

FRAMEWORK FOR PROFESSIONAL
PRACTICE
AND
TEACHER EVALUATION PROCESS



Belding Area Schools
850 Hall St.
Belding MI, 48809

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FOREWORD

During the 2010-2011 school year, the Michigan Legislature passed laws impacting teacher evaluation. Belding Administrators attended legal updates regarding this topic. It was determined that due to legislative changes, the Belding Evaluation Model and Board Policies would need adjustment. Starting in the spring of 2012, a committee comprised of administrators, teachers from various grade levels and leadership of the Belding Education Association (BEA) was formed to update policies and the evaluation tool/process for Belding Area Schools.

Meetings started in May 2012 in anticipation of the expiration of the BEA Master Agreement on June 30, 2012. The intent was to meet as necessary to implement a new model and policies for the 2012-2013 school year. Additional revisions have been made since the first edition of the Teacher Evaluation model was developed based on changes in the State law and collaborative efforts with the Teacher Evaluation Committee Members as required in Section 1249 (1).

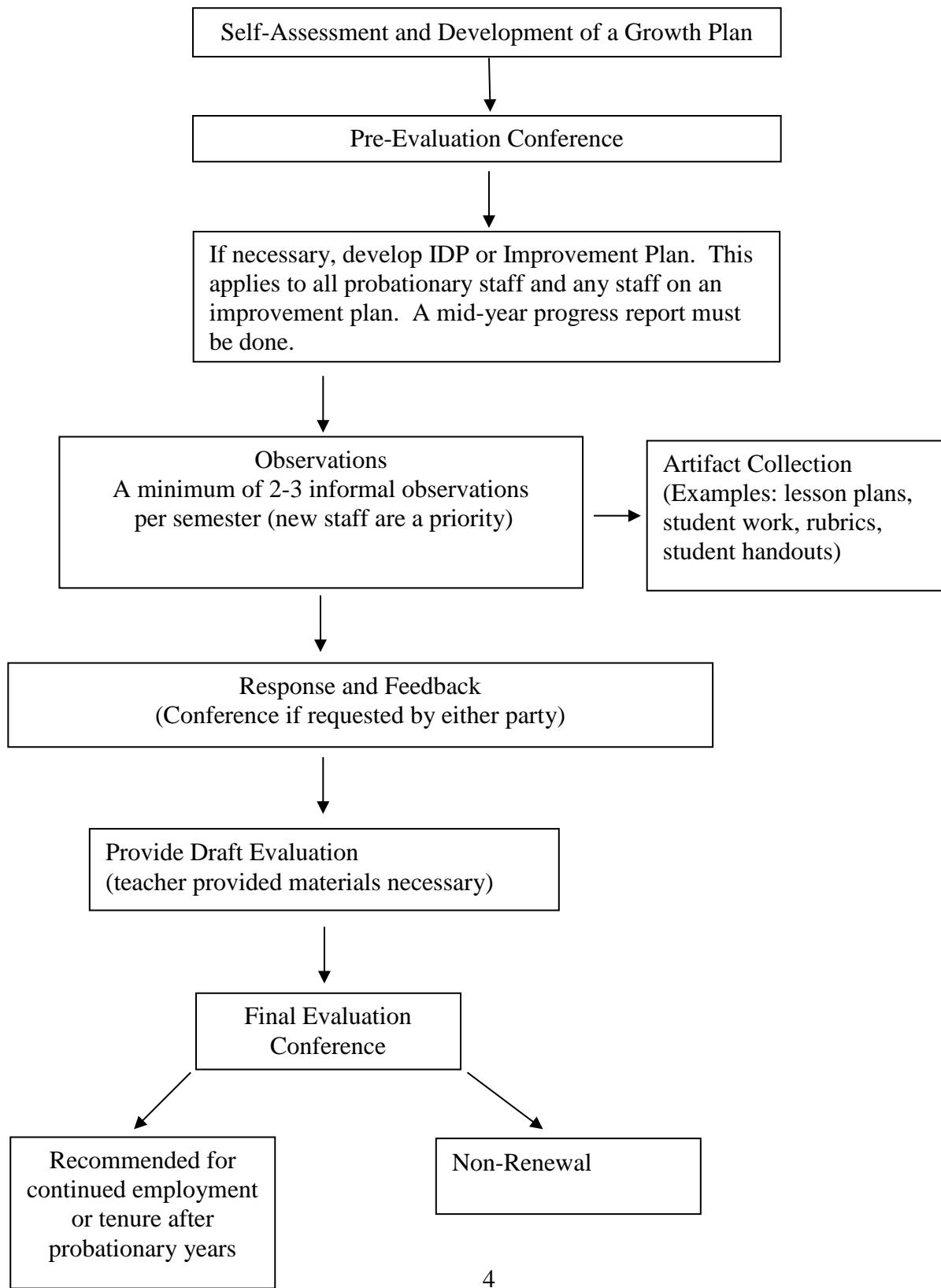
The committee process began reviewing the relevant legal changes and Belding's evaluation practices. Each component of the evaluation process was reviewed by the committee with the specific needs of the teachers of Belding Area Schools in mind.

The committee proceeded with its work with the intent of streamlining the Charlotte Danielson Evaluation Tool and implanting all necessary legal components. Legal components that were necessary included student growth, individual evaluation, extra professional development and extra service to the profession.

Current Committee Members:

Brent Noskey, Superintendent	Joe Barron, Middle School Principal
Tiffany Jackson, Elementary Principal	Rick Mason, Middle School Asst. Principal
Angie Christians, Elementary Teacher	Emily McKenna, Middle School
Cori Haeberle, Elementary Teacher	Jodi Edwards, Middle School Teacher
Bruce Cook, Elementary Principal	Michael Ostrander, High School Principal
Brian Babbitt, Elementary Asst. Principal	Joel Wilker, High School Asst. Principal
Kristen Albert, Elementary Teacher and BEA	Tom Matlosz, High School Teacher
Lynn McQuillan, Elementary Teacher	Andrea Sprague, High School Teacher
Kari Reynolds, Elementary Teacher	

Belding Area Schools Evaluation Process



Belding Area Schools Evaluation Checklist

Date(s) Completed _____

- Self-Assessment and Growth Plan _____
- Pre-Conference _____
- Review IDP, Professional Goals or Improvement Plan with Administrator _____
- Observations _____
- Mid-Year Progress Report
(*If on an IDP or Improvement Plan) _____
- Post Observation Conference
(*if requested by either party) _____
- Provide Draft of Evaluation
(*teacher provided materials necessary) _____
- Final Evaluation Conference _____

Evaluation Procedures & Process Belding Area Schools

Per State of Michigan Law (PA 257; June 30, 2014; REV November 5, 2015):

- Teacher evaluation is a prohibited topic of bargaining. Belding Area Schools Board of Education has adopted processes and procedures to govern teacher evaluation beginning with the 2012-2013 school year.
- Every teacher must be evaluated annually while providing timely and constructive feedback. (1)(a)
- Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth. (1)(b)
- Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account student growth and assessment data. (1)(c)
- Student growth must be measured using multiple measures that may include:
 - Student Learning Objectives (SLOs)
 - Achievement of individualized education program goals
 - Nationally normed or locally developed assessments that are aligned to state standards, researched-based growth measures, or alternative assessments that are rigorous and comparable across schools within the school district.

If the performance evaluation system implemented by a school district under this section does not already include the rating of teachers as highly effective, effective, minimally effective, and ineffective, then the school district shall revise the performance evaluation system no later than September 19, 2011 to ensure that it rates teachers as highly effective, effective, minimally effective, and ineffective. (1)(c)

- Uses the evaluations, at a minimum, to inform decisions regarding all of the following (1)(d):
 - The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
 - Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
 - Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
 - Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.
- Beginning with the 2015-2016 school year, the Board of a school district shall ensure that the performance evaluation system for teachers that shall include at least an annual year-end evaluation that meets all of the following (2)(a):

- For 2015-2016, 2016-2017, 2017-2018 school years, 25% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018-2019 school year, 40% of the annual year-end evaluation shall be based on student growth and assessment data.
 - Beginning with the 2018-2019 school year, for core content areas in grades and subjects in which state assessments are administered, 50% of student growth must be measured using the state assessments and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district. Student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals. If there is student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data from the most recent 3-consecutive-school-year periods.
 - Beginning with the 2016-2017 school year, the portion of the teacher's annual year-end evaluation that is not based on student growth and assessment data as described under subparagraph (i) shall be based primarily on a teacher's performance as measured by the evaluation tool developed or adopted by the school district under subdivision (f).
- If there is not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher. (2)(b)
- The annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals. (2)(c)
- The school administrator or designee shall develop, in consultation with the teacher who was evaluated the previous year as minimally effective or ineffective, an individualized development plan that includes these goals and training and is designed to assist the teacher to improve his or her effectiveness. (2)(c)
- The performance evaluation system shall include a midyear progress report for a teacher who is in the first year of the probationary period OR who has received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the mid-year progress report. (2)(d) The mid-year progress report shall:
 - Be based at least in part on student achievement.

- Be aligned with the teacher's individualized development plan.
 - Include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.
 - Not take the place of the annual year-end evaluation.
- Include classroom observations to assist in the performance evaluations. (2)(e)
All of the following apply to these classroom observations:
 - A review of the teacher's lesson plans and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.
 - A classroom observation does not have to be for an entire class period.
 - Unless a teacher has received a rating of effective or highly effective on his or her two most recent annual year-end evaluations, there shall be at least two classroom observations of the teacher each school year.
 - Beginning with the 2016-2017 school year, at least one observation must be unscheduled.
 - Beginning with the 2016-2017 school year, the school administrator responsible for the teacher's performance evaluation shall conduct at least one of the observations. Other observations may be conducted by other observers who are trained in the use of the evaluation tool. These other observers may be teacher leaders.
 - Beginning with the 2016-2017 school year, a school district shall ensure that, within 30 days after each observation, the teacher is provided with feedback from the observation.
- For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of the 2016-2017 school year, the school district shall adopt and implement one or more of the evaluation tools for teachers that are included on the list under subsection (5). However, if a school district has one or more local evaluation tools for teachers or modifications of an evaluation tool on the list under subsection (5), and the school district complies with subsection (3), the school district may conduct annual year-end evaluations for teachers using one or more local evaluation tools or modifications. The evaluation tools shall be used consistently among the schools operated by a school district so that all similarly situated teachers are evaluated using the same evaluation tool. (2)(f)
- The performance evaluation system shall assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective, based on his or her score on the annual year-end evaluation. (2)(g)
- As a part of the performance evaluation system, and in addition to the requirements of section 1526 a school district, is encouraged to assign a mentor or coach to a teacher who has been rated minimally effective or ineffective on the most recent year-end evaluation. (2)(h)

- The performance evaluation system may allow for exemptions of student growth data for a particular pupil for a school year upon recommendation of the school administrator or designee conducting the annual year-end evaluation and approval of the Superintendent or designee of the school district. (2)(i)
- The performance evaluation system shall provide that if a teacher is rated ineffective on three consecutive annual year-end evaluations, the school district shall dismiss the teacher from his or her employment. This subdivision does not affect the ability of a school district to dismiss a teacher from his or her employment regardless of whether the teacher is rated as ineffective on three consecutive annual year-end evaluations. (2)(j)
- The performance evaluation system shall provide that, if a teacher is rated as highly effective on three consecutive annual year-end evaluations, the school district may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated highly effective on one of these biennial year-end evaluations, the teacher shall again be provided with an annual year-end evaluation. (2)(k)
- The performance evaluation system shall provide that, **if a teacher, who is not in a probationary period, is** rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent, as applicable. The request for review must be submitted in writing within 20 business days to the superintendent or designee after the final evaluation is signed. Upon receipt of the request, the school district superintendent or designee, as applicable, shall review the evaluation and rating and make any modifications as appropriate based on his or her review. However, the performance evaluation system shall not allow for a review more than twice in a 3-school-year-period. (2)(l)

Evaluations are not subject to the grievance procedure. A conference will be scheduled to discuss the appeal within five (5) business days of receipt of the written appeal provided the teacher, evaluator, and Superintendent or designee are present at work. An employee may be represented by an Association Representative at an appeal meeting. ***The arbitrator has no jurisdiction to rule for example on evaluation based terminations on probationary and tenured teachers.***

Any teacher dissatisfied with the results of their final evaluation, regardless of their final rating, may attach a rebuttal to the evaluation prior to June 30 of that school year to be placed in the personnel file.

- Beginning with the 2016-2017 school year, the school district shall provide training to teachers on the evaluation tool or tools used by the school district in its performance evaluation system and on how each evaluation tool is used. This training may be provided by a school district, an intermediate school district, or both. (2)(m)
- Beginning with the 2016-2017 school year, a school district shall ensure that training is provided to all evaluators and observers. The training shall be

provided by an individual who has expertise in the evaluation tool or tools used by the school district which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. This subdivision does not prohibit a school district, intermediate school district, or both from providing the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools. (2)(n)

Beginning with the 2016-2017 school year, a school district shall post on its public website the following information about the evaluation tool or tools it uses for its performance evaluation system for teachers (3).

- The research base for the evaluation framework, instrument, and process or, if the school district adapts or modifies an evaluation tool from the list under subsection (5), the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base. (3)(a)
- The identity and qualifications of the author or authors or, if the school district adapts or modifies an evaluation tool from the list under subsection (5), the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool. (3)(b)
- Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the school district adapts or modifies an evaluation tool from the list under subsection (5), an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process. (3)(c)
- The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators. (3)(d)
- A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans. (3)(e)
- A description of the plan for providing evaluators and observers for training. (3)(f)

If a collective bargaining agreement was in effect for teachers or school administrators of a school district as of July 19, 2011, if that same collective bargaining agreement is still in effect as of the effective date of the amendatory act that added section 1531j, and if that collective bargaining agreement prevents compliance with subsection (1), then subsection (1) does not apply to the school district until after expiration of that collective bargaining agreement. (4)

Starting with the 2015-2016 school year, a letter must go home to parents if their child is being taught by a teacher who has been rated “ineffective” the previous two years.

Teachers new to the profession after September 2011, who have never earned tenure, will be on a five-year tenure program. Three consecutive ratings of at least effective must be earned for a teacher to receive tenure.

If a probationary teacher is rated “highly effective” for three consecutive years, and completes four full school years their probationary period shall be reduced to four years.

Non-renewal of probationary teachers must happen by June 15. Probationary teachers may be dismissed at any time.

Student growth and individual teacher performance ratings must be the predominant factor in teacher layoff and recall. Beginning July 1, 2012, seniority may not be a factor in layoff and recall unless all other factors are equal. Teachers rated “ineffective” have no preference in layoff or recall. Tenured teachers may not be retained over probationary teachers who are rated “effective” or “highly effective” solely because of seniority or tenure status.

Individual performance must include: student growth data (predominant factor), demonstrated pedagogical skills, knowledge of subject area, ability to impart knowledge, planning and delivering rigorous content, checking for and building higher-level understanding, differentiating, managing a classroom, consistent preparation to maximize instructional time, attendance and disciplinary record, additional significant and relevant contributions, and additional special training.

The standard for teacher dismissal is arbitrary and capricious. Suspensions without pay may be up to 15 days without demotion or tenure charges.

If a teacher brings action against a school district based on this section, the teacher’s sole and exclusive remedy shall be an order of reinstatement commencing 30 days after a decision by a court of competent jurisdiction. The remedy in an action brought by a teacher based on this section shall not include lost wages, lost benefits, or any other economic damages.

Per Belding Area School Board of Education:

- Individual performance rating will consist of:
 - 25% from student growth (local data)
 - 75% from the 5D+ Evaluation Tool
- Each of the 30 indicators on the 5D+ evaluation tool will be averaged for the final performance rating using the calculation of Unsatisfactory =1, Basic =2, Proficient = 3, Distinguished = 4. The average will be rounded to the nearest hundredth.
- The following will apply for plans of improvement or annual evaluation goals:
 - Plans of Improvement if any of the following: five total ratings of minimally effective on any of the 5D+ components, one ineffective rating on the 5D+ components, an overall rating in any one domain of 5D+ of ineffective or minimally effective, minimally effective rating on the same individual area (not the full domain) two years in a row.
 - Earning a rating of minimally effective on up to four individual 5D+ Domains will require annual goals for each area rated as such.
 - Plan can be implemented at discretion of evaluator at any time.

- Anyone on the BEA seniority list with an effectiveness rating may use that rating as consideration for any BEA position they are qualified for. For example, a writing coach rated “highly effective” could displace a 6th grade ELA teacher rated “minimally effective.”
- Teachers who team (for example two elementary teachers that share students and one teaches ELA and the other math) will only be scored on the area they teach so that the ELA teacher would have both classes’ scores for ELA and none for math. This does not apply to special education co-teaching situations.
- When the final evaluation rating is tied between two or more staff to the hundredths place it will go to a tie breaker that includes attendance, discipline record and last (if all else is equal) seniority. The district will use the tie breaker rubric tool as attached.
- Overall final evaluation ratings are: Ineffective 0-1.49, Minimally Effective 1.5-2.49, Effective 2.5-3.49 and Highly Effective 3.5-4.0.
- Teachers are responsible for logging their own professional development and service to the profession. Evidence can be given in the 5D+ documentation.
- Extra professional development could be documented within the following: book studies, training related to school improvement goals, trainings that are related to an individual development or improvement plan, trainings related to something you teach or are assigned to, in your major or minor area, in an allied field (counseling, psychology, administration or technology) or an area in education. Staff may use college classes taken for certification purposes as extra PD.
- Any college course will count for 25 hours per credit hour.
- If a stipend is paid for a PD day, the formula to compute amount of time paid must be used to determine if time beyond the “paid” amount was put in. Any amount of time beyond those hours that were paid with the formula can be extra.
- Extra service to the profession may be: CRT, IEPs outside school time, professional organizations, attendance at events beyond the 14 contract hours (parent/teacher conferences & building events/activities), service projects, student tutoring/work beyond the contract day, book study coordinator/leader prep time, extra non-paid curricular work, department/grade level chair, BAS drivers education, FFA, Renaissance, coaching, club sponsor or club work, competitive band, drama productions, technical director work, field trip planning, chaperoning BAS events outside school time, PTO, preparing PD to present, honor society, student council, class advisor, independent study, co-chair school improvement, AR coordinator/work, Science Olympiad, school related committee work, yearbook (outside class), state assessment work if not paid, mentoring, ICT, volunteering to work at BAS (not community sponsored) athletic events and robotics. For documentation purposes, staff should assume one meeting is required per week per building (staff, grade level, school improvement, etc.). Any meeting staff voluntarily attends beyond one meeting per week can be used toward extra service as long as the 40 minutes beyond the contract day have been met without including the meeting.
- The following rules will be in place for exempting individual students for growth ratings:

- Students who arrive after the fall count day will not count for teacher growth data in year-long classes (assuming approximately a first week of October count day). For semester classes, the cutoff date per semester will be the same percentage of days in that semester that the count day would be in a full year. This number will be different each year/semester and will need to be adjusted to the negotiated calendar.
 - Students who miss 10% of the total instructional days in a year-long class will be exempted. For semester classes, students who miss 10% of instructional days in that semester will be exempted.
 - Other exemptions may be approved, but will need to be requested by the teacher to the building level evaluator. This will then be brought to the district administrative team for approval. A list of approved and not-approved exemptions will be kept at the district level to guarantee consistency across the district. The exemption form in this document should be utilized to make such request. Exemption requests should be made immediately once a staff member notices an issue that may be present with a student.
- Students new to the district will take the most recent assessment given to the other students as a baseline. Even if students will be exempted, they will still be assessed for growth.
- For year-long classes, assessments will be given for fall, winter and spring. For semester classes, the fall assessment will be given at the beginning of the first section of a semester class. The winter assessment will be given at the end of the first section. The winter assessment score will be used as the baseline for the start of the second section and the spring assessment will be used at the end of the second section.
- If when figuring student growth it works out that the percentage of students who grew rounds mathematically so that the number who grew is the same for the highest end of one rating (13 students equaled 79% growing – rounding up from 12.8) and the lowest end of the next rating (13 students equaled 80% growing – rounded down from 13.4), the teacher will always be given the benefit of the doubt (they would get the 80% rating).
- Elementary specials teachers see 400-500 students per week. For those teachers, end goals will be measured. This means that for Ellis, 2nd grade students in specials will be assessed for growth and at Woodview, 5th grade students will be assessed for growth. This applies to K-5 music, art, PE and technology.
- Students are expected to attempt all questions on pre- and post-tests so that score results are consistent across the district and classes.
- If a student has it included in their IEP that assessments may be read to them then the MAP math can be read and questions on the MAP reading. Reading selections may not be read to students.
- If a student is repeating a class or grade they will retake the MAP or local assessments for that class/grade. This may require asking MAP to reset the tests for that student.
- Local assessments that have been developed for student growth will be stored on the share drive.



5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

SD™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?
	Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	<ul style="list-style-type: none"> What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
	Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom? What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
Student Engagement	Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?
	Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	

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SD, "5 DIMENSIONS OF TEACHING AND LEARNING" AND OTHER LOGOS/IDENTIFIERS ARE TRADEMARKS OF THE UNIVERSITY OF WASHINGTON CENTER FOR EDUCATIONAL LEADERSHIP.

SD™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	
	Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	
Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> Students assess their own learning in relation to the learning target. The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). Assessment criteria, methods and purposes are transparent and match the learning target. 	<ul style="list-style-type: none"> How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? How does the teacher's instruction reflect planning for assessment? How does the teacher use multiple forms of assessment to inform instruction and decision-making? How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
	Adjustments	<ul style="list-style-type: none"> The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. 	
Classroom Environment & Culture	Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom?
	Classroom Routines and Rituals	<ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. 	
	Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect a positive view of all students' intellectual capability and potential, and encourage equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	<ul style="list-style-type: none"> What does authority in this classroom (e.g., reasoning and justification, equality, aggressiveness, etc.)?

**Mid-Year Progress Report
Individual Development Plan
(Probationary Staff)**

Teacher Name: _____ Evaluator Name: _____

Goal One	
Goal	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Two	
Goal	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Three	
Goal	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Four	
Goal	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Teacher Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

Improvement Plan

Teacher Name: _____

Evaluator Name: _____

Goal One	
Goal	
Domain Area of Goal	
Purpose of Goal	
Teacher Responsibilities	
Administrator Responsibilities	

**Belding Area Schools
Professional Development Log**

Teacher Name: _____ **School Years:** _____

PD Title & Type (School, Certificate, Additional)	Date	School PD (Hours)	Extra PD (Hours)
Total			

Mentoring Program for Probationary Teachers

Purpose:

The State of Michigan, Belding Board of Education and administrative team members believe that mentoring is vital to the success of new teachers. Mentors are educational companions that help novice teachers cope with immediate problems as well as helping with long-term, professional goals. Mentors are the agent to break down the traditional isolation among teachers by fostering collaboration and shared inquiry. Mentors are assigned for probationary teachers in their first three years of teaching. Mentors may also be assigned as needed beyond the first three years and for teachers on improvement plans.

Mentor Responsibility:

The mentor/mentee relationship is collegial and based on trust. To foster a positive relationship, a mentor has the following responsibilities:

- Meet on a regular basis to listen and talk
- Share materials
- Offer helpful hints
- Act as a model
- Respond to questions
- Ask questions
- Provide feedback
- Promote reflection
- Plan cooperatively
- Assist in problem solving
- Report need or assistance that you are not able to provide

Mentee Responsibility:

The Belding District has committed time and resources towards the mentoring process. In order to foster the collegiality needed for success, the new teacher needs to do the following:

- Meet on a regular basis to talk and listen
- Reflect on teaching
- Ask questions
- Be open to suggestions for improvement
- Show professionalism

**Mentor/Mentee Time Log & Pay Verification
First Half of Year (August-January)**

Submit to: Evaluator and Central Office Payroll

Date of Meeting	Topic/Outcome of Meeting	Initials

Mentor: _____ **Mentee:** _____

**Mentor/Mentee Time Log & Pay Verification
Second Half of Year (February-June)**

Submit to: Evaluator and Central Office Payroll

Date of Meeting	Topic/Outcome of Meeting	Initials

Mentor: _____ **Mentee:** _____

Belding Area Schools Student Growth Exemption Request

Teacher Name: _____ **Date:** _____

**Student
Name:** _____

Reason for exemption request:

Exemption process:

- When a teacher first becomes aware that there is a situation that is exceptional, out of their control and unavoidable with relation to student achievement and growth that he/she believes will negatively impact his/her student growth data he/she should immediately apply for an exemption for that student.
- Exemption requests are to be turned in to the administrator who evaluates the teacher. That person will then bring the request to the full administrative team for review. The team will approve or deny the request. A log will be kept of all requests so that consistency will be achieved for exemption requests. The evaluator will let the teacher know the outcome of the request.
- All requests for exemptions must be filed before a student completes the post-test for any given data collection period. If the post-test for that period has already been completed, an exemption can no longer be requested.

Request Approved

Request Denied

Signature: _____ **Date:** _____

Elementary Student Growth Data Calculation

Elementary General: NWEA reading and math

Students are assessed in grades K-5 on the NWEA Reading & Math Assessment. The assessment is administered in the Fall, Winter and Spring. All eligible students will complete the assessment. Student growth will be determined by comparing the score of each student from the fall window to the spring window.

If you have strictly a general education classroom. The final growth score will be the math score and the reading score averaged.

$$\text{Ex.} - \frac{\text{Math score} + \text{reading score}}{2} = \text{Final score}$$
$$\frac{4 \text{ (Math)} + 2 \text{ (Reading)}}{2} = 3 \text{ (Final Score)}$$

NWEA MAP Growth Data Score Equivalents:

- 1 = 0-19% of students earn growth expectation = Ineffective
- 2 = 20-39% of students earn growth expectation = Minimally Effective
- 3 = 40-59% of students earn growth expectation = Effective
- 4 = 60-100% of students earn growth expectation = Highly Effective

If you have a classroom with general education students and special education students,* the calculation will be a combination of general and special education data:

$$\text{Example: } \frac{\text{NWEA score from Gen Ed} + \text{Growth score from SPED}^*}{\text{Total Number of Students}} = \text{growth number}$$

* The percentage of IEPed students that made growth.

This will be done in the IEPed areas: Math students, Reading students, Math and Reading students. Each of these areas will be counted evenly and averaged.

Calculations for teacher growth score will be made based on the following:

- 1 = 0% - 19% Student Growth = Ineffective
- 2 = 20% - 39% Student Growth = Minimally Effective
- 3 = 40% - 59% Student Growth = Effective
- 4 = 60% - 100% Student Growth = Highly Effective

Elementary Specials:

Use their own pre- and post- test data and grade level reading score from NWEA. The growth will be weighted 20% local assessments and 5% NWEA reading test.

Pre-Test Scores

Level 1	0% - 19%	Well Below Standards
Level 2	20% - 39%	Below Standards
Level 3	40% - 59%	At Standards
Level 4	60% - 100%	Above Standards

Pre-Test data will be recorded as a percentage of questions answered correctly.

At the end of a year, students will take the post-test. Students will have shown growth if they meet one of the following conditions:

1. Student improves by at least one Level (*For Example; At Standards to Above Standards*)
2. Student with a pre-test score in Level 4 has a post-test score that is equal to or greater than their pre-test score.
- 3.

Calculations for teacher growth score will be made based on the following:

$$\frac{\text{Total Students Showing Growth}}{\text{Total Students Assessed} - \text{Exempt Students}}$$

1 = 0% - 19% Student Growth	=Ineffective
2 = 20% - 39% Student Growth	= Minimally Effective
3 = 40% - 59% Student Growth	= Effective
4 = 60% - 100% Student Growth	= Highly Effective

Interventionist: NWEA math and reading scores for the grade levels that they work with will be averaged using the same method as the general teacher formulas.

Special Education:

The growth for a Special Education teacher that is not in a team taught classroom will be:

The percentage of IEPed students that made growth.

Ex. 7 students out of 10 made growth = 70 %

This will be done in the IEPed areas: Math, Reading, Math and Reading. Each of these areas will be counted evenly and averaged.

Calculations for teacher growth score will be made based on the following:

1 = 0% - 19% Student Growth	= Ineffective
2 = 20% - 39% Student Growth	= Minimally Effective
3 = 40% - 59% Student Growth	= Effective
4 = 60% - 100% Student Growth	= Highly Effective

The growth for Special Education teachers that are in a team taught class will be:

The calculation above averaged with the Gen Ed students score from the class.

Example: NWEA score from Gen Ed + Growth score from SPED = growth number
2

Calculations for teacher growth score will be made based on the following:

1 = 0% - 19% Student Growth	= Ineffective
2 = 20% - 39% Student Growth	= Minimally Effective
3 = 40% - 59% Student Growth	= Effective
4 = 60% - 100% Student Growth	= Highly Effective

ECSE and DK:

Student growth score will be determined by teacher and building administrator.

Belding Middle School Student Growth Data Calculations

2016-2017 School Year Only

(Excludes ELA only teachers)

According to the Belding Area Schools Teacher Evaluation document, 25% of the overall evaluation score is based on student growth. For the 2016-2017 school year, Belding Middle School will base the 25% calculation on the following breakdowns and criteria.

Building Wide NWEA Reading Assessment Data	5%
Individual Local Assessment Data (split equally when teaching multiple core subjects)	20%

(ELA only teachers)

According to the Belding Area Schools Teacher Evaluation document, 25% of the overall evaluation score is based on student growth. For the 2016-2017 school year, Belding Middle School will base the 25% calculation on the following breakdowns and criteria.

Classroom NWEA Reading Assessment Data	20%
*Individual Local Assessment Data	5%

*For the 2016-2017 school year these staff can elect one of the two options below:

1. Winter to Spring NWEA Language Usage Percent Goal
2. A common assessment agreed upon by the principal and teacher

Building Wide NWEA Reading Data – 5%

Students are assessed in grades 6-8 on the NWEA Reading Assessment. The assessment is administered in the Fall, Winter and Spring. All eligible students will complete the assessment. Student growth will be determined by comparing the score of each student from the fall window to the spring window.

For the 2016-2017 school year, Belding Middle School staff will use scores from students currently in 6-8th grades that take both fall and spring assessments. Using the comparison data provided by NWEA, student growth will be determined by the Percentage of Students Who Met or Exceeded their Projected RIT from the Fall to Spring Reading assessment. **All non-ELA only BMS staff will receive the same growth score for this area of the evaluation.**

Calculations for teacher growth score will be made based on the following:

- | | |
|---------------------------|---------------------------|
| 0% - 19% Student Growth | Ineffective (1pt) |
| 20% - 39% Student Growth | Minimally Effective (2pt) |
| 40% - 59% Student Growth | Effective (3pt) |
| 60% - 100% Student Growth | Highly Effective (4pt) |

Local Assessment Data – 20%

Students will be assessed on a pre-test and post-test. The assessment should be administered in the same fashion, with the same questions, and using the same grading scale. **The chart below shows what test will be used to determine their growth.**

Primary Teaching Area	Assessment Name
Math	NWEA Math
ELA	NWEA Reading
Science	Common Exam
Social Studies	Common Exam
Special Education	NWEA Math and/or reading (depending on area of need)
Electives	Exam

Math & ELA Teachers

Students are assessed in grades 6-8 on the NWEA Reading & Math Assessment. The assessment is administered in the Fall, Winter and Spring. All eligible students will complete the assessment. Student growth will be determined by comparing the score of each student from the fall window to the spring window.

For the 2016-2017 school year, Belding Middle School Math & ELA staff will use NWEA scores from students currently in their classes that take both fall and spring assessments. Using the comparison data provided by NWEA, student growth will be determined by the Percentage of Students Who Met or Exceeded their Projected RIT from the Fall to Spring Reading assessment in their subject area (Math or Reading).

Calculations for teacher growth score will be made based on the following:

- | | |
|---------------------------|---------------------------|
| 0% - 19% Student Growth | Ineffective (1pt) |
| 20% - 39% Student Growth | Minimally Effective (2pt) |
| 40% - 59% Student Growth | Effective (3pt) |
| 60% - 100% Student Growth | Highly Effective (4pt) |

Science, Social Studies & Elective Teachers

Pre/Post-Test Scores

Level 1	0% - 19%	Well Below Standards
Level 2	20% - 39%	Below Standards
Level 3	40% - 59%	At Standards
Level 4	60% - 100%	Above Standards

Pre/Post-Test data will be recorded as a percentage of questions answered correctly.

At the end of a semester, students will take the post-test. Students will have shown growth if they meet one of the following conditions:

1. Student improves by at least one Level (*For Example; At Standards to Above Standards*)
2. Student with a pre-test score in Level 4 has a post-test score that is equal to or greater than their pre-test score

Calculations for teacher growth score will be made based on the following:

Total Students Showing Growth

Total Students Assessed – Exempt Students

0% - 19% Student Growth	= Ineffective (1pt)
20% - 39% Student Growth	= Minimally Effective(2pt)
40% - 59% Student Growth	= Effective (3pt)
60% - 100% Student Growth	= Highly Effective (4pt)

Special Education:

The growth for a Special Education teacher that is not in a team taught classroom will be:
The percentage of IEPed students that made growth.

Ex. 7 students out of 10 made growth = 70 %

This will be done in the IEPed areas: Math, Reading, Math and Reading. Each of these areas will be counted evenly and averaged.

Calculations for teacher growth score will be made based on the following:

1 = 0% - 19% Student Growth	= Ineffective
2 = 20% - 39% Student Growth	= Minimally Effective
3 = 40% - 59% Student Growth	= Effective
4 = 60% - 100% Student Growth	= Highly Effective

The growth for Special Education teachers that are in a team taught class will be:
The calculation above averaged with the Gen Ed students score from the class.

Example: $\frac{\text{NWEA score from Gen Ed} + \text{Growth score from SPED}}{\text{Total Number of Students}} = \text{growth number}$

Calculations for teacher growth score will be made based on the following:

1 = 0% - 19% Student Growth	= Ineffective
2 = 20% - 39% Student Growth	= Minimally Effective
3 = 40% - 59% Student Growth	= Effective
4 = 60% - 100% Student Growth	= Highly Effective

Belding High School Student Growth Data Calculations

According to the Belding Area Schools Teacher Evaluation document, 25% of the overall evaluation score is based on student growth. For the 2016-2017 school year, Belding High School will base the 25% calculation on the following breakdowns and criteria.

Local Assessment Data	20%
District/State Assessment Data	5%

Using the information and calculations provided below, staff will add their Local Assessment Data percentage plus their District/State Assessment Data percentage to determine their score on the student growth portion of the evaluation.

Local Assessment Data

Students will be assessed on a pre-test and post-test. The assessment should be administered in the same fashion, with the same questions, and using the same grading scale.

Pre-Test Scores

Level 1	0% - 19%	Well Below Standards
Level 2	20% - 39%	Below Standards
Level 3	40% - 59%	At Standards
Level 4	60% - 100%	Above Standards

Pre-Test data will be recorded as a percentage of questions answered correctly.

At the end of a semester, students will take the post-test. Students will have shown growth if they meet one of the following conditions:

1. Student improves by at least one Level
2. Student with a pre-test score in Level 4 has a post-test score that is equal to or greater than their pre-test score

Calculations for teacher growth score will be made based on the following:

$$\frac{\text{Total Students Showing Growth}}{\text{Total Students Assessed} - \text{Exempt Students}}$$

0% - 19% Student Growth	Ineffective	5%
20% - 39% Student Growth	Minimally Effective	10%
40% - 59% Student Growth	Effective	15%
60% - 100% Student Growth	Highly Effective	20%

District/State Assessment Data

Students are assessed in grades 8-11 on the PSAT 8/9, PSAT 10, or SAT. The assessment is administered in the Spring. All eligible students will complete the assessment. Student growth will be determined by comparing the score of each student from one year to the next.

Example:

Pre-Test	Post-Test
PSAT 8	PSAT 9
PSAT 9	PSAT 10
PSAT 10	SAT

For the 2016-2017 school year, Belding High School staff will use scores from students currently in 10th and 11th grade who completed their pre-test last year. Using the comparison data provided by the College Board, student growth will be determined by any increase in score from the pre-test to the post-test. All BHS staff will receive the same growth score for this area of the evaluation.

Calculations for teacher growth score will be made based on the following:

$$\frac{\text{Total Students Showing Growth}}{\text{Total Students Assessed}}$$

0% - 19% Student Growth	Ineffective	2%
20% - 39% Student Growth	Minimally Effective	3%
40% - 59% Student Growth	Effective	4%
60% - 100% Student Growth	Highly Effective	5%



5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

Dimensions of the

5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the

5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below: the dimension is *Purpose* and the indicator is *Learning target(s) connected to standards*. The pages are colored-coded by dimension.

Purpose				
	Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can explain the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can explain the learning target(s) in their own words. Students can explain why the learning target(s) are important.

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

	Purpose			
	Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill			
	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
P3	Design of performance task			
	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
P4	Communication of learning target(s)			
	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5	Success criteria			
	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

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Student Engagement		Unsatisfactory	Basic	Proficient	Distinguished
SE1 Quality of questioning		Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE2 Ownership of learning		Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
SE3 Capitalizing on students' strengths		Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
SE4 Opportunity and support for participation and meaning making		Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5 Student talk		Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

	Curriculum & Pedagogy			
	Unsatisfactory	Basic	Proficient	Distinguished
CP1	Alignment of instructional materials and tasks			
	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
CP2	Teacher knowledge of content			
	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
CP3	Discipline-specific teaching approaches			
	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
CP4	Differentiated instruction for students			
	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
CP5	Use of scaffolds			
	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

	Assessment for Student Learning			
	Unsatisfactory	Basic	Proficient	Distinguished
A1	Student self-assessment			
	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
A2	Student use of formative assessments over time			
	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
A3	Quality of formative assessment methods			
	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
A4	Teacher use of formative assessments			
	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
A5	Collection systems for formative assessment data			
	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

	Classroom Environment & Culture			
	Unsatisfactory	Basic	Proficient	Distinguished
CEC1 Classroom arrangement and resources	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2 Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEC3 Use of learning time	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4 Student status	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5 Norms for learning	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

Professional Collaboration & Communication					
	Unsatisfactory	Basic	Proficient	Distinguished	
PCC1	Collaboration with peers and administrators to improve student learning	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
PCC2	Communication and collaboration with parents and guardians	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCC3	Communication within the school community about student progress	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
PCC4	Support of school, district and state curricula, policies and initiatives	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
PCC5	Ethics and advocacy	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.



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Final Summative Ratings
Overall Effectiveness

Final Summative Effectiveness Rating – Elementary (General Ed and Special Ed)			
	Rating	Weight	Weighted Rating
NWEA Assessment Data (overall rating x .25)		x 25%	
Teacher Effectiveness Rubric (overall rating x .75)		x 75%	
Grand Total			
0-1.4 Ineffective	1.5-2.4 Minimally Effective	2.5-3.4 Effective	3.5-4.0 Highly Effective

Final Summative Effectiveness Rating – Elementary (Specials)			
	Rating	Weight	Weighted Rating
Local Assessment Data (overall rating x .20)		x 20%	
NWEA Reading Assessment Data (overall rating x .05)		x 5%	
Teacher Effectiveness Rubric (overall rating x .75)		x 75%	
Grand Total			
0-1.4 Ineffective	1.5-2.4 Minimally Effective	2.5-3.4 Effective	3.5-4.0 Highly Effective

Final Summative Effectiveness Rating – Elementary (ESCE and DK)			
	Rating	Weight	Weighted Rating
Local Assessment Data (overall rating x .25)		x 25%	
Teacher Effectiveness Rubric (overall rating x .75)		x 75%	
Grand Total			
0-1.4 Ineffective	1.5-2.4 Minimally Effective	2.5-3.4 Effective	3.5-4.0 Highly Effective

Final Summative Effectiveness Rating – Belding Middle School (excludes ELA only Teachers)			
	Rating	Weight	Weighted Rating
Individual NWEA Reading Assessment Data (overall rating x .20)		x 20%	
Individual Local Assessment Data (overall rating x .05)		x 5%	
Teacher Effectiveness Rubric (overall rating x .75)		x 75%	
Grand Total			
0-1.4 Ineffective	1.5-2.4 Minimally Effective	2.5-3.4 Effective	3.5-4.0 Highly Effective

Final Summative Effectiveness Rating – Belding Middle School (ELA only Teachers)			
	Rating	Weight	Weighted Rating
Individual Local Assessment Data (overall rating x .20)		x 20%	
Building-Wide NWEA Reading Assessment Data (overall rating x .05)		x 5%	
Teacher Effectiveness Rubric (overall rating x .75)		x 75%	
Grand Total			
0-1.4 Ineffective 1.5-2.4 Minimally Effective 2.5-3.4 Effective 3.5-4.0 Highly Effective			

Final Summative Effectiveness Rating – Belding High School			
	Rating	Weight	Weighted Rating
Local Assessment Data (overall rating x .20)		x 20%	
District/State Assessment Data (overall rating x .05)		x 5%	
Teacher Effectiveness Rubric (overall rating x .75)		x 75%	
Grand Total			
0-1.4 Ineffective 1.5-2.4 Minimally Effective 2.5-3.4 Effective 3.5-4.0 Highly Effective			

Tie Breaker Points

Staff Member: _____

Building: _____

Evaluator: _____ Date: _____ Total Points: _____

Attendance Points for Tie Breaker Points

Description	Points Possible	Points Earned
Staff members with 0-15 absences other than FMLA or other school business related absences	1 point	
Staff members with 16 or more absences other than FMLA or other school business related absences	0 points	

Discipline Points for Tie Breaker Points

Description	Points Possible	Points Earned
Staff members with no discipline in their personnel file	1 point	
Staff members with Level 1 verbal reprimand or Level 2 written reprimand in their personnel file	0 points	
Staff members with Level 3 or 4 (time off with or without pay) or Level 5 (dismissal) in their personnel file OR Two or more Level 1 or 2 reprimands in their personnel file	-1 point	

Tie Breaker Total Points:

Attendance	
Discipline	
Total Tie Breaker Points:	
Seniority Rank:	

Special Notes:

- Tie Breaker points will only be used in cases of layoff and recall.
 - Staff members with the lowest points will be laid off first.
 - Staff members who have been laid off with the highest points will be recalled first.
- Attendance will be verified by each evaluator; attendance reports will be attached to those having 16 or more absences that are not for school related activities or FMLA.
- Discipline will be used from current year only.