

Teacher Evaluation Guidelines

2022 - 2023

_____	By October 21	Beginning of Year Self Assessment Initiated by the teacher Completed by all teachers Use to set the Professional Growth Goal
_____	By October 21	Goals - <i>Setting The Goal - Professional Growth Goal</i> Goal setting initiated by the teacher Completed by all teachers Connected to Domains I-IV Identify PD Tasks as needed
_____	By November 4	Goals - <i>Setting The Goal - Student Growth Goal</i> Goal setting initiated by the teacher Completed by all teachers Connected to Domain V (Guidance)
_____	By December 2	Goal Setting Approved by the administrator
_____	By January 31	Mid-Year Progress Report Initiated and completed by the administrator Required for all teachers who are new to the district and for any teacher with an overall rating of minimally effective or ineffective on the previous year's evaluation
_____	By March 15	End of Year Self Assessment Initiated by the teacher Completed by all teachers
_____	By March 23	Unannounced Observations Initiated by the administrator Minimum of two observations per teacher Teacher reviews and completes the post observation form for each observation
_____	By May 15	Comprehensive Evaluation Initiated by the administrator and shared with the teacher as "in progress"
_____	By June 2	Goals - <i>End of Year</i> Documentation initiated by the teacher Completed by all teachers
_____	By June 9	Student Growth Final Ratings and Score Initiated by the administrator Completed collaboratively Comprehensive Evaluation Completed by the administrator Annual Year-End Evaluation Meeting Completed collaboratively

Professional Growth Goal - Examples:

Describe Goal: Personally describe

Examples

- I will implement strategies to improve my differentiation of instruction for the ELL students in my classes.
- I will use formative assessments in reading to inform small groups and plan for instruction both face to face and during distance learning.
- I will increase the use of effective questioning strategies to increase the DOK aligned to the standards.
- I will foster effective discussions among students to promote substantive conversation to support student engagement and transferred learning during face to face instruction and during distance learning.

Purpose of Goal: Describe and connect to your beginning of year self assessment.

Employee Plan to Achieve the Goal: Personally describe

Resources Needed: Personally describe

Method of Assessment: Personally describe

Student Growth Goal - Example:

The Student Growth Goal Form in SFS is MDE's SLO Template.

See [Domain V Guidance](#) document.

Additional goals can be initiated by the administrator or the teacher as needed

Professional Development Tasks

- If PD is included in the plan to accomplish a goal, create a new PD Task (under additional items) for each PD event.
- In addition, all new teachers within the first three years of teaching, any teacher who is new to the district, and any teacher with an overall rating of minimally effective or ineffective on the previous year's evaluation will identify PD Tasks.
- PD Tasks can be initiated by the administrator or the teacher as needed for any teacher.

Unannounced Observations - Guidelines:

_____ Day of the observation	Observation by the administrator Minimum of 20 minutes
_____ Within 3 days after the observation	Observation notes released by the administrator to the teacher
_____ Within 3 days after the observation notes are released	Post-Observation Form completed by the teacher (includes uploading lesson plans), teacher reviews the observation notes, and comments on the observation (if desired)
_____ Within 2 weeks of observation	The administrator reviews the Post-Observation Form and completes the observation. Comments can be shared collaboratively during this time.

A Post-Observation Meeting can be requested by either the administrator or the teacher.

Evidence/Artifacts - Guidelines:

Student Growth Goal:

- Complete the SLO template/process in SFS.

Unannounced Observations:

- Upload your lesson plan in the Post-Observation form.

End of Year Self Assessment (Danielson Framework):

- You must self assess on all elements. Use the comment box under the elements to reflect on your practices and share evidence to support your personal markings.

Student Growth Final Ratings and Score:

- Administrator comments will be used to support the student growth measures.

Annual Year-End Evaluation Meeting - Guidelines:

Process for all teachers:

- Review Goals (Professional & Student Growth Goals)
- Review the Comprehensive Evaluation (Danielson Framework)
- Review Student Growth Final Ratings and Score (Domain V)
- Celebrate successes and plan for next steps

Additional component for beginning teachers in the first three years:

- You also need to bring your completed Beginning Teachers - Annual Record of PD and your supporting documents (certificates of completion).
- This form needs to be signed and dated by the building principal, at the Annual Year-End Evaluation Meeting.
- The original signed form needs to be sent to the Executive Administrative Assistant to the Superintendent at the end of each school year.

Comprehensive Evaluation Worksheet:

Overall Evaluation Scores:

- 3.50 to 4.00 = Highly Effective
- 2.50 to 3.49 = Effective
- 1.50 to 2.49 = Minimally Effective
- less than 1.50 = Ineffective

Domain V - Student Growth Guidance

DRAFT 10/6/2021

2022-2023 All Teachers - Student Assessment & Growth

Domain 5 will constitute 40% of a teacher’s overall evaluation and will consist of multiple measures, including state assessments and district approved assessments. All students should be included whenever possible. Partial year growth data can be used when applicable. Teachers should include all students for which he/she is the teacher of record for the subject area assessed. Students shall not be excluded from Domain 5 data except under extremely rare circumstances to be pre-approved by the evaluating administrator. Enrichment teachers should use data for all students in pre-determined classes or sections as approved by the evaluating administrator. Please refer to the **Assessment Goals and Evaluation Rubrics** section for specific guidelines on goal statements for each assessment used for Domain 5.

K - 8 All ELA & Math Teachers	9-12 All Teachers
Domain 5 Components & Weights	Domain 5 Components & Weights
20% State Assessments (TBD based on MDE guidance) 10% Using Data & Assessment to Inform Instruction 5% District Assessments (Yearlong) - NWEA 5% District Assessments - Student Learning Objectives (SLOs)	20% State Assessments (TBD based on MDE guidance) 10% Using Data & Assessment to Inform Instruction 5% District Assessments (Yearlong) - End of Unit Assessments 5% District Assessments - Student Learning Objectives (SLOs)
K-5 Enrichment Teachers, Y5 Teachers, & 6-8 All Other Teachers	K - 12 Interventionists & K-12 EL Teachers
Domain 5 Components & Weights	Domain 5 Components & Weights
20% State Assessments (TBD based on MDE guidance) 10% Using Data & Assessment to Inform Instruction 5% District Assessments (Yearlong) - End of Unit Assessments 5% District Assessments - Student Learning Objectives (SLOs)	20% State Assessments (TBD based on MDE guidance) 10% Using Data & Assessment to Inform Instruction 5% District Assessments (Yearlong) - Caseload Goals or End of Unit Assessments 5% District Assessments - Student Learning Objectives (SLOs)

2022-2023 Assessment Goals and Evaluation Rubrics

State Assessments	Goal Statements	Evaluation Rubric
M-STEP & MI-ACCESS Classroom Growth and/or Building Growth	TBD based on MDE guidance	TBD based on MDE guidance Previous Rubric: Highly Effective (4) – SGP is greater than 60 Effective (3) – SGP is between 40 and 60 Min. Effective (2) – SGP is between 20 and 40 Ineffective (1) – SGP is less than 20
WIDA Building Growth		

20% OVERALL	STATE DATA	Goal Statements	Evaluation Rubric
5% 5th-8th ELA & Math Teachers 0% All Others	M-STEP & MI-ACCESS Classroom Growth	All students who have growth scores will have an SGP of 40 or higher on the spring M-STEP/MI-ACCESS. Up to three years of data will be used when available.	Highly Effective (4) – SGP is greater than 60 Effective (3) – SGP is between 40 and 60 Min. Effective (2) – SGP is greater than 20 and less than 40 Ineffective (1) – SGP is less than 20
5% 5th-8th ELA & Math Teachers 10% All Others	M-STEP & MI-ACCESS Building Growth Projection Data	All students who have growth scores will have an SGP of 40 or higher on the spring M-STEP/MI-ACCESS. Up to three years of data will be used when available.	Highly Effective (4) – SGP is greater than 60 Effective (3) – SGP is between 40 and 60 Min. Effective (2) – SGP is greater than 20 and less than 40 Ineffective (1) – SGP is less than 20
10% Everyone	WIDA Building Growth Actual Data	All students who have growth scores will have an SGP of 40 or higher on the WIDA assessment. Up to three years of data will be used when available.	Highly Effective (4) – SGP is greater than 60 Effective (3) – SGP is between 40 and 60 Min. Effective (2) – SGP is greater than 20 and less than 40 Ineffective (1) – SGP is less than 20

2022-2023 Assessment Goals and Evaluation Rubrics (cont.)

Assessment & Growth - Process Data	Goal Statements	Evaluation Rubric
Using Data & Assessment to Inform Instruction	Teachers will use data and assessment to inform instruction to meet the learning needs of the students.	See below

Using Data & Assessment to Inform Instruction

Guiding Questions for Data Conferences:

How have you used data to modify instruction to meet the learning needs of your students?

- Give examples/provide evidence of instructional changes you made in your Core (Tier I) instruction using formative assessment data.
- Give examples/provide evidence of additional time and support (interventions) you provided for students who were below grade level proficiency.
- Give examples/provide evidence of extended learning and enrichment opportunities you provided for students who were at or above grade level proficiency.

Evidence:

Evidence for this element should demonstrate how data was used to modify instruction to meet student learning needs.

Evidence may include items such as: common formative assessments, monitoring notebooks, documentation from collaborative team meetings regarding interventions and enrichments, progress monitoring data, student data folders, and/or examples of how data was used to reteach standards and reassess learning throughout the year.

Evaluation Rubric:

Element	Ineffective	Area for Growth	Effective	Highly Effective
Uses Data & Assessment to Inform Instruction	Unable to demonstrate how data was used to modify instruction to meet student learning needs.	Presents limited examples that show how data was used to modify instruction to meet student learning needs.	Demonstrates how data was used to modify instruction to meet student learning needs.	Demonstrates in multiple ways how data was used to modify instruction to meet student learning needs.

2022-2023 Assessment Goals and Evaluation Rubrics (cont.)

District Assessments	Goal Statements	Evaluation Rubric
End of Unit Assessments	80% of students will demonstrate proficiency (scoring at least 70% or higher) on the end of unit assessments.	Highly Effective (4) – on all end of unit assessments Effective (3) – on at least 70% of all end of unit assessments Min. Effective (2) – on 50-69% of all end of unit assessments Ineffective (1) – on fewer than 50% of all end of unit assessments
NWEA - MAP	All students who have growth scores will have an SGP of 40 or higher on NWEA. Up to three years of data will be used when available.	Highly Effective (4) – SGP is greater than 60 Effective (3) – SGP is between 40 and 60 Min. Effective (2) – SGP is greater than 20 and less than 40 Ineffective (1) – SGP is less than 20
SLO	Student Learning Objectives (SLO): I consider myself successful as a teacher if my students can demonstrate..... (fill in the statement based on specific data). Resources: MDE SLO Template & MDE SLO Example	Highly Effective (4) – meets the established goal Effective (3) - demonstrates growth toward meeting the established goal Min. Effective (2) – does not meet the established goal and does not demonstrate sufficient growth toward the established goal
Caseload Goals	Caseload students will meet their individual growth goals.	Highly Effective (4) – 85% or more of students meet their growth goal Effective (3) – 70 to 84% of students meet their growth goal Min. Effective (2) – 50 to 69% of students meet their growth goal Ineffective (1) – fewer than 50% of students meet their growth goal