

Conducting classroom observations:

The Harper Woods School District believes that Principals should serve as instructional leaders 80% of their time. Therefore, pre and post conferences, walkthroughs, unannounced observations, and announced observations are a part of the evaluation process.

Teachers will be observed at least twice per year. The evaluating administrator will conduct at least one of these observations. Other observers may join the evaluating administrator for the purposes of enhancing and calibrating the observation process.

The district utilizes the services of instructional coaches. These coaches are not a part of the evaluation process. They are responsible for coaching the staff in the improvement of planning and instruction.

The district utilizes the services of Academic Engagement Officers. The AEO is not a part of the evaluation process.

Staff assigned to multiple buildings may be observed in each of the buildings in which they teach. The observations will serve to inform one overall evaluation. The administrator in the building in which the teacher serves the majority of the time will be responsible for submitting the one evaluation for the teacher.

Probationary Teachers will receive an Individualized Development Plan to help focus the efforts of professional growth.

Teachers will receive guidance and feedback through planning/coaching sessions, formal and informal conferences with the Principal and other forms of communication such as email.

Evidence collected during observation of a classroom will be aligned with the Danielson Framework of Teaching Domains 2 and 3, the District M6 model, and the District Exemplary Classroom.

Artifacts may be collected, notes may be taken, students and teachers may be asked questions about the instruction, content and lesson, as well as other methods of evidence collection as appropriate.

Lesson plans are a critical piece for the success of our students. Therefore, lesson plans are previewed and reviewed and feedback is provided as part of classroom observations, artifact evidence from the classroom, feedback sessions and planning sessions, and as part of Danielson Framework for Teaching Domains 1 and 4.

Lesson plans are to be available at anytime in the District provided binder and located on the teachers teacher station (desk). Teachers who travel from classroom to classroom will arrange, with the Principal, a consistent location in each building they teach to have the lessons available. (Ex. In the main office). Evaluation conferences will be conducted in a variety of forms, from short focus feedback sessions to more in-depth conferences.

Performance ratings are developed based on the state mandated percentages for Student Growth and other components. Currently, 40% of the Teacher Evaluation must come from Student Growth Data. 50% of that 40% must come from State Assessment data when available. The 60% of the evaluation that is outside the Student Growth component will come from the Danielson Framework (30%), M6(10%), and Exemplary Classroom (10%).

Performance based Individual development plans will be developed by the administrator in consultation with the teacher and will meet the components outlined in State Law.

Evaluators and Observers will be trained in accordance with State Law.