



W·A·Y™
Widening Advancements for Youth

Educator Evaluation Guide

2016-2017

A Note from the Superintendent

Dear Educators,

At W-A-Y Charter Schools, we believe in the process of continuous improvement; identifying areas of strength and areas of improvement, developing and carrying out a plan and measuring our results. The new educator evaluation tool we are implementing this year is just another tenet of our continuous improvement process. The evaluation process focuses on effective teaching, professional growth and student growth.

Last year, we developed a common language centered on the national standards and 21st Century skills to articulate expected outcomes for our students. As a result of this process, we now share a vision of what effective instruction looks like and sounds like using project-based learning as our foundation.

Since teaching is an art and a science; teachers will have opportunities to build on their strengths to hone their craft of teaching while using data to plan and inform their instruction. Directors will provide meaningful and specific feedback and support so they can perform at their very best.

Our mission at W-A-Y Charter Schools is to "Change lives by creating engaging educational opportunities for students". We believe teachers make this happen everyday with the students in our labs. We consider teachers as our greatest assets in preparing our students for college and 21st Century careers.

In order for our students to compete with their peers across the nation, we need to concentrate on the quality of face-to-face instruction within our blended learning model.

Educationally yours,

Jennifer A. Hernandez Ed.S.
Superintendent W-A-Y Charter Schools

Introduction

The purpose of this guide is to describe the process used by WAY Charter Schools to evaluate and rate teacher performance throughout the school year. The educator evaluation is a continuous improvement process that provides a consistent and systematic approach for engaging teaching professionals in rich discussions about teacher effectiveness as it relates to student growth. This process encourages reflection on instructional practices while supporting professional growth of teachers to foster student growth.

WAY Charter Schools has adopted the state approved Marzano Teacher Evaluation Model for conducting classroom observations. This tool was selected because it compliments many of our current Marzano practices and rubrics used within our project based learning curriculum.

The educator evaluation process complies with Public Act 173 of 2015.

PROFESSIONAL DEVELOPMENT

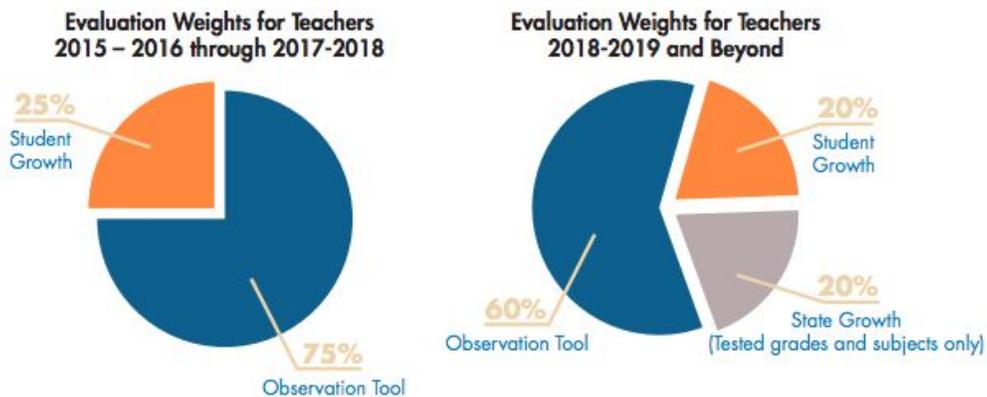
Teachers and Administrators are provided professional development on the performance evaluation systems for the 2016, 2017, & 2018 school years.

Training	Vendor	Audience	Description	Timeline
Marzano Educator Evaluation Tool Training for Administrators (35 hours)	Learning Sciences International Wayne REA	Administrators and Principals	Participants will understand how the 2014 Marzano Teacher Evaluation Model supports teacher growth through feedback and will be able to utilize the Marzano protocol to capture instructional evidence and provide growth feedback.	June 23 & 24, 2016 August 25 & 26, 2016 September 23, 2016
Introduction to the Marzano Teacher Evaluation Model Domains 1-4 (3 hours)	Learning Sciences International	All Instructional Staff and Administrators	Participants will understand the components and structure of the Marzano Teacher Evaluation Model.	September 23, 2016
iObservation Technical Training One-on-One Virtual – Getting Started with iObservation - Marzano	Learning Science International	Administrators and Principals	Participants will receive technical training in a one-on-one virtual setting. The topic is “Getting Started with iObservation - Marzano”	January 2017
iObservation Technical Training One-on-One Virtual – Pre/Post Conferences and Growth Plans - Marzano	Learning Science International	Administrators and Principals	Participants will receive technical training in a one-on-one virtual setting. The topic is “Pre/Post Conferences and Growth Plans - Marzano.”	January 2017
iObservation Technical Training One-on-One	Learning Science International	Administrators and Principals	Participants will receive technical training in a one-on-one virtual setting. The topic is “Reporting and Evaluation - Marzano.”	January 2017

Virtual – Reporting and Evaluation - Marzano				
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EVALUATION PROCESS

The evaluation process is an ongoing cycle designed for continuous dialogue, support and improvement. An educator evaluation consists of classroom observations and student growth measures in providing a summary of actionable feedback on a teacher’s performance over the course of a school year. Based on the outcomes of classroom observations and student growth measures, teachers are assigned an effectiveness rating of highly effective, effective, minimally effective or ineffective. For the 2016-2017 school year 75% of a teacher’s evaluation is based on classroom observations conducted by their director and 25% is based on student growth measures. For the 2018-2019 school year 60% of a teacher’s evaluation is based on classroom observations conducted by their director, 20% is based on student growth and another 20% is based on state growth.



Michigan Educator Evaluations Frequently Asked Questions (FAQs) 6/2016

Evaluation Scoring

Evaluation scoring uses the following 4-point system,

Component	Weight	Highly Effective	Effective	Minimally Effective	Ineffective
Student Growth	25%	1	.75	.5	.25
Observation Tool	75%	3	2.25	1.5	.75
Total Score	100%	4	3	2	1

Evaluation Rating

The student growth rating is combined with the classroom observation rating to determine the teacher's summative rating. Evaluation ratings are assigned using the following cut scores,

Rating	Average Score
Highly Effective	3.76 - 4.0
Effective	2.6 - 3.75
Minimally Effective	1.6 - 2.5
Ineffective	1.0 - 1.5

iOBSERVATION-MARZANO TEACHER EVALUATION TOOL

For the 2016-2017 school year, teachers will be evaluated on Domain 1: Classroom Strategies and Behaviors using indicators 1 through 41.

Domain	Innovating	Applying	Developing	Beginning	Not Using
1. Classroom Strategies and Behaviors	4	3	2	1	0

For the 2017-2018 school year teachers will be evaluated on,

1. Domain 1: Classroom Strategies and Behaviors (indicators 1-41)
2. Domain 2: Planning and Preparing (indicators 42-49)
3. Domain 3: Reflecting on Teaching (indicators 50-54)
4. Domain 4: Collegiality and Professionalism (indicators 55-60).

Domain	Innovating	Applying	Developing	Beginning	Not Using
1. Classroom Strategies and Behaviors	4	3	2	1	0
2. Planning and Preparing	4	3	2	1	0
3. Reflecting on Teaching	4	3	2	1	0
4. Collegiality and Professionalism	4	3	2	1	0

The chart below shows the alignment of the Marzano rubric labels to the Michigan effectiveness labels,

Effective Labels

Marzano	Innovating	Applying	Developing	Beginning
Michigan	Highly Effective	Effective	Minimally Effective	Ineffective

OBSERVATIONS

An observation is an exercise conducted using the district adopted educator evaluation tool with fidelity for a minimum of one class period. An observation not only considers the lesson being observed but is must also consider the teacher’s lesson plan, the content standards being addressed in the lesson, and the level of student engagement throughout the lesson. An observation is one component of the educator evaluation process that provides data for the annual year-end evaluation.

Types of Observations

There are 2 types of observations: formal and informal. A formal observation is an announced exercise that is planned by the director and teacher with an agreed upon days and times for the formal observation activities. An informal observation is an unannounced exercise that the director has planned. Teachers will receive a minimum of 2 formal and 1 informal observation. The chart below compares the two types of observations,

Formal Observation	Informal Observation
Announced During class period Includes pre-conference Includes post-conference session Results used for annual evaluation Written feedback provided	Unannounced During class period Does not include pre-conference session Includes post-conference session Results used for annual evaluation Written feedback provided

Formal Observation Process



Pre-Observation Conference

During the pre-observation conference the teacher presents the lesson plan to be taught for the formal observation. The director and teacher discuss the instructional strategies, level of student engagement, and previous skills taught to prepare students for this lesson. The director asks guiding questions to assist the teacher in considering the lesson or suggest possible alternatives to enhance the lesson. The teacher incorporates the feedback into the lesson plan.

Outcomes for the conference:

- Set expectations for the evaluation process
- Develop a clear understanding of the planned lesson to be observed
- Identify goals, instructional strategies and assessment(s) that will be used
- Revise the lesson based on feedback

Points for discussion:

- What should students know and be able to do by the end of the lesson?
- Do the planned activities and instructional strategies build on one another?
- How will the teacher check for understanding?
- Have students with special needs been considered and accommodations made for this lesson?
- How will the teacher scaffold and differentiate instruction to meet the needs of all students?

Formal Observation

The director and teacher schedule a day and time for the observation. The observation is a minimum of 1 class period. The director uses the iObservation tool to complete the observation.

Post-Observation Conference

The director and teacher meet to reflect on the lesson, review evidence from the lesson, and discuss the director's feedback. Feedback follows the 7 Keys to Effective Feedback: goal referenced, tangible and transparent, actionable, user-friendly, timely, ongoing and consistent. Through this capacity building process the teacher refines instruction for continuous improvement.

Professional Growth Plan

The professional growth plan includes specific goals and outcomes to be achieved for the school year. This growth plan serves as the performance improvement plan in compliance of the Public Act 173 of 2015. The professional growth plan is created for each teacher based on their first classroom observation and feedback during their first post-conference. For subsequent observations the teacher's professional growth plan will be updated accordingly.

Informal Evaluation Process



Informal Observation

The director sets a day and time to observe classroom instruction unannounced to the teacher. The observation is a minimum of 1 class period. The director uses the iObservation tool to complete the observation.

Post-Observation Conference

The post-observation conference follows the same format as the formal observation.

Professional Growth Plan

The professional growth plan follows the same format as the formal observation.

Year-End Conference

The year-end conference is the culminating activity of the educator evaluation process. During this conference the director and teacher meet to review the teacher's overall performance for the school year. The director and teacher review evidence from all the

observations, the professional growth plan goals and outcomes achieved, and student growth data. This is also a time to set new goals for the upcoming school year and plan for professional development and training. The director will also share the teacher's summative rating during the conference.

CALENDAR OF ACTIVITIES

Activity	Dec	Jan	Feb	Mar	Apr	May	Jun
Professional Development Plan	Due 12/22/16						
1 st Formal Observation		Due 1/27/17					
2 nd Formal Observation			Due 3/24/17				
3 rd Formal Observation					Due 5/26/17		
Year End Conference							Due 6/9/17



Teacher Evaluation Form

Teacher:	School:
Grade(s):	Subject
Evaluator:	School Year:

Observation Dates

Evaluation	Pre Conference	Observation	Post Conference	Professional Growth Plan
# 1				
# 2				
# 3				

Teacher Performance Rating for 1st Evaluation

Domain	Highly Effective	Effective	Minimally Effective	Ineffective
1. Classroom Strategies and Behaviors				
2. Planning and Preparing				
3. Reflecting on Teaching				
4. Collegiality and Professionalism				
Comments:				

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Teacher Performance Rating for 2nd Evaluation

Domains	Highly Effective	Effective	Minimally Effective	Ineffective
1. Classroom Strategies and Behaviors				
2. Planning and Preparing				
3. Reflecting on Teaching				
4. Collegiality and Professionalism				
Comments:				

Teacher Performance Rating for 3rd Evaluation

Domains	Highly Effective	Effective	Minimally Effective	Ineffective
1. Classroom Strategies and Behaviors				
2. Planning and Preparing				
3. Reflecting on Teaching				
4. Collegiality and Professionalism				
Comments:				

Overall Effectiveness

Component	Weight	Highly Effective	Effective	Minimally Effective	Ineffective
Student Growth	25%				
Observation Tool	75%				
Total Score	100%				
Comments:					

Administrator Signature _____ Date _____

Teacher Signature _____ Date _____

Attach the Professional Development Plan for current school year.