

**Hamilton Community Schools  
Annual Teacher Evaluation Process  
2011-2012**



## Introduction and Background

In May 2011 changes to Michigan's school code were approved that impact teacher evaluation and tenure. Most significantly, an annual evaluation of every teacher's effectiveness was required and guidelines for evaluation were removed as a subject of collective bargaining. In 2002 a committee of teachers and administrators created guidelines for teacher evaluation in the Hamilton Community Schools that have been in place since the 2002/03 school year. Much of the work of the committee was based on the research of Charlotte Danielson and Thomas McGreal described in the books Enhancing Professional Practice (Danielson, ASCD, 1996) and Teacher Evaluation to Enhance Professional Practice (Danielson and McGreal, ASCD, 2000). While some of the procedures and guidelines will change as a result of the new legislation, the basic tenets will remain the same. This overview of the teacher evaluation process was described by the 2002 teacher evaluation committee:

*"The evaluation process is a formalized structure for self-reflection, goal setting, observation, dialogue and evidence gathering. Together, the teacher and the evaluator examine the teacher's current teaching practices and determine their effectiveness. Through the teacher evaluation process, goals for improvement are established and successful practices are affirmed.*

*While the specific procedures may vary depending on the experience and needs of individual teachers, the teaching standards for the Hamilton Community Schools describe professional practices in detail and form the basis for all evaluations. Within this framework, the plans for professional growth will be relevant and personalized for individual teachers.*

*By examining the effectiveness of instructional practices, both teaching and learning will improve."*

The descriptors of effective professional practice (rubrics describing teaching standards) that have been the basis for determining effectiveness (or proficiency) remain largely the same. Some modifications have been made to include elements of student growth/achievement data that are now required. The standards are organized within five categories:

- Planning
- Classroom Environment
- Instruction
- Student Achievement Data
- Professional Responsibilities

Additionally, the process will still maintain the essential components of goal setting, classroom observations, and dialogue between the teacher and evaluator.

The primary changes to the evaluation process include:

- Parameters for the process, including observations, are determined by the Board of Education to meet the law's requirements.
- Observations (more than one) are conducted throughout the school year. The Annual Evaluation Report is completed near the end of the school year for each teacher. A Mid Year Report may be completed, and in some cases is required.
- The annual report must include a determination of the teacher's effectiveness that is based, in part, on student achievement data.
- The categories for effectiveness must be described as: Highly Effective, Effective, Minimally Effective and Ineffective.
- The annual evaluation process is similar for probationary and tenured teachers.
- Decisions related to layoff and recall of teachers must consider the effectiveness ratings.

## Requirements

The components of the annual evaluation process include:

- Observations
- A written evaluation report that considers
  - Demonstrated pedagogical skills, including:
    - Subject area knowledge
    - Delivery of rigorous content
    - Ability to impart knowledge through planning
    - Checking for and building higher level understanding
    - Differentiating
    - Consistent preparation to maximize instructional time
  - Other factors, including:
    - Management of classroom
    - Manner and efficacy of disciplining students
    - Rapport with parents and other teachers
    - Significant, relative accomplishments and contributions
    - Relevant special training
    - Attendance and discipline, if significant
  - Student Growth data, including:
    - Local, state and national assessments
    - Other objective criteria (e.g., progress on IDP goals, parent-teacher conference attendance, participation rates)

The rubrics that describe the teaching standards include these elements, with the exception of the student growth data information. Therefore, these standards will continue to form the criteria for determination of effectiveness. The rating categories will change to match the required descriptions (i.e., “Distinguished” will become “Highly Effective”). *At least two elements within each of the five categories (Planning, Classroom Environment, Instruction, Professional Responsibilities, Student Achievement Data) will be rated when determining a teacher’s effectiveness for the annual report.*

During the 2010/11 school year a “practice” student growth data collection and review process was completed by all teachers. Essentially, this procedure will continue and will be included as a part of the annual evaluation. Teachers and evaluators will meet at least three times during the school year to review this data:

- Beginning of the year: Determine what data will be collected to measure student growth, the procedures and timeline for collecting the data, method for recording and sharing data. Data collection should begin as early in the school year as possible.
- Mid Year: Teacher and evaluator meet to review data that has been collected and effective instructional practices, revise procedures as needed.
- End of Year: Review results of student growth data, impact/effectiveness of instructional practice, goals for following school year, level of effectiveness.

A common form to be used for recording these data reviews is included in this guide. Teachers should complete the form prior to meeting with the evaluator and both parties should sign and date the form when a review has been completed.

## Individual Development Plans (IDP)

All teachers and administrators will complete an IDP as an element of professional growth. IDP goals will be determined based on the individual needs, but should support the district and school's goals for improvement. Improvement of effectiveness and increased student achievement are at the core of goal setting. IDP goal review follows the same pattern as the student growth data review and could be completed at the same time.

- Beginning of the year: Determine goals (or continue/revise previous goals), describe action steps, timeline and support needed. Review goals and plan with supervisor/evaluator.
- Mid Year: Review progress on goals, adjust timelines if needed and review actions/supports needed to meet goals.
- End of Year: Determine status of goal completion, celebrate successes, IDP plan for upcoming school year.

Two model IDP forms are included in this guide; both include the same information in slightly different formats. Either one can be used.

## Observations

At least one thirty-minute pre-planned observation will be completed for every teacher each year. Prior to the observation, the teacher and evaluator will meet to review the lesson plan, instructional goals, and other related information. The evaluator will provide observation feedback based on the teaching standards to the teacher within a week of the observation. This feedback will be provided in an electronic format. A post observation meeting will be held to discuss the observation and feedback, if requested by the teacher.

In addition to this pre-scheduled observation, a minimum of sixty minutes of observations will be conducted each year. These observations will not be prescheduled and could be of varying length (i.e., six mini-observations of 10 minutes; or three 20 minute observations; or two 30 minute observations; or a combination of times. The evaluator and teacher should discuss (as part of the IDP review) the observation length that is most helpful. The evaluator will provide observation feedback based on the teaching standards to the teacher within a week of the observation. This feedback will be provided in an electronic format. A post observation meeting will be held to discuss the observation and feedback, if requested by the teacher. Additionally, an evaluator may conduct shorter observations/classroom visits (walkthroughs) during which information/evidence related to the teaching standards is gathered. If that information will be included as part of the overall collection of observation data for the teacher's evaluation, the evaluator will provide that information (in electronic format) to the teacher.

Essentially, a teacher can expect each year:

- 1 prescheduled 30-minute observation
- AND at a minimum: 60 minutes of additional observation that are not prescheduled. However, the length and frequency of these observations will be determined as part of the initial IDP review.
- Classroom visits and walkthroughs of shorter length during which observation data may (or may not) be collected

**NOTE:** *While the district administrative team is conducting group walkthroughs in all buildings during the school year, this information/data will not be a part of a teacher's annual evaluation report.*

**Annual Evaluation Report**

By the end of the school year, each teacher will receive a written annual evaluation report that includes a summary of the observation data from the school year and a rating of effectiveness. The rating will be based on the categories described in the rubrics for the teaching standards. For example, "Highly Effective" ratings will have a value of 4.0; "Effective" will have a value of 3.0; "Minimally Effective" will have a value of 2.0 and "Ineffective" will have a value of 1.0. The overall rating will be determined based on these category values.

The evaluator will meet with the teacher to review the annual evaluation report by the end of the school year.

Implications of the overall ratings of effectiveness:

- A probationary teacher hired for the 2011/12 school year, must achieve a rating of "Effective" in at least three of the first five years.
- A probationary teacher hired in 2011/12 who is rated "Highly Effective" for three years can become tenured after the fourth year.
- Probationary teachers hired before 2011/12 can become tenured according to the rules in effect when they were hired.....i.e., after four years.
- A tenured teacher who is rated "Minimally Effective" or "Ineffective" must have a written plan of assistance.
- A tenured teacher rated "Ineffective" for three years must be dismissed.
- A tenured teacher who is rated as "Highly Effective" or "Effective" for two years in a row can be evaluated based on only one observation during a school year.
- A tenured teacher who is rated as "Highly Effective" for three years in a row can be evaluated every other year.



## HAMILTON COMMUNITY SCHOOLS

"A Hamilton education...personal experience with exceptional results"



School: \_\_\_\_\_

### IDP Form

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Date Established: \_\_\_\_\_ Dates Reviewed: \_\_\_\_\_

Choose two or three of the following areas below:

- |   |                                      |
|---|--------------------------------------|
| ___ Learning Targets clearly stated for students                        | ___ All students engaged in learning |
| ___ Effective instructional practices (activities, content, strategies) | ___ Data driven instruction          |
| ___ Effective formative assessment use & Effective feedback             | ___ Reflection on teaching           |
| ___ Behavior expectations are clear and behavior is appropriate         | ___ Professional responsibility      |
| ___ Other: _____  |                                      |

Area 1:

Measureable Goal Statement:

Measures for Growth:

District Support:

Area 2:

Measureable Goal Statement:

Measures for Growth:

District Support:

Area 3:

Measureable Goal Statement:

Measures for Growth:

District Support:

# Individual Development Plan

## Hamilton Community Schools

Teacher Name \_\_\_\_\_  
Building \_\_\_\_\_ Assignment \_\_\_\_\_  
Date of Hire \_\_\_\_\_ IDP Date \_\_\_\_\_  
Evaluator \_\_\_\_\_ Mentor \_\_\_\_\_

### Goal #1:

How will this goal be met? (Include timelines and activities)

What are the indicators of progress?

Performance areas of concern (if any) and recommendations for improvement:

### Goal #2:

How will this goal be met? (Include timelines and activities)

What are the indicators of progress?

Performance areas of concern (if any) and recommendations for improvement:

### Goal #3:

How will this goal be met? (Include timelines and activities)

What are the indicators of progress?

Performance areas of concern (if any) and recommendations for improvement:

Dates of review:

# Pre-Observation Form/Lesson Planning

(Complete this form before pre-observation conference)

Name\_\_\_\_\_ School\_\_\_\_\_

Date of Pre-Observation conference\_\_\_\_\_ Evaluator\_\_\_\_\_

Date and times of Observations\_\_\_\_\_

Grade Level/ Curriculum area to be observed\_\_\_\_\_

Observational Focus:

Lesson Planning: Complete this portion of the form for each lesson or group of lessons to be observed. Bring this form to the pre-observation conference meeting.

What are the goals for the lesson? What do you want students to learn? (Focus Area 1c)	What instructional materials or other resources, if any will you use? Attach sample materials you will be using in the lesson. (Focus Area 1d)
How does this lesson fit into your unit and/or yearly plan? (Focus Area 1e)	How do you plan to engage students in the content? What will you do? What will the students do? (Focus Area 1e)
How do you plan to assess student achievement of the goals? What procedures will you use? Attach any tests or performance tasks, with rubrics or scoring guides. (Focus Area 1f)	How do you plan to use the results of the assessment? (Focus Area 1f)
What difficulties do you anticipate students would have in this area and how do you plan to address these difficulties? (Focus Area 1a)	



## Student Growth Data Collection

Annual Job Performance Review  
Hamilton Community Schools  
2011/12

Teacher Name: \_\_\_\_\_

Courses/grades taught: \_\_\_\_\_

Building: \_\_\_\_\_

Describe below the student growth data that you plan to collect and review this year. The data should be evidence of effective professional practice and target:

- **2 or 3** learning goals
- related to the "**big ideas**" that you teach
- and **support the building/district school improvement goals**

Learning goal	Student data to be collected

Reviewed by teacher and principal on \_\_\_\_\_ (by end of October, 2011)

Reviewed by teacher and principal on \_\_\_\_\_ (by mid-February, 2012)

Reviewed by teacher and principal on \_\_\_\_\_ (by mid-May, 2012)

