

Conner Creek Academy East District Evaluation

Introduction

We believe that our teachers change lives. Our mission is to **Inspire** students to become lifelong learners, **Create** responsible citizens and **Empower** students to develop their potential in a caring, supportive and diverse environment. In order to be successful in our mission, we need to provide quality education that meets our district's academic standards. We need to prepare students to be college and career ready and to adopt the value of becoming a life-long learner. Our evaluation system is set to ensure that we are providing our greatest assets with excellent instruction, a safe environment and an opportunity for optimal growth. This document explains the state-mandated measurements of outcome as well as the district-decided professional expectations. Our goals, set by our DIP, SIP and Educational Goal Policy, directly correlate with our evaluation system.

Student Achievement: Growth and Proficiency

The most direct measure of teachers' effectiveness is the academic growth of their students. The law requires that 25% of educator evaluations be based on "student growth and assessment data," with half of this component comprised of state assessment data for tested grades and subjects. Value-added models are one of the best approaches to measuring how much an individual teacher contributes to student learning over the course of a school year. They emphasize growth rather than absolute proficiency, recognizing that students arrive in classrooms with varied levels of preparedness, but that all students are capable of learning. To maintain a value-added approach, student growth percentiles from the M-STEP and MI-Access assessments will be utilized for a portion of the student growth component of educator evaluations, where appropriate. The College Board Suite of Assessments (PSAT 8/9, PSAT10, & SAT) will be used for educators in our secondary school. Additionally, NWEA and other local assessments will also be utilized for value-added growth measures. Please note, growth according to state assessments for teachers in non-tested grades and subjects is calculated by the building average of mathematics and reading.

In order to maintain equity across our district and to uplift our collective responsibility for student growth, the following criteria will be used to comprise the student achievement portion of teacher evaluations:

Educator Group	Student Achievement (40%)				
	NWEA	MSTEP	College Suite	Final Exams	Pre/Post
K-6 Teachers	12.5%	12.5%			
7-8 Core Teachers	10%	20%		10%	
9-11 Core Teachers		20%	10%	10%	
12 Core Teachers		20%		20%	
K-6 SPED Teachers	12.5%	12.5%			
7-8 SPED Teachers	10%	20%		10%	
9-12 SPED Teachers		12.5%	6.25%	6.25%	
K-6 Specials Teachers	12.5%	12.5%			
7-12 Non-Core Teachers		20%			20%
9-12 Online Teachers		20%		20%	
Administration (CCAЕ)	12.5%	12.5%			
Administration (MC)	10%	20%	10%		

** Grades/Content that do not participate in state assessments will use the building SGP.

M-STEP (Accountability K-12)

According to the Michigan Department of Education:

Student Growth Percentiles (SGPs) represent one powerful way to quantify the learning of individual students over one or more years. Conceptually, SGPs communicate the degree to which a student has learned in a particular domain, compared to a group of academic peers who had a comparable score on the previous test (or multiple previous tests) in that subject (spring to spring). In order to calculate SGPs, students are grouped with academic peers throughout the state who had comparable score patterns on past tests. Students in each academic peer group are then ordered based on their score on the current year test. Each student then receives a percentile rank, compared to their academic peers. Like other percentile scores, SGPs range from 1-99,

where a SGP of 50 indicates that the student demonstrated growth in the content area equal or greater to half of the students with comparable score histories on that subject-matter test.

(www.michigan.gov/mde)

The MDE recommends that the three-year mean SGP score used to derive the state assessment student growth rating score include at least 20 SGP scores across a three year period.

The following weightings will be used for our district:

2018-2019	33%
2017-2018	33%
2016-2017	33%

NWEA/MAP Assessment

NWEA MAP Growth is a norm-based assessment in which students receive individual growth goals based on their fall scores. We will use Percent of Projected Growth Met for all students in a class or grade from the spring assessment. NWEA calculates a ratio of observed growth to projected growth using each student's RIT score; a performance of 100% is average. The Percent of Projected Growth Met is obtained from the Achievement Status and Growth Summary Report (ASG). Below are the point values for evaluation based on average of Percent of Projected Growth in Reading and/or Math as appropriate:

0-59%=1 point

60-99%=2 points

100-134%=3 points

135% or higher=4 points

PSAT/SAT

In grades 8-11, the PSAT and SAT are administered each Spring. We expect students to grow 20 points in Math or Evidence-based Reading and Writing (ERW) as appropriate. Below are the point values for evaluation based on percent of students meeting their 30-point growth from Spring to Spring:

0-49% = 1 point

50-69%= 2 points

70-84% = 3 points

85-100% = 4 points

FINAL EXAMS

Below are the point values for evaluation based on percent of students passing their final exams in grades 7-12:

0-49% = 1 point

50-69%= 2 points

70-84% = 3 points

85-100% = 4 points

PRE/POST DATA

Pre and post fitness tests are given to our PE students. The following point values for evaluation will be given for the percentage of students who demonstrate growth:

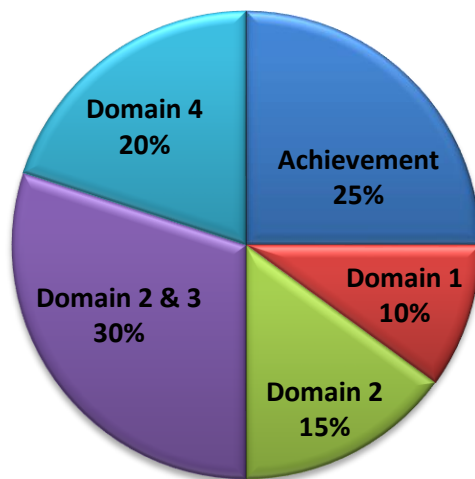
0-49% = 1 point

50-69%= 2 points

70-84% = 3 points

85-100% = 4 points

Evaluation Weights for Teachers 2018-2019



Charlotte Danielson Domain 1: Planning and Preparation

Planning and preparation is the behind-the-scene work of organizing ones' classroom instruction. Even when curriculum is established, teachers spend a considerable amount of time transforming the curriculum so that it is accessible and attainable for their students. Not only do teachers need to understand the content, they need to know and understand their students. When teachers know the needs of his/her students and use best practices, the deliverance of content is cohesive. Proficient teachers display knowledge of the content. The teacher's plans and practice reflect an understanding of the students prerequisite knowledge and include an effective pedagogical approach to teaching and learning. His or her assessments are created with direct correlation to the objectives. Evidence used to demonstrate proficiency in this domain may include:

- Lesson Plans (CCAЕ) or Pacing Guides (MC)
- Student Assessments
- Objectives
- IEPs

Charlotte Danielson Domain 2: The Classroom Environment

A classroom environment is a critical aspect of the promotion of learning. Students cannot effectively learn if they do not feel comfortable and safe. The space should be organized in a way that students feel empowered to take ownership of their learning. They should respect their resources because and understand their value. Proficient teacher-student interactions are polite

and demonstrate respect and rapport. Teachers convey high expectations of students and show genuine enthusiasm for the learning. Strong classroom environments show evidence that routines, policies and procedures have been put into place and are practiced consistently. Misbehavior is minor and is handled promptly without major disruption to the learning environment. The classroom is safe and expectations for student conduct are clear. Evidence used to demonstrate proficiency in this domain may include:

- Walkthroughs
- Formal Observations
- Teacher-Student Interaction
- Discipline Rubric

Charlotte Danielson Domain 2 & 3: Instruction

Instruction lies at the heart learning. Engaging students in the learning and being flexible to adjust instruction based on planned formative assessments is critical to providing the most optimum experience. Proficient teachers set a clear purpose and engage student on a level that invests them fully in the lesson. Teachers promote high depth-of-knowledge discussion that stimulates questions and connections. The teacher explanation is appropriate to the students' prerequisite knowledge and skills. Proficient teachers are monitoring for understanding, providing feedback and making adjustments to the activity to accommodate the learning.

Classroom observations are a central component of the teacher evaluation system and account for 30% of an educator's summative rating. The goals of conducting observations are to support teachers to develop skills that ensure all students achieve at high levels. They also support school leaders to develop strong instructional teams with a clear focus on instruction.

Classroom Observations are focused on Domain 2 and Domain 3. Effective observations require the identification of specific, tangible evidence related to actual teacher practice and student actions. Comparing classroom observation data to the objective benchmarks in the Danielson rubric allows both the teacher and the observer to make evidence-based judgments about the quality of instruction. While the observation rubric does not capture everything a teacher does, it does articulate everything that should be happening in an effective lesson to prepare students for success in college and careers. Evaluators using the rubric are required to look for evidence of

student actions that reflect appropriate grade-level learning dictated by Common Core State Standards, as adopted by the MDE.

Charlotte Danielson Domain 4: Professional Responsibilities

Professional responsibilities include a commitment to high ethical standards, integrity in decision making and a desire to improve practice. A teacher's system for maintaining records should show equity and progression of learning. Proficient teachers frequently engage families in the progress of their child's learning. Being an integral part of a school community by volunteering for committees or events exhibits dedication to the mission of the organization. Proficient teachers have strong working relationships with colleagues that offer support and partnership among the professional community. They seek out opportunities for continual learning in their practice. Lastly, teachers comply with the responsibilities set forth by the administration and follow school and district regulations. Evidence used to demonstrate proficiency in this domain may include:

- Attendance of family-school events (board meetings, literacy nights, concerts, dances, graduation, etc...)
- Attendance of parent-teacher conferences and staff meetings
- Communication with families and administration
- Participation in Professional Development (PLCs, Data Teams, and Grade-level meetings)
- Maintenance of current certification including PD logs
- Arrival/Dismissal Duties
- Adherence to Staff Handbook

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and behavior
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence