



Garden City Public Schools

RISE: Research-based
Inclusive
System of
Evaluation



Garden City, Michigan

Athletic Director Evaluation Handbook

2012-2013

Prepared by Keith Anleitner, Director of Evaluation

Acknowledgements

Michigan first passed new evaluation legislation in January of 2011, which required districts to implement a performance-based teacher evaluation process. At that time, guidelines and procedures were developed. A committee comprised of teachers and administrators met to develop the new evaluation tool. Many meetings later, after hours of deliberation, a preliminary document was produced. That document contains the overall structure of four quartiles of components of evaluation. The first three quartiles, with the exception of one sub point in the Classroom Management Domain were developed by the committee. The Department of Curriculum gratefully acknowledges the work of the Performance-Based Teacher Evaluation Committee members for their work on the specified aforementioned portions:

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Jan Blumberg, Principal @ [Memorial 1/2 Campus](#)

Mary Brammer, ELA Teacher @ [Garden City High School](#)

Mary Coffey, Special Education Teacher @ [Farmington 5/6 Campus](#)

Karen Hawes, Special Education Teacher @ [Burger School for Students with Autism](#)

Alex McNeece, Principal @ [Lathers Prek-Kindergarten Campus](#)

Ron Pummill, Physical Education Teacher @ [Garden City Middle School](#)

Lynn Sossi, Assistant Principal @ [Burger School for Students with Autism](#)

Joe Valdivia, Assistant Principal @ [Burger School for Students with Autism](#)

Michelle Cline, Superintendent of Garden City Public Schools

In July of 2011, new, paradigm shifting legislation on evaluation and tenure was signed into law on the 19th day of that month by Governor Snyder. Due to the imminent opening and operation of school year constraints, one sub point in the Classroom Management Domain and the student growth plans were adopted. While administration did keep creative ideas from the first committee, changes were made based on the new legislation and a collection of ideas from multiple sources. The Curriculum Department in cooperation with building, central office and executive administration, coupled with feedback from teachers, inclusive research from Charlotte Danielson's evaluation models, and other evaluation instruments across the United States influenced the crafting of this system of evaluation.

In short, Garden City Public Schools adopt this draft of RISE standards which effectively captures the complexity of teaching and learning through research-based best practices.

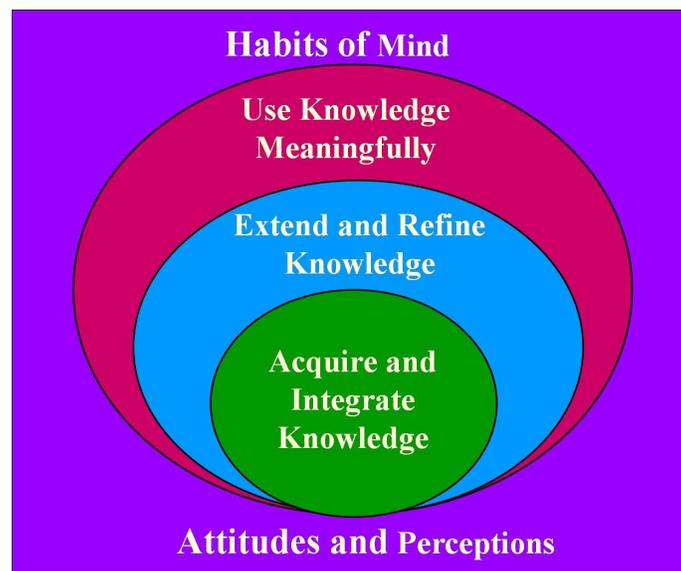
Garden City Standards of Effective Teaching

In Garden City Public Schools, effective Prek-12 teachers are professional educators who hold high expectations for all students and the belief that effort creates ability. They know their students, content and the curriculum thoroughly and have a broad repertoire of content-specific, culturally responsive strategies and activities to use with students to meet rigorous learning goals. They are flexible given their students' learning needs and the dynamics of the classroom and use formative assessment to adapt instruction to maximize learning opportunities for all students. Effective teachers have established rituals and routines that foster a safe learning environment where effort is privileged allowing students to fully engage in instructional activities, ask questions and take part in class discussions. Effective teachers continuously work to improve their practice and knowledge of students, while acting as a resource for others in their professional learning community.

Our mission is to grow and develop our students by continuously advancing the professional practice of our teachers. With that in mind, the administrators and teachers within the Garden City Public Schools adopt this draft of RISE standards which effectively captures the complexity of teaching and learning through research-based best practices.

Dimensions of Learning model, or framework, are five basic assumptions:

1. Instruction must reflect the best of what we know about how learning occurs.
2. Learning involves a complex system of interactive processes that include various types of thinking- represented by the five dimensions below.
3. Curriculum programs should include the explicit teaching of attitudes, perceptions and mental habits that facilitate learning.
4. A comprehensive approach to instruction includes both teacher directed and student directed instruction.
5. Assessment should focus on students' *use* of knowledge and complex reasoning processes rather than on their recall of information.



Dimensions of Learning Model

Evaluation Calendar

Process Timeline

PROCESS GUIDED DATE

1. Identification of administrator to teachers for evaluation. **October 31**
2. Teacher will complete a Self-Evaluation Form.
Performance goal setting or IDP goals sheet submitted. **October 31**
3. Administrator can make class observations.
One observation will be scheduled at a mutually agreed upon time. **Anytime**
4. A mutual planning conference will take place.
Performance goals or IDP authorized. **After Self-Eval.
by December 7**
5. Progress exchange is encouraged between evaluator and person being evaluated. This can be verbal or written. Classroom observations are carried out as requested or needed.
(Administrative Prerogative)
After observation, oral or written feedback will be given within 5 business days. **No time limit**
6. Evaluation conference will take place. **May 20**
Evaluation should not be written before the conference but can be developed in the conference. Administration may choose to do more than one evaluation.
7. A summary written evaluation will be sent to the personnel department. The ineffective teacher has the right to appeal the evaluation to the Superintendent. The Superintendent has 20 days to respond back. **June 1**

(REPEAT PROCESS from #5 and downward if doing more than one written evaluation. Will need to set up intervals of time between the previous one to do more than 2 or 3)

**GARDEN CITY PUBLIC SCHOOLS
OVERVIEW OF TEACHER EVALUATION PROGRAM**

PLAN I

All Teachers Evaluated At Least Annually

All Teachers are required to be rated as 1 of the 4 levels: “Highly Effective, Effective, Minimally Effective, or Ineffective”.

(Only “Highly Effective” Teachers after 3 Annual “Highly Effective” ratings, may then have Bi-Annual Evaluations.)

SELF-EVALUATION

(September/October submitted by teacher)

Components of Evaluation form with **circled rubrics** on the 4 rating levels.

INITIAL MEETING

(As soon as possible)

2-3 Performance Goals with at least One (1) goal specified as Best Practices and/or Learning Focus for Tenured teachers and IDPs for **Probationary** teachers.

OBSERVATION(S) (LENGTH OF TIME UNSPECIFIED)- 1 Observation w/ Notification

No less than One (1), but as many as possible per year, unless teacher rated “Minimally Effective” or “Ineffective” on two most recent annual year-end evaluations, then multiple required (three or more).

FEEDBACK

Oral or written feedback within 5 working days of observation.

INDIVIDUALIZED DEVELOPMENT PLAN (IDP)

For **all Probationary teachers** and teachers rated Minimally Effective or Ineffective from previous year.

EVALUATION MEETING

2- Student Achievement/Growth submitted, discussed, and then deemed as acceptable by administration for rating. Pupils with 15% or more absenteeism for “entire day” of the “school year” may be exempted from growth portion of evaluation. Five percent (5%) Special Ed. students w/disabilities exempt.

TEACHER EVALUATION FORM (AT Least ONE, as many as Preferred)

Administration completes Evaluation form using Components including 3-5 Student Achievement/Growth Indicators and completion of 2-3 Performance Goals for Tenured and **IDPs** for Probationary teachers. (Minimally Effective and Ineffective Teachers from previous year go to PLAN II).

*Exemption of student growth data (5% Sp.Ed) for a particular pupil for a school year upon the recommendation of a school administrator conducting the evaluation with approval of the district may be utilized.

*No Bargaining necessary on format, timing or manner of classroom observations

*No Bargaining necessary on evaluation development of content or system.

A.D.'S SELF-EVALUATION

Every teacher consciously or unconsciously evaluates his/her daily and yearly performance. This guide provides an approach in organizing self evaluation in the manner in which your evaluating administrator will evaluate you. In a sense, it acts as a tool for you to familiarize yourself with rubrics leveling as it pertains to the components of evaluation.

The four major "domains " have been established by the Evaluation Committee. The goal was to provide a simple, concise instrument which could be used to assess your overall performance as a teacher. Your copy of this guide as a Self Evaluation piece is a device to help you analyze your overall performance and to set goals for self-improvement. It is to be turned into your building administrator when completed. You are encouraged to make a copy of it before submission.

INSTRUCTIONS FOR COMPLETION OF THE GUIDE AND THE SUMMARY

Each of the "performance responsibilities" are listed on the next page. The last domain for Student Growth will not be used in your own Self Evaluation. This year, that domain, due to time constraints, is not a part of the Self Evaluation. The sub statements (in the areas of Performance Responsibilities) are meant to explain the statement. **Evaluate yourself on each major statement by circling the sub statements that is in the column of one of the following four levels:**

- 4 –Highly Effective.
- 3 -Effective.
- 2 –Minimally Effective.
- 1 -Ineffective.

EXAMPLE:

PERFORMANCE RESPONSIBILITIES:

	HE	E	ME	I
Coordinates and schedules competitive events and maintains a calendar of events to avoid conflicts in the use of sports, school, transportation, facilities, and testing dates.	X			
Recommends professional personnel to the principal in the employment of the coaching staff		X		

Having completed all the ratings, enter them in the summary self-evaluation page. Fill in the information and check one of the four levels of "effectiveness" for your own compiled Self-Evaluation ratings. Please understand that your "Overall Rating" will only reflect the first three quarters of your performance. Not until you are prepared to develop and submit your Student Growth Indicator(s) will you be prepared to evaluate yourself on that domain.

Duties and Responsibilities of an Athletic Director

Athletic directors most often work for a secondary or postsecondary educational institution. The visibility of the organization will often determine the level of experience and education necessary for the position. Athletic directors work a standard 40-hour week, but will quite often have to make appearances at after-hours events.

The director manages every aspect of the athletic department, but the job can be boiled down to four basic obligations -- to ensure competitive success, rules compliance, fiscal accountability and student athletes academic success. From budgetary oversight to the enforcement of the department's core values, the director will often find themselves involved in matters not entirely related to athletics. The director will be responsible for game preparation, game management, scheduling, publishing of events, coordination of presentation of awards, among other duties. Many times the directorship will be a secondary job function in Garden City. One can see examples of the breadth of responsibility in these CareerBuilder.com job listings.

Job Requirements

To become an athletic director requires earning a bachelor's degree in an area, such as health, fitness or education and a master's degree in athletic administration or in education specializing in leadership in intercollegiate athletics. Some university master's programs are geared towards preparing the student to work in a university or college setting by offering courses in college organization structure (fundraising, public relations, strategic planning and financial management). The North American Society for Sport Management lists schools that offer programs in sport management, both within the U.S. and internationally, on its website. Many athletic directors start out as athletic trainers who are required to have a bachelor's degree from an athletic training program that is accredited and certified by BOC -- Board of Certification. 46 states in the U.S. require that athletic trainers be licensed. In addition, voluntary certification may be obtained from the American College of Sports Medicine. In other instances, an athletic director may be employed as an assistant principal, which may require teaching credentials. In addition, potential athletic directors should be in good shape, have excellent writing skills, be a good public speaker, know the regulations and the profession and have experience in administrative athletics (i.e. volunteer with sports teams).

Garden City Public Schools

Athletic Director Evaluation

School Year:

Name: _____

Directions: Using the rating scale, evaluate job performance in each task area by marking the appropriate letter as indicated in the rating scale below:

Rating Scale:

- Highly Effective (HE)** - Signifies exceptional performance
- Effective (E)** - Signifies solid performance
- Minimally Effective (ME)** - Below expectations
- Ineffective (I)** - Unacceptable performance

PERFORMANCE RESPONSIBILITIES:

	HE	E	ME	I
Coordinates and schedules competitive events and maintains a calendar of events to avoid conflicts in the use of sports, school, transportation, facilities, and testing dates.				
Recommends professional personnel to the principal in the employment of the coaching staff				
Requisitions and purchases necessary athletic equipment and supplies as approved by the principal.				
Maintains a complete athletic inventory for the overall athletic programs to be submitted to the principal at the end of each school year.				
Coordinates and in/out system of checking equipment/supplies/uniforms to ensure proper care of athletic equipment.				
Prepares athletic budgets, in accordance with board policy, of the coaches for athletic programs, to be submitted to the principal annually.				
Coordinates athletic budgets with the respective Head Coach of the athletic programs.				
Responsible for signing athletic account along with principal or principal designee.				
Coordinates and requisitions upkeep of athletic grounds and buildings, such as repair/painting of buildings, grass/ground upkeep, etc., on a continuous basis.				
Coordinates all publicity regarding the school's athletic program.				
Verbally reports immediately all problems relating to students and/or coaches directly to the principal.				

	HE	E	ME	I
Secures adequate personnel for the operation of a sport contest, such as ticket sellers, and takers, police officers at all competitive events, game officials, etc.				
Provides for payment of officials for home events.				
Directs the set-up and admission fees for all athletic events, such as checking facilities, locking buildings, etc., at the completion of athletic events.				
Supervises (with aid of school administrators) fan/student behavior at all athletic events.				
Coordinates “closing down” activities for all athletic events, such as checking facilities, locking buildings, etc., at the completion of athletic events.				
Prepares arrangements for transportation for all athletic groups on out-of-town trips.				
Coordinates the preparation of eligibility list with head coaches and presents these lists to the school principal for approval.				
Coordinates with coaches the completion of medical exams for athletes, insurance data, parental consent forms, banquets etc. Reports this information to the principal; and maintains a written roster of injuries.				
Possesses complete knowledge of MHSAA rules and regulations, as well as school policies.				
Upholds the regulations established in the school athletic handbook, updates and processes revisions as necessary, and informs students of school policies in regard to code of ethics.				
Exemplifies a positive attitude toward the over-all athletic program, sportsmanship-like conduct at all events, and fosters team spirit/cooperation among students and coaches.				
Serves as a staff member of the school and completes staff duty assignments as specified by the principal.				
Attends scheduled district meetings, coaches’ clinics, officials’ meetings, conferences, etc.				
Notifies immediate supervisor promptly in case of absence, and communicates in advance the date of return so that proper provisions can be made.				
Works cooperatively in sharing knowledge, expertise, and skills with others.				
Observes professional lines of communication at all times with individuals inside and outside of the school system.				
Maintains the confidentiality of school and student records.				
Serves as an acceptable role model for students, demonstrates personal and intellectual honesty, and respects the rights of others				
Accepts other duties as may be assigned by the principal/supervisor which are related to the scope of the job.				

REMARKS:

Evaluator: _____ Signature: _____
Date: _____

The signature below indicates the evaluatee has seen and been provided with a copy of the evaluation. It does not indicate either agreement or disagreement with the results of the evaluation.

Evaluatee: _____ Signature: _____ Date: _____

Self-Evaluation Summary Page

Directions: Based Upon the Components of Evaluation please record your Self-Evaluation by checking your level of effectiveness in each of the thirty components. Due to the many unknowns, the Student Growth Indicator (SGI) is omitted for the Self-Evaluation, since it may be too difficult to predict your rating.

Teacher's name: _____ School Year _____

School: _____ Subject Area: _____

Position: _____

OVERALL ESTIMATED RATING ON FIRST 3 / 4 PERFORMANCE RESPONSIBILITIES:

Highly Effective

Effective

Minimally Effective

Ineffective

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

Evidence and Artifacts to support effectiveness in Domains 1 and 4

Domain One- Planning and Preparation

Lesson plans that include some or all of the following components:

- Essential Questions
- Activating Strategies (identification of important pre-requisites; relationships, concepts, terms, etc.)
- Grouping/Pacing
- Use of Graphic Organizers
- Summarizing Strategies
- Extended Thinking Opportunities
- Vocabulary Vital to Content Understanding
- Expected Outcomes/Standards

Interest Surveys, Pre-assessments in a variety of forms

Examples of written feedback provided to students to improve understanding

Differentiated Instruction Examples (may include samples of student work, evidence of student choice)

Lists of various resources used for teaching and planning a unit and examples of those resources when applicable and reasonable

Notes of accommodations made for various students (reading tests to students, allowing students with disabilities or special needs to use special tools, etc.)

Formative assessment results with reflections on how the information was used to plan instruction

Domain Four- Professional Responsibilities

Reflections on lessons or units; evaluating and assessing the effectiveness of the plan as it was implemented. Include suggestions for how the unit can be adjusted to better meet the needs of the students and/or improve student understanding of concepts presented

Artifacts of student self-assessments and reflections

Zangle documents and other records showing student progress

Copies of letters to parents

Log of calls and emails sent to parents

Parent surveys

Curriculum Documents designed for parents

List of opportunities used to engage family in student learning

**Evidence and Artifacts to support effectiveness in Domains 1 and 4
(cont.)**

Domain 4

List of memberships in professional organizations

List of leadership roles within the school/district/county/state

List of professional development sessions attended

Presentations for fellow educators at school/district/county/state meetings

Documentation/Videos/Reflections on own practice or practice of colleagues (peer observation)

DOMAIN 5. Student Growth

A teacher's student growth evaluation is likely to involve a combination of multiple measures (e.g. the growth of students across a grade level as well as that of the students a teacher teaches directly.) Those measures are identified below:

Core Element	Fundamental Process	Essential Skill	Definition
STUDENT	Using	Informal Assessment	using what happens in the classroom to assess student growth toward an intended outcome
	Multiple	Formal Assessment	designing and using specific assessment tools to assess student growth toward an intended outcome
GROWTH		Data	Non-Assessment Data
	Sources	Embedding Technology	using student data systems to collect and analyze information necessary for instructional decision-making

REQUIRED GROWTH INDICATORS FOR TEACHERS:

Using Pre-Test/Post-Test to Measure Student Growth by Classroom

A teacher gives their students a diagnostic test to benchmark student skills. This is a skills test that accompanies the curriculum, a department or grade level wide assessment (common assessment), or any other task that will provide students the opportunity to demonstrate their knowledge or skills. The diagnostic identifies specific content expectations or core standards that will be covered over the course of the year or trimester. At the completion of the year or semester, students complete a similar assessment. The difference between student performances on the diagnostic and assessment is calculated. HB 4627, Section 1249, (c) “.....student growth shall be measured by national, state, or local assessments and other objective criteria.”

Teacher Evaluation - Student Growth Indicators

Student growth must be included as a significant portion of each teacher's evaluation. Twenty-five percent (25%) of the teacher evaluation will be based upon a student growth segment of the total evaluation. The Student Growth Component will be divided into 2 parts. Seventy-five percent (75%) of growth will be based upon the teacher's individual performance whereas 25% will be based upon a collective building aggregate on a State standardized assessment.

Student growth will be measured differently at the various levels, and be based upon available local and State assessments. Important points of clarification include:

- The total student growth component of the evaluation will make up 25% of the total evaluation.
- Seventy-five percent (75%) of the student growth component will be based upon individual teacher local measures and assessments (that have been or will be developed by the District Curriculum leader teams) and individual teacher s
- Twenty-five percent (25%) of the student growth component will be based upon a collective building aggregate on a State standardized assessment.
- Student growth will be based upon students that have been with the District for one or more years.
- Students that are absent more than 15% of the time may be excluded from Student Growth statistics in the evaluation process.
- Teachers in general education classrooms may opt to also exclude up to 5% of Special Education students with IEPs that certify students with disabilities in that teachers subject area.

Due to the nature of available assessments and different grade level structures (i.e. hourly classes at secondary versus self-contained classes at elementary), student growth will be calculated based upon the level that an individual teacher works. Effectiveness ratings in the Student Growth domain may be determined in a few different ways: 1) student growth from the beginning of one year to the end, or from an average of the beginning of trimesters to the end, or from one unit to the next 2) a combination of the methods.

In summary, with only 2 student growth indicators they will be worth 10 percentage points each and the all school score will be worth 5% points. For schools without an "All School Score" their two indicators will be worth 12.5 percent each.

Therefore, it is mandated that teachers include the Student Growth Indicator (SGI) as a part of the total experienced teacher performance appraisal process. The purpose of including student growth as one measure of teacher effectiveness supports both the research base that clearly equates improved student performance with prescriptive

teaching, and school-wide performance improvement. Additionally, by examining student growth, educational leaders can be assured of compliance with minimal standards and student accountability at the individual teacher level.

Building scores will be based on the following assessments:

K- MLPP and/or STAR early Literacy (Burger, Cambridge HS, GIVE,
and FA do not

1st -2nd DRA 2 and/or MMLA have building scores at this
time.)

3rd – 6th NWEA and/or MEAP

7th-8th PLAN/EXPLORE and/or MEAP

GCHS MME and/or ACT

Student Growth Effectiveness

Key Rating *Percentage of students showing estimated one year's growth (at least a trimester long)*

(HE) 4.0	90-100% of students
(E) 3.0	75-89% of students
(ME) 2.0	50-74% of students
(I) 1.0	49% and below

Growth (using rubrics or pre-post testing)

Teacher Name: _____ Subject Taught: _____

Define Goal and Evidence Necessary to Validate Student Growth:

(In this model, you do not need to include students with 15% or more absences and you may also exclude 5% of your special education students if necessary.) Attach a copy of pre and post assessments or descriptions of projects or papers with the rubrics used for assessment. Also include a class list of students' names and their levels of performance. Clearly define how you determined each student has shown growth. The growth must be based on a set of state standards or common core standards appropriate to your content and /or grade level.

Teacher submitting documentation: (Signature)

Student Growth Indicator Administrative Approval:

Administrator

Date

Student Growth Indicator Effectiveness Score: 1 2 3 4

Comments:

Evaluation Summary Page

Directions: Based Upon the Components of Evaluation please record your Self-Evaluation by checking your level of effectiveness in each of the thirty components. Due to the many unknowns, the Student Growth Indicator (SGI) is omitted for the Self-Evaluation, since it may be too difficult to predict your rating.

Teacher's name: _____ School Year _____

School: _____ Subject Area: _____

Position: _____

OVERALL RATING ON ALL PERFORMANCE RESPONSIBILITIES:

Highly Effective Effective Minimally Effective Ineffective

OVERALL COMMENTS BY EVALUATOR:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

GARDEN CITY PUBLIC SCHOOLS
Tenured Teacher
PERFORMANCE GOALS

*At least one goal related to Best Practices and/or Learning Focus

The following performance goals represent the goals for my teaching:

1. _____

2. _____

3. _____

Signatures

Teacher

Administrator

GARDEN CITY PUBLIC SCHOOLS
Probationary Teacher

Individual Development Plan for: _____

Mutually Developed by: _____
(teacher signature)

(principal signature)

Date: _____

Goal 1:

Purpose of Goal:

Teacher Plan:

Goal 2:

Purpose of Goal:

Teacher Plan:

Goal 3:

Purpose of Goal:

Teacher Plan:

Teacher Evaluation

