

Teacher Effectiveness Rubric and Teacher Evaluation Process

Teacher Effectiveness Rubric and Teacher Evaluation Process District-Approved Evaluation Tool

In October 2010 the Board of Washtenaw Technical Middle College (WTMC) approved *The Teacher's Effectiveness Rubric* for evaluating teachers and the *Teacher Evaluation Process*. The instruments are designed to promote quality teaching, and student learning while enhancing professional practice and leading to improved instruction. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The Purposes of the Evaluation

The teacher performance evaluation process will:

- Serve as a measurement of performance for individual teachers;
- Serve as a guide for teachers as they reflect upon and improve their effectiveness;
- Serve as the basis of instructional improvement;
- Guide professional development programs for teachers
- Serve as a tool in developing coaching and mentoring programs for teachers.

Who Developed the *Teacher Effectiveness Rubric*?

A representative group of teachers and leaders from WTMC contributed to the development of the rubric.

What research and evidence support the *Teacher Effectiveness Rubric*?

While drafting the *Teacher Effectiveness Rubric*, the development team examined teaching frameworks, rubrics and evaluation practices from numerous sources, including the following:

- Charlotte Danielson's *Framework for Teachers*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts's *Principles for Effective Teaching*
- National Board's *Professional Teaching Standards*

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- North Carolina's *Teacher Evaluation Process*
- Wiggins and McTighe's *Understanding by Design*

How is the *Teacher Effectiveness Rubric* organized?

The rubric is divided into five domains:

Domain 1: Planning and Preparation

Domain 2: Instructional Methods

Domain 3: Professional Responsibilities

Domain 4: Classroom Management

Domain 5: Assessment

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to Washtenaw Technical Middle College's *Teacher Effectiveness Rubric*.

Karl Covert

Printed Name of Superintendent



Signature of Superintendent

10-14-2017

Date of Approval

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Evaluation Map

1. Self-Assessment, Observation and Goal Development (Fall Semester 1st Year)

- a) Complete *Assessment Rubric*
- b) *Classroom Observation*
- c) Determine Goals, Timeline, Resources and Assessment Process
- d) Complete *Goal Achievement Plan*
- e) Schedule Meeting With Dean to review *Assessment Rubric, Classroom Observation* and discuss *Goal Achievement Plan*

2. Implementation and New Learning (Winter and Spring of 1st year)

- a) Complete *Implementation Journal Outlines*
- b) Implement new teaching practices
- c) Attend professional development as needed
- d) Meet with Dean to analyze impact on student achievement and growth (Compass Test, MME results, and PLAN test)
- e) Review other quantitative and qualitative data
- f) Determine Teacher Performance Rating with the Dean

3. Implementation and New Learning and Observation (Fall of 2nd year)

- a) Complete *Implementation Journal Outlines*
- b) Implement new teaching practices
- c) Attend professional development as needed
- d) *Classroom Observation*
- e) Meet with Dean to review *Classroom Observation* and *Goal Achievement Plan*

4. Analysis and Assessment (Winter of 2nd Year)

- a) Review data and feedback
- b) Analyze findings and assess student growth
- c) Meet with Dean to discuss findings

5. Presentation of Findings and New Learning (Spring of 2nd Year)

- a) Prepare presentation of new learning for staff
- b) Present findings to staff
- c) Determine Teacher Performance Rating with the Dean

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Teach Goal Achievement Outline

A. Goals

1. Goal 1:

2. Goal 2:

B. Timeline

1. Winter Semester:

2. Fall Semester:

3. Spring Semester:

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C. Resources

1. Equipment, Books, Etc...:
2. Professional Development:
3. Courses:
4. Observations:
5. Other:

D. Assessment Process

1. Observations:
2. Standardized Tests (must include):
3. Quantitative Data:
4. Qualitative Data:
5. Other:

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Ways to present what you have learned: Spring Presentation

Materials to Consider:

- Portfolio
- Case Study Analysis
- Video Reflections
- Journal Entries (Weekly/ Monthly), etc.
- Student Work Artifacts

Potential Topics for Discussion:

1. **Self-Reflection** (Ideas to Consider):
 - What did you learn about yourself and/or your students?
 - How often and how did you go about comparing your self-reflections from semester to semester, and year to year?
 - Did I bring additional stress upon myself during this process?
 - How have my beliefs about learning and teaching changed through this process?
 - What minor and/or major changes have I made to my academic program in order to directly increase my students' learning?
2. **Goal Setting** (Ideas to Consider):
 - What were your weekly, monthly, annual goals?
 - What process did you use to create goals?
 - Why were these goals so important to you?
3. **Implementation** (Ideas to Consider):
 - What strategies did you implement to meet your goals?
 - What strategies were beneficial?
 - Were there any strategies that were not useful?
4. **Assessment and Feedback** (Ideas to Consider):
 - How did you monitor goal achievement?
 - What was the outcome?
 - Did you create any new tools to evaluate your progress?
 - Was there goal progression?
 - Were there any drawbacks?
 - How you can use what you learned to benefit the school?
 - How can what you learned benefit other staff members?

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