

# Performance Evaluation System

Marshall Public Schools

# Vision Statement

The Marshall Public Schools has taken the opportunity the Michigan Legislature has provided us in 2011 to further our efforts at improving the instructional practice in the classroom and across the district. We are leveraging our resources (time, talents, and treasures) to ensure that every student reaches his/her full potential in obtaining the necessary knowledge and skills for the 21<sup>st</sup> Century. To do so, we are ensuring that all teachers and administrators receive an annual evaluation linked directly to student learning that informs every educator what his/her strengths and growth areas are and provides each with the appropriate tools for continuous quality improvement.

# Introduction

The following Performance Evaluation System (PES) was developed in the summer of 2011 by a committee of teachers, the Marshall Teachers Association representatives, building administrators, central office administrators, and the Superintendent. We agreed that the evaluation tools would be focused on improving instructional practice in the classroom; and that the evaluation process would serve as a continuous quality improvement feedback loop for teachers and administrators to enhance their art and practice as Educators.

The PES was presented to the Board of Education on August 8, 2011 and approved on October 24, 2011 by the Board to notify the Governor's Council of being in compliance with all mandated requirements of the law.

The catalyst behind improving our PES was recent legislation signed into Michigan Law on July 17, 2011: specifically PA 100 & 101 (also known as HB4625 and HB4626) which amends the Michigan Teachers' Tenure Act; PA 102 (also known as HB4627) which amends the Revised School Code; PA 103 (also known as HB4628) which amends the Public Employment Relations Act.

# Key Legislative Impact to Teacher Evaluation and Tenure

- Extends the probationary period for teachers new to our district after July 17, 2011 to five (5) full years of employment; except for those teachers who are in a probationary period on the effective date of the enactment.
- Repealed the sixty (60) day notice of non-renewal period at the end of the school year for probationary teachers. The notice of non-renewal must now be delivered fifteen (15) days before the end of the school year (i.e., 15 days prior to June 30<sup>th</sup>).
- Requires that a probationary teacher be issued an Individual Development Plan (IDP) effective for the entire probationary period.
- Requires that all performance ratings of teachers (and administrators associated with district academics) be Highly Effective, Effective, Minimally Effective, and Ineffective.
- Requires that a probationary teacher must be rated either Highly Effective or Effective on his/her three (3) most recent annual year-end performance evaluations to successfully complete the probationary period.
- Requires the district to issue an IDP to a tenured teacher if s/he receives a performance evaluation rating of Ineffective, with progress to be made within 180 days.
- Grants the district (through its Board) final determination of the format and number of observations for tenured teacher evaluations in consult with teachers and administrators.
- Beginning with the 2013/14 school year, the district must ensure that the PES for teachers and administrators includes student growth and assessment data. If there is student growth and assessment data available for at least three (3) school years, the annual year-end evaluation must be based on the most recent three (3) consecutive school year period.

# Key Legislative Impact to Teacher Evaluation and Tenure - Continued

- For teachers in the first year of a probationary period or tenured teachers who have received ratings of Minimally Effective or Ineffective in their most recent annual year-end evaluation, the school administrator shall develop (in consult with the teacher) an IDP that includes goals and professional development needed.
- The PES must include a mid-year progress report for a first year probationary teacher and for a tenured teacher operating with an IDP.
- The PES shall provide that if a teacher is rated as Ineffective on three (3) consecutive year-end evaluations, the school district shall dismiss the teacher from his or her employment. However, this provision does not preclude the district from dismissing an Ineffective teacher from his or her employment regardless.
- The PES shall provide that if a teacher is rated as Highly Effective on three (3) consecutive year-end evaluations, the school may choose to conduct a year-end evaluation biennially instead of annually. However if a Highly Effective teacher on biennial evaluations does not maintain the rating of highly Effective, that teacher must again be evaluated annually.
- The PES must provide that if a tenured teacher not on a probationary period is rated as Ineffective on a year-end evaluation, that teacher may request a review of the evaluation and the rating by the Superintendent.
- Requires the district to post a description of our PES on our Website.
- Beginning in the 2015/16 school year, the district shall notify the parents/guardians of an enrolled student that the student has been assigned to a teacher receiving a rating of Ineffective for two (20 most recent and consecutive year-end evaluations).
- Requires multiple classroom observations as a component of the annual year-end evaluation.

# Amends Section 15 of the Public Employment Relations Act (PERA

- Decisions and impact about the development, content, standards, procedures, adoption and implementation of a PES is a prohibitive subject of bargaining.
- Decisions about the format, timing or number of classroom observations or other observations for teacher evaluation purposes or the impact of those decisions on an individual employee or bargaining unit is a prohibitive subject of bargaining.
- Decisions about the development, content, standards, procedures, adoption, and implementation of performance-based compensation for teachers and administrators, and how an employee's performance evaluation is used to determine performance-based compensation, are prohibitive subjects of bargaining.
- Decisions regarding the development, format, content and procedures for notification to parents and legal guardians that a teacher assigned to their child has been rated Ineffective pursuant to the new enactment is a prohibitive subject of bargaining.
- The PES rating system is used as consideration for teacher retention, promotion, termination, and reduction in work force (lay-offs).
- The PES results are used by the district to inform what is provided for professional development the following year; both on an individual and district-wide basis (as applicable).

# Teacher Evaluation Tool

- Every teacher receives an annual year-end evaluation that determines professional competence, informs personnel decisions, and on-going professional development.
- Multiple direct classroom and general observations are made by the administrator over time to support the evaluation process.
- The most significant portion of the evaluation is data-driven and based on student growth and assessment results.
- The evaluation is designed utilizing research-based assessments to determine student growth.
- The evaluation underscores the Learning Design Model as our fundamental approach to instructional design and delivery.

# Teacher Evaluation Tool - Continued

- The teacher is evaluated across five (5) Domains: Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities, and Student Growth.
- Within each Domain, there are Objectives listed numerically (i.e., 1a) that are specifically evaluated.
- Under each Objective, there are bullet points that help identify what evidence the evaluator is researching to establish a rating.
- An accompanying Rubric creates the framework for professional teaching practices on a scale of Ineffective, Minimally Effective, Effective, and Highly Effective. It serves, in tandem with the evaluation tool, as a “road map” for teachers as professional educators.
- It is a district guideline that no teacher shall be rated as Highly Effective on the Overall year-end evaluation if any one or more Domain is rated Minimally Effective or Ineffective.

# Administrator Evaluation Tool

- Every academic administrator receives an annual year-end evaluation that determines professional competence, informs personnel decisions, and on-going professional development.
- Multiple direct observations are made by the administrator's supervisor over time to support the evaluation process; as well as relying on input from the administrator's constituents.
- The most significant portion of the evaluation is data-driven and based on student growth and assessment results.
- The evaluation is designed utilizing research-based assessments to determine student growth.

# Administrator Evaluation Tool - Continued

- The administrator is evaluated across four (4) domains: Personal/Professional Characteristics, Administrative Processes, Job Performance, and Student Growth.
- Within each Domain, there are Objectives listed numerically (i.e., 1, 2) that are specifically evaluated.
- A Rubric is incorporated into each Objective under bullet points that creates the framework for professional administrative practices on a scale of Ineffective, Minimally Effective, Effective, and Highly Effective. It serves as a “road map” for academic administrators as professional educators.
- It is a district guideline that no administrator shall be rated as Highly Effective on the Overall year-end evaluation if any one or more Domain is rated Minimally Effective or Ineffective.