



Williamston Community Schools

Teacher Evaluation Model

As of July 2024



Williamston Community Schools

Forms List

As of July 2024

District Evaluation Philosophy: Our belief is that the most significant personal growth comes as a result of serious internal reflection, goal setting, and feedback.

Evaluation Process Forms
1. Teacher Evaluation Timeline
2. Student Learning Objective (SLO) Template
3. Student Learning Objective (SLO) Timeline
4. Student Learning Objective (SLO) Reflection Rubric
5. Student Learning Objective (SLO) Reflection Survey
6. Individual Growth Plan (IDP)
7. Lesson Plan Template
8. Pre-Conference Planning and Discussion Protocol
9. Evaluation Scoresheet



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Teacher Evaluation Model

Timeline

Date	Key Tasks
August - October	<ul style="list-style-type: none">● Overall evaluation model and policy changes explained to all teachers● Principals meet with new staff to review Danielson's Framework for Teaching● Professional development on SLOs provided to teachers as needed● Teachers draft SLOs, collect baseline data, set growth targets● Teachers consult with building principal/evaluator as needed while writing SLOs● Teachers requiring IDPs meet with building principal/evaluator● Observation window opens, principals begin drop in classroom visits, follow-up meetings, and evidence collection using Danielson Framework rubric
November	<ul style="list-style-type: none">● SLO drafts are complete● SLO review meetings arranged
November - December	<ul style="list-style-type: none">● Teachers and/or teacher teams meet with building principals/evaluator to review SLOs● Revisions to SLOs made based on administrative feedback● Teachers and building principal/evaluator sign SLOs● SLOs are effective upon signature● Teachers begin SLO formative assessment and data collection
January - February	<ul style="list-style-type: none">● Building principal/evaluator arranges mid-year review conference for teachers with an IDP and/or any other teacher as applicable
March	<ul style="list-style-type: none">● Superintendent informed of any teacher in jeopardy of an evaluation rating of below "effective"● Superintendent notified of any issues or potential issues with the evaluation process
April	<ul style="list-style-type: none">● Observation window closes● Building principal/evaluator collects any remaining evidences as needed

May	<ul style="list-style-type: none">● Building principal/evaluator sends SLO End of Year Reflection Survey● Building principal/evaluator arranges end of year review conference for teachers with an IDP and/or any other teacher as applicable
June	<ul style="list-style-type: none">● Building principal/evaluator meets with teachers and informs them of their rating and discuss professional development plan as determined by the SLO reflection● Building principal/evaluator assigns teachers an IDP based on the overall evaluation or specific components within the evaluation● Teachers and building principal/evaluator sign the evaluation scoresheet that includes the final overall rating● Evaluation scoresheets, SLO plans, SLO reflection responses, and IDP plans (as applicable) are submitted to the superintendent● Central office sends evaluation ratings to MDE



Williamston Community Schools

Student Learning Objective (SLO) Template

Name(s): _____ Content Area: _____ Grade Level/Course: _____

Instruction Interval:

Start Date: _____

Stop Date: _____

SLO Type:

- Class-level
- Course-level or Grade-level
- Targeted
- Tiered/Leveled

Learning Goal: Describe the enduring understanding(s) (UBD) or big idea(s) (learning target) that students will possess at the end of the grade level/course.

- **S:** Specific
- **M:** Measurable
- **A:** Attainable
- **R:** Realistic
- **T:** Time Based

Student Population: Who is included in this objective? Were any students excluded, and if so, why?

- Describes the characteristics of the student population including the number of students with special needs relevant to the SLO
- Justifies why this class and/or targeted group was selected
- Provides the rationale for students who were excluded from this SLO and how they will be otherwise assessed

Learning Standards/Competencies: What are the state-adopted standards/competencies connected to the learning content?

- Aligns to specific state-adopted standards
- Represents the big ideas or domains of content taught during the interval of instruction
- Aligns with school improvement plan (SIP) or focus areas

Baseline Data: What data (multiple sources) were reviewed in the development of the SLO? How do these data support the SLO?

- Identifies sources of information about students
- Summarizes student data to demonstrate specific student need for the learning content tied to specific standards

Assessment: How will you measure the outcomes of this SLO and what tool(s) will be used to determine success?

- Describes assessment alignment to the course content and emphasizes constructed-response or performance tasks that require higher-order thinking skills **or** Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
- Indicates that there are clear answer keys, scoring guides and/or rubrics for all assessment items, including formative assessments
- Describes the use of formative assessments aligned to essential standards and how progress monitoring will occur

Growth Targets: What are the quantitative targets that will demonstrate achievement of the SLO?

- Identifies baseline (using trend data if available) or pre-assessment data to determine appropriate growth
- Baseline and/or pre-assessment data support the established targets
- Ensures all students in this SLO have a rigorous and attainable target, that may be differentiated at group/tier or individual levels

Rationale: What is your rationale for setting the targets for student growth and how do they align with the school improvement plan (SIP) or focus areas?

- Demonstrates teacher knowledge of students and content
- Explains why the target is appropriate for the population
- Explains how targets align with broader school and district goals

Instructional Strategies: Describe the instructional strategies and interventions you will use to help students reach the growth targets within the SLO.

Data and Assessment Instrument(s)

- Baseline data is attached
- Assessment Instrument(s) attached

Approval:

Name and Signature: _____

Date: _____

Name and Signature: _____

Date: _____

Name and Signature: _____

Date: _____

Student Learning Objective Timeline

Date	Event	Person Responsible
SEP - OCT	Buildings determine if PD support is needed for SLOs and implement accordingly	Principals, Adam
Nov/DEC	Principals meet with teachers to review SLOs Principals approve or ask for revisions to SLOs	Principals, Teachers
NLT DEC	All SLOs are approved and begin to be implemented	Teachers



Student Learning Objective (SLO) Reflection Rubric*

As of: July 2024

	Needing Support (0)	Developing (6)	Effective (10)	Rating/Points
Instructional Evidence: Data Points and Data Analysis	No data points indicating student growth and effective data analysis are referenced or available	One or two data points indicating student growth and effective data analysis is available	Three or more data points indicating student growth and effective data analysis are available	___/5
Reflections on Student Growth	No evidence of a quality reflection on student growth and no plan to improve student achievement the following year included	Reflection on evidence of student growth is limited and/or there is not a plan to improve student achievement the following year	A quality reflection of student growth is showcased and a specific, actionable plan regarding adjustments to instructional practice for the following year is included based on student outcomes	___/5
				Total: ___/10

* If two SLOs are submitted, divide the total points available in half and record the second SLO result on an additional SLO rubric

SLO End of Year Reflection

Complete the form utilizing the SLO student growth rubric as a guide. Upon submission, the building administrator will determine the effectiveness level of the SLO and record the results on the evaluation worksheet. Part one will require data points from the SLO to be uploaded. Part two will provide prompts for reflection on the SLO and next steps based on the data received from it.

* Indicates required question

1. Email *

2. Upload your initial and follow-on data points from the SLO. Ensure all data points are recorded on one (1) document. Include student names and growth targets. *

Files submitted:

3. What percentage of students met or exceeded their student growth target according to the SLO? *

Mark only one oval.

90-100%

75-89%

60-74%

0-59%

4. What instructional practices were successful in supporting student growth respective to this SLO? *

5. What new or revised instructional practices might produce increased student growth next year respective to this SLO? *

6. What professional learning/development will you engage in order to effectively implement the instructional practice(s) you identified? *

7. What was your most significant lesson learned regarding writing and implementing an SLO? *

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Individual Development Plan (IDP)

As of July 2024

Overview: Our belief is that the most significant personal growth comes as a result of serious internal reflection, goal setting, and feedback. An IDP is a structured format designed to outline goals, strategies, outcomes, and student growth expectations for the upcoming or current school year. Each IDP can vary depending on the needs and goals of the teacher and the recommendations of the building principal/evaluator.

Process: Complete the IDP form in accordance with the timeline below. The IDP must be approved by the building principal/evaluator at the beginning, middle, and end of the year. No later than the last day of school, the building principal/evaluator will assign a final effectiveness rating. A teacher with a rating of “Needing Support” may request a review. The state approved effectiveness ratings are:

- Effective
- Developing
- Needing Support

Timeline:

Date(s)	Key Task
August - October	<ul style="list-style-type: none">● Building principals/evaluators arrange meetings for teachers with an IDP or those for which an IDP is applicable● IDP plan is reviewed and signed
October - May	<ul style="list-style-type: none">● IDP plan as well as the standard evaluation process are implemented
January - February	<ul style="list-style-type: none">● Building principal/evaluator arranges a mid-year review conference for teachers with an IDP and/or any other teacher as applicable● IDP mid-year review is signed
May	<ul style="list-style-type: none">● Building principal/evaluator arranges an end of year review conference for teachers with an IDP and/or any other teacher as applicable
June	<ul style="list-style-type: none">● Building principal/evaluator assigns an evaluation rating and determines if an IDP is appropriate for the following year. An IDP can be assigned based on the overall evaluation or specific components of the evaluation to include student growth● IDP end of year review is signed

IDP Plan

School Year: _____

Teacher Name: _____ Evaluator Name: _____

Beginning of Year IDP Conference:

- Review and approve previous year's evaluation (as applicable)
- Review IDP form (attach)
- Mentor Assigned: _____

Teacher Signature: _____ Date: _____

Building Principal/Evaluator Signature: _____ Date: _____

Mid-Year Review Conference:

- Review IDP form (update and attach)
- Classroom Observation dates: _____, _____, _____

Teacher Signature: _____ Date: _____

Building Principal/Evaluator Signature: _____ Date: _____

End of Year Review Conference:

- Review IDP form (update and attach)
- Additional classroom Observation dates: _____, _____
- Will an IDP be assigned for next year? Yes _____ No _____
- Rationale: Danielson Domain and Components (list): _____
- Student Growth (explain): _____

Teacher Signature: _____ Date: _____

Building Principal/Evaluator Signature: _____ Date: _____

IDP Form: IDP objectives must be directly aligned to the Danielson Framework for Teaching or Student Growth. If connected to the Danielson rubric, the specific domain and component(s) must be noted. If connected to student growth, the goal can be embedded within an assigned Student Learning Objective (SLO).

IDP Performance Objective One

Rationale:

Danielson Domain and Component *or* Assigned SLO:

Action Plan:

Mid-Year Review Update:

End of Year Review:

IDP Performance Objective Two

Rationale:

Danielson Domain and Component *or* Assigned SLO:

Action Plan:

Mid-Year Review Update:

End of Year Review:



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Pre-Conference Planning and Discussion Protocol

Process: Teachers may complete this form in advance of their scheduled observation or at the request/direction of the administrator for any subsequent observations. Additional discussion points can be added by either the teacher or administrator. The purpose is to use this form as a guide to generate a meaningful conversation centered on lesson design, instructional practice, and student learning.

Name: _____

Anticipated Lesson Date: _____

List the state standards addressed in the lesson:

List the Clear Learning Target(s) or Driving Question(s) for the lesson:

Discussion Prompts:

1. Describe the students in this class. (1b)
2. In what ways are the goals/objectives suitable for this group? (1c)
3. What challenges do students typically experience in this lesson, and do you anticipate these challenges with this group of students? (1a)
4. What will you do to cognitively engage the students? What will the students be doing? (1e)
5. How does your student grouping support the different learning needs of your class to meet the desired outcomes of the lesson? (1e)
6. How do you plan to use the results of the assessment? (1f)
7. Is there anything else you would like me to specifically observe during the lesson?



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Lesson Plan Template

Process: Template will be completed prior to a scheduled observation or at the request of the administrator

Teacher:
Subject and Lesson Focus:
Date:
Time Needed:
Benchmark/Common Core:
Objective/Essential Question:
Clear Learning Target/Driving Question:
Materials/Resources:
Introduction/Warm-up:
Procedure/Activities:
Lesson Conclusion/Summary:
Assessment: Formative/Summative:
Follow-up Lesson(s):
Notes/Reflection:



Williamston Community Schools
 Teacher Evaluation Worksheet
 As of July 2024

Effective:	100 - 70
Developing:	69 - 50
Needing Support:	49 - 0

Teacher Name: _____

Observation Component: Reference Danielson Framework for Teaching	Effective	Developing	Needing Support	Points
1a: Demonstrating knowledge of content and pedagogy	3	1.8	0	
1b: Demonstrating knowledge of students	3	1.8	0	
1c: Setting instructional outcomes	4	2.4	0	
1d: Demonstrating knowledge of resources	3	1.8	0	
1e: Designing coherent instruction	4	2.4	0	
1f: Designing student assessments	4	2.4	0	
2a: Creating an environment of respect and rapport	4	2.4	0	
2b: Establish a culture for learning	4	2.4	0	
2c: Managing classroom procedures	4	2.4	0	
2d: Managing student behavior	4	2.4	0	
2e: Organizing physical space	2	1.2	0	
3a: Communication with students	4	2.4	0	
3b: Using questioning and discussion techniques	4	2.4	0	
3c: Engaging students in learning	4	2.4	0	
3d: Using assessments in instruction	4	2.4	0	
3e: Demonstrating flexibility and responsiveness	4	2.4	0	
4a: Reflecting on Teaching	3	1.8	0	
4b: Maintaining accurate records	3	1.8	0	
4c: Communicating with families	4	2.4	0	
4d: Participating in a professional learning community	4	2.4	0	
4e: Growing and developing professionally	3	1.8	0	
4f: Showing professionalism	4	2.4	0	
Observation Subtotals:	80	48	0	0
Student Growth Measurements	Effective	Developing	Needing Support	Points
Aggregate Student Growth Percentile (State Assessment)	10	6	0	
Student Learning Objective #1	10	6	0	
Student Learning Objective #2 (Optional)				
Student Growth Subtotal	20	12	0	0
Total				0

Teacher Signature: _____

Building Principal/Evaluator Signature: _____

Date: _____