Teacher Evaluation
&
Developing Goals

General Administrator's meeting

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Multiple Measures for Teacher Effectiveness

Dearborn Framework for Teacher Evaluation

Professional Responsibilities

Professional Practice

Student Growth

5 Standards

2013-14 Teacher Evaluation Weights to Comply with State Legislation

75% will be based on Observation Protocol and the 5 Standards for Effective Teaching.

- This includes observations (formal and not formal), walkthroughs, other performance measures that are related to the teacher evaluation rubric which includes all 5 standards.

- Professional Responsibilities are included as one of the standards.

2013-14 Teacher Evaluation Weights to Comply with State Legislation

Student Growth Data (25%)

The administrator and teacher will meet to determine growth measures that follow the weighted formula listed below.

Growth Data Formula Measures

- **5% District growth based on state accountability measures**

- **10% Building Growth based on state or building or district common assessments**

- **10% Classroom Growth based on State Assessments, District Common Assessments or Classroom Assessments**

Building Measures Examples

- Elementary -SRI, DRA & DRA task analysis, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments.

- Middle School -SRI, DRA, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments, and Explore.

- High School- Explore, Plan, MME, MEAP, SRI, Star Math, Common Assessments, AP exams, and Departmental Assessments.

Classroom Measures Examples

Performance or product measures or other formative assessments, pre and post tests are required

Dearborn Teacher Evaluation Weights
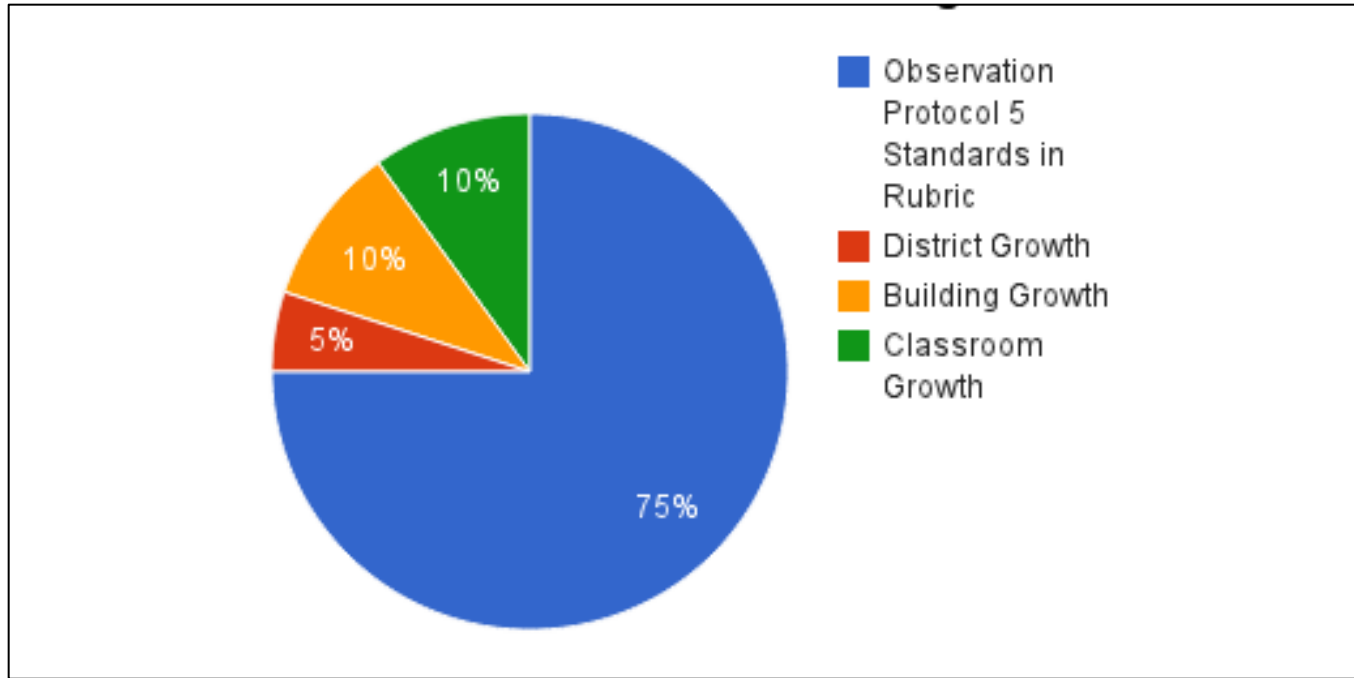
"Weighting is the process of assigning different values to portions of an evaluation to reflect their relative importance in determining overall performance"
MCEE (Michigan Council for Educator Effectiveness)

Developing Student Growth Goals

Student growth" refers to the change in students' knowledge and skills over time

1. Determine needs from District/building/classroom assessment
2. Create specific learning goals based on pre-assessment
3. Implement teaching and learning strategies (discuss with principal)
4. Monitor student progress through ongoing formative assessment
5. Determine whether students achieved the goals

Developing Student Growth Goals

Monitor services and progress:

- How are your students progressing toward the goal you set? How do you know?

- Which students are struggling/exceeding expectations? What are you doing to support them?

- What additional resources do you need to support you as you work to achieve your goal for your students?

- Are there any student attendance issues substantial enough to affect your student growth objectives?

- Are ELL, Title I, SE, RTI students receiving the services they are entitled to?

Date Reports Examples

- SRI file://localhost/Users/FB/Desktop/EvaluationDocuments/ReadingPerformanceReport-Baydoun.pdf

- DRA file://localhost/Users/FB/Desktop/EvaluationDocuments/CaseboltDRA2Fall2013.docx

- STAR Math file://localhost/Users/FB/Desktop/EvaluationDocuments/Summary Report STAR MathTMoct2012.pdf

- Proficiency Targets_can be used as district or building measures

- file://localhost/Users/FB/Desktop/EvaluationDocuments/ProficiencyTargetsSheet-2.xlsx

Non Observable Domain…...

A domain that we do not typically see from observation directly. They can be best demonstrated through:

- Record keeping (Such as data for RTI meetings, PTC, etc)

- Behavior/ Phone/communication log

- Letter to parents /Involvement in school programs and initiatives

- Documents from professional development

- Suggested to gather evidence through interview, artifacts, and teacher's

  self reflection

Sample Goals Maples

See Maples Samples:

https://docs.google.com/a/dearbornschools.org/document/d/1lbObp_PZu1E4Y2z2pb1SozK0MRKzS1NH4RMznW5iU_w/edit

Professional Growth Goals

Using the Gap area(s) identified through self Assessment, write a professional growth goal that answers:

1. How has my self reflection and assessment informed this goal?

2. What professional development will help me accomplish my Professional Growth Goal?

3. What do I want to change about my instruction that will effectively impact student learning

4. What are the measures of success I can use?

5. How will achieving my professional growth goal improve student learning and engagement?

6. How might I team with colleagues and seek support staff assistance to achieve my goal?

Professional Growth Goal is based on Self Assessment; However it must directly correlate with:

- Classroom Environment & Instruction

- Relevance to the school's specific area of focus

- Should involve relevant colleagues

Discuss in Groups

1. How are teachers/other staff doing with developing goals?

2. What are some examples of good goals?

3. What recommendations or questions do you still have?