

East Grand Rapids Public Schools

FRAMEWORK for EFFECTIVE TEACHING

Teacher Evaluation Program

Revised May 2005

Updated October 2011

(per Revised School Code Section 1249)

Educating and inspiring each student to navigate successfully in a global community

East Grand Rapids Public Schools

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FOREWORD

The Framework for Effective Teaching is the result of the collaboration and cooperation of East Grand Rapids teachers, administrators, Board of Education members, and nationally recognized authorities in the field of effective teaching research. In a single document, we have expressed what we believe effective teachers do in their classrooms and what the most recent research reflects. The Framework consists of five standards and three staff development programs. The ultimate goal is to increase student achievement.

As research in the area of effective teaching continues, professionals learn more about teaching and its relationship to student learning. We have done our best to capture the dynamic and interactive processes of teaching. We expect our educators to incorporate the five standards with their current successful practices. This document was revised in 2005 to incorporate three new standards from our 2004-2008 Strategic Plan: differentiation in teaching, cultural competency, and the use of technology for teaching and learning. We will continue to review and revise this document in future years.

It is with pride and pleasure that this revised Framework for Effective Teaching is presented to educators of the East Grand Rapids Public Schools. This document is an example of the commitment that East Grand Rapids educators have to the improvement of public education in our community. All of those involved in the development of the Framework for Effective Teaching hope it will serve as a valuable tool in our continuous pursuit of equity and excellence.

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Superintendent

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What The Framework For Effective Teaching Is

It **IS** a commitment to the growth and development of teachers and administrators.

It **IS** a statement that communicates our beliefs about effective teaching.

It **IS** a synthesis of teaching behaviors that promotes student learning and is supported by research, learning theory, and expert opinion.

It **IS** a continuous source of information on effective teaching which will be reviewed and updated periodically.

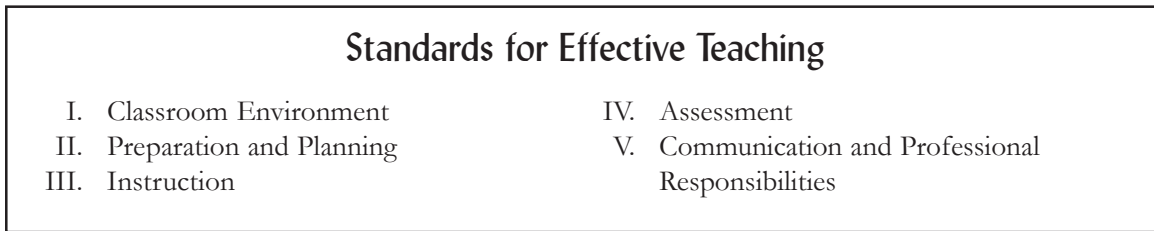
It **IS** a resource for teachers and administrators to use in their roles as instructional decision makers.

What The Framework For Effective Teaching Is Not

It is **Not** an attempt to supercede Board adopted curriculum or prescribe one way for all East Grand Rapids teachers to teach.

It is **Not** an outline of elements of instruction that are expected every day in every lesson and in the same order in which they appear in the Standards.

It is **Not** a checklist to be used to assess teacher performance.



Plan I Individual Development	Plan II Professional Growth	Plan III Specific Staff Development
<p>Who:</p> <ul style="list-style-type: none"> • Teachers with less than four years teaching experience • Teachers who have not taught previously in Michigan • Newly hired Michigan tenured teachers • All newly hired teachers <p>Purpose:</p> <ul style="list-style-type: none"> • To ensure that Standards for Effective Teaching are understood, accepted, and demonstrated • To provide support in implementing the Standards • To provide accountability for decisions to continue employment <p>What:</p> <ul style="list-style-type: none"> • Formal observations and evaluation of performance • Portfolio • Reflection • Mentor <p>Method:</p> <ul style="list-style-type: none"> • Classroom observation with feedback • Review of portfolio • Discussion of professional practices • Mentor support 	<p>Who:</p> <ul style="list-style-type: none"> • Tenured teachers who are demonstrating the Standards for Effective Teaching <p>Purpose:</p> <ul style="list-style-type: none"> • To enhance professional growth • To improve student achievement • To provide feedback on professional issues • To focus on school improvement initiatives <p>What:</p> <ul style="list-style-type: none"> • Informal observations to assess Standards • Develop and implement Professional Growth Plan <p>Method:</p> <ul style="list-style-type: none"> • Ongoing informal discussion of teacher performance • Teacher teams/individual teacher develop a Professional Growth Plan • Collaboration between teacher teams/teacher and administrator • Establish indicators of progress • Administrative support of teacher teams/teacher • Feedback to teacher teams/teacher 	<p>Who:</p> <ul style="list-style-type: none"> • Teachers in need of specific professional guidance in identified area(s) of the Standards for Effective Teaching <p>Purpose:</p> <ul style="list-style-type: none"> • To enable a tenured teacher the opportunity to seek assistance in any Standard • To provide a more structured process for a tenured teacher who may benefit from more support • To provide due process for disciplinary action <p>What:</p> <ul style="list-style-type: none"> • Three Phases <ol style="list-style-type: none"> 1. Awareness Phase 2. Assistance Phase 3. Disciplinary Phase <p>Method:</p> <ul style="list-style-type: none"> • Observation and feedback focused specifically on identified area(s) of needed improvement

OUTLINE OF PLAN I Individual Development

Teachers previously tenured in the state of Michigan will complete years one and two of the Individual Development Plan. All other teachers, regardless of experience, will complete four years of the plan. In order to continue in the plan, teachers must have successful evaluations.

YEARS ONE AND TWO

Formal Observations – two required each year, prior to February 15

Each formal observation must have a:

- pre-observation conference
- post-observation conference within five working days

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

Requirements for Formal Observations

Prior to 10/1 Administrator distributes forms and reviews expectations, portfolio collections, and evaluation timelines with all nontenured teachers.

Administrator meets with each teacher individually to develop an Individual Development Plan.

First semester First required formal observation must be completed.

Prior to 2/15 Second formal observation must be completed.

Prior to 5/1 Summative Evaluation must be completed.

Grade Level Requirements

Elementary One formal observation, of two or three hours duration, to include classroom management and transition procedures.

The other formal observation will be a minimum of forty minutes.

Secondary One formal observation of the same class period across consecutive days.

The other formal observation will be one class period.

Portfolio

First Semester A cumulative professional portfolio will be created and maintained by the probationary teacher for years one and two. The administrator and mentor will review and discuss the portfolio with the teacher.

Mentor The administrator will team the probationary teacher with an appropriate experienced teacher. This relationship will continue through year three for new teachers and year one for all other teachers new to the district.

YEARS THREE AND FOUR

Individual Development Plan

The teacher and administrator will review and revise the Individual Development Plan in the areas of instruction, content, management, and professional development.

Formal Observations – Two required each year, prior to February 15

Each formal observation must have a:

- pre-observation conference
- post-observation conference within five working days

First semester The first formal observation must be completed.

Prior to 2/15 The second formal observation must be completed.

Prior to 5/1 The Summative Evaluation must be completed.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

Mentor

The administrator will team the probationary teacher with an appropriate experienced teacher. This relationship will continue through year three for employees new to the teaching profession and year one for all other teachers new to the district.

OUTLINE OF PLAN II

Professional Growth

Purpose

Demonstration of Standards for Effective Teaching

Performance related to the Standards for Effective Teaching is assessed by the administrator through informal classroom observations and other school settings. The administrator or the teacher may schedule conferences to discuss performance related to the Standards.

Continued Professional Growth Plan

The teacher and the administrator collaborate to identify goals and develop a Professional Growth Plan that will meet those goals and reflect the Standards for Effective Teaching. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth.

Goals

Goals should reflect building or district goals and must be directly linked to the Standards for Effective Teaching as published.

Timeline

One-Year Plan

- The teacher(s) will have an initial meeting with the building administrator as early as the spring of the prior year, and no later than November 1, to develop the Professional Growth Plan.
- The teacher(s) will have an informal midyear meeting with the building administrator to discuss the progress of the Professional Growth Plan.
- The teacher(s) and building administrator will have a concluding meeting during the second semester, prior to June 1, to review the results of the Professional Growth Plan, and complete the Final Summary Form.

Two-Year Plan

- The teacher(s) will have an initial meeting with the building administrator as early as the spring of the prior year, and no later than December 1, to develop the Professional Growth Plan.
- The teacher(s) will have an informal midyear meeting with the building administrator to discuss the progress of the Professional Growth Plan.
- The teacher(s) and building administrator will have a meeting by the end of the second semester of year one, prior to June 1, to document the progress of the Professional Growth Plan. They will complete the Interim Goal Evaluation Form.
- The teacher(s) and building administrator will have a concluding meeting during the second semester of year two, prior to June 1, and complete the Final Summary Form.

OUTLINE OF PLAN III

Specific Staff Development

Plan III is intended to provide the best possible likelihood for professional improvement. The decision to implement Plan III should be collaborative, but may be directive. This process may begin at any time. Confidentiality is expected of all participants.

Purposes

1. to enable a tenured teacher the opportunity to seek assistance in any of the district's Standards for Effective Teaching
2. to provide a more structured process for a tenured teacher who by the determination of the administrative supervisor, may benefit from more support
3. to provide due process for disciplinary action

Three Phases of Plan III

Awareness Phase

1. The concern is identified in writing.
2. The administrator and teacher attempt to resolve the concern.
3. The administrator reviews the progress and makes one of the following recommendations:
 - The teacher remains in Plan II.
 - The teacher is placed into either the Assistance Phase or the Disciplinary Phase.

Assistance Phase

1. The administrator reviews the recommendations from the Awareness Phase.
2. A specific plan is developed.
3. One of the following recommendations is made:
 - The concern is resolved and the teacher is returned to Plan II,
 - The teacher remains in the Assistance Phase with revised goals and timelines, or
 - The concern is not resolved and the teacher is moved into the Disciplinary Phase.

Disciplinary Phase

1. The administrator, teacher, and EGREA President or designated representative meet.
2. The specific Standard(s), rule, or policy is identified in writing by the administrator, and the teacher is given an opportunity to respond. After discussion, the administrator indicates the next steps to be taken.

FRAMEWORK for EFFECTIVE TEACHING

**STANDARD I
Classroom Environment**

**STANDARD II
Preparation and Planning**

**STANDARD III
Instruction**

**STANDARD IV
Assessment**

**STANDARD V
Communication and
Professional Responsibilities**

STANDARD I

Classroom Environment

The effective teacher maintains a classroom environment that enhances student learning.

- A. Conveys enjoyment and enthusiasm for teaching and for students
- B. Creates an environment of respect, fairness, and consistency that fosters positive teacher-to-student interaction and student-to-student interaction
- C. Establishes an effective classroom climate that is sensitive to students' needs:
 - 1. responds to the individual differences of each student
 - 2. helps students develop self-esteem
- D. Creates and encourages high expectations for all students:
 - 1. shares with students expectations for quality and quantity of work
 - 2. supports students' efforts in attempting to reach their potential
 - 3. promotes students' success through differentiated instruction
- E. Demonstrates a commitment to diversity and equity:
 - 1. encourages and promotes acceptance of racial, ethnic, religious, gender, and cultural differences
 - 2. allows for a variety of individual viewpoints
 - 3. encourages local, national, and global perspectives
 - 4. models inclusive behavior
- F. Establishes a trusting environment that promotes creativity and discovery:
 - 1. encourages students to work cooperatively
 - 2. dignifies students' responses
 - 3. fosters divergent thinking
 - 4. establishes a learning culture that builds capacity in the use of technology for teaching and learning
- G. Establishes appropriate classroom rules and expectations consistent with building and district policies:
 - 1. communicates standards of conduct to all students
 - 2. reinforces positive student behavior in a consistent manner
 - 3. demonstrates fairness, consistency, respect, empathy and firmness in the handling of student problems
 - 4. responds to student discipline appropriately and respectfully
- H. Organizes classroom space to support a safe and orderly environment

STANDARD II

Preparation and Planning

The effective teacher plans for student learning:

- A. Shows depth of content knowledge:
 - 1. connects content knowledge to authentic settings
 - 2. integrates content with other disciplines

- B. Demonstrates knowledge of students:
 - 1. understands characteristics of age group
 - 2. shows an awareness of students' interests and learning styles
 - 3. knows students' skills and abilities

- C. Plans for cognitive levels of learning:
 - 1. knowledge
 - 2. comprehension
 - 3. application
 - 4. analysis
 - 5. synthesis
 - 6. evaluation

- D. Demonstrates knowledge of resources:
 - 1. uses a variety of effective resources that assist student learning
 - 2. selects appropriate visual, auditory, and hands-on activities
 - 3. accesses available teacher resources
 - 4. uses technology to enhance student achievement

- E. Develops lessons in a clear and logical manner:
 - 1. plans a variety of approaches to teaching and learning
 - 2. plans lessons and unit structure
 - 3. follows clearly defined objectives based on national, state, and district curriculum standards and student needs
 - 4. implements techniques to relate new information to previous teaching/learning experiences

The effective teacher provides instruction that enhances student achievement.

- A. Presents content-driven lessons in a clear and logical manner:
 - 1. demonstrates clearly defined objectives based on national, state, and district curriculum standards and student needs
 - 2. implements multiple techniques to relate new information to previous teaching/learning experiences

- B. Maintains high student engagement throughout instructional period:
 - 1. monitors students by using a variety of teaching strategies
 - 2. adapts instruction based on student response
 - 3. stimulates creative thinking

- C. Creates expectations for *all* students to participate and demonstrate understanding
 - 1. elicits responses equitably from all students
 - 2. asks clearly stated questions and allows appropriate response time
 - 3. uses a variety of questioning techniques
 - 4. recognizes student's cognitive ability, learning styles, and interests

- D. Uses instructional methods that promote desired learning:
 - 1. uses a variety of resources to support the lesson
 - 2. embraces the unlimited possibilities of technology to promote learning
 - 3. provides relevant examples
 - 4. teaches to a variety of cognitive levels:
 - knowledge
 - comprehension
 - application
 - analysis
 - synthesis
 - evaluation

- E. Promotes self-directed learning:
 - 1. supports student-initiated learning
 - 2. encourages students to establish and achieve goals
 - 3. teaches students to develop organizational systems

The effective teacher uses assessment to provide feedback to students, design future instruction, and monitor progress toward curriculum goals.

- A. Uses a variety of assessments to evaluate both individual and collective student progress on a continuous basis:
 - 1. utilizes alternative assessments to differentiate cognitive levels of learning:
 - knowledge
 - comprehension
 - application
 - analysis
 - synthesis
 - evaluation
 - 2. utilizes teacher-developed, student-generated, and standardized assessments to monitor learning
 - 3. utilizes performance and product assessment
- B. Interprets both formal and informal assessments to modify instructional decisions:
 - 1. checks for understanding in class on group and individual level
 - 2. uses assessment data to effectively plan learning activities
 - 3. interprets standardized test scores to direct teaching strategy
- C. Designs classroom assessments that reflect the goals and format of national, state, and local standardized tests.
- D. Interprets assessments and communicates criteria and standards to students.

Communication and Professional Responsibilities

The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities.

- A. Communicates and develops positive relationships:
 - 1. strives to develop respect with students, parents, staff, and school leaders
 - 2. listens to various points of view
 - 3. demonstrates knowledge of and an openness to many cultures and discourages prejudice and stereotyping
 - 4. shows courtesy, integrity, and follow-through
 - 5. communicates effectively with families, colleagues, and students
 - 6. demonstrates good listening skills and uses clear/concise language in written and verbal communication
 - 7. possesses a sense of humor

- B. Contributes positively to the school community:
 - 1. participates actively in implementation of school and district projects
 - 2. meets all contractual obligations
 - 3. works collaboratively with colleagues
 - 4. demonstrates an understanding of the community and parent role in the education of a child

- C. Maintains accurate and timely instructional and non-instructional records.

- D. Grows and develops professionally:
 - 1. remains current in content knowledge and teaching skills
 - 2. assists other educators
 - 3. seeks professional development opportunities
 - 4. improves teaching through reflection
 - 5. employs appropriate technology to enhance performance

- E. Shows professionalism:
 - 1. meets professional obligations in a timely manner
 - 2. advocates for students
 - 3. acts in a confidential, ethical, and legal manner
 - 4. participates as an effective team member

FRAMEWORK for EFFECTIVE TEACHING

PLAN I Individual Development Plan

Purpose

The Individual Development Plan is designed for all newly hired teachers. Teachers previously tenured in the state of Michigan will complete years one and two of the Individual Development Plan. All other teachers, regardless of experience, will complete four years of the plan. In order to continue in the Individual Development Plan, teachers must have successful evaluations.

The purpose of the Individual Development Plan is to:

1. introduce beginning staff to programs, procedures, policies, and expectations
2. educate beginning staff on the East Grand Rapids Standards for Effective Teaching
3. provide training and support for new staff
4. provide ongoing professional development experiences
5. promote professional self-reflection
6. evaluate performance for continuing employment

Individual Development Plan

YEARS ONE AND TWO

Required activities for beginning teachers include:

An Individual Development Plan Meeting

Prior to October 1, a building administrator will meet with all nontenured teachers as a group to review the Individual Development Plan expectations, professional portfolio collections, and evaluation timelines. At this time, the administrator will provide teachers with copies of all evaluation forms.

An Individual Development Plan

A building administrator will meet with each teacher to develop an Individual Development Plan based on the Standards for Effective Teaching (*Individual Development Plan Form, page 19*).

Formal Observations

Two formal observations will be conducted prior to February 15. The Summative Evaluation must be completed by May 1. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences (*Pre-Observation Conference Form, page 20*). At least one of the formal observations will be conducted before the end of the first semester.

One of the formal observations will be of an extended duration. At the elementary level, this two or three hour observation will include classroom management and transition procedures. At the secondary level, the administrator will observe the same class period across consecutive days. (*Classroom Observation Form, page 21*)

The other formal observation will be a minimum of forty minutes at the elementary level or one class period at the secondary level. Additional formal observations may be scheduled at the discretion of the administrator. (*Classroom Observation Form, page 21*)

A post-observation conference must be conducted within five working days of each of the observations. The purposes for the post-observation conferences are to:

1. review the lesson(s) with a focus on student learning
2. reinforce the strengths of the teaching performance
3. identify areas for improvement
4. offer specific feedback on classroom management
5. review the professional development portfolio
6. direct the new teacher toward relevant professional development opportunities
7. provide opportunities for self-reflection

Evaluation forms will be completed by the administrator, with the teacher, following the conference (*Post-Observation Conference Form and Summative Evaluation Form, pages 22-23*).

The administrator will make informal observations during the year which will be used as sources of information for the summative evaluation.

YEARS ONE AND TWO *(continued)***A Professional Portfolio**

A cumulative professional portfolio will be created and maintained by the probationary teacher for years one and two. The beginning teacher stands to gain from a teaching portfolio in that it can serve as a catalyst for substantive growth in one's teaching philosophy, methods, and goals. Also, the portfolio will provide administrators with concise, selective, evidence-based information from a wide variety of sources. This gives the novice instructor a highly individualized, credible, and factual document for the purpose of evaluation. The administrator, probationary teacher, and mentor will review and discuss the portfolio at each scheduled evaluative conference.

(See page 24 for suggested portfolio components)

A Mentor

The administrator will team the probationary teacher with an appropriate experienced teacher for the mentoring process. The mentor/mentee relationship will continue through year three for employees new to the teaching profession and year one for all other teachers new to the district. The role of the teacher mentor is to guide and support the new teacher through the probationary period. *(See pages 25 for further information)*

YEARS THREE AND FOUR

The required activities for probationary teachers after the initial two years will include:

An Individual Development Plan

For years three and four, the teacher and administrator will review and revise the Individual Development Plan. The focus of this Plan will be in the areas of instruction, content, management, and professional development.

Formal**Observations**

Two formal observations will be conducted prior to February 15. The Summative Evaluation must be completed by May 1. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences (*Pre-Observation Conference Form, page 20*). At least one of the formal observations will be conducted before the end of the first semester. Additional formal observations may be scheduled at the discretion of the administrator (*Classroom Observation Form, page 21*).

A post-observation conference must be conducted within five working days of each of the observations. The purposes for the post-observation conferences are to:

1. review the lesson(s) with a focus on student learning
2. reinforce the strengths of the teaching performance
3. identify areas for improvement
4. offer specific feedback on classroom management
5. review the professional development portfolio, if appropriate
6. direct the new teacher toward relevant professional development opportunities
7. provide opportunities for self-reflection

Evaluation forms will be completed by the administrator, with the teacher, following the conference (*Post-Observation Conference Form and Summative Evaluation Form, see pages 22-23*).

The administrator will make informal observations during the year which will be used as sources of information for the summative evaluation.

A Mentor

The mentor's role will be to guide and support the new teacher as needed. The mentor/mentee relationship will continue through year three for employees new to the teaching profession and year one for all other teachers new to the district. (*See pages 25 for further information*)

PLAN I Individual Development Plan

Individual Development Plan for:

Teacher Status: Probationary 1 2 3 4 (Check year)

Tenure 1 2 (Check year)

Standard(s) Related to Goal (check all that apply):

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Assessment
- V. Communication and Professional Responsibilities

Goal:

Purpose of Goal:

Teacher's Plan:

Indicators of Progress:

Administrative Support:

Teacher Signature _____ Date: _____

Administrator Signature _____ Date: _____

PLAN I – INDIVIDUAL DEVELOPMENT PLAN Pre-Observation Conference Form

(Completed by the teacher and discussed with the administrator at the Pre-Observation Conference)

Teacher: Subject: Grade Level:

Period/Time and Date of Lesson:

Administrator:

1. Identify the general characteristics of the class. (Standard I: Classroom Environment)

2. List the objectives for the lesson(s). (Standard II: Preparation and Planning)

3. Briefly describe the content and methods of the lesson(s) progress toward achieving the objectives. (Standard III: Instruction)

4. State how you will measure the students' progress toward achieving the objectives. (Standard IV: Assessment)

5. Briefly describe your communication and record keeping for the class. (Standard V: Communication and Professional Responsibilities)

6. Please check the areas below in which you would like specific feedback from the administrator:
 - I. Classroom Environment
 - II. Preparation and Planning
 - III. Instruction
 - IV. Assessment
 - V. Communication and Professional Responsibilities

Plan I – Individual Development Plan Classroom Observation Form

(For administrator use for during classroom observation)

Teacher: School:

Date(s): Area/Grade:

Probation: 1 2 3 4 *(Check year)*

Duration of Visit(s): Number of Students:

Lesson(s) Observed:

The Standards for Effective Teaching are the basis for the following comments.

- I. Classroom Environment:
- II. Preparation and Planning:
- III. Instruction:
- IV. Assessment:
- V. Communication and Professional Responsibilities:

PLAN I – INDIVIDUAL DEVELOPMENT PLAN Post-Observation Conference Form

(Completed by the administrator and discussed with the teacher at the Post-Observation Conference)

Teacher:

Administrator: Evaluation Date:

Summarize the following areas From the Individual Development Plan

Standards for Effective Teaching:

- I. Classroom Environment:
- II. Preparation and Planning:
- III. Instruction:
- IV. Assessment:
- V. Communication and Professional Responsibilities:

The Professional Portfolio Review Dates

Date reviewed:

Date reviewed:

Teacher Comments:

Administrator Comments:

See attachment(s)

Highly Effective

Effective

Minimally Effective

Ineffective

Teacher Signature and Date: _____

Administrator Signature and Date: _____

PLAN I – INDIVIDUAL DEVELOPMENT PLAN Summative Evaluation Form

Teacher:

Administrator: Evaluation Date:

Summarize the following areas from the Individual Development Plan Standards for Effective Teaching

- I. Classroom Environment:
- II. Preparation and Planning:
- III. Instruction:
- IV. Assessment:
- V. Communication and Professional Responsibilities:

The Professional Portfolio Review Dates

Date reviewed:

Date reviewed:

Portfolio Comments/Recommendations:

Teacher Comments:

Recommendation:

See attachment(s)

Highly Effective

Effective

Minimally Effective

Ineffective

Recommended for continued employment? Yes No

Teacher Signature and Date: _____

Administrator Signature and Date: _____

PROFESSIONAL DEVELOPMENT PORTFOLIO SUGGESTIONS

Each professional development portfolio contains signature items intended to provide a unique profile of an individual teacher. Therefore, each portfolio will be different.

A representative sampling might include some of the following:

- products: evidence of student learning
- description of course materials: syllabuses, assignments, and handouts
- lesson plans and designs
- photos, pictures, tapes, disks
- parent connections: newsletters, notes, communication
- journal for self-reflection
- teacher and student accomplishments
- sample of teacher-generated tests/assessments
- anecdotal observations or comments
- a self-designed unit and related materials
- a one week sample of all printed materials distributed to student and parents
- student description of class
- parent feedback

THE MENTORSHIP PROGRAM

1. Leadership of the Mentorship Program is the responsibility of each building administrator with support from the Instruction Office.
2. A mentor will be an experienced professional with East Grand Rapids Public Schools.
3. A pool of mentor teachers will be sought in each building. Mentor assignments will be appointed by the building administrator. Participation as a teacher mentor will be voluntary.
4. School-based teacher mentors should be given adequate time, resources, and support to perform their mentorship role, such as releasing mentors and new teachers from non-instructional duties.

Qualities of An Effective Mentor

Attitude and Character

- Shares information and ideas with colleagues
- Enjoys new challenges and solving problems
- Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes
- Exhibits good humor and resourcefulness
- Is willing to make a three-year commitment

Interpersonal Skills

- Maintains trusting professional relationships
- Is approachable; establishes rapport with others
- Is patient

Communication Skills

- Asks reflective questions
- Listens attentively
- Articulates effective instructional strategies
- Is discreet and maintains confidentiality

Professional Competence and Experience

- Is confident in his or her own instructional skills
- Demonstrates excellent classroom management skills
- Collaborates with other teachers and administrators
- Is willing to learn from mentee

FRAMEWORK for EFFECTIVE TEACHING

PLAN II Professional Growth

Purpose

From the beginning of the first tenure year and continuing throughout the teacher's professional career, the teacher and administrator work collaboratively to ensure the strengthening of the Standards. There are two major components to this process: Demonstration of Standards for Effective Teaching, and Continued Professional Growth Plan.

1. *Demonstration of Standards for Effective Teaching*

Demonstration of the Standards is an ongoing process and is assessed by the administrator through informal classroom observations and other school settings, i.e., faculty meetings, committee work, inservice training, parent conferences, parent communications*, and/or co-curricular activities. The administrator or the teacher may arrange for a conference to discuss performance related to the Standards as needed.

2. *Continued Professional Growth Plan*

Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and the administrator collaborate to identify goals and develop a plan that will meet those goals. Each teacher is held accountable to the Standards; therefore, the Professional Growth Plan must reflect the Standards and building and district goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth.

A teacher earning tenure status has met the criteria established by Michigan law and must continue to demonstrate the Standards for Effective Teaching adopted by the Board of Education of East Grand Rapids Public Schools.

* Parents may provide input by following the established district policy:

1. Talk to the teacher first. Be sure everyone is clear on what and when things will happen.
2. If the problem is not resolved, talk to the principal.
3. If the principal cannot help, talk to the superintendent.
4. If the superintendent cannot help, contact the School Board.

PLAN COMPONENTS
Plan may continue for 1 or 2 years

Goals

Goals should reflect building or district goals which result in the continuous improvement of student learning. *The goals must be directly linked to the Standards for Effective Teaching as published in this document.*

Individual or Team Professional Participants

Teachers are encouraged to participate as part of a team with grade level colleagues, members of department teams, across schools, or in any combination. Teachers may opt to collaborate with a Student Service Professional(s). Please see the *Framework for Effective Student Service Professionals* document. *(Combined Team of Professionals forms are located in that document's Appendix)* Teachers may elect to work individually. In cases of inter-school teams, all administrators of the involved schools participate in the planning.

Activities/Methods

Methods/strategies to reach goals could include:

- action research
- peer-coaching
- video taping
- self-assessment
- mentoring
- college courses
- simulations
- workshops
- visitation days
- conferences
- classroom observations
- teacher academies
- development of teaching materials, instructional units, discussion groups
- other

Indicators of Progress

- student work portfolios
- professional portfolios
- videotapes of classes
- peer observation
- administrator observation
- parent responses
- written curriculum
- student responses
- statistical measures
- performance assessment
- reflective journal entries
- case study analysis
- benchmarks
- anecdotal records
- other

The collected materials are the property of the teachers.

Plan Components *(continued)*

Resources

Resources will be formally approved as part of the teacher's Professional Growth Plan and may include:

- classroom materials
- student materials
- journals
- workshops
- resources
- books
- collegial time
- appropriate technology
- mentoring
- collegial support
- release time
- administrative support
- other

Timeline

One-Year Plan

- The teacher(s) will have an initial meeting with the building administrator as early as the spring of the prior year, and no later than November 1, to develop the Professional Growth Plan. (*Goal Outline Form, pages 30*)
- The teacher(s) will have an informal midyear meeting with the building administrator to discuss the progress of the Professional Growth Plan. (*Interim Goal Evaluation Form, pages 31*)
- The teacher(s) and building administrator will have a concluding meeting during the second semester, prior to June 1, to review the results of the Professional Growth Plan, and complete the Final Summary Form (*pages 32*).

Two-Year Plan

- The teacher(s) will have an initial meeting with the building administrator as early as the spring of the prior year, and no later than December 1, to develop the Professional Growth Plan (*Goal Outline Form, pages 30*)
- The teacher(s) and building administrator will have a meeting by the end of the second semester of year one, prior to June 1, to document the progress of the Professional Growth Plan. They will complete the Interim Goal Evaluation Form (*pages 31*).
- The teacher(s) and building administrator will have a concluding meeting during the second semester of year two, prior to June 1, and complete the Final Summary Form (*pages 32*).

Revisions

In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.

PLAN II – PROFESSIONAL GROWTH Goal Outline Form

(Completed by teachers who work on an individual plan or work collaboratively as part of a team.)

Teacher: School: Grade/Dept/Team:

Teacher: School: Grade/Dept/Team:

Teacher: School: Grade/Dept/Team:

Teacher: School: Grade/Dept/Team:

Plan Start Date: Midyear Date: Completion Date:

Standards for Effective Teaching addressed in this plan: (check all that apply):

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Assessment
- V. Communication and Professional Responsibilities

Specific Goal(s):

Activities to meet the goals of this plan:

Indicators of progress to be collected:

Resources needed for plan activities:

See attachments

Teacher(s) Signature and Date:

Administrator Signature and Date:

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PLAN II – PROFESSIONAL GROWTH Interim Goal Evaluation Form

(Completed by the administrator and teacher at the end of year one of a multi-year plan.)

Teacher: School: Grade/Dept/Team:

Teacher: School: Grade/Dept/Team:

Teacher: School: Grade/Dept/Team:

Teacher: School: Grade/Dept/Team:

Plan Start Date: Midyear Date: Completion Date:

Standards for Effective Teaching addressed in this plan: (check all that apply):

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Assessment
- V. Communication and Professional Responsibilities

Project goals accomplished:

Individual activities completed:

Indicators of progress submitted to support individual activities:

Administrator's comments on progress:

Teacher(s) Signature and Date:

Administrator Signature and Date:

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PLAN II – PROFESSIONAL GROWTH Final Summary Form

(Completed by teaches, taken to and discussed with the administrator at the final meeting.)

Teacher: School: Grade/Dept/Team:

Teacher: School: Grade/Dept/Team:

Teacher: School: Grade/Dept/Team:

Teacher: School: Grade/Dept/Team:

Plan Start Date: Midyear Date: Completion Date:

Standards for Effective Teaching addressed in this plan: *(check all that apply):*

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Assessment
- V. Communication and Professional Responsibilities

Plan outcomes:

Indicators of progress:

Future considerations:

Teacher’s comments:

Administrator’s comments:

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Teacher(s) Signature and Date:

Administrator Signature and Date:

FRAMEWORK for EFFECTIVE TEACHING

PLAN III Specific Staff Development

Purpose

The Specific Staff Development Plan will provide a good faith effort to support and guide the teacher to meet the expectations set forth in the East Grand Rapids Standards for Effective Teaching. The Specific Staff Development Plan has three purposes:

1. to enable a tenured teacher the opportunity to seek assistance in any of the district's Standards For Effective Teaching,
2. to provide a more structured process for a tenured teacher who by the determination of the administrative supervisor, may benefit from more support, and/or
3. to provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the teacher and the administrator that the teacher needs assistance with one or more of the East Grand Rapids Standards for Effective Teaching. This process may begin at any time.

The decision regarding implementation should be collaborative, but may be directive. Plan III, Specific Staff Development, is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Plan, confidentiality is expected of all participants. Plan III consists of three phases:

1. **Awareness Phase,**
2. **Assistance Phase,** and
3. **Disciplinary Phase**

The distinct differences between the Awareness Phase and the Assistance Phase are the length of time and the intensity of each phase.

AWARENESS PHASE

1. The administrator or the teacher identifies a concern in writing.
(Identification of Concern Form, page 37)
2. The administrator and the teacher set up a specific time to collaborate and attempt to resolve the concern.
3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
 - The teacher remains in Plan II, Professional Growth, or
 - In the event the concern is not resolved or is a disciplinary issue, the teacher is placed into either the Assistance or Disciplinary Phase. *(Final Summary Form, page 38)*

At this point, the teacher will be advised by the principal to discuss the situation with the EGREA President or designated representative. The teacher or the administrator may request other representation in all subsequent meetings regarding the concern.

ASSISTANCE PHASE

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed which includes:
(Plan of Assistance Form, page 39)
 - growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound (S.M.A.R.T.)
 - strategies for resolution of the concern
 - timelines
 - indicators of progress
 - resources and support needed
3. The administrator and the teacher set up a specific time to review what progress has been made. *(Plan of Assistance Progress Form, page 40)*
4. One of the following recommendations will be made upon reviewing the teacher's progress: *(Final Summary Form, page 41)*
 - The concern is resolved and the teacher is returned to the Professional Growth Plan, or
 - The teacher remains in the Assistance Phase with revised goals and timelines, or
 - The concern is not resolved and the teacher is moved into the Disciplinary Phase.

NOTE: Data obtained during the Assistance Phase may not be used in further action against the teacher. An exception would be an event or specific data that initiates a move from the Awareness Phase or the Assistance Phase into the Disciplinary Phase.

DISCIPLINARY PHASE

1. The teacher may be placed in the Disciplinary Phase because of, but not limited to:
 - not meeting the Standards for Effective Teaching after being in the Assistance Phase,
 - insubordination,
 - specific policy or rule violation(s).
2. The Disciplinary Phase begins with a meeting between the administrator, teacher, and EGREA President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or MEA representative.
3. The administrator will identify in writing the specific Standard(s), rule, or policy in violation. (*Disciplinary Phase, page 42*) The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
 - a specific remedial plan with timeline
 - placement of the teacher on paid administrative leave
 - requirement of specific training or evaluation by a professional
 - recommendation for non-renewal of contract
 - recommendation for tenure review by the Superintendent and Board of Education
4. This Disciplinary Phase only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Assistance Phase. The Disciplinary Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

PLAN III – SPECIFIC STAFF DEVELOPMENT
Awareness Phase – Identification of Concern Form

Teacher: Date:

Check appropriate category(ies):

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Assessment
- V. Communication and Professional Responsibilities

Specific Concerns:

Next Meeting Date:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

PLAN III – SPECIFIC STAFF DEVELOPMENT
Awareness Phase – Final Summary Form

Teacher: _____ Date: _____

Specific Concerns:

Administrative Recommendation(s):

Plan II

Assistance Phase

Highly Effective

Effective

Minimally Effective

Ineffective

Next Meeting Date:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

Plan III – Specific Staff Development Assistance Phase – Plan of Assistance Form

Teacher: _____ Date: _____

Check appropriate category(ies):

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Assessment
- V. Communication and Professional Responsibilities

Specific Concerns:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

Attachment: Standards for Effective Teaching

SPECIFIC STAFF DEVELOPMENT PLAN
Assistance Phase – Plan of Assistance Progress Form

Teacher:

Date:

First Meeting

Second Meeting

Third Meeting

Plan:

Resources and Strategies Used to Date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concerns:

Highly Effective

Effective

Minimally Effective

Ineffective

Next Meeting Date:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

SPECIFIC STAFF DEVELOPMENT PLAN

Assistance Phase – Final Summary Form

Teacher: _____ Date: _____

Plan: _____

Resources and Strategies Used to Date: _____

Indicators of Progress: _____

Resources/Support Utilized to Date: _____

Concerns:

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Teacher Signature and Date: _____

Administrator Signature and Date: _____

C: SUPERINTENDANT

Attachment: Standards of Effective Teaching

**PLAN III – SPECIFIC STAFF DEVELOPMENT PLAN
Disciplinary Phase**

Teacher: Date:

Comments:

Teacher Signature and Date: _____

Administrator Signature and Date: _____

FRAMEWORK for EFFECTIVE TEACHING RUBRIC

Determining the Teacher Effectiveness Rating Based on Standards and Student Achievement

Each component will receive a point score:

(Ineffective = 1, Minimally Effective = 2, Effective = 3, Highly Effective = 4).

The average score of all components within a Standard will determine the rating of that Standard

(1 to 1.49 = Ineffective, 1.50 to 2.49 = Minimally Effective, 2.50 to 3.49 = Effective, 3.50 to 4 = Highly Effective).

The average score of all four Standards will determine the overall Teacher Effectiveness Rating

(1 to 1.49 = Ineffective, 1.50 to 2.49 = Minimally Effective, 2.50 to 3.49 = Effective, 3.50 to 4 = Highly Effective).

Student Achievement – 50% of Overall Evaluation (Section 1249)

Summative Evaluation & Rubric:

Teacher

School

Grade Level(s)

Subject(s)

Observer

Date

Framework for Effective Teaching Rubric

Standard I: The Classroom Environment

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Creates an environment of respect, fairness, and consistency that fosters positive teacher to student interaction and student to student interaction.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

Evidence

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Conveys enjoyment and enthusiasm for teaching and for students. Creates and encourages high expectations for all students. Establishes a trusting environment that promotes creativity and discovery.	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.

Evidence

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Establishes appropriate classroom rules and expectations consistent with building and district policies.	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

Evidence

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Establishes an effective classroom climate that is sensitive to students' needs and demonstrates a commitment to diversity and equity.	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Evidence

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Organizes classroom space to support a safe and orderly environment.	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Evidence

Standard II: Planning and Preparation (Standard IV Embedded)

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Shows depth of content knowledge.	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence</i>				
Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Demonstrates knowledge of students.	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence</i>				
Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Plans for cognitive levels of learning.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>Evidence</i>				

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Demonstrates knowledge of resources.	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

Evidence

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Develops lessons in a clear and logical manner.	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

Evidence

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Standard IV Assessment Designs classroom assessments that reflect the goals and format of national, state, and local standardized tests.	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Evidence

Standard III: Instruction (Standard IV Embedded)

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Creates expectations for all students to participate and demonstrate understanding.	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
<i>Evidence</i>				
Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Uses instructional methods that promote desired learning.	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>Evidence</i>				
Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Maintains high student engagement throughout instructional period.	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Evidence</i>				

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Standard IV Assessment: Uses a variety of assessments to evaluate both individual and collective student progress on a continuous basis. Interprets both formal and informal assessments to modify instructional decisions.	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.
<i>Evidence</i>				
Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Presents content-driven lessons in a clear and logical manner. Promotes self-directed learning.	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
<i>Evidence</i>				

Standard IV: Assessment (Embedded in Standards II and III)

Standard V: Professional Responsibilities

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Maintains accurate and timely instructional and non-instructional records.	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.
<i>Evidence</i>				
Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Communicates and develops positive relationships.	The teacher's communication with students, parents, staff, and school leaders about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with students, parents, staff and school leaders and makes modest attempts to engage them in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with students, parents, staff, and school leaders and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with students, parents, staff, and school leaders is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages them in the instructional program, as appropriate.
<i>Evidence</i>				
Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Contributes positively to the school community.	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
<i>Evidence</i>				

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Grows and develops professionally.	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.

Evidence

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Shows professionalism.	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

Evidence

Student Achievement: 50% of Overall Evaluation (Requirement for Section 1249 & Standard IV Embedded)

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Teacher Goal:	Teacher does not demonstrate the implementation of school improvement strategies.	Teacher demonstrates implementation of school improvement strategies.	Teacher demonstrates implementation of school improvement strategies and data analysis of results.	Teacher demonstrates implementation of school improvement strategies, data analysis of results, and use of results to make improvements in the classroom.
<i>Evidence</i>				
Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Assessment Reporting and Analysis.	Little reporting on or communication of student performance on state or local assessments is evident.	Timely reports about student performance on state and/or local assessments are provided to students, parents, and appropriate others at required intervals. The teacher accurately maintains required records of student work and performance, and students are provided general feedback. Parents are notified as required.	In addition to basic standards, students are informed regularly in the classroom regarding their mastery of student performance indicators. The teacher maintains accurate, current records of student work, and parents are informed on a timely basis of a student's achievement through systematic communication procedures.	In addition to basic and proficient standards, the teacher completes an item analysis on standardized and classroom assessments to determine specific areas for further instruction. The teacher has data accessible upon request and refines communication strategies to assure that parent and student feedback will effect a change.
<i>Evidence</i>				
Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Standard IV Assessment: Interprets assessments and communicates criteria and standards to students.	Teacher rarely uses formative assessments. Teacher shows little or no academic growth for individual students and has little evidence of interventions.	Teacher sometimes uses formative assessments. Teacher shows some evidence supporting student academic growth and has some evidence of intervention implementation.	Teacher uses formative assessments in the classroom 2-3 times per week to adjust instruction. Teacher shows evidence supporting student academic growth.	Teacher uses formative assessments 4-5 times per week to adjust instruction. Teacher shows evidence supporting student academic growth for the majority of students and evidence of interventions implementation for all struggling students.
<i>Evidence</i>				

Summary of Performance

Standard I: Classroom Environment: Score	Standard Rating:
Standard II: Preparation and Planning: Score	Standard Rating:
Standard III: Instruction: Score	Standard Rating:
Standard V: Communication and Professional Responsibilities: Score	Standard Rating:
Student Achievement/Growth (Standard IV Assessment): Score	Standard Rating:

Overall Effectiveness: Score

Rating:

Teacher's Signature _____ Evaluator's Signature _____

Date _____

East Grand Rapids Public Schools
Measurements of Student Academic Growth

Grade	Individual Core Staff & Other Building Staff	
K-5	Local	Benchmark Assessments Reading Records District Math Assessments Formative/Summative Assessments Standards –Based Report Cards Projects
	State	M-Step (Grades 3-5)
	National	NWEA
6-8	Local	Core Common Assessments Benchmark Assessments Formative/Summative Assessments Skyward Grades Projects
	State	M-Step (Grades 6-8)
	National	NWEA (Grade 6 & 7) PSAT (Grade 8)
9-12	Local	Core Common Assessments Formative/Summative Assessments Skyward Grades Projects
	State	M-Step
	National	PSAT (Grade 9 & 10) PSAT/NMSQT (Grade 10 & 11) SAT (Grade 11) AP Exams IB Papers

Other Possible Assessments: IEP Goals, Student Performance Project Based, Portfolio, Graduation Rates, Brigance, Woodcock Johnson and others if prior approval.