



Reform Redesign Report

Westwood Middle School

Grand Rapids Public Schools

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GRAND RAPIDS, MI 49504-4904

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Westwood will continue to implement their SIG Plan.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Westwood will continue to implement their SIG Plan.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Westwood will continue to implement their SIG Plan.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Westwood will continue to implement their SIG Plan.

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Westwood will Continue to implemet their SIG Plan

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Westwood will Continue to implemet their SIG Plan

State what data were used to identify these ideas.

Westwood will Continue to implemet their SIG Plan

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Westwood will Continue to implemet their SIG Plan

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Westwood will Continue to implemet their SIG Plan

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

Westwood will Continue to implemet their SIG Plan

Specify how the school will screen all existing staff and rehire no more than 50 percent.

Westwood will Continue to implemet their SIG Plan

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

Westwood will Continue to implemet their SIG Plan

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Westwood will Continue to implemet their SIG Plan

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

Westwood will Continue to implemet their SIG Plan

Detail how the use of data will identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

Westwood will Continue to implemet their SIG Plan

Describe how the school will promote the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

Westwood will Continue to implemet their SIG Plan

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

Westwood will Continue to implemet their SIG Plan

Detail how the school will provide appropriate social, emotional and community services that support students.

Westwood will Continue to implemet their SIG Plan

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<u>Teacher and Leader Evaluation Processes.docx</u> 
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Under SIG, a PD calendar has already been submitted.
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	As a SIG school, we will continue to implement our SIG Plan.
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	As a SIG School, we will continue to implement our SIG Plan.
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	As a SIG school, we will continue to follow our SIG Plan.
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	As a SIG school, the Letter of Agreement has already been established.

Grand Rapids Public Schools Evaluation Model
2012-13
For Probationary Eligible for Tenure and Tenured Employees

The GRPS Evaluation Model...

- Supports the GRPS' Academic Plan and is a part of the Performance System
- Strives for high degrees of validity and reliability as it is designed on best practice and research by an objective third party (Cambridge Education and Basis Policy Research)
- Provides a process that aligns student growth targets, academic strategies, professional development/research, goal setting, and observations to continually learn how to increase instructional effectiveness
- Meets district focus on learning and legislative requirements (Michigan Council on Educators' Effectiveness – Executive Order No. 2012-3 found at www.michigan.gov/mde/0,4615,7-140-22709_57992---,00.html and Michigan Revised School Code 380.1249 and 380.1250)

GRPS is focused on an evaluation system that supports adult learning to inform the instructional core and student success. This learning is organized by the Performance System which has 3 components comprised of professional development, research and evaluation.

GRPS believes

- High quality professional development should meet the needs of teachers, be differentiated, anchored in classroom work, be implemented, and have follow-through. Goal setting is tied to professional development.
- Research is another angle of learning that informs our thinking from a theoretical level that helps the system ask questions about the instructional core.
- Evaluation is about learning. It is a process and tool that provides data and evidence that measures effectiveness of practice and strategies for quality student learning.
- Performance issues need to be addressed in a systematic and timely manner with opportunities for improvement with professional development and demonstrated application.

For 2012-13, GRPS is building the capacity of the system in the following ways.

- Engage educators (teachers, principals, paraprofessionals, coaches, central office, HR, etc.) in a process to inform the Evaluation Model
- Set goals tied to the Academic Plan including professional development with implementation
- Standardize classroom observations
- Self-reflection process

Implementation Plan for the Grand Rapids Evaluation Model

2011-12

- All tenured or eligible for tenure staff are evaluated annually
- Evaluations must be based on multiple observations
- Evaluation process is complete on-line using STAGES
- Probationary period for teachers who have not earned tenure in another district is increased to five years
- All probationary teachers and minimally and ineffective teachers must have an IDP (Individual Development Plan)
- State mandates ineffective, minimally effective, effective, and highly effective must be used as the performance rating categories.

What's New for 2012-13

- Student growth measures/data will focus on the school and district level and account for 15% of the overall rating of probationary staff, tenured staff, building administrators, central office administrators and staff with performance concerns
- Basis Research and the MDE will continue to study impact and reliability of student growth data attributed to individual teachers
- Cambridge Education will provide training for individuals conducting classroom observations
- Professional development is linked to IDP or goals
- Review of teacher's lesson plans will be part of classroom observations
- Use of pre and post observation forms to increase self-reflection
- The Tenured Evaluation Process includes teacher providing evidence of growth towards goals

Work to be done during 2012-13

- Ongoing development and design of the evaluation model that engages employee groups
- Develop performance rubrics for counselors, ancillary staff, school administrators, and central administrators, etc.
- Define the common measure/criteria for each evaluation group. For example: self-contained regular ed teachers, departmentalized teachers in core subjects, departmentalized teachers in non core subjects, center based teachers, school principals, central office administrators, etc.
- Determine performance metrics for each evaluation group and create criteria for each performance rating: ineffective, minimally effective, effective, highly effective.
- Develop student growth measures for teachers in non-tested subjects or grades, i.e., PE, music, art, etc.

2013-14

State required 25% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2014-15

State required 40% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

2015-16

State required 50% of evaluation rating must be based on student growth
Ongoing development and design of GRPS evaluation model

Probationary Evaluation Process

This process reflects the need to provide unique support for teachers new to teaching and or the district. This process reflects the need to provide more feedback throughout the year on probationary teachers performance in order to support and accelerate effectiveness.

STEP 1 Evaluation Orientation

Due 4th Friday in September

Evaluator meets with probationary staff as a group or individually

Explains evaluation process and steps

Evaluator shares goal setting template

Evaluator will share a IDP (Individualized Development Plan) goal setting template model that includes example goals connected to the Academic Plan

STEP 2 IDP Goal Setting Conference

Due 3rd Friday in October

Evaluator and individual employee meet to finalize IDP goals

Evaluator explains pre-observation form

Sets a date or window of time for first observation

STEP 3 Observation Cycle 1**Due End of November**

Prior to the window of an observation, evaluatee completes pre-observation form and provides observer with a copy of the lesson plan
Evaluator observes the evaluatee for 45 minutes or one class period
Evaluator completes Observation Summary Form based on Danielson Rubric and progress towards goals
Evaluatee completes post-observation Self-Reflection Form
Evaluatee and evaluator meet within 10 working days of the observation and discuss the results of the observation and progress toward IDP goals

STEP 4 Observation Cycle 2**Due End of 1st Semester**

Same protocol as Observation Cycle 1
A trained observer other than the evaluator may do this observation unscheduled

STEP 5 Mid-Year Progress Report**Due by End of 1st Semester**

Evaluator completes Mid-Year Progress Report
Evaluator and evaluatee discuss performance based on rubric
Evaluator and evaluatee discuss progress towards IDP Goals

STEP 4 Observation Cycle 3**Due First School Day in May**

Same protocol as Observation Cycle 1
A trained observer other than the evaluator may do this observation unscheduled

STEP 5 Final Evaluation Summary Conference**Due First School Day in May**

Observer completes end of year Summary Rating Form based on rubric
Observer gives an overall effectiveness rating
Evaluatee provides evidence of attaining IDP goals
Evaluatee receives and overall effectiveness rating
Evaluatee has 5 working days to add comments to evaluation

Tenured Evaluation Process

This process is designed to provide support for a tenured staff member to develop a personalized and reflective approach to professional growth. The process includes goal setting, two cycles of classroom observations, support and feedback. The desire is to have the evaluation process be a learning experience generating success. There may be times where performance issues are identified in which case an evaluator may initiate an Individual Development Plan at any time during the year as needed. The timelines listed below are guidelines.

STEP 1 Evaluation Orientation**Due 4th Friday in September**

Evaluator meets with tenured staff as a group or individually
Explains evaluation process and steps
Evaluator shares goal setting template
Evaluator will share a goal setting template model that includes example goals connected to the Academic Plan

STEP 2 Goal Setting Conference**Due 3rd Friday in October**

Evaluator and individual employee meet to finalize goals
Evaluator explains pre-observation form
Sets a date or window of time for first observation

STEP 3 Observation Cycle 1**Due End of November**

Prior to the window of an observation, evaluatee completes pre-observation form and provides observer with a copy of the lesson plan

Evaluator observes the evaluatee for 45 minutes or one class period

Evaluator completes Observation Summary Form based on Danielson Rubric and progress towards goals

Evaluatee completes post-observation Self-Reflection Form

Evaluatee and evaluator meet within 10 working days of the observation and discuss the results of the observation and progress towards goals

*Any teacher rated ineffective or minimally effective will move to Step 2 of the Tenured Assistance Evaluation Process "IDP Goal Setting Conference"

STEP 4 Mid-Year Self Evaluation Summary Due by End of 1st Semester

Employee completes Mid-Year Self Evaluation Form and submits it to the evaluator

STEP 5 Observation Cycle 2 Due 2nd Friday in May

Same protocol as Observation Cycle 1

A trained observer other than the evaluator, may do this observation unscheduled

STEP 5 Final Evaluation Summary Conference Due 3rd Friday in May

Evaluator completes summary evaluation form based on the Danielson rubric and evaluates progress toward goals

Evaluatee provides evidence of progress towards goals

Evaluatee receives an overall effectiveness rating

Evaluatee has 5 working days to add comments to the evaluation

Tenured Growth and Assistance Evaluation Process

This process reflects the need to provide additional support and feedback to tenured teachers whose previous year's final evaluation rating was ineffective or minimally effective.

STEP 1 Evaluation Orientation Due 4th Friday in September

Evaluator meets with employee individually face to face

Evaluator goes over evaluation process and steps

Evaluator shares Individual Development Plan(IDP) goal setting template

Evaluator identifies areas of concern that IDP goals must be written

Evaluator shares sample IDP Goals

STEP 2 IDP Goal Setting Conference Due 3rd Friday in October

Evaluator consults with evaluatee to finalize IDP goals

Date is set for first observation

Evaluator explains pre-observation form

STEP 3 Observation Cycle 1 Due End of November

Two days prior to observation, evaluatee completes Pre-Observation Form and provides observer with a copy the lesson plan

Evaluator observes the evaluatee for 45 minutes or one class period

Evaluator completes Observation Summary Form based on rubric and progress towards IDP Goals

Evaluatee completes Post-Observation Self-reflection Form

Evaluatee and evaluator meet within 10 working days of the observation and discuss observation and progress towards IDP Goals

STEP 4 Observation 2 Due End of 1st Semester

Same protocol as Observation 1

The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 5 Mid-Year Progress Report

Due End of 1st Semester

Evaluator completes Mid-Year Progress Report
Evaluator and evaluatee discuss performance based on rubric
Evaluator and evaluatee discuss progress towards IDP Goals

STEP 6 Observation 3

Due 3rd Friday in February

Same protocol as Observation 1
The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 7 Observation 4

Due 3rd Friday in March

Same protocol as Observation 1
The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 8 Observation 5

Due 3rd Friday in April

Same protocol as Observation 1
The observer may be a trained observer other than the evaluator, and may drop in unscheduled to do the observation

STEP 9 Final Evaluation Summary Conference**Due First Work Day in May**

Evaluator completes Summary Evaluation Form based on rubric and evaluates progress towards IDP goals
Evaluatee provides evidence of progress towards IDP goals
Evaluatee receives an overall effectiveness rating
Evaluatee has 5 working days to add comments to evaluation

*If a timeline is missed because the employee is out on leave, the timeline and due dates will change to the In Year Tenured Growth and Assistance Evaluation Process and Timeline

In Year Tenured Growth and Assistance Evaluation Process

This process reflects the need to provide additional support and feedback to tenured teachers whose:

1. Evaluator may initiate an Individual Development Plan based on a performance concern at any time during the year as needed.
2. Evaluatee who receives an ineffective or minimally effective on his/her first observation will be placed on this checklist

STEP 1 Evaluation Notification of IDP

Evaluatee receives written notification with reason for IDP
Evaluator meets with employee in person
Evaluator goes over evaluation process and steps
Evaluator shares Individual Development Plan(IDP) and goal setting template and sample
Evaluator identifies areas of concern that IDP goals must address

STEP 2 IDP Goal Setting Conference

No later than 10 Working Days from Step 1

Evaluator consults with evaluatee to finalize IDP goals
Date is set for first observation
Evaluator explains pre-observation form

STEP 3 Observation Cycle 1

No later than 10 Work Days from Step 2

Prior to the window of an observation, evaluatee completes pre-observation form and provides observer with a copy the lesson plan

Evaluator observes the evaluatee for 45 minutes or one class period

Evaluator completes Observation Summary Form based on Danielson Rubric and progress towards IDP Goals

Evaluatee completes post-observation Self-Reflection Form

Evaluatee and evaluator meet within 10 working days of the observation and discuss observation and progress towards IDP Goals

STEP 4 Observation 2

No later than 20 Work Days from Step 3

Same protocol as Observation 1

A trained observer other than the evaluator may do this observation unscheduled

STEP 5 Progress Report

No later than 10 Work Days from Step 4

Evaluator completes Progress Report

Evaluator and evaluatee discuss performance based on Danielson rubric

Evaluator and evaluatee discuss progress towards IDP Goals

If the evaluation process is not completed by the end of the current school year, the effectiveness rating is based from the Progress Report

STEP 6 Observation 3

No later than 20 Work Days from Step 5

Same protocol as Observation 1

A trained observer other than the evaluator may do this observation unscheduled

STEP 7 Observation 4

No Later than 20 Work Days from Step 6

Same protocol as Observation 1

A trained observer other than the evaluator may do this observation unscheduled

STEP 8 Observation 5

No later than 20 Work Days from Step 7

Same protocol as Observation 1

A trained observer other than the evaluator, may do this observation unscheduled

STEP 9 Final Evaluation Summary Conference

No later than 20 Work Days from Step 8

Evaluator completes Summary Evaluation Form based on Danielson rubric and evaluates progress towards IDP goals

Evaluatee provides evidence of progress towards IDP goals

Evaluatee receives an overall effectiveness rating

Evaluatee has 5 working days to add comments to evaluation

This process can span two school years depending on the time of an IDP initiation.

PILOT SCHOOL-LEVEL STUDENT GROWTH METRICS CONTRIBUTING TO 15% OF GRPS TEACHER EVALUATION RATING IN 2012-13

	Assessment	Grades	Content Area	Growth Interval(s)	Metric(s)
Elementary	MEAP	3-5	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	1-5	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	DIBELS	K-2	All Portions, including sub-tests but excluding retell	Fall 2012 to Spring 2013;	TBD (measure based on change in no. words per minute from fall benchmark to spring benchmark)
Middle	MEAP	6-8	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	6-8	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
High School	ACT (Explore, Plan, ACT)	9-11	English, math, science and reading	Fall 2012 to Spring 2013	Pre/post gains in mean ACT score; Change in percentage of students meeting ACT college readiness benchmarks
	MAP	9-11	Math, Reading	Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	Graduation Rate	12	All subjects	Fall 2012 to Spring 2013;	TBD

Work groups of GRPS educators will meet in early October to provide feedback and information regarding the metrics.

Exempt Performance Evaluation Process and Timeline

	Initial Set Initial Goals	Interim Review Evaluation Rating Status determined	Achievement Data Review & Goal Review Student achievement data and progress toward goals is discussed	Final Evaluation Conference Performance Evaluation Document is completed Final Evaluation Rating is determined
Elementary, Middle, and K-8	November 9, 2012	January 25, 2013	March 8, 2013	June 7, 2013
Secondary	November 9, 2012	January 25, 2013	April 18, 2013	June 7, 2013
Non-Building	November 9, 2012	January 25, 2013	April 18, 2013	June 7, 2013
Date Meeting Held				

If the employee is deemed to be "Minimally Effective or "Ineffective", at any point in the evaluation process, the supervisor must implement an Individual Development Plan and Plan of Assistance follow the timelines established for that process.

Building Exempt Individual Development Plan Evaluation Process and Timeline

	Initial Set Initial Goals	Plan of Assistance Plan of assistance and support provided	Interim Review Evaluation Rating Status determined	Achievement Data Review & Goal Review Student achievement data and progress toward goals is discussed	Achievement Data Review & Goal Review Student achievement data and progress toward goals is discussed	Final Evaluation Conference Performance Evaluation Document is completed Final Evaluation Rating is determined
	October 31, 2012	November 30, 2012	January 25, 2013	February 28, 2013	March 28, 2013	April 26, 2013
Date Meeting Held						

Non-Building Exempt Individual Development Plan Performance Evaluation Process and Timeline

	Initial Set Initial Goals	Plan of Assistance Plan of assistance and support provided	Interim Review Evaluation Rating Status determined	Goal Review Progress toward goals is discussed	Goal Review Progress toward goals is discussed	Final Evaluation Conference Performance Evaluation Document is completed Final Evaluation Rating is determined
	October 31, 2012	November 30, 2012	January 25, 2013	February 28, 2013	March 28, 2013	April 26, 2013
Date Meeting Held						

District Mission Statement: Our Mission is to ensure that all students are educated, self-directed and productive members of society!

Section A – Goals

Goals for this rating period. No more than three goals should be written. These goals are to be agreed upon, in a collaborative manner, by the employee and the supervisor. Goals are to be finalized no later than November 9, 2012 for employees on the regular evaluation timeline. Goals are to be finalized no later than October 31, 2012 for employees on the Individual Development Plan evaluation timeline. Goals must be established based on District goals and objectives. See Appendix A

Evaluation Rubric

Highly Effective – The employee's work in the area is with excellence and is considered distinguished. **Effective** – The employee's work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee's work performance is not acceptable in this area, improvement must occur.

1.

2.

3

Section B-Job Functions - Expectations and Evaluation Results

Evaluation Rubric

Highly Effective – The employee's work in the area is with excellence and is considered distinguished. **Effective** – The employee's work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee's work performance is not acceptable in this area, improvement must occur.

EXPECTATIONS

EVALUATION

<p>1. Problem Solving: Anticipates problems. Gathers and analyzes information. Makes correct inferences. Draws accurate conclusions. Makes data-driven decisions. Applies innovative solutions to problems. Informs supervisor of problems as soon as they are identified. Identifies issues and alternative solutions. Identifies and attempts to appropriately resolve issues that might stop or delay job/project completion. Foresees the impact and implications of decisions.</p> <p>Additional Problem Solving Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>2. Teamwork: Maintains positive working relationships. Takes responsibility for own work. Demonstrates willingness to help others. Works cooperatively with others to achieve shared goals. Fosters team participation and demonstrates openness to others' views and ideas. Encourages, supports, and facilitates cooperation, pride, trust, and group identity.</p> <p>Additional Teamwork Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>3. Customer Focus: Responds promptly, courteously, and respectfully to all District customers. Demonstrates commitment to continuously improving service to internal and external customers. Displays a pleasant manner and positive outlook. Effectively manages difficult situations. Works proactively to meet customer needs/requirements. Sees self as the face of the School District.</p> <p>Additional Customer Focus Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>4. Work Quality/Quantity: Completes tasks/projects in a timely manner without prompting. Work is thorough, lacking in errors, and does not have to be redone. Continuously reviews own work to ensure quality and achievement of expectations. Completes work according to rules, laws, procedures, standards, etc. applicable to the job.</p> <p>Additional Work Quality/Quantity Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>

5. Work Methods: Recognizes the need for and appropriately involves others in the completion of work assignments. Demonstrates attention to detail. Organizes work for greatest efficiency and effectiveness. Suggests improvements in work processes. Communicates effectively to foster and promote achievement of organizational goals. Consistently complies with and ensures that those under his/her supervision comply with District policies and procedures.

Additional Work Methods Expectations:

Highly Effective **Effective** **Minimally Effective**
 Ineffective

Evaluation Rating Supported by the Following Results:

6. Technical Knowledge and Skill: Demonstrates technical knowledge and skills necessary to perform job responsibilities capably. Learns and masters new skills and competencies as required by changing organizational and position demands. Pursues development opportunities relating to job responsibilities.

Additional Technical Knowledge and Skill Expectations:

Highly Effective **Effective** **Minimally Effective**
 Ineffective

Evaluation Rating Supported by the Following Results:

Section C- Leadership Expectations and Results

Evaluation Rubric

Highly Effective – The employee’s work in the area is with excellence and is considered distinguished. **Effective** – The employee’s work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee’s work performance is not acceptable in this area, improvement must occur.

EXPECTATIONS

EVALUATION

1. Collaborative Leadership: Provides appropriate and effective direction/guidance to staff. Motivates staff/others to accomplish goals. Builds teamwork. Exhibits effective training skills. Promotes employee/self-development and career growth. Shows fairness and impartiality in interactions with staff/others. Resolves conflicts and disputes among employees/others. Encourages innovation. Provides timely performance feedback both formally and informally. Prepares and conducts meaningful and objective performance evaluations on each employee supervised at least once annually. Handles corrective discipline and employee grievances consistent with District policy. Administers applicable rules, contracts, policies, and procedures effectively. Actively participates and engages in building and District PLC’s and/or professional development.

Highly Effective
 Effective
 Minimally Effective
 Ineffective

Evaluation Rating Supported by the Following Results:

Additional Collaborative Leadership Expectations:

2. Support for Organization: Supports mission and goals of the building, or department and the District. Seeks best use of resources

Highly Effective
 Effective
 Minimally Effective
 Ineffective

<p>to maximize efficiency and effectiveness. Effectively communicates with colleagues, other departments and District officials. Is knowledgeable about and ensures compliance with the District's operating requirements, including budget and accounting, human resources, and evaluation process and timelines.</p> <p>Additional Support for Organization Expectations:</p>	<p>Evaluation Rating Supported by the Following Results:</p>
<p>3. Long-Range Thinking: Takes a long-term view and initiates positive change for the future. Builds the vision with others. Identifies opportunities to move the District forward.</p> <p>Additional Long-Range Thinking Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>4. Results Orientation: Determines objectives and strategies. Coordinates with other colleagues in the District to accomplish goals. Monitors and evaluates the progress and outcomes of operational plans, and/or building School Improvement Goals, and/or the Academic Plan. Uses student/building/district data to drive instruction and/or decision making. Anticipates potential threats and opportunities.</p> <p>Additional Results Orientation Expectations:</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>
<p>5. Professional Development: Designs, supports and delivers high quality professional development. Ensures implementation of professional development to support the Academic Plan and/or the building School/District Improvement Plan.</p>	<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective</p> <p>Evaluation Rating Supported by the Following Results:</p>



Section D – Self Directed Professional Development

Self-directed professional development is highly valued and impacts the goals of the District. To that end, the evaluation system for Professional & Administrative staff includes a self-directed professional development component. Professional development must be earned between July 1 and May 31st of the specified school year.

Self-directed professional development is defined as any conference or training in which an administrator participated that is related to the District's goals and objectives. The employee must report all self-directed professional development in which they have participated from July 1 through May 31 including classes the employee has completed with a "C" or above grade. Job related professional certification, presentations and representation of the District on state and national groups is also highly valued.

List Professional Development Attended or College Class Taken practice?

Reason Attending

How did you implement into your building and/or

Section E – Student Academic Growth

Educators have an impact on student achievement. To that end, the evaluation system for Professional & Administrative staff includes a student academic growth component.

Building level administrators student growth metric will be based on an aggregate score for the school or schools assigned.

District level non-academic administrators student growth metric will be based on an aggregate score for all schools in the district.

Rubric for Student Growth

PILOT SCHOOL-LEVEL STUDENT GROWTH METRICS CONTRIBUTING TO EVALUATION RATING IN 2012-13

	Assessment	Grades	Content Area	Growth Interval(s)	Metric(s)
Elementary	*MEAP	3-5	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	1-5	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	DIBELS	K-2	All Portions, including sub-tests but excluding retell	Fall 2012 to Spring 2013;	TBD (measure based on change in no. words per minute from fall benchmark to spring benchmark)
Middle	*MEAP	6-8	Math, Reading	Fall 2012 to Fall 2013	MEAP Performance Level Change Index (assume "effective" rating until data available)
	MAP	6-8	Math, Reading	Fall 2012 to Spring 2013; Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
High School	ACT (Explore, Plan, ACT)	9-11	English, math, science and reading	Fall 2012 to Spring 2013	Pre/post gains in mean ACT score; Change in percentage of students meeting ACT college readiness benchmarks
	MAP	9-11	Math, Reading	Spring 2012 to Spring 2013	Pct. meeting typical growth Pct. college ready
	Graduation Rate	12	All subjects	Fall 2012 to Spring 2013;	TBD

For schools with students who participate in the MI-Access and/or MEAP Access, these data will be included

Evaluation Development Plan

Supervisor's Comments:	Employee's Comments:
Achievements and Strengths:	My noteworthy achievements and professional growth:
Development needed in the following areas (attach development plan):	Support I need from my Department to enhance my job performance:
Additional comments:	Additional comments:

Evaluation Rubric

Highly Effective – The employee's work in the area is with excellence and is considered distinguished. **Effective** – The employee's work in this area is at a basic level for the job assignment. **Minimally Effective** – The employee is not unsatisfactory but additional work is needed to move to a basic level of performance. **Ineffective** - The employee's work performance is not acceptable in this area, improvement must occur.

Overall Rating: **Highly Effective** **Effective** **Minimally Effective**
 Ineffective

I have received a copy of this performance evaluation and it has been discussed with me. I understand that my signature does not necessarily indicate agreement with the evaluation.

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

This form must be turned into Human Resources along with all supporting documentation, no later than April 26, 2013 for a Individual Development Plan Evaluation. This form must be turned into Human Resources along with all supporting documentation, no later than June 7, 2013 for all other evaluations.

Appendix A
GRAND RAPIDS PUBLIC SCHOOLS
ADMINISTRATOR INDIVIDUAL GOAL SETTING TEMPLATE

This template is a tool to use to begin developing your individual goal(s).

Individual Development Plan Goals due no later than October 31, 2012

All other goals due November 9, 2012

No more than 3 goals

Identify your individual goal(s) for the school year. The goal should be SMART: Specific, Measurable, Attainable, Results Based, and Time-bound.

Provide evidence from your student/building/district data; and/or Tripod Survey teacher and student results; and/or Danielson rubric evaluation data; to show this goal addresses an area of your practice to improve.

Explain how your individual goal connects to the district's Academic Plan, and/or your building goals and/or your division goals, and/or your department's goal.

Identify and describe the professional development you will need during the school year to support your individual goal.

Describe the strategies you will be implementing in your practice in order to achieve your individual goal. Provide evidence and/or research that support the strategies you selected.

Identify the measurable indicator(s) that will be used to show that your individual goal was achieved.

Administrator Signature _____ Date _____

Evaluator Signature _____ Date _____

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Administrator Signature _____

Date _____

Evaluator Signature _____

Date _____

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Administrator Signature _____

Date _____

Evaluator Signature _____

Date _____