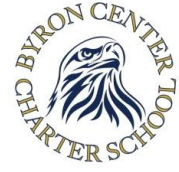




BYRON CENTER CHARTER SCHOOL

Every Student by Name and Need



2017-2018 BCCS EVALUATION PROCEDURE

Procedure:

- Continuing to use Charlotte Danielson Framework
- Domains 1-3 will be based upon your in-class observations; 4 (2 announced and 2 unannounced)
- Domain 5 will continue to be based on State Assessments
- In 2016-17, Domains 1-4 will constitute 75% of your evaluation and Domain 5 will constitute 25%
- Domain 4:
 - Reflecting on Teaching (4a):
 - Highly Effective: All Pre and Post Observation forms are submitted to Principal within 24-hours of evaluation
 - Effective: All Pre and Post Observation forms are submitted to Principal within 48-hours of evaluation
 - Minimally Effective: Some Pre and Post Observation forms are submitted to Principal within 48-hours of evaluation, some are later
 - Ineffective: Multiple Pre and Post Observation forms are either not turned in on time and/or incomplete
 - Maintaining Accurate Records (4b):
 - Taking accurate attendance is not only an essential component of your job, it is a legal responsibility.
 - To earn a highly effective rating, each teacher **must** submit an accurate attendance report in PowerSchool every day during the count windows (September 25-November 4 and January 30-March 10; as well as submitting daily attendance in a timely fashion during non-count windows.
 - A teachers rating will drop one full rating for each attendance report missed during the count windows and for every 2 daily attendance reports missed during the non-count windows.
 - Communicating with Families (4c):
 - Highly Effective: Parent Contact Logs are either turned in prior to deadline or on time; one positive Parent Contact per student is recorded per semester



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- Effective: Parent Contact Logs are either turned in prior to deadline or on time; no positive Parent Contact per student is recorded per semester
- Minimally Effective: Parent Contact Logs are not turned in on time; one positive Parent Contact per student is recorded per semester
- Ineffective: Parent Contact Logs are not turned in on time AND there is no positive Parent Contact per student is recorded per semester
- NOTE: Parent Contact Logs are due the same day as grades
- Participating in a Professional Community (4d):
 - Highly Effective: Teacher attends 100% of scheduled Professional Learning Communities (all 13)
 - Effective: Teacher attends 92% of scheduled Professional Learning Communities (12 of 13)
 - Minimally Effective: Teacher attends 76-85% (10 or 11 of 13)
 - Ineffective: Teacher fails attend at least 10 of the scheduled Professional Learning Communities
 - Attended is defined as being present for the scheduled duration of the PLC
- Growing and Developing Professionally (4e):
 - Highly Effective: Teacher attends 100% of scheduled Professional Development Sessions (all 12)
 - Effective: Teacher attends 92% of scheduled Professional Learning Communities (11 of 12)
 - Minimally Effective: Teacher attends 75-83% (9 or 10 of 12)
 - Ineffective: Teacher fails attend at least 9 of the scheduled Professional Learning Communities
 - Attended is defined as being present for the scheduled duration of the Professional Development Session
- Showing Professionalism (4f):
 - Lower Level Discipline (minor violations of Employee Code of Conduct):
 - Highly Effective: No instances of Disciplinary Actions
 - Effective: 1 instance of Disciplinary Action
 - Minimally Effective: 2 instances of Disciplinary Action
 - Ineffective: 3 or more instances Disciplinary Action
 - Higher Level Discipline (actions in violation of Employee Code of Conduct severe enough to warrant a personnel letter and/or



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termination) will result in an automatic Ineffective rating on Domain 4f and loss of 2 rating points

- Bonus Points
 - Two ways to get them:
 - Significant Relevant Accomplishment/Contributions
 - Relevant Training
 - Significant Relevant Accomplishment/Contributions (1/2 point):
 - Clear, significant and relevant
 - Above the normal expectations for the teacher peer group
 - That make an overall contribution to the school
 - And teacher has demonstrated a record of exceptional performance
 - Relevant Special Training (1/2 point):
 - Not PD required by district
 - Not training required by law
 - Teacher must also demonstrate integration of training into instruction in a meaningful way

Domain 5 (25%):

- Student Growth Data (50%)
 - Growth will be defined as an increase of 5-points or more on the selected assessment from Fall to Spring
 - Special Education teachers will use achievement of IEP Goals for this component
 - Conversion Scale:
 - Highly Effective: More than 90% of students achieved growth
 - Effective: 75%-89% of students achieved growth
 - Minimally Effective: 60% to 74% of students achieved growth
 - Ineffective: Fewer than 60% of students achieved growth
- Student Learning Objectives (50%)
 - Teachers in grades K-5 will use the opposite NWEA test from which they choose to use for Student Growth; objective is to achieve 50th percentile growth
 - 6-9 will need to use a Pre-Assessment given in September
 - Conversion Scale (K-5):
 - Highly Effective: Class met or exceeded 50th percentile growth goal
 - Effective: Class did not meet 50th percentile growth goal, but growth was displayed within 5 percentile points



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- Minimally Effective: Class did not meet 50th percentile growth goal, but growth was displayed within 4-10 percentile points
- Ineffective: Class did not meet 50th percentile growth goal AND/OR percentile growth was greater than 10 percentile points AND/OR negative growth was made
- Conversion Scale (6-9):
 - Highly Effective: More than 90% of students achieved growth
 - Effective: 70%-89% of students achieved growth
 - Minimally Effective: 50% to 69% of students achieved growth
 - Ineffective: Fewer than 50% of students achieved growth

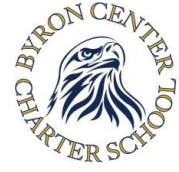
End of the Year

- Conversion Scale for MDE Reporting:
 - 3.5-4: Highly Effective
 - 2.5-3.5: Effective
 - 1.5-2.5: Minimally Effective
 - 0-1.5: Ineffective



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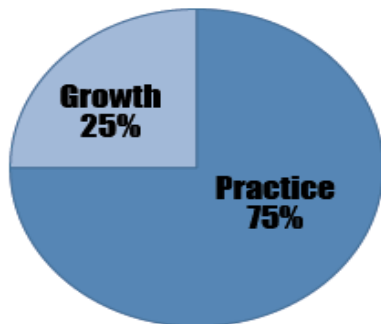
UNDERSTANDING MICHIGAN'S NEW Educator Evaluation Law

Public Act 173 of 2015



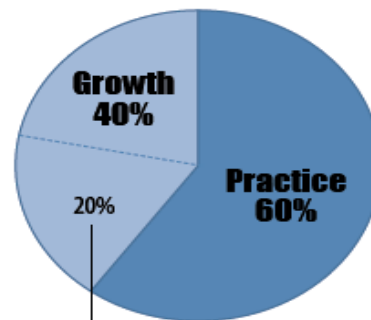
Teachers

2015-16 through 2017-18



No requirement to use State Assessment Data

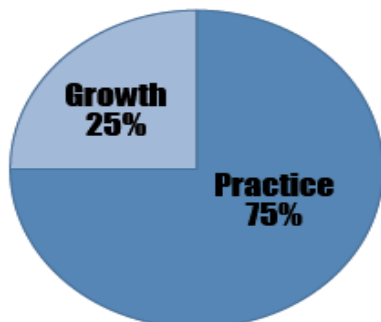
2018-19 and beyond



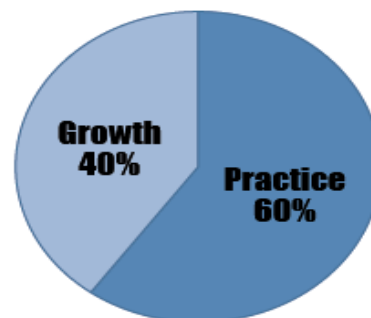
State Assessment Data
(Tested grades and subjects only)

Administrators

2015-16 through 2017-18



2018-19 and beyond



NOTE: Student growth for administrators must be measured using the aggregate of the student growth data used for the teachers in their building, or for the entire district in the case of central office administrators.