**Monroe Public Schools**

**Personnel Office**

**Standard Practice Bulletin**

Date Issued: September 1, 2012 NO. P-17

**TEACHER EVALUATION**

1. The Monroe Public Schools (“District”) recognizes the importance of quality evaluations of its staff and that the following is the foundational purpose for such evaluations:
	1. To ensure the best education possible for all students through stimulating growth and development of the professional staff.
	2. To improve communication between teachers and administrators.
	3. To evaluate teacher as required by statute for the purpose of assignment, placement on tenure, transfer, promotion or in some cases, discharge or non-renewal.
2. Teacher shall be defined as a “certificated” individual, as that term is defined by the Michigan Department of Education, employed by the District and serving in a role and/or position of instruction.
3. The Superintendent, or his or her designee, shall designate the appropriate person or persons to evaluate each Teacher (“Evaluator(s)”).
4. The Evaluator shall review and evaluate each Teacher’s job performance in writing at least annually. At the end of the school year, each Teacher shall be assigned a year-end performance evaluation (“Year-End Evaluation”) rating of one of the following:
	1. Highly Effective,
	2. Effective,
	3. Minimally Effective, or
	4. Ineffective.
5. Teachers shall be evaluated upon the following criteria (“Evaluation Criteria”):
6. Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:
	* 1. Evidence of student growth, which shall be the predominant factor in assessing an employee’s individual performance.
		2. 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.
		3. 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.
		4. The Teacher’s attendance and disciplinary record, if any.
7. 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.
8. 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 integration of that training into instruction in a meaningful way.
9. For the 2012-13 school year, Student Growth and Assessment Data will be determined for all Teachers using data in three areas. They are local common assessment data (50%), building state assessment data (25%), and school/district improvement data (25%). The school/district improvement data will be mutually determined and agreed upon by the building level school improvement team in collaboration with district central office administration.

The District shall reevaluate the method for choosing the student growth measurement tool following the 2012-2013 year and may make changes and/or modifications deemed necessary at its sole discretion.

1. Beginning in 2013-2014, the Student Growth Measurement and Assessment Data shall be weighted as a factor of the Year-End Evaluation according to the following percentages:
	1. 2013-2014 – 25%
	2. 2014-2015 – 40%
	3. Each subsequent school-year – 50%
2. Each probationary Teacher shall, in cooperation with his/her administrator/Evaluator create and implement a Probationary Individual Development Plan (“Probationary IDP”). In addition to the evaluation criteria measuring effectiveness, the year-end performance evaluation for a probationary Teacher shall include an assessment of the Teacher’s progress in meeting the goals of his or her Probationary IDP. The Probationary IDP may be modified and/or amended as needed by the District at any time.
3. A tenured Teacher who receives an evaluation rating of less than “Effective” on his/her Year-End Evaluation and who the District wishes to retain shall be provided with a performance individualized development plan (“Performance IDP”) developed by the Evaluator(s) with a specific focus. In addition to the evaluation criteria measuring effectiveness, the year-end performance evaluation for a tenured Teacher on a Performance IDP will be based on multiple classroom observations and shall include an assessment of the Teacher’s progress in meeting the goals of his or her Performance IDP.
	1. The Performance IDP will include a purpose, and a set of goals. The purpose will include the specific rationale for implementation, including statements of concern. The goals will list a detailed plan for the teacher, as well as, support given by the administrator.
	2. A Performance IDP resulting from an “Ineffective” 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 evaluator(s). In no event shall the Performance IDP as provided hereunder, exceed 180 days. The Performance IDP resulting from an “Ineffective” rating shall include four (4) written updates. These updates will be comprehensive and should address the areas of concern from the previous evaluation.
	3. A Performance IDP resulting from a “Minimally Effective” Year-End Evaluation rating shall require that the teacher make progress towards the individual development goals of the Performance IDP within a specific time period, as set by the administrator. In no event shall the Performance IDP as provided hereunder, exceed 180 days. The Performance IDP resulting from a “Minimally Effective” evaluation shall include three (3) written updates. These updates will be comprehensive and should address the areas of concern from the previous evaluation.

Nothing contained herein shall preclude the District or evaluator(s) from placing any Teacher on a Performance IDP at any time that an issue or concern regarding the performance of that teacher occurs.

1. In addition to the evaluation criteria measuring effectiveness, the year-end performance evaluation for a Teacher on a Performance IDP will be based on multiple classroom observations and shall include an assessment of the Teacher’s progress in meeting the goals of his or her Performance IDP.
2. Evaluation of a Teacher in relation to his/her assignment is a continuous process and shall be conducted by the Evaluator as follows:
	1. All monitoring or observation of the Teacher shall be conducted openly and with the knowledge of the Teacher. This does not necessitate prior arrangement with the Teacher.
	2. Lesson plans communicating objective(s), connection to standard(s) and other aspects of any lesson prior to being observed or following an observation, if requested, must be submitted to the Evaluator(s) within one day of the request.
	3. Teacher evaluations prepared by the Evaluator(s) shall not be limited to the observations of the classroom visitations/observations, but may also include all aspects of the Teacher as a professional staff member.
3. **Evaluation Process** – The teacher evaluation process will consist of two parts:
	* 1. Individual Performance Factors
		2. Year-End Summary including student growth

The Individual Performance Factors will be evaluated using the following process:

**Step I:** Initial Meeting / Pre-observation conference:

At the beginning of the formal observation period a Teacher and/or Evaluator can request a conference between the Teacher and the Evaluator. This conference **may** include:

* The Teacher and the Evaluator may review the Evaluation Form and process and complete a pre-assessment of the Teacher’s performance.
* Discussion of a tentative timetable for the observation period.
* The Teacher may provide a general plan for instruction, a more detailed lesson plan, and/or information on students and resources.

**Step II:** Observations:

* All observations are to be conducted openly and with full knowledge of the Teacher.
* No observation may interfere with the normal teaching/learning process.

**Step III:** Post-Observation - Conference:

* Following the observation, the Teacher will complete a self-evaluation using the Evaluation Form and will be included in a follow-up conference with the Evaluator.
* The Teacher will have the opportunity to provide documentation and artifacts pertinent to the appropriate evaluation fields to be considered for the final evaluation report.
* If an Evaluator finds the Teacher’s performance “Minimally Effective” or “Ineffective” in any area, the reason(s) shall be set forth in writing along with suggestions for improvement contained in a Performance IDP.
* Teachers shall have the right to discuss the report with the Evaluator and to have a union representative present at such discussions.

**Step IV:** Final Evaluation Report:

* The final report shall be reduced to writing on the Evaluation Form.
* Following the final observation, both the Teacher and the Evaluator will make a tentative assessment of the Teacher’s performance using the Evaluation Form and a conference held within 10 working days to discuss the similarities and differences. The Teacher will have a final opportunity to provide documentation to support any area where there are differences.
* A copy of the final written evaluation shall be given to the Teacher within 10 working days following the completion of the above conference.
* The final written evaluation should contain only information previously known to or discussed with the Teacher.
* The Teacher is required to sign the evaluation form and will receive a copy for his/her records.
* If a Teacher disagrees with the result of an evaluation report, s/he may submit a written explanation for attachment to the personnel file copy.
* If a Teacher is denied continued employment, the Board will advise the Teacher of the reasons, in writing, with a copy to the association, and provide a hearing where requested.
* Non-renewal of probationary Teachers shall be governed by existing tenure statutes.

Near the end of the school year, once the annual student growth data is obtained, a Year-End Summary will be completed where the evaluator will determine the teacher’s overall effectiveness rating from the Individual Performance Factors and Student Growth Data.

1. 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.