

Teacher Performance Evaluation Process



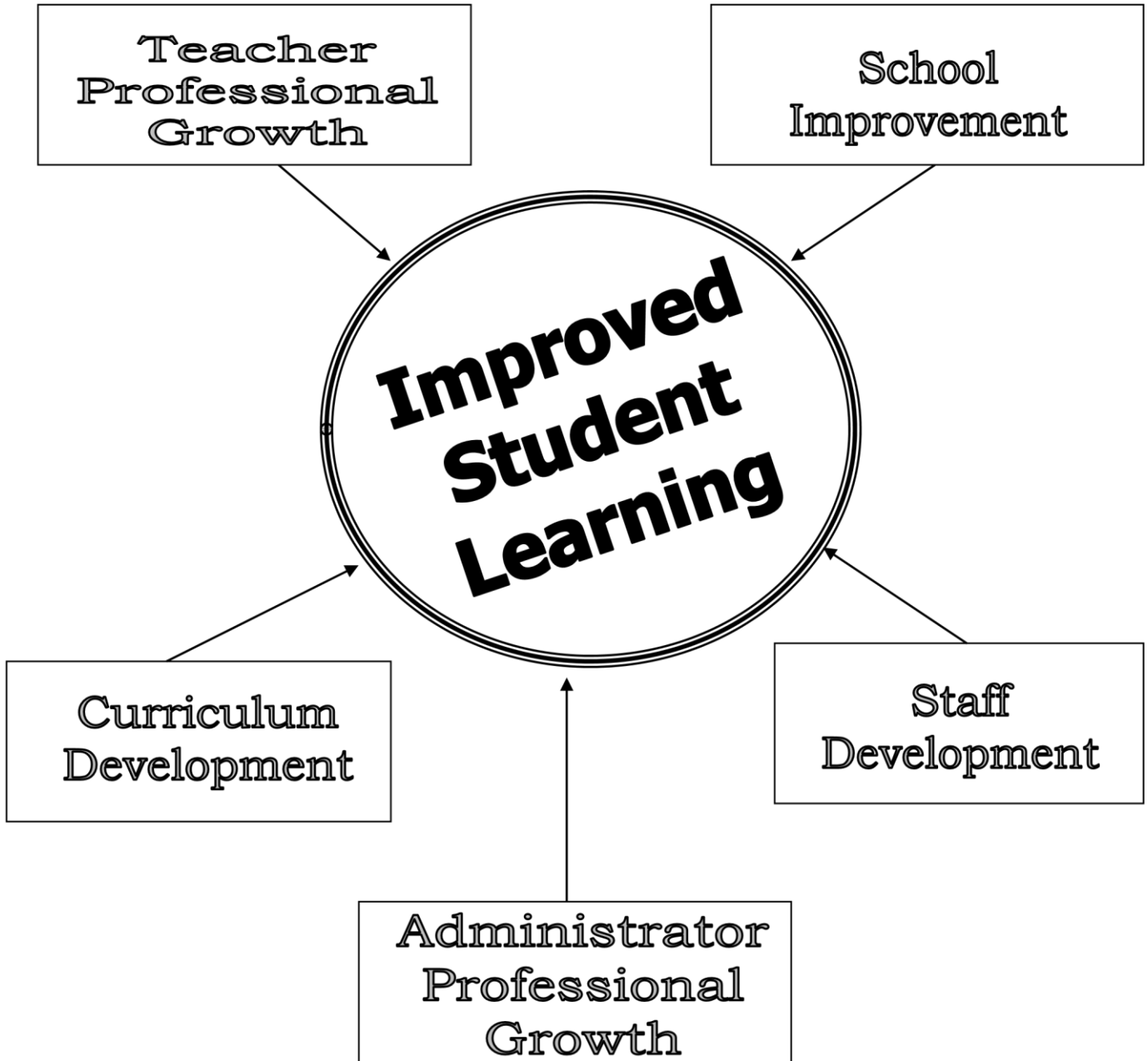
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Lapeer Community Schools



TEACHER PERFORMANCE EVALUATION PROCESS

Purpose/Objectives

The Teacher Performance Evaluation Process (TPEP) is designed to promote continuous assessment and improvement of teacher performance. Objectives of the TPEP are as follows:

1. To provide the best possible teaching staff for the students of the Lapeer Community Schools by establishing a framework of core instructional practices;
2. To assure the fair and equitable treatment of all teachers;
3. To recognize teacher performance strengths and weaknesses and to provide assistance to the teachers who seek to improve their effectiveness or who need to correct deficiencies which have been identified;
4. To support growth for teachers by providing the opportunity for collegial collaboration which will lead to improvements in student learning.

I. Tracks

The TPEP includes the following four tracks that are specific to the professional developmental stage of each teacher.

- A. **Probationary Teacher Track** -- All probationary teachers are evaluated according to their performance relative to the twenty-two Universal Teacher Performance Standards, student growth and assessment data, and as otherwise specified herein and in the TPEP. The purpose of this track is to provide a framework for new teachers relative to instructional practices, organizational and management expectations, and learner outcomes.
- B. **Professional Growth Track** -- All tenured teachers are evaluated according to their performance relative to the twenty-two Universal Teacher Performance Standards and student growth and assessment data. The Professional Growth Track facilitates teacher growth through a process of collaboration, development of knowledge, expansion of effective teaching, and on-going professional self-reflection. The purpose of all Professional Growth Track activities is the improvement of student learning.
- C. **Teacher Assistance Track** -- Any tenured teacher who is not performing at a satisfactory level relative to one or more of the Universal Teacher Performance Standards moves to the Teacher Assistance Track. This track is designed to provide a structured process for improving and evaluating teaching performance. The goal of this process is to support the teacher in performing at a satisfactory level in all performance standards and, thereby, move to the Professional Growth Track. Teachers who are unsuccessful in attaining this goal move to the Teacher Assistance-Tenure Process Track.
- D. **Teacher Assistance - Tenure Process Track** -- Any tenured teacher who continues to perform at an unsatisfactory level after involvement in the Teacher Assistance Track moves to the Teacher Assistance - Tenure Process Track. This track is designed to protect the interest and meet the responsibility of the District to provide competent, qualified teachers. This track also ensures that the legal rights of teachers who may be considered for discharge or demotion are protected pursuant to the Michigan Teachers' Tenure Act.

It is understood that the evaluation process as referenced herein is distinct from disciplinary action that is imposed as the result of teacher misconduct though teacher misconduct may be referenced in the evaluation.

II. EVALUATION DEFINITIONS

The following evaluation process and definition of terms pertain to the TPEP.

- A. **Probationary Period** -- All teachers during their first two years of employment shall be defined to be in a period of probation. Teachers without previous tenure from a public school board of education in the State of Michigan shall be required to serve periods of probation as follows:

A teacher initially contracted after July 19, 2011, shall be in a probationary period during his or her first 5 full school years of employment subject to the following conditions.

- a. A teacher shall not be considered to have successfully completed the probationary period unless the teacher has been rated as effective or highly effective on his or her 3 most recent annual year-end performance evaluations and has completed at least 5 full school years of employment in a probationary period.
- b. If a teacher has been rated as highly effective on 3 consecutive annual year-end performance evaluations and has completed at least 4 full school years of employment in a probationary period, the teacher shall be considered to have successfully completed the probationary period.

Teachers with previous tenure from a public school board of education in the State of Michigan shall be required to be in a probationary period during his or her first 2 full years of employment.

- B. **Mentor** -- The Administration shall provide a mentor to beginning teachers during their first 3 years of employment to assist the non-tenure teacher in developing professional competencies and effectiveness.
- C. **Evaluators** -- The appropriate principal, assistant principal or other designee of the superintendent evaluates teachers assigned to a particular building. Teachers-in-charge will normally evaluate teachers provided, however, that in the event a teacher-in-charge observes any deficiencies that may result in the teacher being moved to the Teacher Assistance-Tenure Process Track the teacher-in-charge will immediately contact the superintendent who will designate an administrator as that teacher's evaluator.

The appropriate principal or other designee of the superintendent is referred to as the "evaluator."

- D. **Observation** -- This process consists of classroom observation and may include a post conference. When a post-conference is held, it will provide for evaluator and teacher reflection about the classroom teaching performance. For formal observations but not informal or walk-through observations, the observation report form will be completed by the evaluator with input of the teacher. Prescriptive suggestion(s) for improved teaching performance as suggested by the evaluator generally is a part of the observation report. When a post-observation conference is held, it generally will occur within ten (10) school

days of an observation unless sickness or emergency precludes a conference within this time period.

Each formal 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.

Consistent with 380.1249 of the Revised School Code, classroom teachers must maintain daily lesson plans that include the learning target linked to appropriate state or national standards, instructional activities and formative assessments. Teachers may use lesson plan templates provided by the district. For positions that do not provide direct classroom instruction, lesson plans are not required to be developed and monitored. This applies to speech pathologists, social workers, media specialists, and counselors. The lesson plan requirement applies to special education teachers who deliver instruction in a self-contained setting. However, special education teachers who provide support in a resource setting will not have daily lesson plans for review. The same is true for learning coaches. When learning coaches deliver direct instruction, lesson plans need to be maintained but when completing other activities that are not direct instruction, specific lesson plans are not used. The use of closed circuit television, public address or audio systems, and surveillance devices shall be strictly prohibited in the observation process. The use of recording devices (e.g. IPAD) shall be allowed with prior permission from the teacher being observed.

- E. **Second Observer** -- A teacher who has received an evaluation rating of less than effective while on the Teacher Assistance Track may request, and the administration may determine, that a second observer be appointed by the Superintendent or designee. If so appointed, each second observer shall complete at least one observation in a timely manner. Any observation completed by a second observer shall be equally regarded with other observations. The appointed second observer may be appealed by the Association and another appointment made if the rationale for the appeal is deemed to have merit by the Superintendent.
- F. **Representation** -- A teacher may have a representative of the Association present at any evaluation or observation conference. The teacher is responsible for arranging representation.

III. EVALUATION PROCESS

- A. Performance Standards (Appendix A)** -- Teachers are observed and assessed in accordance to Charlotte Danielson's "**Framework for Teaching**". Professionals in specialty positions are assessed using the same **process** defined in this document with performance standards that better align with their work. A summary of the performance standards for teachers are contained in **Appendix A**. An annual timeline for completion of the evaluation cycle components can be found in **Appendix G**.

B. Online Tool (Appendix H) - The district utilizes an online evaluation tool, **Frontline Professional Growth**, to complete all forms referenced in this document. **Appendix H** provides details regarding the forms contained in Frontline Professional Growth as well as information on how to log in to your account.

C. Evaluation Cycle Components

- a. **Pre-Evaluation Meeting** -- Prior to November 1 of each school year, teachers generally shall attend a meeting in which the applicable track of the Teacher Performance Evaluation Process (TPEP) is explained to the teacher. The initial evaluator will be designated no later than this meeting.
- b. **Goal Planning and Authorization Worksheet (Form A)** Generally not later than November 1 of each school year, individual and building growth goals are discussed during an initial evaluation meeting which is conducted with all probationary and non-probationary staff. Goals are recorded on "Goal Planning and Authorizing Worksheet" (Form A) and reviewed during the initial meeting.

In accordance to the LEA Master Agreement, topics for the four (4) hours of required **online professional development**, aligned to School Improvement Goals, will be reviewed and approved by the evaluator no later than the conclusion of this meeting. Details regarding the online PD requirements are listed in **Appendix B** contained in this document.

Best-Practice Strategies to Support Student Growth

To support identified student growth goals, best-practice strategies are identified during the initial evaluation meeting and recorded on the "Goal Planning and Authorization" (Form A) worksheet. For building growth goals, strategies are identified through the SIP team and apply to all staff with a majority of their teaching assignment in the building. Best-practice strategies to support the individual student growth goal are developed by the teacher in collaboration with other department members and are approved by the principal.

Indicators of Progress

Indicators of progress are identified and approved during the initial evaluation meeting and are recorded on the "Goal Planning and Authorization" (Form A) worksheet. Indicators of progress may include such items as the following:

Assessment results	Student responses
Student work portfolios	Performance assessment
Professional portfolios	Reflective journal entries
Videotapes of classes	Case study analysis
Peer observation	Benchmarks
Administrator observation	Anecdotal records
Parent responses	Statistical measures
Written curriculum	

- c. **Self-Evaluation (Form B)**— Prior to attending a pre-evaluation meeting with an evaluator, all staff are expected to complete Form B, Self-Evaluation by individually scoring each standard listed. Additionally, staff are asked to minimally provide evidence or an explanation for their selected rating in the three areas he/she considers to be a strength and three areas he/she considers identified for growth. The self-evaluation will be submitted to the teacher's evaluator but will not be placed in the teacher's personnel file. The purpose of the self-evaluation process is:
- i. To facilitate teacher understanding of the performance rubrics;
 - ii. To promote teacher self-reflection;
 - iii. To provide a source of professional dialogue.
- The self-evaluations are not factored into the year-end evaluation.
- d. **Individualized Development Plans (IDPs) (Appendix C)**
IDPs identifying goals that are directly linked to the 22 Universal Teacher Performance Standards are developed as specified as a part of the teacher evaluation process. Included with each goal statement is language specifying teacher plans and actions and administrative support with expected timelines defined for meeting expectations. Details regarding development and implementation of IDPs can be found in Appendix C of this document.
- e. **Observations** – To monitor the educational environment the evaluator or assigned observer will collectively complete and provide documented feedback for at least two observations each school year. Observations, whether formal or informal (i.e. walkthrough), may be scheduled or unannounced.
- i. An **informal observation** is generally for a short period time and does not last for an entire class period or lesson. Feedback may be provided using "Walk Through Feedback" (**Form C**) document.
 - ii. A **formal observation** is generally completed for an entire class period or lesson. When scheduled, the teacher is informed prior to the observation of the specific date and time of an upcoming observation. Prior to each scheduled observation, the teacher will complete and submit to the evaluator the "Pre-Observation Form" (**Form D**). Once completed by the teacher, this form is to be used by evaluator or other observer as a guide for the lesson to be observed. Because this form may be completed several days prior to the actual observation, and because teachers occasionally must adjust instruction during a lesson to meet the needs of their students, strict adherence to the lesson outlined below may not occur. Therefore, it is the actual lesson that will be assessed by the evaluator. Follow-up conferences generally will be held after each formal observation, and the "Observation Report" (**Form E**) and "Post Observation Reflection Form" (**Form E2**) will be used for such conferences. The teacher will complete Form E2 and submit prior to the post observation conference, the observer will complete Form E and review during the post-observation conference.
- f. **Mid-Year Progress Review (Form F)**
A midyear progress review may be held no later than January as specified in the probationary teacher, professional growth, teacher assistance and teacher tenure track. The evaluator, working with the teacher, will use the Mid-Year Progress Report (Form F) to report each teacher's performance relative to the 22 standards

and, as applicable, previously developed IDP goals. Any teacher-maintained documentation is reviewed at this time.

g. **Survey of Teacher Effectiveness (Appendix D)**

The "Student Opinion Survey of Teacher Effectiveness" has been developed for the purpose of teacher self-evaluation and improved instruction. Teachers will work with building administrators to develop a schedule to administer the survey secondary students. Students will complete the survey online. Results will be compiled and forwarded to teachers and administrators. Details regarding the Survey of teacher effectiveness can be found in Appendix D.

h. **Year-End Performance Evaluation Meeting** – No later than June 1, teachers generally attend a meeting in which preliminary information pertaining to the summative evaluation is reviewed. In advance of the year-end performance meeting, teachers provide:

- i. Evidence supporting their identified indicators of progress; and
- ii. Online PD Self-Reflection (**Form G**) documenting and reflecting on their online professional learning experience.

i. **Summative Evaluation (Form H)** -- All teachers in attendance at least 60 workdays during each school year shall be provided an evaluation at least once each school year. Such evaluation of teachers in the Probationary Track, Teacher Assistance Track, or Teacher Assistance-Tenure Process Track will be filed with the Human Resource Office no later than June 20. No such evaluation may be completed without there having been classroom observation(s) by the end of the period covered by the evaluation. There shall be multiple classroom observations of teachers each school year.

An evaluation is defined as the final, written summary of the evaluator's judgments regarding the effectiveness of a teacher's job performance. Effectiveness shall be measured by the performance evaluation system under 380.1249 of the Revised School Code.

In accordance to state requirements, individual performance shall be a majority factor in making the decision about teacher effectiveness. Final ratings shall consist of, but are not limited to, evidence of student growth which shall be the predominant factor in assessing an employee's individual performance. **For the 2019-2020 school year, 40% of the overall calculated Summative Evaluation score will be based on student growth unless lower amounts are determined to be allowed prior to the end of the school year.** Information regarding the **student growth calculation** can be found in **Appendix E**.

The teacher shall be given a copy of his/her evaluation. Following the inclusion of student growth information, the evaluation is to be signed by the teacher and the evaluator and placed in the Personnel File. The teacher's signature does not signify concurrence or approval of the evaluation. A teacher may attach a letter of reaction and/or clarification to the evaluation.

Calculating Final Ratings and Labels on Summative Evaluation

- 1. Framework Rating** - The following criteria will be applied to determine the overall Framework rating based on the results of individual Domain ratings:

Unsatisfactory: An unsatisfactory rating in any of the 4 domain areas will result in an overall framework rating of unsatisfactory.

Basic: An overall basic rating will result if two or more domain areas are rated basic and no areas are rated unsatisfactory.

Proficient: An overall proficient rating will result if at least 3 domain areas are rated proficient/distinguished, and no areas are rated unsatisfactory.

Distinguished: An overall distinguished rating will result if all domain areas receive a distinguished rating.

- 2. Final Student Growth Rating Calculation** -A final Student Growth rating determination is made as described in Appendix E.

		State Assessment Growth			
		1 Ineffective	2 Minimally Eff.	3 Effective	4 Highly Eff.
Other Student Growth	1	1	2	2	3
	2	2	2	3	3
	3	2	3	3	4
	4	3	3	4	4

- 3. Final Overall Rating and Label-** Final teacher performance ratings are determined by calculating a weighted rating based on student growth and the overall effectiveness rating assigned by the evaluator. Calculations based on 60% Universal Teacher Performance Standards and 40% Student Growth are as follows:

Growth Rating Level (40%)	Universal Teacher Performance Standards (60%)			
	1 Ineffective	2 Minimally Eff.	3 Effective	4 Highly Eff.
1	1.0	1.6	2.2	2.8
2	1.4	2.0	2.6	3.2
3	1.8	2.4	3.0	3.6
4	2.2	2.8	3.4	4.0

In the event the required student growth percentage is lowered to 25% of the overall Summative Evaluation, teachers will be notified of the adjustment and the following scale will be used to calculate the final Overall Summative Rating and Label:

Growth Rating Level (25%)	Universal Teacher Performance Standards (75%)			
	1 Ineffective	2 Minimally Eff.	3 Effective	4 Highly Eff.
1	1.00	1.75	2.50	3.25
2	1.25	2.00	2.75	3.50
3	1.40	2.25	3.00	3.75
4	1.75	2.50	3.25	4.00

Summative Evaluation Label - Based on the total weighted rating, each teacher is given a final rating of Highly Effective (HE), Effective (E), Minimally Effective (ME), or Ineffective (I) using the following scale.

Ineffective	Minimally Effective	Effective	Highly Effective
1.00 - 1.99	2.00 - 2.50	2.60 - 3.50	3.60 - 4.00

IV: 380.1249 Required Components of the Teacher Evaluation System

The revised School code defines the following factors to be given consideration in establishing the summative evaluation as follows:

1. 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 as determined through assessment of Domains 1 and 3 of TPEP as included in the “Summative Evaluation for Teachers;”
2. The teacher’s management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers as determined through assessment of Domains 2 and 4 of TPEP as included in the “Summative Evaluation for Teachers;”
3. The teacher’s ability to withstand the strain of teaching;
4. The teacher’s attendance and disciplinary record, if any;
5. 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. Such accomplishments and contributions should be within the Professional Learning Community, grade level teams, and department teams when feasible. The level of such accomplishments and contributions will be determined through assessment of Criterion “D” of Domain 4 of TPEP as included in the “Summative Evaluation for Teachers.”
6. 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. This factor will be assessed using criterion “E” of Domain 4 of TPEP as included in the “Summative Evaluation for Teachers.”

PROBATIONARY TEACHER TRACK

The purpose of the Probationary Teacher Track is to provide a framework for new teachers relative to instructional practices, organizational and management expectations, and learner outcomes. While it is true that individual teachers enter the profession with a wide range of skills and training experience, the Probationary Teacher Track must reinforce the existing strengths of teachers and at the same time nurture professional growth and development when the need arises. As the administration and Association have a vested interest in quality staff, and developing quality educators is a costly investment, support and resources may be provided in the form of release time for workshop attendance and meeting with and/or observing mentor or exemplary teachers for the purpose of self-improvement and self-reflection.

To provide this support, the probationary teacher track has three functions. The primary emphasis is to set into place a continuum of meaningful professional standards related to teaching performance. These standards are integrated into each teacher's Individual Development Plan (IDP). The second purpose is to nurture and chronicle professional growth through teacher-maintained documentation which evidences teacher growth. Finally, as a teacher moves to the fourth and fifth year of the Probationary Teacher Track, the emphasis is on transitioning the teacher into the Professional Growth Track.

PROCEDURES

1. Teachers are observed and assessed in accordance to the standards defined in Charlotte Danielson's "Framework for Teaching". Upon hire, teachers will be provided information regarding how to access these standards and related assessment criteria. **(Appendix A)**
2. No later than November 1 of each year, first-year teachers shall work in consultation with their evaluators to establish an Individualized Development Plan (IDP) as defined in **Appendix C**. IDPs should be revised for teachers entering their second, third, fourth and, when applicable, fifth probationary years no later June 15 of each school year. Procedures for developing and revising IDPs can be found in Appendix C.
3. To monitor the educational environment of probationary teachers, the evaluator or assigned observer will collectively complete and provide documented feedback for multiple classroom observations with **at least two formal** observations each school year. Observations, whether formal or informal (i.e. walk-through), may be scheduled or unannounced.
 - A **formal observation** is generally completed for an entire class period or lesson. When scheduled, the teacher is informed prior to the observation of the specific date and time of an upcoming observation. Prior to each scheduled observation, the teacher will complete and submit to the evaluator the "Pre-Observation Form" (**Form D**). After completed by the teacher, this form is to be used by evaluator or other observer as a guide for the lesson to be observed. Because this form may be completed several days prior to the actual observation, and because teachers occasionally must adjust instruction during a lesson to meet the needs of their students, strict adherence to the lesson outlined below may not occur. Therefore, it is the actual lesson that will be assessed by the evaluator. Follow-up conferences generally will be held after each formal observation, and the "Observation Report" (**Form E**) and "Post Observation Reflection Form" (**Form E2**) will be used for such conferences. The teacher will

complete Form E2 and submit prior to the post-observation conference, the observer will complete Form E and review during the post-observation conference.

- An **informal observation** is generally for a short period time and does not last for an entire class period or lesson. Feedback may be provided using **Form C**, "Walk Through Feedback" document.
4. Each teacher will maintain documentation which will include evidence of progress in implementing best practice strategies to support building and individual goals and evidence of progress in achieving IDP goals.
 5. A midyear progress review conference will be held for every first-year probationary teacher no later than January. A midyear progress review will be held no later than January for any second, third, fourth, or fifth year probationary teacher who received a less than effective rating on his or her most recent annual year-end performance evaluation or for any other such probationary teacher as may be determined by administration. The evaluator, working with the teacher, will use the Mid-Year Progress Report (Form F) to report each teacher's performance relative to the 22 standards and, as applicable, previously developed IDP goals. Any teacher-maintained documentation is reviewed at this time.

Any evaluator who, following the midyear progress review but prior to "Summative Evaluation", identifies any concern(s) regarding the teaching performance of a probationary teacher that was (were) not addressed in the midyear progress review promptly provides written notification of such concern(s) to the probationary teacher.

6. All probationary teachers with students in grades 6-12 will administer the Survey of Teacher Effectiveness to their students during the second half of the school year. Details regarding the survey can be found in **Appendix D**.
7. A performance evaluation conference takes place no later than June 1 of each year. The emphasis of this conference is to assess and facilitate teacher progress relative to:
 - a. The teacher's IDP goals;
 - b. Performance standards in the "Teacher Summative Evaluation Report" (**Form G**) including, but not limited to, those rated less than effective during the midyear progress review conference;
 - c. The teacher's documentation which includes evidence of progress in implementing best practice strategies and evidence of progress in achieving IDP goals.

The evaluator will use the "Teacher Summative Evaluation" instrument (**Form G**) to report his/her assessment of the teacher's performance. Failure to attain at least an effective rating on any of the performance standards can result in non-renewal any time.

No later than June 15 of each year, the teacher shall be provided with a written statement as to whether or not his/her work has been effective unless the teacher is an "anniversary date employee." For "anniversary date employees," such written statement shall be given in accordance with The Tenure Act.

PROFESSIONAL GROWTH TRACK

Teachers enter the Professional Growth Track after they have received tenure. The Professional Growth Track is for those tenured teachers who are performing at an effective or highly effective level.

The expectation must be that teachers continually modify and expand their content knowledge as well as their pedagogical skills as knowledge of best practice becomes available. Teachers must be involved in professional dialogue on concepts studied. They must be provided collegial support and feedback on the implementation of these new concepts. Teachers must also recognize there is a clear relationship between their own learning and student achievement. Every teacher in the district must participate in training and regular engagement of professional dialogue and reflection.

PROCEDURES

1. Teachers are observed and assessed in accordance to the standards defined in Charlotte Danielson's "Framework for Teaching" (Appendix A). Annually, how to access these standards and related assessment criteria will be reviewed with teachers.
2. To monitor the educational environment, the evaluator or assigned observer will collectively complete and provide documented feedback for multiple classroom observations annually. Observations, whether formal or informal (i.e. walk-through), may be scheduled or unannounced.
 - A formal observation is generally completed for an entire class period or lesson. When scheduled, the teacher is informed prior to the observation of the specific date and time of an upcoming observation. Prior to each scheduled observation, the teacher will complete and submit to the evaluator the "Pre-Observation Form" (**Form D**). Once the teacher completes this form, it is used by the evaluator or other observer as a guide for the lesson to be observed. Because this form may be completed several days prior to the actual observation, and because teachers occasionally must adjust instruction during a lesson to meet the needs of their students, strict adherence to the lesson outlined below may not occur. Therefore, it is the actual lesson that will be assessed by the evaluator. Follow-up conferences generally will be held after each formal observation, and the "Observation Report" (**Form E**) and "Post Observation Reflection Form" (**Form E2**) will be used for such conferences. The teacher will complete Form E2 and submit prior to the post-observation conference, the observer will complete Form E and review during the post-observation conference.
 - An informal observation is generally for a short period time and does not last for an entire class period or lesson. Feedback may be provided using "Walk Through Feedback" (**Form C**) document.
3. A midyear progress review conference will be held no later than January for every teacher receiving a less than effective rating on his or her most recent annual year-end performance evaluation or for any other such teacher as may be determined by administration. The evaluator, working with the teacher, will use the Mid-Year Progress Report (**Form F**) to report each teacher's performance relative to the 22 standards and, as applicable, previously developed IDP goals. Any teacher-maintained documentation is reviewed at this time.

4. Tenured teachers with students in grades 6-12 are encouraged to use the "Student Opinion Survey of Teacher Effectiveness" as one means to promote reflection. Details regarding the Survey of Teacher Effectiveness may be found in Appendix D.
5. A performance evaluation conference will take place no later than June 1 of each year. The emphasis of this conference will be to assess and facilitate teacher progress relative to Assessment Areas 1-4 in the "Summative Evaluation for Teachers" (**Form G**). The rating for assessment area 5, Student Growth, will be added to generate the total weighted rating and teacher effectiveness label no later than the last scheduled workday for teachers in June.

The evaluator uses the summative evaluation instrument to report his/her assessment of the teacher's performance. Failure to attain at least an effective rating on any of the performance standards may result in placement in the Teacher Assistance Track.

Awareness Phase

The Awareness Phase is a three-step process used to resolve area of concern regarding teaching performance which arise while a teacher is in the Professional Growth Track. Building administration may identify such concerns through a variety of sources including the following:

- Observation of classroom performance;
- Monitoring of teacher responsibilities relating to areas such as student grades, lesson plans, and disciplinary referrals;
- Input from other sources such as parents and students.

The goal of the Awareness Phase is to support the teacher in performing at a satisfactory level while remaining in the Professional Growth Track. It is anticipated that most concerns initially will be addressed using Step 1 unless inappropriate as referenced below in Step 2.

Step 1 Generally, concerns regarding teaching performance are brought to the teacher's attention through an informal meeting in which the teacher and evaluator discuss the deficiency(ies) and collaborate on potential ways to eliminate the deficiency(ies). As with all matters pertaining to teacher evaluation, the teacher may arrange for Association representation at such meeting(s).

Step 2 Should Step 1 fail to eliminate the areas of concern, or should Step 1 be inappropriate as determined by the administration due to the nature of the concern(s), the administrator will provide the teacher with a memorandum specifically identifying and describing the Universal Teacher Performance Standard deficiencies. This memorandum is reviewed in a meeting involving the administration and teacher and may be revised by the administration following said meeting. This memorandum is maintained by the building administrator and will only be forwarded to the employee's personnel file if the teacher is subsequently placed on the Teacher Assistance Track. During this meeting, any complaints from parents or students leading to this step of the Awareness Phase generally are reviewed with the teacher. The administration and teacher attempt to mutually agree upon both a timeframe and plan for elimination of any and all concerns.

Step 3 Following implementation of Step 2, any remaining concerns pertaining to Universal Teacher Performance Standards may lead to the Teacher Assistance Track. Further, if there is no mutual agreement in relation to timeframe and/or plan as referenced above in Step 2, the teacher may be placed in the Teacher Assistance Track.

TEACHER ASSISTANCE TRACK

The purpose of the Teacher Assistance Track is to provide a process for improving and evaluating the teaching performance of any tenured staff who is not performing at an effective or highly effective level in one or more of the "Universal Teacher Performance Standards". The goal of this process is to support the teacher in performing at an effective or highly effective level in all performance standards and, thereby, move to the Professional Growth Track.

PROCEDURES

1. The evaluator notifies the teacher of movement into the Teacher Assistance Track. A notification form (FORM H) is prepared, reviewed with the teacher, and included in the teacher's personnel file. The evaluator discusses with the teacher deficiencies in performance standards in the "Teacher Summative Evaluation Report" (FORM G). As per the Master Agreement, the teacher may contact the L.E.A. for assistance.
2. The evaluator and teacher establish a Teacher Assistance Team. The evaluator, in consultation with the teacher and team, develops an Individualized Development Plan (IDP) (Appendix C) designed to assist the teacher in meeting performance standards in the deficient area(s). The Teacher Assistance Team consists of the evaluator, the teacher, and mutually agreed upon members. Upon teacher request, an Association representative is appointed by the Association president.
3. The Teacher Assistance Team may suggest further assistance from other sources. The Board of Education assumes evaluator-approved expenses for workshops and other pertinent activities.
4. Input by team members in developing the IDP is for the purpose of helping the teacher improve. No LEA member of the Teacher Assistance Team will be called as a witness in any tenure proceeding regarding his/her input in developing the IDP.
5. The evaluator and teacher meet, as defined in the plan, to discuss the teacher's progress with assessment of the teacher's progress toward achievement of the IDP goals occurring within a specified time period not to exceed 180 days.
6. Each teacher starts and maintains documentation which includes evidence of progress in implementing best practice strategies to support building and individual goals and evidence of progress in achieving IDP goals. Each secondary teacher will include a summary of the "Student Opinion Survey of Teacher Effectiveness" (Appendix D).
7. A midyear progress review conference generally is held no later than January of each school year. The evaluator, working with the teacher, uses the Mid-Year Progress Report (FORM F) to report each teacher's performance relative to the 22 standards and previously developed IDP goals. The teacher-maintained documentation which includes evidence of progress in implementing best practice strategies and evidence of progress in achieving IDP goals also is reviewed at this time, and the evaluator provides written feedback on the progress of this documentation
8. To monitor the educational environment, the evaluator or assigned observer collectively completes observations each school year. Follow-up conferences generally are held after

each formal observation, and (FORM E) is used for such conferences. Observations, whether formal or informal (i.e. walk-through), may be scheduled or unannounced. A scheduled observation is one in which the teacher is informed prior to the observation of the specific date and time of an upcoming observation.

9. The evaluator uses the "Teacher Summative Evaluation" instrument (FORM G) to evaluate the teacher regarding the elimination of any deficiency(ies) in the professional performance standards and assess the teacher's progress toward achieving the goals in the IDP. Within this performance evaluation, the evaluator makes one of the following recommendations to the central administration.
 - a. Move the teacher to the Professional Growth Track.
 - b. Have the teacher continue on the Teacher Assistance Track.
 - c. Move the teacher to the Teacher Assistance - Tenure Process Track.

TEACHER ASSISTANCE-TENURE PROCESS TRACK

The Teacher Assistance-Tenure Process Track is administered by the evaluator in accord with his/her judgment and consistent with the Teachers' Tenure Act in order to protect the interests of the District and the legal rights of the teacher. The teacher may have association representation at any observation conference or evaluation conference or other such meeting directly relating to this track.

PROCEDURES

1. The evaluator notifies the teacher of movement into the Teacher Assistance-Tenure Process Track using the "Teacher Summative Evaluation" instrument (FORM G).
2. The evaluator, in consultation with the teacher, reviews the IDP and revises it if the evaluator deems such revision appropriate.
3. To monitor the educational environment, the principal, evaluator, or assigned observer collectively completes formal observations each school year. Follow-up conferences generally are held after each formal observation. Observations, whether formal or informal (i.e. walk-through), may be unannounced. Prior to each scheduled observation, the teacher completes and submits to the evaluator the "PreObservation Interview Schedule" (**Form D**). Following each scheduled observation, a post-observation conference generally is held to review the "Observation Report" (**Form E**).
4. Each teacher maintains documentation which will include teaching artifacts, lesson plans, evidence of progress in implementing best practice strategies to support building and individual goals and evidence of progress in achieving IDP goals, and monthly reflections on student growth, lessons, and teaching performance. The teaching artifacts may include samples of student work, videotapes of lessons, student assessment instruments, and lab activities. Each secondary teacher will include a summary of the "Student Opinion Survey of Teacher Effectiveness" (Appendix D).
 1. A midyear progress review conference is scheduled for no later than December of each school year. The evaluator, working with the teacher, uses the Mid-Year Progress Report (**Form F**) to report each teacher's performance relative to the 22 standards and previously developed IDP goals. The teacher-maintained documentation referenced above in "4" also is reviewed at this time and the evaluator provides written feedback on the progress of this portfolio including, but not limited to, the teacher's monthly reflections.
 6. The evaluator and any other evaluator(s) will meet with the teacher for evaluation conferencing. During such conference(s), the evaluator/evaluator(s) reviews the following:
 - a. The teacher's performance relative to the "Universal Teacher Performance Standards;
 - b. The teacher's progress toward achievement of the IDP goals within a specified time period not to exceed 180 days;
 - c. Performance standards rated as less than effective
 7. After considering the teacher's overall performance, including all "Teacher Assistance-Tenure Process Evaluation" instruments having been completed, the evaluator uses Form I to render his/her judgment of the teacher's performance.

Educator Performance Standards

Teachers are observed and assessed in accordance to Charlotte Danielson's "**Framework for Teaching**". A full copy of the 2013 Framework of Teacher Evaluation Instrument may be downloaded at www.danielsongroup.org/framework/. A listing of each Domain and Standard for teachers is written below.

Professionals in specialty positions are assessed using Charlotte Danielson's Specialty rubrics as indicated below. Specialty rubrics can be found online in Outlook Public Folders under the tab: Human Resource, Evaluation Material, LEA, Specialty Positions Documents

LCS Job Assignment	Danielson Specialist Positon Rubric Title
Counselor	School Counselors
Drop-Out Prevention, Learning Coach, Teacher Consultant	Instructional Specialist
Media Specialist	Library/Media Specialist
Speech Pathologist, Social Worker	Therapeutic Specialist
Psychologist	School Psychologists

Domains and Standards For Teachers

Domain1: <i>Planning and Preparation</i>	1A	Demonstrating knowledge of content and pedagogy
	1B	Demonstrating knowledge of students
	1C	Setting Instructional outcomes
	1D	Demonstrating knowledge of resources
	1E	Designing coherent instruction
	1F	Designing student assessment
Domain2: <i>The Classroom Environment</i>	2A	Creating an Environment of Respect and Rapport
	2B	Establishing a Culture for Learning
	2C	Managing Classroom Procedures
	2D	Managing Student Behavior
	2E	Organizing Physical Space
Domain 3: <i>Instruction</i>	3A	Communication with Students
	3B	Using Questioning and Discussion Techniques
	3C	Engaging Students in Learning
	3D	Using Assessment in Instruction
	3E	Demonstrating Flexibility and Responsiveness
Domain 4: <i>Professional Responsibilities</i>	4A	Reflecting on Teaching
	4B	Maintaining Accurate Records
	4C	Communicating with Families
	4D	Participating in a Professional Community
	4E	Growing and Developing Professionally
	4F	Showing Professionalism

Online Professional Development Requirement

A total of four (4) hours of online PD must be completed annually in order to meet state guidelines for professional development hours. Hours will be completed as follows:

Professional Development Hours Required

1. **.5 hours** will be completed in preparation for the fall teacher evaluation meeting. Prior to attending the scheduled meeting with the evaluator, teachers are expected to complete Form B, Self-Evaluation by individually scoring each standard listed. Additionally, teachers are asked to minimally provide evidence or description for their selected rating in the three areas he/she considers to be a strength and three areas he/she considers area for growth.
2. **.5 hours** will be completed during the fall pre-evaluation meeting with the assigned evaluator. The teacher's individual goal will be collaboratively developed with the building principal.
3. The remaining **3 hours** must be gathered over the course of the school year through EduPath and/or Michigan Virtual Professional Learning Portal. During the teacher's scheduled Fall Pre Evaluation meeting with their evaluator as referenced above, teachers will need to bring **Form A** to include identified on-line PD options that align with the teacher's self-reflection and areas to grow instructionally. Together, teacher and building principal will discuss and complete the on-line PD plan using teacher's self-reflection to support areas to grow instructionally.

Optional PD Topics

Teachers will access PD options using EduPath and/or Michigan Virtual Professional Learning Portal as indicated below.

- <https://www.edupaths.org/>
- <https://michiganvirtual.org/professionals/>
- Professional Development approved by the College Board for teachers teaching AP Courses
- 3 hours of PD may be substituted with prior approval from Director of Curriculum and Instruction and Special Education if EduPath and Michigan Virtual Professional Learning Portal options are not applicable.

Required Documentation

1. After the completion of each on-line PD session, teachers will need to complete the Online PD Self-Reflection (**Form G**) in Frontline. If a reflection is already required as part of the online PD, teachers may select one of the following two options:
 - a. Copy and paste the PD reflection in the Key Concepts box on Form G of our district online PD Reflection form in Frontline, or
 - b. Upload the PD reflection in Frontline as an additional artifact and include a statement on Form G that reads, "See attached artifact for PD session reflection"
2. Upon completion of a course in EduPath and/or Michigan Virtual Professional Learning Portal, teachers must also print and upload a transcript of courses completed as an artifact in Frontline.

Individualized Development Plan (IDP)

The goals for teacher IDPs are directly linked to the 22 Universal Teacher Performance Standards included in our Teacher Performance Evaluation Process. Included with each goal, you will find language which specifies teacher plans and actions, and administrative support. This language is generic in nature, and may be changed to meet the needs of each plan.

Guidelines and Timeline

- IDPs are developed for all probationary teachers, all teachers on the teacher assistance track and all teachers on the teacher tenure track.
- Each IDP should be developed by the appropriate administrator in consultation with the teacher.
- First-year probationary teachers and teachers new to the teacher assistance track, should have IDPs developed and finalized by November 1.
- Each spring, IDPs for first, second, third year, and fourth year teachers and all teachers on the assistance and/or teacher tenure track should be revised, deleting accomplished goals and adding new ones where appropriate. The IDP will be finalized no later than the last day of school.
- Progress on IDP goals is to be recorded on the Teacher Summative Evaluation and should be discussed during the evaluation conference.
- IDPs may be revised at any time during the year to address areas of concern. IDPs should be revised to reflect any areas marked as “developing” or “unsatisfactory” on a Midyear Progress Report or a Summative Evaluation and should include strategies or suggestions for improvement in such area(s).
- LEA representation is permissible for any meeting scheduled for the purpose of reviewing or revising an IDP.

Development of the Plan

- To select goals identified in the IDP, each supervisor should work with teachers individually. Allowing a teacher to reflect and have input in the selection of IDP goals will increase teacher ownership of the entire process. When there is an area of concern, however, the principal should determine the applicable goal and include it on the teacher’s IDP. Suggested strategies or suggestions for addressing the area(s) of concern will be included.
- IDP for all probationary teachers should contain five goals. For first through third year teachers, the fifth goal must be Goal 4E, unless this requirement has already been satisfied. For fourth or fifth year probationary teachers, Goal 4D should be the fifth IDP goal in preparation for transition to the Professional Growth Track.

Student Opinion Survey of Teacher Effectiveness

The “Student Opinion Survey of Teacher Effectiveness” has been developed for the purpose of teacher self-evaluation and improved instruction. Each tenured secondary teacher is asked to consider using the survey once or twice per year.

All teachers in grades 6-12 in the Probationary, Teacher Assistance, or Tenure Tracks shall utilize the “Student Opinion Survey of Teacher Effectiveness” process. A summary of this opinion survey is shared with the teacher and the evaluator of record for use in the professional growth process. The summary shall not be the sole basis for a less than satisfactory rating in any performance criterion.

Teachers will work with building administrators to develop a schedule to administer the survey below to all secondary students. Students will complete the survey online. Results will be compiled and forwarded to teachers and administrators.

Student Opinion Survey of Teacher Effectiveness
Students will mark the appropriate box for each statement.

A=Agree B=No Opinion C=Disagree

1. The teacher is aware of my strengths and limitations.
2. I understand what I am supposed to be learning each day.
3. The teacher makes me think about what I already know and relate it to new topics.
4. The activities we do in class help me learn.
5. The teacher knows when we are confused and re-teaches as needed.
6. Students are treated fairly.
7. I am comfortable talking with my teacher.
8. This class challenges me to work hard and do my best.
9. Classroom rules/procedures are clear to me and are consistently enforced.
10. The room is well arranged for learning to take place.
11. I am able to follow the teacher's directions.
12. The teacher explains things so that I understand them.
13. This class makes me think.
14. I understand how to prepare for tests and quizzes in this class.
15. The teacher is well prepared and uses instructional time effectively.
16. The teacher has communicated effectively with my parents.
17. The grading system used by this teacher is fair.
18. We use a variety of activities for learning in this class.
19. The teacher is enthusiastic about the subject and appears to enjoy teaching.
20. Students are encouraged to raise questions and express ideas in class.
Comments:

Calculating Student Growth for Teachers

The calculated student growth score is 40% of the overall Summative Evaluation rating unless flexibility to adjust is granted. The student growth calculation is determined from a combination of two growth assessment scores with one-half of the overall calculated score coming from a state assessment. The chart below identifies the specific assessments used for calculating student growth for each group of staff members.

- Staff members assigned to 2-3 buildings will utilize assessment results for the **building** where the majority of his/her assignment resides.
- Individuals with staffing assignments in more than 3 buildings, will utilize the calculated **district score** as referenced below.
- Staff members assigned to the Zemmer Campus will utilize assessment results as defined for the **grade level** of the majority of his/her teaching assignment

Assessments Used to Calculate Student Growth

	Grade Level	20% State Assessment	20% Other Student Growth Measure
General Education Teachers	K-3	Fall 2019 to Spring 2020 NWEA Reading and Math for all students assigned to the teacher	2019-2020 Pre to Post Common Assessment results in writing for all students assigned to the teacher
	4-8	Spring 2016 to Spring 2019 MSTEP *(SGP) for all students assigned to the individual teacher in reading and math	Fall 2019 to Spring 2020 NWEA in Reading for all students assigned to the teacher. However, if the primary area of instruction for the teacher is math, then NWEA results in math will be used for this calculation
	9-12	2018 Spring to 2019 Spring PSAT/SAT ELA and Math scores for all students assigned to the building	2019-2020 Pre to Post Common Assessment results for all students assigned to the teacher
Building Special Education Teachers, Learning Coaches, Counselors, Ancillary Staff	K-8	Spring 2016 to Spring 2019 MSTEP *(SGP) based on average of all students assigned to building in reading and math	Fall 2019 to Spring 2020 NWEA results in Reading for all students assigned to the building. However, if the primary area of support for the teacher is math, then NWEA results in math will be used for this calculation
	9-12	2018 Spring to 2019 Spring PSAT/SAT ELA and Math scores for all students assigned to building	2019-2020 Pre to Post Common Assessment results in ELA for all students assigned to the building. However, if the primary area of support for the teacher is math, then Common Assessment results in math will be used for this calculation
Specials and Elective Teachers	K-8	Spring 2016 to Spring 2019 MSTEP *(SGP) based on average of all students assigned to building in reading and math	2019-2020 Pre to Post Common Assessment results for all students assigned to the teacher.
	9-12	2018 Spring to 2019 Spring PSAT/SAT ELA and Math scores for all students assigned to building	
District Staff	K-12	District score for state assessment will calculated from an average of the district Spring 2016 to spring 2019 (MSTEP) SGP score and the 2018 Spring to 2019 Spring PSAT/SAT ELA and Math score for all students assigned to the district	District score for other assessment will be determined from an average of all individual building scores for other assessment calculated as listed above from either NWEA assessments in reading and math or pre to post common assessments

A. Calculating Growth Scores for State Assessments

In grades and subjects in which state assessments are administered, one-half of the final student growth calculation must be measured using state assessment results.

1) Student Growth Percentile (SGP)

SGP's will be used to determine growth calculations for State assessment results when available. SGP's describe a student's growth compared to other students with similar test score histories (their academic peers). In calculating SGP's, students are grouped with academic peers throughout the state who had comparable score patterns on past tests. Students in each academic peer group are then ordered based on their score on the current year test. SGP's will utilize current and prior year data weighted according to the chart below to generate a state assessment growth score:

School Year	Weighting of Overall Score
Most Recent Year	50%
Year Pervious to Most Recent	30%
Two Years Previous to Most Recent	20%

Once the SGP is calculated for each of the years assessed, a growth rating score for the State assessment portion of the overall growth score will be determined as follows:

State Assessment Student Growth Score	Description of Rating	Average SGP Required for Rating
4 Highly Effective	Average SGP Required for State Assessment Growth Rating of Exceeds	60 +
3 Effective	Average SGP Required for State Assessment Growth Rating of Met	40 – 59
2 Minimally Effective	Average SGP Required for State Assessment Growth Rating of Nearly Met	20 - 39
1 Ineffective	Average SGP Required for State Assessment Growth Rating of Not Met	19 or less

When there are not 3 years' worth of data available, most recent year will be weighted 65% and prior year will be weighted 35%. When only one-year worth of data is available, it will 100% of the State Assessment score. When no state assessment data is available for a teacher, common assessment results as calculated below will be used to determine the State Assessment portion of the overall growth score. When common assessments are the ONLY student defined student growth measure available, an average of all unit assessment scores will be used for the "other assessment growth score" and measured in the same manner as common assessment proficiency scores defined below.

2) NWEA & PSAT/SAT Results

For grade levels where SGPs cannot be determined from MSTEP results, student growth for the state assessment portion of the overall growth score will be calculated using NWEA or PSAT/SAT results as follows.

For most grade levels, baseline assessment data (Fall or prior spring) is used to determine a projected growth score for each individual student in the building in the content areas of ELA and Math. Summative assessments (given in the spring) will be given to compare how the individual student performed compared to their projected growth.

Early 5 - A projected growth score is not calculated for Early 5 students and therefore the following RIT growth from fall to spring NWEA assessments will be used in calculating teacher growth:

No Growth	0
1-10	1
11-20	2
21+	3

Grades 9-12 – A projected growth score is not calculated for PSAT and therefore the following Projected Growth Vertical Scale for PSAT scores will be used as follows:

9 th Grade	PSAT to PSAT	120-720
10 th Grade	PSAT to PSAT	160-760
11 th Grade	PSAT to SAT	200-800

Values are assigned for each student in ELA and math as follows:

- 0 – Student did not improve or regressed
- 1 – Student improved, but did not meet the projected growth goal
- 2 – Student met projected growth goal
- 3 – Drastic Growth, student exceed growth goal

The state assessment growth score is calculated by averaging all of the individual student values (0, 1, 2, 3) for both math and ELA for students assigned to an individual teacher or for all students assigned to a building as appropriate.

An overall average score is determined and rated as follows:

State Assessment Student Growth Score	Calculated Average of all Values assigned
4 Highly Effective	2.5 +
3 Effective	1.50 – 2.49
2 Minimally Effective	1.00 – 1.49
1 Ineffective	0.00 - 0.99

B. Calculating Growth Scores for Other Student Growth Measure

The remaining 20% of the overall growth calculation will be determined through another identified assessment. Depending on the grade level and assignment, teacher’s other assessment will be calculated as listed below.

1) NWEA Results

Baseline assessment data (given in the fall) is used to determine a projected growth score for each individual student in the building in the identified content areas. Summative assessments (given in the spring) will be given to compare how the individual student performed compared to their projected growth. For all teachers, except those who primarily support math instruction, NWEA scores from ELA assessments will be used to

determine the score. For special education teachers and learning coaches who primarily support of math, then NWEA results in math will be used for this calculation. Values are assigned for each student in ELA or math as follows:

- 0 – Student did not improve or regressed
- 1 – Student improved, but did not meet the projected growth goal
- 2 – Student met projected growth goal
- 3 – Drastic Growth, student exceed growth goal

The other identified assessment growth score is calculated by averaging all of the individual student values (0, 1, 2, 3) for the content area identified for students assigned to an individual teacher or for all students assigned to a building as appropriate.

An overall average score is determined and rated as follows:

Other Student Growth Measure	Calculated Average of all Values assigned
4 Highly Effective	2.5 +
3 Effective	1.50 – 2.49
2 Minimally Effective	1.00 – 1.49
1 Ineffective	0.00 - 0.99

2) Common Assessments

To determine progress towards the other identified assessment results for teachers using common assessments, teachers will administer a district-approved pre and post common assessment. These assessments are living documents that continue to be revised for appropriate alignment with Common Core Standards and the essential learnings developed for the identified content areas. Student Growth is measured using Common Assessments in one of two ways.

- a. Progress in Meeting Proficiency Targets** – Teacher effectiveness in the area of student growth is based on the total percentage of students who achieve proficiency using the district common assessment.

Proficiency on common assessments is defined as follows:

K-3 Writing	*An average of 28 points or higher as measured on both informational and narrative writing prompts
K-5 Specials	80% or higher
Grades 6 -12	78% or higher

**In limited cases, Appendix F may be used to adjust the proficiency target for specified students.*

The following table will be used to calculate teacher effectiveness.

1	2	3	4
Less than 70% of students proficient	70 – 79% of students proficient	80-89% of students proficient	90-100% students proficient

- b. Safe Harbor** - In the event that a teacher does not reach a rating of "4" based on student proficiency as referenced above, she/he applies a Safe Harbor formula. Safe Harbor is based on the overall increase in the average of student scores from the pre-assessment to the post-assessment. The following table indicates the teacher effectiveness ratings assigned to the increase in the average of student growth scores:

1	2	3	4
Less than 20% growth	20% to 29% growth	30% to 78% Growth	79% or more growth

Final Student Growth Rating Calculation

A final student growth rating determination is based on consideration of both the state assessment growth results and the other student growth measure. Scores are determined for each assessment and combined to determine the final student growth score based on the chart below.

		State Assessment Growth Determination			
		1 Ineffective	2 Minimally Eff.	3 Effective	4 Highly Eff.
Other Student Growth Measure Determination	1 Ineffective	1 <i>Ineffective</i>	2 <i>Minimally Effective</i>	2 <i>Minimally Effective</i>	3 <i>Effective</i>
	2 Minimally Eff.	2 <i>Minimally Effective</i>	2 <i>Minimally Effective</i>	3 <i>Effective</i>	3 <i>Effective</i>
	3 Effective	2 <i>Minimally Effective</i>	3 <i>Effective</i>	3 <i>Effective</i>	4 <i>Highly Effective</i>
	4 Highly Eff.	3 <i>Effective</i>	3 <i>Effective</i>	4 <i>Highly Effective</i>	4 <i>Highly Effective</i>

Elementary Student Growth Adjustment Request For English Language Arts

Must complete and submit this form prior to the initial evaluation meeting in October.

Student		Building	
Teacher		Grade	

Has the student been involved in the SAT process before? _____ When? _____

Why? _____

Prior Assessment Data: When possible, attach at least one year of performance data on pertinent district assessments in the area of concern. Be sure to attach other available data, such as grades, MEAP scores, progress monitoring data related to interventions, and relevant formative assessments.

Attach current baseline data in area of concern:

Brief explanation for requesting an adjustment in the growth data expectations for this year:

Recommendation:

- Lower required DRA growth rate to one year's growth for this student.*
- Lower the student's required rate of growth to _____ for this year.
- Continue interventions and review case on:

Principal's Signature

Teacher's Signature

Central Office Administrator

*This is a one year adjustment that cannot be continued without the approval of the special ed director.

Annual Teacher Evaluation Timeline

*May be adjusted to accommodate buildings/programs on balanced calendar schedule.

Date	Activity	Person Responsible
September	Review TPEP Changes and Growth Calculation with Staff Complete initial meeting regarding the evaluation process, changes to TPEP, and explanation of student growth calculation to all staff members.	Building Administrators
No later than September 30	New Teacher Evaluation Meeting Meet with all new hires to explain the LCS teacher evaluation process.	Building Administrators
Oct 1	Building Growth Goal - The approved building growth goal, identified best-practice strategies to support the building growth goal, and indicators of progress are communicated to all building staff.	Building Administrator
Oct 1 – Oct 31	Initial Evaluation Meeting – An initial evaluation meeting is held with all teachers. All of the following is reviewed: <ul style="list-style-type: none"> • All teachers, are to have completed self-reflection (FORM B) prior to their initial evaluation meeting. • Prior to the meeting, the teacher completes and submits individual growth goals, best practice strategies and indicators of progress on Form A. Discuss and finalize individual goals, strategies, and indicators during the initial evaluation meeting. • Review, discuss and clarify building growth goal, strategies and indicators of progress. • Elementary teachers requesting student growth adjustments for English Language Arts should submit Appendix D at the initial evaluation meeting. • Establish and approve plan to meet online PD requirement • IDPs need to be developed for all 1st year teachers as defined in Appendix A and reviewed with teachers in years 2-5 or on assistance or tenure track. New or revised IDPs forward to the human resource department by Nov 1. 	Building Administrator & Teacher
Oct – December	Formal and Informal Observations Collect evidence of progress in goal areas	Administrators Teachers
Jan 30	Mid-Year Progress Report and Conference A mid-year conference is held and Form D is reviewed for all teachers as specified.	Building Administrator
January	Student Opinion of Teacher Effectiveness Electronic survey is administered to secondary students as specified.	Administrators and Teachers
Feb – April	Formal and Informal Observations Collect evidence of progress in goal areas	Administrators Teachers
May	Year-End Evaluation Conference A year-end evaluation conference is held with all teachers. During the meeting, the preliminary summative evaluation (without final student growth calculation) is reviewed. All online PD Must be completed and progress is assessed.	Building Administrator
No later than Last Day of School	Summative Evaluation Finalized Summative evaluations containing final growth calculations must be printed and signed prior to the teacher departing for the school year.	Building Administrator
June 25	Summative Evaluations due to the Human Resource office	Building Administrator

Accessing Online Evaluation Tool - Frontline Professional Growth

Lapeer Community Schools uses the "Legacy" platform in the Frontline Professional Growth system.

The following forms used for the teacher evaluation process are found in the online tool used for Teacher Evaluation, Frontline Professional Growth:

FORM	TITLE
A	Goal Planning and Authorization
B	Self-Evaluation
C	Walk-Through Feedback
D	Pre Observation Form
E	Observation Report
E2	Post Observation Reflection Form
F	Mid-Year Progress Report
G	Online PD Self-Reflection
H	Summative Evaluation
I	Teacher Assistance Track Notification

Educators can access their account by following the directions below.

1. Access the system:
 - At the website: **www.mylearningplan.com**, or
 - From the District webpage under the staff access tab.
2. Once you are at the My Learning Plan website, access your account using the following information:

Username: your own email address

Password: changeme

It is strongly suggested that new users of the Frontline Professional Growth tool, take a moment to complete an evaluation orientation for new educators in the frontline system. The orientation provides information regarding how to navigate through the system. The orientation can be accessed by clicking on the (i) Help icon located near the top of your login page and to the right. Clicking this icon will open the learning center which contains a number of valuable resources. In the search line, type "Getting Started for Educators -- Legacy Platform" which will provide a brief overview of how to use the system.

Once again, Frontline maintains two systems -- Lapeer Community Schools utilizes the "Legacy System" and NOT the Insights platform.

Additional online resources including a training webinar can be found on the Staff Access page of the LCS District website.