SJCISD TEACHER AND ADMINISTRATORS FOR K-12 INSTRUCTION
EVALUATION GUIDE - updated 10/15/2018

In November 2015, Public Act 173 was signed into law. This legislation governs educator evaluations for teachers and administrators in the State of Michigan. The legislation provides important clarity to the ongoing policy discussions about the direction of educator evaluations in Michigan. This document outlines the evaluation process for St. Joseph County ISD, in alignment with state law, for teachers and administrators of K-12 instruction.

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:
- The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
- Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
- Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
- Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Teacher Evaluations:
- Beginning the 2018-2019 school year, 40% of the annual year end evaluation shall be based on student growth and assessment data (unless changed by law), with 50% of the 40% (or 20% of the overall evaluation) taken from state assessments when Student Growth Percentiles (SGP's) are provided *with a minimum of 10 data points.* The remaining growth data will be based on multiple research-based growth measures or alternative assessments that are rigorous and comparable across programs. They may also include nationally normed or locally adopted assessments that are aligned to state standards or based on achievement of individualized education program goals. See Appendix A for a detailed explanation of the ISD growth plan.

- The remaining 60% will be based on teacher performance collected utilizing Thoughtful Classroom. 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 Standard for Success site, where evaluations are warehoused.

How often are staff evaluated:
- SJCISD evaluates the teacher's job performance at least annually while providing timely and constructive feedback.
- Non-tenured teachers are evaluated each year.
- Unless a teacher has received a rating of effective or highly effective on his/her two most recent annual year-end evaluations, tenured teachers are evaluated each year.
- 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 or ineffective on the most recent annual evaluation.
- Teachers who are rated as highly effective on three consecutive annual evaluations may be evaluated biennially instead of annually
- Teachers who are rated ineffective on three consecutive annual year-end evaluations must be dismissed from employment by the district.

Observation Tool and Observations for 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, with a goal of at least 4.
- At least one observation must be unscheduled.
- The school administrator responsible for the teacher's performance evaluation shall conduct at least two of the observations.
- Within 30 days after each observation, the teacher must be provided with 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.
- Teachers that received a minimally effective or ineffective rating the prior year will have one observation that is scheduled in addition to the other observations.

Performance Goals and Professional Development:
- As part of the annual, year-end evaluation, teachers consult with the building principal or evaluator to develop performance goals and recommend training/ professional development for the next school year.
- For a teacher in the first year of probationary status, or who received an ineffective or minimally effective rating on his/her most recent evaluation, they are required to consult with the building principal or evaluator to develop an individualized development plan.
- Teachers who are rated ineffective on three consecutive annual year-end evaluations must be dismissed from employment by the district.

Evaluations for K-12 Administrators:
For administrators over K-12 instruction, which includes the Pathfinder's principal and the superintendent, the MASA School Advance Administrator Evaluation Instrument is used for 60% of the total evaluation (unless changed by law).

The remaining 40% 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 on three consecutive annual evaluations may be evaluated biennially instead of annually.

Responsibilities of Lead Building Administrators:
The building administrator is responsible to conduct, or designate another person to conduct, at least annual evaluations of all teachers. Additional responsibilities include the following:
- Develop specific performance goals in the annual year-end evaluation and identify training to help meet those goals, in consultation with the teacher.
- Develop an Educational Development Plan (EDP) for any teacher in the first year of the probationary period (first full year of employment) or received a rating of minimally effective or ineffective on his/her most recent annual year-end evaluation.

Fidelity Checks:
The evaluation tools shall be used consistently among the schools operated by a school district, intermediate school district, or public school academy so that all similarly situated teachers are evaluated using the same evaluation tool. As part of the commitment to a fair evaluation process, at least 4 instructional rounds each year will be conducted with administrative "partners" to calibrate the use of the classroom evaluation tool.

Certification:
The legislation stipulates that the Professional Education Certificate and Advanced Professional Education Certificate be tied to effectiveness data collected at the state level.

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:
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:

- Student moved into the district with less than ½ the year remaining.
- 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.

Request Review of Ineffective Ratings:

The performance evaluation system shall provide that, if a teacher who is not in a probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating. Upon receipt of the request, the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable, shall review the evaluation and rating and may make any modifications as appropriate based on his or her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a 3-school-year period.

Appendix A:

Process for Determining Student Growth
At Pathfinder Educational Center (PEC) and Off Site Programs
2018-2019

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
3. Progress on benchmarks in math
4. Scores on MI-Access or M-STEP
5. Progress on other measures which are progress monitored in each classroom (optional)

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 Attained 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. 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.

For the 2018-2019 school year, 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.

- Expert Rating: Teachers who generate ratings in which at least 80% of their students are making progress on the majority of their measures.
- Proficient 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 are making progress on the majority of their measures.
- Novice 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 40% Student Growth, 60% Thoughtful Classroom, including additional indicators required by law. 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
4. Scores on MI-Access or M-STEP
5. Progress on other measures which are progress monitored in each classroom (optional)

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.