Niles Community Schools

*Dynamic Learners * Diverse Opportunities * Driven to Succeed*

Certified Educator Performance Evaluation Plan

Board Approved 8/21/17

Plan updated 8/21/18, 8/14/19, 9/13/21, 9/14/22, & 9/12/23

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INTRODUCTION

When certified educators succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high quality certified educator. To support our certified educators, we need to clearly define excellent practice and results; give accurate, useful information about certified educators' strengths and develop areas; and provide opportunities for growth and recognition.

MISSION

Niles Community Schools inspires and prepares all learners through diverse opportunities to challenge the present and enrich the future.

BELIEF STATEMENTS

We believe

- education is essential for future success.
- all children can learn and achieve their personal best.
- children learn in different ways at different paces.
- schools must be a safe and secure environment.
- the partnership of our staff, parents, and community is vital to the success of our learners.
- high expectations are important for all stakeholders.

PURPOSE

The primary focus of the Niles Community Schools Certified Educator Evaluation Plan is to support student success by designing an evaluation system that will drive excellence in teaching through collaboration, professional development and accountability.

While the primary focus of this plan is to improve teaching and learning, it also requires that certified educators meet the established performance expectations of the district. This process must be continuous and constructive, and must take place in an atmosphere of mutual trust and respect. The process is a collaborative and cooperative effort on the part of administrators and certified educators.

The Certified Educator Performance Evaluation Plan is a system that

- aligns with our mission, vision and beliefs.
- incorporates sound research and practices.
- defines professional standards for all certified educators.
- engages all participants actively.
- incorporates on-going learning.
- values reflection, feedback, and collaboration.
- supports reflective conversations between supervisors and educators and among educators.

- promotes a consistent process for professional growth and development.

RATIONALE

The following guiding principles constitute the Certified Educator Performance Evaluation Plan:

- Student learning is directly affected by the competence of certified educators.
- Certified educators, like students, must be continual learners.
- An effective evaluation plan requires clear definitions and a system to assess effective teaching and learning.
- The gaps between expectation for student performance and actual student performance should guide the content of professional learning.

COLLABORATORS

The Certified Educator Performance Evaluation Plan was developed collaboratively by a committee composed of eight certified educators and four administrators, led by the Assistant Superintendent for Curriculum and Personnel. This committee will continue to meet yearly to review and consider changes to this plan as appropriate. The plan was presented and approved at the August 21, 2017, Board of Education meeting and was updated August, 2018 and August, 2019.

COMMUNICATION

Yearly, no later than three weeks after the start of the school year, and again in January, the following will be shared with all staff:

- Determination of Domain 1 specific elements that will be required to be observed
- Scoring of elements in Domains in 2, 3 & 4
- If necessary, changes in score weighting system
- Student growth and assessment data for midyear progress report for probationary certified educators
- Student growth and assessment data rubric
- Annual year-end effectiveness ratings
- Lesson plan requirements

EDUCATOR EFFECTIVENESS

The effectiveness of certified educators shall be measured in accordance with the Niles Community Schools performance evaluation system developed under Section 1249 of the Michigan School Code and Board Policy 3220 and personnel decisions shall be based on the following factors:

- Annual Year-End Evaluation scores comprised of the Certified Educator Performance Rubric and the Student Growth Data Rubric.
  - The Teacher Performance Rubric (60%) includes four domains weighted as follows:
    Domain 1: Classroom Strategies and Behaviors (65%)
    Domain 2: Planning and Preparing (17%)
    Domain 3: Reflecting on Teaching (8%)
    Domain 4: Collegiality and Professionalism (10%)
  - Student Growth Rubrics (40%) *Per Michigan School Code 1249, this increased from 25% in 2018-19*

- Annual year-end evaluation scores are factored into the annual year-end effectiveness ratings.

Categories Effectiveness Ratings Chart	
Highly Effective	3.51 - 4.0
Effective	2.51 - 3.50
Minimally Effective	1.76 - 2.50
Ineffective	0 - 1.75

While an overall score is based on the above weights, a Highly Effective or Effective certified educator cannot have a rating of Ineffective in any domain score. An Ineffective score in any domain will result in a Minimally Effective rating. Any certified educator with two areas of Ineffective ratings, will automatically be given an overall rating of Ineffective.

INDIVIDUAL AND PROFESSIONAL DEVELOPMENT PLANS

An important part of developing professionally is the ability to self-reflect on performance. A professional growth plan (IDP or PGP) is a tool for certified educators to assess their own performance and set development goals. In this sense, a professional growth plan supports certified educators who strive to improve performance, and can be particularly helpful for new certified educators under Section 1249 of the Michigan School Code and Board Policy 3142.

- Individual Development Plan (IDP)
  - IDPs are developed within the first four weeks of school using parts A and B of the Professional Growth Plan Template and are to be developed by administrative personnel in consultation with the probationary certified educator and any certified educator who has received an ineffective or minimally effective on their most recent annual year-end evaluation.
  - IDPs will be reviewed and submitted by mid-October.
  - IDP goals must be reviewed four times a year: first semester, mid-year progress report, second semester and annual year end performance evaluation and documented in part C of the Professional Growth Plan Template.
  - Additional IDP goals may be created for probationary certified educators anytime during the school year.
  - Mentors must be assigned to all first through third year certified educators new to the profession including speech and language pathologists, social workers and counselors.
  - During the annual year end performance evaluation, the certified educator and administrative personnel will discuss goals for the following year.
  - During the annual year end performance evaluation, a tenure certified educator rated ineffective or minimally effective on his/her most recent annual year-end evaluation will develop an IDP in consultation with administrative personnel, documented in part D of the Professional Growth Plan Template. The administrative personnel shall:
    - Identify and review the specific performance expectations not being met.
    - Specify what is needed to improve the level of performance.
    - Provide suggestions, resources, strategies, and support that the certified educator may use to improve performance.
    - Provide timelines for the certified educator to follow when addressing performance elements, ensuring the certified educator has reasonable time to show improvement.
    - Provide ongoing observations and feedback to the certified educator throughout the duration of the plan.
    - Section 1249 encourages assigning a mentor for tenure certified educators on an IDP.

    - Ensure the plan does not exceed 180 days.
  - A tenure certified educator may be placed on an IDP at any time during the school year.
  - In order for a certified educator to be rated Highly Effective or Effective, they must demonstrate significant and sustained progress on his/her IDP.

- Professional Growth Plan (PGP)
  - All tenure certified educators scoring effective or highly effective on their most recent year-end evaluation are required to have PGPs.
  - PGPs are developed within the first four weeks of school using parts A and B of the Professional Growth Plan Template and are to be developed in consulation with administrative personnel.
  - PGPs must be reviewed between administrative personnel and tenure certified educator at post observation conferences and annual year end performance evaluation and documented in part C of the Professional Growth Plan Template.

OBSERVATIONS

Administrative personnel will share observation schedules with certified educators each semester.

- Formal Observations Board Policy 3220
  A formal observation is a scheduled classroom observation of a lesson that extends a minimum of 30 minutes. It must include a review of lesson plans, state curriculum standards being used and student engagement. Observations do not need to be for an entire class period. Administrative personnel that are responsible for the certified educator's evaluation will conduct at least one of the observations.
  - Probationary certified educators and tenure certified educators rated as ineffective or minimally effective on their most recent year end evaluation will be formally observed twice a semester with at least one being unscheduled per year.
  - Probationary certified educators with 5+ years teaching experience who receive an effective or highly effective rating and are not on an additional IDP will have one formal and one informal observation per year.
  - Tenure certified educators rated as effective or highly effective and on an additional IDP will be formally observed minimally twice a year.
  - Tenure certified educators rated as effective or highly effective and not on an additional IDP will have one formal and one informal observation per year.
  - Tenure certified educators that have been rated as highly effective on 3 consecutive year-end evaluations in Niles Community Schools, may be evaluated every two years rather than annually. The certified educator must maintain an effective or highly effective rating and not be placed on an additional IDP to continue on the bi-annual

evaluation cycle. Any certified educator on an additional IDP is subject to returning to the evaluation cycle immediately.

- Formal Observation Process:
  - Pre Conference communication (conversation or email) will take place with the exception of an unscheduled formal observation. This dialogue may include areas of focus such as design questions, elements, and/or specific learners.
  - Collaboration in iObservation will be shared with the teacher within 2-4 days after the observation and before post observation meeting.
  - The post observation meeting will take place between administrative personnel and certified educator within 20 days of the observation. This conference will include the review of:
    - iObservation scores (if applicable) and comments.
    - Review progress in part C of the Professional Growth Plan Template.
    - Certified educator and administrative personnel document next steps in iObservation.

    The post observation conferences for tenure certified educators rated as effective or highly effective and not on an additional IDP may be performed through virtual collaboration in the iObservation tool/PGP Google form. This must be mutually agreed upon between the certified educator and administrative personnel.

- Informal Observations

  In addition to formal observations, informal observations are unscheduled classroom observations lasting longer than 10 minutes conducted any time throughout the school year.
  - Administrative personnel may provide feedback or score elements from any of the domains.
  - Feedback will be shared through collaboration in iObservation.
  - If further clarification is needed by either party, a meeting can be held to discuss.

- Walkthroughs

  Walkthroughs are 3 to 10 minute informal observations conducted any time throughout the school year.
  - Administrative personnel may provide feedback or score elements from any of the domains.
  - Feedback will be shared through collaboration in iObservation.
  - If further clarification is needed by either party, a meeting can be held to discuss.

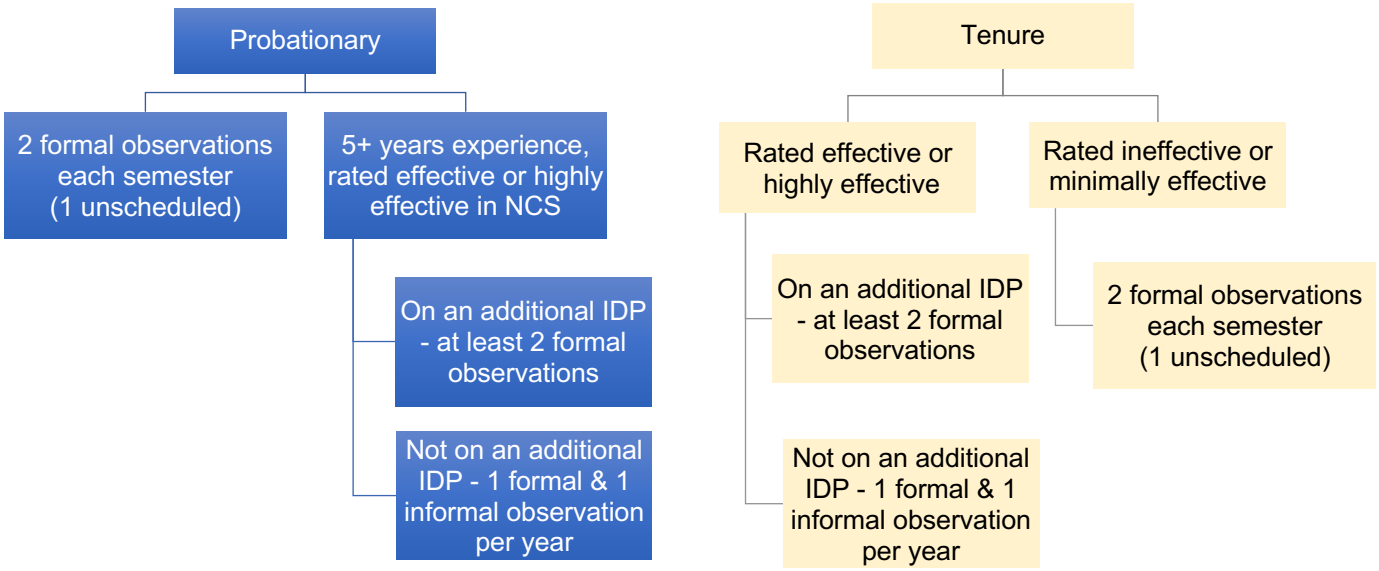
- Voluntary Observations

  In addition to formal observations, certified educators may invite administrative personnel into classrooms to observe specific elements or to fulfill the requirements of the scored elements.

- Feedback will be shared through collaboration in iObservation.
- If further clarification is needed by either party, a meeting can be held to discuss.

- Peer Observation
  - Certified educators may invite peer or colleagues into classrooms to observe specific elements.
  - Feedback can be shared through collaboration in iObservation.
  - These observations may occur at anytime and do not count in final evaluation score.

Certified Educator Observation Schedule

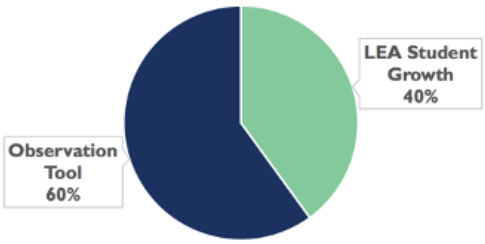


REQUIRED PROFESSIONAL COLLABORATION

- A Mid-Year Progress Report will be conducted on probationary certified educators and any certified educator who received a minimally effective or ineffective rating. A meeting between the administrative personnel and the certified educator will take place within the first four weeks of second semester. The Mid-Year Progress Report will include:
  - Review of student achievement data.
  - Discussion of iObservation comments and scores.
  - Identify specific goals and training for the remainder of the year.
  - Review progress on Professional Growth Plan Template.
  - Review of IDP documented in Domain 3 Element 5.

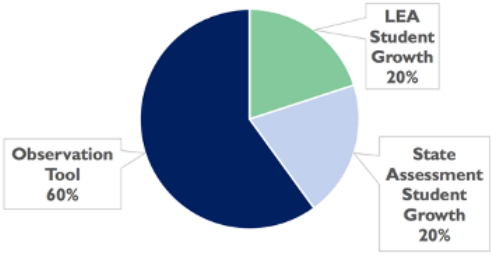
- The Annual Year-End Evaluation will include:
  - Student growth and assessment data.
  - Certified educator acknowledgement of iObservation comments and scores.
  - Review of progress on Professional Growth Plan Template.
  - Identify specific IDP goals and training for probationary certified educators and any tenure certified educator who has received a Minimally Effective or Ineffective rating for the following year.
  - Discuss specific PGP goals for any tenure certified educator who has received a rating of Effective or Highly Effective for the following year.

Teachers Who Are Teachers of Record in State Assessed Content Grades and Areas.



LEA = Parts A (4% of overall evaluation score) and B (36% of overall evaluation score)

Teachers Who Are Not Teachers of Record in State Assessed Content Grades and Areas.



LEA = Parts A (4% of overall evaluation score) and B (16% of overall evaluation score)
State = Part C (20% of overall evaluation score)

OBTAINING TENURE STATUS	
If you meet any one of the following criteria: ● New to teaching profession ● In or out of state probationary ● Received tenure in another state	Tenure status obtained after five complete years of probationary status or three consecutive years of highly effective ratings
Received tenure in another Michigan school district	Tenure status obtained after two complete years of effective probationary status

LAYOFF AND RECALL

All teachers must be properly certified, approved or authorized for all aspects of his/her assignments. Reduction and recall decisions shall be based on the teacher's certification and qualifications, as reflected in the district's records, at the time that such decisions are made. Michigan legislation requires that layoff and recall decisions are based on retaining effective teachers and prohibits schools from using seniority or tenure status as a primary or determining factor to layoff or recall teachers.

The following must be considered for layoff and recall:

- Teacher's individual performance
  - Student growth and assessment data
  - Pedagogical skills
    - DQ 1
      - Knowledge of content area
    - Domain 2
      - Planning
      - Differentiating
    - DQ 2, 3 & 4:
      - Delivering rigorous content
      - Checking for higher level understanding
    - DQ 5, 6 & 7
      - Classroom management
      - Rapport with parents and other teachers
      - Ability to withstand the strains of teaching
  - Attendance
  - Discipline
- Significant, relevant accomplishments and contributions
  - Domain 4

    This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- Relevant special training
  - Domain 3

    This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

GLOSSARY & ACRONYMS

Annual Year-End Evaluation	The summary and analysis of all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and the evaluate with a written evaluation report.
Artifacts	A tangible product of learning that demonstrates knowledge and skills. (e.g. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, and other materials of a similar nature).
Certified Educator	Holding a valid teaching or professional educator certificate as defined by the Michigan State Board of Education.
Effectiveness Rating Categories	Four categories of overall evaluation score reported to the state of Michigan: Highly Effective; Effective; Minimally Effective; Ineffective **Highly Effective**: A certified educator who demonstrates excellence and consistently exceeds expectations believed to be highly correlated with positive student learning outcomes. **Effective**: A certified educator who has consistently met expectations and competencies believed to be highly correlated with positive student learning outcomes. **Minimally Effective**: A certified educator who requires a change in performance in order to meet expectations and competencies correlated with less than acceptable student learning outcomes. **Ineffective**: A certified educator who consistently fails to meet expectations believed to be highly correlated with positive student learning outcomes.
Evaluation	The process of determining the effectiveness of the performance of the certified educator in a given teaching and learning environment, based upon predetermined criteria through periodic performance observation and other documentation (ie. rubric, data, IDP, PGP).
Evaluator	A trained individual who conducts a staff performance evaluation.
Student Growth and Assessment Data	Multiple measures of the certified educator's contribution to the student academic progress (ie. student learning objectives, achievement of IEP goals, nationally normed or locally developed assessments aligned to state standards, research-based growth measures).
Individual Development Plan (IDP)	A tool to assist in professional development for the purpose of reaching short and long-term growth goals, as well as improve current job performance.
iObservation	An online system that collects, manages, and reports longitudinal data from classroom walkthroughs and teacher observations. It is a resource for identifying growth areas and delivering targeted professional development.

Marzano Instructional Framework	Provides certified educators and administrators with research-based resources for providing quality instruction, while also taking into account the needs and abilities of individual students. The framework supports our certified educators and principals, directly benefiting our students in the form of higher levels of learning and achievement.
Midyear Progress Report	A report for all probationary certified educators and all tenure certified educators who were rated "minimally effective" or "ineffective" in his/her most recent annual year-end evaluation based at least in part on student achievement. The certified educator's progress towards meeting IDP goals, including recommended trainings, and other requirements should be included in the midyear progress report. The purpose is to assist the certified educator in improving her/her rating.
Observation	Observation for the specific purpose of recording and documenting targeted behaviors for the purpose of evaluation or feedback. Observations may be formal, peer, voluntary, or walkthrough. **Formal Observation**: A formal observation is a scheduled classroom observation of a lesson that extends a minimum of 30 minutes. Must include a review of lesson plans, state curriculum standards being used and student engagement. Observations do not need to be for an entire class period. **Informal Observation**: Unscheduled classroom observation lasting longer than 10 minutes conducted any time throughout the school year. **Peer Observation**: Observation conducted by peer or colleague. **Voluntary Observation**: Scheduled observation requested by the certified educator for the purposes of garnering feedback from an evaluator without employing the formal evaluation process. **Walkthrough Observation**: A short unannounced informal classroom observation (duration usually 3-10 minutes) by the evaluator to observe the certified educator in any of the domain areas.
Post Observation Conference	Following a formal observation, the evaluator shall meet with the certified staff member to discuss evidence collected, provide feedback, and discuss plan for growth/improvement. The staff member may provide additional information or explanation.
Probationary Certified Educator	Generally, certified educators who have been teaching less than five years or have not yet received continuing tenure as defined in the Teachers' Tenure Act.
Professional Development	A wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, certified educators, and other educators to build their instructional capacity and improve their professional knowledge, competence, skill, and effectiveness.
Professional Growth Plan (PGP)	An individual plan whereby the person being evaluated establishes specific performance goals for enrichment and development and the assistance of the evaluator is identified. The plan includes objectives, strategies for achieving the objectives, and method for evaluating success. The professional growth plan shall be aligned with specific performance goals and objectives of the school improvement, professional development and/or consolidated plans.

Recommended Training	Training designed in consultation between certified educator and administrator for the purpose of assisting the certified educator in meeting his/her performance goals. This training must be relevant and in addition to any required professional development or continuing education requirements. The goal is to integrate training into instruction in a meaningful way.
Relevant Accomplishments and Contributions	Activities and behaviors that contribute to overall success of school performance and exceed normal expectations for an individual certified educator in his/her peer group.
Tenure Certified Educator	Tenure certified educators have successfully completed a probationary period of five years of full-time employment in a single school district. Tenure certified educators who change to a new Michigan school district only have to successfully complete two years of a probationary period in the new district to gain tenure there. The evaluation process for tenure educators is designed to assess and improve professional performance.

MARZANO INSTRUCTION FRAMEWORK TERMS

Critical Content	Important information to which students should pay particular attention in a lesson to achieve the learning goal.
Design Question (DQ)	The basis of the ten design questions are to be used by teachers to intentionally plan effective units and lessons as well as execute them. Teachers ask themselves questions as they are designing learning experiences for their students.
Domains	The Marzano instructional framework identifies four domains for describing teacher performance: 1. Classroom Strategies and Behaviors 2. Planning and Preparation 3. Reflecting on Teaching 4. Collegiality and Professionalism
Element / Strategy	According to the Marzano Instructional Framework, elements/strategies are used to reach a desired effect. Strategies will only produce desired effects when implemented accurately and in the right context. The goal is for teachers to implement a specific strategy and then monitor the students to make sure the desired effect for the specific element has been reached. This is done through intentional planning with careful analysis of the outcomes teachers want to achieve with all students.
High Nine Probability Elements /Strategies	Dr. Robert Marzano identified nine high-yield instructional elements/strategies that have the greatest positive impact and enhance student achievement for all students, in all subject areas, at all grade levels.
Learning Targets	The standard that students should know, understand or be able to do at the end of a lesson. A learning target often begins with "Students will be able to" or "I can". Learning targets should not be confused with activities.
Monitoring	Systematically checking and/or tracking all student progress/understanding on a regular or ongoing basis to provide feedback, adjust instruction, and increase learning.
Performance Criteria	The areas, skills, or outcomes on which educators are evaluated. An evaluation of the core instructional practices and skills that positively affect student learning. **Innovative**: The teacher is so familiar with the strategy that he or she has adapted it to meet specific student needs. **Applying**: At this level, we find the catalysts for large gains in student learning. Here, the teacher not only makes no mistakes in using the strategy and uses it with relative ease, but also monitors students' reactions to see whether the strategy has had the desired effect. **Developing**: At this level, the teacher uses a strategy without significant error and with relative ease. However, a majority of students are either not monitored for or not displaying the desired effect. This level does not produce large gains in student learning. **Beginning**: At this level, a teacher has little fluency with the strategy and is prone to errors using it. The strategy has little effect on student learning.

Appendix A

Niles Community Schools

Self-Reflection & Individual Development and Professional Growth Plan Template

20__ - 20__

Teacher:		**Date Developed:**
❑ **PGP (tenure teacher)**	❑ **IDP (tenure teacher)**	❑ **IDP (probationary)**
School/Grade Level/Subject(s):		

Part A: Initial Self-Reflection - Establishing Priority Growth Needs

Domain:	**Reflection Questions:** What do I want to change about my instruction that will effectively impact student learning? What personal learning is necessary to make that change?	**Design Questions/Elements:** Check the two areas of focus that will be addressed in the IDP/PGP.
Classroom Strategies and Behaviors		X
Planning and Preparing		
Reflecting on Teaching		
Collegiality and Professionalism		

Part B: Connecting Priority Growth Needs to Professional Growth Planning

NOTE: If you are on an IDP, in goal 1, identify two elements/strategies from DQ 2-9 that will be observed and scored.

Professional Growth Goal 1:			
Date Developed:		**Targeted Completion Date:**	
Strategies: What elements / strategies will I focus on in order to accomplish my goal?	**Teacher Action(s)/Evidence:**	**Student Action(s)/Evidence:**	**Resources/Support Needed:** What resources will I need to complete my plan? What support will I need?

Evidence: Identify the documentation intended to demonstrate your professional growth.

Professional Growth Goal 2:			
Date Developed:		**Targeted Completion Date:**	
Strategies: What elements / strategies will I focus on in order to accomplish my goal?	**Teacher Action(s)/Evidence:**	**Student Action(s)/Evidence: (if applicable)**	**Resources/Support Needed:** What resources will I need to complete my plan? What support will I need?
Evidence: Identify the documentation intended to demonstrate your professional growth.			

Teacher Electronic Signature (Notes Receipt of Document, Not Necessarily Approval):	Date:
Administrator Electronic Signature:	Date:

Part C: Collaborative Meetings

First Semester/Post-Observation 1: Review of the IDP/PGP Date of meeting:

Teacher Comments (Indicators of progress):	Administrative Personnel (check one):
Goal #1	❑ Progressing ❑ Not Progressing If progress toward the Professional Growth Goal is not evident, indicate what needs to be addressed.
Goal #2	❑ Progressing ❑ Not Progressing If progress toward the Professional Growth Goal is not evident, indicate what needs to be addressed.

Mid-Year Progress Report/Review of the IDP Date of meeting:

Teacher Comments (Indicators of progress):	Administrative Personnel (check all): ❑ Review of student achievement data ❑ Discussion of iObservation comments and scores ❑ Identify specific goals and training for the remainder of the year

	❑ Review of IDP documented in Domain 3 Element 5
Goal #1	❑ Progressing ❑ Not Progressing If progress toward the Professional Growth Goal is not evident, indicate what needs to be addressed.
Goal #2	❑ Progressing ❑ Not Progressing If progress toward the Professional Growth Goal is not evident, indicate what needs to be addressed.

Second Semester/Post-Observation 2: Review of the IDP/PGP Date of meeting:

Teacher Comments (Indicators of progress):	Administrative Personnel (check one):
Goal #1	❑ Progressing ❑ Not Progressing If progress toward the Professional Growth Goal is not evident, indicate what needs to be addressed.
Goal #2	❑ Progressing ❑ Not Progressing If progress toward the Professional Growth Goal is not evident, indicate what needs to be addressed.

Annual Year End Performance Evaluation: Review of the IDP/PGP and Student Growth and Assessment Data
(Probationary or Less than Effective Tenure: Date of meeting _____ Tenure: Date of review _____)

Review of the IDP/PGP	
Teacher Comments (Indicators of progress):	Administrative Personnel (check one):
Goal #1	❑ Achieved ❑ Not Achieved If the Professional Growth Goal is not achieved, please indicate what needs to be addressed in the future.
Goal #2	❑ Achieved ❑ Not Achieved If the Professional Growth Goal is not achieved, please indicate what needs to be addressed in the future.
Student Growth and Assessment Data	
What evidence are you using for your Student Growth and Assessment Rubric for **K-12 Progress Monitoring Data**? (examples: Common and Formative Assessments, PLC Teams, F&P Benchmark Assessments, DIBELS, AIMSweb, NWEA Learning Continuum, Math Facts, Delta Math, Brigance, behavior, attendance, other) Please provide artifact(s) as evidence. Explain how you collect, analyze and apply this information in a systematic way to inform instruction that results in student growth.	

Teacher Electronic Signature (Notes Receipt of Document, Not Necessarily Approval):	Date:
Administrator Electronic Signature:	Date:

Part D: Additional Individual Development Plan

Area of Concern:			
IDP Goal:			
Date Developed:		**Targeted Completion Date:**	
Strategies: What elements / strategies do I need to focus on in order to accomplish the goal?	**Teacher Action(s)/Evidence:**	**Student Action(s)/Evidence: (if applicable)**	**Resources/Support Needed:** What resources are needed to complete the plan? What support will I need?
Evidence: Identify the documentation intended to demonstrate your professional growth.			

Teacher Electronic Signature (Notes Receipt of Document, Not Necessarily Approval):	Date:
Administrator Electronic Signature:	Date:

Teacher Comments (Indicators of progress):	Administrative Personnel (check one):
	❑ Progressing ❑ Not Progressing If progress toward the Professional Growth Goal is not evident, indicate what needs to be addressed.

Teacher Electronic Signature (Notes Receipt of Document, Not Necessarily Approval):	Date:
Administrator Electronic Signature:	Date:

2014 Marzano Teacher Evaluation Model
Learning Map

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

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LEARNING AND PERFORMANCE MANAGEMENT

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rule and Procedures
60. Participating in District and School Initiatives

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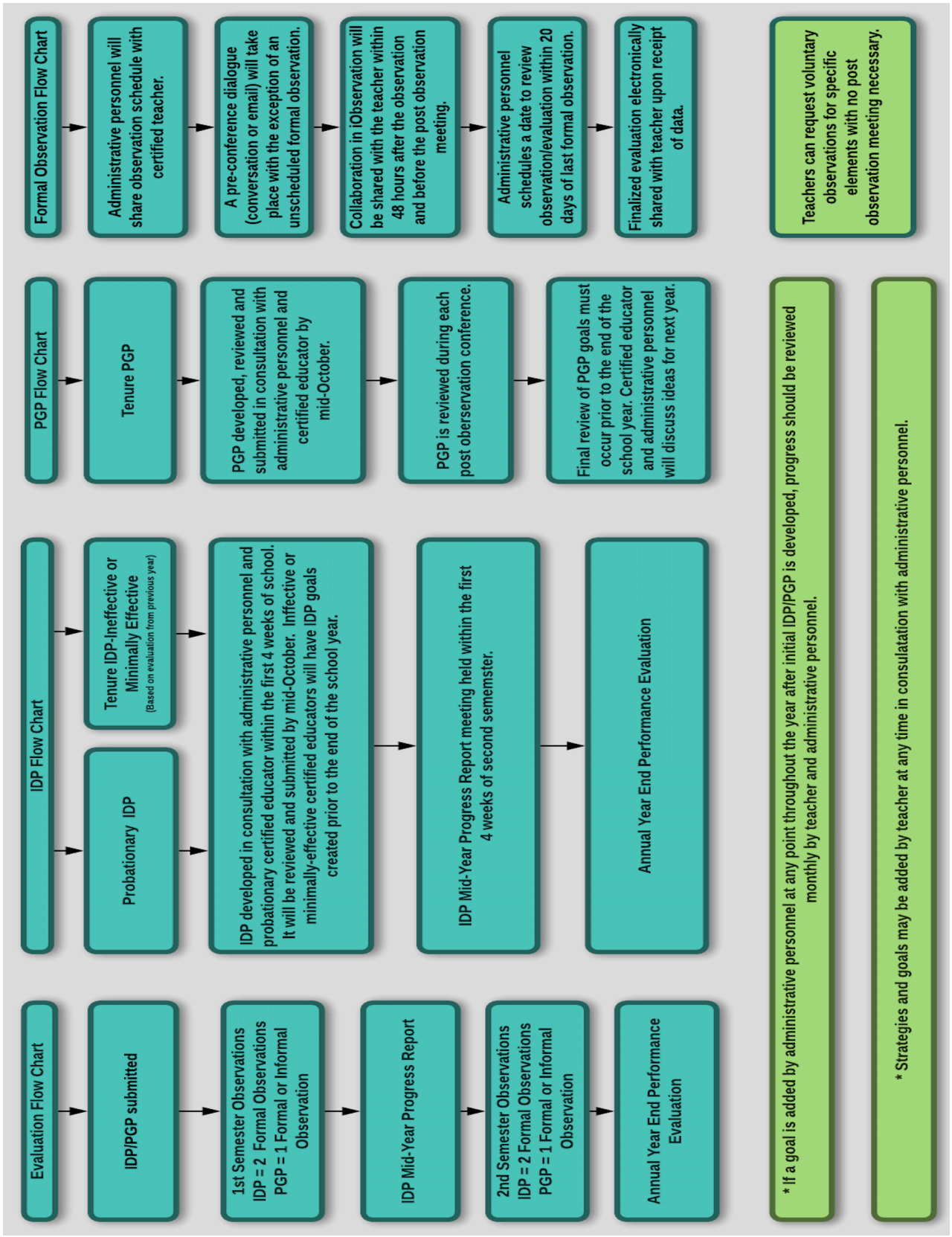
Evaluation Flow Chart
IDP/PGP submitted
1st Semester Observations
IDP = 2 Formal Observations
PGP = 1 Formal or Informal Observation
IDP Mid-Year Progress Report
2nd Semester Observations
IDP = 2 Formal Observations
PGP = 1 Formal or Informal Observation
Annual Year End Performance Evaluation
IDP Flow Chart
Probationary IDP
Tenure IDP-Ineffective or Minimally Effective
(Based on evaluation from previous year)
IDP developed in consultation with administrative personnel and probationary certified educator within the first 4 weeks of school. It will be reviewed and submitted by mid-October. Inffective or minimally-effective certified educators will have IDP goals created prior to the end of the school year.
IDP Mid-Year Progress Report meeting held within the first 4 weeks of second sememster.
Annual Year End Performance Evaluation
PGP Flow Chart
Tenure PGP
PGP developed, reviewed and submitted in consultation with administrative personnel and certified educator by mid-October.
PGP is reviewed during each post oberservation conference.
Final review of PGP goals must occur prior to the end of the school year. Certified educator and administrative personnel will discuss ideas for next year.
Formal Observation Flow Chart
Administrative personnel will share observation schedule with certified teacher.
A pre-conference dialogue (conversation or email) will take place with the exception of an unscheduled formal observation.
Collaboration in iObservation will be shared with the teacher within 48 hours after the observation and before the post observation meeting.
Administrative personnel schedules a date to review observation/evaluation within 20 days of last formal observation.
Finalized evaluation electronically shared with teacher upon receipt of data.
Teachers can request voluntary observations for specific elements with no post observation meeting necessary.
* If a goal is added by administrative personnel at any point throughout the year after initial IDP/PGP is developed, progress should be reviewed monthly by teacher and administrative personnel.
* Strategies and goals may be added by teacher at any time in consulatation with administrative personnel.