
Romulus Community Schools
Teacher Evaluation System
Tenured Teachers

Teacher Evaluation
for
TEACHER ASSISTANCE TRACK

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About This Document

The teacher evaluation and development program described on the following pages is the result of the work of the Romulus Community Schools' Teacher Evaluation Committee. The committee was formed in the winter of 2008 to create a new teacher evaluation program based on the following design principles.

Design Principles for a Model Teacher Evaluation Program

The Teacher Evaluation Committee members created a program that:

1. Integrates the teacher evaluation and professional development functions.
2. Is differentiated to respect the professional needs and interests of teachers at different levels of their professional and career development.
3. Is grounded in concepts of best practice generated by empirical research and validated by the wisdom of practice of exemplary practitioners.
4. Is a vehicle for the professional development of both evaluators and evaluatees.
5. Is based on a common professional language that promotes dialogue on teaching and learning.
6. Is discriminating with regard to the qualitative differences in the performance of novice and expert practitioners.
7. Is consistent with, and supportive of, relevant trends in the teaching profession (E.G. licensure, national board certification, use of technology).
8. Is based on the belief that accomplished practitioners should have the opportunity to assume greater influence over their evaluation process as it relates to continued professional growth.
9. Is both a formative and summative process respected by both evaluators and evaluatees.

Program Overview

Romulus Community Schools has a *differentiated* teacher evaluation program specifically designed to provide developmentally appropriate supervision, support and assessment to beginning and veteran teachers throughout their teaching career. The assessment criteria that provide the foundation for the program are based on *The Framework for Teaching Evaluation Instrument* (Danielson, 2011). The rubrics articulated in the Danielson framework play a critically important role in the program and all teachers and administrators are encouraged to use them to guide the reflection and dialogue that comprise the heart of the supervision, assessment and professional development process.

The teacher evaluation program consists of three (3) differentiated programs. The programs are:

- The New Teacher Program
- The Professional Growth Program
- The Teacher Assistance Track

The purpose of this document is to provide Romulus Community School District teachers and administrators with a clear articulation of the various processes and policies that constitute the *New Teacher, Professional Growth and Teacher Assistance* programs. Throughout the evaluation program, you will find references to the Appendices that include the specific forms associated with each program.

TEACHER ASSISTANCE TRACK

The Teacher Assistance Track will provide assistance to a staff member who is demonstrating any deficiency(s) in the professional standards. The appraisal of the professional standards will be made through the supervisor's contact and interaction with the staff member including data from classroom observations and prior evaluations. When any deficiency(s) occurs in the professional standards, the supervisor will arrange a meeting with the staff member. The purpose of this

meeting will be to formally notify the staff member of the deficiency(s), clarify minimum expectations for satisfactory performance, and discuss assistance/support for the teacher. The supervisor will provide reasonable support to the teacher and identify a timeline for improvement at this meeting. If the deficiency(s) continues, the supervisor will begin the Teacher Assistance Track procedures, as listed below.

Teacher Assistance Track Procedures:

1. The supervisor and teacher will meet to discuss the teacher's movement into Teacher Assistance Track. The supervisor will discuss reasons for this decision with the teacher. A notification form (see [C-2](#)) will be prepared and included in the teacher's personnel file.
2. The supervisor and teacher will establish a Teacher Assistance Team. The supervisor, with input from the teacher and the Teacher Assistance Team, will develop an IDP to assist the teacher to achieve satisfactory performance in the deficient areas(s) of professional standards (See Form [C-1](#)).
3. The Teacher Assistance Team may suggest further assistance from other sources. The Board of Education will assume approved expenses of workshops and other pertinent activities.
4. The supervisor, teacher, and team will meet, as defined in the plan, to discuss the teacher's progress.
5. Input by team members will be used to help the teacher improve. No input from the team will be used for evaluative documentation purposes which could lead to dismissal.

6. In accordance with the IDP timelines, the supervisor may make one of the following recommendations to the Superintendent:

- a) To move the teacher back to the Professional Growth Track.
- b) To have the teacher continue on the Teacher Assistance Track.
- c) To move the teacher into the tenure process. (Legal process which includes formal notification, bill of particulars, thorough documentation, etc.)

The affected teacher shall receive a duplicate copy of this recommendation.

7. A teacher will be evaluated as per the Individual Development Plan (See Form [C-4](#)). The evaluation will be documented on the Summative Conference Report (See Form [C-8](#)).

Appendix C-1: Teacher Assistance Track: Professional Standards

Domain 1: Planning and Preparation		Domain 2: The Classroom Environment	
1a	Demonstrating knowledge of content and pedagogy <ul style="list-style-type: none"> • <i>Knowledge of content and the structure of the discipline</i> • <i>Knowledge of prerequisite relationships</i> • <i>Knowledge of content-related pedagogy</i> 	2a	Creating an environment of respect and rapport <ul style="list-style-type: none"> • <i>Teacher interaction with students</i> • <i>Student interaction with other students</i>
1b	Demonstrating knowledge of students <ul style="list-style-type: none"> • <i>Knowledge of child and adolescent development</i> • <i>Knowledge of the learning process</i> • <i>Knowledge of students' skills, knowledge, and language proficiency</i> • <i>Knowledge of students' interests and cultural heritage</i> • <i>Knowledge of students' special needs</i> 	2b	Establishing a culture of learning <ul style="list-style-type: none"> • <i>Importance of the content</i> • <i>Expectations for learning and achievement</i> • <i>Student pride in work</i>
1c	Setting instructional outcomes <ul style="list-style-type: none"> • <i>Value, sequence and alignment</i> • <i>Clarity</i> • <i>Balance</i> • <i>Suitability for diverse learners</i> 	2c	Managing classroom procedures <ul style="list-style-type: none"> • <i>Management of Instructional groups</i> • <i>Management of transitions</i> • <i>Management of materials and supplies</i> • <i>Performance of noninstructional duties</i> • <i>Supervision of volunteers and paraprofessionals</i>
1d	Demonstrating knowledge of resources <ul style="list-style-type: none"> • <i>Resources for classroom use</i> • <i>Resources to extend content knowledge and pedagogy</i> • <i>Resources for students</i> 	2d	Managing student behavior <ul style="list-style-type: none"> • <i>Expectations</i> • <i>Monitoring of student behavior</i> • <i>Response to student misbehavior</i>
1e	Designing coherent instruction <ul style="list-style-type: none"> • <i>Learning activities</i> • <i>Instructional materials and resources</i> • <i>Instructional groups</i> • <i>Lesson and unit structure</i> 	2e	Organizing physical space <ul style="list-style-type: none"> • <i>Safety and accessibility</i> • <i>Arrangement of furniture and use of physical resources</i>
1f	Designing student assessments <ul style="list-style-type: none"> • <i>Congruence with instructional outcomes</i> • <i>Criteria and standards</i> • <i>Design of formative assessments</i> • <i>Use for planning</i> 		

Domain 3: Instruction**Domain 4: Professional Responsibilities**

3a	Communicating with students <ul style="list-style-type: none">• <i>Expectations for learning</i>• <i>Directions and procedures</i>• <i>Explanations of content</i>• <i>Use of oral and written language</i>	4a	Reflecting on teaching <ul style="list-style-type: none">• <i>Accuracy</i>• <i>Use in future teaching</i>
3b	Using questioning & discussion techniques <ul style="list-style-type: none">• <i>Quality of questions</i>• <i>Discussion techniques</i>• <i>Student participation</i>	4b	Maintaining accurate records <ul style="list-style-type: none">• <i>Student completion of assignments</i>• <i>Student progress in learning</i>• <i>Noninstructional records</i>
3c	Engaging students in learning <ul style="list-style-type: none">• <i>Activities and Assignments</i>• <i>Grouping of students</i>• <i>Instructional materials and resources</i>• <i>Structure and pacing</i>	4c	Communicating with families <ul style="list-style-type: none">• <i>Information about the instructional program</i>• <i>Information about individual students</i>• <i>Engagement of families in the instructional program</i>
3d	Using assessment in instruction <ul style="list-style-type: none">• <i>Assessment criteria</i>• <i>Monitoring of student learning</i>• <i>Feedback to students</i>• <i>Student self-assessment and monitoring of progress</i>	4d	Participating in a Professional Community <ul style="list-style-type: none">• <i>Relationships with colleagues</i>• <i>Involvement in a culture of professional inquiry</i>• <i>Service to the school</i>• <i>Participation in school and district projects</i>
3e	Demonstrating flexibility & responsiveness <ul style="list-style-type: none">• <i>Lesson adjustment</i>• <i>Response to students</i>• <i>Persistence</i>	4e	Growing & developing professionally <ul style="list-style-type: none">• <i>Enhancement of content knowledge and pedagogical skill</i>• <i>Receptivity to feedback from colleagues</i>• <i>Service to the profession</i>
		4f	Showing professionalism <ul style="list-style-type: none">• <i>Integrity and ethical conduct</i>• <i>Service to students</i>• <i>Advocacy</i>• <i>Decision making</i>• <i>Compliance with school and district regulation</i>

Appendix C-2: Teacher Assistance Track: Notification Form

Teacher _____ Subject(s)/Grade Level _____

Supervisor _____ School _____ School Year _____

Deficiency(ies) in Professional Performance Standard(s)

The Supervisor identifies any deficiency(ies) in teacher performance standards and indicates reasons for moving the teacher to the Teacher Assistance Track.

Deficiency(ies):

Domain 1

Domain 2

Domain 3

Domain 4

Supervisor's Signature

*Teacher's Signature

Date

Date

c: Personnel File

* Teacher's signature indicates receipt of this notification form not necessarily agreement with the supervisor's assessment of deficiency(ies).

Appendix C-3: Teacher Assistance Track: Individual Development Plan Conference

Teacher: _____

Date: _____

School: _____

Planning Conference Comments:

Supervisor’s Signature: _____ Date:_____

Teacher’s Signature: _____ Date: _____

Signature signifies that the teacher(s) has read supervisor’s comments and recommendations. A teacher(s) wishing to respond to the comments or recommendations(s) may do so on a separate sheet. A teacher(s) should include his/her (their) signature upon completion of comment(s).

Appendix C-4: Teacher Assistance Track: Individual Development Plan

Teacher: _____ Date: _____

School: _____

Team Members: _____

Goal(s):

Strategies	Resources	Assistance Team Support	Time-Line for Achievement
1.			
2.			
3.			

Methods of Assessment:

Supervisor's Signature: _____

Teacher's Signature: _____

Signature signifies that the teacher(s) has read supervisor's comments and recommendations. A teacher(s) wishing to respond to the comments or recommendations(s) may do so on a separate sheet. A teacher(s) should include his/her (their) signature upon completion of comment(s).

Supervisor's Signature _____ Date: _____

Teacher's Signature: _____ Date: _____

Appendix C-5: Teacher Assistance Track: Classroom Observation Report

Romulus Community Schools

Based on *Framework for Teaching Evaluation Instrument*, 2011 Edition, by Charlotte Danielson

Teacher's Name:

School:

Grade Level/Subject:

Evaluator's Name:

School Year:

Please Check: ☐ Clinical Report ☐ Final Report

Instructions: Please rate the teacher's performance on any of the twenty-two criteria for which you feel you have appropriate data. Refrain from scoring criteria for which you do not have data. Please use the following rating scale:

I = Ineffective **ME = Minimally Effective** **E = Effective** **HE = Highly Effective** **N/O = Not Observed**

Domain 1: Planning and Preparation			Rating	Domain 2: The Classroom Environment			Rating
1a	Demonstrating knowledge of content and pedagogy			2a	Creating an environment of respect and rapport		
1b	Demonstrating knowledge of students			2b	Establishing a culture of learning		
1c	Setting instructional outcomes			2c	Managing classroom procedures		
1d	Demonstrating knowledge of resources			2d	Managing student behavior		
1e	Designing coherent instruction			2e	Organizing physical space		
1f	Designing student assessments						
Domain 3: Instruction			Rating	Domain 4: Professional Responsibilities			Rating
3a	Communicating clearly and accurately			4a	Reflecting on teaching		
3b	Using questioning & discussion techniques			4b	Maintaining accurate records		
3c	Engaging students in learning			4c	Communicating with families		
3d	Using assessment in instruction			4d	Participating in a Professional Community		
3e	Demonstrating flexibility & responsiveness			4e	Growing & developing professionally		
				4f	Showing professionalism		

Appendix C-6: Teacher Assistance Track: Post Observation Conference

Teacher: _____ Date: _____

School: _____

Post Observation(s) Conference Comments:

Supervisor’s Signature: _____ Date: _____

Teacher’s Signature: _____ Date: _____

Signature signifies that the teacher(s) has read supervisor’s comments and recommendations. A teacher(s) wishing to respond to the comments or recommendations(s) may do so on a separate sheet. A teacher(s) should include his/her (their) signature upon completion of comment(s).

Appendix C-7: Teacher Assistance Program: Clinical Observation Report

Evaluator's Name

Teacher's Name::

Summary Statement of Evaluator*

Click HERE to type summary statement

Summary Statement of Teacher*

Click HERE to type summary statement

Evaluator's Recommendation*

Click HERE to type recommendation

**Attach Additional Page for Additional Statement Information*

Evaluator's Signature _____ Date _____ Teacher's Signature _____ Date _____
(Signature indicates completion of the appraisal process; not necessarily consensus)

This evaluation is based on:

Preconference Date: Click HERE to type date

Clinical Observation Date: Click HERE to type date

Post Conference Date: Click HERE to type date

Document Analysis: Click HERE to type specific analysis info
(Specify)

Other Observations: Click HERE to type other observation dates

Appendix C-8: Teacher Assistance Program: Summative Evaluation Report, Part I

Romulus Community Schools

Based on *Framework for Teaching Evaluation Instrument*, 2011 Edition, by Charlotte Danielson

Teacher's Name:

School:

Grade Level/Subject:

Evaluator's Name:

School Year:

Please Check: ☐ Clinical Report ☐ Final Report

Instructions: Please rate the teacher's performance on any of the twenty-two criteria for which you feel you have appropriate data. Refrain from scoring criteria for which you do not have data. Please use the following rating scale:

I = Ineffective ME = Minimally Effective E = Effective HE = Highly Effective N/O = Not Observed

Domain 1: Planning and Preparation			Rating	Domain 2: The Classroom Environment			Rating
1a	Demonstrating knowledge of content and pedagogy			2a	Creating an environment of respect and rapport		
1b	Demonstrating knowledge of students			2b	Establishing a culture of learning		
1c	Setting instructional outcomes			2c	Managing classroom procedures		
1d	Demonstrating knowledge of resources			2d	Managing student behavior		
1e	Designing coherent instruction			2e	Organizing physical space		
1f	Designing student assessments						
Domain 3: Instruction			Rating	Domain 4: Professional Responsibilities			Rating
3a	Communicating clearly and accurately			4a	Reflecting on teaching		
3b	Using questioning & discussion techniques			4b	Maintaining accurate records		
3c	Engaging students in learning			4c	Communicating with families		
3d	Using assessment in instruction			4d	Participating in a Professional Community		
3e	Demonstrating flexibility & responsiveness			4e	Growing & developing professionally		
				4f	Showing professionalism		

Appendix C-8: Teacher Assistance Program: Final Evaluation Report, Part II

Evaluator's Name:

Teacher's Name:

IDP Goal Progress Assessment

Rating Key I = Ineffective ME = Minimally Effective E = Effective HE = Highly Effective N/O = Not Observed

Goal	Performance Standard(s)	Assessment	Supervisor Comments
1			
2			
3			
4			
5			

Summary Statement of Evaluator

Summary Statement of Teacher

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Appendix C-9: Teacher Assistance Track: Final Evaluation Report

Supervisor's Summative Judgment of Teacher Performance

A. Please check the appropriate box:

- _____ 1. The teacher's overall performance is Highly Effective.
- _____ 2. The teacher's overall performance is Effective.
- _____ 3. The teacher's overall performance is Minimally Effective.
- _____ 4. The teacher's overall performance is Ineffective.

B. Please check the appropriate box:

- _____ 1. The teacher shall commence the Professional Growth Track.
- _____ 2. The teacher shall continue on the Teacher Assistance Track.
- _____ 3. The district shall commence the tenure process for dismissal.

Comments (if any):

Supervisor's Signature

*** Teacher's Signature**

Date

Date

c: Personnel File

*** Teacher's signature indicates receipt of this evaluation but not necessarily agreement with all of its contents.**

Teacher's Name

Time

1. Focus from a post-observation conference

1

9

9

9

Recommendation(s) (if any)

Date

Date