

**SJCISD TEACHER AND ADMINISTRATORS FOR K-12 INSTRUCTION EVALUATION  
GUIDE - updated beginning July 1, 2024**

This document outlines the evaluation process for St. Joseph County ISD, in alignment with state law, for teachers and administrators.

**Overview:**

The legislation requires that the board of a school district, Intermediate School District (ISD), or the board of directors of a Public School Academy (PSA) adopt a rigorous, transparent and fair evaluation system for teachers and administrators.

- Evaluations are used to inform decisions regarding all of the following:
- Evaluates the teacher's or school administrator's job performance while providing timely feedback.
- Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account student growth and assessment data or student learning objective metrics, with a final rating of effective, developing or needing support.
- Use the evaluations, at a minimum, to inform decisions regarding both of the following:
  - The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement
  - Development of teachers and school administrators, including providing relevant coaching, instruction support or professional development.

**Teacher Evaluations:**

- 20% of the annual year end evaluation shall be based on student growth and assessment data or student learning objective metrics. For Pathfinder Education Center, student growth data will be based on a mix of ULS assessment data and personalized learning objectives, depending on the needs and ages of the students. See Appendices for specific information.
- The remaining 80% will be based on teacher performance collected utilizing Thoughtful Classroom. The ISD shall ensure training on the tool is provided to all teachers. Additionally, by September 1, 2024 and every 3 years thereafter, evaluators shall complete a rater reliability training. This includes clear evaluation criteria, expectations of evaluators, training on the evaluation process, calibration exercises and ongoing support/coaching support. The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) is a comprehensive system for observing, evaluating, and refining

classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country. Additional information on the system can be found on the SJCISD transparency page. Staff can access the framework through a login on the TalentEd website through the Staff Web Shortcuts page.

#### Ratings:

- The evaluation system must assign a rating to each teacher of effective, developing, or needing support. The Thoughtful Classroom Framework uses a four point assessment rubric, with ratings of novice, developing, proficient and expert. When aligning the two systems:
  - novice aligns with needing support,
  - developing aligns with developing and,
  - proficient and expert align with effective.
- If a written evaluation is not provided, the teacher is deemed effective.
- In the following cases, a teacher MUST NOT be assigned an evaluation rating and must be designated as unevaluated for a school year if any of the following apply to the teacher:
  - The teacher worked less than 60 days in the school year.
  - The teacher's evaluation results were vacated through the grievance process.
  - There are extenuating circumstances and the teacher and ISD agree to designate the teacher as unevaluated because of the extenuating circumstances.
- Teachers with unevaluated designations would use their rating from the school year immediately before that designation for consecutive purposes.
- Teachers who are rated ineffective or needing support on three consecutive annual year-end evaluations shall be dismissed from employment by the district, subject to 1937 (EX Sess) PA 4 MCL 38.71 to 38.191. This subdivision does not affect the ability of the school district to dismiss a teacher from a teacher's employment regardless of whether the teacher is rated as ineffective or needing support on three consecutive year end evaluations.

#### Available options for teachers not in a probationary period rated as needing support:

- The teacher may request a review of the evaluation and rating by the superintendent. This request must be submitted in writing within 30 calendar days after the teacher is informed of the rating.
- The superintendent, upon receipt of the request, will review the evaluation and rating and make any modifications as appropriate based on the review. A written response must be provided to the teacher who requested the review by no later than 30 calendar days after receipt of the request for a review and before making any modification under this section.

- If the superintendent's written response doesn't resolve the matter, the teacher or collective bargaining representative may request mediation in writing within 30 calendar days after the teacher receives the written response from the superintendent. Within 15 days of receipt of the request, the superintendent must provide a written response to the teacher or collective bargaining representative stating that the mediation will be scheduled as appropriate.

Available options for teachers not in a probationary period rated as needing support for 2 consecutive years:

- The teacher may demand to use the grievance procedure from the current collective bargaining agreement that concerns the teachers second evaluation rating and the evaluation process.

How often are staff evaluated:

SJCISD evaluates the teacher's job performance at least annually. while providing timely and constructive feedback. The year end evaluation must include specific performance goals that will assist in improving effectiveness for the next school year and any recommended training. Goals and training plans to assist in meeting the goals are developed by the school administrator or designee in consultation with the teacher. Annual evaluations apply to all teachers, with the following exceptions:

- If a teacher who is not in a probationary period has received a rating of effective or highly effective on his/her three most recent annual year-end evaluations, the ISD shall conduct a **triennial** evaluation instead of annually. Teachers/staff not evaluated based on this exception will be reported as effective and still receive their personal day as merit pay for having the highest rating possible. If a teacher on a biennial or triennial evaluation cycle does not rate as effective, they must again be provided with yearly evaluations.
- Midyear progress reports are required for teachers who are (a) in the first year of the probationary period or (b) received a rating of minimally effective, ineffective, developing or needing support on the most recent annual evaluation. A mentor or coach shall be assigned to each teacher that meets the same criteria.
  - A mid year progress report must include performance goals for the remainder of the school year and recommended training by the administrator or designee to assist in meeting the goals.
  - an IDP, developed by the administrator, in consultation with the teacher, is a written plan that includes goals and training aligned with the progress report to support achieving the goals.
  - This does not take the place of an end of year evaluation.

### Observation Tool and Observations for Teachers:

Thoughtful Classroom is the observation tool used to evaluate teachers. All of the following apply to classroom observations to assist in the performance evaluation of teachers:

- There must be at least two classroom observations of the teacher each school year (one observation may be unscheduled).
- The school administrator responsible for the teacher's performance evaluation shall conduct at least one of the observations.
- Within 30 days after each observation, the teacher must be provided with written feedback from the observation.
- A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.
- A classroom observation does not have to be for an entire class period, but must be at least 15 minutes.

### **Evaluations for Administrators:**

For administrators, which includes the Pathfinder's principal, assistant principal and the superintendent, the MASA School Advance Administrator Evaluation Instrument is used for 80% of the total evaluation.

The remaining 20% of the annual year end evaluation shall be based on student growth and assessment data. The student growth component of the evaluation must be an aggregate of all of the student growth and assessment data used in teacher evaluations in the school or district.

Administrators will be evaluated yearly, at a minimum, the first 3 years.

Administrators who are rated as highly effective or effective on three consecutive annual evaluations may be evaluated biennially or triannually instead of annually. If a rating of less than effective is earned while on a biennial or triennial schedule, annual evaluations resume.

### **Responsibilities of School Districts, ISDs, or PSAs:**

- Beginning with the 2018-2019 school year, ensure that a student is not assigned to be taught the same subject area for two consecutive years by teachers who have been rated ineffective on their two most recent annual year-end evaluations. If the district is unable to meet this requirement, it must notify affected students'

parent(s) or legal guardian(s) and explain the district's inability to comply with this requirement.

- Training shall also be provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools, which may include either a consultant on that evaluation tool or an individual who has been trained to train others in the use of the evaluation tool. The school district, intermediate school district, or public school academy has the authority to determine who has expertise in the evaluation tool or tools.

**Growth Data Exemptions:**

(i) The performance evaluation system may allow for exemption of student growth data for a particular pupil for a school year upon the recommendation of the school administrator conducting the annual year-end evaluation or his or her designee and approval of the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable.

Educators wishing to have student data exempt from evaluation calculations must have the request submitted in writing to the administrator overseeing the program no later than May 1st. The request must include the student's name, reason for the request for exclusion and supporting documentation, if applicable. Possible reasons for exclusion:

- A student moved into the district with less than ½ the year remaining.
- A student was absent more than ½ the year due to medical needs, incarceration, truancy, etc.
- Assessment does not accurately represent the student's ability (examples: student refused to take the assessment, despite multiple accommodations and assessment attempts, student finishes in an unrealistic amount of time, such as 5 minutes for a 40 minute assessment).

Requests submitted to the principal will be reviewed with the principal, superintendent and special education director to determine if the request is approved. Staff will receive feedback to their request prior to the formal evaluation completion.

## Appendix A:

### Process for Determining Student Growth At Pathfinder Educational Center (PEC) and Off Site Programs Updated

Student Growth will be measured for all teachers in several ways. Data will be gathered and submitted to PEC Principal for all students in the Student/Teacher Binder for each of the following areas:

#### **Student Growth Indicators**

1. Progress of IEP objectives which have been implemented and progress monitored
2. Progress on benchmarks in reading - ULS
3. Progress on benchmarks in math - ULS

#### **Evidence of progress of IEP objectives which have been implemented and progress monitored**

Is the student performing at a higher level than original data points?

Example 1: In September student was completing three out of five tasks correctly. In March, student is completing four out of five task correctly. Progress made.

Example 2: Increase in independence. In September student initiates response with hand over hand assist. In March, student initiates response with verbal or visual prompt. Progress made.

#### Data Points Used:

1. IEP progress reports (same as those provided to families)
2. Progress monitoring data within Student/Teacher Binder

#### **Evidence of progress on benchmarks in reading**

Is the student performing at a higher level than original data points?

Reading Example: In September, student could match four out of 26 letters with their sounds. In March, student could match ten out of 26 letters with their sounds.

#### Data Points Used:

1. Progress monitoring data within Student/Teacher Binder. PEC Principal will review page in teacher/student binder titled Benchmark Data.

### **Evidence of progress on benchmarks in math**

Is the student performing at a higher level than original data points?

Math Example: In September, student could correctly complete seven out of 15 single digit subtraction problems. In March, student could correctly complete ten out of 15 single digit subtraction problems.

#### Data Points Used:

2. Progress monitoring data within Student/Teacher Binder. PEC Principal will review page in Student/Teacher Binder titled Benchmark Data.

### **Evidence of growth in scores of Mi-Access or M-STEP**

#### Data Points Used:

- Scores of Attended or Surpassed and/or improved performance on Mi-Access.
- Scores of Not Proficient and/or improved performance on M-STEP.

### **Progress on other measures which are progress monitored in each classroom (optional)**

Example 1: In September student would hand money to SJCISD staff member to pay for beverage at restaurant. In March, student would hand money with verbal prompt to restaurant employee to pay for beverage. Progress made.

Example 2: In September, student completes sentence prompt with hand over hand selection from two visual choices. In March, student completes sentence prompt with verbal prompt to select from two visual choices. Progress made.

#### Data Points Used:

1. Additional Data Section of the Student/Teacher Binder evidence that the student is performing at a higher level than original data point in academic or independent living skills.

The PEC Principal will be looking for progress in each of these areas for each teacher. All data points will be put together cumulatively. This means that a teacher may not have achieved significant progress in the areas of IEP goals, but may have significant progress in reading and math benchmarks and on other measures within their classroom and could then still have a "proficient" rating.

Student progress scores will be averaged for all areas for each student who has attended the teacher's classroom for at least 75% of the school year. Student progress scores will then be averaged overall to generate a teacher's student growth rating.

- Effective Rating: Teachers who generate ratings in which at least 70% of their students are making progress on the majority of their measures.
- Developing Rating: Teachers who generate ratings in which at least 60% of their students to 69% are making progress on the majority of their measures.
- Needs Support Rating: Any performance below 60%.

In a situation in which a student(s) has significant extraneous variables which impacted their performance in school, a teacher may be able to increase his/her performance rating after providing documentation of the extraneous variables. Examples of extraneous variables might include but are not limited to complex medical issues such as frequent Grand Mal Seizures. Another example might be a significant loss or change in student home life such as the death of a family member or change of foster placement.

**Each teacher evaluation will consist of 20% Student Growth, 80% Thoughtful Classroom: Student Growth Indicators**

1. Progress of IEP objectives which have been implemented and progress monitored
2. Progress on benchmarks in reading
3. Progress on benchmarks in math

Each indicator will have equal weight in the final calculations of Student Growth. Progress on other measures which are progress monitored in each classroom (5) may have multiple indicators and therefore the number of indicators submitted by the teacher impacts the weight of the indicator.

The Student Growth percentages for all PEC and Offsite Program Teachers will be averaged and become the Student Growth percentage for the PEC Principal, the SJCISD Executive Director of Special Education and part of the SJCISD Superintendent. Input provided by Level 5 teachers, PEC Principal, Executive Director of Special Education



