

APPENDIX 1

TEACHER PERFORMANCE EVALUATION

The Teacher Performance Evaluation instrument, which has been reviewed and approved by the parties to this Agreement, is attached hereto and made a part hereof.

It is understood and agreed that the Teacher Performance Evaluation instrument will be utilized for evaluation purpose pursuant to Article 9 during the life of this Agreement.

In order to initiate compliance with Section 1249 of the Michigan Revised School Code during the 2011-2012 school year, the Centreville Public Schools (“District”) and the Centreville Education Association (CEA) (“Association”) agree as follows:

1. A full evaluation will be used for all probationary teachers.
2. A full evaluation will be used on a four-year rotation for tenure teachers.
3. A short version will be used for tenure teachers during each year which does not require a full evaluation.
4. All non-probationary and tenured teachers who are on a plan of assistance during the 2010-2011 school year shall be evaluated in accordance with the applicable collective bargaining agreement using the current evaluation form.
5. Beginning with the 2011-2012 school year, an abbreviated evaluation will be conducted of non-probationary or tenured teachers who are not on a plan of assistance.
 - a. When conducting an abbreviated evaluation, the evaluating administrator shall select one item from the current evaluation form and the teacher shall select another item, and a third mutually agreed upon item no later than September 30, or a mutually agreed upon later date. (An “item” is any numbered statement. The abbreviated evaluation shall rate the three selected items and shall be based on a minimum of one observation (as defined in the Master Agreement.)
 - b. Teachers so evaluated shall also select a student growth measurement and the evaluating administrator shall select a second measurement, no later than September 30. Nothing precludes the teacher and evaluating administrator from selecting additional measurements by mutual agreement.
 - c. A composite of the selected student growth measures shall constitute a significant factor, i.e. 30%, and the three selected items shall comprise the remaining 70%.

d. The final year end rating on an abbreviated evaluation shall be one of the following: Ineffective, Effective or Highly Effective.

e. Each abbreviated evaluation shall be signed by the teacher and evaluator, reviewed at a meeting and completed no later than five (5) working days prior to the last scheduled teacher work day. The abbreviated evaluation will be submitted to the Superintendent no later than two weeks following completion.

6. Beginning in 2011-2012, student growth must be included in all evaluations.

Abbreviated Evaluation Rubric

Teacher _____ Evaluating Administrator _____

Date _____ Building / Assignment _____

Student Growth Measures				
NOT PROGRESSING TOWARD GOAL	PROGRESSING TOWARD GOAL	PROGRESSING TOWARD GOAL	PARTIALLY MEETS GOAL	MEETS GOAL
No growth evident	Positive student growth is evident on one of the two measures.	Positive student growth is evident on both measures, or, meets 1 goal and no growth on other	Meets 1 goal and positive student growth is evident on other measurement	Both student growth goals were met
0 Points	5 points	15 points	20 points	30 points

ABBREVIATED EVALUATION COMPONENTS	POSSIBLE SCORE	SCORE
Student Growth (Composite of two measures – see above)	0-30	
ITEMS FROM EXISTING EVALUATION INSTRUMENT		
Item 1 (as selected by teacher)	0-20	
Item 2 (as selected by evaluating administrator)	0-20	
Item 3 (selected mutually by administrator / teacher)	0-30	
Total	100	

Scoring Guide for Items 1 and 2

18–20 Points Highly Effective
 14-17 Points Effective
 0-13 Points Ineffective

Scoring Guide for Item 3

27 –30 Points Highly Effective
 20-26 Points Effective
 0-20 Points Ineffective

Effectiveness Rating Key

90 – 100% Highly Effective
 70 - 89% Effective
 Less than 70% Ineffective

Based upon this evaluation, the teacher is _____

 Teacher Signature

 Administrator Signature

 Superintendent Signature

 Date

TEACHER PERFORMANCE EVALUATION

Teacher _____

Status: Tenure _____ Probationary _____ 1 yr. _____ 2 yr. _____ 3yr. _____ 4 yr. _____

Building _____ Position _____

Pre-Observation Conference: _____ Observation Date(s) _____

Post-Observation Conference: _____ Evaluation Date: _____

The evaluation instrument recognizes the need for adequate and proper evaluation of all teachers pursuant to Article 9 of the Master Agreement between the Centreville Public Schools Board of Education and the Centreville Education Association.

The process of evaluation indicates his/her perception of the teacher's performance and verifies this perception with written comments and offers specific suggestions for improvement in all areas marked ineffective.

THE EVALUATOR'S SIGNATURE INDICATES THE PERSON RESPONSIBLE FOR CONDUCTING THE EVALUATION. THE TEACHER'S SIGNATURE INDICATES THAT HE/SHE HAS READ THE EVALUATION. THE TEACHER HAS THE OPTION TO ATTACH A LETTER OF DISSENT.

HE	Highly Effective
E	Effective
I	Ineffective

I. SUBJECT MATTER CONTENT

A. KNOWLEDGE OF TEACHING AREA

	RATING		
1. Exhibits a sound background and understanding of the subject matter required of the position	HE	E	I
2. Keeps abreast of current theory and practice in his/her field.	HE	E	I
3. Can respond satisfactorily to questions posed by students either as to information required or as to a source for obtaining available information.	HE	E	I

Comments: _____

B. METHODOLOGY

1. Stimulates interest in subject area.	HE	E	I
2. Utilizes a variety of teaching and learning techniques designed to serve the differing abilities of the students.	HE	E	I
3. Subject content is consistently relevant.	HE	E	I
4. Student inputs are encouraged and treated with respect.	HE	E	I
5. Varied resources are used appropriately.	HE	E	I
6. Demonstrates knowledge of lesson design for mastery.	HE	E	I
7. Adequate methods of assessing student knowledge are evident.	HE	E	I

Comments: _____

C. EVALUATION

- | | | | | |
|----|---|----|---|---|
| 1. | The teacher gives evidence of sharing with students the purpose for each assignment and involves the students in setting objectives for themselves. | HE | E | I |
| 2. | The capability of the student is taken into consideration, as well as, the amount of effort the student has expended. | HE | E | I |
| 3. | Accurate records are kept. | HE | E | I |
| 4. | Assignments are reviewed and returned promptly. | HE | E | I |

Comments: _____

II. MANAGEMENT

A. ORGANIZATION AND DIRECTION

RATING

- | | | | | |
|----|---|----|---|---|
| 1. | The teacher organizes classroom routines in an efficient manner. | HE | E | I |
| 2. | Lessons are planned and the class is organized so that order is maintained at a reasonable level, even though a variety of activities may be carried on simultaneously. | HE | E | I |
| 3. | The teacher's time is devoted to teaching and learning. | HE | E | I |

Comments: _____

B. CARE OF ROOM AND EQUIPMENT

- | | | | | |
|----|--|----|---|---|
| 1. | The teacher exerts reasonable care to see that furnishings and equipment are kept in good condition. | HE | E | I |
| 2. | Maintenance needs are promptly reported. | HE | E | I |
| 3. | The teacher's time is devoted to teaching and learning. | HE | E | I |

Comments: _____

C. DISCIPLINE

- | | | | |
|--|----|---|---|
| 1. The teacher promotes a positive environment which is conducive to learning. | HE | E | I |
| 2. Building and classroom rules are known to the students. | HE | E | I |
| 3. Breaches of discipline are handled according to the district and building policy. | HE | E | I |

Comments: _____

III. RELATIONSHPS

A. SELF-RELATIONSHIPS

RATING

- | | | | |
|---|----|---|---|
| 1. Exhibits a positive attitude. | HE | E | I |
| 2. Exercises initiative. | HE | E | I |
| 3. Encourages others by his/her attitude toward the position. | HE | E | I |
| 4. Seeks out new ideas. | HE | E | I |
| 5. Is open-minded. | HE | E | I |
| 6. Is willing to give and receive assistance. | HE | E | I |
| 7. Implements suggestions in a professional manner. | HE | E | I |

Comments: _____

B. INTERPERSONAL RELATIONSHIPS

RATING

- | | | | |
|---|----|---|---|
| 1. Relationships with students, colleagues and parents are honest and forthright. | HE | E | I |
| 2. Dignity and rights of people are respected. | HE | E | I |
| 3. Shows consistent interest in students' academic and social growth. | HE | E | I |
| 4. Identifies problems needing special assistance and makes appropriate plans and/or referrals for services of specialized personnel for meeting those needs. | HE | E | I |

Comments: _____

C. ORGANIZATIONAL RELATIONSHIPS

RATING

- | | | | |
|--|----|---|---|
| 1. Shares constructively any criticism or ideas for the improvement of education in the district with the building principal. | HE | E | I |
| 2. Seeks resolution of the professional concerns and personnel problems through appeal channels developed by Administration and the Association. | HE | E | I |
| 3. Observes district and building rules, administrative regulations, agreements and policies. | HE | E | I |
| 4. Reports and records are accurately kept and promptly turned-in when requested. | HE | E | I |

Comments: _____

D. DESIRABLE PROFESSIONAL BEHAVIOR

RATING

- | | | | |
|--|----|---|---|
| 1. Is a good team worker. | HE | E | I |
| 2. Reports pupil progress to parents in an effective manner. | HE | E | I |
| 3. Utilizes community resources in instruction. | HE | E | I |
| 4. Assumes responsibilities outside the classroom as they relate to school. | HE | E | I |
| 5. Committed to the primary goal of assisting student growth. | HE | E | I |
| 6. Strives for improvement through positive participation in professional growth activities. | HE | E | I |

Comments: _____

E. ADDITIONAL PERFORMANCE FACTORS

Are there any additional performance factors or specialized duties on which you feel this particular teacher's performance should be evaluated? Specify any such factors or duties, then proceed with the evaluation.

Factors or duty: _____

Comments: _____

