

**CSD TEACHER EVALUATION GUIDELINES**  
**September 2016**

- A.** The performance of all teachers both probationary and tenure shall be evaluated in writing annually.
- B.** All evaluations of teachers shall be conducted pursuant to current state law.
- C.** Evaluation of a teacher is a continuous process and shall be conducted by (an) administrator(s) as designated by the Superintendent. Each Observation by the Administrator(s) shall be made in person.
- D.** Before the evaluation process begins, Administrator(s) with responsibility for evaluating Bargaining Unit members shall meet with the teachers to be evaluated to review the process, criteria, timelines, and final year-end evaluation form.
- E.** At the end of the school year, each teacher shall be assigned a year-end performance evaluation rating (“Year-End Evaluation”) of either:
  - 1. Highly Effective,
  - 2. Effective,
  - 3. Minimally Effective, or
  - 4. Ineffective
- F.** The Year-End Evaluation shall be completed using the Clarenceville School District performance evaluation system designated by the Superintendent and will include an assessment of the following evaluation criteria (“Criteria”).
  - 1. Individual performance which shall consist of, but is not limited to, all of the following:
    - (a) Evidence of student growth, which shall be the percentage required by state law in assessing the individual performance of an employee.
    - (b) The teacher’s demonstrated pedagogical skills, including at least a special determination concerning the teacher’s knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
    - (c) The teacher’s management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.
    - (d) The teacher’s attendance and disciplinary record, if any.

2. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
3. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and demonstrated integration of that training into instruction in a meaningful way.

#### **G. PROBATIONARY TEACHER IDP**

A building administrator will typically develop an IDP for first year probationary teachers after the first observation, and usually not later than October 31, unless there are extenuating circumstances or a late hire. Building administrators and probationary teachers in year two, three, four, or five of probation shall meet to develop any IDP goals by September 30 of each year. The IDP shall be developed by the administrator in consultation with the teacher.

There shall be a minimum of 30 minute observations of a probationary teacher on an IDP per school year. The building administrator will provide feedback to the teacher after these observations.

#### **H. TENURE TEACHER IDP**

Any tenure teacher who receives an evaluation rating of less than “Effective” on their Year-End Evaluation and whom the District wishes to retain shall be provided with an IDP developed by the Administrator(s), in consultation with the teacher, with a specific focus. The IDP will include a set of performance goals and any training that will assist the teacher in meeting those goals. The IDP will state a specific rationale for implementation, including statements of concern. The goals will list a plan for the teacher, as well as, support given by the administrator. Support shall include coaching, instructional support, or professional development. The IDP is designed to assist the teacher in improving effectiveness.

1. An IDP resulting from an “Ineffective” or “Minimally Effective” Year-End Evaluation rating shall require that the teacher make progress towards the individual development goals of the IDP within a specific time period, as set by the administrator(s), not to exceed 180 days.
2. Nothing contained herein shall preclude the District or administrator(s) from placing any teacher on an IDP at any time that an issue or concern regarding the performance of a teacher occurs.

## I. DISTRICT OBSERVATIONS

1. **Lesson plans communicating objective(s), connection to standard(s), strategies for student engagement**, and other aspects of any lesson prior to being observed or following an observation, if requested, must be submitted to the Administrator(s) upon request. Lesson plans are to be developed within the context of the applicable courses of study and learning units and should be designed for individual student programs being cognizant of student strengths and weaknesses.

Lesson plans should include adequate instructions for substitutes so they can continue the ongoing program as closely as possible.

2. Probationary. There shall be a minimum of 2 observations, at least one of which shall be unannounced. Additional observations to improve performance may occur.
3. Tenured (Tenured teachers not rated Effective or Highly Effective on his/her TWO most recent year-end evaluations and/or on an IDP.) There shall be a minimum of 2 observations, at least one of which shall be unannounced.
4. Tenured (Tenured teachers rated Effective or Highly Effective on his/her TWO most recent year-end evaluations.) There shall be a minimum of 1 announced observation per year.
5. Observations of any teacher shall include:
  - (a) review of the teacher's lesson plan;
  - (b) review of the state (or district) curriculum standard being taught in the observed lesson;
  - (c) assessment of pupil engagement in the instructional process.
6.
  - (a) Other observations of any length and/or walkthroughs of any teacher may be conducted at any time;
  - (b) Additional observations of any teacher may range from a full lesson to 15 minutes or a short walkthrough;
  - (c) If a Tenured Teacher was rated Ineffective or Minimally Effective or has been placed on an IDP, at least one observation shall be unannounced. Administrators will provide teachers with access to observation feedback within a reasonable time (given the circumstances) following completion of the observation.

**J. MID-YEAR PROGRESS REPORT**

Any teacher who received a rating of Minimally Effective or Ineffective, and each first year probationary teacher shall meet with the administrator for a mid-year progress report in late January or early February to review the teacher’s progress towards the IDP goals.

The mid-year progress report shall:

- (1) be based at least in part on student achievement;
- (2) be aligned with the teacher’s IDP; 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/her designee, and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals.

At the mid-year 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/her rating. The mid-year progress report shall be used as a supplemental tool to gauge a teacher’s improvement and to assist a teacher in improving effectiveness. The mid-year progress report shall not take the place of an annual year-end evaluation.

**K. STUDENT GROWTH AND ASSESSMENT DATA**

Student Growth Assessment Data shall be weighted as a factor of the Year-End Evaluation at not less than the following percentages:

- 1. 2013-2014 – 25%,
- 2. 2014-2015 – 25%,
- 3. 2015-2016 – 25%,
- 4. 2016-2017 – 25%
- 5. 2017-2018 – 25%
- 6. Each subsequent school year – as required by State law.

Where applicable, Student Growth measures will comply with State requirements.

**L.** In addition to the Criteria measuring effectiveness, the Year-End Evaluation for a probationary teacher shall include a written assessment of the teacher’s progress in meeting the goals of his or her individualized development plan (“IDP”).

**M.** In addition to the Criteria measuring effectiveness, the Year-End Evaluation for a tenure teacher on an IDP will be based on multiple classroom observations and shall include a written assessment of the teacher’s progress in meeting the goals of his or her IDP.

N. Teacher evaluations prepared by the Administrator(s) shall not be limited to the observations of the classroom visitations/observations, but shall also include all aspects of the teacher's professional responsibilities.

**O. FINAL YEAR END EVALUATION CONFERENCE**

**A final year-end evaluation conference shall be conducted not later than the 1<sup>st</sup> full week in June for teachers hired on or after July 19, 2011, who are subject to a four or five year probationary period and no later than 1<sup>st</sup> week in May for teachers who are subject to a two year probationary period.** On an annual basis, the Board may be asked to determine whether to renew a probationary teacher's annual contract.

A final year-end evaluation conference shall be conducted no later than the last student day with tenured teachers.

A tenured teacher who receives a Year-End Evaluation of Ineffective may, within twenty (20) days of receiving the ineffective rating, request in writing a review of the evaluation and rating by the Superintendent. The Superintendent shall review the evaluation and may within his or her sole discretion make any modification based on that review. A review under this section may not be requested more than twice in a three (3) school-year period.

P. The evaluator shall use his/her best judgment in rating the overall effectiveness of the teacher using the District's evaluation process, and section 1248 criteria. **The evaluator may elect to rate a teacher Minimally Effective or Ineffective, overall, in the event that the teacher is rated Minimally Effective or Ineffective on any one of the dimensions of the evaluation instrument.**

Q. A tenured teacher rated Ineffective shall be dismissed after three years of Ineffective ratings and may be dismissed earlier.

R. A tenured teacher rated Minimally Effective is subject to dismissal if s/he has been provided an opportunity to improve and has not made adequate progress.

S. Tenured teachers are dismissed in accordance with the Michigan Teachers Tenure Act.

T. Beginning in 2015-2016, or at such time as is required by state law, the District shall notify parents/guardians of students if they are assigned a teacher who has been rated Ineffective in the two most recent years prior to assignment. The notice shall be in writing, shall be delivered no later than July 15 immediately preceding the beginning of the school year for which the student is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

U. These guidelines are subject to change by the District and at all times shall comply with applicable law.

W. In the event that these guidelines conflict with applicable law, the provisions of the law shall govern.