



ROCHESTER  
COMMUNITY SCHOOLS

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PRIDE IN EXCELLENCE

# Teacher/Professional Staff Evaluation and Professional Growth Model Guidebook

2021-22 School Year

## INTRODUCTION

The Teacher Evaluation and Professional Growth Model Evaluation Guidebook for all REA members has been developed to improve the Rochester Community Schools teacher evaluation tool and to be in compliance with Michigan law. RCS utilizes the Charlotte Danielson 2013 Edition Framework and the Frontline Education My Learning Plan platform. The District shall comply with Public Act 173 of 2015 and amendments to Section 1249 of the Revised School Code relating to the District's performance evaluation system for teachers. Pursuant to Section 1249, as amended, the District shall:

- Adopt and implement a rigorous, transparent and fair evaluation system.
- Evaluate job performance of teachers at least annually and provide timely and constructive feedback to teachers regarding their performance.
- Evaluate a teacher's job performance using multiple rating categories
- Provide an annual year-end evaluation for all teachers.
- Include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:
  - Include a review of the teacher's lesson plan, the State curriculum standard being used in the lesson, and pupil engagement in the lesson.
  - A classroom observation does not have to be for an entire class period.
  - There shall be at least two (2) classroom observations for all teachers. At least one (1) observation must be unscheduled. (see timeline chart)
  - Observations can be done in person during a Face to Face lesson, in person during an interactive remote lesson, or remotely as a member of a remote classroom.
  - The district shall ensure that within 30 days after each observation (scheduled or unscheduled), the teacher is provided with feedback.
- The performance evaluation system shall assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective.

The individual performance of the teacher must be the majority factor of the evaluation, and includes the following:

- Demonstrated pedagogical skills
- Knowledge of the subject area
- Ability to impart that knowledge
- Classroom management
- Manner and efficacy of disciplining students
- Rapport with parents and teachers
- Ability to withstand the strain of teaching
- Attendance and disciplinary record
- Significant accomplishments
- Relevant special training

This document is designed to provide a framework for continuous improvement and is based on the assumptions that student performance improves when all educators work diligently toward a common purpose, are part of a collaborative work environment, and seek to improve their professional practice.

## STATEMENT OF PURPOSE AND BACKGROUND

### Purpose

The purpose of the RCS Teacher Evaluation and Professional Growth Model is to contribute to the District's pursuit of excellence in education, K-12. The primary purpose of evaluation and supervision is to promote ongoing professional growth in order to improve student learning.

The evaluation system assures the School Board and the community that quality education is a responsibility shared by all staff. In a collaborative learning environment, the RCS Teacher Evaluation and Professional Growth Model provides opportunities for every teacher to set goals and strive for continuous improvement.

### Background

The RCS Teacher Evaluation and Professional Growth Model applies to all members of the Rochester Education Association (REA) (members referred to as teachers throughout the document).

Evaluations and observations will be conducted by the teacher's building principal, other administrators, and/or supervisors assigned by the Superintendent/designee.

### Belief Statements

We believe the Teacher Evaluation and Professional Growth Model should:

- Be a collaborative endeavor between the evaluators and the teacher being evaluated.
- Facilitate open communication in an atmosphere of mutual trust and respect.
- Lead to improved performance and personal growth.
- Help teachers develop skills as autonomous learners through self-assessment and personal reflection.
- Increase overall school improvement and student growth through improved teaching.
- Promote professional learning communities in which teachers collaborate to improve student learning.
- Ensure that evaluation and goals are connected with school improvement, professional development, and personal goals.
- Improve deficiencies in performance when identified.

## OVERVIEW OF THE EVALUATION AND PROFESSIONAL GROWTH MODEL

### In the fall:

#### 1. Self-Assessment – Where am I now?

All teachers/professional staff should review and complete the Initial Self-Assessment. Determine your level of expertise in each of the elements listed. Review your self-assessment.

If Minimally Effective or Highly Effective is selected for any element within the Rubric, then a rationale needs to be included in the comments section for that element.

*You can refer to your final self-assessment from the previous year to streamline this process.*

## 2. Individual Improvement Goal – Goal 3 (or 3, 4, and 5 for Probationary Teachers)

### a. Review your self-assessment.

Choose areas from Domain 2 or Domain 3 and write at least **one** goal for improvement. Probationary teachers will develop **three** goals from these domains.

### b. Plan for Professional Improvement – How do I get there?

Develop a thoughtful plan for accomplishing each goal. Include how progress will be tracked in order to inform the end of year reflective process. Identify any resources needed and/or support from supervisor.

### c. Measures of Performance – What measures can be used as evidence of results?

Determine what measures or evidence will need to be gathered over the course of the year to determine if the individual improvement goal has been reached. Consider using lesson plans, classroom video, principal or peer observation, and/or classroom artifacts as evidence of personal growth.

### Throughout the Year:

Collect evidence in support of each of the individual improvement goals; upload into the electronic evaluation platform.

### In the spring:

Reflecting on Results – Have I reached my goals?

- Individual Improvement Goal(s): Update the Teacher Rubric in the electronic evaluation tool to reflect individual professional growth. Upload evidence for review by building principal/evaluator.
- Complete your final self-assessment. Reflect back over the year, what might have been done differently? What plans/goals might be set for the coming year?

## ANNUAL TEACHER/PROFESSIONAL STAFF EVALUATION TRACKS/CYCLES

### First Year Probationary

All first year probationary teachers are to be evaluated and there will be a minimum of one scheduled classroom observation. The scheduled observation will be at a mutually agreed upon date/time and will consist of the submission of lesson plans ahead of time. There will be at least one unscheduled classroom observation. Feedback will be provided to the teacher within 30 days of the observation (scheduled or unscheduled). There will also be a minimum of one walkthrough observation with feedback. All probationary teachers will complete an Individual Development Plan (3 individual goals) in collaboration with their evaluating administrator. First year probationary teachers are required to have a midyear progress report completed. The midyear progress report will be aligned to the IDP. The progress report will include specific performance goals for the remainder of the school year.

### Second through Fifth Year Probationary

Probationary teachers are to be evaluated every year. At least one must be a scheduled observation which will consist of a mutually agreed upon scheduled date/time and submission of lessons plans ahead of time. At least one classroom observation will be unscheduled. Feedback will be provided to

the teacher in a post-observation meeting within 30 days of the observation (scheduled or unscheduled). Feedback should be recorded and made available to the teacher. There will also be a minimum of one walkthrough observation with feedback. All probationary teachers will complete an Individual Development Plan (3 individual goals) in collaboration with their evaluating administrator.

**Tenured**

All Tenured teachers are to be evaluated. Evaluations must include at least two observations/walkthroughs with at least one being an unscheduled observation. Post observation conferences will be held within 30 days of the observation (scheduled or unscheduled). Evaluators may conduct additional observations or classroom walkthroughs (feedback will be provided within 30 days of each.)

**Tenured with 3 Previous Years of Highly Effective Ratings – Suspended for 2021-2022**

When evaluation ratings were suspended during the 2019-2020 school year, the 3 year HE cycle was reset for everyone. Therefore, this is year 2 of a new 3-year cycle for HE3 ratings. All teachers will be evaluated this year and next. ~~A teacher who has received three consecutive years of ratings of Highly Effective should complete the initial self-assessment and set goals. Classroom observations are not required but may occur. There should be a review of progress toward goals and a Final Self-Assessment completed at the end of the year. No final evaluation rating will be given.~~

**Tenured placed on an Individualized Development Plan (IDP)**

In addition to the tenured track, any teacher who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation will be placed on an IDP and a mid-year progress report will be completed. The midyear progress report will be based, in part, on student achievement and will be aligned to the teachers IDP. The progress report will also include specific performance goals for the remainder of the school year. The IDP will be developed by appropriate administrative personnel in consultation with the individual teacher no later than September 30. The tenured teacher must make progress toward the IDP goals within the specified time period not to exceed 180 days.

**Psychologists and OT/PT Evaluations**

First year psychologists and OT/ PT will be evaluated on their rubric and will develop 3 individual growth goals. Second – Fifth year psychologists and OT/ PT will be evaluated on their rubric and will develop 3 individual growth goals. Beyond-five psychologists and OT/ PT will be evaluated on their rubric and will develop 1 individual growth goal.

**CALCULATION OF FINAL EVALUATION RATING**

The **Summative Performance Evaluation Ratings (60%) & Student Growth (40%)** will be used to determine the **Final Evaluation Rating**.

**SUMMATIVE PERFORMANCE EVALUATION**

- Classroom teachers will receive an effectiveness rating on the Summative Performance Evaluation using the Danielson 2013 rubric. The weighting of each domain component for the ratings portion (60% of the total) is found in the chart below and will be combined with the growth rating (40% of total) as described in the color coded chart below.

Domain 1	Planning and Preparation	10%
Domain 2	Classroom Environment	35%
Domain 3	Instruction	35%
Domain 4	Professional Responsibilities	20%
	Total:	100%

There are alternative Summative Performance Evaluation rubrics for the following staff: Consultant/Specialist; Learning Consultant (Elementary and Secondary); Counselor; Social Worker; Teacher Consultant, Secondary ILS, OT/PT, Psychologist and Speech and Language Pathologists.

FINAL ANNUAL EVALUATION RATING		Evaluation Rating (60%)				
		Ineffective	Minimally Effective	Effective	Highly Effective	
		1	2	3	4	
Student Growth (40%)	Ineffective	1	Ineffective	Ineffective	Minimally Effective	Effective
	Minimally Effective	2	Ineffective	Minimally Effective	Effective	Effective
	Effective	3	Ineffective	Minimally Effective	Effective	Highly Effective
	Highly Effective	4	Minimally Effective	Effective	Effective	Highly Effective

\*\*For the 2021-22 school year, student growth goals will consist of a District Goal and a Building Goal. The language for these goals is still under development as we are receiving guidance related to development of these goals in the age of COVID. Student growth goals will be designed to neutralize the potential impact of COVID-19, and will be designed to mitigate overall impact on individual teacher evaluation ratings.

**SAMPLE  
EVALUATION GOAL-SETTING FORM**

<b>Goal 1 &amp; 2 (District and Building Growth Goals)</b> - Growth Goal for 2021-22 Year will be distributed in the near future. (Goal 1 will be a district goal much like last year, Goal 2 will be a building-based goal using school-wide data). Please note, growth goals for ECSE and ATPS may be adjusted to the needs of those specific programs.
<b>GOAL 3/4/5 – Individual Improvement Goal – From Domain 2 or Domain 3*</b>
Goal:
Purpose of Goal:
Plan to Accomplish Goal:
Resources Needed:
Measures of Performance/Evidence:

**\*For Probationary Teachers and those Tenured Teachers on an IDP you must choose at least three Individual Improvement Goals from Domain 2 or Domain 3. Tenured Teachers choose a**

**minimum of one goal from Domain 2 or 3. Teachers may choose to have more than the required number of Individual Improvement Goals.**

### **Timeline for 2021-22 Evaluations**

The following parameters should guide completion timelines for the annual evaluation. Please note that as long as these parameters are followed, specific dates listed in Frontline associated with individual aspects of the evaluation process are merely suggested due dates.

#### **1<sup>st</sup> Year Probationary**

- Sept./Oct. – Complete Initial Self-Assessment, Develop and enter Goals (5 total – this is your IDP) for approval by administrator, First Observation or Walkthrough with feedback
- Oct./Nov./Dec. – Complete Observation or Walkthrough with feedback, Mid-Year IDP Review for Mid-Year Progress Report, Ongoing collection and upload of evidence related to goals
- Jan./Feb./Mar. – Complete final Observation with feedback, Complete Final Self-Assessment (Due Date will be communicated in advance), Upload all evidence for goals, Complete Summative Evaluation including IDP Review and conduct Final Evaluation Meeting (Summative Due by March 25)

#### **Probationary, Year 2-5**

- Sept./Oct. – Complete Initial Self-Assessment, Develop and enter Goals (5 total – this is your IDP) for approval by administrator, First Observation or Walkthrough with feedback
- Oct./Nov./Dec. – Complete Observation or Walkthrough with feedback, Ongoing collection and upload of evidence related to goals
- Jan./Feb./Mar. – Complete final Observation with feedback, Complete Final Self-Assessment (Due Date will be communicated in advance), Upload all evidence for goals, Complete Summative Evaluation including IDP Review and conduct Final Evaluation Meeting (Summative Due by March 25)

#### **Tenured Teacher**

- Sept./Oct./Nov./Dec. – Complete Self-Assessment, Develop and enter Goals (3 total) for approval by administrator, First Observation or Walkthrough with feedback, Ongoing collection and upload of evidence related to goals
- Jan./Feb./Mar. – Complete final Observation with feedback, Complete Final Self-Assessment (Due Date will be communicated in advance), Upload all evidence for goals, Complete Summative Evaluation and conduct Final Evaluation Meeting (Summative Due April 22, 2022)

#### **Highly Effective for 3 Consecutive Years**

- Not applicable for 2021-22