

**2026-2027**

# **MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT**



## **TEACHER** *Evaluation Procedures Manual*

*Updated: August 25, 2026*

# **Teacher Evaluation Procedures Manual**

## ***2026-2027 School Year***

### **PURPOSE OF THIS MANUAL**

Pursuant to Board of Education Policy 3220 – *Teacher Evaluation* and relevant state law, Monroe County Intermediate School District (MCISD) is responsible for establishing and implementing a rigorous, transparent, and fair performance evaluation system for all teachers which does at least all of the following:

- Evaluates teacher job performance in a year-end evaluation,<sup>1</sup> while providing timely and constructive feedback;
- Establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth;
- Evaluates teacher job performance using rating categories of effective, developing, and needing support;
- Uses the evaluations to, at a minimum, inform decisions regarding employee effectiveness, employee development, and, if applicable, tenure;
- Provides a midyear progress report for teachers in their first year of probation or who have received a rating of minimally effective or ineffective or, after July 1, 2024, developing or needing support on their most recent year-end evaluation; and
- Includes classroom observations.

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<sup>1</sup> Teachers rated highly effective or, as of July 1, 2024, effective on their three (3) most recent consecutive year-end evaluations may be evaluated every third year.

**PART ONE:**  
**TEACHERS EVALUATED USING**  
**THE *THOUGHTFUL CLASSROOM* EVALUATION RUBRIC**

**“TEACHER” DEFINED**

For purposes of Part One of this manual, “teacher” is defined as the word is used under Section 71 of the *Teachers’ Tenure Act*, MCL 38.71, to mean a certificated individual employed by MCISD for a full school year. “Certificated” means either: (1) a teacher who holds a valid teaching certificate; or (2) a teacher whose teaching certificate is pending approval or rejection, so long as their teacher education college provides written evidence to MCISD that they completed the requirements of that college, as defined by the college’s catalog of courses. See, MCL 380.1535. See also, [Policy 3220](#)<sup>2</sup> for a comprehensive overview of the MCISD teacher evaluation process.

Other MCISD teachers that do not meet the definition of “teacher” in this manual will be evaluated using the *Multi-Discipline Evaluation Framework #1* as outlined under Part Two of this manual, below.

**TEACHER EVALUATION RUBRIC**

MCISD utilizes the *Thoughtful Classroom Teacher Effectiveness Framework* (Thoughtful Classroom) as the classroom teacher evaluation rubric for classroom teachers who meet the definition of “teacher” as defined above and who provide direct instruction to students and/or are identified as a teacher of record.

The evaluation process is completed through the online, web-based Standards for Success (SFS). The website can be found [here](#).<sup>3</sup> SFS has multiple PDFs available under the “[Support](#)” tab,<sup>4</sup> on its website to provide guidance and assistance.

**THOUGHTFUL CLASSROOM EVALUATION RUBRIC COMPONENTS**

The *Thoughtful Classroom* evaluation rubric is divided into 3 Components and 11 Dimensions, as follows:

| Component   | Dimension Number | Dimension Title                        |
|-------------|------------------|----------------------------------------|
| Component 1 | Dimension 1      | Organization, Rules & Procedures       |
|             | Dimension 2      | Positive Relationships                 |
|             | Dimension 3      | Engagement and Enjoyment               |
|             | Dimension 4      | A Culture of Thinking and Learning     |
| Component 2 | Dimension 5      | Preparing Students for New Learning    |
|             | Dimension 6      | Presenting New Learning                |
|             | Dimension 7      | Deepening and Reinforcing Learning     |
|             | Dimension 8      | Applying Learning                      |
|             | Dimension 9      | Reflecting on and Celebrating Learning |
| Component 3 | Dimension 10     | Professional Practice                  |
|             | Dimension 11     | Student Growth (20%)                   |

<sup>2</sup> <https://go.boarddocs.com/mi/monroeisd/Board.nsf/goto?open&id=DKAH9X474528>

<sup>3</sup> <https://www.standardsforsuccess.com>

<sup>4</sup> <https://educationadvanced.atlassian.net/wiki/spaces/EVKB/overview>

- **Component 1, Dimensions 1-4:** This component focuses on the universal elements of quality instruction.
- **Component 2, Dimensions 5-9:** This component focuses on increasing the likelihood of deep learning.
- **Component 3, Dimension 10:** This component looks beyond the classroom, focuses on professional practices, and addresses non-instructional responsibility such as commitment to ongoing learning, professionalism, and the broader school community.
- **Dimension 11:** This dimension is for student growth and accounts for 20% of the overall evaluation.

#### PROPOSED TIMELINES

| Date           | Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October 1      | Teachers will complete the appropriate <i>Self-Assessment</i> in SFS.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| October 15     | <ul style="list-style-type: none"> <li>• Initial meeting between supervisor and teacher to review the evaluation rubric and set pertinent dates.</li> <li>• Teacher and supervisor will develop two (2) specific performance goals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| October 30     | <ul style="list-style-type: none"> <li>• Individualized development plans (IDPs) must be developed for all probationary teachers.</li> <li>• Teachers will enter their performance goals into the <i>Professional Growth Plan</i> in SFS.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| By December 12 | <p>First classroom observation. A meeting will be scheduled within two (2) weeks and held within four (4) weeks of the formal observation to provide the teacher with written feedback concerning the observation. For additional information concerning classroom observations and the requirements thereof, please see the “Classroom Observation” section below.</p> <p>Learning walks must also be scheduled at least twice during the school year. Additional observations and learning walks may be conducted by administration to allow for consistency and more rigorous feedback.</p>                                                                                                                                                          |
| January 15     | <ul style="list-style-type: none"> <li>• If applicable, <i>Mid-Year Progress Reports</i> must be completed in SFS for teachers who are in their first year of their probationary period or have received a rating of minimally effective or ineffective or, after July 1, 2024, developing or needing support.</li> <li>• Of note, the <i>Mid-Year Progress Report</i> must supplement but not replace the year-end evaluation. It will be aligned with the teacher’s individualized development plan and include specific performance goals and any recommended training for the remainder of the school year, as well as a written improvement plan developed in consultation with the teacher that incorporates these goals and training.</li> </ul> |

|             |                                                                                                                                                                                                                                                               |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| By March 13 | Second classroom observation. A meeting will be scheduled within two (2) weeks and held within four (4) weeks of the formal observation to provide the teacher with written feedback. Additional observations may be scheduled at the supervisor's direction. |
| May 15      | <ul style="list-style-type: none"> <li>• Probationary and tenured teacher evaluations due.</li> <li>• Set goals for the following school year.</li> </ul>                                                                                                     |
| By June 1   | <ul style="list-style-type: none"> <li>• GSRP/Head Start teacher evaluations due.</li> <li>• Set goals for the following school year.</li> </ul>                                                                                                              |

**NOTE:** Evaluations and feedback concerning evaluations must be provided in writing to the teacher. If a written evaluation is not provided, the teacher will be rated as effective for the relevant school year.

#### **CLASSROOM OBSERVATIONS**

Classroom observations must include the following criteria:

- Observations must include a review of lesson plans, state curriculum standards being taught, and student engagement in the lesson, all of which must be discussed in a post-observation meeting between the observer and the teacher.
- The observer must conduct multiple observations unless the teacher has received an effective or higher rating on their last two (2) year-end evaluations.
- Observations are not required to be conducted for an entire class period but must not be for less than 15 minutes.
- One (1) observation may be unscheduled.
- The administrator responsible for the teacher's performance evaluation must conduct at least one (1) of the observations. Other observations may be conducted by individual(s) who are trained in the use of the evaluation tool and may be teacher leaders.
- Within 30 days of each observation, the teacher is provided with written feedback from the observation.

#### **TEACHERS WHO MUST BE DESIGNATED AS UNEVALUATED**

Pursuant to MCL 380.1249(1)(g), teachers who meet one or more of the following criteria must be designated as "unevaluated" for the relevant school year:

- Teachers who work fewer than 60 days;
- Teachers whose evaluations results were vacated through a grievance procedure; and/or
- Extenuating circumstances exist and both the teacher and the school district agree to designate the teacher as unevaluated because of the extenuating circumstances.

If a teacher is designated as unevaluated in a given school year, their evaluation rating from the immediately preceding school year must be used instead.

|                                    |
|------------------------------------|
| <b>NOTICE OF NONDISCRIMINATION</b> |
|------------------------------------|

The MCISD Board of Education is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, height, weight, marital or familial status, military status, ancestry, genetic information, or on any other basis prohibited by law in its programs and activities, including employment opportunities. The following person has been designated to serve as MCISD's Civil Rights Coordinator:

**Janel Faber**

*Director for Human Resources*

1101 S. Raisinville Rd.

Monroe, Michigan 48161

734-322-2641

[janel.faber@monroeisd.us](mailto:janel.faber@monroeisd.us)

For further information, including the contact information for the Office of Civil Rights, see Board of Education Policy 1422 – *Nondiscrimination and Equal Employment Opportunity* [here](#).<sup>5</sup>

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<sup>5</sup> <https://go.boarddocs.com/mi/monroeisd/Board.nsf/goto?open&id=DK9QHC678FFC>

**PART TWO:**  
**EMPLOYEES EVALUATED USING**  
**THE *MULTI-DISCIPLINE EVALUATION FRAMEWORK #1***

**APPLICABLE EMPLOYEES**

Part Two of this manual applies to the following employees: teacher consultants, ECSE teacher consultants, transition facilitator, and educational consultants.

**FREQUENCY OF EVALUATIONS**

Probationary employees will be evaluated during their first four (4) years of employment or, if the employee has obtained tenure at another Michigan school district, during the first two (2) years of employment at MCISD. After, employees may be evaluated every three (3) years unless their supervisor has an individualized development plan (IDP) in place for them due to performance issues. In those circumstances, the employee will be evaluated each year an IDP is in place.

**EVALUATION RUBRIC**

MCISD utilizes the *Multi-Discipline Evaluation Framework #1* as the evaluation rubric for the employees identified above.

The evaluation process is completed through the online, web-based Standards for Success (SFS). The website can be found [here](#).<sup>6</sup> SFS has multiple PDFs available under the “[Support](#)” tab,<sup>7</sup> on its website to provide guidance and assistance.

**EVALUATION RUBRIC COMPONENTS**

The *Multi-Discipline Evaluation Framework #1* is divided into five (5) sections, each worth 20% of the final evaluation rating:

| Section Number | Section Title                                                                                     |
|----------------|---------------------------------------------------------------------------------------------------|
| 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 of Professional Practice                                                     |

**EVALUATION CHECKLIST**

Staff will utilize the Support Staff evaluation checklist in SFS. All components of the checklist are required and are: (1) Self-Assessment; (2) Form L; (3) Observation 1; and (4) Observation 2.

<sup>6</sup> <https://www.standardsforsuccess.com>

<sup>7</sup> <https://educationadvanced.atlassian.net/wiki/spaces/EVKB/overview>

## PROPOSED TIMELINES

| Date           | Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October 1      | Initial meeting between supervisor and employee to review the evaluation rubric and set pertinent dates. Employees should complete the self-assessment prior to this meeting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| By December 12 | First observation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| January 15     | <ul style="list-style-type: none"> <li>If applicable, <i>Mid-Year Progress Reports</i> must be completed in SFS for employees who are in their first year of their probationary period or have received a rating of minimally effective or ineffective or, after July 1, 2024, developing or needing support.</li> <li>Of note, the <i>Mid-Year Progress Report</i> must supplement but not replace the year-end evaluation. It will be aligned with the employee's individualized development plan (IDP) and include specific performance goals and any recommended training for the remainder of the school year, as well as a written improvement plan developed in consultation with the employee that incorporates these goals/training.</li> </ul> |
| By March 13    | Second observation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| May 15         | <ul style="list-style-type: none"> <li>Probationary employee and tenured teacher consultant evaluations due.</li> <li>Set goals for the following school year.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| By June 1      | <ul style="list-style-type: none"> <li>GSRP/Head Start teacher evaluations due.</li> <li>Set goals for the following school year.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**NOTE:** Evaluations and feedback concerning evaluations should be provided to employees in writing.

## NOTICE OF NONDISCRIMINATION

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