**Plan II -- Teacher Evaluation**

**Purpose:**

Throughout a teacher’s professional career, the teacher and administrator must work collaboratively each year to ensure the strengthening of the Standards for Effective Teaching. The purpose and benefit of yearly evaluation are threefold:

1. Demonstration of Standards for Effective Teaching

Demonstration of the Standards is an ongoing process and is assessed by the administrator through informal classroom observations and other school settings, i.e., faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or co-curricular activities.

1. Continued Professional Growth Plan

Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and the administrator collaborate to identify goals and develop a plan to attain the identified goals. Goals should be developed using the Standards for Effective Teaching and must also work toward building school improvement goals and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual’s professional growth. Goals may be renewed from one year to the next if appropriate.

3. Continued focus on student achievement data is a critical way to inform instructional practice. Current legislation now obligates schools to utilize student growth and achievement data as one component of teacher evaluation. As a result, our discussions will be data-informed and data-driven. Student growth and achievement data is a part of this evaluation.

This Teacher Evaluation program combines both Professional Growth components and the examination of student achievement/growth data, in addition to other considerations required of public schools as a result of recent legislative adjustments.

Teacher evaluation is a complex process and one that requires commitment from all parties. The Dearborn Public Schools’ model is one that promotes collegiality, collaboration, personal and professional growth. Determining a teacher’s effectiveness requires an examination of a multitude of factors. Many of these are defined by the Standards for Effective Teaching, but there are variables in addition to the Standards that may be utilized to determine effectiveness, such as artifacts collected throughout the year like parent emails, phone call logs, administrative walkthrough data, student communications, etc.

*The Teacher Evaluation Committee will gather input and meet periodically to examine this evaluation process in order to safeguard the integrity of our model framework.*

*Recommended timelines for Formal Observations*

**Prior to 10/1** - Administrator distributes forms and reviews expectations.

**Prior to 10/25** - Initial Meeting to set goals

**Prior to 4/30** - Multiple Formal Observations (Minimum of two)

**Prior to 5-7** - Year End Evaluation to be completed.

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***(Components of the evaluation process)***

Yearly teacher evaluation will include the following:

* At least two meetings between an administrator and teacher, referred to in this document as the *Initial Meeting* and the *Evaluation Meeting*.
* A teacher self-evaluation using the Standards for Effective Teaching.
* An administrator’s completion of a teacher evaluation using the Standards for Effective Teaching.
* Student Growth/Achievement Goal(s) related to the School Improvement Plan, *(see examples below).*
* Best Practice Professional Growth Goal(s), *(see examples below).*
* The Year End Evaluation must be based on multiple (minimum of two) classroom observations and must include a review of lesson plans, state curriculum and student engagement. The Year End Evaluation must include student growth as a significant factor.