



TEACHER EVALUATION PROCEDURES

Monroe County Intermediate School District

Monroe, Michigan

2023-2024

October 19, 2023

MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT

MONROE, MICHIGAN

TEACHER EVALUATION PROCEDURES 2023-2024

The procedures are posted on the Human Resources webpage under “Evaluations.”

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Standard for Success (SFS): Our Classroom Teacher Evaluation Software

The teacher evaluation is completed through the on-line, web based SFS. The website can be found at <https://www.standardforsuccess.com/>

The website for Standards for Success can also be accessed through QuickLinks on the MCISD homepage at www.monroeisd.us.

Each teacher has a username and password to log into SFS. A teacher username is his or her Monroe ISD email address. As new users in SFS, the first time you try to log on, you will put your username in and then select "Forgot Password". SFS will send you an email with your password. You will have an opportunity to change that password once you have logged on.

Staff Evaluated with The Thoughtful Classroom Evaluation Rubric:

LBSE Classroom Teacher

MOCI Classroom Teacher

Youth Center Teacher

Educational Center Teacher

Transition Center Teacher

Early Childhood Special Education Teacher

GSRP Teacher

Head Start Teacher

MCMC Teacher

Japanese (distance learning) Teacher

PURPOSE OF THE EVALUATION

All classroom teachers are required to have an annual evaluation that is “rigorous, transparent and fair” and of which, student growth is a significant factor. The district chose The Thoughtful Classroom Teacher Effectiveness Framework (“TTCTEF”) as the classroom teacher evaluation framework beginning with the 2017-18 school year for all MCISD teachers responsible for direct classroom instruction/teacher of record. TTCTEF is a comprehensive system for observing, evaluating and refining classroom practice. It is one of the four approved models in the state of Michigan. The goal of the Framework is to create a common language for talking about high quality teaching and how classroom practice can be improved.

The TTCTEF allows for assessment according to ten (10) dimensions of teaching.

- ✓ Component One contains the Four Cornerstones of Effective Teaching. The Cornerstones represent the universal elements of quality instruction:

Cornerstone 1: Organization, Rules and Procedures

Cornerstone 2: Positive Relationships

Cornerstone 3: Engagement and Enjoyment

Cornerstone 4: A Culture of Thinking and Learning.

- ✓ Component Two contains the Five Episodes of Effective Instruction, which will increase the likelihood of deep learning:

Episode 5: Preparing Students for New Learning.

Episode 6: Presenting New Learning

Episode 7: Deepening and Reinforcing Learning

Episode 8: Applying Learning

Episode 9: Reflecting on and Celebrating Learning

- ✓ Component Three looks beyond the classroom, focuses on professional practice, and addresses non-instructional responsibilities such as the teacher’s commitment to ongoing learning, professionalism and the school community:

Dimension 10: Effective Professional Practice

Dimension 11: This is the Student Growth module which accounts for **40%** of the evaluation. Teachers will use three assessments in monitoring their students' academic growth in Math and ELA. MCMC staff monitor student growth in their particular core subject area. The three assessment areas are State assessment/Standard Assessment (**which must account for 50% of the assessments**), curriculum-based assessments and student learning objectives/academic action plan.

Early Childhood will use curriculum-based assessments and State assessments develop the SLO's but only the SLO's will be weighted.

TIMELINE: (This is a suggested timeline and may be altered to accommodate schedules)

By October 1st:	Teachers will complete the self assessment in SFS
By October 15th:	Initial meeting between supervisor and teacher to review the evaluation rubric and set pertinent dates. Teacher should complete self-assessment prior to the meeting
By October 15th:	Teachers and supervisors will develop two (2) specific performance goals
By October 30th:	IDP must be developed for ALL probationary teachers
By October 30th:	Teachers enter performance goals into the Professional Growth Plan in SFS
By December 18th:	First observation
January 15th:	Mid-Year Progress Report, if applicable. (For teachers in their 1 st year of probation and teachers with ineffective/minimally effective on most recent annual evaluation)
By April 15th:	Second observation (additional observations may be scheduled as determined by supervisor)
May 15th:	Probationary Teacher Evaluations due (set goals for next year)
By June 1:	Tenured Teacher and GSRP and Head Start Teacher Evaluations due (set goals for next year)

EVALUATION CHECKLIST

1. Checklist and Rubric in SFS

Teachers and Supervisors will follow the appropriate Checklist in SFS to complete the required steps in the Teacher Annual Evaluation. In SFS, the checklists are as follows:

- HS/GSRP Teachers
- Probationary Teacher- Year 1
- Probationary Teacher
- Teacher
- Teacher -Highly Effective

All teachers, but **excluding Teacher-Highly Effective**, will follow the same Thoughtful Classroom Rubric and complete all 10 dimensions and the student growth dimension during the yearly evaluation.

Teachers Rated Highly Effective

Those tenured teachers rated Highly Effective on their last three consecutive evaluations (starting with the evaluation of 2014-15), may move to a biennial (every other year) evaluation beginning in 2017-18. Example: Those teachers with an HE is rating in 2014-15, 2015-16 and 2016-17 will not be evaluated again until 2018-19). However, if a teacher is not rated as highly effective on 1 of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations. Even though a teacher moves to a biennial evaluation, he/she will still be required to complete, in collaboration with his/her supervisor, a Professional Growth Plan and collect and enter Student Growth data in SFS. However, this is not an evaluation nor is any score reported to the State via the REP for those teachers on the Teacher-Highly Effective checklist. **CAVEAT: Since there were no evaluations done in the 2019-20 school year and because the statute requires that a teacher be highly effective for three consecutive years in order to move to a biennial evaluation, the three year cycle starts over again for all teachers with the 2020-21 evaluation.**

Those probationary teachers who are highly effective on three consecutive annual year end performance evaluations and has completed at least four full school years of employment in a probationary period, shall be considered to have successfully completed the probationary period. (MCL 38.83b)

2. Individual Development Plan - REQUIRED

- Supervisors, in consultation with the Probationary Teacher, will develop an Individual Development Plan (“IDP”) by no later than October 30th. Teachers are probationary for either 2 or 5 years, depending on their status when hired.
- GSRP and Head Start teachers are not required by law to have an IDP; however, an IDP may be developed if necessary to assist the teacher in achieving an effective evaluation.
- An IDP is required for all Tenured teachers and GSRP and Head Start teachers who received an ineffective or minimally effective on his/her year end evaluation. **The IDP must be developed by October 30th.**

3. Self- Assessment -REQUIRED

- Teachers will complete the self-assessment by October 1st as a guide for developing a Professional Growth Plan for the year.

4. Professional Growth Plan - REQUIRED

- Teachers and supervisors will develop two (2) specific performance goals to assist in improving teacher effectiveness by **October 15** of each school year. Teachers are required to put the goals into SFS **by no later than October 30.**
- Three milestones must be added by the teacher in SFS to establish checkpoints through out the school year.

5. Relevant Significant Training

- Teachers (excluding GSRP and Head Start Teachers) will keep a log of any relevant significant training in SFS. The information that teachers enter in SFS will be REP category of the activity (either classroom management or instructional delivery), the title of the activity, the skill acquired and the length of the training. The evaluation of the activity will be addressed in Dimension 10. **Please note: 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. MCL 380.1248(1)(a)(iii)**

*Professional development attended during a teacher's workday is considered "required by the employer"

6. Significant Relevant Contributions

Teachers (excluding GSRP and Head Start Teachers) will keep a log of any contributions to the overall performance of the school by making clear, significant relevant contributions **above and beyond** what is considered the normal expectations. 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. Teachers will enter these contributions in a log and they will be evaluated in Dimension 10.

The following is a list of approved activities and other activities may be approved by the Department Head in consultation with the Assistant Superintendent for Human Resources and Legal Counsel. The values assigned to these activities will be used in the calculation of a teacher's effectiveness rating. These activities must be shown to contribute to the positive outcomes for the teacher's students. **The "year" will be July 1-end of bubble calendar. Any approved activities under this domain that are done by the teacher after the completion of the bubble calendar, will be applied to the following evaluation year.**

- Student Teacher (Mentoring after school)
- Mentoring Staff
- Volunteer Curriculum Committees
- Yearbook Club
- Student Study Club
- Student Activity Committee (class picnic, hayride, school dances, fundraisers)
- Quiz Bowl (classroom or whole activities)
- School Committees

7. Student Growth Form- REQUIRED

- Student growth for the 2023-2024 school year will comprise 40% of a teacher's evaluation

- The Student Growth will be assessed as follows:
 - Standardized assessments (e.g. NWEA, PSAT, MiStep, MiAccess, TS Gold), (standardized assessments must comprise 50% of the student growth score)
 - approved curriculum based assessments (e.g. pre and post-test, assessment binders, end of semester assessments, transition skills assessment)
 - student learning objectives or academic intervention plan
- Teachers, in consultation with the supervisor, will select and enter the assessments selected, the results, and reflection on the results into SFS.
- LBSE, Educational Center, Transition Center, MoCi, and Youth Center teachers will assess students in ELA and Math only utilizing the three measures outlined above.
- MCMC teachers and the Distance Learning Teacher will assess students in one subject area (Math, ELA, Social Studies or Science or Japanese) utilizing the three measures outlined above. MCMC teachers will not use SLO's but instead will use academic intervention plan.
- ECSE, Head Start and GSRP will use the curriculum based assessments and standardized testing to develop the student learning objectives.

8. Mid-Year Progress Report

- Mid-Year Progress Report – required for teachers in their first year of probation (excluding GSRP and Head Start teachers) and all teachers who received an overall minimally effective or ineffective on his/her most recent year end evaluation. Due on or about January 15th.

9. Pre-Observation Form:

- Teachers are required to complete the Pre-Observation form for at least the required scheduled observation. Supervisors may require the pre-observation form for additional observations.

10. Observations:

- Supervisors will conduct one scheduled observation and one unscheduled observation.

- There is no order that the Supervisor will conduct the unscheduled and scheduled observations.
- More observations may be scheduled at the supervisor's discretion.
- Supervisors will review the teacher's lesson plan, state curriculum standard used in the lesson and a review of student engagement during observations.
- Feedback will be provided within 30 calendar days both in person and on the SFS Observation Feedback Form.
- An observation will be conducted prior to Winter Break and another after Winter Break.
- Observations and Learning Walks may be conducted by administrative partners to allow for consistency and more rigorous feedback.

11. Learning Walks:

- Supervisors will conduct at least 2 Learning Walks during the school year.
- Learning Walks are a quick check by the supervisor on the classroom to gather information to support the teacher in providing effective instruction and classroom management.
- Observations and Learning Walks may be conducted by administrative partners to allow for consistency and more rigorous feedback.

12. Content of the Final Evaluation

- The Final Summative Evaluation will consider the following:
 - Observation data
 - Learning walk data
 - Student growth
 - Significant relevant contributions (Not required for GSRP and Head Start Teachers)
 - Relevant and special training (cannot be training required by law or by the district) (Not required for GSRP and Head Start Teachers)
 - Parent input
 - Student input
 - Anecdotal incidents brought to teacher's attention by supervisor
 - Attendance
 - Discipline
 - Artifacts
 -

13. Evaluation Due Dates

- Probationary: By May 15th
- Tenured: By June 1
- GSRP and Head Start: By June 1

Employee Effectiveness Rating

Weighted Scoring

Dimensions 1-10 must equal 100% therefore, each dimension is weighted equally at 10%. The student growth is a separate section that must equal 100%. SFS calculates the dimensions score separately from the student growth score. On the final scoring, SFS calculates the overall score at 60% for the rubric score and 40% for student growth.

Teacher Evaluation Cornerstones and Dimensions (for all teachers) – 60% of evaluation

Rating	Ineffective	Minimally Effective	Effective	Highly Effective
	0-1.99	2.0-2.63	2.64-3.59	3.6-4

Student Growth Module – 40% of evaluation

Rating	Ineffective	Minimally Effective	Effective	Highly Effective
	0-1.99	2.0-2.63	2.64-3.59	3.6-4

PART TWO:
**TEACHER CONSULTANTS, ECSE TEACHER CONSULTANTS, TRANSITION FACILITATOR, AND
EDUCATIONAL CONSULTANTS**

Evaluation for Teacher Consultants, ECSE Teacher Consultants, Transition Facilitator and Educational Consultants (These positions are considered Teacher positions for Tenure purposes but not K-12 classroom teachers)

These positions require a teaching certificate and these staff do earn tenure; however, they are not classroom positions. The Thoughtful Classroom Evaluation tool was not a good fit for these positions. The Multi -Discipline II Support Staff Evaluation Tool suited their job duties in a more efficient and meaningful way.

Probationary tenure eligible staff will be evaluated for the first five years (two if tenured in another Michigan District) and then will move to every three years, unless there is an IDP in place due to performance issues. If that is the case, the staff person will be evaluated during the year the IDP is in place.

COMPONENTS OF THE MULTI-DISCIPLINE EVALUATION FRAMEWORK TOOL #1 (the rubric can be found at <https://www.monroeisd.us/departments/hr/evaluations/>

This evaluation contains five (5) standards and within those five (5) standards there are multiple elements. Each standard comprises 25% of the Evaluation.

1. Leadership, Advocacy, Collaboration and Ethical Practices
2. Promotes respectful environment for diverse population of students
3. Understands and facilitates the implementation of a comprehensive approach to supporting students
4. Promotes learning for all students
5. Effective reflection on professional practice

EVALUATION CHECKLIST

Staff will utilize the Support Staff evaluation checklist in SFS. The components of the checklist are:

1. **Self-Assessment: Required**
2. **Form L: Required**
3. **Observation 1: Required (One observation is unscheduled)**
4. **Observation 2: Required**

TIMELINE: (This is a suggested timeline and may be altered to accommodate schedules)

By October 1st: Initial meeting between supervisor and Staff to review the evaluation rubric, and set pertinent dates. Staff should complete self-assessment prior to the meeting

By December 18th: First observation

January 15th: Mid-Year Progress Report, if applicable. (For 1st year probationary, teachers and teachers with ineffective/minimally effective on most recent annual evaluation)

By April 15th: Second observation (additional observations may be scheduled as determined by supervisor)

May 15th: Probationary Evaluations due

By June 1: Evaluations due

Employee Effectiveness Rating

Rating	Ineffective	Minimally Effective	Effective	Highly Effective
	Less than 2	2-2.63	2.64-3.59	3.6-4

NOTICE OF NON DISCRIMINATION

The Monroe County Intermediate School District is an EOE employer/institution and does not discriminate based on religion, race, color, national origin, sex, disability, age, height, weight, marital status, veteran status or familial status in its programs, services, activities or in employment. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Eric Feldman

Assistant Superintendent for Human Resources and Legal Counsel

1101 S. Raisinville Road

Monroe, Michigan 48161

734-322-2640

For further information on notice of non-discrimination, see list of OCR enforcement offices for the address and phone number of the office that serves your area or call 1.800.421.3481

Complaint Procedure

The Monroe County Intermediate School district has adopted a procedure for addressing complaints of discrimination. The procedure can be accessed at www.monroeisd.us or a copy can be requested from the Human Resources Office at the above address.