

**Cleveland Heights-University Heights City Schools
Summative Teacher Assessment
Tier II**

TABLE OF CONTENTS

Preface.....page i
(Letter of Understanding)

Framework for Tier II.....page 1

Framework for Tier II
Form A1, Part I.....page 2

Framework for Tier II
Form A1, Part I
(Sample 1—*Elementary Title I*).....page 3

Framework for Tier II
Form A1, Part I
(Sample 2—*3rd grade mathematics*).....page 4

Form A2, Part II.....page 5

Form A2, Part II
(Sample 1—*Elementary Title I*).....page 6

Form A2, Part II
(Sample 2—*3rd grade mathematics*).....page 7

Interim Plan Report, Form B.....page 8

Final Plan Report, Form C
(*Teacher’s Reflection*).....page 9

Final Plan Report, Form D.....page 10
(*Administrators’ Response*)

**APPRAISAL REVIEW COMMITTEE
TEACHER EVALUATION PILOT PROGRAM
TIER II - ALTERNATIVE EVALUATION
LETTER OF UNDERSTANDING**

The Board and the Union agree to establish an alternative evaluation program which shall be designated as the “Tier II Alternative Evaluation” within the present Teacher Evaluation Pilot Program. The CH-UH Appraisal Review Committee (ARC) shall be responsible for the development and implementation of the Tier II Alternative Evaluation subject to the following provisions:

1. The Tier II Alternative Evaluation Program is voluntary and shall be offered only to continuing contract teachers who are scheduled to be evaluated on the three year cycle. The Appraisal Review Committee may limit the number of participants in the Tier II Alternative Evaluation Program. (Note: Participation will be denied for tenured teachers who have been placed back on cycle for evaluation sooner than the established three-year cycle.)
2. A teacher who participates in the Tier II Alternative Evaluation Program shall, in collaboration with an administrator, develop a professional growth plan that is aligned with district goals and is consistent with the State of Ohio Standards for Professional Development (attached). The professional growth plan shall include the following elements:
 - a. Goal (s) of the plan
 - b. Format of the plan
 - c. Methods/Strategies used
 - d. Timeline for implementation
 - e. Indicators of progress
 - f. Resources and supports needed
 - g. Evaluation
3. The Appraisal Review Committee (ARC) shall develop all documents and forms for the Tier II Alternative Evaluation Program including but not limited to a Plan Description and Submission Form, an Interim Plan Report, and Final Reports from both the teacher and the supervising administrator. All forms are subject to the approval of the Board and the Union.
4. The Appraisal Review Committee (ARC) shall establish timelines and requirements for the submission of all reports required for the Tier II Alternative Evaluation Program.

5. The Appraisal Review Committee (ARC) shall conduct an evaluation of the Tier II Alternative Evaluation Program no later than August 1, 2008.
6. Continuation of the Tier II Alternative Evaluation Program for the 2008 – 2009 school year, and for subsequent school years shall be mutually agreed in writing by the Board and the Union.

Deborah Delisle, Superintendent

Tom Schmida, President



Cleveland Heights-University Heights City Schools Summative Teacher Assessment Tier II

Teachers need to be empowered to construct knowledge that benefits themselves as a professional as well as their students. A professional growth plan may be developed by an individual staff member who elects to do so and is holding a continuing contract. Staff members who hold continuing contracts may choose to collaboratively develop a plan. The plan is to meet Ohio standards for effective Professional Development:

- *Effective professional development is a purposeful, structured and continuous process that occurs over time.*
- *Effective professional development is informed by multiple sources of data.*
- *Effective professional development is collaborative.*
- *Effective professional development includes varied learning experiences that accommodate individual educators' knowledge and skills.*
- *Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.*
- *Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.*

Professional Growth Plan Element(s)	Suggestions:
Format	Multidisciplinary, grade level teams, department teams, focused study groups, action research or a combination of approaches working with an administrator, peers or independently.
Rationale	Documented purpose, self assessment, demonstrated need.
Goal(s)	Individual, team, building, or district initiatives that result in the continuous improvement of student learning.
Indicators of progress	Examples may include but are not limited to: student work portfolios, reflective journal entries, professional portfolios, videotapes of classes, peer observations, statistical measures, and/or performance assessments.
Methods/strategies	Action research, coaching, professional learning communities, data analysis, curriculum mapping, National Board Certification, *This is not an all inclusive list
Time line	Target dates: to be determined by the project Interim Report (form B) due by the end of the 1 st semester Final reports Form C&D due by June 1st
Resources/supports	Professional development time, resource books, collegial time, collegial support, administrative support *TAP connection
Evaluation A and B are required	A. 2-3 page submission of a reflective narrative discussing your personal and professional growth based on guiding questions. B. Supervisor's narrative summary with formative documentation is placed in the Human Resource file.



Cleveland Heights-University Heights City Schools

Summative Teacher Assessment

Tier II

Name: _____ Supervisor: _____
School: _____ Date: _____

Professional Growth Plan Element(s)	
1. Format	
2. Rationale	
3. Goal	
4. Indicators	
5. Methods/strategies	
6. Time line	
7. Resources/supports	
8. Evaluation (s)	



Cleveland Heights-University Heights City Schools Summative Teacher Assessment Tier II

SAMPLE

Name: Title I Teacher
School: Elementary

Supervisor: Unknown
Date: Sept-June 06-07

Professional Growth Plan Element(s)	
1. Format	I will be following the format used by the National Board certification process which is the completion of 4 portfolio entries and assessment center (which is a timed computerized assessment).
2. Rationale	The reason I am pursuing National Board Certification is to better myself as a teacher. After being trained as a mentor and going through the pilot, I found that my craft of teaching was immensely impacted. I am ready for the next step.
3. Goal	Knowing the research that supports National Board Certification and student achievement, I want to strengthen my practice for myself, my students and my colleagues.
4. Indicators	National Board coach approval (as a reader) Reflective writings that indicate my professional growth
5. Methods/strategies	Professional learning community that is set up with a National Board coach; Pursuing National Board Certification in the area of Literacy-Early Childhood;
6. Time line	<ul style="list-style-type: none"> ▪ By September 1st -Share proposal with Helen Hirsch ▪ By October 1st –draft of entry 4 ▪ By November 1st –draft of the unit study ▪ By December 1st –draft of entry 1 ▪ By February 1st –draft of other entry ▪ By March 15th –Completion of all 4 entries and boxed ▪ By May 30th - Drafts of responses to assessment center scenarios
7. Resources/supports	<ul style="list-style-type: none"> ▪ National Board Certification Coach (provided by Sharon Lempner, Region 8 Coordinator) ▪ Video camera, tapes, videographer ▪ Portfolio materials (student work) ▪ 2 days for professional leave for preparation for the assessment center (per contract)
8. Evaluation	<p>A. 2-3 page submission of a reflective narrative discussing my personal and professional growth that demonstrates impact on my practice and/or student achievement.</p> <p>B. Supervisor’s summary with formative documentation</p>



Cleveland Heights-University Heights City Schools Summative Teacher Assessment Tier II

SAMPLE

Name: 3rd Grade Teacher
School: Elementary

Supervisor: Unknown
Date: Sept-June 06-07

Professional Growth Plan Element(s)	
1. Format	Independent and grade level team work
2. Rationale	Reviewing the Grade 3 Mathematics Achievement scores, there appeared to be a trend within the measurement standard. This was the standard where the majority of my students showed the least amount of gain.
3. Goal(s)	My goal is to be able to strategically assess and instruct my students in measurement.
4. Indicators of Progress	<ul style="list-style-type: none"> ▪ Reflective writings which indicate my professional growth ▪ Student portfolios
5. Methods/strategies	<ul style="list-style-type: none"> ▪ Team process of analyzing the data from state tests and also short cycle assessments ▪ Analyze individual student work/assessments ▪ What are the indicators for the 3rd grade benchmark of measurement? ▪ How does that indicator manifest itself in student work? ▪ Creating short cycle assessments that are short response or have a narrative section which allows a student to describe how they arrived at their answer ▪ Creating a rubric for student responses
6. Time line	<ul style="list-style-type: none"> ▪ By September 15th -Share proposal with supervisor ▪ September 30th – Initial analysis of assessment data complete ▪ October 31st – Answer the question: “How do the 3rd grade indicators for measurement manifest in student work?” ▪ December 15th – Rubrics/short cycle assessments created for student work ▪ January and February – implement rubrics and short cycle assessments in the area of measurement in the classroom
7. Resources/supports	<ul style="list-style-type: none"> ▪ Professional development (Smart Consortium, Ohio Council of Mathematics, Marilyn Burn’s Solutions, NCTM) ▪ Stephanie Myers as a math resource and teacher leader ▪ Review the area of weakness ▪ Creating a rubric for those indicators ▪ What did those test questions look like? ▪ Short cycle assessments ▪ Creating short responses with a written narrative
8. Evaluation	<p>A. 2-3 page submission of a reflective narrative discussing my personal and professional growth which demonstrates impact on my practice and/or student achievement.</p> <p>B. Supervisor’s summary with formative documentation</p>



Cleveland Heights-University Heights City Schools Summative Teacher Assessment Tier II

This form is Part II of your Professional Growth Plan and is to be submitted along with Part I.

Explain how your plan reflects the six Ohio Standards for Professional Development

STANDARD 1

Effective Professional development is a purposeful, structured and continuous process that occurs over time.

STANDARD 2

Effective professional development is informed by multiple sources of data.

STANDARD 3

Effective professional development is collaborative.

STANDARD 4

Effective professional development includes varied learning experiences that accommodate individual educators' knowledge and skills.

STANDARD 5

Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.

STANDARD 6

Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.



Cleveland Heights-University Heights City Schools
Summative Teacher Assessment
Tier II

SAMPLE

Explain how your plan reflects the six Ohio Standards for Professional Development

STANDARD 1

Effective Professional development is a purposeful, structured and continuous process that occurs over time.

The National Board certification process is designed to be a purposeful, structured and continuous process.

STANDARD 2

Effective professional development is informed by multiple sources of data.

For one of my portfolio entries, I will be required to focus in on providing evidence of growth for student(s). The evidence is to demonstrate student achievement.

STANDARD 3

Effective professional development is collaborative.

I would be working with a National Board support group along with a number of individuals in the district who are currently National Board certified teachers. These individuals are: Lorene Varley, Helen Hirsch, Karen Heinsbergen, Stephanie Myers and Sandy Axner. I will also be working with Jackie Kerzner who is a Title I teacher and is working on National Board certification in the same area (Literacy: Reading-Language Arts). I will be working with the Many Village program as part of my community portfolio. I potentially will tie in my work with AFT and ER&D.

STANDARD 4

Effective professional development includes varied learning experiences that accommodate individual educators' knowledge and skills.

I believe that the primary source that will be impacting this process will be integrating the standards into my practice and reflection. I see seeking National Board certification as a very individualized process.

STANDARD 5

Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.

By engaging in the National Board process, I am planning on delving deeply into the high standards that are expected of National Board teachers. I will be critically assessing and revising my practice to prepare for, advance and support student learning. By studying the Early and Middle Childhood Literacy Standards, I will be acquiring knowledge of how to best serve my students.

STANDARD 6

Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.

One of the portfolio entries will be focused on student achievement. Besides the goal of deepening my knowledge of literacy and literacy instruction, I want to be able to help my students achieve to their highest potential.

This form is Part II of your Professional Growth Plan and is to be submitted along with Part I.



Cleveland Heights-University Heights City Schools
Summative Teacher Assessment
Tier II

SAMPLE

Explain how your plan reflects the six Ohio Standards for Professional Development

STANDARD 1

Effective Professional development is a purposeful, structured and continuous process that occurs over time.

Individually and as a grade level team, I plan on constructing a plan of action that focuses on measurement. We will be meeting regularly. I intend on adhering to the time line that was created in part I of this proposal.

STANDARD 2

Effective professional development is informed by multiple sources of data.

Upon review of the Ohio Grade 3 Mathematics Achievement scores, my students demonstrated a need in the area of measurement. This trend is also evident in unit assessments from our Everyday Math series.

STANDARD 3

Effective professional development is collaborative.

By working with my grade level team, I plan on analyzing my student's work and assessments. We will be utilizing Stephanie Myers as a resource as the need arises.

STANDARD 4

Effective professional development includes varied learning experiences that accommodate individual educators' knowledge and skills.

Working individually and as a grade level team, I believe that my level of knowledge and skills will be enhanced. I will be deepening my knowledge of measurement through professional dialogues that focus on the standards and indicators, creating short cycle assessments and rubrics for student responses.

STANDARD 5

Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.

It has been my experience that when I develop assessments, I think more critically about how and what I teach. The process I have proposed will allow me to assess for learning and allow for the refinement of my craft.

STANDARD 6

Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.

With the use of short cycle assessments, I see this plan as having a direct impact on the achievement of my students. By assessing for learning and addressing student needs, it is my goal to show gains on the assessment of learning (Ohio Grade 3 Mathematics Achievement Test).

This form is Part II of your Professional Growth Plan and is to be submitted along with Part I.



Cleveland Heights-University Heights City Schools Summative Teacher Assessment Tier II

Interim Plan Report

Send to Dr. Nylajeane McDaniel, Director of Human Resources, by April 1st.

1. Reflect on your progress to date.

2. Are there modifications to your plan?

3. What additional support(s) do you need to enhance and/or complete your plan?

4. Administrator's comments

Teacher: _____ Date: _____

Evaluator: _____ School: _____

I have chosen to use the traditional evaluation.

(Teacher's Signature)

(Date)

(Evaluator's Signature)

(Date)



**Cleveland Heights-University Heights City Schools
Summative Teacher Assessment
Tier II**

**Final Plan Report
Teacher's Response**

Please submit a 2-3 page reflection based on these guiding questions:

- Did you meet your intended goals? How?
- How did your Professional Growth Plan demonstrate professional growth over time?
- How was your Professional Growth Plan informed by multiple sources?
- How did your Professional Growth Plan demonstrate collaboration?
- How did your Professional Growth Plan provide varied learning experiences that added to your knowledge and skills?
- How were you then able to acquire, enhance, and refine those skills?
- How does your Professional Growth Plan impact your professional practice and the achievement of students?
- What are the future applications of your work?

Attach your submission to this form.

Teacher: _____ Date: _____

Evaluator: _____ School: _____

(Teacher's Signature)

(Date)

(Evaluator's Signature)

(Date)



**Cleveland Heights-University Heights City Schools
Summative Teacher Assessment
Tier II**

**Final Plan Report
Administrator’s Response**

From your perspective how did the teacher’s Professional Growth Plan impact their own professional growth? In your response, please cite specifics and relate them to the Ohio Professional Development Standards:

- *Effective professional development is a purposeful, structured and continuous process that occurs over time.*
- *Effective professional development is informed by multiple sources of data.*
- *Effective professional development is collaborative.*
- *Effective professional development includes varied learning experiences that accommodate individual educators’ knowledge and skills.*
- *Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.*
- *Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.*

What might be the future applications of this work?

Attach your submission to this form.

Teacher: _____

Date: _____

Evaluator: _____

School: _____

(Teacher’s Signature)

(Date)

(Evaluator’s Signature)

(Date)