

SCHOOL INFORMATION

District: Battle Creek Public Schools
 School Name: Battle Creek Central High School
 Address: 100 West Van Buren Street, Battle Creek, MI 49017
 School Code: 0223

REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

- Transformation** – The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.
- Turnaround** - 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.
- Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.
- Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

FIRST TIME SUBMISSIONS: If you are submitting a reform/redesign plan for the **first time** please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	Your plan will start on page 4
Turnaround Model:	Your plan will start on page 6
Restart Model:	Your plan will start on page 8
Closure Model:	Your plan will start on page 11

REVISIONS ONLY: If you are submitting revisions, please place an X indicating whether it is the first or second revision:

REVISION: 1 2

All revisions must be submitted in a different, **BOLD** font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Battle Creek Public Schools School Name: Battle Creek Central High School Address: 100 West Van Buren Street, Battle Creek, MI 49017 School Code: 0223	Name: Coby Fletcher Position and Office: Principal, BCCHS Telephone: 269-213-3554 Fax: 269-660-5864 Email: cfletcher@battle-creek.k12.mi.us
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Linda Hicks Signature: X _____ Date: 11/21/2011	Telephone: 269-965-9465 Fax: 269-965-9474 Email: lhicks@battle-creek.k12.mi.us
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Coby Fletcher Signature: X _____ Date: 11/21/2011	Telephone: 269-213-3554 Fax: 269-660-5864 Email: cfletcher@battle-creek.k12.mi.us
LEA SCHOOL BOARD PRESIDENT Signature: X _____ Date: 11/21/2011	
LOCAL TEACHER BARGAINING UNIT Signature: X _____ Date: 11/21/2011	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	

-TABLE OF CONTENTS-

A. TRANSFORMATION MODEL COMPONENTS

- DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 04
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- INCREASED LEARNING TIME AND COMMUNITY ORIENTED SCHOOLS Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

B. TURNAROUND MODEL COMPONENTS

- DEVELOP INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 06
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

C. RESTART MODEL COMPONENTS

- DISTRICT LEVEL PRE WORK NARRATIVE Page 08
- COMMUNITY ASSESSMENT Page
- STUDENT POPULATION Page
- EDUCATIONAL PROGRAM Page
- STUDENT RECRUITMENT AND COMMUNITY INVOLVEMENT Page

D. SCHOOL CLOSURE

- ESTABLISH POLICY Page 11
- PROCEDURES AND DECISION CRITERIA Page
- OPERATE TRANSPARENTLY Page
- ORDERLY TRANSITION OF STUDENTS AND STAFF Page

E. APPENDIX

- Appendix A: LEADER AND TEACHER EVALUATION Page
- Appendix B: PROFESSIONAL DEVELOPMENT CALENDAR Page
- Appendix C: EXECUTED ADDENDUM THAT SUPPORTS IMPLEMENTATION OF THE SCHOOL REFORM MODEL Page

THE TRANSFORMATION MODEL STARTS HERE:

Descriptor: The **Transformation Model** addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

Directions: The following items are required elements of the **Transformation Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

Mr. Coby Fletcher was named principal of Battle Creek Central High School in July of 2011 and replaces a succession of interim principals at BCCHS. BCPS treated the search for a turnaround principal with utmost gravity. A nationwide search was conducted with the assistance of a school executive search firm, and potential candidates were screened through multiple committees with the specific goal of identifying a viable candidate with experience in, and knowledge of, school improvement. Specifically, the committees consisted of an initial interview committee, and administrative committee, a faculty committee, a community-based committee, and a student committee.

Mr. Fletcher brings with him an impressive track record of evaluating, creating, and improving systems designed to raise student achievement for all students, particularly among those in high-risk situations. For example, Mr. Fletcher was responsible for designing the dropout prevention and recovery systems that raised one large suburban high school’s graduation rate among Economically Disadvantaged students from 73.5% in 2008 to over 88% in 2011. Mr. Fletcher has presented on his work at both the regional and state levels and published the article “Creating Comprehensive Services That Positively Impact the Graduation Rates of Potential Dropouts” in the Fall 2010 Texas Study of Secondary Education. Mr. Fletcher’s knowledge of school reform is extensive, and is coupled with broad experience with campus systems as varied as Advanced Academics, Compensatory Education and other Federal Programs. It is anticipated that Mr. Fletcher’s experience will enable him to work with students, staff and the community to redesign Battle Creek Central High School in such a way that it will emerge from restructuring as a student-centered organization that effectively meets the needs of a varied clientele. Moreover, Mr. Fletcher will be able to implement an instructional system with

associated job-embedded professional development that will better enable teachers, counselors, administration and auxiliary staff to address the needs of students at BCCHS. It is through this process of training and implementation that new leaders with the experience and knowledge to lead in a turnaround school will be identified and nurtured.

2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

The teacher evaluation plan was adopted by a district-level committee after an investigation and review process that included research into various methodologies and examination of exemplary evaluation tools created by other districts. The district tool was adjusted in turn by a BCCHS site committee consisting of the High School Principal, School Improvement Team chair, North Central Association accreditation coordinator, a Battle Creek Education Association site representative, the Math and English Department Chairs, and a counselor. The site committee saw a need to add anecdotal student survey data to the evaluation plan to assess customer service, and also recommended that student achievement data comprise 50% of the overall evaluation, making student achievement data the single most important factor on the evaluation. The evaluation addresses the following domains:

- Student Achievement – 50% and 5 out of 10 points
- Planning and Preparation – 5%, or .5 out of 10 total points
- Classroom Environment – 10% or 1 out of 10 total points
- Instruction – 25% or 2.5 out of 10 total points
- Professional Responsibilities – 5% or .5 out of 10 total points
- Student Satisfaction Survey Data – 5% or .5 out of 10 total points

Please attach a copy of the Evaluation Tool in Appendix A of this template.

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

High quality candidates will respond to BCCHS's clearly articulated challenge coupled with well-defined, high expectations. A professional profile and concise set of interview questions was developed to guide in the initial staff selection and hiring process. BCCHS will use a mentoring process for new staff, introducing them to curriculum maps, a complete, three-tiered intervention system, and the implementation of effective PLCs.

The school will reward leaders, teachers and staff members who have increased student achievement with incentives and recognition for meeting goals and objectives.

- Teachers will create a professional growth plan with data-driven SMART goals. Teachers who reach their goals by May of each school year will receive a stipend of \$500.00.
- All core area teachers whose students average a minimum of one year's growth will receive a stipend of \$1000.00, prorated based on number of core courses taught.

- BCCHS will set campus goals based on MME results. For each year goals are met, staff will receive a stipend of \$1,000.00, prorated based on time spent on campus.

Teachers who consistently meet evaluative goals on observations and walkthroughs will receive rewards of spirit gear, books on professional practice, and classroom supplies. Recognition will be provided at faculty meetings, through a "Teacher of the Month" process, and board recognition. BCCHS will provide leadership opportunities to individuals who show the highest levels of effectiveness, giving them the chance to lead book studies, PLCs or teacher teams, and departments. (All current department chairs will be released effective the end of the 2010-2011 with new interviews conducted for those positions.) In addition, BCCHS will provide opportunities for teachers to share their skills with other staff through building professional development in areas where they demonstrate substantial ability. Removal of ineffective leaders and staff members will occur after a minimum of three formative observations, five walkthroughs, and one summative evaluation. Student growth data will be collected during the school year and a student survey will be administered, with results from both of these sources figuring into the summative evaluation.

- A teacher whose performance on any domain of a formative observation is sub-standard as determined by domain specific cut scores will be designated a "Teacher in Need of Assistance" and will develop an improvement plan to designate steps required to address these deficiencies. Follow-up will be conducted by the administrator and instructional coach. A teacher disagreeing with the results of a formative observation may request another formative observation by another administrator.
- Subsequent observations will be conducted and teachers who fail to complete the growth plan or who perform at a sub-standard level in one or more areas of the formative observation or summative evaluation instrument will be removed effective the end of the current contract year.
- A teacher whose summative evaluation point total is less than 7 will be subject to dismissal at the end of the current school year.
- In the case of a reduction in force, the first factor considered in determining which staff remain and which staff are released will be summative evaluation scores. Administrative staff will be evaluated in accordance with the adopted district instrument, with 50% of the evaluation based on an average of the campus-wide student achievement scores obtained by core area teachers. Administrative staff will be retained or removed at the discretion of the superintendent.

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development 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. (Maximum 6250 characters)

Staff have identified professional development needs in the following areas:

- For all staff:
 - o Effective block teaching

- Timeline: Summer of 2012
 - o Aligning curriculum maps to the scope and sequence of assessment instruments.
 - Timeline: ongoing, job embedded, starting in January 2012, with major training taking place in summer of 2012
 - o Disaggregation of assessment results
 - Timeline: Summer of 2012
 - o Effective implementation of Co-Teaching and Sheltered Instruction models
 - Timeline: Spring of 2011, to continue through 2012-2013 school year
 - o Formative assessment practices
 - Timeline: ongoing; a formative assessment training team is currently receiving training that will be provided to staff in both formal and job embedded settings beginning in Fall 2012
 - o Improving Professional Learning Communities
 - Timeline: administrators received initial training in Summer of 2011; staff training will continue in both formal and job embedded formats through 2012-2013
 - o Authentic Literacy across the curriculum
 - Timeline – formal and job embedded training is ongoing through 2011-2012 and will continue through 2012-2013
 - o Any PD whose need becomes evident in the process of implementing the redesign plan
 - For specific departments:
 - o Effective bell to bell math instruction
 - Timeline – to begin in Fall 2012
 - o Inquiry-based science instruction
 - Timeline – to begin in Fall 2012
 - o Intentional reading instruction
 - Timeline – to begin in Fall 2012
 - For new staff:
 - o Tiers of Intervention and Effective Classroom Management: during new teacher induction and ongoing, job embedded throughout the year
 - o Common Curriculum and Assessments: during new teacher induction and ongoing, job embedded throughout the year
 - o Understanding the Needs of Diverse Populations: during new teacher induction and ongoing, job embedded throughout the year
- Most professional development can be provided through the district ISD and campus staff who have already received training or are in process of training, but when this is not the case, the school will send a small number of teachers to receive training and bring it back to the school for site-based PD and coaching. BCPS currently requires 36.25 hours off formal PD, divided equally between district and building PD. In 2012-2013, BCCHS will use all 36.25 hours of PD to address the building needs described above. The campus will also integrate job embedded PD through PLCs and departments. New staff will receive training through induction and mentoring, but will also receive intensive support through the PLC process. The combination of building level and job embedded training should provide adequate time and appropriate settings for both collaboration and active learning.

The PD outlined aligns to needs created as part of the restructuring plan and is the result of collaboration among staff and the representative site committee responsible for the development of this plan, which is in turn based on staff needs and student performance trends. BCCHS currently uses a traditional schedule, so the transition to 105 minute blocks will require training and planning in how to make effective use of this time. Training in the Stanford Achievement tests is necessary for its use as a key source of data for providing a consistent, vertical measure determining whether or student growth has occurred. Co-teaching and sheltered instruction training will help staff improve the achievement of Special Education and ESL/Bilingual populations. Professional development in formative and interim assessment will allow teachers to begin addressing student needs during the actual instructional process rather than after testing has been done and opportunities for mastery are lost. This year, PLC teams have been implemented at BCCHS with the primary goal of mapping an effective curriculum and developing and evaluating student performance on common assessments. Continued PLC training will allow PLCs to extend further into the areas of formative assessment, instructional planning, and improving student achievement. Authentic literacy training will enable teachers across the curriculum to participate in significantly important area of school improvement, as literacy and the ability to acquire and think about content at higher levels is a global skill that will benefit students not only during their time in public schools, but also in post-secondary studies and careers. Content area PD focuses on needs identified by departments that address needs that teachers feel will have a substantial impact on their ability to carry out the restructuring plan. For example, math teachers see a need to provide effective bell to bell instruction within a 105 minute block, but a specific process for integrating key components of the lesson cycle would be helpful. Our science department understands the importance of inquiry-based learning in providing a realistic context for science instruction. Many English teachers expressed the concern that while they are comfortable teaching literature and formal processes of writing, they have little training in actual reading instruction. While all staff is, over the course of the 2011-2013 school years, expected to train in each of the areas mentioned above, these multiple training opportunities should provide staff with a rich schedule of training options that includes both general and content specific opportunities.

BCCHS will use administrators, instructional coaches, and trained staff experts to provide support to teachers. Evidence of implementation will be obtained anecdotally through instructional coach presence in PLC groups, and this feedback will in turn be reported back to the building principal during the weekly instructional coach PLC. Classroom evidence of PD implementation will be gathered through specially designed walkthrough sheets. Instructional coaches and administrators will provide face to face follow up with staff, along with goal setting, to ensure continuous implementation. This system of training, implementation and follow-up will strengthen a campus culture that places a premium on continuous learning and professional development.

Please attach a copy of the Professional Development calendar into Appendix B

5. 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.
 (Maximum 3750 characters)

Increased staff opportunities for promotion and career growth and flexible working conditions are aligned directly with item A.3. The committee believes that campus leadership opportunities can be created and allocated based on teacher performance and student achievement data, with small financial incentives attached to provide excellent teachers a chance to lead PD, PLCs and teams of teachers, as well as entire departments. This system serves multiple purposes: it provides for the development and rewarding of campus teacher leaders, and serves as a campus system leading to the acquisition of the knowledge and leadership skills necessary to function effectively in a turnaround school. In addition, the committee sees the importance of providing multiple instructional leadership opportunities to teachers. For example, teachers who are consistently highly effective in a particular area will be given the opportunity to provide site- or PLC-based professional development to other staff. In addition, highly motivated teachers will be extended the chance to obtain training in key PD initiatives mentioned above with the responsibility of returning to campus to act as trainers. In this way, staff have the chance, based upon demonstrated ability, to assume leadership opportunities with associated financial incentives and/or become instructional leaders with a chance to contribute to the growth and development of other staff on campus. This system of leadership based on demonstrated practice or achievement will also support the recruitment and retention of staff who are excited to develop the skills and knowledge-base required to meet the needs of students on a turnaround campus. Moreover, hard recruitment opportunities will be expanded at BCCHS, to include a regular spring on-campus job fair, as well as administrative visits to local university job fairs. Soft recruitment efforts will include increased cooperation with Departments of Education at local universities that will lead to greater participation in providing intern and student teaching opportunities.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

The committee recognizes that multiple assessment instruments are currently in use in the school, including MME exams, a 9th grade MEAP test, the ACT and other associated tests. While the committee understands the importance and utility of data obtained from this testing, the members also recognize the importance of aligning a well planned vertical curriculum to a common measurement instrument that provides consistent vertical data in a common measure and language. Moreover, the committee views the timeliness of data disaggregation and delivery to be exceptionally important. For this reason, we view two sources of data to be of primary significance in the identification and implementation of a solid, research based instructional program: grade-level growth measures obtained from the Stanford Achievement Test in connection with results from common formative assessments.

Common formative assessments are the outgrowth of PLCs at BCCHS, and provide immediate feedback on student performance that can be used to make short-term instructional adjustments leading to continuous student improvement over the course of the year. Growth measures obtained from a common summative test provide an accurate measure of student achievement over the course of a year as well, but also provide reliable data with easily comprehensible reports that inform teacher effectiveness in the classroom and are the basis of the student achievement piece of BCCHS' teacher evaluation program. This does not mean that MME and ACT data will be ignored. Instead, this lagging data has been and will continue to be conveyed to faculty and used to identify general trends in college readiness and areas for subsequent remediation; in addition, the Explore and Plan tests will continue to be implemented in the 9th and 10th grades respectively as predictors of college readiness, with the Compass test administered to all seniors. The implementation of common formative assessments and a consistent 9-12 grade assessment that is vertically aligned and provides a common, easy to interpret growth measure should ensure that ACT/MME testing is simply the capstone of student assessment, not the starting point, while the Explore-Plan-ACT-Compass testing strand should provide data adequate to inform and improve college readiness.

This year, BCCHS began campus wide implementation of two key instructional programs: Professional Learning Communities and an instructional program based on Mike Schmoker's work. PLCs are arranged by subject and grade level, i.e., English I PLC, English 2 PLC, Physical Science PLC, Biology PLC, etc, while Mike Schmoker's work draws on three key focus areas:

- authentic read, written and spoken literacy
- Madeleine Hunter's ITIP model for lesson planning and instructional delivery
- David Conley's work on higher order thinking skills and college success

Each of these initiatives is well-researched and their effectiveness has been clearly documented. Currently, PLCs at BCCHS are mapping horizontally aligned curricula based around power standards derived from state and common core documents, with a series of common assessments aligned to each power standard. As each common assessment is developed and given, the results are placed in ISD Data Director for easy disaggregation and reporting back to teachers. Through the course of restructuring in 2012-2013, common formative assessments and student growth measures will provide timely data to be used in PLCs to continue to map and refine curricula that will then be aligned to other courses in a vertical sequence. The 2012-2013 mapping will also include specific plans to implement the aforementioned focus on authentic read, spoken and written literacy, as well as the development of specific higher order thinking skills identified through David Conley's work that will enable students to function effectively in post-secondary college or career training. The data obtained from the assessments mentioned here will be used on a consistent basis to inform instructional decisions and improve student achievement.

One additional source of data used to strengthen instruction will come from a walkthrough form specially designed to measure the implementation of BCCHS' instructional focus. BCCHS uses an instructional coaching model that places an instructional coach in each of the four core areas. Instructional coaches began the

summer of 2011 involved in a study of Mike Schmoker's book Focus. Based on this study, an instructional program was planned, with an aligned walkthrough instrument and ongoing PD. This walkthrough instrument was tested out on instructional coaches in their classrooms, which also provided an opportunity for instructional coaches to calibrate. Coaches visit classrooms to evaluate instructional effectiveness using the walkthrough instrument and provide direct feedback to teachers afterwards. To reinforce this, the coaching model was changed this year from a cognitive coaching to a continuous improvement model. After providing feedback, coaches and teachers meet together to set goals for improvement and determine a specific date within the next week for the instructional coach to return to the classroom and observe once more. Cumulative data from these walkthroughs disaggregated by teacher, PLC, department and campus will be provided back to these respective groups so that plans for continuous improvement can be implemented.

7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

The primary vehicle for promoting the continuous use of student data to inform and differentiate instruction is the PLC. However, the committee recognizes the need to identify, disaggregate and deliver meaningful data to PLCs for their regular use. Formative and summative data sources have already been discussed. For example, objective-based common formative assessments developed by PLCs will be input into Data Director, the Calhoun County ISD's current data disaggregation software, in order to make the results of CFAs immediately accessible to PLCs for discussion and action. PLCs are expected to use this data to determine what instructional decisions need to be made in order to accommodate the needs of students who are progressing as expected, as well as students who are experiencing delayed or accelerated progress. PLCs and departments are also expected to use results from the prior year's MME testing and current Stanford Achievement Test pre-test data sheets to plan for the needs of students who fall into the same categories, in order to ensure a minimum of one year's worth of achievement for each student.

Administration will ensure that these data are provided in a timely manner to teachers in a useable format that will allow them to plan effectively for the varied needs of students in their classes. In conjunction with the instructional PD mentioned in 1.A.4, the data provided through these aligned, standards-based assessments will enable PLCs, departments and individual teachers to plan an appropriate variety of instructional activities for the students in their classes. At the same time, the committee also recognizes that other sources of data should inform classroom practice as well. For example, high school advancement is credit-based, so it is of paramount importance that students pass their classes in order to receive credits required for graduation. As a result, teachers should be aware at all times of the failure rates in their classes, as these also provide a reliable indication of student mastery of key instructional concepts. Large failure rates across a PLC group will be addressed by an administrator with the group, while individual failure rate issues will be addressed on a case by case basis between the teacher and an administrator. Homework and parent communication will receive particular attention, as the training

and data teachers receive must translate into classroom practices that maximize the amount of time teachers spend working with students for mastery. In other words, homework should be well thought out and provide an opportunity to practice skills mastered in class, with consistent communication with parents regarding student progress as per the BCCHS Tiered Intervention Document. Another key indicator of instructional effectiveness is discipline issued from the classroom, hence tracking discipline by teacher and providing this data back to teachers on both a campus-wide and individual teacher level can help identify strengths and weaknesses in campus policies and group or individual classroom management. These issues can then be addressed with the group or with individual teachers as appropriate, as orderly and appropriate management help set the foundation for strong instruction. Finally, these data will be provided back to teachers in dashboard format every six weeks. As the data discussed in these sections has been collected, it will be returned in a timely manner to the groups best suited to make and implement instructional decisions on the basis of the information provided.

Individual will use common formative assessments, Stanford Achievement Test Results, MME results, classroom student failure rate, classroom student discipline
 PLCs will use common formative assessments, Stanford Achievement Test Results, MME Results, PLC student failure rate, PLC student discipline
 Departments will use Stanford Achievement Test Results, MME Results, Department student failure rate, Department student discipline
 Campus will use Stanford Achievement Test Results, MME Results, Campus student failure rate, Campus student discipline

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

8. 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 (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers. (Maximum 3750 characters)

BCCHS currently uses a traditional seven period schedule with students attending school from 7:45 am to 2:45 pm, resulting in a seven hour day. With passing periods and lunches, however, students receive only an average 5 hours and 50 minutes of instruction per day. The committee’s first recommendation is that BCCHS change from a traditional seven period day to an eight credit A/B block schedule, with each block meeting for 105 minutes. The student school day will begin at 8:00 am and end at 3:50 pm, resulting in a 7 hour and 50 minute day. An average class day, calculating for passing periods and lunches, will extend to 6 hours and 55 minutes in length, for a total increase in learning time of 1 hour and 5 minutes per day, or 195 hours over the course of the school year. To provide flexibility, each block will be further divided into 50 minute half-blocks, providing for select classes to meet every other day during the block or every day for 50 minutes during half-blocks. In addition, BCCHS will hold all core classes during the equivalent of a block, while also requiring 50 minute half blocks in English and Math for students who are retaking a course failed during the prior year, who opt in, or whose prior year testing

or performance indicates that they are in danger of failing the course. In this way, not only do all subject areas, enrichment programs, and students benefit from increased time due to a longer school day, but all students have an opportunity to receive substantially more instruction and enrichment in core area subjects, as well. As specified in A.4, teachers will also receive targeted professional development in areas key to the successful implementation of this schedule such as reading instruction, bell to bell math instruction, the ITIP model, and effective teaching within the block schedule. In addition, all staff will receive increased collaboration time. Each teacher will receive a 105 minute block for planning time, as well as a 50 minute half-block which must be dedicated to PLC collaboration time. The teacher workday will extend from 7:55 am to 3:55 pm, which is a net increase of 45 minutes per day.

BCCHS will continue to extend the school day even further for students by continuing community partnerships with 21st Century, Gear Up, and Battle Creek CAN, which will provide not only an after school, community-based remedial and enrichment focus, but also a focus on college-going culture and expectations. BCCHS will also use multiple forums to develop community enthusiasm for the extended school day and added enrichment opportunities afforded to students. Communication with parents and community members is already ongoing through multiple avenues, including traditional mailings, community events held at the high school such as open houses, tailgates, parent/teacher conferences, and after school forum opportunities. In addition, BCCHS takes advantage of other regular forums, including Superintendent’s Council Meetings, which bring together community members and leaders into one meeting during which information can be provided and questions and feedback can be solicited.

Finally, data from the source mentioned in B.6 and B.7 will be used on a consistent basis throughout the school year in order to inform and adjust extended school day efforts in order to maximize the effectiveness of additional learning time.

Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)

BCCHS will better engage the community and families by first providing a tiered system of community mentoring as an intervention:

- At tier one, each teacher on campus will host a minimum of one community member per school year as a guest speaker.
- At tier two, BCCHS will recruit mentors from the community to meet monthly with small groups of students who have reached the tier two level. These mentors will assist students and in setting goals for improvement and will provide follow up to students in the small group setting to ensure that progress toward goals is being made.
- At tier three, BCCHS will recruit mentors from the community to meet weekly with individual students who have reached the tier three level. These mentors will work closely with students to set realistic goals for improving academic performance

and behavior, but will also work with students on long-term career goals set through the Career Cruising process.

Mentors will be recruited based upon their ability to provide a positive role model to students and to interact with youth in challenging situations. BCCHS will seek a strong mixture of ages, abilities and capacities, including individuals who have strong professional, community and/or family orientations. All mentors will be required to successfully complete BCCHS's background check process.

BCCHS will engage families and students early by:

- Hosting PTA-sponsored "recreation nights" for high school students. To develop excitement and a sense of community among future students and their families, BCCHS will now add one "recreation night" in March for middle school students and their families. As part of the new middle school recreation night, BCCHS will develop a presentation designed to help students and their parents begin to plan for the high school transition.
- Hosting a "Fish Camp" for all incoming freshmen and their families. The camp will be staffed by teachers and upper-level high school students and will consist of activities designed to introduce students into the high school culture, familiarize them with the various activities, clubs and organizations active on campus, and provide them the opportunity to connect and develop relationships with students and staff from the high school.

To help students engage with the community, BCCHS will require 20 hours of community service as a graduation requirement (pending final board approval), with an additional expectation that all athletic teams participate in at least one day of community service.

As a campus, BCCHS also recognizes the need to engage community members through large-scale events. Currently, the high school offers a variety of opportunities scattered throughout the year for school and community to engage, but staff sees the need to expand opportunities and bring them together into one event in order to maximize the interaction between staff, students and their families, and the community. Beginning in early Spring of 2012, BCCHS will organize a community gathering in the BCCHS commons that includes the following:

- Community organizations (health and welfare, Urban League, Voces, etc.)
- Campus clubs and organizations
- Representatives from local and regional colleges and universities
- FAFSA workshops
- College Application workshops
- College Access Networking
- Legacy Scholars representatives
- Promise Zone representatives
- Faith-based organizations
- Governmental entities such as BCPD, Juvenile Justice and the Health

Department

Finally, BCCHS continue to use our phone contact system and newsletters to communicate with stakeholders, but will additionally seek to use public radio and public TV spotlights to make "good news" announcements.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

10 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. (Maximum 3750 characters)

BCPS will provide BCCHS with operational flexibility in accordance with the aspects of the restructuring plan outlined in the above sections. Specifically:

- BCCHS will have the flexibility to adjust the weight of each domain of the instructional staff evaluation instrument, as well as to add or remove optional domains as necessary to implement a sound instructional program. BCCHS will also be granted the necessary flexibility to develop its own walkthrough instruments. This flexibility will allow BCCHS to effectively establish its own performance objectives.
- BCCHS will have the flexibility to adopt and adjust an instructional program designed to meet the specific needs of its students. This includes instructional initiatives, but extends also to the addition or removal of graduation requirements not mandated by the state and optional awarding of core credit for completion of non-core area classes, with any changes in practice to be implemented during the first full school year of their inclusion in the student handbook.
- BCCHS will have the operational flexibility to assign departments, PLCs and teacher teams in accordance with student and campus needs.
- BCCHS will have the flexibility to reward its staff according to the stipend schedule outlined in the restructuring plan and be granted the budgetary flexibility to provide tangible and intangible rewards to exemplary teachers. This, along with the opportunity to establish its own performance objectives, will allow BCCHS to create a strong, viable culture of shared responsibility on its campus.
- BCCHS will have the flexibility to remove teachers deemed ineffective based on the procedure outlined in item I.A.3 and will be granted unilateral authority to develop and implement their own interview and candidate rating instruments, as well as to accept or reject transfers from other campuses.
- BCCHS will have the flexibility and resources to implement its own professional development program based upon identified student and staff needs. This includes the ability to opt-out of any district professional development with the exception of convocation, as long as a campus alternative is provided.
- BCCHS will have the flexibility to purchase and implement the necessary testing and data disaggregation instruments to effectively gauge student growth and development in a timely and accurate manner.
- BCCHS will have the flexibility to review any portion of the district budget impacting the high school campus and to request reasonable changes in budget allocations in order to meet campus goals and implement campus initiatives. This flexibility will allow BCCHS to align resource allocation with its instructional priorities.
- BCCHS will have the flexibility to develop its own schedule, staffing patterns, and start/end times best suited to the needs of its student body.

- BCCHS shall be granted the opportunity, with full consideration, to request additional operational flexibility from the school board, superintendent, or their designees on an as-needed basis.
- 11 Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations. (Maximum 3750 characters.)
- BCPS will support BCCHS’s improvement efforts by providing the operational flexibility requested in item 1.D.10, but will also assist BCCHS in obtaining the necessary training and resources through the creation of a BCPS Transformation Team consisting of the Superintendent, High School Principal, Assistant Superintendent of Curriculum and Instruction, and all BCCHS department chairs and instructional coaches. Technical assistance will be provided to BCCHS in accordance with item I.A.4, with the BCPS Transformation Team bearing primary responsibility for assessing district and campus capacity to implement the restructuring plan, as well as for identifying the sources for professional development, technical assistance, and resources necessary to implement the plan. The Transformation Team will also be tasked with creating a plan to ensure clear and consistent communication with the community regarding the restructuring plan and all associated implementation efforts. The Assistant Superintendent for Curriculum and Instruction will act as the internal lead partner for BCCHS’s transformation efforts and will lead the transformation effort at the district level, while the high school principal will lead the transformation effort at the school level. The Transformation Team will meet monthly, with a meeting agenda developed by the district and campus leads.

**TRANSFORMATION SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C**

THE TURNAROUND MODEL STARTS HERE:

Descriptor: 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.

Directions: The following items are required elements of the **Turnaround Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

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 or increase graduation rates. (Maximum 3750 characters)

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)

Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)
4. 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. (Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development 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. (Maximum 6250 characters)

Please attach a copy of the Professional Development calendar into Appendix B

6. 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. (Maximum 6250 characters)
7. 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. (Maximum 6250 characters)
8. 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. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

9. 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? (Maximum 6250 characters)

Attach a copy of the school schedule, teacher collaboration schedule and a sample student schedule which demonstrates the increased learning time in Appendix C

Or

Executed Addendum to Support the Implementation of the Extended Learning Time Model

10. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)

TURNAROUND SCHOOLS WILL STOP HERE.

RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, B AND C

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

Directions: The following items are required elements of the **Restart Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

III. RESTART MODEL COMPONENTS

09-6-2011

PART A: District Narrative

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)
2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)
3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)
4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)
5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)
6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

RESTART/Charter School Narrative Section**Part B: COMMUNITY ASSESSMENT**

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)
2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)
3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with

plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)

5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)
6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)
7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)
11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)
12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)

13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)
14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)
16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)
17. Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

**RESTART SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS.**

IV. CLOSURE MODEL COMPONENTS

Directions: The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement discussing how the requirement will be implemented in your school. Each description should also identify who is responsible for implementation and when implementation will take place.

PART A: ESTABLISH POLICY

1. Describe how closing a low-achieving school contributes to the larger district reform

effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

PART B: ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA FOR CLOSING SCHOOLS

2. Identify the key stakeholders; including parents, teachers, the community and business leaders that were involved in developing the criteria for closing schools Describe how the criteria and data is used to assess school performance, such as achievement, attendance and enrollment. (Maximum 6250 characters)

PART C: OPERATE TRANSPARENTLY

3. Describe how the decision to close the school will be communicated to the students, staff, parents and the general community. Provide any protocols or speaking scripts that might be used. (Maximum 3750 characters)

PART D: PLAN FOR THE ORDERLY TRANSITION OF STUDENTS AND STAFF

4. Detail your transition plan for students and staff and the final closing of the school building. (Maximum 12500 characters)

**CLOSURE SCHOOL MODELS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS.**

APPENDIX A COPY AND PASTE YOUR:

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
Or
Copy of Adopted Competencies Tool (for Turnaround Schools)
(unlimited characters)

Please see email attachments. BCCHS will use the Godfrey-Lee Public Schools evaluation framework for the 2011-2012 school year and will adopt the state instrument for the 2012-2013 school year once it is completed. The district leadership evaluation is also attached.

**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)



Please see email attachment.

**APPENDIX C
COPY AND PASTE YOUR:**

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or



Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

Please see email attachments.

Preparing each student to succeed

Godfrey-Lee

Public Schools



Godfrey-Lee Public Schools
1324 Burton SW, Wyoming, MI 49509



Teacher Evaluation System

Version 2011 - FINAL

Teacher Evaluation System Table of Contents

1. Introduction	3
2. Teacher Evaluation Framework	6
3. Framework for Professional Teaching Practice	9
4. Formal Classroom Observation	18
a. Interview Protocol for a Pre-conference (Planning Conference)	20
b. Interview Protocol for a Post-conference (Reflection Conference)	21
c. Formal Observation Summary	24
d. Summary of Observations and Related Artifacts	28
5. Formal Evaluation	29
a. Evidence for Domain 4.....	30
b. Evidence for Domain 5.....	33
c. Annual Evaluation	36
6. Individual Development Plan	40
a. Individual Development Plan	41
b. Individual Professional Development Plan Log of Activities	42
c. Reflection on Individual Professional Development Plan.....	43
7. Evidence of Student Learning	44

Introduction

This is a revision of the Godfrey-Lee Public Schools teacher evaluation model first implemented in the fall of 2009. It is based on a collaborative study conducted by a committee of administrators and teachers, established in the Master Agreement between the Godfrey-Lee Public Schools and the GLEA/KCEA/MEA for 2011-13, along with Public Acts 100 and 101 (also known as House Bills 4625 and 4626) which amend Michigan's Teachers' Tenure Act (MCL 38.71, et seq.); Public Act 102 (also known as House Bill 4627) which amends the Revised School Code (MCL 380.1 et seq.); and Public Act 103 (also known as House Bill 4628) which amends the Public Employment Relations Act (MCL 423.201 to 423.217).

Public Acts 100, 101, 102 and 103, signed into law on July 17, 2011, effect teacher evaluation and tenure. The committee considered the following changes reflected in the *The School Code* and *Teacher Tenure Act* (this list is not considered exhaustive):

- Extends the probationary period for teachers new to a district after July 17, 2011 to five (5) full school years of employment, except for those teachers who are in a probationary period on the effective date of the enactment. Note that this does not change the maximum two (2) year probationary period for those teachers who previously achieved tenure in another Michigan school district or intermediate school district.
- Repealed the sixty-day notice of non-renewal period at the end of the school year for probationary teachers. The notice of non-renewal must now be delivered fifteen days before the end of the school year (i.e., 15 days before June 30).
- Requires that probationary teachers be issued an Individual Development Plan (IDP) at all times (i.e., not only after the first year of employment).
- Requires that all performance ratings of teachers (and administrators) be "highly effective, effective, minimally effective, or ineffective." School districts have 60 days after the effective date of the amendatory Act to ensure that these ratings are implemented.
- Requires that a probationary teacher must be rated as "effective" or "highly effective" on his/her three (3) most recent annual year-end performance evaluations to successfully complete the probationary period.
- Requires a district to issue an IDP to a tenured teacher if s/he receives an evaluation rating of "ineffective," with progress to be made within 180 days.
- Requires "multiple" classroom observations as components of the annual "year end" evaluation.
- Grants districts unilateral flexibility to determine the format and number of classroom observations for tenured teacher evaluations "in consultation with teachers and school administrators."
- Beginning with the 2013-2014 school year, school districts must "ensure" that the performance evaluation system for teachers include student growth and assessment data. If there is student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation must be based on the most recent three (3) consecutive school year period. If this data is not available, the annual year-end evaluation shall be based on all student growth and assessment data that is available. The annual year-end evaluation shall include specific performance goals, which are developed in consultation with the teacher, as well as any recommended training.

- For teachers in the first year of a probationary period or teachers who have received ratings of "minimally effective" or "ineffective" in their most recent annual year-end evaluation, the school administrator shall develop, in consultation with the teacher, an IDP that includes the goals and training.
- The performance evaluation system must include a mid-year progress report for a first year probationary teacher and for a teacher who receives a rating of "minimally effective" or "ineffective" in their most recent annual year-end evaluation.
- For the purpose of conducting annual year-end evaluations, the school district shall adopt and implement the State Evaluation Tool. However, if a school district, has a local evaluation tool for teachers that is "consistent with the state evaluation tool", the school district, PSA or ISD, may conduct annual year end evaluations using the local evaluation tool.
- The performance evaluation system shall provide that if a teacher is rated as "ineffective" on three (3) consecutive year-end evaluations, the school district "shall dismiss the teacher from his or her employment." However, this provision does not affect the ability of a school district to dismiss an "ineffective" teacher from his or her employment regardless of whether the teacher is rated ineffective on three (3) consecutive annual year-end evaluations.
- The performance evaluation system for teachers shall provide that if the teacher is rated as "highly effective" on three (3) consecutive annual year-end evaluations, the school district may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as "highly effective" on one of these biennial year-end evaluations, that teacher must again be provided with an annual year-end evaluation.
- The performance evaluation system must provide that if the teacher who is not in a probationary period is rated as "ineffective" on an annual year-end evaluation, that teacher may request a review of the evaluation and the rating by the school district superintendent.
- Requires school districts to post a description of their evaluation system on their website.
- Beginning in 2015-2016, if a pupil is assigned to be taught by a teacher who has been rated as "ineffective" on his/her two (2) most recent annual year-end evaluations under RSC 1249, the Board of the school district or ISD in which the pupil is enrolled shall notify the pupil's parent or legal guardian that the pupil has been assigned to a teacher who has been rated as "ineffective" on his/her two (2) most recent annual year-end evaluations.
- Amends Section 15 of the *Public Employment Relations Act* (PERA) designating as prohibited subjects of bargaining:
 - Decisions and impact about the development, content, standards, procedures, adoption and implementation of a performance evaluation system adopted under Section 1249 of the Revised School Code, as amended, or under the Teachers' Tenure Act. This includes decisions and impact concerning the content of the performance evaluation of an employee.
 - Decisions about the format, timing or number of classroom observations for teacher evaluation purposes or the impact of those decisions on an individual employee or the bargaining unit.
 - Decisions about the development, content, standards, procedures, adoption, and implementation of performance based compensation for teachers and administrators required under Revised School Code Section 1250. Additionally, decisions about how an employee's performance evaluation is used to determine performance based compensation, as well as decisions concerning the performance based compensation of an individual employee. The impact of all of these decisions is also a prohibited subject.

- Decisions regarding the development, format, content and procedures for notification to parents and legal guardians that a teacher assigned to their child has been rated "ineffective" pursuant to the new enactments.

In this single document, we have expressed what we believe effective teachers do in their classrooms based on what the most recent research reflects. We know intuitively that highly effective teachers can have an enriching effect on the daily lives of children and their lifelong educational and career aspirations. We also know empirically that these effective teachers also have a direct influence in enhancing student learning. Years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievement.

The cornerstone of this evaluation model is the framework for professional teaching practice (pp. 8-13). This rubric provides a road map for professional development, individual growth, goal-setting, and evaluation of teacher performance in planning, preparing, conducting, assessing, and reflecting on classroom instruction. It is our vision that this framework be used by every member of our professional teaching corps, as well as our administrators, to begin immediately the process of self-reflection and evaluation, establishment of learning goals, and as a daily roadmap throughout the school year and one's professional career.

This evaluation model is an example of the commitment that Godfrey-Lee educators have to the improvement of public education in our community. All of those involved in designing the original model and revision hope it will serve as a valuable tool in our continuous pursuit to provide our students with the best possible learning experiences that prepare each of them to succeed throughout the 21st century.

It is district policy that:

- 1. A teacher or administrator SHALL NOT be rated “highly effective” overall on his/her annual evaluation if any one or more domains has been rated “minimally effective” or “ineffective,” or if less than a majority of the domains has been rated less than “highly effective.”**
- 2. A teacher or administrator SHALL NOT be rated “highly effective” on a specific domain if one or more components within that domain has been rated “minimally effective” or “ineffective,” or if less than a majority of the components within that domain has been rated less than “highly effective.”**

Record of annual evaluation: At the conclusion of the school year, the following will become a permanent record of annual evaluation for each teacher:

- Summary of Observations and Artifacts (p. 26)
- Annual Evaluation (p. 35)
- Copies of written artifacts or evidence the teacher and/or administrator chooses to attach to specifically support a rating (optional)
- Copy of teacher's written response to any rating (optional)
- Copy of the Individual Development Plan (IDP) when required (p. 40)
- Copy of plan of improvement if required



Teacher Evaluation Framework

GLPS Teacher Evaluation Framework

Purpose: Ensuring teacher quality and promoting teacher learning through a differentiated approach to teacher evaluation that is different for tenured and non-tenured teachers. NOTE: The “schedule” timelines are only meant to serve as a guide to depict the flow of activities throughout the school year.

Schedule	Track 1: Non-tenured or Probationary Teacher Activities	Track 2: Tenured Teacher Activities
Purpose	Develop expertise in the components of the framework for teaching over time.	Serve as an affirmation of the quality of teaching by demonstrating skill in all components of the framework for teaching.
Throughout the year	Using a portfolio system, teacher collects evidence of student learning and professional activities, and administrator conducts multiple formal and informal observations of professional practice; mentor or subject-area teacher may also conduct a peer observation with informal, direct feedback.	Teacher collects evidence of student learning and professional activities, and administrator conducts multiple formal and informal observations of professional practice.
August	Administrator informs probationary teachers of the framework and procedures used in the portfolio, observation and evaluation system.	Teachers review the framework and procedures for the evaluation system.
September	Teacher and administrator hold a conference to set goals and complete, update, or review the IDP. All first year teachers are required to have an IDP (p. 36). Teachers meet in Professional Learning Teams (PLTs) to establish or review student learning goals for Domain 5 (p. 30)	Teachers meet in Professional Learning Teams (PLTs) to establish or review student learning goals for Domain 5 (p. 30)
September - April	Teacher completes an Interview Protocol for a Preconference (p. 19) if requested by administrator. Administrator conducts multiple formal observations for each teacher (announced or unannounced) and provides written feedback within ten (10) days of the observation. Teacher completes Reflection Protocol for Post-Observation (p. 20).	
September - April	Individual teachers and PLTs conduct appropriate assessments and collect student achievement growth data. Administrators collect student achievement growth data from state and national assessments. Teachers collect evidence to support Domains 1, 4 and 5 and share with administrator to support annual evaluation.	
December-January	Mentor or subject-area teacher conducts a classroom observation and provides informal feedback directly to the teacher (optional for tenured teachers as an additional informal observation) and documentation to the administrator that observation was completed.	
January	Administrator conducts a mid-year progress review with all first year non-tenured teachers.	Administrator conducts a mid-year progress review with any tenured teachers on a plan for improvement.
By May 1	Administrator completes annual evaluation and holds a post-evaluation reflection conference with teacher.	
May - June	If necessary, Administrator meets with individual teacher on a plan for improvement and development of growth goals. Administrator makes recommendation to the Superintendent and Board of Education for continuing probation, promotion to tenure status, continuing tenure status, or, if warranted, non-renewal of contract.	
All evaluation and personnel actions completed by June 15 annually		

Artifacts for portfolios: General guidelines for artifacts taken from Charlotte Danielson, *The Handbook for Enhancing Professional Practice: Using the framework for teaching in your school*, ASCD 2008. You can obtain more details and recommended forms from the reference (Appendix B):

- Unit plan with student work and assessment (Domains 1 and 5)
 - Evidence to support your knowledge of content, including knowledge of prerequisite relationships, links to other disciplines, and state/district content standards
 - Evidence to demonstrate clear criteria and procedures for assessing student learning that enable students to monitor their own learning and allow the your plan for future instruction
 - Evidence to support your knowledge of students' background, skills, and interests
 - Evidence to suggest clear goals for student learning
 - Evidence of learning activities that promote student engagement in learning and development of important concepts from simpler to more complex
- Activity or assignment – directions for an activity, including student work, with the teacher's comments to students on their work (Domains 1 and 3)
 - Evidence that outlines the concept you intend for your students to learn or explore
 - Evidence as to how this assignment links with prior or future learning
 - Evidence that student work provides you with feedback on their level of understanding and/or their perseverance
 - Evidence of your reflection on student work and how it will impact your next plans with these students
- Communications with families – copies of written communications (general classroom as well as individual notes) and logs or journals noting dates and times calls or conferences were conducted (Components 1b and 4c)
 - Evidence that describes how you encourage two-way communications with the families of your students
 - Evidence of adaptation of messages to culture or social background of the students in your class
 - Evidence of addressing language barriers in communicating with families
- Instructional or non-instructional records (Components 4b and 5d)
 - Evidence of the role, if any, students played in developing the system
 - Evidence of the role, if any, students played in using the system
- Participation in a professional learning team – keep a running log of your involvement AND contribution to the team (Component 4d)
 - Evidence of important work of the school or the district you were able to advance through your own participation
 - Evidence of what you learned about the profession of teaching, or about your own practice, from your involvement
 - Evidence of what you are planning to do in the near future or next year with the results of your involvement
- Professional development – completion certificates or running logs of activities for professional development OTHER THAN building/district activities or those that satisfy continuing education requirements (Component 4e)
 - Evidence of self-assessment to determine areas you focused on
 - Evidence of incorporating what you learned into practice and/or sharing what you learned with other teachers
- Evidence of student learning (All domains)
 - Evidence of completing the following steps:
 - Setting of important instructional goals
 - Determination of appropriate evidence of student learning
 - Establishment of important criteria on which to base the formation of groups of students for analysis
 - Accurate analysis of student achievement growth data
 - Thoughtful reflection on the implications of the analysis



Framework for Professional Teaching Practice

Professional Framework for Teaching Practice

The following framework is used within Godfrey-Lee Public Schools to evaluate teacher performance and promote professional learning. Its main intent is to contribute to a culture of inquiry where all members of the teaching staff recognize that the work of professional learning never ends; it is a career-long endeavor. This framework is also intended to ensure classroom observations and evaluations are conducted responsibly with a consistent focus on a common set of domains and components we believe are fundamental to successful teaching and learning. It also elevates the legal requirement for performance appraisal to a professional activity, respectful of teachers' professional judgments, while simultaneously ensuring quality instruction and the promotion of professional learning.

Note: During the teacher observation and evaluation process, Domain 1 components are appraised either during pre-observation/evaluation conferences between the teacher and the administrator AND the teacher furnishing evidence for each component; Domains 2 and 3 focuses on the informal and formal classroom observation process; Domain 4 includes post-observation/evaluation components; and Domain 5 involves goal-setting and data collection. All five domains will also serve to focus individual professional growth and school improvement efforts throughout the school year.

Domain 1: Planning and Preparation

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1A Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little to no 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 structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1B Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of student's 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 within the class as a whole.	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.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1C Setting Instructional Outcomes	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.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1D Designing Coherent Instruction & Assessment	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 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 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'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 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'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 specific groups of students.	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 includes different pathways according to student needs. 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 have been made clear and the teacher uses assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2A Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students are negative, inappropriate, or insensitive to student’s cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions between the teacher and students may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between teacher and 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 student’s cultures and levels or developments. A classroom community is evident.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2B Establishing a Culture for Learning	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 attempt to create a culture for learning is 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.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2C Managing Classroom Procedures and Student Behavior	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. There is little 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.	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. 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.	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. Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher’s response to student misbehavior is appropriate and respects the student’s dignity.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Standards of conduct are clear, with evidence of student participation in setting them. The teacher’s monitoring of student behavior is subtle and preventative, and the teacher’s response to student misbehavior is sensitive to individual student needs. There are signs that the teacher encourages the students to take an active role in monitoring the standards of behavior.

Domain 3: Instruction

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3A Communicating with Students	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' culture 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 student's 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 to student's cultures and levels of development, and anticipates possible student misconceptions.
Component	Ineffective	Minimally Effective	Effective	Highly Effective
3B Using Questioning and Discussion Techniques	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.	Teacher uses a variety of questions including open-ended when appropriate. Teacher encourages all students to participate in the discussion and steps aside when appropriate.	Questions are marked by high expectation and are culturally and developmentally appropriate. Students formulate many of the high-level questions and the teacher ensures that all voices are heard.
Component	Ineffective	Minimally Effective	Effective	Highly Effective
3C Engaging Students in Learning	Activities and assignments, materials, and groupings of students are not appropriate 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 partially appropriate for the instructional outcomes or students' cultures or levels of understanding. The lesson's structure is coherent, with appropriate pace, fully maintained for the entire class period.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. Students are engaged in work of a high level or rigor. The lesson is adapted to the needs and interests of individuals, and the structure and pacing allow for student reflection and closure.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3D Using Formative Assessment in Instruction	Formative assessment is rarely used in instruction, either through monitoring of progress by the teacher or students or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Formative assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, untimely, and students are aware of only some of the assessment criteria used to evaluate their work.	Formative assessment is 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, though sometimes not in a timely manner. 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 the teacher, and high-quality feed back to students from a variety of sources in a timely manner.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3E Demonstrating Flexibility and Responsiveness	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.

Domain 4: Professional Responsibilities

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4A Showing 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, and contributes to a negative culture.	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, with minimal contribution to a positive culture.	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 contributes to a positive culture.	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 school. The teacher displays the highest standards of ethical conduct and is a leader in producing a positive culture.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4B Maintaining Accurate 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 participate by tracking their own records and using them in goal setting.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4C Communicating with Families	The teacher's communication with families 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 families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families 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 families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4D Participating in a Professional Learning Community or Team	The teacher avoids participating in a professional learning community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional learning 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 learning community and to school and district events and projects, and assumes a positive leadership role among the faculty.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4E Growing and Developing Professionally	The teacher does not participate in professional development and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback.	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.	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.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback.

Domain 5: Student Achievement Growth

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5A A system is in place to determine student strengths and weaknesses on concepts identified in the state assessments, grade-level or course content expectations, or other approved learning standards.	The teacher does not have a system in place.	A system is in place but is not being used by the teacher.	The teacher has a system in place, is clearly using the system, and students are instructed according to needs.	The teacher has system in place, students are instructed according to needs, and individual student progress is being charted and used for goal-setting; students are actively involved in charting and using data about their progress.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5B A baseline for learning has been established.	Teaching is directed by the textbook or source material with no reference to the state assessments, grade-level or course content expectations, or other approved learning standards.	Teaching is directed by the state assessments, grade-level or course content expectations, or other approved learning standards, as well as the textbook and other classroom materials, with no reference to prior student performance.	Previous scores on state administered tests or other standardized tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the term or as students enter the class.	Previous scores on state administered tests, standardized and/or local/teacher made benchmark testing that encompasses learning levels on at least a trimester basis are recorded and utilized to determine modifications for instruction; students are involved in tracking their own learning.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5C Evaluation of student learning involves pre- and post-assessment	Pre- and/or post- assessments are not used by the teacher.	Pre-assessments are not used by the teacher; post-assessments are administered at the end of the instructional period.	Pre- and post- assessments are a consistent part of on-going classroom instruction.	Pre- and post- assessments are consistently part of on-going classroom instruction and the results are used to provide group and individual instruction where needed; students are involved in tracking their own progress.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5D Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction	Pacing of instruction based on student progress is not identified.	Pacing of instruction based on student progress has been identified but is not consistently connected to state and local learning goals.	Pacing of instruction based on student progress is directed toward the total group and/or sub-groups and is in agreement with state and local goals or benchmarks.	Pacing of instruction based on student progress is in agreement with state and local goals, and allows for flexible grouping and individual student mastery of benchmarks. Student input is used to determine next steps in learning.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5E Desired results for student learning are clearly defined and in agreement with the state assessments, grade-level or course content expectations, or other approved learning standards, and appropriate end-of-course tests	Teacher cannot find or does not use the grade-level or course content expectations, or other approved learning standards.	Teacher can identify sections of the grade-level or course content expectations, or other approved learning standards for which he/she is responsible but does not translate into lesson plans or student assessment.	Unit of study from the state assessments, grade-level or course content expectations, or other approved learning standards are referenced in plan book and identified on assessments.	Groups of students and/or individual student progress on specific state assessments, grade-level or course content expectations, or other approved learning standards, and appropriate end-of-course tests indicators are followed until mastery is achieved. Students identify their goals for learning and reflect on progress.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5F Analyzes, interprets and reflects on student growth	There is no evidence the teacher analyzes, interprets or reflects on student growth.	The teacher occasionally analyzes, interprets, or reflects on student growth.	The teacher consistently analyzes, interprets, or reflects on student growth.	The teacher consistently analyzes, interprets, or reflects on student growth and is refining instruction according to analyses. The teacher involves students in this process.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5G The teacher achieved the measurable student learning growth objective on state and/or national assessments established within the professional learning team and approved by the building administrator	The teacher was sixteen percent or more below the measurable student learning growth objective written for state and/or national assessments.	The teacher was within fifteen percent of the measurable student learning growth objective written for state and/or national assessments.	The teacher met the measurable student learning growth objective written for state and/or national assessments.	The teacher exceeded the measurable student learning growth objective written for state and/or national assessments.

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5H The teacher achieved the measurable student learning growth objective on district, school and other local assessments established within the professional learning team and approved by the building administrator	The teacher was sixteen percent or more below the measurable student learning growth objective written for district, school, and other local assessments.	The teacher was within fifteen percent of the measurable student learning growth objective written for district, school, and other local assessments.	The teacher met the measurable student learning growth objective written for district, school, and other local assessments.	The teacher exceeded the measurable student learning growth objective written for district, school, and other local assessments.



Formal Classroom Observation

Michigan public law mandates multiple classroom observations as part of the annual teacher (and administrator) evaluation process. It is the express purpose of the GLPS district that observations be utilized as “formative assessment” to assist in the professional growth of teachers with the goal of providing our students with a high level of classroom instruction and learning.

THE REVISED SCHOOL CODE

Act 451 of 1976

380.1249

Section 1249

(2)(c) The performance evaluation system shall include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:

(i) Except as provided in this subdivision, the manner in which a classroom observation is conducted shall be prescribed in the evaluation tool for teachers described in subdivision (d).

(ii) A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.

(iii) A classroom observation does not have to be for an entire class period.

(iv) Unless a teacher has received a rating of effective or highly effective on his or her 2 most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year.

Reflection Protocol for Pre-Observation

Teacher: _____

School: _____

Grade Level(s): _____

Subjects(s): _____

Observer: _____

Questions for discussion. Please copy onto another sheet of paper and respond to them:

1. To which part of your curriculum and unit does this lesson relate?
2. How does this lesson fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials or artifacts the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?
9. Have you reviewed the Framework with an emphasis on Domains 2 and 3, and identified which areas you will focus the lesson on to achieve the highest rating possible? Which Component(s) in which Domain at what rating level is your goal in this lesson?

Reflection Protocol for Post-Observation

Teacher: _____

School: _____

Please copy these onto another sheet of paper and respond to them:

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How did you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? Choose three students. How did each student indicate engagement?
3. Comment on your classroom procedures, student conduct, and your use of physical space. Did any procedures, conduct, or use of space inhibit student learning? How do you know? What did students do to contribute to their own learning?
4. Did you depart from your plan? Did spontaneous events and student interest not originally included in your plan occur? How did these changes result in learning?
5. Choose one aspect of your instruction that you feel was utilized well. Use components in Domain 3 to rate your own level. Why did you rate it the way you did?
6. If you had an opportunity to teach this lesson again, which component in which domain (2 or 3) would you strive to excel at? What would you alter, if anything, to do so?
7. Did students meet their goals for learning through this lesson? How do you know? What will you use that information to inform future learning plans?
8. What strategies for making sure every student responds to questions did you use? Were they effective? How do you know?
9. Do you feel you provided timely feedback on learning to your students? What did your students do with that feedback?

10. Here are additional reflection questions that may help you with identifying the components of your professional teaching practice that you wish to build on, revise, and strengthen. You may be asked by your administrator to complete one or more of these and submit them as evidence of your reflective practice and professional learning:
- a) When you plan lessons based on the current standards and think about the new CCSS standards, what bridges in instruction do you implement to increase your own understanding of the kinds of learning that students will be assessed in 2015?
 - b) When you decide on instructional models and consider the needs of English language learners, what guiding questions do you think about to structure learning so it is comprehensible to all learners?
 - c) When you participate in your own professional learning and consider the resources of the larger professional community, what ways and means do you use to deepen your own understanding to continue to refine your practice?
 - d) As you consider student results and decide on next steps in learning, what resources and methods do you use to differentiate instruction so all students achieve at a high level?
 - e) When you think about involving parents in meaningful ways, what communication tools do you employ to inform and invite all parents to participate, to increase the likelihood that parents will become partners in their child's learning?
 - f) When you think about connecting areas of the curriculum, how do you work with colleagues to discover connections, to link diverse areas of learning so that all learning is in context and meaningful to all students?
 - g) As you decide on student groupings, what factors do you consider, to reduce isolation and to increase collaboration, so that all students' voices and questions are addressed?
 - h) When you plan a lesson, what real-life resources connections do you consider, to build and assess prior knowledge of each student so that all students have an accessible entry point to the new learning?

Notes from the Observation (Optional Form)

Evaluator may use this or a similar format to record observed or not-observed activities consistent with the evaluation framework.

Actions and Statements/Questions by Teacher and Students	Component

Formal Classroom Observation Summary for Professional Framework Domains 2 and 3

Teacher: _____ School: _____ Grade Level(s): _____

Subjects(s): _____ Date: _____ Observer: _____

Summary of the Lesson: _____

Domain 2: The Classroom Environment

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2A Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students are negative, inappropriate, or insensitive to student’s cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions between the teacher and students may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between teacher and 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 student’s cultures and levels or developments. A classroom community is evident.
Evidence				

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2B Establishing a Culture for Learning	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 attempt to create a culture for learning is 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	Minimally Effective	Effective	Highly Effective
2C Managing Classroom Procedures and Student Behavior	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. There is little 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.	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. 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.	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. Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the student's dignity.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventative, and the teacher's response to student misbehavior is sensitive to individual student needs. There are signs that the teacher encourages the students to take an active role in monitoring the standards of behavior.

Evidence

Domain 3: Instruction

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3A Communicating with Students	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' culture 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 student's 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 to student's cultures and levels of development, and anticipates possible student misconceptions.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3B Using Questioning and Discussion Techniques	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.	Teacher uses a variety of questions including open-ended when appropriate. Teacher encourages all students to participate in the discussion and steps aside when appropriate.	Questions are marked by high expectation and are culturally and developmentally appropriate. Students formulate many of the high-level questions and the teacher ensures that all voices are heard.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3C Engaging Students in Learning	Activities and assignments, materials, and groupings of students are not appropriate 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 partially appropriate for the instructional outcomes or students' cultures or levels of understanding. The lesson's structure is coherent, with appropriate pace, fully maintained for the entire class period.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. Students are engaged in work of a high level or rigor. The lesson is adapted to the needs and interests of individuals, and the structure and pacing allow for student reflection and closure.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3D Using Formative Assessment in Instruction	Formative assessment is rarely used in instruction, either through monitoring of progress by the teacher or students or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Formative assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, untimely, and students are aware of only some of the assessment criteria used to evaluate their work.	Formative assessment is 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, though sometimes not in a timely manner. 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 the teacher, and high-quality feed back to students from a variety of sources in a timely manner.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3E Demonstrating Flexibility and Responsiveness	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.

Evidence

Summary of Observations and Related Artifacts

Teacher: _____

School: _____

Grade Level(s): _____

Subjects(s): _____

Observation Dates					
Domain	1 _____	2 _____	3 _____	Informal _____	Artifacts
1. Planning and Preparation (based on pre-conference or artifacts provided)					
2. The Classroom Environment					
3. Instruction					

Summary of Performance

Domain 1
Domain 2
Domain 3



Formal Evaluation

Evidence of Domain 4

Teacher: _____ School: _____ Grade Level(s): _____

School(s): _____ Date: _____ Evaluator: _____

Evidence for Domain 4 is observed throughout the school year as well as during formal classroom observations and informal walk-throughs. The supervisor conducting the evaluation will use this form to record any evidence that supports the rating for this domain. The teacher being evaluated may also be asked to produce specific evidence or discuss how these components are being met during a pre- or post-observation conference. The contents of this form will be used along with *Summary of Observation and Artifacts* and *Evidence of Domain 5* to complete the annual evaluation.

Domain 4: Professional Responsibilities

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4A Showing 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, and contributes to a negative culture.	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, with minimal contribution to a positive culture.	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 contributes to a positive culture.	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 school. The teacher displays the highest standards of ethical conduct and is a leader in producing a positive culture.
Evidence				

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4B Maintaining Accurate 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 participate by tracking their own records and using them in goal setting.
Evidence				

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4C Communicating with Families	The teacher's communication with families 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 families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families 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 families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4D Participating in a Professional Learning Community or Team	The teacher avoids participating in a professional learning community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional learning 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 learning community and to school and district events and projects, and assumes a positive leadership role among the faculty.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4E Growing and Developing Professionally	The teacher does not participate in professional development and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback.	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.	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.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback.

Evidence

Evidence of Domain 5

Teacher: _____ School: _____ Grade Level(s): _____
 School(s): _____ Date: _____ Evaluator: _____

Public Act 102 amends Section 1249 of the Revised School Code and adds new Sections 1248 and 1249a to the Code. It must be interpreted consistently with Section 1249, which is also amended, and 1285 (added with Public Act 205 of 2009 as part of Michigan's Race to the Top legislation). These new enactments accomplish, among other things, the following:

- Beginning in September 2011, all teacher, principal, assistant principal and superintendent evaluations must contain student achievement growth as a “substantial” factor.
- In 2013-2014 at least 25% of the annual year-end evaluation must be based on student growth and assessment data. This increases to at least 40% for 2014-2015 and 50% in 2015 -2016.
- All student growth and assessment data are to be measured using the student growth assessment tool, after review of the recommendations contained in the report of the Governor's Council on Educator Effectiveness.
- If there is student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation must be based on the most recent three (3) consecutive school year period. If this data is not available, the annual year-end evaluation shall be based on all student growth and assessment data that is available.
- The performance evaluation system adopted by a school district may allow for exemption of student growth data for a particular pupil for a school year, upon the recommendation of a school administrator conducting the evaluation, and approval of the superintendent.

Evidence of Domain 5 will measure actual student growth of the assigned students for the particular school and classroom, excluding students who transfer out of the district during the school year or do not complete a full term in the teacher’s classroom.

All teachers will be a part of a Professional Learning Team (PLT) that will collectively develop measurable student learning objectives specific to their content that will be used for their respective individual annual evaluations. The PLTs will determine their team’s goals, which must be tied to school and district improvement plans and include criteria for determining success developed from student achievement growth data.

All student learning objectives as well as individual teacher and team goals will include a reading and math achievement growth component, regardless of the teacher’s content area.

Team goals shall also include a delineation of responsibilities needed to meet the goals and suggested timelines for meeting the goals. PLTs will provide data and information to the principal on the goals and progress towards meeting their goals. Per state legislation, the state assessments of students who have not been enrolled and present in the school for two previous pupil count days shall not be included in determining that portion of the student growth data.

Domain 5: Student Achievement Growth

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5A A system is in place to determine student strengths and weaknesses on concepts identified in the state assessments, grade-level or course content expectations, or other approved learning standards.	The teacher does not have a system in place.	A system is in place but is not being used by the teacher.	The teacher has a system in place, is clearly using the system, and students are instructed according to needs.	The teacher has system in place, students are instructed according to needs, and individual student progress is being charted and used for goal-setting; students are actively involved in charting and using data about their progress.
Evidence				

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5B A baseline for learning has been established.	Teaching is directed by the textbook or source material with no reference to the state assessments, grade-level or course content expectations, or other approved learning standards.	Teaching is directed by the state assessments, grade-level or course content expectations, or other approved learning standards, as well as the textbook and other classroom materials, with no reference to prior student performance.	Previous scores on state administered tests or other standardized tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the term or as students enter the class.	Previous scores on state administered tests, standardized and/or local/teacher made benchmark testing that encompasses learning levels on at least a trimester basis are recorded and utilized to determine modifications for instruction; students are involved in tracking their own learning.
Evidence				

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5C Evaluation of student learning involves pre- and post-assessment	Pre- and/or post- assessments are not used by the teacher.	Pre-assessments are not used by the teacher; post-assessments are administered at the end of the instructional period.	Pre- and post- assessments are a consistent part of on-going classroom instruction.	Pre- and post- assessments are consistently part of on-going classroom instruction and the results are used to provide group and individual instruction where needed; students are involved in tracking their own progress.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5D Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction	Pacing of instruction based on student progress is not identified.	Pacing of instruction based on student progress has been identified but is not consistently connected to state and local learning goals.	Pacing of instruction based on student progress is directed toward the total group and/or sub-groups and is in agreement with state and local goals or benchmarks.	Pacing of instruction based on student progress is in agreement with state and local goals, and allows for flexible grouping and individual student mastery of benchmarks. Student input is used to determine next steps in learning.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5E Desired results for student learning are clearly defined and in agreement with the state assessments, grade-level or course content expectations, or other approved learning standards, and appropriate end-of-course tests	Teacher cannot find or does not use the grade-level or course content expectations, or other approved learning standards.	Teacher can identify sections of the grade-level or course content expectations, or other approved learning standards for which he/she is responsible but does not translate into lesson plans or student assessment.	Unit of study from the state assessments, grade-level or course content expectations, or other approved learning standards are referenced in plan book and identified on assessments.	Groups of students and/or individual student progress on specific state assessments, grade-level or course content expectations, or other approved learning standards, and appropriate end-of-course tests indicators are followed until mastery is achieved. Students identify their goals for learning and reflect on progress.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5F Analyzes, interprets and reflects on student growth	There is no evidence the teacher analyzes, interprets or reflects on student growth.	The teacher occasionally analyzes, interprets, or reflects on student growth.	The teacher consistently analyzes, interprets, or reflects on student growth.	The teacher consistently analyzes, interprets, or reflects on student growth and is refining instruction according to analyses. The teacher involves students in this process.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5G The teacher achieved the measurable student learning growth objective on state and/or national assessments established within the professional learning team and approved by the building administrator	The teacher was sixteen percent or more below the measurable student learning growth objective written for state and/or national assessments.	The teacher was within fifteen percent of the measurable student learning growth objective written for state and/or national assessments.	The teacher met the measurable student learning growth objective written for state and/or national assessments.	The teacher exceeded the measurable student learning growth objective written for state and/or national assessments.

Evidence

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5H The teacher achieved the measurable student learning growth objective on district, school and other local assessments established within the professional learning team and approved by the building administrator	The teacher was sixteen percent or more below the measurable student learning growth objective written for district, school, and other local assessments.	The teacher was within fifteen percent of the measurable student learning growth objective written for district, school, and other local assessments.	The teacher met the measurable student learning growth objective written for district, school, and other local assessments.	The teacher exceeded the measurable student learning growth objective written for district, school, and other local assessments.

Evidence

Annual Evaluation Report

Teacher: _____ School: _____ Grade Level(s): _____
 Subjects(s): _____ Date: _____ Evaluator: _____
 Teacher's Status: _____ Probationary Year: 1 2 3 4 5 _____ Tenured Date of Employment: _____

Part I: Table Summary of Evaluated Domains and Components

Domain/Component	Ineffective	Minimally Effective	Effective	Highly Effective	Not Rated
Domain 1: Planning and Preparation					
1A – Demonstrating knowledge of content and pedagogy					
1B – Demonstrating knowledge of students					
1C – Setting instructional outcomes					
1D – Designing coherent instruction & assessment					
Domain 2: The Classroom Environment					
2A – Creating an environment of respect and rapport					
2B – Establishing a culture for learning					
2C – Managing classroom procedures and student behavior					
Domain 3: Instruction					
3A – Communicating with students					
3B – Using questioning and discussion techniques					
3C – Engaging students in learning					
3D – Using formative assessment in instruction					
3E – Demonstrating flexibility and responsiveness					
Domain 4: Professional Responsibilities					
4A – Showing professionalism					
4B – Maintaining accurate records					
4C – Communicating with families					

Domain 3: Instruction				
Teacher is rated as (circle one)	Highly Effective	Effective	Minimally Effective	Ineffective
Comments:				

Domain 4: Professional Responsibilities				
Teacher is rated as (circle one)	Highly Effective	Effective	Minimally Effective	Ineffective
Comments:				

Domain 5: Student Achievement Growth				
Teacher is rated as (circle one)	Highly Effective	Effective	Minimally Effective	Ineffective
Comments:				

Annual Evaluation Conclusion:

Teacher is rated overall as (circle one) **Highly Effective** **Effective** **Minimally Effective** **Ineffective**

Recommended Areas for Further Development or Future Goals:

Teacher Signature: _____ Evaluator Signature: _____

Date Signed: _____ Date Signed: _____

Has evaluated teacher included any attachments? (Evaluator initials one) _____ Yes _____ No

Note: Teacher's signature does not necessarily indicate agreement with this evaluation or its conclusions. PA 102 allows tenured teachers to appeal an *Ineffective* rating on their annual evaluation to the Superintendent within twenty (20) days of the evaluation.



Individual Development Plan (IDP)

Individual Development Plan (IDP)

Teacher: _____ School: _____ Grade Level(s): _____

Subjects(s): _____ Date: _____

This IDP is mandatory for all probationary teachers and is to be completed at the start of each school year prior to September 30. Use additional paper if necessary.

Based on your self-assessment of the Framework for Professional Teaching Practice and your administrator's input, what goal(s) have you identified? What is an area of knowledge or skill that you would like to work to strengthen?

Describe the connection between the goal(s) and your teaching assignment.

What would success on the goal(s) look like? How will you know when you have achieved it/them? What would count as evidence of success?

Describe the activities you will do to work toward your goal, and their time lines.

Activity	Time Lines

What resources will you need to better achieve your goal?

Individual Development Plan (IDP) Log of Activities

Teacher: _____ School: _____ Grade Level(s): _____

Subjects(s): _____ Date: _____

Goal: _____

Note: Complete one log for each goal identified in your individual professional development plan.

Date	Activity	Benefit



Guidelines for Determining Evidence of Student Learning

This section sets up guidelines to assist teachers and administrators in collecting evidence of student learning. It is taken directly from Danielson, Charlotte. The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School. Appendix B: *Artifacts of Teaching*. ASCD 2008. Use of the contents in this section is not mandatory but collecting evidence of student learning is necessary for a complete annual evaluation.

Evidence of Student Learning

Because student learning is the goal of every teacher, it is important for teachers to be able to document the learning of the students under their charge. The activity presented here enables teachers to demonstrate their impact on their students. It is designed so that teachers, in consultation with their administrators, determine the learning goals for which they want to collect evidence, and the nature of that evidence.

1. Determine which learning outcome you will focus on in your collection of evidence of student learning. The outcome should be important but not vague – for example, use of powerful language in persuasive writing or data analysis in social studies or science.
2. Determine how student proficiency on the outcome might be assessed. Locate or develop a performance task and a rubric by which to assess your students. If available, this assessment of student learning could be your district-developed end-of-course assessment. But it would have to be appropriate for the outcome you have selected and would have to be available at both the beginning and the end of the school year (or term). In the case of assessing language use in persuasive writing, this task could simply be an assignment that requires students to write a letter to the editor of a magazine in September and another in May. *Note:* It is preferable to administer the assessments during the course of instruction, to minimize the impact on daily class routine. In addition, the assessment can yield important formative information for a teacher.
3. Select students to be included in your sample. These are the students for whom you will collect and analyze pre- and post-instruction assessment data. This sample need not be an entire class, but it should include at least several students in each of the three groups. The groups may reflect any number of dimensions (or demographic breakdowns) – for example, students of high (or low) achievement or students who are English language learners. Identify these students on the form titled Groups for Analysis.
4. Administer the pre-instruction assessment, doing so in the course of normal instruction, if possible. For the students identified on the Groups for Analysis form, calculate the average score of the students in each of the three groups, using the rubric or scoring guide; enter these on the form titled Assessment Results.
5. Teach throughout the year (or term), focusing as appropriate, on the outcomes selected for analysis.
6. Toward the end of the year, administer the post-instruction assessment, doing so in the course of normal instruction, if possible. For the students identified on the Groups for Analysis form, calculate the average score of the students in each of the three groups; using the rubric or scoring guide as for the pre-instruction assessment; enter these on the Assessment Results form.
7. Calculate the gains (or losses) of students in the three groups. Enter these on the Assessment Results form.
8. Reflect on your learning as a result of this activity; record your thoughts on the form titled Reflection on Assessment Results. Be prepared to discuss your answers with your Professional Learning Team or administrator, as appropriate.

Links to the Framework for Teaching

Evidence for student learning relates to a number of components in the framework for teaching within the GLPS Teacher Evaluation System:

1B: Demonstrating knowledge of students

- 1C: Setting instructional outcomes
- 3C: Engaging students in learning
- 3D: Using assessment in instruction
- 4D: Participating in a professional learning community or team
- 5B: A baseline for learning
- 5C: Evaluation of student learning
- 5E: Desired results for student learning
- 5F: Analyzes, interprets and reflects on student growth

Guidance

As you collect and analyze data on student learning and consider the questions, you will find that your best analysis is that which demonstrates the following:

- Setting of important instructional goals
- Determination of appropriate evidence of student learning
- Establishment of important criteria on which to base the formation of groups of students for analysis
- Accurate analysis of student achievement data
- Thoughtful reflection on the implications of the analysis

Forms

Groups for Analysis

Assessment Results

Reflection on Assessment Results

Groups for Analysis

Teacher _____ School _____

Grade/Class/Course _____ Subject _____ Term/Year _____

Student Learning Outcome _____

Names of Students	General Reasons for Grouping Students (e.g., by skill or achievement level, language proficiency, other demographic)
<i>Group 1</i>	
<i>Group 2</i>	
<i>Group 3</i>	

Assessment Results

Teacher _____ School _____

Grade/Class/Course _____ Subject _____ Term/Year _____

Group 1
Group Average:

Pre-instruction assessment	Post-instruction assessment	Gain (or Loss)

Group 2
Group Average:

Pre-instruction assessment	Post-instruction assessment	Gain (or Loss)

Group 3
Group Average:

Pre-instruction assessment	Post-instruction assessment	Gain (or Loss)

Comments: _____

Battle Creek Public Schools

Administrative Goals and Evaluation 2011-12

Domains:



Domain #1-Results

- ❖ Improved Student Achievement Results
- ❖ Improved Teacher Performance Results
- ❖ Achievement Gap Reduction/Elimination
- ❖ Overall School Performance

Domain #2-Leadership

- ❖ Vision for Learning and Achievement
- ❖ Leadership Behavior Factors

Domain #3-Programs

- ❖ High Fidelity and Reliability Instructional Program Factors
 - Curriculum, Instruction, Assessment
- ❖ Safe, Effective, Efficient School Operations Factors

Domain #4-Processes

- ❖ Community Building Factors
- ❖ Evidenced Based and Data Informed Decision Making Factors

Domain #5-Systems

- ❖ Technology Integration and Competence Factors
- ❖ Human Capacity Factors

Setting Goals:

Please review the following to develop your goals:

- ❖ Review the Domains
- ❖ Write a goal for each Domain
- ❖ For this year:
 - All are assigned ***Domain #1-Results***
 - **Select one other Domain**
 - Provide a portfolio to support your success with those 2 Domains
 - Portfolio could include but not limited to narrative, artifacts, data, video, etc

More information regarding the Administrative Evaluation can be found at:

<http://gomasa.org/news/school-advance-administrator-evaluation-rubrics-ready-review>

BCCHS Professional Development Timeline

Note: specific district professional development dates are yet to be determined. In addition, some trainings are repeated as needed. All training will be provided in group format and in continued, job-embedded format through PLCs.

Spring 2011

- Effective teaching in the block schedule
- Bell to bell math instruction on a block schedule
- Stanford 10 Scope and Sequence Training
- Implementation of Co-Teaching
- Implementation of SIOP model

Summer 2012

- Refining curriculum maps and common assessments

2012-2013 New Employee Training

- Curriculum maps and common assessments
- Tiers of Intervention and RTI
- Understanding the needs of diverse populations

2012-2013 Summer Inservice

- Disaggregation of test data (Stanford 10, ACT/MME, Explore, Plan, Compass)
- Formative assessment
- Authentic literacy across the curriculum
- Tiers of Intervention and RTI

2012-2013 School Year

- Disaggregation of test data for instructional purposes within the PLC and classroom
- Continued implementation of Co-Teaching
- Continued implementation of SIOP
- Using PLCs to increase student achievement
- Authentic literacy across the curriculum
- Inquiry-based science instruction
- Intentional reading instruction for ELA teachers

Proposed BCCHS Sample Student Schedule
2012-2013

Times		"A" Day		"B" Day	
8:15-10:00	8:15-9:05	English 2	xxx	xxx	ELA Remediation
	9:10-10:00		xxx		Math Remediation
10:05-11:50	10:05-10:55	Spanish 1	xxx	Geometry	xxx
	11:00-11:50		xxx		xxx
11:55-2:15	No half-block	Biology	No half-block	US History	No half-block
	No half-block		No half-block		No half-block
2:20-4:05	2:20-3:10	xxx	Symphonic Band	xxx	Symphonic Band
	3:15-4:05		3D Art		3D Art

Lunches: 11:00-11:30 (Lunch for afternoon Math & Science Center and CACC students)
 11:55-12:30 1st Lunch (class 12:35-2:15 [100 minutes])
 12:35-1:05 2nd Lunch (class 11:55-12:30; 1:10-2:15 [100 minutes])
 1:10-1:40 3rd Lunch (class 11:55-1:05; 1:45-2:15 [105 minutes])

Proposed BCCHS Teacher Sample Schedule
2012-2013

Times		"A" Day		"B" Day	
8:15-10:00	8:15-9:05	English 2	xxx	xxx	ACT Prep
	9:10-10:00		xxx		Collaboration
10:05-11:50	10:05-10:55	English 2	xxx	English 2	xxx
	11:00-11:50		xxx		xxx
11:55-2:15	No half-block	Planning	No half-block	English 2	No half-block
	No half-block		No half-block		No half-block
2:20-4:05	2:20-3:10	English 2	xxx	English 2	xxx
	3:15-4:05		xxx		xxx

Lunches: 11:00-11:30 (Lunch for afternoon Math & Science Center and CACC students)
 11:55-12:30 1st Lunch (class 12:35-2:15 [100 minutes])
 12:35-1:05 2nd Lunch (class 11:55-12:30; 1:10-2:15 [100 minutes])
 1:10-1:40 3rd Lunch (class 11:55-1:05; 1:45-2:15 [105 minutes])



November 23, 2011

To Whom it May Concern:

The Battle Creek Education Association(BCEA) and Battle Creek Public Schools have discussed the proposed transformation model for Battle Creek Central High School and the impact this plan will have not only our students, but the lives of the employees and our current contract. It is the BCEA's opinion that this plan is a Comprehensive outline of how to improve the performance of our students and increase achievement.

At this time, the BCEA is in support of the proposed transformation model as outlined by Mr. Coby Fletcher, Principal of Battle Creek Central. There are certain components of the plan that the BCEA and administration must bargain due to conflicts with our current contract as well as the impacts this plans implementation will have on the middle school and elementary schedules. We also need to discuss an equitable compensation program. I feel that the BCEA and administration will accomplish these tasks quickly and fairly in order to meet the needs of our students.

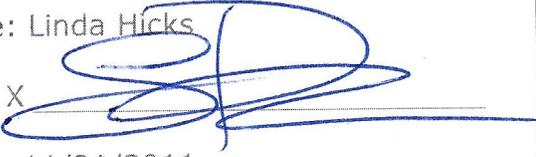
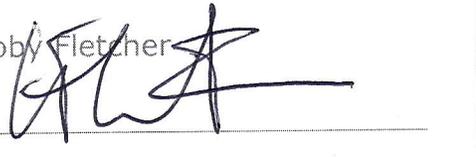
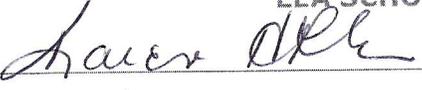
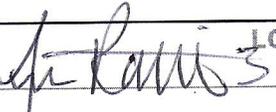
I look forward to working with the administration to make sure that Battle Creek Central is no longer a consistently low performing school and encourage the approval of the model presented. If you have further questions about the BCEA's support of this plan or questions about bargaining issues, I would be happy to discuss them with you. I can be reached at 269-967-3829. Thank you for your thoughtful consideration.

Sincerely,

Joseph Ratti III
President, BCEA

BATTLE CREEK
EDUCATION ASSOCIATION
P O BOX 4194
BATTLE CREEK, MI 49016

Phone: 269-9639402
Email:
dmiller@battle-creek.k12.mi.us

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Battle Creek Public Schools School Name: Battle Creek Central High School Address: 100 West Van Buren Street, Battle Creek, MI 49017 School Code: 0223	Name: Coby Fletcher Position and Office: Principal, BCCHS Telephone: 269-213-3554 Fax: 269-660-5864 Email: cfletcher@battle-creek.k12.mi.us
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Linda Hicks Signature: X  Date: 11/21/2011	Telephone: 269-965-9465 Fax: 269-965-9474 Email: lhicks@battle-creek.k12.mi.us
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Coby Fletcher Signature: X  Date: 11/21/2011	Telephone: 269-213-3554 Fax: 269-660-5864 Email: cfletcher@battle-creek.k12.mi.us
LEA SCHOOL BOARD PRESIDENT	
Signature: X  Date: 11/21/2011	
LOCAL TEACHER BARGAINING UNIT	
Signature: X  Date: 11/21/2011	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	