



**W-A-Y**™

Widening Advancements for Youth

# **Educator Evaluation Guide**

**2016-2017**

**2017-2018**

## 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 21<sup>st</sup> 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 21<sup>st</sup> 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.*

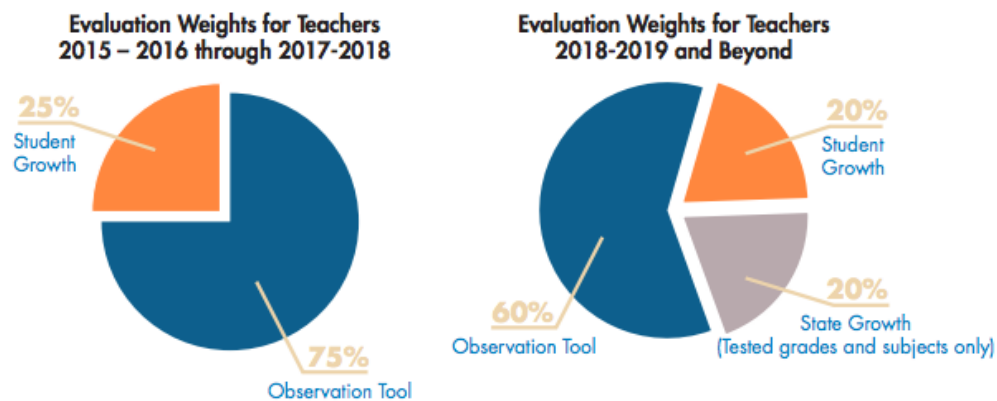
## PROFESSIONAL DEVELOPMENT 2016-2017

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 Virtual – Reporting and Evaluation - Marzano	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
Introduction to the Marzano Teacher Evaluation Model Domains 1-4 (3 hours)	Central Office Staff	New Principals and Teachers	Participants will understand the components and structure of the Marzano Teacher Evaluation Model including Pre/Post Conferences and Growth Plans.	September 29 2017
Educator Evaluation-Student Growth Data (6 hours)	Central Office Staff	Administrators and Principals	Participants will understand student growth data, how to monitor student growth by using student learning objectives and Domains 2-4 of the Marzano iObservation tool.	October 27, 2017

## 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 and 2017-2018 school years, 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 and Rating

Evaluation scoring uses the following 4-point system. 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,

Component	Weight	Highly Effective	Effective	Minimally Effective	Ineffective
Student Growth	25%	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0 - 1.49
Observation Tool	75%	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0 - 1.49
Total Score	100%	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0 - 1.49

## Evaluation Rating

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

Final Rating	Total Score
Highly Effective	3.5 - 4.0
Effective	2.5 - 3.49
Minimally Effective	1.5 - 2.49
Ineffective	0 - 1.49

## 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				
<b>Marzano</b>	Innovating	Applying	Developing	Beginning
<b>Michigan</b>	Highly Effective	Effective	Minimally Effective	Ineffective

## OBSERVATIONS

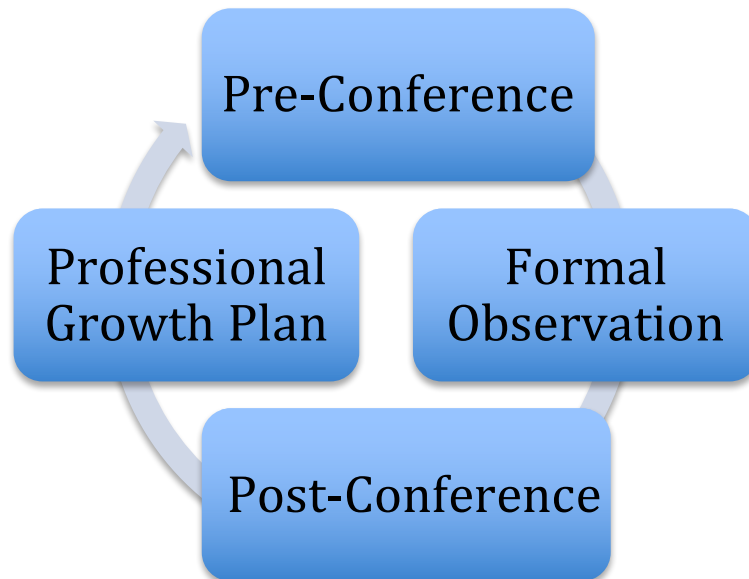
An observation is an exercise conducted using the district adopted educator evaluation tool with fidelity for a minimum of one class period. An observation not only considers the lesson being observed but must also consider the teacher's lesson plan, the content standards being addressed in the lesson, 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.

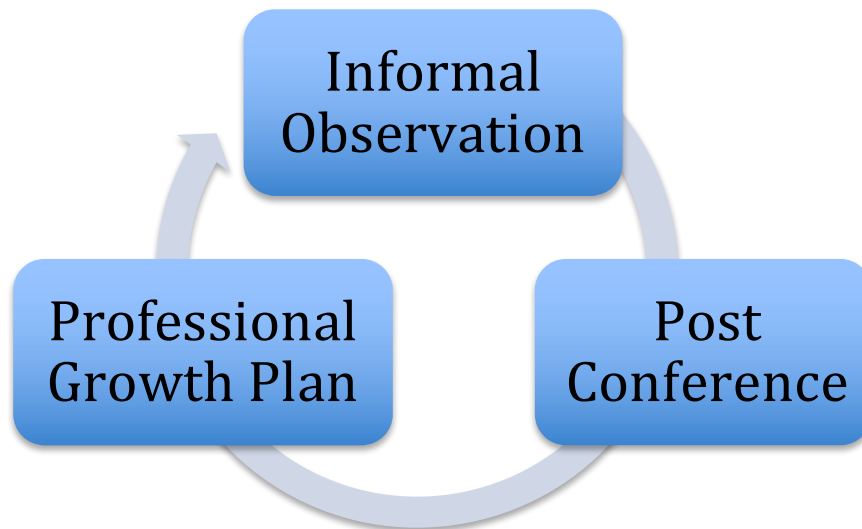
### **Post-Observation Conference**

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 2016-2017

Activity	Dec	Jan	Feb	Mar	Apr	May	Jun
Professional Development Plan	Due 12/22/16						
1 <sup>st</sup> Formal/Informal Observation		Due 1/27/17					
2 <sup>nd</sup> Formal/Informal Observation			Due 3/24/17				
3 <sup>rd</sup> Formal/Informal Observation					Due 5/26/17		
Year End Conference							Due 6/30/17

*NOTE: Each teacher will receive 2 formals and 1 informal*

## 2017-2018

Activity	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development Plan	Due 09/29/17								
1 <sup>st</sup> Formal/Informal Observation			Due 11/17/17						
2 <sup>nd</sup> Formal/Informal Observation					Due 1/31/18				
3 <sup>rd</sup> Formal/Informal Observation							Due 3/30/18		
Year End Conference									Due 5/18/18

## STUDENT GROWTH MODEL: STUDENT LEARNING OBJECTIVES

Student growth models are used to measure a teacher's impact on student learning within a school year. Although there are many student growth models available, WAY Charter Schools will use the Student Learning Objective (SLO) Model to measure student growth. This model uses intervals of instruction to measure long term educational goals. Below is a correlation of our goals to our assessments.

Educational Goal	Assessment	Subjects
Grades 7-12: Students' academic growth between tests will demonstrate measurable progress toward the grade-level core subject area achievement targets.	Performance Series Test/NWEA	Reading Math
Grades 9 and 10: Students' college readiness will be determined using the core subject area scores on the PSAT	PSAT	Reading Math
Grades 11 and 12: Students' college readiness will be determined using the core subject area scores on the SAT	SAT	Reading Writing Math

### Growth Targets

Teachers and administrators can impact student growth by using student growth targets to plan for instruction. These growth targets equate to one year of academic growth. Growth targets will be measured using data from our assessments.

- Performance Series growth targets are created automatically once students have taken the initial assessments. All students take these assessment in the fall and new students should take the Performance Series Test once they enroll. To access student growth targets login to Performance Series and run the "Gain Analysis" report.
- PSAT growth target is a score that is on track to meeting the 1070 score on the SAT.
- SAT growth target is 1070 for all students

Assessment	Benchmark
Performance Series	Created Automatically
PSAT 9th Grade EBRW	410
PSAT 9th Grade Math	450
PSAT 10th Grade EBRW	430
PSAT 10th Grade Math	480

SAT EBWR	480
SAT Math	530
SAT Total Score	1070

Reference - [College Board Benchmarks](#)

### Correlation of Content Areas with Assessments

Content Area	Assessment	Subject Tested	Weight
English, Social Studies	Performance Series	Reading	50%
	PSAT/SAT	Evidence Based Reading and Writing	50%
Math	Performance Series	Math	50%
	PSAT/SAT	Math	50%
Science	Performance Series	Reading	50%
	PSAT/SAT	Evidence Based Reading and Writing	50%

### Student Growth Rubric For Teacher Effectiveness Labels

Data will be used for students on the school roster who have taken the Performance Series, PSAT, and SAT.

Effective Labels			
Highly Effective	Effective	Minimally Effective	Ineffective
3.76 - 4.0	2.51 - 3.75	1.51 - 2.50	0.0 - 1.50
Between 75% - 100% of students demonstrated adequate growth on the Performance	Between 50%- 74.9% of students demonstrated adequate growth on the Performance Series, PSAT and	Between 25%- 49.9% of students demonstrated adequate growth on the Performance Series, PSAT and	Between 0 - 24.9% of students demonstrated adequate growth on the Performance Series, PSAT and

<p>Series, PSAT and SAT assessments.</p> <p>The district will determine growth on an annual basis using the most recent data.</p>	<p>SAT assessments.</p> <p>The district will determine growth on an annual basis using the most recent data.</p>	<p>SAT assessments.</p> <p>The district will determine growth on an annual basis using the most recent data.</p>	<p>SAT assessments.</p> <p>The district will determine growth on an annual basis using the most recent data.</p>
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