

Hartland Consolidated School District Evaluation Summary

Teacher Evaluation:

The documents found under Teacher Evaluation include:

1. HCS Classroom Evaluation and Summative Evaluation Form
2. HCS Summative Evaluation Worksheet
3. HCS Classroom Evaluation Process
4. Hartland GRASP Goal Worksheet
5. HCS Instructional Framework for Highly Effective Teaching
6. HCS Instructional Framework Supporting Research
7. HCS Instructional Framework for Highly Effective Teaching "Authors Credentials"

These documents explain the evaluation process and share the expectations for obtaining an Effective rating. All HCS Teachers will receive training for the evaluation process starting on August 12, 2024 and throughout the school year during early release Friday PD.

Administrator Training:

All administrators assigned to evaluate teachers will be provided training on the most recently aligned evaluation tool. This training will be started in July of 2024 and occur throughout the 2024-25 school year.

Validity of the Evaluation Process:

Throughout the 2024-25 school year, all new and returning administrators will participate in validation work centered on the teacher evaluation tool. This will include group observations of teaching with collaborative and guided debriefing sessions to ensure consistency of evaluation among administrators. This work will occur during the school year with the majority of the work taking place during monthly Curriculum Administrative Staff meetings.

Hartland Consolidated Schools

Updated 5-23-24

Classroom Evaluation Form

Summative Evaluation Form

Teacher: _____ **School:** _____ **Date:** _____

Subject or Grade: _____ **Time In:** _____ **Time Out:** _____

Evaluations are based on formal and informal observations throughout the year. All comments for this evaluation will be found as an attachment.

Instruction:

	S	FA	US	NO
A. Knowledge of subject matter				
B. Use of lesson plans and learning targets				
C. Challenges students and promotes higher level thinking				
D. Engages pupils in solving problems				
E. Conducts discussions to encourage pupils to express ideas accurately and completely				
F. Helps to develop desirable work and study habits				
G. Makes clear assignments and direction with ample time allotment				
H. Uses a variety of methods in presenting subject matter				
I. Evidence of assessment both formative and summative				
J. Recognition and accommodation of student emotional, social and academic needs				

40% of Summative

GRASP Goal:

	S	FA	US	NO
Evidence of student growth through use of a GRASP Goal				

GRASP Goal Approved on: _____

20% of Summative

Management:

	S	FA	US	NO
A. Accuracy and punctuality in clerical work				
B. Responsibility regarding duties and routines				
C. Classroom control and management				
D. Physical appearance of classroom				
E. Use and care of equipment				

20% of summative

Personal/Professional Qualities:	S	FA	US	NO
A. Enthusiasm				
B. Adaptability				
C. Judgment				
D. Appearance (dress & grooming)				
E. Poise and Self Confidence				
F. Self Control				
G. Alertness				
H. Parent Relationships				
I. Professional Relationships				
J. Attendance				
K. Professional Development				

20% of Summative

Ratings: S = Satisfactory FA = Focus Area
 US = Unsatisfactory NO = Not Observed

If any areas are checked "Focus Area" or "Unsatisfactory", additional comments shall be included to indicate why and how a teacher could improve. If a teacher so desires, he/she may include any comments about any areas. Additional pages may be attached to this form by either the observer or the teacher. Positive comments are also encouraged.

_____ Based upon this evaluation, the Evaluator finds the work of the teacher to be "Favorable".
_____ Based upon this evaluation, the Evaluator finds the work of the teacher to be "Unfavorable".

End of Year Summative Evaluation Rating: To be completed on Summative Evaluation Only, using the Summative Evaluation Worksheet

- ☐ **Effective:** Teacher had no areas of improvement noted that led to a TIP, since the previous summative evaluation and scored 2.6 or better on the Summative Evaluation Worksheet.
- ☐ **Developing:** Teacher had at least one area of improvement noted that led to a TIP since the previous summative evaluation and this area earned a satisfactory rating at the end of the year and the teacher scored at least a 2.0 on the Summative Evaluation Worksheet.
- ☐ **Needing Support:** Teacher scored less than a 2.0 on the Summative Evaluaiton Worksheet and had at least one improvement area that led to a TIP since the previous summative evaluation and this area was not rated satisfactory by the end of the year.

Evaluator Signature Date

The teacher will sign and return this evaluation to the evaluator. Signature by teacher signifies receipt of the Evaluation Form only.

Teacher Signature Date

Hartland Consolidated Schools

Updated 5-23-2024

Summative Evaluation Worksheet

Teacher: _____ School: _____ Date: _____

Subject or Grade: _____

Evaluations are based on formal and informal observations throughout the year. All comments for this evaluation will be found as an attachment.

E= Effective D= Developing NS= Needing Support NO= Not Observed

Instruction: 40% of Summative		E3 pts	D2 pts	NS1 pt	NO3 pts
A. Knowledge of subject matter					
B. Use of lesson plans and learning targets					
C. Challenges students and promotes higher level thinking					
D. Engages pupils in solving problems					
E. Conducts discussions to encourage pupils to express ideas accurately and completely					
F. Helps to develop desirable work and study habits					
G. Makes clear assignments and direction with ample time allotment					
H. Uses a variety of methods in presenting subject matter					
I. Evidence of assessment both formative and summative					
J. Recognition and accommodation of student emotional, social, and academic needs					
Points per Category = 3 for Effective/Not Observed, 2 for Developing, and 1 for Needing Support		0	0	0	0
Total Points for Instruction Domain		0			
Total Possible out of 30 for Instruction, Divided by 10 = Score		0			

Student Growth: 20% of Summative	GRASP Goal Approved on:				E3 pts	D2 pts	NS1 pt	NO3 pts
Evidence of student growth through use of a GRASP Goal								
Points per Category = 3 for Effective/Not Observed, 2 for Developing, and 1 for Needing Support								
Total Points for Student Growth Domain					0			
Total Possible out of 3 for Student Growth, Divided by 1= Score					0			

Management: 20% of Summative							
A. Accuracy and punctuality in clerical work	E3 pts	D2 pts	NS1 pt	NO3 pts			
B. Responsibility regarding duties and routines							
C. Classroom control and management							
D. Physical appearance of classroom							
E. Use and care of equipment							
Points per Category = 3 for Effective/Not Observed, 2 for Developing, and 1 for Needing Support	0	0	0	0			
Total Points for Management Domain				0			
Total Possible out of 15 for Student Growth, Divided by 5= Score				0			

Personal/Professional Qualities: 20% of Summative							
A. Enthusiasm	E3 pts	D2 pts	NS1 pt	NO3 pts			
B. Adaptability							
C. Judgment							
D. Appearance (dress & grooming)							
E. Poise, Self Confidence, and Self Control							
F. Alertness							
G. Parent Relationships							
H. Professional Relationships							
I. Attendance							
J. Professional Development							
Points per Category = 3 for Effective/Not Observed, 2 for Developing, and 1 for Needing Support	0	0	0	0			
Total Points for Personal/Professional Qualities Domain				0			
Total Possible out of 30 for Student Growth, Divided by 10= Score				0			

Final Summative Domain Calculation

Instruction = Total Points X 40%	0
Student Growth = Total Points X 20%	0
Management = Total Points X 20%	0
Personal/Professional Qualities = Total Points X 20%	0
Summative Score	0

End of Year Summative Evaluation Rating: To be completed on Summative Evaluation Only, using the Summative Evaluation Worksheet. **Note:** This is just the summative score, see Summative Evaluation form for further instructions on final Summative Rating.

Evaluator Signature

Date

Signature by teacher signifies receipt of the Summative Evaluation Worksheet only.

Teacher Signature

Date

HCS CLASSROOM EVALUATION PROCESS

- I. The goal of the evaluation process is to assess performance of teaching staff and provide support and assistance in developing and maintaining a satisfactory level of performance. Support and assistance shall come with the cooperative efforts of the District and the Association. Initial identification of teachers in need of support and final judgment of adequacy of performance shall rest solely with administration.

II. **DEFINITION OF TERMS**

EVALUATION PROCESS: An individual pre-conference, a classroom observation, a classroom evaluation, and an individual post-conference, which might include a summative evaluation including a teacher rating.

PRE-CONFERENCE: The meeting between the evaluator and the teacher before the classroom observation to discuss curriculum and classroom implementation and/or areas to be observed. The teacher may ask that a mentor and/or association representative be present at this and all other meetings related to evaluation. This may include a review of the lesson plan, the state curriculum standards being included in the lesson, and what student engagement will look like.

CLASSROOM OBSERVATION: The classroom visitation by an administrator for the purpose of gathering information for a classroom observation. Such observations will be conducted openly and with full knowledge of the teacher and may be unannounced. The teacher shall not be required to make any special preparations for the classroom observation. To assure that the administrator can develop a meaningful impression in regard to performance, classroom observations shall be no less than 25 minutes in length, unless extenuating circumstances arise necessitating a shorter time frame, not shorter than 15 minutes, and both parties agree sufficient time was given.

CLASSROOM EVALUATION: The Classroom Evaluation form shall be completed by an administrator and based on the formal classroom observation, informal observations and on criteria presented in the Classroom Evaluation form. Letters from parents critical of performance that have not been presented to the teacher may not be used to judge a performance unsatisfactory in any area.

Administration may choose to evaluate teachers only once every three years if they have received effective and/or highly effective ratings for three consecutive years beginning with the 2021/22 school year. GRASP goals must still be developed, approved, and reviewed by the administration annually and set goals for the following year. Failure to engage in this process with fidelity may result in the teacher being put back into the evaluation rotation. **Note:** If a teacher is put on a TIP during a year when not being evaluated, evaluations will immediately begin.

FOCUS AREA An area of performance by a teacher in need of support, but does not require a Teacher Improvement Plan. Written feedback will be provided.

CLASSROOM EVALUATION FORM: All classroom observations must be recorded on a Classroom Evaluation form and at least 25 minutes in length, unless extenuating circumstances arise necessitating a shorter time frame, not shorter than 15 minutes, and both parties agree sufficient time was given.

POST-CONFERENCE: The meeting between the evaluator and the teacher after the classroom observation to discuss the observation and the evaluation. This may include a review of lesson plans, the state curriculum standards being included in the lesson, and what student engagement looked like.

MENTOR TEACHERS: Teachers who have volunteered and been selected to aid non-tenured teachers.

ASSISTING TEACHERS: Teachers who have volunteered and been selected to aid tenured teachers.

TEACHER IMPROVEMENT PLAN: A plan initiated by an evaluator, devised to help a teacher who has been cited with an unsatisfactory in any area subject to evaluation.

TEACHER IMPROVEMENT TEAM: A team consisting of the evaluator, a mentor or assisting teacher, and a teacher for whom a teacher improvement plan is being devised. This team can be expanded with mutual consent.

IMMEDIATE SUPERVISOR: An administrator of the building where teacher spends the majority of the time. When a teacher is equally split between two buildings, one administrator shall be designated as the immediate supervisor. This shall not preclude participation from the other administrator in the evaluation process.

III. PROCEDURAL NOTES

- A. Evaluations shall be the responsibility of the immediate supervisor. Principals who have a state certification shall complete evaluations. Whenever deficiencies have been noted in an evaluation and repeated in a subsequent evaluation, another administrator may conduct the evaluation whenever requested by the immediate supervisor or the teacher.
- B. The building administrator or immediate supervisor shall review a copy of the evaluation form with each teacher new to the district.
- C. Following a completed evaluation process, Classroom Evaluation forms and attachments will be distributed as follows:
 - Original to teacher
 - One (1) copy to personnel file
 - One (1) copy to evaluator
 - The administrator may request additional copies
- D. If a teacher is cited with an unsatisfactory in any aspect(s) of performance subject to classroom evaluation, subsequent evaluation reports shall provide comments upon specific deficiencies noted in the previous evaluation reports.

IV. FREQUENCY OF EVALUATIONS

- A. All tenured teachers shall be evaluated at least **twice per year** unless the administrator sets this aside due to three consecutive effective ratings **AND** the teacher engages in the GRASP Goal process. See Classroom Evaluation for guidance.
- B. All probationary teachers shall be evaluated at least three (3) times per year. The administration will do their best to observe all probationary teachers twice prior to the end of the first semester. The second classroom evaluation shall serve as a mid-year evaluation even if done after the semester break.
- C. Classroom evaluations should be completed on or before May 1 with Summative Evaluations and Goal Reviews completed after May 1 or as soon as teachers are able to provide their summative data (evidence of effort) for determining the following years goals. Summative evaluations must be completed after all classroom evaluations are complete, if required for the year. Teachers with areas of concerns, will be evaluated by February 15th of each year in order to be given an opportunity to address those areas of concern before the end of the year. Teachers that require an evaluation due to a specific concern after that date, will still be subject to the evaluation process and/or TIP creation.

V. TIMELINE

- A. A pre-conference shall take place not more than ten (10) working days prior to a classroom observation. The evaluator and teacher may mutually agree upon a classroom observation date within fifteen (15) working days.
- B. The teacher shall receive a copy of the completed Classroom Evaluation form at least 48 hours prior to the post conference if any areas are marked as unsatisfactory.
- C. Within ten (10) working days of the formal Classroom Evaluation, a post conference shall be held. A copy of the completed Classroom Evaluation form will be provided to the teacher and the teacher shall sign a copy of the completed Classroom Evaluation form and return it to the evaluator. The form may be signed at the post conference or signing may be delayed if there are to be revisions to the form or attachments. If the teacher disagrees with the evaluation, the teacher may return the signed form with objections in writing. Objections in writing must be received no later than five (5) working days following the date of the post-conference.
- D. If a Classroom Evaluation form or attached comments must be revised, the evaluator must complete revisions within (5) working days of the date of the post-conference. The revised form shall be presented at and reflect the date of the new post-conference.
- E. If a teacher is cited with an unsatisfactory in any aspect(s) of performance subject to classroom evaluation, a teacher improvement plan must be devised and approved within ten (10) working days.
- F. A classroom observation may not take place less than fifteen (15) working days after the completion of a prior evaluation. The date of completion for a classroom evaluation shall be the latest date of the following: The date the final copy of a Classroom Evaluation form was signed by the teacher; the date the final post-conference was held following a classroom observation; or the date a teacher improvement plan was completed and approved.
- G. If a tenured teacher receives two consecutive summative ratings of “needing support” they may grieve the evaluation, following the process outlined legislatively. See Grievance Language.
- H. Tenured teachers may request a review of a summative rating of “needing support” by the superintendent, and if desired, mediation. See Grievance Language.
- I. If a teacher is not evaluated and a summative is not completed, they may be designated “unevaluated” and their previous summative rating used to determine any provisions of the three consecutive year clause.

VI. MENTOR TEACHERS AND ASSISTING TEACHERS

- A. Selection of mentor and assisting teachers
 - 1. The district shall assign a volunteer mentor teacher to all non-tenured teachers by the end of the second week of their employment.
 - 2. An assisting teacher program may be implemented by the evaluator or a tenured teacher to aid regarding classroom performance. The evaluator and the teacher may mutually agree on the assisting teacher. If mutual agreement does not exist, the following procedure will be used: The teacher shall submit a list of six (6) tenured teachers of the district who are willing to render assistance. The evaluator shall choose one of the six (6) tenured teachers to render assistance.
- B. Mentor or assisting teachers shall meet with the evaluator and the teacher to whom assistance is being provided to discuss strategies for improvement.
- C. Released time of not less than two (2) workdays shall be provided to mentor or assisting teachers to observe and/or counsel with the teacher to whom assistance is being provided at the request of the HEA.
- D. The mentor or assisting teacher shall not be required to testify against the teacher in the event subsequent actions are taken against the teacher to whom assistance is being provided.

VII. TEACHER IMPROVEMENT PLAN

- A. A teacher improvement plan shall be implemented when the evaluator cites a teacher with an unsatisfactory in any area listed on the Classroom Evaluation Form.
- B. A teacher improvement plan shall set forth in specific terms and detail each of the following for each deficiency noted in the Classroom Evaluation form: the nature of the deficiency; suggestions for improvement; assistance that shall be provided the teacher by the district in overcoming the deficiency; a description of the level of performance which will reasonably satisfy the evaluator; and a timeline of expectations for improvement.
- C. For all non-tenured teachers and for tenured teachers for whom a mentor or assisting teacher is in place, a draft of the teacher improvement plan based on the classroom evaluation shall be written by the mentor or assisting teacher and the teacher being evaluated with as much input as is requested of the evaluator or offered by the evaluator.

1. Upon completion of the plan, the teacher improvement team shall meet to discuss the plan and its implementation. The evaluator must approve the plan before it is considered adopted. The plan shall be signed by each member of the teacher improvement team and each member shall receive a copy. If the members of the team fail to reach agreement on a plan, sole authority over the content of the plan shall rest with the evaluator.
 2. The teacher improvement team shall confer informally on a periodic basis to monitor implementation of the improvement plan.
- D. When an assisting teacher is not in place for a tenured teacher, the evaluator and the tenured teacher shall develop, in writing, the teacher improvement plan and meet to discuss the plan and its implementation. The evaluator shall confer informally with the tenure teacher on an "as needed" basis to monitor implementation of the improvement plan.

VIII. SUMMATIVE GOAL NARRATIVE

Each summative evaluation shall have the following narratives attached, relating to GRASP Goals and potential areas of improvement:

1. Teacher provided goal summary describing their goal evidence of effort (goals, objectives, strategies, and data assessed) for the current school year.
2. Collaborative narrative describing GRASP Goal thoughts for the following school year.
3. Evaluator narrative description of Instructional Framework for Highly Effective Teaching components to be addressed in the following school year when any focus area, unsatisfactory or overall unfavorable was given during the evaluation process. The current teacher improvement plan could be attached as well.

Note: If the teacher is not evaluated due to the three-year clause, they must still engage in the GRASP Goal process with administration annually and an instructional goal must be developed for the next school year between the evaluator and teacher. Teachers must be aware of the Framework for Highly Effective Teaching as it is the foundation of teacher evaluation.

EVALUATION TERMS

Classroom Evaluation: Any classroom evaluation done throughout the school year.

Formal Observation: Scheduled classroom observation, which includes pre-conference and post-conference.

Informal Observation: Walk-throughs and other non-scheduled observations.

Summative Evaluation: The final evaluation of the school year that encompasses information from throughout the school year including the Classroom Evaluations and a Summative Worksheet which is completed to ascertain a final Summative Rating of Effective, Developing, or Needing Support.

Knowledge of Subject Matter: The teacher demonstrates without any major errors and they have a clear grasp of the content for the subject in which they teach.

Lesson Plans: Must be developed as agreed upon between the administrator and teacher (format). Items that may be included in lesson plans: objectives/learning targets (skills or content to be learned), material to be covered, and methods employed by the teacher, projects to be done by the students, daily time schedules, media titles to be viewed, etc.

Learning Targets: Statement of what the students will be able to do at the end of a lesson.

Challenges Students and Promotes Higher Order Thinking: The teacher provides opportunities and positive feedback for deep thinking in the classroom.

Engages: Students are active participants in their own learning within the lesson.

Encourage Pupils to Express Ideas Accurately and Completely: Students are provided time to share ideas with peers and the teacher.

Helps to Develop Desirable Work and Study Habits: There are clear routines and procedures in place to guide student learning.

Makes Clear Assignments and Direction with Ample Time Allotment: Assignments and the directions for completing them are easily understood by the student and students are provided a reasonable amount of time to finish at their learning level.

Uses a Variety of Methods in Presenting Subject Matter: The district provides the latest technology to be used in the classroom. Teachers are expected to be able to integrate this technology to enhance instruction.

Evidence of Assessment, Both Formative and Summative Assessment: Teachers demonstrate a variety of methods for gathering data to inform instruction and to support lesson design (formative) while also using summative assessment to analyze how well students mastered the material at the end of the instructional unit (summative).

Recognition and Accommodation of Student Emotional, Social and Academic Needs: Students are treated kindly and fairly, intervention is immediate when students are being hurt by others or hurtful to others, and alternative learning activities are provided for struggling students.

Student Growth: Student learning growth is measured by the actual student progress relative to goals established at the beginning of the year by a teacher and the administration and the evidence of effort put forth.

GRASP Goal: This is a Goal set by the teacher and approved by the administrator no later than October 15th of each school year. This goal will guide teacher efforts at establishing evidence of student growth and in most cases will have been identified during the summative evaluation or GRASP goal review process in the prior year. This section is worth 20% of the overall summative evaluation score.

G = Goal

R = Rationale for Goal

A = Accountability/Assessments to be used to support the success of a goal

S = Specific Strategies that will be used to accomplish the goal

P = Plan of implementation of strategies to accomplish the goal

All student growth GRASP goals will be supported by Common Assessments, State Assessments, Standardized Assessments, district approved competency assessments or other data agreed upon by the teacher and evaluator in the GRASP Goal approval process.

Accuracy and Punctuality in Clerical Work: All necessary clerical work is completed on time on a regular basis.

Responsibility Regarding Duties and Routines: All teaching duties and administrative expectations are completed on a regular basis.

Classroom Control and Management: The classroom is structured and monitored to ensure that there are limited distractions that keep students from learning.

Physical Appearance of Classroom: The classroom environment is supportive of learning by limiting distractions. Supporting storage areas and office spaces are kept neat and clean.

Use and Care of Equipment: Teaching supplies are well maintained and stored appropriately.

Enthusiasm: The teacher regularly demonstrates a positive attitude.

Adaptability: The teacher is able to demonstrate flexibility in handling issues that arise while performing assigned duties.

Judgment: The teacher makes good decisions or asks for help when not sure about how to handle a situation.

Appearance (Dress & Grooming): The teacher complies with district dress code policies and takes care to be a model for student dress expectations.

Poise and Self Confidence: The teacher demonstrates an ability to withstand the strain of teaching.

Self-Control: The teacher demonstrates the ability to act in a reasonable way when confronting issues that arise while performing their assigned duties.

Alertness: The teacher is aware of the environment and intervenes appropriately when unusual situations or learning difficulties arise.

Parent Relationships: The teacher exhibits professional rapport with parents while communicating appropriately and effectively. The teacher exhibits traits of reason, respect, and responsibility within these relationships.

Professional Relationships: The teacher exhibits the ability to collaborate with others and to treat their peers and administrators with respect.

Attendance: Teachers are expected to attend scheduled meetings and events that are within the guidelines of the Master Agreement and to stay within its guidelines for paid or unpaid days of leave, unless pre-approved through the superintendent or designee.

Professional Development: Defined by attendance and participation in professional development as designated by the school calendar.

Practice Formats: These include whole group, small group, and one-on-one instruction.

Instructional Formats: These include modeling, examples, inquiry, and guided practice.

Tier I Intervention: Intervention in the classroom which is driven by formative and/or summative data through small group and one-on-one instruction.

Tier II Intervention: The classroom teacher collaboratively works with support staff to align additional intervention.

Tier III Intervention: The classroom teacher collaborates with support staff to align instruction for increased student needs guided by IEP's 504's, Behavior Plans, etc.

I Do: Teacher directed instruction or modeling.

We Do: Teacher and student practice.

You Do Together: Purposeful teacher or student led small group or one-on-one instruction.

You Do On Your Own: Independent individual student demonstration of learning.

An administrator has a continuum of options when a teacher's performance in an area is found to be in need of improvement. Unsatisfactory indicates the most serious deficiency. Next comes Satisfactory but with the designation Focus Area. For a lesser concern, an administrator could find an area Satisfactory but offer comments, orally or in writing, citing a need for improvement or professional development. Lastly, an administrator could find an area satisfactory but ask the teacher to identify professional goals for the year.

Favorable:

An overall favorable evaluation means that there were no deficiencies in any areas of the evaluation, which are severe enough to require a Teacher Improvement Plan (TIP).

Unfavorable:

An overall unfavorable evaluation means that there are deficiencies in one or more areas of the evaluation, which are severe enough to judge the teacher's performance unsatisfactory to the degree that termination may be recommended. Such a recommendation is of increased likelihood if the teacher in question has previously received an Unfavorable evaluation and, even with an improvement plan, did not make satisfactory gains.

Focus Area:

This designation indicates a concern on the part of the administrator over a teacher's performance in a given area but, at the moment, the performance in that area is still Satisfactory. The concept of "room for improvement" is appropriate for this designation. If improvements are not forthcoming, a Focus Area could become an Unsatisfactory in future classroom evaluations. A narrative attachment to the evaluation should cover the specifics of the concern. A Focus Area shall be indicated by marking a FA in the appropriate box on the Classroom Evaluation form.

Satisfactory:

This designation means that a teacher's performance in the indicated area is performed at an acceptable level.

Unsatisfactory:

This designation means that a teacher's performance in the indicated area is not at an acceptable level. It signifies that an area is clearly deficient and requires immediate attention. Thus, it should not be used solely to point out that there is room for improvement. An Unsatisfactory may or may not mean that a teacher's overall performance is Unfavorable at the time of the evaluation. However, a Favorable evaluation may become Unfavorable in future classroom evaluations if concerns are not addressed and rectified. A narrative attachment to the classroom evaluation should cover the specifics of the concern.

Satisfactory with oral or written comments:

At times an administrator may have minor concerns over a teacher's performance in an area. Perhaps it is an area that needs strengthening; perhaps more professional growth is needed; perhaps more movement in the direction of curricular goals adopted by the district is desired. In such cases, an administrator may mark an area as Satisfactory but address the issue at the post-conference meeting. An attachment to the classroom evaluation is appropriate.

Satisfactory with a request for formulation of professional goals:

At times an administrator may find a teacher's performance fully satisfactory but desires the teacher to identify professional goals so that growth as an educator continues. In such cases, this could be addressed at a post-conference meeting but might not result in any attachment to a classroom evaluation.

Not Observed: This criterion was not observed during the observation period.

HOW TO WRITE A TEACHER IMPROVEMENT PLAN

A requirement when a teacher receives an Unsatisfactory on the Teacher Classroom Evaluation form.

What it Means:

In simpler terms, the following shall be done: Each Unsatisfactory will be a Roman numeral on an Improvement Plan. Point A under each Roman numeral will be criteria for successful performance. Point B will be the timeline. Point C will be the assistance offered by the district. Point D will be suggestions for improvement.

How it Looks:

I. Deficiency #1: The administrator shall site the language from the Classroom Evaluation form and explain the deficiency clearly.

- A. Criteria for Success: The administrator shall detail the criteria in clear, specific terms.
- B. Timeline: This is typically the date of the next evaluation or a lengthier period.
- C. Assistance: The administrator shall complete this section with input from the teacher being evaluated and the mentor/assisting teacher if one is in place.
- D. Suggestions for Improvement: A draft of the teacher improvement plan based on the evaluation shall be written by the mentor or assisting teacher and the teacher being evaluated with as much input as is requested of the evaluator or offered by the evaluator...Sole authority over the content of the plan shall rest with the evaluator."

1.

2. (etc.)

II. Deficiency #2

An Example:

- I. "Makes clear assignments and direction with ample time allotment": Students were unclear about the specific requirements of the assignment given as evidenced by the number of questions they had. The task you assigned had too many steps and required too much of the students in a very short period of time which is why they appear anxious and overwhelmed.

- A. Criteria for Success: Provide a clear, concise task; Provide enough time for task
- B. To be completed by the next evaluation to take place no sooner than (date).
- C. Assistance: release time to mentee and assisting teacher; professional development
- D. Suggestions for Improvement: providing clear, concise instructions for an assignment and allowing enough time for completion
 - 1. Use overhead when appropriate
 - 2. Read/display examples when appropriate
 - 3. Activity will not begin until all or almost all questions are answered. This will make monitoring easier and will help to minimize questions later.
 - 4. Review instructions before transitions to work time. At this time, students will be asked to remain in seats and hold questions until everyone is settled into work. This will allow teacher to monitor the transition more carefully.
 - 5. Design lessons so number of tasks is manageable while taking amount of time into account.
 - 6. With about five minutes left in the period, a warning will be given to class so that students can reach a good stopping point and so that teacher can outline expectations regarding work completion, homework and due dates.

Hartland GRASP Goal Worksheet

Name of Teacher/Teacher Team:

Content Area:

Grade Level:

Academic Year:

Type of SLO:

☐ Class-level

☐ Targeted (Specific students in a class, i.e. ELL)

☐ Course-level

☐ Leveled (Specific students in a course, i.e. Special Ed.)

Interval of Instruction (Semester, Year, etc.):

**This process aligns with the Student Learning Objectives (SLO) research supported by MDE.*

Student Population

Identify the students included in the GRASP Goal and explain why the students were selected.

Describe the characteristics of the student population, including how many students have special needs relevant to the GRASP Goal (e.g. I have 4 students with reading disabilities, 2 English learners...).

Learning Standards or Competencies

List the state-adopted standards or competencies that are connected to the learning content.

Goal

Describe the specific student growth that you have identified for impact.

Rationale

Explain your rationale for setting the targets for student growth; identify how the targets connect with the school improvement plan.

Baseline Data

Describe the data that was reviewed in the creation of the GRASP Goal. Explain how the data supports the GRASP Goal.

Assessment/Accountability

Name the instrument that will be used to measure the outcome of the GRASP Goal.

Growth Targets

Identify the quantitative targets that will demonstrate achievement of the GRASP Goal. Each student included in the GRASP Goal should have a growth target.

Instructional Strategies and Interventions

Describe the instructional strategies and interventions you will use to help students reach growth targets; share how you will monitor students' progress.

Plan of Action (Timeline)

Explain the timeline you will use to institute strategies and how you will monitor student growth.

Plan of Action for Professional Development

Describe your plan for learning to support this GRASP Goal.

GRASP Goal Administrator Approval: _____

Approved ☐ **Not Approved** ☐

Date: _____

Teacher Signature: _____

Date: _____

Hartland Consolidated School District

Instructional Framework For Highly Effective Teaching

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HCS INSTRUCTIONAL PRACTICES FOR HIGHLY EFFECTIVE TEACHING

	I Do	We Do (Large Group)	You Do Together	You Do On Own
Instruction	<u>Direct Instruction:</u> *Demonstration *Specific Example/Explanation *Inquiry Lesson *Guided Practice	The teacher engages in the coaching of students. (Guided Practice)	The teacher takes notes and maintains a record of student knowledge and learning to inform instruction, as students work together. (Small Group Guided Practice)	The teacher takes notes and maintains records of student learning to inform instruction as students work independently.
Assessment	The teacher deconstructs standards into student friendly language. ("I Can" Statements and Learning Targets)	The teacher provides multiple opportunities for students to understand learning targets.	Students work together to self-evaluate their understanding of standards and skills as the teacher confers with them, takes notes, and adjusts instruction.	The teacher confers with students as they reflect on their independent understanding of the standards in preparation for summative assessment.
Classroom Intervention	The teacher designs, models, and implements learning strategies.	The teacher coaches students through learning strategies.	The teacher uses information from conferences, formative assessment, etc. to provide intervention and differentiated instruction while students work together in small groups.	Teacher uses information from conferences, formative assessment, etc. to provide intervention and differentiated instruction while students work independently.
DeepThinking	The teacher designs lessons at all levels of Depth of Knowledge (DOK) and models strategies for success.	The teacher coaches students through lessons and tasks at all DOK levels using a variety of strategies.	The teacher confers with students as they complete lessons and tasks at all DOK levels in small groups (information gathered).	The teacher confers with students as they independently complete lessons and tasks at all DOK levels (information gathered).
SUMMATIVE ASSESSMENT				

HCS INSTRUCTIONAL RUBRIC FOR HIGHLY EFFECTIVE TEACHING

Direct Instruction includes: Demonstration, Example/Explanation, Inquiry, and Guided Practice

	I Do	We Do	You Do Together	You Do On Own
Level 1	Lesson is not focused on a clear district learning target. Few students are actively engaged. There is little or no new learning. The lesson objective is unclear. There are no examples of expected performance.	There is no student practice before exiting the lesson for independent work. The teacher does not check for understanding. Students often do not know what to do.	While the teacher may walk around during independent or group work, it is focused on assignment completion. No data is gathered and kept to guide student intervention beyond assignment completion.	Students are unable to work independently. The student is dependent on the teacher.
Level 2	There is a clear lesson objective based on a district learning target, but it may not be transferable. Some students are actively engaged. Common language is missing and is not present in charts, rubrics, or student checklists. Examples of expected performance may be missing or unclear.	Teacher engages students in a few practice formats. The teaching point is vague. Student practice is unfocused or unclear. A model may be shown but is a poor example.	Teacher confers with some students or groups. The focus is on fixing errors in the assignment. Data is unhelpful or only used to track assignment completion. Students follow teacher direction but cannot articulate where they need support.	Students work independently with a focus on correctness. Students follow teacher directions with little input.
Level 3	There is a clear, focused and transferrable lesson objective based on district learning targets. The objective is stated before and after teaching. The teacher models the use of resources which are accessible to students. Common language is present in charts, rubrics, and student checklists. The teacher creates an adequate level of engagement.	Teacher engages students in a variety of practice formats. There is a clear teaching point for the practice. The teacher coaches students before releasing them for independent practice. Good examples are used. Students know what to do.	Teacher confers with students or groups to determine a focus area. Teacher focuses on a skill, strategy, or behavior that is transferable. The teacher keeps records and groups students appropriately. Students can articulate where they need support and work with the teacher to decide next steps. Core instruction is not missed for support services.	Students determine a focus area or goal and work independently. Students solve problems with available resources. Students ask for support and work with the teacher to create next steps. The teacher role is that of a coach.
Level 4	In addition to Level 3, there is a planned sequence of transferable lessons based on the district learning targets and student needs. The teacher is able to articulate standards for successful student performance. The teacher creates high levels of engagement and motivation. New learning is observable in student work.	In addition to Level 3, there is a high level of classroom engagement. Students demonstrate understanding before exiting the lesson. Quality examples are engaging and memorable. Students know the "what," "how," and "why" of the lesson.	In addition to Level 3, there is an efficient record keeping process key to modifying instruction. Teacher is conversant about student and group behaviors, habits, and goals. Students are able to articulate their learning focus and targets. Students view conferences as an opportunity to gain feedback, inspiration, and individualized learning.	In addition to Level 3, students know how to use resources independently. Students are able to articulate their goals. Students view conferences as an opportunity to gain feedback, inspiration, and individualized learning. The teacher is a coach, mentor, and source of inspiration.

SUMMATIVE ASSESSMENT

- See clarifying vocabulary in evaluation document

Updated 8-7-23

FORMATIVE ASSESSMENT RUBRIC FOR HIGHLY EFFECTIVE TEACHING

Assessment of Student Learning.			
Learning Targets	Use of “I Can Statements”	Use of Assessment Data	
Level 1 Learning targets are not aligned to the appropriate standards.	“I can” statements are not used during instruction and there is no evidence that students engage in self-assessment.	There is no evidence that the teacher makes decisions for each student based on the analysis of data collected from multiple sources.	There is no differentiation or opportunity for students to engage in meaningful self-assessment. The assessments are not aligned to the learning targets established. The teacher does not explain the connection of the targets to the assessments.
Level 2 Some learning targets are aligned with the appropriate standards.	“I can” statements are used during instruction; however, it is unclear how the statements connect to the content standards and vocabulary. Students are not expected to use the statements to self-assess their own learning and to plan for future learning.	There is little evidence that the teacher makes decisions for each student based on the analysis of data collected from multiple sources.	The assessment data is sometimes used to differentiate instruction. Key targets are partially aligned to the assessments. There is time for student self-assessment but it is not meaningful to current or future learning.
Level 3 Most learning targets are aligned with the appropriate standards.	“I can” statements are clearly aligned with the content standards and students use them during instruction to self-assess their own learning. Students are usually expected to use their self-assessment to plan for future learning.	There is evidence that the teacher often makes decisions for each student based on the analysis of data collected from multiple sources.	Connections are established between the targets and assessments. There are self-assessment opportunities which are often used for future learning. The assessments address key learning targets and provide information for differentiating instruction.
Level 4 All learning targets are clearly aligned with the appropriate standards.	“I can” statements are clearly aligned with content standards, and vocabulary and students use them during instruction to self-assess their own learning. Students regularly use their self-assessments to plan for future learning.	There is evidence that the teacher always makes decisions for each student based on the analysis of data collected from multiple sources.	Connections are clearly established among the targets while the assessments and self-assessments are always used by the teacher and students to guide future learning. Learning targets are aligned to the assessments and used for differentiation.

SUMMATIVE ASSESSMENT

DEEP THINKING RUBRIC FOR HIGHLY EFFECTIVE TEACHING

	All Subject Areas		
	Reading	Writing	Math
Level 1	Students are only required to recall basic facts from the text. Items require literal comprehension only.	Students are required to write to convey basic ideas. Students are expected to write for a limited purpose	Recall of facts, definitions, terms, or simple procedures such as applying a formula are evident. Mathematical problems require single step functions.
Level 2	Students are engaged in basic comprehension skills and strategies such as summarization, use of inference, compare and contrast, classification, interpretation, and determining main idea, fact, or opinion.	Students are engaged in writing that develops basic organizational structures and the connection of ideas (e.g. simple recounts and summaries). Students are engaged in first draft writing with limited purpose and audience.	Students are engaged in making decisions on how to approach math problems. Students are expected to estimate, make observations, compare data, and display data without justifications. Successful work requires limited steps in problem solving.
Level 3	Students are engaged in explaining, generalizing, or connecting ideas to prior knowledge and inferences across multiple texts. Evidence is cited from texts. Students can identify abstract themes, inferences across texts, apply prior knowledge, and analyze ideas.	Students are engaged in developing writing that requires synthesis and analysis, supporting facts and details through the use of compositional elements. Organization is logical. There is attention to audience, purpose, and precise language. Editing and revising are ongoing.	Students are engaged in explaining their thinking through a variety of modes. Students are expected to justify their answers as they draw conclusions, cite evidence, and develop logical arguments that support their thinking.
Level 4	In addition to Level 3, students are engaged in extended reasoning activities requiring them to construct new meaning from multiple texts. Students can identify literary antecedents. Students can go beyond the text to developing hypotheses or new ideas.	In addition to Level 3, students are engaged in developing compositions that demonstrate synthesis and analysis of complex ideas or themes across multiple sources, identifying complexities, discrepancies and multiple perspectives. There is an emphasis on authentic audience and purpose.	In addition to Level 3, students are engaged in extended reasoning activities that requires them to analyze and synthesize multiple sources and ideas while developing individual hypotheses, experiments, or new learning.

SUMMATIVE ASSESSMENT

CLASSROOM MANAGEMENT RUBRIC FOR HIGHLY EFFECTIVE TEACHING

	Classroom Relationships	Classroom Environment	Routines and Clerical
Level 1	There is little evidence of positive teacher student rapport.	The teacher creates a learning environment that allows little communication or engagement with students and families. The classroom is often disorganized and distracting or unsafe for student learning.	There is little evidence of established routines or procedures. Throughout the class period students are unclear about what to do. There are regular concerns with completing the clerical duties established by the school and district.
Level 2	There is some evidence of positive teacher/student rapport.	The teacher sometimes communicates with students and parents but does not always respond in a timely manner (within 24 hours). The classroom is not consistently organized but it is safe for student learning.	There is some evidence of established routines and procedures, but these are not followed consistently causing student confusion or idleness. There are some concerns with completing the clerical duties established by the school and district.
Level 3	The teacher has positive rapport with students and maintains high expectations for student behavior that are reflective of reason, respect, and responsibility.	The teacher engages in two-way communication with students and families and responds to inquiries in a timely manner (within 24 hours). Community school, and family partnerships support learning. The classroom is consistently safe, positive, and orderly.	Most routines and procedures are well-established and orderly with all students initiating responsibility for the efficient operation of the classroom. There are no concerns with the completion of clerical duties established by the school and district.
Level 4	The teacher has positive rapport with students and it is clear that the teacher maintains high expectations for student behavior that are reflective of reason, respect, responsibility, and student ownership.	The teacher engages in two-way and ongoing communication with students and families and responds to inquiries in a timely manner (within 24 hours). Community, school, and family partnerships support student learning. Students are actively engaged in learning due to a safe, positive, and orderly environment.	Routines and procedures are well-established and orderly with students initiating responsibility for the efficient operation of the classroom. There are no concerns with the completion of clerical duties established by the school and district. The teacher demonstrates initiative to model effective and efficient ways of completing tasks.

SUMMATIVE ASSESSMENT

INTERVENTION RUBRIC FOR HIGHLY EFFECTIVE TEACHING

	Data	Interventions	Implementation	UDL/Supports
Level 1	There is no systematic means used to determine if students are behind or struggling. Baseline data & progress monitoring are rare or nonexistent.	There is little evidence that interventions are used or match student need.	The teacher does not know how students are progressing. Strategies are not aligned with evidence-based practice. When Interventions exist, they are not effective, timely, or flexible.	Universal tools are not embedded into daily lesson plans. All students receive the same instruction with no differentiation. Building supports are not accessed.
Level 2	Diagnostic data are used to identify some students who are behind or struggling. The teacher monitors progress to identify growth for some students. Efforts to obtain baseline data and progress monitoring are inconsistent.	Evidence-based interventions are in place for some students while some interventions do not match area of identified need. Interventions are not regularly monitored for student progress.	The teacher may not know how students are progressing. Strategies are not aligned with evidence-based practice. Interventions are often not effective, timely, and flexible.	The teacher sometimes embeds universal tools in daily lessons. Students with written plans are certain to receive accommodations. The teacher rarely accesses supports to ensure the match is made in the classroom.
Level 3	Diagnostic data are used to identify all students who are behind or struggling. Teacher monitors progress from baseline data to identify student growth and progress monitoring guides instruction.	All students who are behind or struggling are receiving evidence-based interventions. The teacher regularly analyzes progress and adjusts instruction as needed. Students are made aware of skills that are transferrable.	The teacher knows how students are progressing and consistently implements identified strategies. Interventions are effective, timely, and flexible. The teacher often re-evaluates the effectiveness of intervention.	The teacher often embeds universal tools in daily lessons. But only students with written plans are certain to receive accommodations. The teacher often accesses supports to ensure the match is made in the classroom.
Level 4	There is a systematic approach to identify students who are behind or struggling where multiple data points are used to develop a written plan to close the achievement gap. Progress monitoring guides instruction.	In addition to level 3, the teacher collaborates with appropriate stakeholders to maximize student progress. The teacher intentionally facilitates the transfer of skills to other content areas.	The teacher knows how students are progressing and consistently implements identified strategies. Interventions are effective, timely, and flexible. The teacher is continuously re-evaluating the effectiveness of the intervention. This work is done in collaboration with others.	Universal Design for Learning (UDL) is evident as universal tools & accommodations are built into daily lessons to support the learning of all students. The teacher routinely accesses building supports to ensure the match is made in the classroom.

SUMMATIVE ASSESSMENT

HCS Teacher Support Resources

The following tools are available to teachers in an effort to ensure that they have the resources necessary to make the appropriate instructional match for learners who happen to be struggling.

Board of Education adopted Curriculum and Common Assessments

Building Intervention Programs including Co-Teaching, Grade Level and Department Team Members, Literacy Block Members. Interventionist, Reading Recovery, Reading Support

Instructional and Behavioral Coaches (Multi-Tiered Systems of Support: MTSS)

Instructional Consultation Team (ICT) If Available

Instructional Rounds / Classroom Labs

PLC Data Meetings and District and School Improvement Plans

Statewide Autism Research and Training (START)

Summer / Extended Year Program

Support Personnel: School Psychologist, Speech Therapist, Physical and Occupational Therapist, Reading Recovery and Reading Support Teacher, Assistive Technology Consultant, Resource Teacher, Teacher Consultants, Social Workers, ELL Tutor and Coordinator, Student Assistance Coordinator, Counselors, Highly Capable Coordinator, etc.

Technology Integration

Title I Services (at targeted schools within the district)

PERSONAL / PROFESSIONAL QUALITIES RUBRIC FOR HIGHLY EFFECTIVE TEACHING

Teacher actions demonstrate that student achievement is based on innate ability and can not be changed through instruction or intervention. The teacher communicates a fixed mindset and lack of confidence in students' ability to be successful. There is a lack of alertness by the teacher toward being flexible, resulting in the failure to take advantage of teachable moments. The teacher often appears to be insensitive to the culture and beliefs of individuals and fails to respond to student, parent, or staff concerns. Grades are given, but not used to plan future lessons or interventions. The teacher rarely collaborates with colleagues and is not open to new ideas for improving classroom practice. The teacher frequently uses poor judgement (e.g. acts or dresses in an unprofessional manner). The teacher makes decisions based on personal needs rather than on the vision and mission of the district. The teacher has many absences which often interferes with student learning.

The teacher acknowledges that there are multiple factors that impact student learning and occasionally adjusts instructional practices or interventions to increase student achievement. At times the teacher takes advantage of teachable moments. The teacher may be aware of the culture and beliefs of individuals but sometimes insensitivity still exists. Response to parent concerns is often slow and comes across as unwelcoming. The teacher occasionally meets with colleagues to share ideas about teaching and learning and can sometimes be persuaded to try out new classroom practices. The teacher does not always demonstrate good judgement (e.g. acts or dresses in an unprofessional manner). The teacher has absences which sometimes interferes with student learning.

The teacher demonstrates that instructional practices and work ethic are key to successful student achievement. The teacher is alert to student learning and flexible in taking advantage of teachable moments. The teacher is sensitive to individual cultures and beliefs and communicates respectfully and in a timely fashion to student, parent and staff concerns making them feel welcome in the school. The teacher collaborates with colleagues to plan units based on best practices and to review student performance. The teacher seeks out effective teaching ideas from peers, workshops, and other sources. The teacher is ethical, uses good judgement, maintains student confidentiality, and demonstrates professionalism. The teacher demonstrates a commitment to the vision and mission of the school and district. The teacher has good attendance which rarely interferes with student learning.

The teacher communicates a growth mindset, takes risks, learns from mistakes, and demonstrates that through high quality instructional practices and good work ethics all students can be successful. The teacher is adept at adapting lessons to maximize teachable moments in order to correct potential misunderstandings. Great sensitivity is shown toward culture, values, and beliefs of individuals. The teacher always responds promptly and respectfully to student, parent and staff concerns making them feel welcome in the school. The teacher meets consistently with colleagues to plan units based on new ideas and analyzed data, while actively sharing best practice instruction. The teacher is always ethical, honest, and forthright while using impeccable judgement. The teacher maintains confidentiality and professionalism at all times. The teacher actively participates on grade level, content area, instructional consultation team, or school improvement committees. The teacher actively contributes and believes in the vision and mission of the school and district. The teacher has excellent attendance which never interferes with student learning.

SUMMATIVE ASSESSMENT

HCS Instructional Framework Supporting Research

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Hartland Consolidated School District
Instructional Framework for Highly Effective Teaching &
Administrator and Superintendent Evaluation Tool
“Author Credentials”

Cheney, Mikki: Former Principal, Farms Intermediate

MA, Eastern Michigan University- Guidance & Counseling
BA, Central Michigan University-English and Physical Education
K-12 Administrative Degree

- Teacher, Hartland Consolidated Schools
- Counselor, Hartland Consolidated Schools
- Assistant Middle School Principal, Hartland Consolidated Schools
- Principal, Farms Intermediate, Hartland Consolidated Schools

Dean, Adrian: Director of Special Education

BA, Eastern Michigan University
MA, Wayne State University
Ed.S., Special Education Administration

- Teacher, Detroit Public Schools
- Teacher, Waterford School District
- Principal, Waterford School District
- Special Ed. Supervisor, Troy Public Schools
- Special Ed. Supervisor, Saginaw ISD

Fitzgerald, James: Principal, Hartland High School

BS, Wayne State University- Education
MA, University of Michigan Dearborn- Educational Leadership

- Teacher, Garden City School District, 2006-2007
- Teacher, Wayne Westland Community School District, 2013-2016
- Assistant Principal, Fowlerville Junior High School, 2016-2020
- Assistant Principal, Hartland High School, 2021-2023
- Principal, Hartland High School, 2023-present

Howerton, Tony: Principal, Ore Creek Middle School

BA, Michigan State University- Education

MA, Grand Valley State University- Educational Leadership

- Teacher, Ionia Middle School, 1992-2007
- Teacher, Hartland High School, 2007-2008
- Assistant Principal, Hartland Middle School, 2008-2014
- Principal, Hartland Lakes Elementary, 2015-2022
- Principal, Hartland Middle School, 2023-2024

****Hughes, Chuck: Superintendent**

BS, Central Michigan University-Social Studies and Physical Education

MA, University of Houston Clear Lake- Educational Management

EdS., Oakland University- Educational Specialist

- Teacher, Pasadena ISD, 1991-1996
- Assistant Principal Mayde Creek High School, Katy ISD, Texas (1996-1998)
- Assistant Principal Novi High School, Novi Community Schools (1998-2000)
- Principal, Hartland High School, Hartland Consolidated Schools (2000-2012)
- Assistant Superintendent for Curriculum and Instruction, Hartland Consolidated School District, as well as, Technology Supervisor, Administrator for the Hartland Alternative Education LEGACY Program grades 9-12, and the Hartland Virtual Academy grades 9-12 (2012-2016)
- Superintendent - January 2017 to present

*2012 Michigan High School Principal of the Year, MASSP

Livingway, Steve: Principal, Ore Creek Middle School

BA, University of Michigan, Ann Arbor- English and Secondary Education

MA, Eastern Michigan University- Educational Leadership

- Teacher and Assistant Principal, Redford Union Schools, 1988 – 1995.
- Hartland Middle School Assistant Principal, 1995 – 1999.
- Hartland Middle School Principal, 1999 – 2018

Minsker, David: Assistant Superintendent of Curriculum & Instruction

BA, Michigan State University

MA, Western Michigan University- Educational Leadership

- Middle School Teacher: Buchanan Public Schools (1992-1993)
- Alternative Education HS Teacher: Buchanan Public Schools (1993-1995)
- Director of Middle School Alternative Education: Buchanan Public Schools (1995-1997)
- High School Assistant Principal: Edwardsburg Public Schools (1997-2001)
- High School Assistant Principal: Hartland High School (2001-2007)
- Elementary Principal: Round Elementary School, Hartland Schools (2007-2015)
- High School Principal: Hartland High School (2015-2018)
- Assistant Superintendent of Curriculum & Instruction, 2018 to present

*2006 Educational Excellence Award Winner (MASB) – Breakfast Club

*2013 Educational Excellence Award Winner (MASB) – Intervention Blocks

Pearson, Sue: Former Director of Special Education

BA, Elementary Education, Special Education, Science

MA, Educational Leadership

Ed.S., Special Education Administration

- Director of Special Education, Hartland Consolidated Schools 2000-2020

*2013 Michigan Association of Administrators of Special Education “Award of Distinction”

Selix, Dotty: Principal, Round Elementary

BS, Eastern Michigan University- Elementary Education K-8

MA, Eastern Michigan University- Early Childhood

- Title 1 Literacy Interventionist and Reading Recovery Teacher, Howell, MI (1998- 2007)
- Reading Recovery Teacher, Lakes Elementary - 2007-2010
- ELA Coach K-11 and Reading Recovery Teacher - 2010-2015
- Assistant Director of Curriculum and Instruction - 2014-2015
- Round Elementary Principal - 2015 - present

*Michigan Administrator, Reading Recovery and MLPP K-3 and 4-5 Training Certification.

****Sifferman, Janet: Former Superintendent**

BA, Michigan State University-Elementary and Special Education

MA, Eastern Michigan University-Learning Disabilities

EdS., Eastern Michigan University-Educational Leadership

Hartland Consolidated Schools Employee 1976 - 2016

- Special Education Teacher
- Assistant Principal middle school
- Principal middle school
- Assistant Superintendent Personnel and Student Services
- Superintendent - 2004 – 2016

****Authors of Administrator and Superintendent Evaluation along with Former Board President, Mr. Thom Dumond.**