategies
 RtI
 IEP Goals and Objectives
 Attendance Logs
 Visual Supports
 Samples of Written Feedback to Students
 Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 4: Professional Responsibilities

Recognizes the importance of the teacher as a professional educator. Engages in a wide variety of professional activities and responsibilities that allow for self-reflection, which enhances the school community

4a: Maintains Accurate Records

Strand: Maintains Accurate Records	Ineffective	Minimally Effective	Effective	Highly Effective
<i>i. System of instructional record keeping and system of non-instructional record keeping</i>	Records for instructional and non-instructional activities are in disarray, resulting in errors and confusion	Records for instructional and non-instructional activities are adequate, but they require frequent monitoring to avoid error	System for maintaining information on instructional and non-instructional activities is effective	System for maintaining information on instructional and non-instructional activities is effective and easily implemented

Artifacts:

Student Portfolio
 Medicaid documentation
 Attendance Record
 Grading system
 Report Cards
 Progress Report
 Quality/Monitoring of Special Education Paperwork
 PD Activities/Courses
 Charting
 Professional Contact Log
 Contact Logs
 Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 4: Professional Responsibilities

Recognizes the importance of the teacher as a professional educator. Engages in a wide variety of professional activities and responsibilities that allow for self-reflection, which enhances the school community

4b: Communicates with Families/Guardian

Strand: Communicates with Families/Guardian	Ineffective	Minimally Effective	Effective	Highly Effective
i. Information about instructional programs	Provides minimal information about the instructional program	Participates in the school's activities but offers minimal additional information about the instructional program	Provides frequent information, as appropriate, about the instructional program	Provides positive, frequent, and timely information as appropriate about the instructional program
ii. Student Information	Provides minimal information and does not respond or responds insensitive to concerns about students	Adheres to the school's required communication and procedures. Responses to concerns are minimal	Regularly communicates with professionalism and sensitivity about student progress, requires communication procedures and is available as needed to respond to any concerns	Provides information frequently on both positive and negative aspects of student progress. Responds to concerns with professionalism and sensitivity
iii. Engagement of Families	Little or no engagement	Infrequent or incomplete information provided for family	Regularly provides information to families in a timely manner	Frequently shares information that is sensitive to their family culture

Artifacts:

Contact Log
 Parental Survey
 Classroom Newsletter
 Sample of Welcome Back Letter
 Agenda books
 E-mail
 Website
 Monthly Calendars
 Progress Reports
 Report Cards
 Parent/Teacher Conferences
 Anecdotal Notes
 Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 4: Professional Responsibilities

Recognizes the importance of the teacher as a professional educator. Engages in a wide variety of professional activities and responsibilities that allow for self-reflection, which enhances the school community

4c: Participates in Professional Community

Strand: Participates in Professional Community	Ineffective	Minimally Effective	Effective	Highly Effective
i. Relationships with colleagues and support staff	Refuses to listen; interrupts, fails to comprehend or ignores suggestions. Attitude toward new ideas hinders professional relationships	Evidence of ability to incorporate suggestions and ideas of others	Solicits suggestions; able to listen, comprehend and interpret ideas	Actively seeks out new information and willingly shares ideas, works cooperatively with colleagues to accomplish collective student and school goals
ii. Decision Making	Decisions are based on self-serving interests	Decisions are based on limited professional considerations	Maintains an open mind and takes initiative in team/building departmental decision making	Displays a leadership role in team/building departmental decision making that reflects the school and district missions
iii. Participates in School Initiatives	Avoids becoming involved in school and district initiatives and projects	When requested participates in school activities, district and community projects	Frequently volunteers and participates in professional school activities and district community projects	Regularly contributes and leads school and district activities that positively impact school life

Artifacts:

Professional Development Activities/Contribution/Courses/Log, etc.

Building Committees

Department Program leaders/chairs

Professional Contact Log

Leads Professional Development Activities

Professional Portfolio

Facilitates PLC

E-mails

Other

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 4: Professional Responsibilities

Recognizes the importance of the teacher as a professional educator. Engages in a wide variety of professional activities and responsibilities that allow for self-reflection, which enhances the school community

4d: Professional Growth & Development

Strand: Professional Responsibilities	Ineffective	Minimally Effective	Effective	Highly Effective
i. Enhancement of content knowledge and pedagogy	Participates in no professional development activities/opportunities	Limited participation in professional development activities/opportunities	Actively participates in professional development opportunities	Actively participates and makes a systematic effort to incorporate professional development in practice
ii. Reflecting on Teaching	Makes no suggestions for lesson improvement. Draws incorrect conclusions about lesson effectiveness	A general sense of practices that are effective. Offers general modifications for future instruction	Accurately assesses the effectiveness of instructional activities used. Identifies specific ways a lesson might be improved	Assessment of lesson is thoughtful and includes specific indication of effectiveness
iii. Integrity and ethical conduct	Displays dishonesty in interaction with colleagues, students and the public Unable to withstand professional responsibilities and the strain of teaching	Displays limited honesty and integrity in most interactions with colleagues, students and the public Lack of awareness understanding professional responsibilities and the strain of teaching	Regularly displays honesty, integrity, and confidentiality in interactions with colleagues, students and the public Demonstrates the ability to withstand the strain of teaching	Continuously models genuine professional behavior with colleagues, students, and the public Continuously demonstrates the ability to withstand the strain of teaching
iv. Service to Students	Is not alert to students' needs	Attempts to serve students are inconsistent	Active in servicing and advocating for students to ensure that all students receive a fair opportunity to succeed	Makes an effort to challenge negative attitudes and is proactive in serving and advocating for students, seeking out resources when necessary
v. Compliance with school/district policies and procedures	Does not adhere to school/district policies and procedures	Demonstrates ability to follow school/district policies and procedures but needs reminders	Consistently demonstrates ability to follow school/district policies and procedures	Consistently demonstrates ability to follow school/district policies and procedures and also encourages other school staff to follow school/district policies

Artifacts: RtI – BIP, BAP, FBA, BIR
Student Assessment Portfolio
Activities/Contributions/Courses/Log/etc.
Lesson Plans

Activity Plan Networking Other
Journal Articles IEP's
Samples of student work that demonstrate a new classroom strategy
On-line Learning

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 5: Student Achievement Results

Focuses on the teacher's knowledge of content, his or her student's varied approaches to learning, his or her skill in selecting instructional goals, assessment and learning activities

5a: Designing Student Learning/Behavior Assessment (student growth) *

Strand: Designing Student Learning/Behavior Assessment (student growth)	Ineffective	Minimally Effective	Effective	Highly Effective
<i>i. Use of multiple measurements for assessments</i>	Lacks use of assessments to determine student's level	Use of few assessments to determine functional level	Uses appropriate assessments that clearly identify a student's functional level	Able to efficiently plan and use results into individual and group goals/outcomes
<i>ii. Develops goals and objectives</i>	Goals & Objectives are not clear, measurable and related to standards	Most objectives & IEP goals are clear, measurable and related to standards	All goals & objectives are clear, measurable, and related to standards	Able to incorporate and/or integrate goals & objectives into a variety of settings

Artifacts:

Lesson Plans or Unit Plans
 Instruction Plan for a Single Lesson
 Assessment Protocols
 Teacher Designed Assessments
 Checklists
 Observation
 IEP Goals & Objectives
 PD Activities/Coursework
 Other

* Macomb County Dashboards – Student Growth Model

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 5: Student Achievement Results

Focuses on classroom organization and non-instructional interactions that occur in the classroom.

5b: Establishes a Culture of Learning (Student Growth)

*

Strand: Establishes a Culture of Learning (Student Growth)	Ineffective	Minimally Effective	Effective	Highly Effective
<i>i. Importance of Content</i>	Instructional goals, activities, interactions, and the classroom environment convey only modest expectations for student achievement	Instructional goals, activities, interactions, and the classroom environment convey inconsistent expectations for student achievement	Instructional goals, activities, interactions, and the classroom environment convey high expectations for student achievement	Establishes and maintains through planning of learning activities, interactions, and the classroom environment, high expectations for the learning of all students
<i>ii. Expectations for learning and achievement</i>	Conveys only modest expectations for student achievement and learning	Instruction and outcomes convey model expectations for student learning and achievement	Conveys high expectations for student achievement	There is evidence in the content of high expectations throughout students' instructional day

Artifacts:

Observation

Lesson Plans

Sample of Student Work

Grade Book

Charting

Daily Schedule

Examples of Written Feedback

Other

* Macomb County Dashboards – Student Growth Model

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 5: Student Achievement Results

Emphasizes engaging students in meaningful work and the student's role in the community of learners in the classroom

5c: Monitoring Student Learning/Goals and Objectives (Student Growth)

*

Strand: Monitoring Student Learning/Goals and Objectives	Ineffective	Minimally Effective	Effective	Highly Effective
i. Data Collection	Limited to no familiarity about the uses or types of data to monitor and improve student learning.	Some knowledge and use of data to monitor and improve student learning.	Knowledge of types and use of data to monitor and improve student learning.	Uses multiple measures for data collection to monitor student learning.
ii. Analysis	Data is collected but is not purposefully used.	Attempts to analyze data are ineffective.	Analyzes student data and uses it appropriately.	In depth analysis is used for continual adjustment of students' programs.
iv. Modification and accommodation	Does not use data to modify programming.'	Modifications and accommodations are minimally and infrequently used in student programming.	Modifications and accommodations are frequently used in student programming.	Modifications and accommodations are continually used to adjust student programming.

Artifacts:

Data Profiles Other
 Data Director
 Student Records
 Progress Reports
 IEP Goals & Objectives
 Observation
 Standardized Test Results
 Behavioral Data Logs
 Report Cards
 Charting
 Teacher/District/State Assessment
 Pre/Post Tests
 Curriculum Mapping
 Chapter/Unit Tests
 Lesson Plans

* Macomb County Dashboards – Student Growth Model

Macomb Intermediate School District RUBRIC – Teacher Professional Staff

DOMAIN 5: Professional Responsibilities

Recognizes the importance of the teacher as a professional educator. Engages in a wide variety of professional activities and responsibilities that allow for self-reflection, which enhances the school community

5d: Reporting Student Learning (Student Growth)

*

Strand: Reporting Student Learning (Student Growth)	Ineffective	Minimally Effective	Effective	Highly Effective
i. Documentation of student growth (progress, assessment, achievement)	No documentation on student growth	System of documentation of student growth is minimal and difficult to interpret	System of documentation is clear and easy to interpret and uses a variety of formal and informal documentations to track student growth	System of documentation is clear and easy to interpret and uses a variety of formal and informal documentations to track student's growth. Actively contributes to building and district efforts to analyze results and utilize information to improve student achievement

Artifacts:

- Progress Reports
- IEP's Goals & Objectives
- Attendance Records
- Samples of Student Work
- Student Behavior Tracking/Charting
- Anecdotal Notes
- Report Cards
- Quizzes, Test, Pre-Post Test
- State Standardized Test
- Classroom Management System (Incident Report – BIR)
- Teacher, District, State Assessments
- Other

* Macomb County Dashboards – Student Growth Model



Year-End

Timeline: **Must Be Filled**

Teacher Staff Evaluation Form

Teacher:

School:

Date:

1. Planning and Preparation
a. Demonstrates Knowledge of Content and Resources
b. Demonstrates Knowledge of Students
c. Setting Instruction Outcomes
d. Designing Coherent Instruction

2. Classroom Environment
a. Creates an Environment of Respect and Rapport
b. Manages Classroom Procedures
c. Manages Student Behavior
d. Practices School Health and Safety Procedures

3. Instruction
a. Communicates Clearly and Accurately with Students
b. Uses Effective Questioning and/or Participation Techniques
c. Engages Students in Learning
d. Demonstrates Flexibility and Responsiveness

4. Professional Responsibilities
a. Maintains Accurate Records
b. Communicates with Families/Guardian
c. Participates in Professional Community
d. Professional Growth & Development

5. Student Achievement Results
a. Designing Student Learning/Behavior Assessment (student growth)
b. Establishes a Culture for Learning (student growth)
c. Monitoring Student Learning/Goals and Objectives (student growth)
d. Reporting Student Learning (student growth)

Overall Rating	IE <input type="checkbox"/>	ME <input type="checkbox"/>	E <input type="checkbox"/>	HE <input type="checkbox"/>
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Comments:

Professional Staff Signature	Evaluator's Signature	Post-Evaluation Conference Date



Evaluation Research/Resources

Danielson Group. *Framework for Teaching Evaluation Instrument*, 2013

Danielson Group. *Framework for Teaching Evaluation Instrument*, 2011

Lipton & Wellman, *Learning-Focused Supervision, Developing Professional Expertise in Standards-Driven Systems*, 2013

Danielson Group. *Extended Special Education Examples Across all Components and Levels of Performance*, 2014

Danielson Group. *Enhancing Professional Practice: Observation Skills Using the Framework for Teaching*, 2015