

**Delton Kellogg  
Schools  
Teacher Performance  
Evaluation System**

---

## **APPRAISAL COMMITTEE PROCESS and MEMBERS**

### ***Roles and Responsibilities of the Teacher Appraisal Committee:***

Members of the Teacher Appraisal Committee included both administrators and teachers, including the exclusive bargaining representative of the teachers, representing Delton Kellogg Schools. The committee developed the Appraisal Plan through committee meetings and professional development. It is the intent of the committee to develop a document that can be implemented with fidelity and transparency. The Board of Education approved the plan on (date).

---

# INTRODUCTION AND OVERVIEW OF DANIELSON FRAMEWORK

## ***Introduction***

The *Delton Kellogg Teacher Appraisal System* currently focuses on evidence collected on the four dimensions as set forth in *The Danielson Framework For Teaching, 2013 edition*.

Student growth is not currently part of the *Delton Kellogg Teacher Appraisal System*. The Teacher Appraisal Committee recognizes the role that student growth and student assessment play in the teacher appraisal process. Inclusion of student growth will be included in the teacher appraisal process by the 2017-2018 school year per recent State of Michigan legislation Senate Bill No. 103. The Teacher Appraisal Committee will continue to reexamine the appraisal system based on an additional rules and regulations surrounding student growth and student assessments set forth by Michigan's Department of Education.

## ***Danielson Framework***

*The Danielson Teacher Framework For Teaching, 2013 edition* shall be the basis for the *Delton Kellogg Teacher Appraisal System*. The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is included on the recommended list as set forth by Michigan's Department of Education. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

The framework will serve as the foundation of Delton Kellogg's recruitment and hiring, mentoring, coaching, professional development, and teacher appraisal processes, thus linking all these activities together and helping teachers become more thoughtful practitioners.

The actions teachers can take to improve student learning are clearly identified and fall under four dimensions.

## APPRAISAL SYSTEM DEFINITIONS

Documentation – Evidence/information that supports or explains a position

Effective Teaching – Instructional practices that result in increased student growth, as defined in the practices outlined at the *effective* and *highly effective* levels of the *Delton Kellogg Framework for Teaching*

FfT – Danielson’s *Framework for Teaching*

Midyear Progress Report- A midyear progress report shall be used for teachers who are in their first year of the probationary period or who received a rating of minimally effective or ineffective in their year-end evaluation. Midyear progress reports will partially be based on student achievement, use shall be aligned with teacher performance goals already in place, specific performance goals for the remainder of the year and recommended training to meet those goals.

Formal Observation- means a specific window of time that is scheduled with the teacher or principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. An observation does not have to be for an entire class period. A classroom observation shall include a review of the teacher’s lesson plan, which should include state standards being taught and how students will be engaged.

At least 1 observation must be unscheduled. Beginning in 2018-2019, 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 at least 2 classroom observations of the teacher each school year.

Feedback shall be given to the teacher by the evaluator within 30 days after each observation.

Informal Observation– means observations of a teacher or principal by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

Observing classroom instruction and teacher professional interactions is one of the most powerful practices in which evaluators engage to improve teaching and learning. Informal observations provide valuable opportunities for more frequent interaction between the evaluator and the teacher. Evidence of teaching, aligned with the Danielson framework, will be collected by the evaluator and shared in writing with the teacher. The informal observation and follow-up conversations are important job-embedded opportunities for individual professional development because the data collected provides fertile ground for ongoing discussions about teaching and learning, in addition to overall professional performance.

Informal observations that are included in an evaluation are to be documented and shared with the teacher. Examples of documentation include a written memo, e-mail or other writing that memorializes the observation and is shared with the teacher.

Performance Ratings (Dimensions) – Judgment of teacher job performance on each of the four dimensions of Danielson based upon evidence collected during informal and formal observations. According to state requirements, teacher performance shall be rated as: highly effective, effective, minimally effective, ineffective.

Performance Ratings (Summative) – Overall judgment of teacher job performance based on the ratings earned on each of the four dimensions and student growth. According to state requirements, teacher performance shall be rated as: highly effective, effective, minimally effective, ineffective.

---

Student Growth- Must be measured by multiple measures including SLOs or IEPs, as outlined later in this document. For the 2015-2016, 2016-2017, 2017-2018 school years, 25% of year end evaluations will be based on student growth and assessment data. Beginning with the 2018-2019 school year, 40% of year end evaluations student growth and assessment data. Also, beginning in 2018-2019, 50% of student growth must be measured using the state assessments.

If a teacher does not have student growth or assessment data available for at least 3 school years, the year-end evaluation shall be based on all student growth and assessment data that are available for the teacher for the most recent school year.

Teacher- "Teacher" means full-time or part-time professional employees of the school district who are required to hold a professional educator license endorsed for a teaching field. For the purposes of the requirements specific to student growth, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.

Performance Goals and Individualized Development Plan- The evaluator will provide specific performance goals and recommended training to meet the these goals for the following school year in consultation with the teacher during the year-end evaluation. For teachers who are in their first year of the probationary period or who received a rating of minimally effective or ineffective in their year-end evaluation, such a plan will be call an individualized development plan and will include planned training to meet the goals.

- is to be created within 30 days after the completion of an evaluation resulting in the – minimally effective or ineffective rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher's on-going professional responsibilities including his/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- While statute does not require minimum or maximum length of time, it is understood that a reasonable time frame must be determined by the qualified evaluator. The plan may last until the teacher is evaluated in the next school year. The time frame will be determined by the administration, with consultation from the teacher involved.

Mentor- A teacher mentor will be assigned by the district to teachers who are in their first year of the probationary period or who received a rating of minimally effective or ineffective in their year-end evaluation.

# **Delton Kellogg Community Schools Teacher Evaluation**

## **Teacher Evaluation Breakdown**

- 75% - Observations Using the Danielson Framework For Teaching
  - 25% - School Achievement Data
- 

## **This Year's Plan Based On The CORE BELIEFS & VISION FOR TEACHER EVALUATION**

### ***Core Beliefs***

- We believe that the purpose of our evaluation system is to increase student achievement (learning)
- We believe effective evaluation includes commitment to self-evaluation and growth
- To use teacher evaluations to promote professional growth

### ***This Year's Plan***

- Begin training staff on the Danielson Framework
- Begin training staff on creating Student Learning Objectives to measure student growth using current common assessments and local assessments

## **Student Growth**

Student Achievement Data will be based on DIBELS, iReady, Fountas and Pinnell, and local assessments as approved by the building administrator.

# **ROLES OF ADMINISTRATORS AND TEACHERS IN APPRAISAL PROCESS**

## ***Evaluator's Responsibilities***

- o Communication with teacher including FfT aligned feedback
- o Meeting to discuss expectations based on the FfT, district and school goals
- o Review school improvement plan
- o Conduct informal observations and provide written feedback
- o Conduct formal observation of a complete lesson including pre and post conferences
- o Periodically provide feedback to teacher regarding FfT
- o Conduct summative conference and notify teacher of their summative rating

## ***Teacher's Responsibilities***

- o Understand and implement the FfT and all other requirements of employment at Delton Kellogg including those mentioned in the employee's job description.
- o Meet with evaluator to ensure adherence to the foregoing
- o Take personal responsibility for attaining effective performance

# STANDARDS of TEACHING PERFORMANCE

<p><b>Domain 1 – Demonstrates effective planning and preparation for instruction through:</b></p> <ul style="list-style-type: none"> <li>a. Knowledge of Content and Pedagogy</li> <li>b. Demonstrating Knowledge of Students</li> <li>c. Setting Instructional Outcomes</li> <li>d. Demonstrating Knowledge of Resources</li> <li>e. Designing Coherent Instruction</li> <li>f. Designing Student Assessments</li> </ul>	<p><b>Domain 2 – Creates an environment conducive for learning by:</b></p> <ul style="list-style-type: none"> <li>a. Creating an Environment of Respect and Rapport</li> <li>b. Establishing a Culture for Learning</li> <li>c. Managing Classroom Procedures</li> <li>d. Managing Student Behavior</li> <li>e. Organizing Physical Space</li> </ul>
<p><b>Domain 4 – Demonstrates professionalism by:</b></p> <ul style="list-style-type: none"> <li>a. Reflecting on Teaching</li> <li>b. Maintaining Accurate Records</li> <li>c. Communicating with Families</li> <li>d. Participating in a Professional Community</li> <li>e. Growing and Developing Professionally</li> <li>f. Showing Professionalism</li> </ul>	<p><b>Domain 3 – Demonstrates effective instruction by:</b></p> <ul style="list-style-type: none"> <li>a. Communicating with Students</li> <li>b. Using Questioning and Discussion Techniques</li> <li>c. Engaging Students in Learning</li> <li>d. Using Assessment in Instruction</li> <li>e. Demonstrating Flexibility and Responsiveness</li> </ul>

Under this evaluation plan, the professional teaching standards to which each teacher is expected to conform are set forth in Charlotte Danielson’s *Framework for Teaching 2013 Edition* and **Standards for Professional Learning (2011)**.

All of the Danielson Frameworks are organized around levels of performance that represent an educator’s growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual certified staff member.

## ***Framework for Teaching: Levels of Performance***

All of the Danielson components are organized around levels of performance that represent an educator’s growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual certified staff member.

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning.

<b>Ineffective</b>	Professional practice at the Unsatisfactory Level shows evidence of not understanding the concepts underlying the components of the <i>Framework for Teaching</i> may represent practice that is harmful, and requires intervention.
<b>Minimally Effective</b>	Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level is generally considered minimally competent for teachers early in their careers and in need of specific support in tenured years.
<b>Effective</b>	Professional practice at the Proficient level shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional and effective practice. Certified staff at this level thoroughly know their content, they know their students and colleagues, they know the curriculum, and they have a broad repertoire of strategies and activities to use with students and share peers.
<b>Highly Effective</b>	Professional practice at the Excellent level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Practice at this level is at the highest level of expertise and commitment to student learning and individual and collaborative professional learning.

# APPRAISAL RATING SYSTEM

## Delton Kellogg Rating System

The State of Michigan has mandated that teachers in Michigan be given a summative rating of Highly Effective, Effective, Minimally Effective, and Ineffective. The Charlotte Danielson Framework for Teaching (2013) rates teachers as Distinguished, Proficient, Basic, or Unsatisfactory. To comply with State law, Delton Kellogg Schools will use the former rating system.

Structurally, the rating system consists of four domains and 22 components. Each domain has either five or six components. Teachers will first be rated on each domain using the domain specific rating system. They will then be given a final summative rating based on the ratings received in each domain. You will note that each domain's rating system is designed specifically for the given domain and may not be related to any other domain. This is because the system was designed to place emphasis on what the teacher evaluation committee believed to be the most important components of each domain. This will be described in more detail below.

It was the desire of the teacher evaluation committee to provide a rating system that: 1) fairly and accurately rates teachers on their performance, 2) acts as a communication tool indicating to teachers where their performance level needs to be in order to obtain an excellent rating (which should be every teacher's goal), and 3) to provide the administration with a means of holding teachers accountable for their performance.

The rating system was designed to place a focus on the areas of the framework the teacher evaluation committee believes to be the most important. Charlotte Danielson has said that Domain 3 (Demonstrating Effective Instruction) is the heart of the framework and that 3C (Engaging Students in Learning) is the heart of the heart. The teacher evaluation committee agrees with this assessment and one look at the rating system will indicate this importance. As an example, **technically**, an individual could get an unsatisfactory on 3C, an excellent in the other 21 components, and receive an overall rating of unsatisfactory. On the surface this would seem inappropriate and even ridiculous. However, looking at it **practically**, the teacher evaluation committee does not believe it would be possible for a teacher get an unsatisfactory in 3C and get an excellent rating in all other components because the components overlap in such a way that if a teacher received an unsatisfactory in 3C other components would have been rated low as well. This does not mean that the teacher evaluation committee does not see every component as important to becoming the best teacher one can become. Underperformance in any component will diminish the overall effectiveness of a teacher in some way. Each teacher's goal should be to achieve an excellent in each domain and take the necessary steps to reach that rating.

---

## Rating Scale

<b>Domain 1 – Demonstrates effective planning and preparation for instruction through:</b>		
a. Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessments	Highly Effective  Effective  Minimally Effective  Ineffective	HE in four of six components with no ME or I  E or HE in four of six components with no I  Three ME or one I  Two or more I, or four or more ME
<b>Domain 2 – Creates an environment conducive for learning by:</b>		
a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space	Highly Effective  Effective  Minimally Effective  Ineffective	HE in four of five components with no ME or I  E or HE in four of five components with no I  Two or more ME or one I  Two or more I, or three or more ME
<b>Domain 3 – Demonstrates effective instruction by:</b>		
a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness	Highly Effective  Effective  Minimally Effective  Ineffective	HE in four of five components with no ME or I  E or HE in four of five components with no I  Two or more ME or one I  Two or more I, or three or more ME
<b>Domain 4 – Demonstrates professionalism by:</b>		
a. Reflecting on Teaching b. Maintaining Accurate Records		

<p>c. Communicating with Families  d. Participating in a Professional Community  e. Growing and Developing Professionally  f. Showing Professionalism</p>	<p>Highly Effective   Effective   Minimally Effective   Ineffective</p>	<p>HE in four of six components with no ME or I   E or HE in four of six components with no I   Three ME or one I   Two or more I, or four or more ME</p>
<p><b>OVERALL SUMMATIVE RATING</b>  Based on the rating of each of the four domains</p>	<p>Highly Effective   Effective   Minimally Effective   Ineffective</p>	<p>List the overall scores for each dimension below based on this school year's observations.</p> <p>D1 ____ D2 ____ D3 ____ D4 ____</p> <p>Add the scores for each dimension and divide by four to calculate the score,</p> <p>D1 __ D2 ____ D3 ____ D4 ____</p> <p>Total Score- _____</p> <p>4) Highly Effective- 3.5-4  (3) Effective – 2.4-3.49  (2) Minimally Effective – 1.6-2.39  (1)Ineffective – Less than 1.59</p>

## Summative Student Growth and Performance Evaluation Rating Form- End of Year Conference

<p><i>Calculating Score #1</i></p> <p><b>Overall Summative Observation Rating- 75%</b> List the overall scores for each dimension below based on this school year's observations.</p> <p>D1 ____ D2 ____ D3 ____ D4 ____</p>	<p style="text-align: center;"><b>Scoring Criteria</b></p> <p>Add the scores for each dimension and divide by four to calculate the score,</p> <p>D1 ____ D2 ____ D3 ____ D4 ____</p> <p>Total Score- _____</p> <p>4) Highly Effective- 3.5-4</p> <p>(3) Effective – 2.4-3.49</p> <p>(2) Minimally Effective – 1.6-2.39</p> <p>(1) Ineffective – Less than 1.59</p>
--	---

<p><i>Calculating Score #2</i></p>	<p><b>School Achievement Data Rating- 25%</b></p> <p><b>Student Achievement</b> <span style="float: right;"><b>Score</b> ____</span></p> <p>Total School Achievement Rating Score (Average of 2 Scores) ____</p>
------------------------------------	--

Summative Performance Evaluation Rating	Threshold
Highly Effective	3.5 or higher
Effective	2.5 up to 3.49
Minimally Effective	1.54 up to 2.49
Ineffective	Less than 1.54

### Summative Score Calculation

Score #1 \_\_\_\_ x .75= \_\_\_\_  
+  
Score #2 \_\_\_\_ x .25= \_\_\_\_

Total Summative Rating: \_\_\_\_

**Weighting of Domains-** The district has placed higher expectations for achieving Highly Effective and Effective ratings in Dimensions 2 and 3 to align with the district goals for the Teacher Performance Evaluation System as agreed upon by the administrative and teacher representatives on the Teacher Appraisal Committee.

**Summative Ratings**

**Non-Tenured Teacher Contract Renewal** - Each non-tenured teacher will receive a final summative rating and a recommendation for renewal or non-renewal of his/her employment.

**Tenured Teachers** - If a Tenured Teacher receives an overall Summative Rating of *minimally effective or ineffective*, an Individualized Development Plan will be developed.

If a Tenured Teacher exhibits evidence of *ineffective* practice, an overall Summative Evaluation may be conducted at any time during the employee’s evaluation cycle. An overall Summative Rating of *ineffective* will result in the development of an Individualized Development Plan.

**STANDARDS of TEACHING PERFORMANCE (Domains/Components)**

<p><b>Domain 1 – Demonstrates effective planning and preparation for instruction through:</b></p> <ul style="list-style-type: none"> <li>a. Knowledge of Content and Pedagogy</li> <li>b. Demonstrating Knowledge of Students</li> <li>c. Setting Instructional Outcomes</li> <li>d. Demonstrating Knowledge of Resources</li> <li>e. Designing Coherent Instruction</li> <li>f. Designing Student Assessments</li> </ul>	<p><b>Domain 2 – Creates an environment conducive for learning by:</b></p> <ul style="list-style-type: none"> <li>a. Creating an Environment of Respect and Rapport</li> <li>b. Establishing a Culture for Learning</li> <li>c. Managing Classroom Procedures</li> <li>d. Managing Student Behavior</li> <li>e. Organizing Physical Space</li> </ul>
<p><b>Domain 4 – Demonstrates professionalism by:</b></p> <ul style="list-style-type: none"> <li>a. Reflecting on Teaching</li> <li>b. Maintaining Accurate Records</li> <li>c. Communicating with Families</li> </ul>	<p><b>Domain 3 – Demonstrates effective instruction by:</b></p> <ul style="list-style-type: none"> <li>a. Communicating with Students</li> <li>b. Using Questioning and Discussion Techniques</li> <li>c. Engaging Students in Learning</li> <li>d. Using Assessment in Instruction</li> </ul>

d. Participating in a Professional Community  
e. Growing and Developing Professionally  
f. Showing Professionalism

e. Demonstrating Flexibility and Responsiveness

## Teacher Evaluation Timeline

Beginning of year - all forms shall be available to teachers in digital format

- 10 school days before week of formal observation – The teachers shall be notified of the week they will be evaluated. The principal and teacher will work together to choose exact date.
  - 3 school days before the formal observation date - Pre- Observation form turned into principal (in writing)
    - meeting is up to the teacher and administrator to agree upon or can be insisted on by the administrator
  - Within 7 school days after the formal observation - principal submits the review copy of evaluation form to the teacher
  - 10 school days after the formal observation - Post observation meeting (teacher can provide extra evidence, as needed)
    - Extra evidence does not need to be provided after informal observations, as these observations are based on snap shots of what the evaluator observed during a brief moment of time.
  - 5 school days after post -observation meeting - finalized copy of observation is signed by both parties
  - Informal observations- Evaluators will conduct three informal observations for all staff, conducting up to five if necessary. A teacher may have more informal observations as part of their IDP.
  - The evaluators will use their discretion in including any additional information when completing a staff member's evaluation, based on an investigation to ensure that the information is substantiated.
-

## Suggested Forms of Evidence for Teachers

Domain	Sample Evidence/Data
Planning and Preparation	<p>Lesson Plans, Units &amp; IEP goals in alignment with Common Core and Essential skills            Assessment plan and assessments            Projects/Reports            Student Achievement Data            Grading Plan and Grade Book            Classroom Expectations            Substitute Plans            Evidence of differentiated instruction and assessment            Back to School Night handouts            Pre-observation conversation preparedness            Anecdotal notes, running records</p> <p>Surveys of students' attitudes, interests, learning styles, etc.</p> <p>And/or others, if appropriate</p>
Learning Environment	<p>Physical layout of room/area, Seating arrangements            Classroom rules and routines with evidence of student involvement, Rubrics, Phone log for good news calls            Bulletin Boards (interactive, instructional), Artifacts of positive reinforcement, schedule of students' in-class jobs            Student projects, samples of student encouragement, student ambassador program            And/or others, if appropriate</p>
Instruction / Delivery of Service	<p>Units, pictures of classroom activities            Extension/enrichment activities            Review/reinforcement activities            Modifications for special needs            Appropriate interpretation of assessments            Flexible grouping plans            Student work samples, portfolios            Homework assignments and study guides            Curriculum integration plans            Videotape of instructor (audiotapes, photos)            Assessments            Projects / Reports            Student achievement data            And/or others, if appropriate</p>

Professional Responsibilities	Professional involvement (ex: building committees, district committees, professional organizations) Participation in courses, conferences, workshops (in-district, out-of-district) Presentations at professional meetings, evidence of collaboration Service to professional organizations Professional readings Group planning notes (team, grade level, subject area) Parent communications (notes, letters, phone call logs, surveys, forms, etc.) Copies of grants and explanation of how they benefit students Journals Mentor observations, protégé reflections Yearly attendance And/or others, if appropriate
-------------------------------	---

# **Pre-Observation Form**

*Must Be Submitted in STAGES Prior to the Observation*

**Directions: Teachers - please use this form to provide your Evaluator with key information prior to the observation.**

## **I. Learning Goals**

- What are your learning goals for the lesson to be observed?
- How do these specific goals relate to your broader learning goals and overall instructional sequence?

## **II. Instructional Episodes**

- Which instructional episode(s) (Dimensions 5-9) will you likely be engaged in during this observation?

## **III. Assessing Student Learning**

- How will student learning be assessed?
- What evidence will you collect to check student understanding (in relation to your learning goals)?

## **IV. Learning Activities**

- What learning opportunities or instructional activities will you use to achieve your learning goals?

## **V. Learning from this Observation**

- What questions do you have about your lesson design and delivery?
- What data would you like me to collect during the lesson to help you better understand your own practice?

Teacher (Evaluatee) Evidence - Uploaded evidence must be in a pdf format.

## **Post-Observation Form**

*This form will be completed by the evaluator in STAGES during the post-observation conference*

**Directions: Use this form to guide the reflection process after the observation.**

### **Review:**

- What did you and your students do during the lesson?
- What changes did you make during the lesson that deviated from your lesson design?

### **Reactions:**

- What are your personal reactions to the lesson?
- What do you feel went well? What caused you some concern?
- How do you feel your students reacted to the lesson? What caused them to feel this way?

### **Reasons:**

- What caused you, if at all, to modify your plans during the lesson?
- What caused you to feel the way you did during the lesson?
- Why do you think the lesson went well? Where do you think it could have gone better?
- What were the results of the lesson? What did students learn? Why do you believe this is so?

### **Rethink:**

- What would you do differently next time?
- What have you learned from this lesson and observation?
- How will this interaction influence your teaching in the future?

### **Reflect:**

- How did this observation and feedback process work for you?
- How, as a coach and observer, can your Evaluator better help you?

# Evaluation Timeline and Mid Cycle Self Reflective Record

The mid cycle self-reflective record is required and will be used during the self-reflective conference, which may be considered for use in the employee's evaluation.

Below, is a general outline of the evaluation process, including where this form will fit. These timelines are not strict timelines to be followed, only a general idea of when various aspects of the evaluation cycle will occur. Statute and teacher contract will determine all timelines.

## **Probationary Teachers**

Anytime	Informal Observations (3-5 Walk Throughs), preferably all done Sept-Nov except when necessary as a follow up later in the year.
January – April	One Formal Observation and Post Conference For Probationary Teachers- One Additional Informal Observation and Post Conference

# Individualized Development Plan

Procedure for Tenured Teacher Rated “minimally effective”

Teacher receives ME on final rating	
Administrator and teacher rated ME develop an Individualized Development Plan (IDP) focusing on areas of performance that need improvement (taking into consideration the teacher’s current PD and teaching assignments).	
Specific actions to be taken by the teacher to successfully complete the IDP.	
IDP must be developed w/in 30 school days	
The district will assign a consulting teacher to act as a mentor.  Consulting Teacher – Must participate in the plan and provide advice to the teacher on how to improve teaching and successfully complete the remediation plan.	
Other supports the district may provide (include but not limited to)  Assign a mentor, Book study, Observe other teachers, Attend workshops, Written reflective analysis, Watch videos, Take classes, Peer coaching Videotape lessons and critique with administration/peers.	
Periodic assessments during IDP period – determined on case-by-case basis by administration but a mid	
Length will be for the entire school year or remainder of the school year after it is developed, depending on when it is created.	
IDP can overlap between school years	
Teacher must be formally observed twice the year following the IDP. If rated “effective or better” teacher goes back on regular cycle.	

# Delton Kellogg - Individualized Development Plan (IDP)

Name \_\_\_\_\_ Evaluator \_\_\_\_\_

Date of minimally effective summative evaluation rating (post conference) \_\_\_\_\_

IDP Start Date \_\_\_\_\_ IDP End Date \_\_\_\_\_

Informal Assessment of Progress Dates \_\_\_\_\_

Areas of Improvement:

Domain/Component:
Expectations for Effective Teaching:
Improvement Strategies:
Tasks to Complete:
Supports and Resources:
Target Date:
Date of Completion:
Indicators of Desired Progress:
Evidence of Progress:

Evaluator signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher signature \_\_\_\_\_

Date \_\_\_\_\_

- Signatures indicate plan was developed in consultation with the teacher

Teacher Completion of the IDP:

YES

NO

Evaluator signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher signature \_\_\_\_\_

Date \_\_\_\_\_

\* The teacher's signature does not necessarily indicate agreement with the contents, but acknowledges that they received a copy of the IDP.