

# SOUTHFIELD PUBLIC SCHOOLS

## TEACHER-LEVEL EVALUATION OVERVIEW DOCUMENT



2016-2017  
[www.southfield.k12.org](http://www.southfield.k12.org)

*Division of Human Resources*  
*Division of Curriculum & Instruction*  
*MEA/SEA*

## Teacher Evaluation Timeline

09/01	Evaluator reviews calendar and evaluation process with Teachers
09/12	Initiation of Walk-Throughs (15 Minutes, Informal Classroom Visit)
09/30	Establishment of mutually agreed upon SMART Goals
12/09	First Observation and Post Observation Conference
02/16	Mid-Year Review
2/21	Second Observation and Post Observation Conference
	<b>*** <i>Minimally Effective and Below due to Human Resources by 03/17</i>***</b>
05/12	Evaluation Completion and Concluding Conference
05/15	Highly Effective and Effective Evaluations due to Human Resources

***\*IDPs Ongoing upon notice of not meeting instructional objectives.\****

## **TEACHER EVALUATION PROCESS**

The following procedure for teacher evaluations is formative and designed to improve performance and instruction. Every teacher will receive a copy.

### **PREFACE**

The Southfield Public Schools evaluates the teaching staff with the desired goal of enhancing professional growth and performance. The evaluation of a teacher will include the following five (5) Professional Instructional Practice Domains:

1. Planning and Preparation
2. Learning Environment
3. Instruction
4. Assessment
5. Professional Responsibilities

The evaluation process will utilize mutual goal setting, support for goal attainment and evaluation of progress. An on-going dialogue based on a collegial respect between the evaluator and the teacher is encouraged. A broad base of support will be developed and maintained to assist the teacher in satisfactorily meeting the objectives of the five (5) Professional Instructional Practice Domains.

In order to facilitate the evaluation process, an annual cycle will be utilized.

The purpose of the annual cycle is to provide both administrators and teachers with time necessary for a meaningful evaluation while remaining in compliance with the Michigan Teacher Tenure Law and the provisions of MCLA §380.1248, §380.1249 and §380.1250.

If a teacher's overall rating is either *Minimally Effective* or *Ineffective* at the end of any year, at a minimum, the next annual evaluation will be in conjunction with an IDP.

**For the evaluations, there are four sets of required forms and one optional form. (The forms are to be sent to Human Resources, the employee and a copy is kept for the administrator's file.)**

- 1. A goal setting form.**
- 2. A walk through form.**
- 3. A formal observation and/or mid-year review form.**
- 4. A formal evaluation form.**
- 5. Standardized IDP form. (OPTIONAL)**

**Copies of these are included in the "Evaluation Instruments" booklet.**

**The evaluation for Teachers will include a minimum of three meetings between evaluator and teacher and multiple classroom observations. The meetings will be scheduled for the purpose of:**

- 1. Goal setting – mutually established objectives and outcomes from each of the five (5) Professional Instructional Practice Domains.**
- 2. First post - observation conference.**
- 3. Second post - observation conference.**

## **PROFESSIONAL STAFF EVALUATION**

### **Board Policy Statements**

**The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with involvement of professional staff, it delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:**

- A. Evaluates the teacher's job performance annually while providing timely and constructive feedback.**
- B. Establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth.**
- C. Evaluates the teacher's job performance, using multiple rating categories that take into account data on student growth as a significant factor.**

**For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.**

- D. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:**
  - 1. The effectiveness of teachers, so that they are given ample opportunities for improvement**
  - 2. Promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development**
  - 3. Whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures**
  - 4. Removing ineffective tenured and non-tenured teachers after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures**

**The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such instance, all relevant evaluation documents may be used in the proceedings.**

**Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the Revised School Code, a negotiated agreement or contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.**

**The Evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011, unless there is a collective bargaining agreement in place as of January 4, 2010, which would prevent implementation of this procedure. In that case, the procedure must be in place and become effective upon the expiration of the bargaining agreement.**

**This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.**

Not later than September 1, 2011, and subject to subsection (9), with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

- (a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.
- (b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- (c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria. If the performance evaluation system implemented by a school district, intermediate school district, or public school academy under this section does not already include the rating of teachers as highly effective, effective, minimally effective, and ineffective, then the school district, intermediate school district, or public school academy shall revise the performance evaluation system within 60 days after the effective date of the amendatory act that added this sentence to ensure that it rates teachers as highly effective, effective, minimally effective, or ineffective.
- (d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
  - (i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.

**M.C.L.A. 380.1249**

## **Administrative Procedures for Teacher Evaluations**

### **A. The purpose of the evaluation procedures:**

- 1. The Southfield Public Schools will evaluate the teaching staff with the desired goal of enhancing professional growth.**
- 2. The principal or director will meet with each teacher during the first month of each school year and develop a plan of work for the current year.**
- 3. When it is determined that the teacher has not progressed to an *Effective* status in the specific areas which have been identified, during the time allocated and after adequate support help has been provided, then steps will be taken to dismiss the teacher.**

### **B. Classification of Teacher for evaluation purposes:**

- 1. Highly Effective and Effective- Teachers for whom there is no current concern regarding their competency.**
- 2. Minimal Effective and Ineffective - Teachers whose overall rating was unsatisfactory on the most recent evaluation or for whom a serious concern has arisen regarding competency and this concern has been shared with the teacher.**

### **C. Evaluation Procedures:**

#### **1. Teachers:**

- a. Walk-throughs and at least two formal observations will be made to each teacher's classroom prior to February 28<sup>th</sup>, or within the first three months of employment of a teacher hired during the school year. Deficiencies will be noted by the administrator to be shared with the teacher in writing and a systematic program of assistance including visits by other administrators will be developed. All visits will be documented and copies of such documentation will be retained by the building principal and made available, if requested, to the teacher.**
- b. On or before February 28<sup>th</sup>, (or within 90 days of employment), the principal will meet with teachers who are observed to be *Minimally Effective* or *Ineffective* to review teaching performance.**



- c. On or before February 28<sup>th</sup>, (or within 90 days of employment), the principal will submit to the Superintendent a record for each teacher indicating the specific areas in which help is needed.
- d. The principal will keep copies and complete records of contact made with each teacher and prepare reports of progress observed. The reports are to be made available to the Superintendent, Associate Superintendent for Curriculum & Instruction and/or Associate Superintendent for Human Resources & Labor Relations, and if requested, to the teacher.
- e. As soon as possible and not later than March 15<sup>th</sup>, the principal and/or director will meet with each teacher to complete an initial evaluation of teaching performance. The teacher is to see the principal's evaluation form, discuss it, sign it and receive a copy.
- f. Not later than March 22<sup>nd</sup>, the principal will meet with the Associate Superintendent for Curriculum & Instruction and/or the Associate Superintendent for Human Resources & Labor Relations and a cooperative decision will be reached concerning the future status of each teacher.
- g. If dismissal is to be recommended, a report must be submitted to the Board of Education prior to March 30<sup>th</sup>. The Board of Education shall meet to consider the recommendation and take appropriate action no later than June 1<sup>st</sup>.

**2. Teachers – Minimally Effective or Ineffective (Dismissal procedures):**

- a. If it is determined by the evaluator that a teacher is not making satisfactory progress in overcoming areas of weakness which were identified earlier or has retrogressed significantly from an *Effective* level of performance a conference will be scheduled with the teacher to discuss the nature of the deficiency.
- b. Immediately after the conference, the principal will inform the Superintendent and the Associate Superintendent for Human Resources & Labor Relations, in writing, of the action, with a detailed listing of the specific areas of teaching deficiency.
- c. The principal will arrange a meeting with the teacher and the Associate Superintendent for Human Resources & Labor Relations to discuss the nature of the observed deficiencies, the possible

**courses of action, and the teacher's rights under the contract, local Board of Education policies and the State Tenure act.**

- d. After the conference with the teacher, the principal and the Associate Superintendent for Human Resources & Labor Relations will meet with the Superintendent to cooperatively determine if the deficiencies of this teacher are so pronounced that their influence is detrimental to the best interest of the school system.**
- e. The Board of Education will consider the Superintendent's report in a meeting to be held on or before June 1<sup>st</sup>, and, at this time, will conduct a hearing in accordance with the provisions in the State Tenure Act.**
- f. The Board of Education will inform the teacher of its decision in writing at least fifteen days prior to the end of the school year.**
- g. If circumstances indicate that dismissal is desirable before the end of the school year, the procedure outlined above may be facilitated on determination of the Superintendent.**

**D. Evaluation Responsibilities:**

**Principals, Assistant Principals, Associate Superintendents and Superintendents are able to prepare the initial written evaluation. This document will be submitted to the appropriate Principal for review and approval; the final evaluation will be the responsibility of and be signed by the building principal.**

**In the case of teachers who are assigned to more than one building, a copy of the initial evaluation will be forwarded to each principal. The final evaluation will be the joint responsibility of all the principals involved and each will sign the final evaluation form.**

<b><u>Year</u></b>	<b><u>Domain 1</u></b>	<b><u>Domain 2</u></b>	<b><u>Domain 3</u></b>	<b><u>Domain 4</u></b>	<b><u>Domain 5</u></b>
2016-2017	25%	10%	30%	25%	10%

### **QUALITY SCORES**

<b><u>Rating</u></b>	<b><u>Score</u></b>
Highly Effective	100-91
Effective	90-75
Minimally Effective	74-50
Ineffective	49-0

### **CRITERIA FOR ATTAINING TENURE**

1. In addition to the conditions listed below a teacher shall not be consider 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.
  - a. If a teacher has been rated as *Highly Effective* on 3 consecutive annual year-end performance evaluations under the RSC 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.
2. Demonstrated knowledge of the subject matter being taught.
3. Demonstrated ability to communicate effectively with other teachers, parents and administrators.
4. Demonstrated ability to manage students effectively in small and large group settings:
  - a. Focuses student attention on the lesson which includes teaching for understanding
  - b. Manages time effectively
  - c. Uses praise and positive reinforcement
  - d. Works toward students developing self-discipline
  - e. No classroom management issues
  - f. Reinforces PBS consistently
  - g. Students on task and attentive
5. Lesson plans appropriate for instruction:
  - a. Lesson plans are meaningful and follow the adopted curriculum
  - b. Objectives are stated clearly and shared with students daily
  - c. Uses appropriate modeling and/or guided practice
  - d. Monitors student progress in achieving objectives
  - e. Lessons reflect the key elements of differentiated instruction and includes appropriate interventions to ensure student success at all levels

- 6. Complies with all building and district policies, rules, regulations and directives (i.e. Board of Education policies, building teachers handbook).**
- 7. Conducts frequent and meaningful assessment of student progress:**
  - a. Publisher tests are administered properly**
  - b. Teacher made tests are direct measurements of objectives taught**
  - c. Student's progress is measured through a variety of methods**
  - d. Student's progress is communicated with students, parents and administrators on a consistent, documented, basis (conferences, phone calls, letters home, etc.)**
- 8. Makes appropriate student referrals for additional support (RTI, counseling, etc.).**
- 9. Seeks and accepts help when necessary from colleagues and/or administration.**
- 10. Attends professional development that supports professional growth.**