



## PA 173 Statutory Requirements for Posting and Assurances

## 1249(3) Posting and Assurances

**Bob Kefgen**  
Director Legislative Affairs  
Michigan Association of Secondary School Principals  
[bobk@michiganprincipals.org](mailto:bobk@michiganprincipals.org)  
[www.mymassp.com](http://www.mymassp.com)


**Colin Ripmaster**  
Associate Executive Director  
Michigan Association of Secondary School Principals  
[colinr@michiganprincipals.org](mailto:colinr@michiganprincipals.org)  
[www.mymassp.com](http://www.mymassp.com)

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Follow Colin on Twitter @PrinRipmaster  
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### Agenda

- 1249(3) Requirements for Posting and Assurances
- CEL Teacher Evaluation Posting and Assurances Document
- Additional Resources
  - Statutory Language side-by-side CEL Language
  - Model Student Handbook
- CEL and MASSP Terms of Use
- Questions and Answers




### PA 173 Section 1249

Sec. 1249. (1) Subject to subsection (4), with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy **shall adopt and implement** for all teachers and school administrators **a rigorous, transparent, and fair performance evaluation system** that does all of the following...



### Side-by-Side


- **Purpose:** Provide assurance that CEL's teacher evaluation system complies with statutory requirements of section 1249.
  - Section
  - Statutory Language
  - CEL Operational Language
- District Decisions
  - Student Growth and Assessment Data.
    - Adopted Measures
    - Acceptable Format and Types of Goals
    - Rating of Student Growth
- Statutory Exceptions specific to the number of observations and annual evaluations.



### 1249(3) Posting and Assurances

(3) **Beginning with the 2016-2017 school year**, a school district, intermediate school district, or public school academy **shall post on its public website all of the following information** about the evaluation tool or tools it uses for its performance evaluation system for teachers:

- The **research base for the evaluation framework, instrument, and process** or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
- The **identity and qualifications of the author or authors** or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.



## 1249(3) Posting and Assurances

(3) **Beginning with the 2016-2017 school year**, a school district, intermediate school district, or public school academy **shall post on its public website all of the following information** about the evaluation tool or tools it uses for its performance evaluation system for teachers:

- (c) Either **evidence of reliability, validity, and efficacy or a plan for developing that evidence** or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
- (d) The evaluation frameworks and rubrics with **detailed descriptors for each performance level** on key summative indicators.
- (e) A **description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.**
- (f) A description of the plan for providing evaluators and observers with **training.**

## 1249(3)(a) Research Base

- Research and Development of 5 Dimensions of Teaching and Learning™ instructional framework and 5D+™ Teacher Evaluation Rubric
- Research for 5D+ Teacher Evaluation Rubric
- Teacher Evaluation Research

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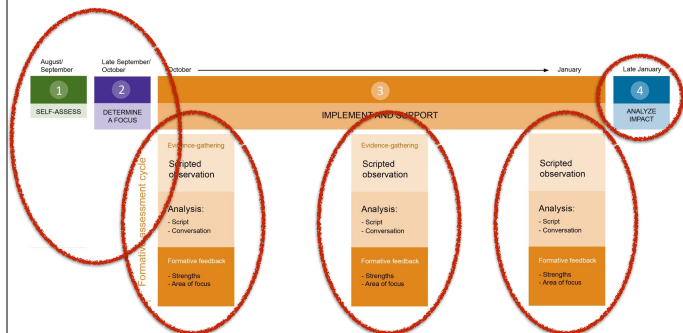
## 1249(3)(b) Identity and Qualifications of Authors

- The University of Washington's Center for Educational Leadership (CEL) Teacher Evaluation System provides research-based methods and instruments to:
  - Plan and implement a growth-oriented teacher evaluation system focused on high- quality learning.
  - Develop a common language and shared vision for improving teaching and learning using an instructional framework.
  - Analyze and calibrate evaluation ratings across classrooms, schools and districts using an evaluation rubric.
  - Increase the expertise of school leaders to guide and support the professional growth of teachers.
- About CEL
- CEL's History
- CEL's Team

## 1249(3)(c) Evidence of Reliability, Validity and Efficacy

- **Validity:** the accuracy of an assessment -- whether or not it measures what it is supposed to measure.
  - Does the 5D+ Teacher Evaluation Rubric accurately measure a teachers effectiveness?
    - Yes, when a teacher's professional practice rating is derived from the entire 5D+ Rubric (all indicator ratings, leading to dimension ratings, leading to a professional practice rating)
- **Reliability:** the degree to which an assessment tool produces stable and consistent results.
  - Does the 5D+ Teacher Evaluation Rubric and 5D+ Inquiry Cycle produce stable and consistent results?
    - Yes, if an evaluator accurately scores each indicator based on the preponderance of evidence (considering growth over time) from 4-6 observations that are approximately 15 minutes in length.
- **Efficacy:** capacity to produce a desired result or effect; effectiveness
  - Does the 5D+ Teacher Evaluation Rubric and Inquiry Process improve teachers professional practice and impact student learning?
    - Yes, if an observer and/or evaluator provides the particular type of leadership articulated in the framework training through the 5D+ Inquiry Process.

## Reliability and Efficacy Dependent on Implementation with Fidelity



## 1249(3)(d) Evaluation Framework and Rubric

CENTER for EDUCATIONAL LEADERSHIP  
UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION

5 Dimensions of Teaching and Learning™  
Instructional Framework Version 4.0

5D+ Subdimension	Standards	Purpose	Research and Resources to Support The 5D+™ Teacher Evaluation Rubric
Learning Target and Teaching Points	<ul style="list-style-type: none"> <li>The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills.</li> <li>The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standards.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson targets clearly articulated, related to standards, understandings, and skills.</li> <li>The lesson is designed to be challenging and to engage students in learning.</li> <li>The lesson is designed to be relevant to students' lives and to be culturally responsive.</li> </ul>	<p>This bibliography is a sample of the research and resources that support the 5 Dimensions of Teaching and Learning Instructional Framework and the 5D+ Teacher Evaluation Rubric.</p> <p><b>Purpose</b></p> <p>Bransford, J., Brown, A., &amp; Cocking, R. (Eds.). (2000). <i>How people learn: Brain, mind, experience, and school</i>. Washington, DC: National Academy Press.</p> <p>Danielson, C. (1996). <i>Enhancing professional practice: A framework for teaching</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Hartigan, P. (2010, July/August). Learning progressions in science. <i>Harvard Education Letter</i>, 26(4), 1-3.</p> <p>Moss, C.M. &amp; Brookhart, S. (2009). Leveling the playing field: Sharing learning targets and criteria for success. In <i>Advancing Formative Assessment in Every Classroom</i> (chapter 2). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Saifer, S., Edwards, K., Ellis, D., Ko, L., &amp; Stuczynski, A. (2010). <i>Culturally responsive standards-based teaching: Classroom to community and back</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Saphier, J. &amp; Gower, R. (1987). <i>The skillful teacher: Building your teaching skills</i> (5th ed.). Acton, MA: Research for Better Teaching.</p> <p>Schmoker, M. (2001). <i>The results feedback: Practical strategies for dramatically improved schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Strong, R., Silver, H., &amp; Perini, M. (2001). <i>Teaching what matters most: Standards and strategies for raising student achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Stronge, J. (2002). <i>Qualities of effective teachers</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
Intellectual Work	<ul style="list-style-type: none"> <li>The lesson targets clearly articulated, related to standards, understandings, and skills.</li> <li>The lesson is designed to be challenging and to engage students in learning.</li> <li>The lesson is designed to be relevant to students' lives and to be culturally responsive.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson targets clearly articulated, related to standards, understandings, and skills.</li> <li>The lesson is designed to be challenging and to engage students in learning.</li> <li>The lesson is designed to be relevant to students' lives and to be culturally responsive.</li> </ul>	
Engagement Strategies	<ul style="list-style-type: none"> <li>The lesson targets clearly articulated, related to standards, understandings, and skills.</li> <li>The lesson is designed to be challenging and to engage students in learning.</li> <li>The lesson is designed to be relevant to students' lives and to be culturally responsive.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson targets clearly articulated, related to standards, understandings, and skills.</li> <li>The lesson is designed to be challenging and to engage students in learning.</li> <li>The lesson is designed to be relevant to students' lives and to be culturally responsive.</li> </ul>	
Talk	<ul style="list-style-type: none"> <li>The lesson targets clearly articulated, related to standards, understandings, and skills.</li> <li>The lesson is designed to be challenging and to engage students in learning.</li> <li>The lesson is designed to be relevant to students' lives and to be culturally responsive.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson targets clearly articulated, related to standards, understandings, and skills.</li> <li>The lesson is designed to be challenging and to engage students in learning.</li> <li>The lesson is designed to be relevant to students' lives and to be culturally responsive.</li> </ul>	

## 1249(3)(d) Evaluation Framework and Rubric

Purpose		Unsatisfactory	Basic	Proficient	Distinguished
P1	Standards: Connection to standards, broader purpose and transferable skill	The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills.			The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.
P2	Standards: The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	The lesson is clearly linked to previous and future lessons. Lessons build on each other in ways that enhance student learning. Students understand how the lesson relates to previous lesson.			The lesson is clearly linked to previous and future lessons. Lessons build on each other in ways that enhance student learning. Students understand how the lesson relates to previous lesson.
P3	Teaching Point: Teaching point(s) are based on students' learning needs	The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students.			Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students.
P4	Learning: The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context.	Teacher communicates the learning target(s) through verbal and visual strategies. Checks for student understanding of what the target(s) are and references the target throughout instruction.			Teacher communicates the learning target(s) through verbal and visual strategies. Checks for student understanding of what the target(s) are and references the target throughout instruction.
P5	Learning: The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria. Students refer to success criteria and use them for improvement.			The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria. Students refer to success criteria and use them for improvement.

## 1249(3)(e) Description of Process for Conducting Observation...

**ANALYZE IMPACT:**  
Teacher and principal analyze the results of their work.  
*Based on your inquiry, what did you learn about your practice as it impacts student learning?*

**SELF-ASSESS:**  
Teacher self-assesses to identify an area of focus.

**IMPLEMENT & SUPPORT:**  
Teacher and principal engage in study and learning around area of focus.

**DETERMINE A FOCUS:**  
Teacher and principal analyze evidence to identify an area of focus. Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?

## 1249(3)(e) Description of Process for Conducting Observation, Collecting Evidence... (Step 3)

- **Script** - Collect specific and descriptive evidence.
  - The purpose of scripting is to create a data log/running record of what the teacher said and did, what students said and did, classroom layout/postings on the walls, etc.; all connected to the instructional core.
- **Code** - Align evidence from script to specific indicators that will be evaluated.
  - The purpose of coding is to identify and label evidence of practice for each rubric indicator. When an observer finds an example of an indicator, s/he writes that indicator code (i.e., CEC1) next to the script that is evidence of that indicator.
- **Notice / Wonder** - Identify/highlight evidence and pose questions related to a teacher's area of focus.
  - The purpose of noticings/wonderings is to initiate (serve as the basis of) conversation with a teacher around their area of focus, in order to collect additional evidence needed for formative feedback.
- **Analyze** - Sort evidence of practice into three categories: what the teacher "can do", is on the "verge of", and "far from."
  - The purpose of analyzing evidence is to identify a teacher's zone of proximal development in preparation to provide formative feedback.
- **Feedback** - Provide teacher formative feedback
  - The purpose of formative feedback is to recognize/affirm practices in place based on what the teacher "Can do" from across the rubric and provide short-term coaching points based on what the teacher is on the "Verges of" being able to do specific to the teacher's area of focus.

## 1249(3)(e) Description of Process for ...Conducting Evaluation Conferences... (Step 4)

- At the **conclusion of the first inquiry cycle (typically in January)**, each teacher and his/her evaluator will meet for a mid-year inquiry conference. As part of the mid-year review, the teacher and evaluator will:
  - Review the growth plan (IDP, PDG, etc.)
  - Examine student and teacher data.
  - Analyze the impact of the data.
  - Discuss teacher growth using the 5D+ rubric.
  - Decide whether to continue the same inquiry and/or identify new area(s) of focus for the next inquiry cycle.
- Note: For teachers with an IDP, Michigan law requires that the evaluator set specific performance goals for the remainder of the year and write an improvement plan, in consultation with the teacher, that includes any recommended professional development, instructional support and/or coaching to achieve performance goals.

## 1249(3)(e) Description of Process for ...Conducting Evaluation Conferences... (Step 4)

- At the **conclusion of the second inquiry cycle (typically in May)**, evaluators will meet with each teacher for an evaluation conference. As part of the end-of-year inquiry conference, the teacher and principal will:
  - Review the growth plan (IDP, PDG, etc.)
  - Examine student and teacher data.
  - Analyze the impact of the data.
  - Discuss teacher growth using the 5D+ rubric.
  - Decide whether to continue the same inquiry and/or identify new area(s) of focus for the next inquiry cycle.
- Note: Michigan law requires that evaluators draft an IDP for the next school year for a teacher rated ineffective or minimally. This IDP must include specific performance goals and any recommended professional development, instructional support and/or coaching to achieve performance goals. This may not be necessary if the evaluator recommends the teacher not continue.

## 1249(3)(e) Description of Process...Developing Performance Ratings...

- Step 1 - Determine an Indicator Score (Process one indicator at a time)
- Step 2 - Determine a Dimension Rating
- Step 3 - Determine a 5D+ Summative Rating
- Step 4 - Determine a Professional Practice Rating
  - Based on the preliminary professional practice rating, and consideration of criteria enumerated in section 1248 not measured by the 5D+ rubric, an evaluator uses professional judgment to determine whether to maintain, increase or decrease a teacher's preliminary professional practice rating.
  - The teacher's inability to withstand the strain of teaching, attendance and/or disciplinary record, if any, may reduce the professional practice rating.
  - Relevant accomplishments and contributions, if any, may increase the professional practice rating.
  - Special training, if any, may increase the professional practice rating.
  - Note: This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.
- Step 5 - Determine Student Growth Rating: Examine multiple measures of student growth, and derive a student growth rating.
- Step 6 - Determine Effectiveness Rating: Aggregate Professional Practice (75%) and Student Growth (25%) ratings to calculate a raw score.

## Determine Indicator Rating

Summative Results Previous Observations Summary

Staff Member: FS Admin

Dimension: 5.CEC Classroom Environment & Culture

Purpose: Summative Scripting Ratings

The information below shows scripting ratings selected via the Code Evidence tab in all observations for this staff member since their previous evaluation.

	Unrated	Distinguished	Proficient	Basic	Unsatisfactory	Your Rating
5.CEC.1 Use of Physical Environment: Arrangement of classroom	3	-	-	-	-	3
5.CEC.2 Use of Physical Environment: Accessibility and use of materials	4	-	-	-	-	3
5.CEC.3 Classroom Routines and Rituals: Discussion, collaboration and accountability. <a href="#">more</a>	14	-	-	-	-	4

Evidence (13)

T - What does collective understanding mean? S - you are getting a bunch of information while you are collecting what others say T fills with inner circles T - after the seminar you are going to write a reflective response explaining how your thinking deepened because of what was shared. Take out your seminar pages. S - use textual evidence and invite people S - it's a discussion not a debate S - ask questions if you don't understand S - don't raise hands S - listen and reflect on what people say S - don't repeat ideas S - listen actively

08/16/2015  
Colin Ripmaster  
Unrated

T - what does listen actively mean? S - pay attention, have good posture, answer questions, go off what people are saying T reiterated what active listening means. "You know your protocols, you know exactly what you are supposed to do."

08/16/2015  
Colin Ripmaster  
Unrated

Save and Return

## Determine Dimension Rating

Summative Results Previous Observations Summary

Staff Member: FS Admin

Dimension: 5.CEC Classroom Environment & Culture

Purpose: Summative Scripting Ratings

The information below shows scripting ratings selected via the Code Evidence tab in all observations for this staff member since their previous evaluation.

	Unrated	Distinguished	Proficient	Basic	Unsatisfactory	Your Rating
5.CEC.1 Use of Physical Environment: Arrangement of classroom	3	-	-	-	-	3
5.CEC.2 Use of Physical Environment: Accessibility and use of materials	4	-	-	-	-	3
5.CEC.3 Classroom Routines and Rituals: Discussion, collaboration and accountability. <a href="#">more</a>	14	-	-	-	-	3
5.CEC.4 Classroom Routines and Rituals: Use of learning time	1	-	-	-	-	3
5.CEC.5 Classroom Routines and Rituals: Managing student behavior	-	-	-	-	-	4
5.CEC.6 Classroom Culture: Student status	7	-	-	-	-	2
5.CEC.7 Classroom Culture: Norms for learning	2	-	-	-	-	2

Final Dimension Rating: (3) Proficient (2) 0

Show Other Scripting

Save and Return

## Professional Practice Summative Rating

- Derive a Preliminary Professional Practice Rating based on Dimension Ratings
- Determine a Final Professional Practice Rating based on the preliminary professional practice rating, and consideration of criteria enumerated in section 1248 not measured by the 5D+ rubric
- Determine whether to maintain, increase or decrease a teacher's preliminary professional practice rating. (In most cases the rating will not change.)

Summative Results

	Rating
1.P. Purpose	2
2.SE. Student Engagement	4
3.DP. Curriculum & Pedagogy	3
4.A. Assessment for Student Learning	3
5.CEC. Classroom Environment & Culture	3
6.PCC. Professional Collaboration & Communication	4

Final Rating: (3) Proficient

Evaluation Comments:

SAVE AND RETURN FINALIZE EVALUATION

## Determine Effectiveness Rating

Weighted Components

	Rating	Weight	Weighted Rating
1. Teacher Effectiveness Rubric	3	75%	2.25
2. Individual Growth Model Data	4	25%	1
Total = 3.25			

Ineffective	Minimally Effective	Effective	Highly Effective
1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

Weighted Components

	Rating	Weight	Weighted Rating
1. Teacher Effectiveness Rubric	2	75%	1.5
2. School-wide Learning Measure	4	5%	0.2
3. Student Learning Objectives	3	20%	0.6
Total = 2.3			

Ineffective	Minimally Effective	Effective	Highly Effective
1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

## 1249(3)(e) Description of Process ....Developing Performance Improvement Plans

- Growth Plans (including IDP's and PGP's):
  - Summary of teacher's analysis of evidence from self-assessment, student learning strengths/needs, and building/district initiatives.
  - Performance goals: 3-4 specific indicators from the 5D+ rubric from 2 or more dimensions to focus learning.
  - Student growth goals: anticipated impact of area of focus during inquiry on student learning (i.e., SMART Goal, SLO).
  - Action steps: Specific teacher action grounded in the instructional framework and rubric, administrative support, recommended professional development, instructional support or coaching that would assist the teacher in meeting these goals.
- Note: During each inquiry cycle teachers are supported by observers and/or evaluators through multiple formative feedback cycles that includes classroom observation, analysis of evidence and formative feedback specific to a teacher's area of focus (indicators in growth plan). Formative feedback includes affirmation of practices evident in practice from across the rubric (can do) and short-term coaching points specific to a teachers area of focus (verge of).

pivot  
5D+™ Teacher Evaluation Rubric

Welcome Pranee  
Last Login: 11/24/2015 6:38am  
You have new notifications: 3

Dashboard Data Warehouse Curriculum Mapping Interventions Daily Assessments Evaluations

Account Help Logout

My Evaluations SLOs Growth Plan PD Documents Your Rubric

As a Teacher you can create your Growth Plan by clicking on the "Set My Growth Plan" button below. You'll then fill out the Growth Plan form and submit for approval from your evaluators.

Filters

School Year: 2015-2016

My Growth Plan's (2015-2016)

Set My Growth Plan

Action	Date	Teacher	Plan Name	School Year	Status
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**5D+ Teacher Evaluation Rubric**

Dashboard Data Warehouse Curriculum Mapping Interventions Daily Assessments Evaluations ADMIN Account Help Logout

Dashboard My Evaluations SLDs Growth Plan PD Documents Progress Staff Observations Evaluating Staff Trends Your Rubric

**Growth Plan Information**

Growth Plan Name: Area of Growth - Draft

Teacher: Griffin, Jess

School Year: 2015-2016

Growth Plan General Comments:

My district has had a math initiative for two years focused on the CCSS math practice standards, more specifically on getting students to talk and think in discipline-specific ways.

My formative assessment of students indicate they are able to solve math problems, but struggle to model and explain their thinking beyond the formula and/or right answer.

Given our district focus, student learning needs, and self-assessment of my practice in SE and CEC, I have chosen to work on increasing student engagement in my classroom, specifically though increasing student-to-student talk and having students justify their thinking using mathematical language.

Start Date: 09/14/2015

End Date: 05/13/2016

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**Area Of Focus** Remove

Rubric: 5D+ Teacher Evaluation Rubric

Dimension: Student Engagement

Indicator: Engagement Strategies: Expectation, support and opportunity for participa...

Comments: VS - Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. GQ - What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? GQ - Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? GQ - Where is the locus of control over learning in the classroom?

**Area Of Focus** Remove

Rubric: 5D+ Teacher Evaluation Rubric

Dimension: Student Engagement

Indicator: Talk: Substance of student talk

Comments: VS - Student talk reflects discipline specific habits of thinking and ways of communicating. GQ - What does student talk reveal about the nature of students' thinking? GQ - What specific strategies and structures are in place to facilitate participation and meaning-making by all students? GQ - Do all students have access to participation in the work of the group? Why / why not? How is participation distributed?

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**Area Of Focus**

Rubric: 5D+ Teacher Evaluation Rubric

Dimension: Classroom Environment & Culture

Indicator: Classroom Routines and Rituals: Discussion, collaboration and accountability

Comments: VS - Classroom Routines and Rituals - Classroom systems and routines facilitate student responsibility, ownership and independence. GQ - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?

**Goal**

Start Date: 09/14/2015

End Date: 05/13/2016

Students will make a 10% increase in their NWEA MAP score in each quarter for Algebra 1. (10%)

On local benchmark assessments, all students will show proficiency level growth of 1 level or remain in the advanced level. (20%)

All students will be able to model, write, explain and solve an expression (20%):

- \* interpret the structure of expressions
- \* write expressions in equivalent forms to solve problems
- \* use polynomial identities to solve problems
- \* solve equations and inequalities with one variable
- \* solve systems of equations
- \* represent and solve equations and inequalities graphically

My student growth rating will be the following based on the aggregate of these three student growth measures:

- \* HE if 90-100% of students meet proficiency on aggregate of measures
- \* E if 75-89% of students meet proficiency on aggregate of measures
- \* ME if 60-74% of students meet proficiency on aggregate of measures
- \* IE if less than 50% of students meet proficiency aggregate of measures

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Action Steps

Action 1 - Clearly communicate learning targets for each lesson that is aligned to the CCSS in Math

Action 2 - Formatively assess each lesson in relation to the learning target each day to determine teaching points for the next lesson.

Action 3 - Explicitly teach students each of the following math practice standards and embed one or more in each math lesson: Make sense of problems and persevere in solving them: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning, in order for students to develop, test and refine their thinking.

Action 4 - Explicitly communicate the expectation and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students.

Action 5 - Use specific student led routines like Think / Puzzle / Explore and Connect / Extend / Challenge to ensure all students have the opportunity to engage in quality talk.

Action 6 - Use questioning strategies that push students to reflect on their knowledge and ways of thinking associated with the content and provide evidence to support their arguments and new ideas rather than merely the right answer.

Action 7 - Participate in district and building provided PD specific to CEL's five dimension of teaching and learning.

Action 8 - Participate in building sponsored instructional rounds regarding SE and CEC to learn from other teachers and contribute to my PLC.

Action 9 - Collaborates and engage in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. When appropriate provide leadership for work involving the CCSS math practice standards and required instructional shifts.

Evidence of Achievement

I meet twice a month with my math PLC to review unit plans and pacing to ensure we are clear about intended outcomes, refine our common assessments, and discuss strategies for addressing student learning needs. I have attended all of the staff meetings that are focused on increasing student talk through quality questioning and visible thinking routines. I have also attended four voluntary meetings that the district has provided after school specific to learning targets and formative assessments. I have been spending less time on direct instruction and providing students more opportunity to explore concepts and then summarize their learning before leaving each day.

I believe the clarity of learning targets and success criteria, as well as the intentional use of daily formative assessments to make in the moment adjustments and modify LT/SC and tasks for future lessons has made a significant impact on student ownership of learning and achievement.

Achievement on local benchmark assessments have been stronger than past years (up 3-8% from previous class averages). More importantly student achievement on specific math practice standards that we pre-assessed in September have grown for all but 3 students. NWEA MAP scores are more mixed. I don't believe the NWEA MAP scores are very reflective of the learning in my class, as students don't see the value in them, and they aren't well aligned to what we are focused on in the CCSS practice standards.

The increased use of the launch / explore / summarize protocol, as well as pre-drafting questions has increased the frequency and quality of student talk.

I have added samples of our PLC meeting agendas/notes, assessments with CCSS standards tagged, lesson plans, pictures of my LT Board, and some graphs of achievement from local assessments, specific assessments of math practice standards, and NWEA MAP.

In the coming semester, I will continue this work. However, I need to focus more deeply on making sure my daily teaching points are based on knowledge of students' learning needs in relationship to the daily learning targets not only for the whole class (present practice), but also for small groups and individual students. I believe I need to focus my practice and my coaching on indicators P3 Teaching Points, A4 Collection Systems for Formative Assessment, A6 Teacher Use of Formative Assessment Data, and CP5 Differentiated Instruction.

**Growth Plan Feedback**

Cancel Save & Return Print Options Request Revision Approve Growth Plan

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## 1249(3) Posting and Assurances

(3) Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website all of the following information about the evaluation tool or tools it uses for its performance evaluation system for teachers:

- The research base for the evaluation framework, instrument, and process or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
- The identity and qualifications of the author or authors or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
- Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
- The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
- A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
- A description of the plan for providing evaluators and observers with training.

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## Following the Webinar

- PDF of Presentation
- Link to Web Posting
- Review Copy of Web posting for internal use only
- In the coming month:
  - Side by Side of Statute and CEL Teacher Evaluation System
  - Draft Model Teacher Evaluation Handbook
  - Sample ISD Training Grant Service Agreement for CEL and MASSP Training Services



## Questions and Reminders

- The purpose of evaluation goes beyond quality control.
- The overarching mission should be to promote professional growth and inquiry that leads to improved practice and student achievement.
- Joint MASA/MASSP Educator Effectiveness Conference on April 29 @Lansing Radisson (8 am-4 pm)

## 1249(3) Posting and Assurances

**Bob Kefgen**  
Director Legislative Affairs  
Michigan Association of Secondary School Principals  
[bobk@michiganprincipals.org](mailto:bobk@michiganprincipals.org)  
[www.mymassp.com](http://www.mymassp.com)

**Colin Ripmaster**  
Associate Executive Director  
Michigan Association of Secondary School Principals  
[colinr@michiganprincipals.org](mailto:colinr@michiganprincipals.org)  
[www.mymassp.com](http://www.mymassp.com)

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