

## EDUCATOR EVALUATION TRAINING SERVICE PLAN FOR 2015/16 SCHOOL YEAR with Carryover into 2016-2017

The Clare-Gladwin RESD commits to support all of its constituent local education agencies (LEA) and public school academies (PSA), listed below, in training staff for the implementation of educator evaluations as required by Public Act 173 of 2015 and funded by Section 95a of Public Act 85 of 2015:

*Beaverton Rural Schools  
Clare Public Schools  
Farwell Area Schools  
Gladwin Community Schools  
Harrison Community Schools*

*Academic and Career Education Academy  
Bullock Creek School District  
Coleman Community Schools  
Meridian Public Schools  
Midland Academy of Advanced and Creative Studies  
Midland Public Schools  
Windover High School*

*Please indicate what training programs and activities will be funded by the funds awarded by this grant program, including a brief description of each activity, the timeline for its implementation, the provider or providers of the training, and which LEA(s) and/or PSA(s) are specifically served by the activity.*

<b>Training Programs and Activities</b> (Use a new row for each distinct training program or activity.)	<b>Description</b>	<b>Timeline for Implementation</b>	<b>Training Provider(s)</b>	<b>LEA(s)/PSA(s) Served</b>
<b>Self-Directed Evaluation Conversations (2 days)</b> <b>Regional Training at CGRESD</b> (\$8,540, includes presenter fee, learning guides, lunch/coffee)	The training integrates Cognitive Coaching into the evaluation process within the context of the locally used evaluation tool. <ul style="list-style-type: none"> <li>• Trainer fee with lodging and travel</li> <li>• Self-Directed Evaluation Conversations Learning Guides—1 per participant</li> <li>• Continental breakfast each day</li> <li>• Lunch each day</li> </ul>	February 8 & 9, 2016	Carol Simoneau, Ed. D. Thinking Collaborative Co-Director Cognitive Coaching and Adaptive Schools	Beaverton Clare Farwell Gladwin Harrison Bullock Creek Coleman Meridian Midland

<p><b>5D+ Framework Training (6 days) Regional Training</b> (\$750/participant at regional location) (\$18,000) in-district private booking)</p> <p>(\$450 new or \$250 legacy cost per administrator)</p> <p>(The grant will pay for a meal, refreshments and materials for each training day.)</p>	<p>A two-stage training program designed to help educators develop their understanding of the 5D+ Teacher Evaluation Rubric and the 5 Dimensions of Teaching and Learning™ instructional framework. Training participants learn how to effectively use these tools in daily classroom practice. Through this training, teachers, school leaders and district administrators develop a clear understanding of what inquiry-based evaluation looks like and how it will help them improve instructional practice.</p> <p>Stage I training (1 day) focuses on helping participants develop an understanding of how the 5D instructional framework and the 5D+ rubric connect to inform teaching and learning. Learners will enhance their skills in the use of the inquiry process during evaluation to support teacher growth.</p> <p>During Stage II training (5 days), educators will deepen their knowledge and use of the 5D instructional framework and the 5D+ Inquiry Cycle. Each day focuses on a new dimension and its connection to other dimensions. Each day provides dimension-specific practice of the formative feedback cycle. In addition, participants learn to use the electronic tool, Pivot, to facilitate work related to supervision and evaluation. The last day of training introduces participants to the scoring methodology for summative evaluation.</p> <p><b>Purchase of 5D Evaluation Tools</b> Pivot is the electronic tool authorized to facilitate the 5D+ Inquiry Process that assists evaluators in honing their skills collecting and analyzing evidence during classroom observations and providing feedback for growth. Pivot provides a platform for staff to: self assess their professional practice; develop professional practice and student growth goals; collect and analyze evidence for both formative feedback &amp; summative evaluations; analyze the impact of their areas of focus on professional practice and student learning, in order to determine the next area of focus.</p>	<p>Aug. 1, 2016 Aug. 2, 2016 Aug. 15, 2016 Sept. 29, 2016 Oct. 26, 2016 Nov. 14, 2016</p>	<p>Ben Mainka, Michigan Association of Secondary School Principals</p>	<p>All</p>
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<p><b>5D+ Framework (2 days) Continuing Training at MPS</b> <b>48 participants</b> <b>\$3,000/day flat fee = \$6,000</b></p> <p>(\$450 new or \$250 legacy cost per administrator)</p>	<p>Designed to help educators develop their understanding of the 5D+ Teacher Evaluation Rubric and the 5 Dimensions of Teaching and Learning™ instructional framework. Training participants will focus on the following topics: Aug. 26--<b>Purpose Dimension and Summative Scoring</b>; January 27--<b>Curriculum and Pedagogy and Assessment for Learning.</b></p> <p><b>Purchase of 5D Evaluation Tools</b> Pivot is the electronic tool authorized to facilitate the 5D+ Inquiry Process that assists evaluators in honing their skills collecting and analyzing evidence during classroom observations and providing feedback for growth. Pivot provides a platform for staff to: self assess their professional practice; develop professional practice and student growth goals; collect and analyze evidence for both formative feedback &amp; summative evaluations; analyze the impact of their areas of focus on professional practice and student learning, in order to determine the next area of focus.</p>	<p>Aug. 26, 2016 8:00 a.m. – 4:30 p.m.</p> <p>Jan. 27, 2017 8:00 a.m. – 4:30 p.m.</p>	<p>Ben Mainka, Michigan Association of Secondary School Principals</p>	<p>Midland Public Schools</p>
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<p><b>Rater Reliability (3 days)</b> <b>Regional</b> (\$9,000 total for in-district private booking or \$349/members a\$399/non-members at Regional location)</p> <p>(\$450 new or \$250 legacy cost per administrator)</p> <p>(The grant will pay for a meal, refreshments and materials for each training day.)</p>	<p>Rater reliability occurs when an observer of instruction uses an evaluation rubric to observe a lesson and consistently scores each rubric indicator in alignment with expert raters. 5D+ Rater Reliability training provides opportunities for principals and district staff to become certified as reliable evaluators using the 5D+ Teacher Evaluation Rubric. These sessions engage leaders in discussions of best practices in evaluation and calibration, and significant opportunity to practice scripting, coding and rating classroom videos. Through discussion with their colleagues, principals become increasingly aligned in their calibration to the rubric.</p> <p><b>INSTITUTE OVERVIEW:</b> Day 1: Rater reliability protocol; Scripting and coding practices; Identifying evidence connected to 5D dimensions and 5D+ indicators using video observations. Match scripted evidence to 5D+ indicators with 35% accuracy.</p> <p>Day 2: Continue to develop effective scripting and coding practices; Continue identifying evidence connected to 5D dimensions and 5D+ indicators using video observations. Match scripted evidence to 5D+ indicators with 55% accuracy.</p> <p>Day 3: Refine effective scripting and coding practices; Refine ability to identify evidence connected to 5D dimensions and 5D+ indicators using video observations; Match scripted evidence to 5D+ indicators with 70% accuracy.</p> <p><b>Purchase of 5D Evaluation Tools</b> Pivot is the electronic tool authorized to facilitate the 5D+ Inquiry Process that assists evaluators in honing their skills collecting and analyzing evidence during classroom observations and providing feedback for growth. Pivot provides a platform for staff to: self assess their professional practice; develop professional practice and student growth goals; collect and analyze evidence for both formative feedback &amp; summative evaluations; analyze the impact of their areas of focus on professional practice and student learning, in order to determine the next area of focus.</p>	<p>June or August 2017</p>	<p>Colin Ripmaster, Michigan Association of Secondary School Principals</p>	<p>Beaverton Clare Farwell Gladwin Harrison Bullock Creek Coleman Meridian Midland CGRES MCESA</p>
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<p><b>Student Learning Objectives (1 day) Regional—At CGRESD or other larger venue</b> (\$2,500/day in-district private booking or \$129/members and \$159/non-members at Regional location)  (The grant will pay for a meal, refreshments and materials)</p>	<p>Student Learning Objectives (SLOs) workshop participants learn the what, why, where, and how of SLOs recommended by the Michigan Council on Educator Effectiveness (MCEE) as one component of the measurement of student growth and assessment data.</p> <p>SLOs are measurable, long-term, academic goals informed by available data that a teacher, teacher team, and/or administrator sets at the beginning of the year for all students or subgroups. Typically SLO's are established for the length of the class – semester or full year, as opposed to SMART goals that tend to be more unit focused. Participants will leave with the tools and strategies to facilitate the SLO process and understand how to use them in combination with other measures of student growth and framework ratings to determine a final summative rating for educators.</p>	<p>Offered twice: Dec. 12, 2016</p>	<p>Ben Mainka, Wendy Zdeb, Michigan Association of Secondary School Principals</p>	<p>All</p>
<p><b>Student Learning Objectives for Teachers (1 day) Regional PD Day</b> (\$2,500/day in-district private booking)  (The grant will pay for a meal, refreshments and materials for each training day.)</p>	<p>Student Learning Objectives (SLOs) workshop participants learn the what, why, where, and how of SLOs recommended by the Michigan Council on Educator Effectiveness (MCEE) as one component of the measurement of student growth and assessment data.</p> <p>SLOs are measurable, long-term, academic goals informed by available data that a teacher, teacher team, and/or administrator sets at the beginning of the year for all students or subgroups. Typically SLO's are established for the length of the class – semester or full year, as opposed to SMART goals that tend to be more unit focused.</p> <p>Participants will leave with the tools and strategies to facilitate the SLO process and understand how to use them in combination with other measures of student growth and framework ratings to determine a final summative rating for educators.</p>	<p>Feb. 17, 2017</p>	<p>Ben Mainka, Wendy Zdeb, Michigan Association of Secondary School Principals.</p>	<p>All</p>

<p><b>Growth Plans That Impact Teaching and Learning (1/2 or 1 day)</b> (\$1,500/half day or \$2,500/day in-district private booking)</p> <p>(The grant will pay for a meal, refreshments and materials for each training day.)</p>	<p>Probationary teachers and those rated minimally effective and ineffective are required to have IDP's with specific performance goals and recommended training. The intent of IDP's is to remediate deficits and to assist a teacher in developing professional competencies and effectiveness. As instructional leaders, we know all teachers, including those who are highly effective, have room to grow their practice, and benefit from determining a focus for learning, implementing an action plan, receiving coaching and feedback, collecting evidence, and analyzing results.</p> <p>This workshop is designed to assist teams of principals, instructional coaches and/or teachers in formalizing results-driven, growth goals (i.e., IDP's, PDG's) that provide the basis for inquiry and differentiated instruction. Participants learn a process from start to finish to enable teachers' professional goals – or areas of focus – to be more strategic, with a greater impact on student learning. This process includes establishing both professional practice and student learning goals, as well as action plans that are grounded in the district's instructional framework and/or rubric.</p>	<p>Sept. 22, 2016 8:00-11:30 a.m.</p>	<p>Ben Mainka, Michigan Association of Secondary School Principals</p>	<p>All</p>
<p><b>School ADvance Basic Implementation (2 days) Regional Training</b> Price will vary dependent upon the number of registrants.</p> <p>\$25/building or administrator</p> <p>PIVOT \$450 new or \$250 legacy cost per administrator)</p> <p>(The grant will pay for a meal,</p>	<p>School ADvance Training and Support is designed to help districts implement the School ADvance Administrator Evaluation System and provide ongoing assistance through an implementation network that emphasizes developing district capacity. A two-day School Advance Basic Training Session will be provided for administrators in the region who will evaluate or be evaluated using the School ADvance Administrator Evaluation System.</p> <p>Included will be the purchase of the rights to use the rubrics per building or central office administrator.</p> <p><b>Purchase of PIVOT Tool</b> Pivot is the electronic tool authorized to facilitate the School ADvance Inquiry Process and that assists evaluators in honing their skills collecting and analyzing evidence and providing feedback for growth. Pivot provides a platform for staff to: self assess their professional practice; develop professional practice and student growth goals; collect and analyze evidence for both formative feedback &amp; summative evaluations; analyze the impact of their areas</p>	<p>Sept. 12, 2016 10:00 a.m. – 5:00 p.m.</p> <p>Sept. 13, 2016 8:30 a.m. -3:30 p.m.</p>	<p>School Advance Staff (Pat McNeil, Pat Reeves, Linda Wacyk)</p>	<p>All</p>

refreshments and materials for each training day.)	of focus on professional practice and student learning, in order to determine the next area of focus.			
<p><b>School ADvance Basic Implementation (2 days) Regional Training for Administrators at Midland Public Schools Administration Center</b> \$220 X 31 participants \$6,820 11 building rubrics X \$25 + 8 CO Admin. X \$25 = \$475 (PIVOT \$450 new or \$250 legacy cost per administrator)</p>	<p>School ADvance Training and Support is designed to help districts implement the School ADvance Administrator Evaluation System and provide ongoing assistance through an implementation network that emphasizes developing district capacity. A two-day School Advance Basic Training Session will be provided for administrators in the region who will evaluate or be evaluated using the School ADvance Administrator Evaluation System.</p> <p>Included will be reimbursement for the purchase of the rights to use the rubrics per building or central office administrator.</p> <p><b>Purchase of PIVOT Tool</b> Pivot is the electronic tool authorized to facilitate the School ADvance Inquiry Process and that assists evaluators in honing their skills collecting and analyzing evidence and providing feedback for growth. Pivot provides a platform for staff to: self assess their professional practice; develop professional practice and student growth goals; collect and analyze evidence for both formative feedback &amp; summative evaluations; analyze the impact of their areas of focus on professional practice and student learning, in order to determine the next area of focus.</p>	<p>Aug. 23, 2016 10:00 a.m. – 5:00 p.m.</p> <p>Aug. 24, 2016 8:30 a.m. -3:30 p.m.</p>	<p>School Advance Staff (Pat McNeil, Pat Reeves, Linda Wacyk)</p>	<p>Midland Public Schools</p>
<p><b>School ADvance Training for Superintendents and School Boards</b> (The grant will pay for a meal, refreshments and materials for each training day.)</p>	<p>School ADvance Training and Support is designed to help districts implement the School ADvance Administrator Evaluation System and provide ongoing assistance through an implementation network that emphasizes developing district capacity. A two-evening facilitated School Advance Basic Training for Superintendents and School Boards will be provided.</p> <p>Included will be reimbursement for the purchase of the rights to use the rubrics per building or central office administrator.</p>	<p>Sept. 14, 2016 Dec. 14, 2016 5:30-9:00 p.m.</p>	<p>School Advance Staff (Pat McNeil, Pat Reeves, Linda Wacyk)</p>	<p>All</p>

<p><b>MASB Evaluation Tool for Superintendents</b></p> <p>(The grant will pay for a meal, refreshments and materials for each training day.)</p>	<p>The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive performance evaluation system that takes into account student growth data and requires certain additional factors. MASB is pleased to provide this superintendent evaluation tool based on the requirements of the Revised School Code. The tool provides school districts a straightforward option for superintendent evaluation and may be customized as needed. It may be used alone or in conjunction with a facilitated evaluation.</p> <p>This evaluation tool is based in part on the Professional Standards for Educational Leaders, which were reviewed and published by the National Policy Board for Educational Administration in 2015. These standards were created for and by the profession to guide professional practice and how practitioners are prepared, hired, developed, supervised and evaluated. The responsibilities of superintendents do extend beyond these standards into areas such as governance and labor relations—MASB has made accommodations that reflect the unique role of the superintendent.</p>	<p>After November 2016</p>	<p>MASB Debbie Stair <a href="mailto:dstair@masb.org">dstair@masb.org</a> 517.327.5923</p>	<p>All</p>
<p><b>Using Data to Improve Instruction</b> In-district facilitated sessions</p>	<p>ISD Data and Special Projects Coordinator will provide facilitated sessions for formative assessment and student data review to inform next steps in instruction.</p>	<p>Dates TBD</p>	<p>Joe Trommater, CGRESA Data Specialist</p>	<p>All</p>
<p><b>Student Growth and Assessment Data (1 day) Regional</b> (\$2,500/day in-district private booking or \$129/members and \$159/non-members at Regional location) (The grant will pay for a meal, refreshments and materials)</p>	<p>In this workshop, participants learn how to identify, collect, analyze and use meaningful data to drive instruction and other decisions in their school or district. Establishing baseline growth indicators, developing a system for measuring student growth, and maximizing efficiency for analysis of assessment data are just a few of the topics addressed in this training. Workshop attendees leave with powerful strategies to leverage their student growth and assessment data to make sound decisions about programming and also help teachers identify potential instructional adjustments.</p>	<p>Mar. 2, 2017</p>	<p>Ben Mainka, Michigan Association of Secondary School Principals.</p>	<p>All</p>



<p><b>Student Growth and Assessment Data (1 day)</b> <b>In-district--Beaverton</b> <b>(\$2,500/day in-district private booking)</b></p>	<p>In this workshop, participants learn how to identify, collect, analyze and use meaningful data to drive instruction and other decisions in their school or district. Establishing baseline growth indicators, developing a system for measuring student growth, and maximizing efficiency for analysis of assessment data are just a few of the topics addressed in this training. Workshop attendees leave with powerful strategies to leverage their student growth and assessment data to make sound decisions about programming and also help teachers identify potential instructional adjustments.</p>	<p>Date TBD</p>	<p>Michigan Association of Secondary School Principal Consultant who has expertise in the student growth and assessment data.</p>	<p>Beaverton</p>
<p><b>Student Growth and Assessment Data (1 day)</b> <b>In-district--Clare</b> <b>(\$2,500/day in-district private booking)</b></p>	<p>In this workshop, participants learn how to identify, collect, analyze and use meaningful data to drive instruction and other decisions in their school or district. Establishing baseline growth indicators, developing a system for measuring student growth, and maximizing efficiency for analysis of assessment data are just a few of the topics addressed in this training. Workshop attendees leave with powerful strategies to leverage their student growth and assessment data to make sound decisions about programming and also help teachers identify potential instructional adjustments.</p>	<p>Date TBD</p>	<p>Michigan Association of Secondary School Principal Consultant who has expertise in the student growth and assessment data.</p>	<p>Clare</p>
<p><b>Student Growth and Assessment Data (1 day)</b> <b>In-district--Farwell</b> <b>(\$2,500/day in-district private booking)</b></p>	<p>In this workshop, participants learn how to identify, collect, analyze and use meaningful data to drive instruction and other decisions in their school or district. Establishing baseline growth indicators, developing a system for measuring student growth, and maximizing efficiency for analysis of assessment data are just a few of the topics addressed in this training. Workshop attendees leave with powerful strategies to leverage their student growth and assessment data to make sound decisions about programming and also help teachers identify potential instructional adjustments.</p>	<p>Date TBD</p>	<p>Michigan Association of Secondary School Principal Consultant who has expertise in the student growth and assessment data.</p>	<p>Farwell</p>
<p><b>Intro to Instructional Rounds (1 day)</b> <b>(\$2,500/day in-district private booking)</b> <b>(The grant will pay for a meal, refreshments and materials)</b></p>	<p>Instructional Rounds introduces educators to the key principles and practices of an effective, classroom-oriented approach to observing, analyzing, and improving teaching and learning. Participants learn a research-based observation and questioning protocol that is grounded in the Instructional Core and drives student learning, create a structure for Instructional Rounds within their school/district, discuss common pitfalls and considerations for teachers, administrators, central office, or board members, link Instructional Rounds work to building and district school improvement plans, and design a roll-out plan.</p>	<p>Date TBD</p>	<p>Michigan Association of Secondary School Principal Consultant who has expertise in the Instructional Rounds, and who has been trained to train others in</p>	<p>All</p>

			facilitating Instructional Rounds.	
<b>Instructional Rounds in Practice (1 day)</b> (\$2,500/day in-district private booking or \$129/members and \$159/non-members at Regional location)  (The grant will pay for a meal, refreshments and materials)	Instructional Rounds strategically connect educators in a cycle of inquiry around the instructional core and builds collaborative networks of educators who learn from one another about improving teaching and learning. Teams of educators implement the skills and protocols learned in the "Intro to Instructional Rounds" training within their local context. The day begins with a review of the Instructional Rounds protocols and building's "areas of focus", followed by observation and discussion of noticings and wonderings around the identified areas of focus. Following multiple observations, participants share their noticings and wonderings specific to the area of focus with staff for discussion, analysis and reaction. The session concludes with teams of teachers identifying action steps to take individually or as a PLC to further address their areas of focus.	Date TBD	Michigan Association of Secondary School Principal Consultant who has expertise in the Instructional Rounds, and who has been trained to train others in facilitating Instructional Rounds.	All
	Additional training as funds allow and as requests are received.			

Section 95a also provides each Michigan Association of Intermediate School Administrators (MAISA) ISD region with funds to support local staffing to support the implementation of educator evaluations within the region, including the activities listed above.

*Please provide a description of how the activities identified in the table above will be supported by regional staff supported by section 95a funds.*

**Coordination of Training Activities and ISD Regional Staffing Supported by Section 95a Funds**

Clare-Gladwin RESD will coordinate teacher evaluation tool training with the regional staff hired for Region 4. This includes providing information to the Region 4 staff on which tools are being used by our districts, advocating for training opportunities to meet the needs of our county's districts, and acting as part of the information flow between the regional staff and local districts.

Our 5D+ and other professional learning described in the table above will be open to any educator in Region 4 that is currently using 5D+.

Clare-Gladwin RESD will collaborate with Gratiot-Isabella RESD to provide training in Teachscape Focus for Observers, Teachscape Focus for Teachers and Teachscape Focus calibration professional learning to any educator that is currently using Danielson (2013) for Educator Evaluation.

**Please see attached signature pages.**