

**2017-2018 BCCS
TEACHER EVALUATION
PROCEDURE**

PUBLIC ACT 173 OF 2015

- The 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:
 - Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback
 - Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth
- Signed into law November 5, 2015



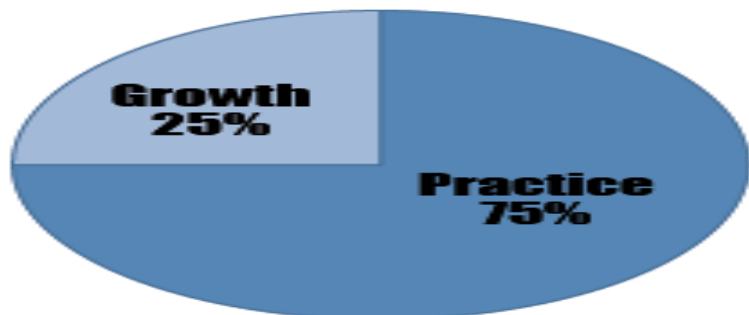
UNDERSTANDING MICHIGAN'S NEW Educator Evaluation Law

Public Act 173 of 2015



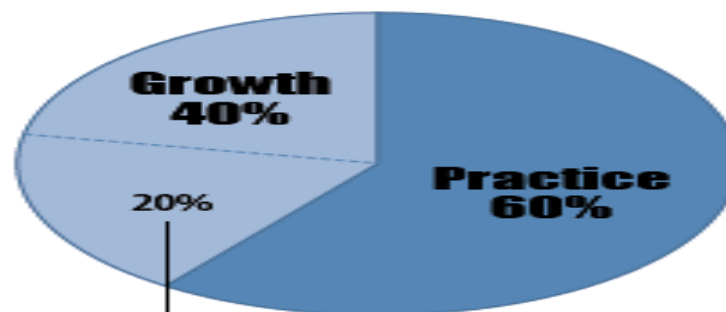
Teachers

2015-16 through 2017-18



No requirement to use State Assessment Data

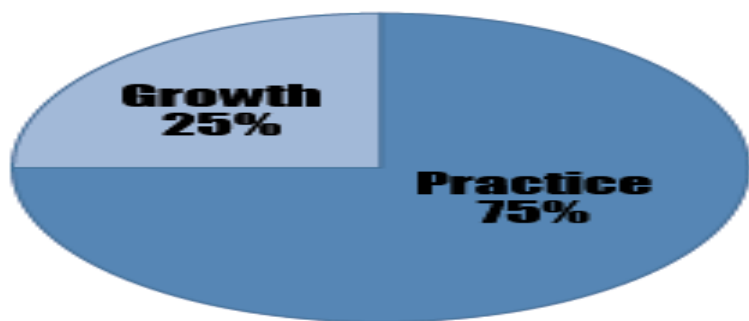
2018-19 and beyond



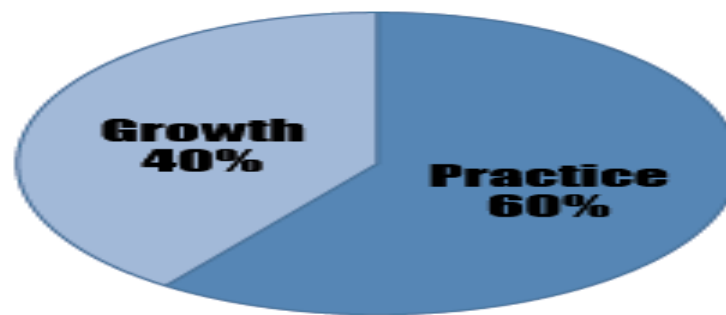
State Assessment Data
(Tested grades and subjects only)

Administrators

2015-16 through 2017-18



2018-19 and beyond



NOTE: Student growth for administrators must be measured using the aggregate of the student growth data used for the teachers in their building, or for the entire district in the case of central office administrators.

WHO IS EVALUATED?

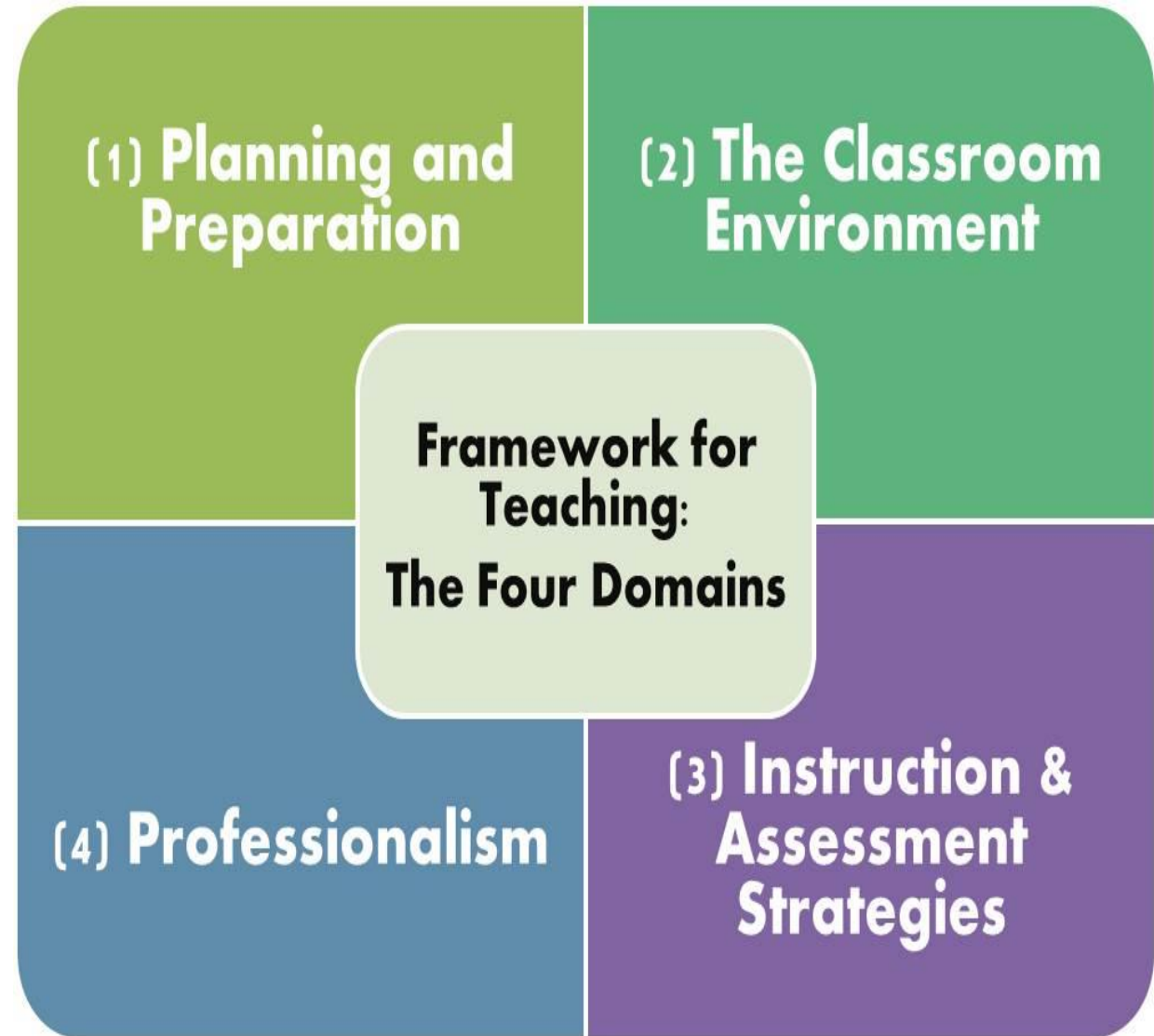
- **Per Michigan Department of Education:**

- Individual holding a valid Michigan teaching certificate or authorization, and
- Is employed or contracted to deliver direct instruction to K-12 students



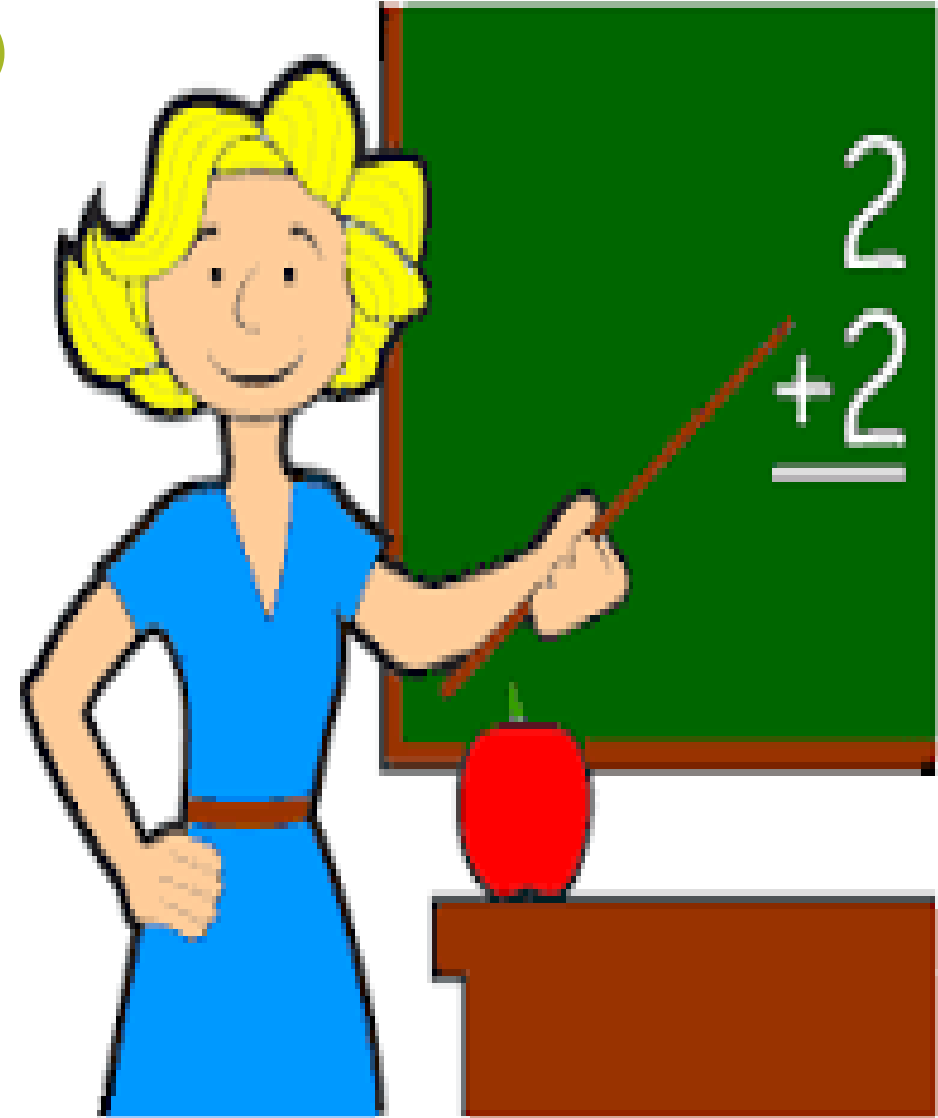
TEACHER EVALUATION TOOL

- We will continue to use the Charlotte Danielson's Framework for Teaching (most prevalent as of 6/30/2014)
- By 2016-2017, must post on website, processes for:
 - Conducting classroom observations
 - Collecting evidence
 - Conducting evaluation conferences
 - Developing performance ratings
 - Developing improvement plans



INDIVIDUALIZED DEVELOPMENT PLAN (IDP)

- Each probationary teacher each year (Years 1-3)
- Tenured teachers rated Minimally Effective or Ineffective.
- Development of IDP:
 - The school administrator shall develop in **consultation with** the teacher
 - Specify time period to demonstrate progress towards IDP goals
 - Not to exceed 180 calendar days
 - IDP to be developed in conjunction with the year-end evaluation



IDP BEST PRACTICES

- No particular format or title.
- Document that evaluator consulted with teacher.
- Goals should relate to cited deficiencies or growth areas, if any
- Time period to demonstrate progress should vary depending on the nature of the goal.
- Include PD, instructional support, coaching.
- Seek and consider teacher input.



PERFORMANCE GOALS

- For each teacher, there must be specific performance goals and any recommended training that would assist the teacher in meeting these goals
- For new teachers, the IDP serves this purpose
- For non-probationary teachers, the Student Learning Objectives (SLOs) will serve this purpose



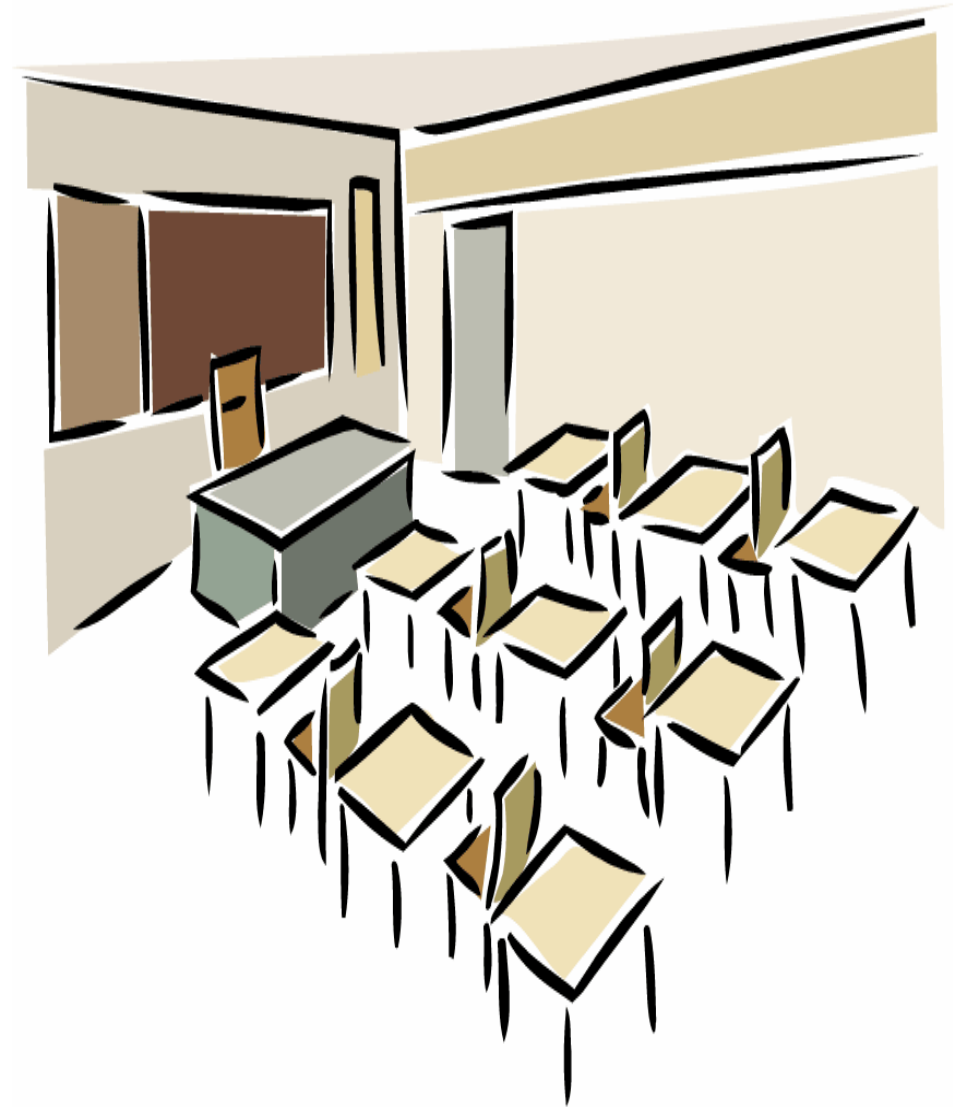
MIDYEAR PROGRESS REPORT (MYPR)

- Required for all first year probationary teachers
- Any teacher on an IDP because rated ME or IE the prior school year.
- Content of MYPR:
 - Based at least in part on student achievement.
 - Aligned with the teacher's IDP.
 - Spells out specific performance goals for the remainder of the year, developed by school administrator, along with training to assist teacher in meeting goals.
 - Results in a written improvement plan for rest of year.
 - Does not replace the year end annual evaluation.



CLASSROOM OBSERVATIONS

- Multiple Observations Required
 - 2 Announced/2 Unannounced
- If teacher rated E or HE on 2 most recent year-end evaluations, no statutory minimum, presumably, one
- Shall include a review of lesson plan, state curriculum standard, pupil engagement
- Does not have to be for an entire class period
- Feedback must be given within at least 30 calendar days



CLASSROOM OBSERVATIONS

- Performance evaluation system must describe observation process
- Evidence from walkthroughs count; whether walkthrough counts as observation depends upon content of walkthrough
- Provide factual support for “conclusions.”
- Take advantage of 30 calendar days for feedback, but encourage “prompt and constructive” feedback
- State what teacher should have done or not done to illustrate your points
- May videotape or audio tape
- Avoid educational jargon that is not commonly understood



END OF THE YEAR EVALUATION

- **Must rate IDP goals:**

- Achieved
- Partially achieved
- Not met

- **Consider all relevant information:**

- Observations, formal and informal
- Walkthroughs
- Student growth
- Anecdotal incidents brought to teacher's attention in some fashion
- Parent input
- Student input
- Artifacts
- Section 1248 criteria

- **Rating should align with evaluator's opinion**

SECTION 1248 CRITERIA

- Individual performance criteria should be included in your tool's rubrics.
- Then add:
 - Discipline; attendance.
 - Relevant accomplishments & contributions; special training



DISCIPLINARY RECORD (DOMAIN 4f)

- Reduce initial score or rating due to disciplinary record.
- Differentiate between lower level discipline and higher level discipline.
- Depending on severity, multiple instances may impact the year end rating more than a single instance.
- Develop rubrics with respect to discipline.
- Typically limit to discipline after July 19, 2011.
- Consider discipline in year of evaluation and prior discipline to extent it affects overall assessment of teacher's effectiveness.
- Statute speaks of "disciplinary record."

DISCIPLINARY RECORD (DOMAIN 4f)

- Lower Level Discipline (minor violations of Employee Code of Conduct) will impact Domain 4f (Showing Professionalism):
 - Highly Effective: No instances of Disciplinary Actions
 - Effective: 1 instance of Disciplinary Action
 - Minimally Effective: 2 instances of Disciplinary Action
 - Ineffective: 3 or more instances Disciplinary Action
- Examples include violation of dress code, use/possession of tobacco products, failure to supervise students, non criminal misuse of technology, etc.
- Higher Level Discipline (actions in violation of Employee Code of Conduct severe enough to warrant a personnel letter and/or termination) will result in an automatic Ineffective rating on Domain 4f and loss of 2 rating points

HIGH LEVEL DISCIPLINE VIOLATIONS

- This includes, but not restricted to:
 - Theft, or willful damage of property
 - Dishonesty, embezzlement, forgery, falsifying records or other fraud
 - Involvement in any illegal activities on BCCS property in connection with BCCS business
 - Disclosure of confidential information or proprietary business information to unauthorized persons
 - Insubordination, failure to complete work, or grossly incompetent or negligent work performance
 - Excessive absenteeism
 - The use of profane or inappropriate language, gestures or pictures
 - Inappropriate physical contact with students, employees or visitors of BCCS
 - Possession of explosives, fireworks or weapons
 - Extortion and intimidation.
 - Possession, use, or distribution of intoxicants on BCCS property

TEACHER ATTENDANCE AT PDs

- Growing and Developing Professionally (4e):
 - Highly Effective: Teacher attends 100% of scheduled Professional Development Sessions (all 12)
 - Effective: Teacher attends 92% of scheduled Professional Learning Communities (11 of 12)
 - Minimally Effective: Teacher attends 75-83% (9 or 10 of 12)
 - Ineffective: Teacher fails attend at least 9 of the scheduled Professional Learning Communities
- Attended is defined as being present for the scheduled duration of the Professional Development Session



BONUS POINTS

- Two ways to get them:
 - Significant Relevant Accomplishment/Contributions
 - Relevant Training
- Significant Relevant Accomplishment/Contributions (1/2 point):
 - Clear, significant and relevant
 - Above the normal expectations for the teacher peer group
 - That make an overall contribution to the school
 - And teacher has demonstrated a record of exceptional performance
- Relevant Special Training (1/2 point):
 - Not PD required by district
 - Not training required by law
 - Teacher must also demonstrate integration of training into instruction in a meaningful way
- Points applied to Domains 1-5

STUDENT GROWTH MANDATE

- Applies to teachers and school administrators
- Must provide clear approaches to measuring student growth
- Must provide relevant data on student growth
- May exempt a particular student upon approval of evaluator and superintendent
- Beginning 2015-2016, 25% student growth
- Increases to 40% in 2018



STUDENT GROWTH MANDATE

- Multiple measures –at least two
- BCCS is using:
 - Nationally normed or locally developed assessments aligned to state standards (NWEA; PSAT/SAT)
- AND/OR:
 - Student Learning Objectives
 - Achievement of IEP goals (for Special Ed Teachers)



STUDENT LEARNING OBJECTIVES (SLOs)

- SLOs are a process for determining measures of student growth in both test and non-tested grades and subjects
- Teachers in grades K-5 will use the opposite NWEA test from which they choose to use for Student Growth; objective is to achieve 50-th percentile growth
- 6-9 will need to use a Pre-Assessment given in September



STUDENT GROWTH SNAPSHOT

Student	Pretest (out of 100)	Posttest (out of 100)	Growth	Target Growth	Met Growth Target?
Student A	20	48	+28	+20	YES
Student B	24	49	+25	+20	YES
Student C	28	40	+12	+20	NO
Student D	45	55	+10	+15	NO
Student E	46	46	+0	+15	NO

SIMPLE AVERAGE GROWTH CALCULATION

- Growth targets are determined by a common formula, but each student has a different growth target based on his or her pre-assessment score.
- Example: Based on pre-assessment score, students will score halfway between their baseline score and 100
 - If a student scored 50 on the pre-assessment, his or her growth target is 75. ($100 - 50 = 50 / 2 = 25 \dots 50 + 25 = 75$)
 - If a student scored 40 on the pre-assessment, his or her growth target is 70. ($100 - 40 = 60 / 2 = 30 \dots 40 + 30 = 70$)

SLO CONVERSION SCALE

- Conversion Scale (K-5):

- Highly Effective: Class met or exceeded 50th percentile growth goal
- Effective: Class did not meet 50th percentile growth goal, but growth was displayed within 5 percentile points
- Minimally Effective: Class did not meet 50th percentile growth goal, but growth was displayed within 4-10 percentile points
- Ineffective: Class did not meet 50th percentile growth goal AND/OR percentile growth was greater than 10 percentile points AND/OR negative growth was made

- Conversion Scale (6-9):

- Highly Effective: More than 90% of students achieved growth
- Effective: 70%-89% of students achieved growth
- Minimally Effective: 50% to 69% of students achieved growth
- Ineffective: Fewer than 50% of students achieved growth

Scoring Individual Student Learning/Outcome Objectives

The process for scoring individual SLOs/SOOs begins with a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO/SOO as *Exceeded (4)*, *Met (3)*, *Nearly Met (2)*, or *Not Met (1)*.

4	Exceeded	<ul style="list-style-type: none">• This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO/SOO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).
3	Met	<ul style="list-style-type: none">• This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met.” The expectation for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).
2	Nearly Met	<ul style="list-style-type: none">• This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).
1	Not Met	<ul style="list-style-type: none">• This category applies when the results do not fit the description of what it means to have “Nearly Met.” If a substantial proportion of students did not meet the target(s), the SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.

QUESTIONS?

