



HUMAN RESOURCES DEPARTMENT

To: All Teachers
From: Gerard L. Morin
Date: August 28th 2018
Subject: Teacher Evaluation

We are continuing to use the **5D+** rubric and **Pivot** in the 2018-19 school year. A link to Pivot will be available on the new website and is also provided below:

<https://sgate.five-starpivot.com/login>

Growth Plans in Pivot are due (completed and approved) by September 24th. **Self-evaluations** in Pivot should be completed prior to starting your Growth Plan. Growth Plans do not require a face-to-face with your administrator, and can be discussed and approved via email (unless you received an overall rating less than Effective last year, OR you are on an IDP this year, OR a face-to-face meeting is requested by either you or your administrator).

If you are on an IDP, your “Growth Plan Name” must include the acronym “IDP”.

In setting up your Growth Plan in Pivot you should use the “Growth Plan Comments” at the end of this memo to include (cut and paste) both the district and your individual building goals into the comments section. Please see the example below...

Growth Plan Information

Teacher Name:	[REDACTED]
Growth Plan Name:	[REDACTED] S Growth Plan
School Year:	2016-2017
Status:	Approved Growth Plan by Dennis Kemp on 10/24/2016 1:30pm
Comments:	The district focus is to increase student engagement and increase the usage of higher-order thinking skills in order to increase student learning. DMS: The focus at Davidson Middle School is to continue implementing Higher Level Questions throughout a lesson and create learning targets that are aligned to a grade level standard, be communicated through visual and verbal strategies, are discussed with the students at the beginning, during, and end of lesson, and have aligned a performance task that includes success criteria in order to increase student achievement.
Start Date:	10/20/2016
End Date:	05/19/2017

In your growth plan you must indicate your **Areas of Focus**. You should select 3 to 5 Indicators out of 2 to 3 Dimensions (if you are on an IDP, your administrator will help pick these with you). *IN ADDITION* to these 3 to 5 Areas of Focus, you must also select **P5 Success Criteria** as our district-wide Area of Focus. See example below.

Area Of Focus	
Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Student Engagement
Indicator	Opportunity and support for participation and meaning making
Comments	I will focus on making more "real-world" connections for the math we are doing in class. Students find it difficult to make meaningful connections with math when it does not involve their real lives. I will use the classroom material, as well as real life type problems to help make those connections and find meaning in math. Also, I will be focusing on more participation within the classroom (ex. problems on the board, group work with jobs so that no one is able to slide by, and have students bring in math problems or scenarios into class so we can make those real world connections)

Your final Effectiveness rating will be based on the following components and proportions:

60% Professional Practice (5D+ Rubric, formerly 75%)

20% Student Growth (what used to be the other 25%)

20% State Assessment (details below)

The **Student Growth** component of your evaluation should be entered into the "Goal" section of your growth plan (see below). Please see your building administrator for details regarding appropriate Student Growth Goals. New this year, you only need one assessment per student (except Enrichment teachers who are in multiple buildings). See your administrator for details.

Start date is when you type it in. End date is May 24th.

**All student assessments and data points supporting growth goals should be entered into MIStar DnA prior to your Year-End Meeting.*

Goal ⓘ REMOVE

Start Date ⓘ	<input type="text"/>
End Date ⓘ	<input type="text"/>
Goal	<div style="border: 1px solid #ccc; height: 80px;"></div>
Action Steps ⓘ	<div style="border: 1px solid #ccc; padding: 5px;"> Action 1 - Action 2 - </div>
Evidence of Achievement ⓘ	This section will be filled in by the Teacher after Growth Plan has been Approved.

For the **State Assessment** portion of your evaluation, each teacher will receive a “Building Score” based on the teacher’s building assignment. We are using the Student Growth Percentiles published by MDE and applying the MDE recommended scoring band for Student Growth Percentiles below. These will be available and shared at the Mid-Year meetings.

Ineffective = 1	Minimally Effective = 2	Effective = 3	Highly Effective = 4
Under 20	20+ under 40	40+ under 60	60+

Different for this year, you will not receive separate feedback on 2nd and 4th observations. This feedback will be included in your Mid-Year Conference (following your 2nd observation) and your Year-End Conference (following your 4th observation). Those on an IDP will receive feedback on all observations and a face-to-face meeting after at least the 1st and 3rd observations.

For all observations, you will receive “Noticings and Wonderings” within 3 days of your observation. You will have 3 days to respond in Pivot. For observations 1 and 3, you will receive feedback within 3 days of your response.

Completion dates for 2018-19 school year:

<i>Dates (by or before)</i>	<i>Actions</i>
<i>September 24th</i>	<i>Self-Assessment and Growth Plan in Pivot and Growth Plan Approved. If applicable: Goals setting conference, Pre-Inquiry Cycle Conference</i>
<i>November 9th</i>	<i>1st Observation</i>
<i>December 21st</i>	<i>2nd Observation</i>
<i>January 25th</i>	<i>Mid-year goals conference and progress report, Mid-Year Post-Inquiry Cycle Conference</i>
<i>March 11th</i>	<i>3rd Observation</i>
<i>May 6th</i>	<i>4th Observation</i>
<i>May 24th</i>	<i>Year-end conference, Year-End Post-Inquiry Cycle Conference</i>

Growth Plan Comments

District: The district is focusing on reducing barriers to learning by developing and maintaining a supportive and positive school climate and culture by building relationships with ALL students.

Allen: The focus of Allen Elementary is to implement Instructional Rounds. During these Instructional Rounds, staff will visit colleague's classrooms to notice instructional strategies centered around P1-Learning Targets Connected to Standards and P5-Success Criteria. Staff will identify the positives they observed in the classrooms and look for an instructional strategy that they can implement immediately in their own classrooms. The focus is to have an opportunity to learn from each other "the experts" in order to increase student achievement.

AHS: In combination with the district initiatives, Anderson High School is focusing on developing and maintaining a supportive and positive school climate and culture by building relationships with ALL students and incorporating Restorative/Community Circles in the classroom. All staff at AHS will also be creating opportunities for students to take ownership of their learning by addressing College and Career Readiness Skills, goal setting, and progress monitoring.

Beacon: The focus of Beacon is to improve on quality of questioning, increase students' time spent in class through incentives, and our use of PBIS/Social Learning. Staff will work to improve questioning in their classrooms and at the same time promote positive behavior in all areas of the milieu, including the bus through the use of bus bucks. Staff will identify the positives they observe in the classrooms and look for ways to increase higher order thinking through these initiatives.

DMS: The focus at Davidson Middle School is to continue implementing Higher Level Questions throughout a lesson and create learning targets that are aligned to a grade level standard, be communicated through visual and verbal strategies, are discussed with the students at the beginning, during, and end of lesson, and have aligned a performance task that includes success criteria in order to increase student achievement.

Fordline: The focus of Fordline is to utilize Success Criteria and Student Self-Assessments so that students may know how and when they have accomplished the Learning Targets independently and therefore have more ownership of learning and autonomy.

Grogan: The focus of Grogan Elementary is to work toward improving student engagement and higher order thinking skills through the use of focused, connected, learning targets that communicate success criteria. Priority attention will be placed on P1-Learning Targets Connected to Standards and P5-Success Criteria and how these lead to student success and ownership of learning. Professional staff will collaborate and discuss strategies as they are successfully implemented in the classroom.

Shelters: The focus of Shelters elementary is to implement Instructional Rounds. During these rounds staff will be observing and discussing various instructional strategies, engagement strategies and higher order thinking strategies. Shelters is also focusing on increasing opportunities for students to have greater ownership of their goals and progress.