

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT COMPONENTS OF TEACHER EVALUATION PROGRAM

Yearly teacher evaluations shall include:

- At least two meetings between an administrator and teacher, referred to as the *Initial Meeting* and the *Evaluation Meeting*.
- Prior to the *Initial Meeting*, a teacher self-evaluation using the Charlotte Danielson Components of Professional Practice (attached).
- Achievement goal(s) related to the School Improvement Plan, developed in consultation with the teacher.
- Best practice goal/professional growth goal(s) related to the School Improvement Plan, developed in consultation with the teacher.
- After the *Evaluation Meeting*, an administrator's completion of the Teacher Evaluation Form (attached) which includes the administrator's completion of the Components of Professional Practice.
- For non-tenured teachers and teachers on a Plan of Assistance – Individualized Development Plan (IDP), the observation components are included in the Overview of Teacher Evaluation Program document.

Goals

Achievement – measurable goal(s) that reflect student growth

Tools to measure student growth include, but are not limited to:

Elementary

- | | |
|---------------------------|-------------|
| - Common Assessments | - MLPP |
| - Pre/Post Tests | - MEAP |
| - Student Work Portfolios | - IEP Goals |
| - DRA | |

Middle School

- | | |
|---------------------------|-------------|
| - Common Assessments | - MEAP |
| - Pre/Post Tests | - IEP Goals |
| - Student Work Portfolios | |

High School

- | | |
|---------------------------|-------------|
| - Common Assessments | - EXPLORE |
| - Pre/Post Tests | - PLAN |
| - Student Work Portfolios | - MME |
| - MEAP | - IEP Goals |

Best Practice/Professional Growth – goal(s) that articulate a willingness to enhance skills typically demonstrated by master teachers

Examples may include, but are not limited to:

- Learn and use Class A to inform instructional practice
- Learn and use differentiated instruction in Algebra classes
- Utilize technology to enhance instructional delivery
- Integrate cross-curricular initiatives
- Use NWEA data to drive instructional interventions
- Engage in professional study to improve the classroom environment
- Participate in a Professional Learning Community
- Integrate Marzano strategies to enhance student achievement
- Learn to effectively use pre- and post-assessments to drive instruction

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT OVERVIEW OF TEACHER EVALUATION PROGRAM

Plan I Non-tenured Teachers

Annually during non-tenured status

Self-evaluation (*September/October*)

Components of Professional Practice (modified for year 1 and year 2 teachers).
Completed by teacher before initial meeting.

Initial Meeting/Pre-observation Conference (*September/October*)

Student achievement goal(s)/indicators of progress identified (1-2 goals).
Best practice goal(s)/indicators of progress identified (1-2 goals).
Feedback/discussion on self-evaluation.

Observation I (*October/November*)

A scheduled observation of no more than 1 hour.

Feedback

Oral feedback or a written memo within 10 working days of Observation I.
Feedback which may result in a minimally effective or ineffective rating must be provided in written form.

Individualized Development Plan (IDP)

Developed in consultation with teacher during the first semester of employment.

Indicators of Progress Report (*January/February*)

Discussion and/or evidence of reflection on progress towards goals.

Observation II (*January – March, at least 60 days after observation 1*)

Scheduled observation, no more than 1 hour.

Evaluation meeting (*March/April*)

Student achievement goal(s)/evidence feedback/discussion.
Best practice goal(s)/evidence feedback/discussion.
Summative discussion on evaluation/goals and IDP for following school year.

Teacher Evaluation Form

Administrator's completion of evaluation using the Components of Professional Practice, achievement goal(s), best practice goal(s), and IDP.
Completed no later than April 30.

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT OVERVIEW OF TEACHER EVALUATION PROGRAM

Plan II Tenured Teachers

Self-evaluation (*September/October*)

Components of Professional Practice.
Completed by teacher before initial meeting.

Initial Meeting/Pre-observation Conference (*September/October*)

Student achievement goal(s)/indicators of progress identified (1-2 goals).
Best practice goal(s)/indicators of progress identified (1-2 goals).
Feedback/discussion on self-evaluation.

Observation I (*October – December*)

A scheduled observation of no more than 1 hour.

Feedback

Oral feedback or a written memo within 10 working days of Observation I.
Feedback which may result in a minimally effective or ineffective rating must be provided in written form.

Indicators of Progress Report (*January/February*)

Discussion and/or evidence of reflection on progress towards goals.

Observation II (*January – April*)

A scheduled observation of no more than 1 hour.

Evaluation meeting (*March/April/May*)

Student achievement goal(s)/evidence feedback/discussion.
Best practice goal(s)/evidence feedback/discussion.
Summative discussion on evaluation/goals for following school year.

Teacher Evaluation Form

Administrator's completion of evaluation using the Components of Professional Practice, achievement goal(s), and best practice goal(s).
Completed no later than June 1.

* if the observation process cannot be completed in a given school year due to a leave of absence, the observation process will begin anew the following year

**WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT
OVERVIEW OF TEACHER EVALUATION PROGRAM**

**Plan III
Plan of Assistance – Individualized Development Plan**

Initiated if the overall performance of a tenured teacher has been rated ineffective or minimally effective in any area(s) of the Components of Professional Practice, Student Achievement Goals, and/or Best Practice Professional Growth Goals.
A copy will be provided to the union president.

Self-evaluation *(September/October)*

Components of Professional Practice.
Completed by teacher before initial meeting.

Initial Meeting/Pre-observation Conference *(September/October)*

Student achievement goal(s)/indicators of progress identified (1-2 goals).
Best practice goal(s)/indicators of progress identified (1-2 goals).
Feedback/discussion on self-evaluation.
IDP developed in consultation with teacher by June 1st of previous year.*

Observation I

A scheduled observation of no more than 1 hour, followed by a review conference and feedback.

Indicators of Progress Report *(January/February)*

Discussion and/or evidence of reflection on progress towards goals.

Observation II

Unscheduled observation, no more than 1 hour, at least 30 days after Observation I, followed by a review conference and feedback.

Additional Observations

If additional observations are necessary, there will be no more than two a month unless mutually agreed upon by WBEA and Administration, each followed by a review conference and feedback.
The observations may alternate between announced and unannounced visits.

Feedback

Written memo within 10 working days of each observation.

Post-observation Performance Review

No later than May 15, the Association president or designee, the evaluator, and the teacher involved will meet to review a final Teacher Evaluation Form in ineffective or minimally effective area(s), assess progress towards IDP goals, and determine a course of action for the following school year. In a case where dismissal is possible, other administrators and additional union representation, in equal numbers, may be included. In a case where progress towards IDP goals has been deemed effective or highly effective, the process will conclude with the Evaluation Meeting and Teacher Evaluation Form.

Evaluation Meeting

Student achievement goal(s)/evidence feedback/discussion.
Best practice goal(s)/evidence feedback/discussion.
Summative discussion on evaluation/goals for following school year.

Teacher Evaluation Form

Administrator's completion of evaluation using the Components of Professional Practice, achievement goal(s), best practice goal(s), and IDP. Completed no later than June 1.

* The Plan of Assistance – IDP process may be initiated immediately with reasonable and justifiable cause.