

## WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT COMPONENTS OF TEACHER EVALUATION PROGRAM

Yearly teacher evaluations shall include:

- At least two meetings between an administrator and teacher, referred to as the *Initial Meeting* and the *Evaluation Meeting*.
- Prior to the *Initial Meeting*, a teacher self-evaluation using the Charlotte Danielson Components of Professional Practice (attached).
- Achievement goal(s) related to the School Improvement Plan, developed in consultation with the teacher.
- Best practice goal/professional growth goal(s) related to the School Improvement Plan, developed in consultation with the teacher.
- After the *Evaluation Meeting*, an administrator's completion of the Teacher Evaluation Form (attached) which includes the administrator's completion of the Components of Professional Practice.
- For non-tenured teachers and teachers on a Plan of Assistance – Individualized Development Plan (IDP), the observation components are included in the Overview of Teacher Evaluation Program document.

### Goals

Achievement – measurable goal(s) that reflect student growth

*Tools to measure student growth include, but are not limited to:*

#### Elementary

- |                           |             |
|---------------------------|-------------|
| – Common Assessments      | – MLPP      |
| – Pre/Post Tests          | – MEAP      |
| – Student Work Portfolios | – IEP Goals |
| – DRA                     |             |

#### Middle School

- |                           |             |
|---------------------------|-------------|
| – Common Assessments      | – MEAP      |
| – Pre/Post Tests          | – IEP Goals |
| – Student Work Portfolios |             |

#### High School

- |                           |             |
|---------------------------|-------------|
| – Common Assessments      | – EXPLORE   |
| – Pre/Post Tests          | – PLAN      |
| – Student Work Portfolios | – MME       |
| – MEAP                    | – IEP Goals |

Best Practice/Professional Growth – goal(s) that articulate a willingness to enhance skills typically demonstrated by master teachers

*Examples may include, but are not limited to:*

- Learn and use Class A to inform instructional practice
- Learn and use differentiated instruction in Algebra classes
- Utilize technology to enhance instructional delivery
- Integrate cross-curricular initiatives
- Use NWEA data to drive instructional interventions
- Engage in professional study to improve the classroom environment
- Participate in a Professional Learning Community
- Integrate Marzano strategies to enhance student achievement
- Learn to effectively use pre- and post-assessments to drive instruction

# WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT OVERVIEW OF TEACHER EVALUATION PROGRAM

<b>Plan I</b> <b>Non-tenured Teachers</b>  Annually during non-tenured status
<p><b>Self-evaluation</b> <i>(September/October)</i>            Components of Professional Practice (modified for year 1 and year 2 teachers).            Completed by teacher before initial meeting.</p> <p><b>Initial Meeting/Pre-observation Conference</b> <i>(September/October)</i>            Student achievement goal(s)/indicators of progress identified (1-2 goals).            Best practice goal(s)/indicators of progress identified (1-2 goals).            Feedback/discussion on self-evaluation.</p> <p><b>Observation I</b> <i>(October/November)</i>            A scheduled observation of no more than 1 hour.</p> <p><b>Feedback</b>            Oral feedback or a written memo within 10 working days of Observation I.            Feedback which may result in a minimally effective or ineffective rating must be provided in written form.</p> <p><b>Individualized Development Plan (IDP)</b>            Developed in consultation with teacher during the first semester of employment.</p> <p><b>Indicators of Progress Report</b> <i>(January/February)</i>            Discussion and/or evidence of reflection on progress towards goals.</p> <p><b>Observation II</b> <i>(January – March, at least 60 days after observation 1)</i>            Scheduled observation, no more than 1 hour.</p> <p><b>Evaluation meeting</b> <i>(March/April)</i>            Student achievement goal(s)/evidence feedback/discussion.            Best practice goal(s)/evidence feedback/discussion.            Summative discussion on evaluation/goals and IDP for following school year.</p> <p><b>Teacher Evaluation Form</b>            Administrator's completion of evaluation using the Components of Professional Practice, achievement goal(s), best practice goal(s), and IDP.            Completed no later than April 30.</p>

# WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT OVERVIEW OF TEACHER EVALUATION PROGRAM

Plan II Tenured Teachers	
<p><b>Self-evaluation</b> <i>(September/October)</i>  Components of Professional Practice.  Completed by teacher before initial meeting.</p> <p><b>Initial Meeting/Pre-observation Conference</b> <i>(September/October)</i>  Student achievement goal(s)/indicators of progress identified (1-2 goals).  Best practice goal(s)/indicators of progress identified (1-2 goals).  Feedback/discussion on self-evaluation.</p> <p><b>Observation I</b> <i>(October – December)</i>  A scheduled observation of no more than 1 hour.</p> <p><b>Feedback</b>  Oral feedback or a written memo within 10 working days of Observation I.  Feedback which may result in a minimally effective or ineffective rating must  be provided in written form.</p> <p><b>Indicators of Progress Report</b> <i>(January/February)</i>  Discussion and/or evidence of reflection on progress towards goals.</p> <p><b>Observation II</b> <i>(January – April)</i>  A scheduled observation of no more than 1 hour.</p> <p><b>Evaluation meeting</b> <i>(March/April/May)</i>  Student achievement goal(s)/evidence feedback/discussion.  Best practice goal(s)/evidence feedback/discussion.  Summative discussion on evaluation/goals for following school year.</p> <p><b>Teacher Evaluation Form</b>  Administrator's completion of evaluation using the Components of Professional  Practice, achievement goal(s), and best practice goal(s).  Completed no later than June 1.</p> <p>* if the observation process cannot be completed in a given school year due to a leave  of absence, the observation process will begin anew the following year</p>	

# WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT OVERVIEW OF TEACHER EVALUATION PROGRAM

## Plan III Plan of Assistance – Individualized Development Plan

Initiated if the overall performance of a tenured teacher has been rated ineffective or minimally effective in any area(s) of the Components of Professional Practice, Student Achievement Goals, and/or Best Practice Professional Growth Goals.

A copy will be provided to the union president.

### **Self-evaluation** *(September/October)*

Components of Professional Practice.

Completed by teacher before initial meeting.

### **Initial Meeting/Pre-observation Conference** *(September/October)*

Student achievement goal(s)/indicators of progress identified (1-2 goals).

Best practice goal(s)/indicators of progress identified (1-2 goals).

Feedback/discussion on self-evaluation.

IDP developed in consultation with teacher by June 1<sup>st</sup> of previous year.\*

### **Observation I**

A scheduled observation of no more than 1 hour, followed by a review conference and feedback.

### **Indicators of Progress Report** *(January/February)*

Discussion and/or evidence of reflection on progress towards goals.

### **Observation II**

Unscheduled observation, no more than 1 hour, at least 30 days after Observation I, followed by a review conference and feedback.

### **Additional Observations**

If additional observations are necessary, there will be no more than two a month unless mutually agreed upon by WBEA and Administration, each followed by a review conference and feedback.

The observations may alternate between announced and unannounced visits.

### **Feedback**

Written memo within 10 working days of each observation.

### **Post-observation Performance Review**

No later than May 15, the Association president or designee, the evaluator, and the teacher involved will meet to review a final Teacher Evaluation Form in ineffective or minimally effective area(s), assess progress towards IDP goals, and determine a course of action for the following school year. In a case where dismissal is possible, other administrators and additional union representation, in equal numbers, may be included. In a case where progress towards IDP goals has been deemed effective or highly effective, the process will conclude with the Evaluation Meeting and Teacher Evaluation Form.

### **Evaluation Meeting**

Student achievement goal(s)/evidence feedback/discussion.

Best practice goal(s)/evidence feedback/discussion.

Summative discussion on evaluation/goals for following school year.

### **Teacher Evaluation Form**

Administrator's completion of evaluation using the Components of Professional Practice, achievement goal(s), best practice goal(s), and IDP. Completed no later than June 1.

\* The Plan of Assistance – IDP process may be initiated immediately with reasonable and justifiable cause.