

EDUCATOR EFFECTIVENESS EVALUATION SYSTEM

ST. CLAIR COUNTY INTERVENTION ACADEMY
PORT HURON, MICHIGAN

NOVEMBER 2010

State Law (MCL 380.1249) recently passed by the Michigan legislature, sets forth specific requirements related to establishing a performance evaluation system for teacher. The requirements of the law include that the board of a school district or intermediate school district, or board of directors of a public school academy, adopt and implement a **rigorous, transparent, and fair** performance evaluation system that:

- Establishes clear approaches to measuring student growth, and
- Evaluates a teacher's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state or local assessments and other objective criteria (MDE, 2010).

To ensure that the Educator Effectiveness Evaluation System (EEES) that we developed for the Intervention Academy is **rigorous**, the evaluation rubrics are based on a the set of 10 model core-teaching standards that outline what teachers should know and be able to do to help all students reach the goal of being college and career ready in today's world. These core-teaching standards were developed by the Council of Chief State School Officers (CCSSO, 2010). To ensure that the EEES is **transparent**, every effort will be made to ensure that the teachers and the supervising evaluator have a clear understanding of each standard and of the other criteria used to evaluate the teachers. To ensure that the EEES is **fair**, all stakeholders will have an opportunity to review, make comment, and improve and revise the evaluation plan on an ongoing basis. Furthermore, as the legislation governing the EEES is defined, implemented and reviewed the EEES will change accordingly (see Addendum A).

To further ensure rigor, transparency, and fairness in evaluation. The EEES includes a supervisor evaluation rubric based on at least 2 teacher observations, a self-evaluation rubric, a portfolio of student achievement, and a protocol for an effective evaluation conference. This plan relies upon evaluators providing candid, evidence based feedback and robust follow-up support. Educators should receive formative feedback and intervention (if indicated) utilizing the teacher's Individual Professional Development Plan (IPDP).

There are advantages to evaluating teachers using both an input (what a teacher knows and is able to do) and output (student achievement) approach. The EEES uses the input approach because only assessment of practice based on teacher action offers the potential of pointing teachers, either individually or as a group, in the direction of improvement of practice (Danielson, 1996). There are many advantages of evaluating teachers using an input approach as it leads to teachers:

- Reflecting on their practice.
- Assessing their own practice using levels of performance.
- Using the results of the evaluation for specific guidance as to areas on which to focus, and
- Engaging in productive professional conversation (Danielson, 2008)

The EEES uses the output approach because it reflects the results of teacher action on student achievement. It places children and their learning exactly where they should be: at the center of what we do at the Intervention Academy. Student achievement as reflected by multiple forms of assessment including national, state and local assessments and a rich collection of student work, kept in a portfolio, provide teachers and evaluators with opportunities to:

- Discuss and better understand good teaching.
- Use the results to provide specific feedback for teachers on where they should focus their improvement efforts, and
- Promote professional learning (Danielson, 2008)

Creating a system to evaluate the effectiveness of educators is crucial to improving the quality of education. The purposes of the evaluation shall be to:

- Serve as a basis for improvement of instruction.
- Enhance the implementation of programs of curriculum.
- Serve as a measurement of the professional growth and development of teaching personnel.
- Evaluate the level of performance effectiveness of teaching personnel.
- Provide a basis for making decision in the area of retention, compensation, promotion, assignment, professional development, dismissal, and non renewal of contract.

Creating a system of performance-based compensation is also important to improving the quality of education. Academy teacher will be compensated based on their performance in 3 essential areas:

- The skills, knowledge, and responsibilities a teacher exhibits through his/her daily practice.
- The gains the **teacher** produces in student achievement on standardized tests, standards-based tests, performance assessments, student retention rates, and student progress toward credits earning from the MME diploma.
- The gains the **school** produces in student achievement on standardized test, standard-based assessments, student retention rates, and student progress toward credits earned for the MME diploma.

The EEES changes the current compensation/benefit system by providing additional compensation/benefits to teachers based on performance awards allocated according to the following breakdown:

1. 50% Teacher evaluations based on the supervising evaluator and the teacher negotiating a score for each Model Core Teaching Standard based on the rubrics designed specifically for that task.
2. 25% Individual student achievement growth based on national, state, and local assessments and each student's portfolio containing student work samples. Pre and post assessments, retention information, and progress toward credits earned toward the MME diploma for all students on the teacher's caseload.
3. 25% School wide student achievement growth based on national, state, and local assessments, student retention rate, and student progress towards credits earned for the MME diploma for all students in the Intervention Academy.

The following standards, developed by the CCSSO, are used by the supervising evaluator and the classroom teacher to determine the skills, knowledge, and responsibilities a teacher exhibits through his/her daily practice, bearing in mind that teaching and learning at the Intervention Academy occurs, for the most part, through an on-line curriculum that included instruction and assessment. Therefore, many of the standards will be assessed by observing the teacher's mentoring activities and evaluating the student portfolios. Clarifications of the following standards are provided in Addendum B.

STANDARD 1: LEARNER DEVELOPMENT

The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD 2: LEARNING DIFFERENCES

The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

STANDARD 3: LEARNING ENVIRONMENTS

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning and self motivation.

STANDARD 4: CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experience that make these aspects of the discipline accessible and meaningful for learners.

STANDARD 5: INNOVATIVE APPLICATIONS OF CONTENT

The teacher uses understanding how to connect concepts and using differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

STANDARD 6: ASSESSMENT

The teacher understands and uses multiple methods of assessment to engage learners in their growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.

STANDARD 7: PLANNING FOR INSTRUCTION

The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

STANDARD 8: INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access the appropriately apply information.

STANDARD 9: REFLECTION AND CONTINUOUS GROWTH

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professional in the learning community), and adapts practice to meet the needs of each learner.

STANDARD 10: COLLABORATION

The teacher collaborates with students, families, colleagues, other professionals, and community members' to share responsibility for student growth and development, learning and well being.

EDUCATOR EFFECTIVENESS EVALUATION RUBRIC

Staff Name: _____ **Date:** _____

Description:

A rubric to help evaluate an Intervention Academy teacher’s skills. Each standard should be read and evaluated through the lens of the Intervention Academy’s special circumstances: use of on-line curriculum, student contact averages 5 hours per week, teachers act as student mentors, students who attend the Intervention Academy have been expelled or have dropped out of high school.

The scores are given as a continuum from 1 to 7. The scorer can assign scores of 2, 4, and 6 if they feel that the teacher’s skills are between skill levels.

EDUCATOR EFFECTIVENESS EVALUATION RUBRIC				
	1	3	5	7
Standard 1: Learner Development	The teacher minimally understands how children learn and develop	The teacher basically understands how children learn and develop, recognizing that patterns of learning and development vary individually.	The teacher understands how children learn and develop recognizing that patterns of learning and development vary individually within the cognitive, linguistic, social, emotional, and physical areas, and implements developmentally appropriate and challenging learning experiences.	The teacher thoroughly understands how children learn and develop, recognizing that patterns of learning and elopement vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences	The teacher is becoming aware of how to use his/her understanding of individual difference to aid student achievement.	The teacher uses understanding of individual difference to adapt learning environments to allow each learner to show success.	The teacher uses understanding of individual differences and diverse communities to create learning environments that allow each learner to show success.	The teacher uses understanding of individual difference and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
Standard 3: Learning Environments	The teacher works with learners to create environments that support individual learning.	The teacher works with learners to create environments that support individual and collaborative learning.	The teacher works with learners to create environments that support individual and collaborative learning and encourages positive social interaction.	The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning and self motivation.
Standard 4: Content Knowledge	The teacher understands the central concepts of the discipline(s) he/she teaches.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experience that make these aspects of the discipline accessible for learners.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experience that make these aspects of the discipline accessible and meaningful for learners.
Standard 5: Innovative Applications of	The teacher understands how to connect concepts.	The teacher understands how to connect concepts	The teacher understands how to connect concepts	The teacher uses understands how to

Content		and using differing perspectives to engage learners in critical/creative thinking.	and using differing perspectives to engage learners in critical/creative thinking and collaborative problem solving.	connect concepts and using differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
Standard 6: Assessment	The teacher understands methods of assessment.	The teacher understands and uses multiple methods of assessment to document learner progress.	The teacher understands and uses multiple methods of assessment to document learner progress and to inform the teacher's ongoing planning and instruction.	The teacher understands and uses multiple methods of assessment to engage learners in their growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.
Standard 7: Planning for Instruction	The teacher draws upon knowledge of content areas to plan instruction that supports learning goals.	The teacher draws upon knowledge of content areas and pedagogy to plan instruction that supports learning goals.	The teacher draws upon knowledge of content areas and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.	The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
Standard 8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access the appropriately apply information.
Standard 9: Reflection and Continuous Growth	The teacher is a reflective practitioner who continually evaluates his/her practices.	The teacher is a reflective practitioner who continually evaluates his/her practices, particularly the effects of his/her choices and actions on others (students, families, and other professional in the learning community).	The teacher is a reflective practitioner who uses evidence to continually evaluates his/her practices, particularly the effects of his/her choices and actions on others (students, families, and other professional in the learning community).	The teacher is a reflective practitioner who uses evidence to continually evaluates his/her practices, particularly the effects of his/her choices and actions on others (students, families, and other professional in the learning community), and adapts practice to meet the needs of each learner.
Standard 10: Collaboration	The teacher collaborates with colleagues and other professionals.	The teacher collaborates with students, families, colleagues, other professionals, and community members.	The teacher collaborates with students, families, colleagues, other professionals, and community members' to share responsibility for student growth.	The teacher collaborates with students, families, colleagues, other professionals, and community members' to share responsibility for student growth and development, learning and well being.

EDUCATOR EFFECTIVENESS SELF EVALUATION RUBRIC

Staff Name: _____ **Date:** _____

Description:

A rubric to help evaluate your teaching skills. Each standard should be read and evaluated through the lens of the Intervention Academy's special circumstances: use of on-line curriculum, student contact averages 5 hours per week, teachers act as student mentors, students who attend the Intervention Academy have been expelled or have dropped out of high school.

The scores are given as a continuum from 1 to 7. You can assign scores of 2, 4, and 6 if you feel that your skills are between skill levels.

EDUCATOR EFFECTIVENESS SELF EVALUATION RUBRIC				
	1	3	5	7
Standard 1: Learner Development	I minimally understands how children learn and develop	I basically understand how children learn and develop, recognizing that patterns of learning and development vary individually.	I understand how children learn and develop recognizing that patterns of learning and development vary individually within the cognitive, linguistic, social, emotional, and physical areas, and implements developmentally appropriate and challenging learning experiences.	I thoroughly understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences	I am becoming aware of how to use his/her understanding of individual difference to aid student achievement.	I use understanding of individual difference to adapt learning environments to allow each learner to show success.	I use understanding of individual differences and diverse communities to create learning environments that allow each learner to show success.	I use understanding of individual difference and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
Standard 3: Learning Environments	I work with learners to create environments that support individual learning.	I work with learners to create environments that support individual and collaborative learning.	I work with learners to create environments that support individual and collaborative learning and encourages positive social interaction.	I work with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning and self motivation.
Standard 4: Content Knowledge	I understand the central concepts of the discipline(s) he/she teaches.	I understand the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches.	I understand the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experience that make these aspects of the discipline accessible for learners.	I understand the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experience that make these aspects of the discipline accessible and meaningful for learners.
Standard 5: Innovative Applications of Content	I understand how to connect concepts.	I understand how to connect concepts and using differing perspectives to engage learners in	I understand how to connect concepts and using differing perspectives to engage learners in	I understand how to connect concepts and using differing perspectives to engage learners in

		critical/creative thinking.	critical/creative thinking and collaborative problem solving.	critical/creative thinking and collaborative problem solving related to authentic local and global issues.
Standard 6: Assessment	I understand methods of assessment.	I understand and use multiple methods of assessment to document learner progress.	I understand and use multiple methods of assessment to document learner progress and to inform the teacher's ongoing planning and instruction.	I understand and use multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.
Standard 7: Planning for Instruction	I draw upon knowledge of content areas to plan instruction that supports learning goals.	I draw upon knowledge of content areas and pedagogy to plan instruction that supports learning goals.	I draw upon knowledge of content areas and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.	I draw upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
Standard 8: Instructional Strategies	I understand and uses a variety of instructional strategies.	I understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas.	I understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	I understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access the appropriately apply information.
Standard 9: Reflection and Continuous Growth	I am a reflective practitioner who continually evaluates his/her practice.	I am a reflective practitioner continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professional in the learning community).	I am a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professional in the learning community).	I am a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professional in the learning community), and adapts practice to meet the needs of each learner.
Standard 10: Collaboration	I collaborate with colleagues and other professionals.	I collaborate with students, families, colleagues, other professionals, and community members.	I collaborate with students, families, colleagues, other professionals, and community members' to share responsibility for student growth.	I collaborate with students, families, colleagues, other professionals, and community members' to share responsibility for student growth and development, learning and well being.

INDIVIDUAL STUDENT ACHIEVEMENT GROWTH: 25% OF TOTAL EVALUATION SCORE

Evaluation is based on the student achievement growth of the students assigned to you for mentoring. You are evaluated on the information contained in the student portfolios that you create as evidence of student achievement.

STUDENT PORTFOLIO - Contents

The following can be used formatively until MDE fully develops the student growth model:

- Summary of national assessments (when developed or available)
- Summary of regional assessments (when developed or available)
- Summary of state assessments: MEAP and MME if administered by academy staff.
- Summary of local assessments for example: e2020 quizzes, topic tests, cumulative exams.
- Student samples that exemplify growth in specific academic area for example: poems, essays, math worksheets, timelines and science experiment write ups.
- Pre and Post scores on common assessments: KeyTrain / WorkKeys, Career Cruising Inventory and Strategies.
- Retention information: based on percent of student who enroll in the Intervention Academy and are assigned to you and remain in the program or return to school in another setting.
- Progress toward credits for the MME diploma.

SCHOOL WIDE STUDENT ACHIEVEMENT GROWTH: 25% OF TOTAL EVALUATION SCORE

Evaluation is based on the student achievement growth of the students who enroll in the Intervention Academy. You are evaluated on the information contained in the school portfolio created by the supervisory evaluator. All teachers will receive the same evaluation score for school-wide student achievement growth.

SCHOOL PORTFOLIO - Contents

The following can be used formatively until MDE fully develops the student growth model:

- School-wide summary of national assessments (when developed or available)
- School-wide summary of regional assessments (when developed or available)
- School-wide summary of state assessments: MEAP and MME if administered by Intervention Academy Staff.
- School-wide summary of local assessments for example: e2020 quizzes, topic tests, cumulative exams.
- School-wide summary of Pre and Post scores on common assessments: KeyTrain/WorkKeys, Career Cruising PPT and Strategies.
- School-wide retention information: based on percent of students who enroll in the Intervention Academy and remain in the program or return to school in another setting.
- Progress toward credits for the MME diploma.

EVALUATION CONFERENCE PROTOCOL

1. The supervising evaluator and teacher meet to set a date that will allow both of them time to complete the necessary observations, gather artifacts, for evidence, complete the rubrics and finalize student and school portfolios.
2. The conference begins with the Educator Effectiveness Evaluation rubrics. The supervising evaluator and the teacher present the score each gave for the Standard #1. If the scores differ, the supervising evaluator and the teacher negotiate by providing examples, producing data, and/or presenting evidence until they find agreement or the supervising evaluator assigns a score regardless of teacher input. The goal is to aim for consensus, based on actual evidence, on the fairest score for each criterion. The conference continues stand by standard until the supervising evaluator and the teacher find agreement or the supervising evaluator assigns a score regardless of teacher input.
3. Next, the teacher presents the student portfolios of his/her assigned students. The teacher provides evidence of individual student achievement using the results of national, regional, state and local assessments, student work samples, student retention information and progress toward earning credits on the MME diploma of all the students on the teacher's caseload. (see rubric on Comprehensive Evaluation Form)
4. Then, the supervising evaluator presents the school portfolio and tells the teacher the evaluation score that every teacher in the school earned for school-wide student achievement based on the results of national, regional, state, and local assessments, student retention information, and progress toward earning credits for the MME diploma for all student in the Intervention Academy. (see rubric on Comprehensive Evaluation Form)
5. The supervising evaluator fills out the EEES's Comprehensive Teacher Evaluation form based on the information provided by the rubrics, student portfolios, and the school portfolio. The supervising evaluator provides candid, evidence based feedback about specific areas of commendation and specific areas of improvement.
6. Based on the feedback received from the supervising evaluator, the teacher creates, refines, and/or modifies his/her Independent Professional Development Plan, in coordination with the supervisor, who will ensure that the teacher receives the follow-up support needed to reach the teacher's goals.

EFFECTIVENESS DEFINITIONS

HIGHLY EFFECTIVE:

The Teacher exhibits the highest level of effectiveness.

EFFECTIVE:

The Teacher exhibits an average level of effectiveness.

MINIMALLY EFFECTIVE:

The Teacher exhibits a minimal level of effectiveness.

INEFFECTIVE:

The Teacher does not exhibit effectiveness.

COMPREHENSIVE EVALUATION FORM

Staff Name: _____ Date: _____

EDUCATOR EFFECTIVENESS EVALUATION FINAL SCORES:

S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	OVERALL SCORE: Add all the scores and divide by 10

INDIVIDUAL STUDENT ACHIEVEMENT RUBRIC:

- Evaluate based on the student assigned to the teacher for mentoring
- Intermediate scores of 2, 4, and 6 can be assigned.

INDIVIDUAL STUDENT ACHIEVEMENT RUBRIC				
	1	3	5	7
Assessments	Few students are progressing.	Most students are progressing.	All students are progressing.	All students are progressing at an accelerated rate.
Retention	Few student are still attending or have transferred to another school.	Most students are still attending or have transferred to another school.	All students are still attending or have transferred to another school.	All students are still attending on a regular basis or they have transferred to another school.
Progress toward earning credit	Few students are earning credits.	Most students are earning credits.	All students are earning credits.	All students are earning credits at a rate that will allow them to graduate on schedule.

SCHOOL WIDE STUDENT ACHIEVEMENT RUBRIC:

- Evaluate based on the student enrolled in the Intervention Academy.
- Intermediate scores of 2, 4, and 6 can be assigned.

SCHOOL WIDE ACHIEVEMENT RUBRIC				
	1	3	5	7
Assessments	Few students are progressing.	Most students are progressing.	All students are progressing.	All students are progressing at an accelerated rate.
Retention	Few student are still attending or have transferred to another school.	Most students are still attending or have transferred to another school.	All students are still attending or have transferred to another school.	All students are still attending on a regular basis or they have transferred to another school.
Progress toward earning credit	Few students are earning credits.	Most students are earning credits.	All students are earning credits.	All students are earning credits at a rate that will allow them to graduate on schedule.

OVERALL EDUCATOR EFFECTIVENESS EVALUATION SCORE: _____ (1-7 possible points)

INDIVIDUAL ACHIEVEMENT SCORE: _____ (1-7 possible points)

SCHOOL WIDE ACHIEVEMENT SCORE: _____ (1-7 possible points)

OVERALL EVALUATION SCORE: _____ (3-21 possible points)

POINTS INTO TEACHER EFFECTIVENESS:

OVERALL EDUCATOR EFFECTIVENESS SCORE: (1-7 possible points)

Points Earned	1-2	3	4-5	6-7
Effectiveness	Ineffective	Minimally Effective	Effective	Highly Effective

INDIVIDUAL ACHIEVEMENT SCORE: (1-7 possible points)

Points Earned	1-2	3	4-5	6-7
Effectiveness	Ineffective	Minimally Effective	Effective	Highly Effective

SCHOOL WIDE ACHIEVEMENT SCORE: (1-7 possible points)

Points Earned	1-2	3	4-5	6-7
Effectiveness	Ineffective	Minimally Effective	Effective	Highly Effective

OVERALL EVALUATION SCORE: (3-21 possible points)

Points Earned	3-7	8-11	12-17	18-21
Effectiveness	Ineffective	Minimally Effective	Effective	Highly Effective

AREAS OF COMMENDATION:

AREAS OF IMPROVEMENT:

ACTION TAKEN: _____

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN COMPLETED: _____

SUPERVISOR'S SIGNATURE: _____ **Date:** _____

TEACHER'S SIGNATURE: _____ **Date:** _____

Your signature indicates that you have received a copy of this document. You have the right to provide a written response should you disagree with any material contained herein. This response will be attached to the original copy in the official personnel file.

ADDENDUM A

MICHIGAN DEPARTMENT OF EDUCATION GUIDELINES (in development) (MDE, 2010)

- Educator Effectiveness Evaluation Plans will be submitted to the department as part of a district's scope of work plan.
- (OEAA) will develop specifications for participating districts for measurement of student growth using state and local assessments.
- The effectiveness measure will include data only from student who were in school/classroom during the period covered by the measures, and will include data only from subject on which the educator/school instructed those students.
- Any teacher whose individual effectiveness exceeds the average effectiveness of his/her peers in the school in which he/she teaches will receive a to-be developed increase in his/her effectiveness rating.
- The state will recommend the following guidelines to LEA's regarding the high-stakes use of effectiveness measures:
 - Effectiveness measures should be used formatively for the first 3 years.
 - Educators should receive formative feedback and intervention (if indicated) based on initial effectiveness measures, utilizing systems in place such as the Individual Professional Development Plan (IPDP)
 - High-stakes decisions, such as dismissal, promotion, or granting of tenure, should be based on stable effectiveness ratings over multiple years. Formative feedback (and intervention, as required) shall be provided throughout the period under consideration, and prior to the implementation of any high-stakes decision.
- Make effectiveness measure understandable.
- To assure the including "on year of growth for one year of instruction" do not institutionalize achievement gaps, the effectiveness measure will heavily weight significant improvement in achievement of those students who are not proficient.
- Achievement thresholds will be based on moving students toward or beyond proficiency (a rigorous, criterion reference goal) and will be informed by the proportion of schools and teachers achieving the thresholds upon implementation of the system.

DESIGNING THE EFFECTIVENESS MEASURES

For annual summative assessment, a credit-based value-added model will be used to develop measures of teacher effectiveness. The credit-based effectiveness measure will be validated and enhanced based on results and research/analysis. Because the achievement and growth results of assessment will be used for high-stakes purpose, evaluation results will be used formatively for the first 3 years in order to allow for feedback from teachers, principals and other education stakeholders. During this time these results will still be used to provide appropriate support through mentoring, coaching and professional development to increase teacher effectiveness and student achievement. During the fourth year, LEA's will begin to use the results of the evaluation system in promotion, hiring, compensation, retention or termination decisions. This assures that the effectiveness measure is stable over time and provides the best information.

ADDENDUM B

STANDARD I: LEARNER DEVELOPMENT

The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances:

- (a) The teachers regularly assesses individual and group performance in order to design and modify instruction to meet learner's needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffold the next level of development.
- (b) The Teachers creates developmentally appropriate instruction that takes into account individual student's strengths, interests and needs and that allow each student to advance and accelerate his/her learning.
- (c) The Teacher collaborates with families, colleagues and other professionals to promote student growth and development.

Essential Knowledge:

- (d) The Teacher understands how learning occurs- how students construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.
- (e) The Teacher understands that each student's cognitive, linguistic, social, emotional and physical development influences learning and knows how to make instructional decisions that take these factors into account.
- (f) The Teacher identifies readiness for learning and understands how development in any one area may affect performance in other.
- (g) The Teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible and challenging.

Critical Dispositions:

- (h) The Teacher respects students' differing strengths and needs and is committed to using this information to further each student's development.
- (i) The Teacher is committed to using student's strengths as a basis for growth, and their misconceptions as opportunities for learning.
- (j) The Teacher takes responsibility for promoting student's growth and development
- (k) The Teacher values the input and contributions of families, colleagues and other professional in understanding each student's development.

STANDARD 2: LEARNING DIFFERENCES

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Performances:

- (a) The Teacher designs, adapts and delivers instruction to address each student's diverse learning strengths and needs.
- (b) The Teacher uses teaching strategies that are sensitive to the multiple experience and diversity of learners that allow for different ways of demonstrating learning.
- (c) The Teacher makes appropriate provision (E.G. variations in time, task demands, communications, assessment and response modes) for individual students who have particular learning difference or needs.
- (d) The Teacher creates learning environments in which individual difference are respected and valued.
- (e) The Teacher connects instruction to each student's prior knowledge and experience.
- (f) The Teacher brings multiple perspectives to the discussion of content, including attention to student' personal, family, and community experience and cultural norms.
- (g) The Teacher incorporates tools of language development into planning and instruction. Including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- (h) The Teacher accesses appropriate services and resources to meet specific learning difference or needs.

Essential Knowledge:

- (i) The Teacher understands and identifies difference in approaches to learning and performance and knows how to design instruction that uses each student's strengths to promote growth.
- (j) The Teacher understands students exceptional learning needs (both disabilities and giftedness) and knows how to use strategies and resources to serve those needs.
- (k) The Teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- (l) The Teacher understands that students bring assets for learning based on their individual experience, abilities, talents, and prior learning, and peer and social group interactions, as well as language, cultures, family, and community values.
- (m) The Teacher knows to ho access information about the values and norms of diverse cultures and communities and how to incorporate student's experiences, cultures, and community resources into instruction.

Critical Dispositions:

- (n) The Teacher believes that all children can learn at high levels and persists in helping all children reach their full potential.
- (o) The Teacher respects student as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests.
- (p) The Teacher makes student feel valued and helps them learn to value each other.
- (q) The Teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

STANDARD 3: LEARNING ENVIRONMENTS

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

Performances:

- (a) The Teacher develops learning experiences that engage student in collaborative and self-directed learning and that extend their interaction with ideas and people locally and globally.
- (b) The Teacher collaborates with students to develop shared values and expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility that created a positive learning climate of openness, mutual respect, support, and inquiry.
- (c) The Teacher organizes, allocates and manages the resources of time, space and attention to actively equitably engage student in learning.
- (d) The Teacher uses a variety of methods to engage student in evaluating the learning environment and collaborates with student to make appropriate adjustments.
- (e) The Teacher communicates in ways that demonstrate respect for and responsiveness to the cultural backgrounds students bring to the learning community (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)

Essential Knowledge:

- (f) The Teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self direction and ownership of learning.
- (g) The Teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- (h) The Teacher knows how to work with students to collaboratively set and monitor elements of the learning environment including norms, expectations, routines and organizational structures to assure access for all students.
- (i) The Teacher understands how student diversity (e.g. culture, gender, exceptionalities) can affect communication and knows how to communicate effectively in differing environments.
- (j) The Teacher understands how students use interactive technologies such as social networking and media and knows how to use them to extend the possibilities for student learning locally and globally.

Critical Dispositions:

- (k) The Teacher is committed to working with students to establish positive and supportive learning environments.
- (l) The Teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- (m) The Teacher is committed to supporting students as they participate in decisions-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- (n) The Teacher appreciates the cultural dimensions of communication and seeks to foster respectful communication and multiple perspectives among all members of the learning community.
- (o) The Teacher is a thoughtful and responsive listener and observer.

STANDARD 4: CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Performances:

- (a) The Teacher effectively uses multiple representations and explanations of concept that capture key ideas in the discipline and links them to each student's prior understanding.
- (b) The Teacher engages student in learning experience in the discipline(s) they teach that encourage student to understand, question, and analyze ideas from diverse perspectives.
- (c) The Teacher engages student in applying methods of inquiry and standards of evidence used in the discipline.
- (d) The Teacher stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to student experience.
- (e) The Teacher recognizes when student misconceptions interfere with learning and creates experience to build conceptual understanding.
- (f) The Teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness and accuracy for representing particular concepts in the discipline as well as for accessibility and relevance.
- (g) The Teacher helps students to understand and use academic language meaningfully.

Essential Knowledge:

- (h) The Teacher understands major concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline(s) he/she teaches.
- (i) The Teacher understands how each student's prior conceptual understanding and their misconceptions can influence their learning of the discipline.
- (j) The Teachers know and use the academic language of his/her discipline and now how to make it accessible to learners.
- (k) The Teacher knows how to integrate culturally relevant content to build on student's background knowledge.
- (l) The Teacher has a working knowledge of student content standards in the discipline(s) they teach.

Critical Dispositions:

- (m) The Teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving, he/she keeps abreast of new ideas and understanding in the field.
- (n) The Teacher appreciates multiple perspectives within the discipline and facilitates student's critical analysis of these perspectives.
- (o) The Teacher recognizes the potential of bias in his/her representations of the discipline and seeks to appropriately address problems of bias.

STANDARD 5: INNOVATIVE APPLICATIONS OF CONTENT

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Performances:

- (a) The Teacher develops and implements projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g. a water quality study that draws upon biology and chemistry to look at factual information and social students to examine policy implications).
- (b) The Teacher engages student in applying disciplinary knowledge to real world problems through the lens of interdisciplinary themes. (e.g. financial literacy, environmental literacy).
- (c) The Teacher develops and implements relevant learning experiences and authentic assessments incorporating contemporary tools and resources to maximize content learning in varied contexts
- (d) The Teacher develops and implements relevant learning experience and authentic assessments incorporating contemporary tools and resources to maximize content learning in varied contexts.
- (e) The Teacher develops students' communication skills interdisciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- (f) The Teacher consciously builds student capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
- (g) The Teacher engages students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- (h) The Teacher facilitates student's ability to develop diverse social and culture perspectives that expand their understanding for local and global issues and create novel inclusive approaches to solving problems.
- (i) The Teacher develops and implements supports for student literacy development across content areas.

Essential Knowledge:

- (j) The Teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.
- (k) The Teacher understand how current interdisciplinary themes (e.g. civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- (l) The Teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- (m) The Teacher understands how to use digital and social media tools for efficiently and effectively achieving a specific learning goal.
- (n) The Teacher understands critical thinking processes and knows how to help student develop high level questioning skills to promote their independent learning
- (o) The Teacher understands communication modalities and skills as vehicles for learning (e.g. information gathering and processing) across disciplines as well as vehicles for expressing learning.
- (p) The Teacher knows how to engage students in collaborative learning experiences so that they learn the skills necessary to work effectively in project teams.
- (q) The Teacher understands creative thinking processes and how to engage students in producing original work.
- (r) The Teacher knows how to seek information about social and cultural diversity and how to teach students how to access this information and evaluate its accuracy.

Critical Dispositions:

- (s) The Teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- (t) The Teacher values knowledge outside his/her own discipline and how such knowledge enhances student learning.
- (u) The Teacher values and models collaboration as an essential learning strategy.
- (v) The Teacher values open and flexible learning environments that encourage student exploration, discovery, expression, and collaboration.
- (w) The Teacher respects diverse social and cultural perspectives and values them as a source for learning.

STANDARD 6: ASSESSMENT

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress and to guide the teacher's ongoing planning and instruction.

Performances:

- (a) The Teacher designs formative assessments that match learning objectives with assessment formats to engage learners in demonstrating knowledge and skills.
- (b) The Teacher works independently and collaboratively to examine test and other performance data to understand students' progress and to guide planning.
- (c) The Teacher engages students in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- (d) The Teacher models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.
- (e) The Teacher effectively uses multiple and appropriate types of assessment data to identify student learning needs and to develop differentiated learning experiences.
- (f) The Teacher prepares all students for the demands of particular assessment formats and appropriately modifies assessments or testing conditions for English language learners, student with disabilities, and students who are above grade level.
- (g) The Teacher continually seeks innovative ways to employ technology to support assessment practice both to engage students more fully and to assess and address student needs.

Essential Knowledge:

- (h) The Teacher understands the range of types and multiple purposes of assessment and how to design, adapt or select appropriate assessments to address specific learning goals and individual differences.
- (i) The Teacher knows how to analyze and interpret various kinds of student data to guide planning and instruction and to provide meaningful feedback to each learner.
- (j) The Teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- (k) The Teacher understands how examining ones' own thinking deepens learning, and know how to engage student in this metacognitive process.
- (l) The Teacher understands how to prepare student for assessments and how to modify assessments and testing conditions for students with exceptionalities and English language learner needs.

Critical Dispositions:

- (m) The Teacher is committed to engaging students actively in assessment processes and in reviewing their own progress and learning.
- (n) The Teacher takes professional responsibility for aligning learning goals with instruction and assessment.
- (o) The Teacher is committed to providing timely and effective descriptive feedback to student on their progress.
- (p) The Teacher is committed to using multiple types of assessment processes to support and document learning.
- (q) The Teacher is committed to modifying assessments and testing conditions for English language learners and student with exceptional learning needs.
- (r) The Teacher is committed to the ethical use of various assessments and assessment data to identify student strengths and needs to promote student growth.

STANDARD 7: PLANNING FOR INSTRUCTION

The teacher draws upon knowledge of content areas, cross-disciplinary skills, and learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Performances:

- (a) As an individual and as a member of a learning community, the Teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- (b) The Teacher plans how to achieve student learning goals, choosing appropriate strategies, resources and material to differentiate instruction for individuals and groups of students; developing appropriate sequencing of learning experiences; and allowing multiple ways to demonstrate knowledge and skill.
- (c) The Teacher evaluates plans in relation to short and long range goals and systematically adjusts plans to meet each student's needs and enhance learning.

Essential Knowledge:

- (d) The Teacher understands content and content standards and how these are organized in the curriculum.
- (e) The Teacher understands how cross-disciplinary skills engage student purposefully in applying content knowledge.
- (f) The Teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- (g) The Teacher understands the strengths and needs of individual students and how to plan instruction that is responsive to the strengths and needs.
- (h) The Teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- (i) The Teacher knows when and how to adjust plans based on student responses and other contingencies.
- (j) The Teacher knows when and how to access and integrate resources to support student learning (e.g. field and educational experts, exceptional education specialists, language learner specialists, community organizations).

Critical Dispositions:

- (k) The Teacher respects students' diverse strengths and needs and is committed to using this information to plan effective instruction.
- (l) The Teacher values curriculum planning as a collegial activity that takes into consideration the input of students, colleagues, families and the larger community.
- (m) The Teacher takes professional responsibility to use long and short term planning as a means of assuring student learning.
- (n) The Teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

STANDARD 8: INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Performances:

- (a) The Teacher carefully evaluates how to achieve student learning goals and uses appropriate strategies and resource to adapt to the needs of individuals and groups of students (e.g.; prior knowledge, interests and developmental difference in how student learn).
- (b) The Teacher continuously monitors student learning, engages students in assessing their progress, and adjust instruction in response to student learning needs.
- (c) The Teacher collaborates with students to implement active learning experience that draw upon family and community resources.
- (d) The Teacher varies his/her role in the instructional process (e.g.; instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of students.
- (e) The Teacher provides multiple models and representations of concepts and skills with opportunities for student to demonstrate their knowledge with a variety of products and performance.
- (f) The Teacher engages all students in developing higher order questioning skills and metacognitive process.
- (g) The Teacher engages students in using a rage of learning skills and technology tools to access, interpret, evaluate and apply information.
- (h) The Teacher models effective communication strategies in conveying ideas and information in a variety of forms and contexts.
- (i) The Teacher listens effectively to decipher meaning, including knowledge, values, attitudes and intentions and responds appropriately.
- (j) The Teacher uses a variety of instructional strategies to support and expand learner's communication through speaking, listening, reading, writing and other media.
- (k) The Teacher asks questions to stimulate discussion that serves different purposes, for example probing for learner understanding, helping students articulate their ideas and thinking processes , promoting risk-taking and problem –solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.

Essential Knowledge:

- (l) The Teacher understands the cognitive processes associated with various kinds of learning (e.g.; critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- (m) The Teacher understands the principles, techniques, advantages and limitations of a range of developmentally, culturally and linguistically appropriate instructional strategies, and knows how to target these to learning goals.
- (n) The Teacher knows when and how to use appropriate strategies to differentiate instruction and engage all student in complex thinking and meaningful task.
- (o) The Teacher understands how multiple forms of communication (oral, written, non-verbal, digital, visual) convey ideas, foster self expression and build relationships.
- (p) The Teacher knows how to use a wide variety of resources, including human and technological, to engage student in learning.
- (q) The Teacher understands how content and skill development can be supported by multiple media and technology and know to evaluate these resources for quality, accuracy and effectiveness.

Critical Dispositions:

- (r) The Teacher values the development of students' critical thinking, independent problem solving, research and performance capabilities.
- (s) The Teacher values collaboration with learners, colleagues, families, and the larger community in the design and implementation of learning experiences that are linked to instructional goals.
- (t) The Teacher is committed to deepening awareness and understanding of diverse learners when planning and adjusting instruction.
- (u) The Teacher values the variety of ways people communicate and encourages students to develop and use multiple forms of communication.
- (v) The Teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- (w) The Teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.

STANDARD 9: REFLECTION AND CONTINUOUS GROWTH

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Performances:

- (a) Independently and in collaboration with colleagues, the Teacher uses a variety of data (e.g., systematic observation, information about students, and research) to evaluate the outcome of teaching and learning and to reflect on and adapt planning and practice.
- (b) The Teacher draws upon professional, community and technological resources, within and outside the school, and supports for reflection and problem-solving.
- (c) The Teacher reflects on his/her personal biases and seeks out resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant and responsive learning experience.
- (d) The Teacher advocates, models and teaches safe, legal, and ethical use of information and technology including respect for intellectual property and the appropriate documentation of source and the appropriate management of ethical boundaries with students.
- (e) The Teacher thoughtfully advocates for providing all students with rich, deep and engaging curriculum and learning experience.
- (f) The Teacher actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as resources of reflection.

Essential Knowledge:

- (g) The Teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to reflect on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- (h) The Teacher knows how to analyze his/her practice based on research and student data and how to adapt and differentiate instruction based on thoughtful reflection.
- (i) The Teacher understands how personal identity, worldview and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- (j) The Teacher understands laws related to student's rights and teacher responsibilities (e.g. for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, report in situations related to possible child abuse).
- (k) The Teacher understands the ethical expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Critical Dispositions:

- (l) The Teacher takes ethical responsibility for student learning and uses ongoing analysis and reflection to improve planning and practices.
- (m) The Teacher is committed to deepening understanding of his/her own frames of reference (e.g. culture, gender, language, abilities, ways of knowing), the potential biases in the frames, and their impact on expectations for and relationships with students and their families.
- (n) The Teacher sees him/herself as a learner, continuously seeking opportunities for professional growth.

STANDARD 10: COLLABORATION

The teacher collaborates with students, families, colleague, other professionals and community members to share responsibility for student growth and development, learning, and well-being.

Performances:

- (a) The Teacher prepares for and participates actively as a team member in decision-making processes that affect the school and larger educational community.
- (b) The Teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- (c) The Teacher participates actively as part of an instructional team, giving and receiving feedback on practice, examining student work, analyzing data from multiple sources and sharing responsibility for decision making and accountability for each student's learning.
- (d) The Teacher engages in professional learning to enhance his/her knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.
- (e) The Teacher actively integrates technological tools and a variety of communication strategies to build local and global learning communities that engage students, families and colleagues.

Essential Knowledge:

- (f) The Teacher understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.
- (g) The Teacher understands that alignment of family, schools and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- (h) The Teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- (i) The Teacher knows how to participate in and contribute to a common culture that supports high expectations for student learning.

Critical Dispositions:

- (j) The Teacher takes responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- (k) The Teacher respects families' norms and expectations and seeks to work collaboratively with student and families in setting and meeting challenging goals.
- (l) The Teacher takes responsibility to grow and develop with colleagues through interactions that enhance practice and support student learning.
- (m) The Teacher takes responsibility for contributing to and advancing the profession.

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