

# EMAN Teacher Evaluation System

## **EMAN's Philosophy**

The purpose of educator evaluation is to help teachers improve the quality of instruction by helping them master content, refine skills, critically analyze their own practices and implement changes to improve student achievement. Teacher evaluation metrics impact professional development activities, contract renewal, license renewal and career ladder opportunities for high performing teachers. EMAN's philosophy on teacher evaluation is two-fold; one to cultivate a growth mind-set and another to reward teachers for improvements in teaching performance as linked to student achievement. The ultimate goal of teacher evaluation is to promote student growth. With student achievement at the hallmark of teaching and learning, EMAN strives to help teachers engage in a process of development in the professional areas to cultivate collaboration and commitment to best practices.

## **Marzano Teacher Evaluation Model:**

EMAN has selected and invested in Iobservation as a formal tool for all teacher evaluation purpose. All staff members will receive formal training in this program. EMAN staff will be accountable for using this model as a standard protocol for improving teaching and learning in all EMAN schools. The Marzano Teacher Evaluation Model is divided up in to four domains.

*Domain 1 Classroom Strategies and Behaviors*

*Domain 2 Planning and Preparation*

*Domain 3 Reflecting on Teaching*

*Domain 4 Collegiality and Professionalism*

Each domain is further broken down into respective elements. During classroom visits, administrators will intentionally look for evidences that these elements are practiced. Administrators will provide feedback on dominant elements and help teachers engage in a reflective practice. The goal of the Marzano Teacher Evaluation Model is to help teachers and administrators engage in common language involving instructional practices. EMAN teachers will have two formal observations and eight informal observations during the course of the year. In addition to formal and informal observations, a series of targeted observations will be conducted to help meet the goals of the individual plans. All EMAN teachers will start of the year with the following plan:

September/October- Self-Reflection and IPDP completed; informal on DQ 6

November-- Informal observations walk-throughs in DQ 2, 3

December-January Formal observations

Mid-Year Evaluations-January-February (Domains 2, 3, 4, included)

February-April -Informal observations in DQ 2, 3, 4; potpourri of DQ 5, 7, 8, 9

May-Formal observations

End of the Year Evaluations-June (Domains 2, 3, 4, included)

**Classroom Observations:**

All core teachers will receive the following from building administrators:

- Two formal observations during the year (full-period)
- Weekly walk-throughs
- Targeted observations based on growth plans

**Peer Observations:**

Teachers will complete two, peer evaluation during the 2016-2017 school year. Based on an intentionally planned visit, teachers will complete a two peer evaluation visits and complete two observation protocols on Iobserve.

**Professional Portfolio:**

Teachers will gather relevant artifacts to support their efficacy in domains 3 and 4. Specific details regarding this will be provided in the beginning of the year by the building Principals. This will include a one-page narrative on reflections from the teacher regarding his/her impact on student achievement and growth.

**Cognitive Coaching and Constructive Feedback**

The cognitive coaching model is designed to help teachers think about their teaching practices and reflect about the teaching schema. During the clinical supervision cycle, teachers will engage in pre-conference, instruction and then post-conference with their mentor. Teachers will receive coaching related mentorship to help try new things and refine best practices. After all informal observations, teachers will receive a formal report with written narratives. Before and after all formal observations, teachers will receive written and face-to-face feedback session with a designated mentor/administrator.

**Professional Appraisal and Educator Evaluation**

Designated instructional leaders will complete a mid-year and end of the year evaluations. These appraisals are based on walk-throughs, informal and formal observations, targeted classroom visits, pre and post conferencing, feedback surveys, self-reflections, student growth data and review of professional portfolio. The system employs a scale/rubric to track the development process for each element. Teachers receive cumulative and disaggregated scores in dominant elements using the rubric 0-not using, 1-beginning, 2-developing, 3-applying and 4-innovating. The culminating score is generated using the Iobservation platform. The final evaluation will be based on an overall status score and growth score as determined by the aggregated scores from each of the domains. Each of the four domains is weighted based on district policies. This system is designed to appraise teachers based on the following scale:  
**3.5-4—Highly Effective 2.5-3.4—Effective 1.5-2.4—Needs improvement 1-1.4 Ineffective**

50% of teachers' evaluations are based on domains 1, 2, 3, and 4 of the Iobservation model. The school principal will assess each domain based on the artifacts and evidences referenced in the Marzano—Iobservation tools.

Domain 1 observations are made during classroom walk-throughs and depend on the principal conducting formal and informal observations of the teachers when they are teaching.

Domain 2 scores are generated based on the principal's assessment of how well the teacher is planning and preparing her lessons. This includes turning in weekly lesson plans that are based on district goals.

Domain 3 scores are generated based on artifacts and end of the year reflections using a narrative format.

Domain 4 scores are generated based on principal's evaluations of professional responsibilities upheld by the respective teachers. This domain is broad and includes many aspects of day-to-day responsibilities.

50% of teachers' final evaluation is based on student growth and achievement. Each teacher will meet with the school leader to determine the indicators that pertain to this standard. Overall, a holistic approach will be used to factor in the final evaluations, which includes standardized assessments, portfolios and local assessments.