

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Evaluation

INTRODUCTION

The purpose of this document is, most fundamentally, to enable Beecher teachers and their supervisors to interact meaningfully regarding the professional qualities and behaviors which the school district expects its teaching employees to exhibit. To do this, basic characteristics and indicators of highly effective teachers are outlined in the pages that follow. Teachers will be able to measure their own performance using these standards as a measure of excellence.

This evaluation system has been designed to focus on nine characteristics or qualities which are felt to describe effective teaching performance:

- 1) Classroom management and discipline
- 2) Rapport/communication
- 3) Instructional organization
- 4) Student learning
- 5) Students actively engaged in learning
- 6) Delivery of Curriculum
- 7) Appropriate instructional techniques
- 8) Personal and professional qualities
- 9) Student Growth

The beginning teacher and the evaluator should also understand that Student Growth is considered to be particularly critical to determine a teacher's overall effectiveness. With this in mind the teacher will be provided with a summative final score where student growth is weighted at 25%. All other categories and characteristics are no less important; however, as the teacher gains experience it is expected that these categories are refined.

The evaluation process should be collaborative in nature, so that teachers and supervisors may work together to create a positive climate which focuses on continuous performance improvement.

Finally, this evaluation tool has been designed to ensure that teacher effectiveness is appraised consistently across the district. It should be recognized also that the results of each appraisal must be tailored to reflect the unique abilities, needs, and aspirations of each teacher. As such it is imperative that in addition to the numeric ratings, the evaluator provide the teacher with specific comments, instruction, and suggestions that will enable the teacher to better understand their strengths, weaknesses, and what techniques and strategies that they can incorporate to become a highly effective teacher.

METHOD OF OBSERVATION AND DETERMINATION

The evaluator will determine the level of learning through observing the class and talking to the teacher and students. These methods may be particularly helpful in evaluating characteristics 4 and 5. The evaluator will observe and/or review such things as:

- A. Tests and results
- B. Student-written work
- C. Questions students ask
- D. Answers students give
- E. Classroom discussions
- F. Projects
- G. Displays of student work
- H. Class activities
- I. Mastery of activities and/or skills
- J. Lesson plans
- K. Student assignments
- L. Goals and objectives
- M. Classroom rules and procedures
- N. District curriculum guides
- O. Attendance and grade book

INSTRUCTIONS

A separate tab (page) is provided for each of the nine basic characteristics (See Category Tabs 1-9.) Each category has several indicators. Using the following rating system, the evaluator will provide a rating for each indicator:

- 4 = Highly Effective
- 3 = Effective
- 2 = Minimally Effective
- 1 = Ineffective
- 0 = No Knowledge or Observation

Under the Tenure Act, ratings of 3 or 4 are viewed as "satisfactory" and ratings 1 or 2 are viewed as "less than satisfactory" or "unsatisfactory."

During the evaluation process, the evaluator will conduct a minimum of two formal evaluations. Upon completion of each evaluation a summative rating is calculated for each category and will appear on the individual category pages as well as the Teacher Performance Appraisal Summary page. (See Appraisal Summary Tab.)

As noted above the evaluator will provide comments for each category that will provide the teacher with specific instructions and suggestions that will enable the teacher to better understand their strengths, weaknesses, and what techniques and strategies that can incorporate to become a highly effective teacher. The evaluator may attach additional pages of comments and instruction as needed.

The summative ratings from Evaluations 1, 2 and 3 (if applicable), are averaged to determine an overall summative rating or “teacher effectiveness rating.” The overall summative rating appears on the Teacher Performance Appraisal Summary.

Summative Teacher Effectiveness Rating Scale:

- 3.0 – 4.0 This rating indicates that the evaluator finds the teacher is employing this particular indicator effectively.
- 2.0 – 2.9 This rating indicates that the evaluator views this as an area which merits special attention or which the teacher should view as high-priority item.
- 0.0 – 1.9 This rating indicates that the evaluator finds this area unacceptable.

Space is provided on the Appraisal Summary and Comments Summary pages for the evaluator’s comments and recommendations.

Throughout each phase of the evaluation process the evaluator should provide the teacher with copies of the individual Category Evaluation pages and the Teacher Performance Appraisal Summary. This will aid in the evaluation process by providing the teacher with written documentation, including comments and recommendations which the teacher can reference as they strive to achieve even greater levels of performance as a highly effective teacher.

The evaluator should also review and determine ratings for NWEA and STAR Assessment as applicable. (See NWEA and STAR ASSESSMENT Tabs.) Ratings for NWEA and STAR Assessment are required as applicable to determine the weighted average for student growth. Additional space for comments is provided on the NWEA and STAR Assessment page.

Pursuant to Michigan Compiled Law Revised School Code 1249 {MCL380.1249} Performance Evaluation System, this category, “*student growth*,” constitutes a “significant factor” of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT, PLAN, Explore), state (MME, MEAP/M-STEP), and local (DRA, Dibels, common grade level and/or course) assessments. This category will also take into consideration the building’s progress toward meeting school improvement goals and the teacher’s participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

The Weighted Student Growth tabs for NWEA and STAR provide an additional summative evaluation rating using a weighted the average of 25% student growth (either the NWEA or STAR rating as applicable) and 75% of the summative rating for Categories 1-9 combined.

Upon completion of the final evaluation, the evaluator must print and sign the evaluation. (See Comments Summary Tab.) The evaluator must then provide a complete signed copy of the entire evaluation to the teacher. Upon review, the teacher may write comments in the space provided on the Comments Summary page and may attach additional pages for comments as needed. The teacher must also sign and date the evaluation.

Once the evaluator has reviewed the teacher comments and has addressed any concerns, the final evaluation is complete. The evaluator is responsible for providing the Personnel Office with the original signed document (including all additional comments and instruction pages); ensuring that the teacher receives a complete signed copy as well. The original signed performance evaluation will be maintained in the teacher's personnel file.

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year

Category 1 - Is there appropriate classroom management and discipline?

The effective teacher establishes and maintains appropriate management procedures and creates an environment in which students work with a sense of purpose.

4	3	2	1	0
Highly Effective	Effective	Minimally Effective	Ineffective	No Knowledge or Observation

INDICATOR	1ST EVAL	2ND EVAL	3RD EVAL	
A			####	A. The teacher is consistent in applying rules and in dealing with students.
B			####	B. The teacher establishes and communicates clear and fair rules.
C			####	C. The teacher clearly communicates to students what is expected of them, both as to behavior and assignments.
D			####	D. Students comply readily with the teacher's expectations regarding behavior and learning.
E			####	E. The teacher demonstrates smooth and effective transitions between activities.
F			####	F. Students complete assigned tasks and activities and lessons as instructed by the teacher.
G			####	G. Students do not disrupt other students from learning as they complete assignments and activities.
H			####	H. The teacher treats students in a fair manner.
I			####	I. The teacher is actively engaged with students.
J			####	J. The teacher positions himself/herself in the classroom in ways which encourage optimum learning.
K			####	K. The teacher is aware of the activities that are occurring in the classroom even when working with individual students and responds appropriately.
L			####	L. The students are on task.
M			####	M. The teacher handles disruptive and/or inappropriate behavior effectively.
RATING	####	####		

SUMMATIVE RATING FOR CATEGORY 1	#DIV/0!
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COMMENTS

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

Category 2 - Is there suitable rapport and communication?

The effective teacher creates a positive classroom atmosphere in which all students feel comfortable with themselves and each other; where frequent student questions and responses are prized; and in which students are confident that their individual needs are understood.

4	3	2	1	0
Highly Effective	Effective	Minimally Effective	Ineffective	No Knowledge or Observation

INDICATOR	1ST EVAL	2ND EVAL	3RD EVAL	
A			####	A. The teacher demonstrates a commitment to the academic success of each and every student.
B			####	B. The teacher encourages good behavior and interacts with the students easily.
C			####	C. The students ask questions freely and engage in private conversations with the teacher.
D			####	D. Students appear comfortable in the classroom.
E			####	E. The teacher shows empathy for the students and demonstrates an understanding of their individual needs.
F			####	F. The students volunteer willingly to answer questions.
G			####	G. The teacher praises the students frequently.
H			####	H. The teacher shows patience when working with students.
I			####	I. The students are allowed to make choices regarding educational activities in the classroom.
J			####	J. The teacher has a sense of humor and can laugh with the students.
K			####	K. The teacher is polite and treats each student with respect.
L			####	L. The teacher speaks with a positive and enthusiastic tone.
M			####	M. The teacher listens to students and accepts feedback.
N			####	N. The teacher uses vocabulary appropriate to the age group.
RATING	####	####		

SUMMATIVE RATING FOR CATEGORY 2	#DIV/0!
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COMMENTS

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

Category 3 - Is there effective instructional organization?

The effective teacher organizes and presents efficient, purposeful, and well-managed lessons conducive to students' learning needs.

4	3	2	1	0
Highly Effective	Effective	Minimally Effective	Ineffective	No Knowledge or Observation

INDICATOR	1ST EVAL	2ND EVAL	3RD EVAL	
A			####	A. The teacher has constructed the daily plan so that lessons flow naturally from activity to activity. B. The teacher provides engaging activities that encourage student involvement and minimize disruptions C. The teacher employs an effective instructional plan for students on a daily and long-term basis. D. The teacher provides an introduction and closure to each lesson. E. The teacher's materials are readily available and appropriate for the lesson's content. F. The teacher's required assignments are reasonable and purposeful. G. The teacher helps students become organized. H. The teacher allocates appropriate time for the planned activity. I. The teacher uses various questioning techniques to promote and expand discussions.
B			####	
C			####	
D			####	
E			####	
F			####	
G			####	
H			####	
I			####	
RATING	####	####		

SUMMATIVE RATING FOR CATEGORY 3	#DIV/0!
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COMMENTS

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

Category 4 - Are the students learning satisfactorily?

The effective teacher utilizes instructional methods and skills so students master the subject areas, activities, and/or skills expected of them.

4	3	2	1	0
Highly Effective	Effective	Minimally Effective	Ineffective	No Knowledge or Observation

INDICATOR	1ST EVAL	2ND EVAL	3RD EVAL
A			####
B			####
C			####
D			####
E			####
F			####
RATING	####	####	

- A. Students appear to be learning the subject matter of the class at an appropriate rate.
- B. Students are learning the activities and/or skills they need to learn in the class at an appropriate rate.
- C. Students turn to and rely on the teacher as knowledgeable in the subject area and/or activity/skill area.
- D. Students are mastering or have mastered the goals and objectives for the class.
- E. Students are prepared for subsequent classes that rely on the current class as a foundation.
- F. Students are developing critical thinking and problem solving skills.

SUMMATIVE RATING FOR CATEGORY 4	#DIV/0!
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COMMENTS

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

Category 5 - Are students actively engaged in learning?

The effective teacher establishes a challenging and positive learning environment which encourages active student involvement in the learning process.

4	3	2	1	0
Highly Effective	Effective	Minimally Effective	Ineffective	No Knowledge or Observation

INDICATOR	1ST EVAL	2ND EVAL	3RD EVAL
A			####
B			####
C			####
D			####
E			####
F			####
G			####
H			####
I			####
J			####
K			####
RATING	####	####	

- A. The teacher provides clear directions for classroom activities.
- B. The teacher expects and encourages all students to be actively involved in classroom activities.
- C. The teacher provides for individual student differences.
- D. The students pay attention when the teacher or other students are speaking.
- E. The students approach teacher with questions and comments.
- F. The students show progress towards the goals and expectations of the teacher.
- G. The students are actively engaged in a learning activity.
- H. The students demonstrate an understanding of classroom goals and objectives.
- I. The students readily follow teacher directives.
- J. The teacher's high expectations are evident by student response and behavior.
- K. The students are responding to the teacher's high expectations and goals.

SUMMATIVE RATING FOR CATEGORY 5	#DIV/0!
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COMMENTS

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

Category 6 - Does the teacher deliver curriculum?

The effective teacher plans and implements a program of instruction that meets student needs and adheres to the district's adopted curriculum.

4	3	2	1	0
Highly Effective	Effective	Minimally Effective	Ineffective	No Knowledge or Observation

INDICATOR	1ST EVAL	2ND EVAL	3RD EVAL	
A			####	A. The teacher demonstrates current knowledge of subject matter. B. The teacher demonstrates current knowledge of appropriate instructional practices. C. The teacher follows the district curriculum. D. The teacher delivers the curriculum at the proper instructional level. E. The students demonstrate evidence of working toward identified learner outcomes. F. The teacher's lesson directly relates to desired instructional outcomes. G. The teacher communicates short-term objectives and long-term goals. H. The teacher's lessons are presented in a logical sequence. I. The teacher takes responsibility for student learning.
B			####	
C			####	
D			####	
E			####	
F			####	
G			####	
H			####	
I			####	
RATING	####	####		

SUMMATIVE RATING FOR CATEGORY 6	#DIV/0!
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COMMENTS

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

Category 7 - Does the teacher use appropriate instructional techniques?

The effective teacher uses a wide variety of materials, methods, and activities appropriate to the levels of all students.

4	3	2	1	0
Highly Effective	Effective	Minimally Effective	Ineffective	No Knowledge or Observation

INDICATOR	1ST	2ND	3RD	
	EVAL	EVAL	EVAL	
A			####	A. The teacher serves various roles in the classroom. i.e., coach, discussion leader, consultant, information provider, demonstrator, etc. B. The teacher plans and provides a variety of appropriate instructional activities. C. Student assignments and activities are interesting and challenging. D. The teacher monitors and assists student practice of newly-learned critical skills. E. The teacher presents lessons and activities which cause students to use higher order thinking processes. F. The teacher effectively models the skills which students are expected to master. G. The student approaches assigned tasks independently, with little, if any, further teacher assistance. H. The teacher continuously monitors student understanding and adjusts instructions accordingly. I. The teacher provides the student with meaningful feedback when evaluating student work. J. The teacher plans lessons which relate whenever possible to everyday, real world situations. K. The teacher is cognizant of, and plans instruction for students with different styles. L. The teacher develops and administers assessments appropriate to the instructional outcomes. M. The teacher plans lessons allowing for hands-on student involvement when appropriate. N. The teacher accesses, when available, technology and other resources beyond the textbooks in instructional planning and delivery.
B			####	
C			####	
D			####	
E			####	
F			####	
G			####	
H			####	
I			####	
J			####	
K			####	
L			####	
M			####	
N			####	
RATING	####	####		

SUMMATIVE RATING FOR CATEGORY 7	#DIV/0!
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COMMENTS

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

Category 8 - Personal and professional qualities?

The effective teacher demonstrates appropriate personal and professional qualities.

				4 Highly Effective	3 Effective	2 Minimally Effective	1 Ineffective	0 No Knowledge or Observation
				<ul style="list-style-type: none"> A. The teacher remains current regarding new instructional practices and curriculum issues, and voluntarily undertakes on-going training. B. The teacher is punctual and seldom absent. C. The teacher's attire is neat, clean, appropriate, and reflects a high degree of professionalism. D. The teacher consistently demonstrates the physical ability, emotional stability, self-control, and positive outlook necessary to withstand the stress and strain of teaching. E. The teacher demonstrates the willingness to be actively involved in such activities as curriculum development, school improvement planning, student activities and/or other professional activities which may involve time beyond the normal school day. F. The teacher is a team player, and successfully collaborates with colleagues on meeting student school-related needs and other matters. G. The teacher is knowledgeable about, and complies with Board policies, administrative rules and regulations, and state laws which pertain to his/her professional responsibilities. H. The teacher completes necessary written reports accurately and promptly. I. The teacher communicates regularly and effectively with parents. J. The teacher sets professional goals to improve instruction and/or classroom performance, and strives to attain those goals. K. The teacher actively seeks out available resources and/or other staff which may be useful in improving the performance of his/her students or his/her own teaching performance. L. The teacher exhibits the qualities of reliability and dependability in undertaking his/her professional responsibilities. M. The teacher is willing to take risks as appropriate to enhance student learning. 				
	INDICATOR	1ST EVAL	2ND EVAL	3RD EVAL				
	A			####				
	B			####				
	C			####				
	D			####				
	E			####				
	F			####				
	G			####				
	H			####				
	I			####				
	J			####				
	K			####				
	L			####				
	M			####				
	RATING	####	####					

SUMMATIVE RATING FOR CATEGORY 8	#DIV/0!
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COMMENTS

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

Category 9 - Student Growth

Pursuant to Michigan Compiled Law, Revised School Code 1249 {MCL380.1249}, Performance Evaluation System, this category constitutes a "significant factor" of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT, PLAN, Explore), state (MME, MEAP), and local (DRA, Dibels, common grade level and/or course) assessments. This category will also take into consideration the building's progress toward meeting school improvement goals and the teacher's participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

4	3	2	1	0
Highly Effective	Effective	Minimally Effective	Ineffective	No Knowledge or Observation

INDICATOR	1ST EVAL	2ND EVAL	3RD EVAL
A			####
B			####
C			####
D			####
E			####
F			####
G			####
H			####
I			####
RATING	####	####	

- A. Teacher supports and implements district and building initiatives in the classroom.
- B. Teacher actively participates as a member of a school improvement team.
- C. Teacher implements strategies developed by school improvement teams.
- D. Building shows adequate progress toward meeting school improvement goals.
- E. Teacher actively participates as a member of professional learning communities.
- F. Teacher actively participates as a member of a curriculum development team.
- G. Teacher effectively uses formative assessment to drive instruction.
- H. Teacher effectively uses summative assessment to assess student knowledge and understanding of content.
- I. Students demonstrate adequate growth on local assessments (Dibels, ORA, Common Grade Level/Course Assessments.)

SUMMATIVE RATING FOR CATEGORY 9	#DIV/0!
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COMMENTS

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal Summary

Teacher's Name	Building	Assignment	School Year		
0	0	0	0		
APPRAISAL SUMMARY SCALE					
3.0 - 4.0	This rating indicates that the evaluator finds the teacher is employing this particular indicator effectively.				
2.0 - 2.9	This rating indicates that the evaluator views this as an area which merits special attention or which the teacher should view as a high-priority item.				
0.0 - 1.9	This rating indicates that the evaluator finds this area unacceptable.				
		1ST EVAL	2ND EVAL	3RD EVAL	SUMMATIVE
Category 1 - Is there appropriate classroom management and discipline?		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Category 2 - Is there suitable rapport and communication?		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Category 3 - Is there effective instructional organization?		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Category 4 - Are the students learning satisfactorily?		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Category 5 - Are students actively engaged in learning?		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Category 6 - Does the teacher deliver curriculum?		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Category 7 - Does the teacher use appropriate instructional techniques?		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Category 8 - Personal and professional qualities?		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Category 9 - Student Growth		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Summative Rating		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

EVALUATOR'S RECOMMENDATION (1st Evaluation)

EVALUATOR'S RECOMMENDATION (2nd Evaluation)

EVALUATOR'S RECOMMENDATION (3rd Evaluation)

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal Summary

Teacher's Name	Building	Assignment	School Year
0	0	0	0

CLASSIFICATION OF TEACHER FOR PURPOSE OF EVALUATION

1. Probation

2. Tenure

EVALUATOR COMMENTS *(Additional pages may be attached.)*

[Large empty area for evaluator comments]

RECOMMENDATION

<input type="checkbox"/>	Continued Employment
<input type="checkbox"/>	Continued Employment with IDP
<input type="checkbox"/>	Non-renewal of Contract

Evaluator's Signature

Date

I have had the opportunity to discuss the items contained in this evaluation form and my signature does not necessarily mean that I agree with it. I understand that any written statement I wish to make regarding this performance will be attached to this copy and filed in my personnel file.

TEACHER COMMENTS *(Additional pages may be attached.)*

[Multiple empty lines for teacher comments]

Teacher's Signature

Date

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0



**NORTHWEST EVALUATION ASSOCIATION AND
STANDARDIZED TESTING AND REPORTING**



NWEA Assessment Scale		RATING
4	Highly Effective: Beyond a year's growth	
3	Effective: Year of growth per year	
2	Minimally Effective: Under a year's growth	
1	Ineffective: Under half a year's growth	



STAR Assessment Scale		RATING
4	Highly Effective: Beyond a year's growth	
3	Effective: Year of growth per year	
2	Minimally Effective: Under a year's growth	
1	Ineffective: Under half a year's growth	

EVALUATOR COMMENTS *(Additional pages may be attached.)*

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

WEIGHTED AVERAGE FOR STUDENT GROWTH
Student Growth Based Upon State and Local Assessments
"DOES NOT APPLY TO ALL TEACHERS"

Pursuant to Michigan Compiled Law, Revised School Code 1249 {MCL380.1249}, Performance Evaluation System, this category constitutes a "significant factor" of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT, PLAN, Explore), state (MME, MEAP/M-STEP), and local (DRA, Dibels, common grade level and/or course) assessments. This category will also take into consideration the building's progress toward meeting school improvement goals and the teacher's participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

		Weight	Rating
Summative Rating	#DIV/0!	75%	#DIV/0!
Student Growth NWEA	0.00	25%	0.00
Summative Rating w/Weighted Student Growth Factor			#DIV/0!

EVALUATOR COMMENTS *(Additional pages may be attached.)*

BEECHER COMMUNITY SCHOOL DISTRICT

Teacher Performance Appraisal

Teacher's Name	Building	Assignment	School Year
0	0	0	0

WEIGHTED AVERAGE FOR STUDENT GROWTH
Student Growth Based Upon State and Local Assessments
"DOES NOT APPLY TO ALL TEACHERS"

Pursuant to Michigan Compiled Law, Revised School Code 1249 {MCL380.1249}, Performance Evaluation System, this category constitutes a "significant factor" of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT, PLAN, Explore), state (MME, MEAP/M-STEP), and local (DRA, Dibels, common grade level and/or course) assessments. This category will also take into consideration the building's progress toward meeting school improvement goals and the teacher's participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

		Weight	Rating
Summative Rating	#DIV/0!	75%	#DIV/0!
Student Growth STAR	0.00	25%	0.00
Summative Rating w/Weighted Student Growth Factor			#DIV/0!

EVALUATOR COMMENTS *(Additional pages may be attached.)*