

ADMINISTRATIVE PROCEDURES

GBIA

PERSONNEL TEACHER EVALUATIONS

~~MAY 17, 2021~~
JANUARY 29, 2024

~~A. The performance evaluation system will include at least an annual year-end evaluation.~~

~~1. The annual year-end performance evaluation will be based in part on student growth and assessment data. The percentage of the annual year-end evaluation based on the student growth and assessment data will be equal to the percentage established by law. If student growth and assessment data is available for a teacher for at least three school years, the annual year-end evaluation shall be based on student growth and assessment data for the most recent three consecutive school-year period. If not, the annual year-end evaluation shall be based on all student growth and assessment data that is available for the teacher.~~

~~2. The annual year-end performance evaluation shall include specific performance goals. Specific performance goals will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting the goals. For a first-year probationary teacher or a teacher who received a rating of ineffective or minimally effective on his or her most recent annual year-end evaluation, the school administrator or designee shall develop, in consultation with the teacher, an individualized development plan that includes these goals and training and is designed to assist the teacher to improve his or her effectiveness.~~

~~B. The performance evaluation system will include a mid-year progress report for a teacher who is in the first year of the probationary period, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The mid-year progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve.~~

~~The mid-year progress report shall:~~

- ~~1. Be based at least in part on student achievement;~~
- ~~2. Be aligned with the teacher's individualized development plan under subdivision A.2. above;~~
- ~~3. Include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his/her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals;~~

~~4. Include a written improvement plan developed by the school administrator or designee, in consultation with the teacher, that includes these goals and training and is designed to assist the teacher to improve his or her rating; and~~

~~5. Be developed in addition to an annual year-end evaluation.~~

~~C. The performance evaluation system will include classroom observations. All of the following apply to these classroom observations:-~~

~~1. The manner in which a classroom observation is conducted shall be consistent with the selected state evaluation tool.~~

~~2. A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.~~

~~3. A classroom observation does not have to be for an entire class period.~~

~~4. Unless a teacher has received a rating of effective or highly effective on his or her two most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year.~~

~~D. The performance evaluation system may allow an exemption of student growth data for a particular pupil for a school year upon the recommendation of the school administrator conducting the annual year-end evaluation or his or her designee and approval of the school district superintendent or his or her designee.~~

~~E. The performance evaluation system shall assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective.~~

~~F. The performance evaluation system shall provide that if a teacher is rated as ineffective on three consecutive annual year-end evaluations, the teacher will be dismissed from his or her employment.~~

~~G. The performance evaluation system shall provide that if a teacher is rated as highly effective on three consecutive annual year-end evaluations, the school district may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as highly effective on one of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations.~~

~~H. The performance evaluation system shall permit a teacher who is not in a probationary period and is rated as ineffective on the annual year-end evaluation, to request a review of the evaluation and the rating by the school district superintendent. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating. Upon receipt of the request, the school district superintendent or designee shall review the evaluation and rating and may make any modifications as appropriate based on his or her review. However, a review as described in this paragraph may only occur twice in a three school year period.~~

Effective July 1, 2024, the evaluation tools for both administrators and teachers will be reclassified to have three ratings: Effective, Developing, and Needing Support. Student growth components for both administrators and teachers will be calculated based on the requirements of the Revised School Code. Any disputes regarding evaluations will be subject to the dispute process in Section 1249 of the Revised School Code.

The Superintendent or designee will evaluate administrators annually, unless otherwise permitted by Michigan law, using the School Advance model. Beginning in the 2024-2025 school year, for the first three years a school administrator is in a new administrative position, the Superintendent or designee will assign a mentor to the school administrator. The Superintendent or designee will, for each year the administrator is evaluated, conduct a midyear progress report.

Building School principals will evaluate teachers annually, unless otherwise permitted by Michigan law, using the 5D+ model. All teacher evaluations require at least two observations and at least one observation will be unscheduled. Any midyear progress meetings conducted by Administrators will review relevant student achievement data. The evaluation system will rate teachers with ratings as required by Section 1249 of the Revised School Code. Administrators will provide written feedback to teachers as required by law. Beginning in the 2024-2025 school year, classroom observations must be for a minimum of fifteen minutes, but need not be an entire class period. ~~One observation will be unscheduled.~~ Building School principals will meet with teachers following observations and provide written observation feedback within thirty (30) days of the observation.

~~Employees Whose Evaluations are Not Governed by Section 1249 of the Revised School Code.~~ The Superintendent or designee will determine the method of evaluation for in which such employees whose evaluations are not governed by Section 1249 of the Revised School Code.