

TEAM

Troy Educator Appraisal Model

District Mission:

The purpose of the Troy School District is to ensure learning for all members of the school community.

Vision:

The Troy School District will become an exemplary learning community that supports innovation and is committed to continuous improvement. The Troy School District will be a place where a collaborative community develops curriculum, instructional strategies, and assessment to ensure all students learn.

Goals:

All students will be on track to be college/career ready in literacy.

All students will be on track to be college/career ready in mathematics.

All students will be on track to be college/career ready in science.

All students will be on track to be college/career ready in social studies.

Shared Beliefs:

- The Troy School District is committed to excellence. We celebrate our diverse community of learners and the unique qualities of each individual.
- The educational process is a partnership with the entire community including family, business and community organizations.
- The educational process will provide each student the best opportunity to learn, to develop personally, and to experience academic and personal success.
- The achievement of all students is best accomplished by focused attention on best instructional practice enhanced through collaborative conversation on student work.

- Data is used as a tool for improvement, informs our decision making, indicates areas of success that are celebrated, and provides specific areas of weakness that must be strengthened.
- Students must be prepared for successful post-secondary learning experiences.
- Learning happens in and outside the classroom as evidenced through exceptional fine arts and athletic endeavors.
- Accurate information is provided to all Troy Schools' constituents that reflect goals, current achievement status, and strategic planning.

Purpose of TEAM:

The purpose of the Troy School District (TSD) Troy Educator Appraisal Model (TEAM) is to maintain a climate that ensures quality instruction and enhances the professional growth of all members of our professional community. The goal of this process is to ensure continuous improvement through the use of:

- Research based instructional practice
- Staff development aligned to common core and other nationally recognized curricular expectations
- Administrative instructional leaders that promote and support instructional best practice

The ultimate outcome is to develop the most highly regarded and high performing professional teaching staff. To this end, members of the professional teaching staff, along with central and building administration teams gathered during the spring of 2011 to collaboratively develop the following document.

We believe in order to ensure learning for all members of the school community it is necessary we support the highest level of instructional practice throughout the TSD. Teacher preparation and performance has a significant impact on student achievement. Administrative support and understanding of instructional practice makes a significant contribution to teacher development that enhances student performance. This appraisal process recognizes that teachers are at various levels in their growth, therefore, flexibility and choice along with collegial and administrative support will best help our teachers meet their goals of succeeding proficiency.

Guiding Principles of the TEAM:

- Growth and development are best achieved in an atmosphere of mutual trust and respect.
- Central and building level leaders have an important responsibility to understand, promote and support best instructional practice at all levels.
- Reflection and analysis are essential for the professional growth of teachers and their successful practice of teaching.
- Professional practice that includes teachers learning together from one-another promotes shared expertise and ensures professional growth from within the organization.
- Performance evaluation requires open communication and specific information that identifies behaviors that can be observed, recorded, analyzed, shared with others, replicated and adjusted when necessary.
- TEAM is a road-map that provides options for professional growth, including prescriptive support for non-tenured staff, and those requiring more administrative and/or collegial support in sustaining their professional growth while other teachers are encouraged to expand their professional practice by choosing their individual evaluation plan.
- The practice of teaching is both an art and science that evolves over many years of practice. Teachers, like students, never stop learning. We realize these truths by identifying three tracks to provide flexibility and support where necessary to assure the success of all teachers.
- Probationary teachers benefit from specific observational data and analysis while tenured teachers may benefit from the support and encouragement as they reflect, research, and implement new methodologies with administrators as colleagues. Some teachers may require more support and or intensive intervention and assistance. This is made possible by instructional leaders whose responsibility it is to identify areas of weakness, mutually develop improvement plans and provide feedback and support toward implementation.
- TEAM is subject to annual evaluation, validation, refinement and updating.

Component Parts:

Levels of Performance:

TEAM	Unsatisfactory	Gaining Proficiency	Proficient	Exceeds Proficiency
*State of Michigan	*Unsatisfactory	*Minimally Effective	*Effective	*Highly Effective

*According to the most recent legislation, district ratings must be cross-walked to the State of Michigan identified ratings and reported in the following categories at the end of the year.

Troy Educator Appraisal Model (TEAM) - Proposed Plan

Unsatisfactory - *Teacher has not demonstrated adequate growth toward achieving TSD standards during the period of performance.*

Gaining Proficiency- *Teacher has demonstrated growth but the level of achievement has not yet achieved TSD standards during the period of performance.*

Proficient - *Teacher demonstrated basic competence on identified TSD standards during the period of performance.*

Exceeds Proficiency - *Teacher consistently and significantly exceeded competence on standards of TSD performance during the period of performance.*

Evaluation Tracks

Track 1 Probationary Cycle	Track II A Non-Probationary Cycle	Track II B Non-Probationary
<p>Initial Professional Development</p> <p>Probationary Teachers</p> <p>Teachers new to the district</p>	<p>Ongoing Professional Development</p> <p>For those teachers most recently rated overall as "acceptable" (before the 2011/2012 school year) and rated overall as "Proficient" or "Exceeds Proficiency" (for the 2011/2012 school year and thereafter.)</p> <p>Multiple options chosen by teacher</p>	<p>For those teachers most recently rated as "unacceptable" and/or "needs improvement" in two or more evaluation categories (before the 2011/2012 school year) and rated as "Gaining Proficiency" or "Unsatisfactory" in three or more evaluation domains (for the 2011/2012 school year and thereafter.)</p>

Domains

Planning & Preparation	Classroom Environment	Instruction	Professional Responsibilities	Demonstrating Student Growth
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Troy Educator Appraisal Model

Developed Jointly by TEA and TSD

August 2011