

EDUCATOR PERFORMANCE EVALUATION SYSTEM



Revised August 2018

Purpose

The purpose of an Educator Performance Evaluation System is that it ensures the quality of instruction and promotes professional growth. State law (MCL 380.1249) requires the Board of Education to adopt and implement for all teachers and school administrators (“educators”) a rigorous, transparent, and fair performance evaluation system that does all of the following:

- 1) Evaluates an educator’s job performance at least annually while providing timely and constructive feedback;
- 2) Establishes clear approaches to measuring student growth and provides professional staff educators with relevant data on student growth;
- 3) Evaluates an educator’s job performance, using multiple rating categories that take into account student growth and assessment data;
- 4) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
 - a) The effectiveness of educators, so that they are given ample opportunities for improvement;
 - b) Promotion, retention, and development of educators, including providing relevant coaching, instruction support, or professional development;
 - c) Whether to grant tenure or full certification, or both, to educators, using rigorous standards and streamlined, transparent, and fair procedures; and
 - d) Removing ineffective tenured and untenured educators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Training

Beginning with the 2016-17 school year, the District shall provide training to all educators on the evaluation tool(s) used by the District in its performance evaluation system and on how each evaluation tool is used.

Training shall also be provided to all evaluators and observers by an individual who has expertise in the evaluation tool(s) used by the District.

Process - Teacher*

(*Term “teachers” Includes other professional staff members in accordance with applicable collective bargaining agreements)

An annual year-end evaluation will determine an overall rating for each teacher using the following rating categories: highly effective, effective, minimally effective, and ineffective.

A “full” evaluation will be completed on all new hires, individuals in their probationary periods, individuals who have demonstrated a significant change in their performances from the previous year, and individuals who were rated minimally effective or ineffective in any of the previous 2 years.

An “abbreviated” evaluation may be completed on all other individuals not listed above at the discretion of the evaluator and in accordance with the law (i.e., individual was rated as effective or highly effective on 2 most recent evaluations). The abbreviated evaluation differs from a full evaluation in that 2 formal observations will not be conducted. 1 formal observation will be conducted on classroom teachers and informal observations will be conducted on all other individuals, which do not require pre- or post- conferences. All other components remain the same.

Tool

The latest edition of Framework for Teaching developed by Charlotte Danielson (FFT) is the evaluation tool used by the District to evaluate teachers. FFT is a research-based set of components of instruction, aligned to the Interstate Teacher Assessment and Support Consortium (INTASC) Standards, and grounded in a constructivist view of teaming and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

Ms. Danielson is a graduate of Cornell University (history), Oxford University (philosophy, politics, and economics) and Rutgers University (educational administration and supervision.) She has taught at all levels, kindergarten through university, has worked as a curriculum director and staff development director, and is the founder of The Danielson Group.

FFT is a valid instrument for defining effective teaching. Several large research studies (the MET project 2013, a study in Chicago) demonstrated its predictive validity: that is, when teachers demonstrate high levels of proficiency on FFT, their students show greater learning gains than do the students of teachers who perform less well. The latest edition of FFT (2013) incorporates the instructional implications of the Common Core State Standards.

Performance Goals

Individualized Professional Growth Plan (IPGP) Each teacher will be required to have an IPGP in place at the start of assignment/school year. The IPGP will be jointly agreed upon between the teacher and the evaluator to ensure success in understanding and applying best practices. The IPGP will be used to establish specific and measurable performance goals.

The annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals.

Observations

Demonstration of professional practice is an ongoing process and will be assessed by evaluators through multiple formal and informal classroom observations of the educational environment and other school settings (e.g., faculty meetings, committee work, in-service training, parent conferences, parent communications, co-curricular activities, etc.) in accordance with FFT.

Formal Observations will consist of the following:

- 1) Pre-observation conference;
- 2) Classroom observation;
 - a) Includes a review of the employee's lesson plan and the state curriculum standard being used in the lesson and a review of student engagement in the lesson;
 - b) Does not have to be for the entire class period;
 - c) Unless a teacher has received a rating of effective or highly effective on his/her 2 most recent annual year-end evaluations, there shall be at least 2 classroom observation each school year.
 - d) At least 1 observation must be unscheduled (beginning 2016-17 school year).
- 3) Post-observation conference.
 - a) The employee is provided with feedback from the observation with 30 days after each observation (beginning 2016-17 school year).

Student Growth

The portion of student growth that does not include state assessments must be measured using **multiple** research-based growth measures or alternative assessments that are rigorous and comparable across schools within the District, including:

- 1) Student Learning Objectives (SLOs)

- 2) Nationally normed or locally developed assessments aligned to state standards
- 3) Research-based growth measures
- 4) Other rigorous assessments that are comparable across the District
- 5) IEP goals

Administration will determine the student growth measures to be used by first-year teachers. After their first year, teachers will determine the student growth measures to be used, but they must be approved by Administration.

Career & Technical Education Student growth will be measured for Career & Technical Education teachers by using KeyTrain/WorkKeys as the first measure. The second measure may include: Student pre-/post- tests, portfolios, task lists, artifacts of student work, certifications, state program assessments,, teacher-developed assessments, or unique curriculum assessments.

Special Education Student growth will be measured for Special Education teachers by using tools that may include: Curriculum assessments, curriculum benchmarks, transition assessments and inventories, Essential Elements (ELA and Math), teacher-developed assessments, State Alternate Assessment (MI-Access), progress on goals and objectives, SWIS data, and artifacts of student work. Another option involves selecting a target group of students and measuring pre- and post-data surrounding a focus area of instruction. Some options of focus may include communication, socialization, behavior, mobility, employability / vocational skills, self-help or independence skills.

Adult Education Student growth will be measured for Adult Education teachers by using State-approved pre- and post-testing that include: TABE, and subject-specific assessments.

Percentage of Overall Evaluation The following percentages will be used to compute student growth as a component of the overall evaluation:

2016-2017	25%
2017-18	25%
2018-19 and beyond	40% (20% from state assessment)

Exemptions Exemption of student growth data for a particular student may occur by recommendation of the evaluator and approval of the Superintendent

The Student Growth Summation form will include weighing of the last 3 consecutive years of student growth data:

Current Year: 50%
 First Previous Year: 30%
 Second Previous Year: 20%

If only 2 years of student growth data is available:

Current Year: 70%

Previous Year: 30%

If no student growth data is available, use current growth data at 100%.

Midyear Progress Report.

A midyear progress report for a teacher who is in the first year of the probationary period or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve.

The midyear progress report shall:

- 1) Be based at least in part on student achievement;
- 2) Be aligned with the teacher's individualized development plan; and
- 3) Include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals.

At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.

Summation

The annual year end evaluation will include a measurement summation of 2 components:

- 1) Professional Practice; and
- 2) Student Growth.

In addition, it will contain a rubric for the following additional factors as required by law which may impact the overall evaluation score (positive/negative):

- 1) Attendance; and
- 2) Discipline.

Professional Responsibilities Each teacher will be required to provide specific examples of their professional responsibilities (Domain 4).

Progress on Individual Professional Growth Plan In addition, the evaluation will include an assessment of the teacher's progress in meeting the goals of the IPGP.

Recommendations The evaluator will make one of the following recommendations upon completion of the evaluation:

Probationary

- 1) Extend Probationary Period;
- 2) Obtain Tenure; or
- 3) Nonrenewal of Contract.

Tenured

- 1) Renewal of Contract; or
- 2) Nonrenewal of Contract.

Individualized Corrective Action Plan (ICAP) An ICAP will be developed when a teacher has been rated as either minimally effective or ineffective. The process for developing an ICAP will include the following steps:

- 1) Notifying the teacher, in writing, of performance concerns including copies of the evaluation, descriptions of evidence gathered, and the specific components of teaching responsibilities in question; and
- 2) Conduct, at a minimum, the following meetings:
 - a. *Initial*, during which the evaluator and the teacher develop an ICAP, which will include specific and measurable goals, strategies, timelines, indicators of progress, resources, and support required;
 - b. *Mid-year progress*, during which the evaluator and teacher will discuss if progress has been made towards the meeting of the goals set forth in the ICAP; and
 - c. *Final*, during which the evaluator and teacher will discuss whether any areas of concern have been adequately addressed.

Failure to comply with the terms of the ICAP may result in a recommendation that the District non-renew the teacher's contract.

Request for review – ineffective rating if a teacher who is not in a probationary period is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the Superintendent. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating.

The Superintendent will review the evaluation and rating and may make any modifications as appropriate based on his/her review. However, a teacher may not request a review more than twice during a 3-school-year period.