

# Northville Public Schools

## Teacher Evaluation System Overview

The procedures, rubrics and protocols developed for Teacher Evaluation were designed to comply with the changes in the laws that became effective July 19, 2011, including the Revised Michigan School Code. It is the expectation of the administration to implement and administer this process for annually evaluating teachers and other non-administrative staff who are covered under the revised Michigan Teacher Tenure Act (2011.)

Ancillary staff not covered under the Tenure Act are subject to the evaluation provisions of the NPS / NEA collective bargaining agreement, per the existing Letter of Understanding. Those staff not covered under the Tenure Act may be evaluated less than annually per the terms of the collective bargaining agreement.

The law requires annual evaluations for teachers and administrators. It is understood that this process shall be under review and subject to improvement and revisions deemed necessary in the years ahead. It is also recognized that a statewide evaluation tool may be mandated for 2012-13 or 2013-14 school year for districts not seeking exemption prior to November 1, 2011 pending the outcome of the Governor's Council. The District remains committed to consulting with the Northville Association of School Administrators and the Northville Education Association, seeking their input and dialogue, prior to finalizing any future changes or additions to the process or documents.

### **1. Setting the Purpose of Evaluation**

Purpose and function of the NPS Annual Teacher Evaluation System:

*The annual evaluation system exists to serve purposes including but not limited to the following:*

- 1. Ensure that all Northville students have access to high quality, motivated instructors who continuously engage students and ensure high levels of learning.*
- 2. Provide guidance and continuous improvement feedback to teachers as they develop their instructional practices and professional skills.*
- 3. Engage individual teachers and teams of teachers in ongoing collaborative dialogue with fellow teachers and administrators regarding effective practices and relevant sources of data.*
- 4. Provide a fair and transparent process, as required, for identifying, guiding and assisting teachers who are currently deemed to be less than effective.*

## 2. The Evaluation Design

- 5 Domains
  - Domain I – CLASSROOM ENVIRONMENT
  - Domain II – PREPARATION AND INSTRUCTION
  - Domain III- STUDENT GROWTH DATA
  - Domain IV- PROFESSIONAL RESPONSIBILITIES
  - Domain V- GOAL SETTING – EVALUATION ACTION PLAN
- Student Data:
  - Goal Setting focused on STUDENT GROWTH PLAN:
    - *The teacher and administrator develop a goal and implementation plan based on an analysis of the individual teacher's strengths, performance and data.*
    - *The plan addresses continuous improvement of instructional practices that will result in measurable growth. The basic question under this model is "How much, on average, did students' performance change?" Some examples: State tests, Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings, District administered standardized tests, common assessments, etc.*
    - *In some cases, goal setting may be focused on elements of Domains I, II or IV if they are found to be less than effective.*
- Effective Feedback:

The evaluator, after considering all information, observations and performance data, etc. provides a written narrative outlining an overall assessment and rating for each of the five Domains. In addition, an overall effectiveness rating is made at the conclusion of the evaluation tool.

## 3. Companion Document – Rubrics

The teachers and administrators are provided with a comprehensive rubric document that provides succinct descriptors for each element within Domains I, II and IV delineated for each level of the effectiveness rating scale.

<b>DOMAIN I: THE CLASSROOM ENVIRONMENT</b> <b>Component I(B): Creates an environment of respect and rapport with classroom interactions between the teacher and students and among students. This environment demonstrates a commitment to diversity and equality.</b>				
ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Creates an environment of respect and rapport	Classroom interactions, either between the teacher and students or among students, are negative or inappropriate and characterized by sarcasm, put downs, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect warmth and caring, and are respectful of the social, cultural and developmental differences among groups of students.	Classroom interactions are respectful, reflecting warmth and caring toward all individuals regardless of cultural, social, and developmental differences. Students themselves promote maintenance of high levels of civility among members of the class.

- **Note: the above represents an excerpt from the rubric – companion document.**

#### **4. Who May Evaluate?**

Under the guidance of the Director of Human Resources, principals and assistant principals shall be the primary administrators responsible for teacher evaluation. However, in cases that call for a second opinion or additional analysis, the Director of Human Resources, the Director of Special Services and/or the Assistant Superintendent for Instruction may conduct observations and evaluations.

#### **5. Required Forms and Documentation**

Just like good teachers provide their students with rubrics to identify desired expectations, the NPS Teacher Evaluation Document has a companion document comprised of rubrics that provide descriptors for every element found within Domains I, II and IV of the evaluation. This rubric document, along with all of the evaluation forms, are made available to teachers and administrators on a share drive. The rubrics provide a valuable resource for discussion and reflection.

Administrators are required to utilize the following forms and protocols:

- IDP Form
- Teacher Evaluation Document
- Observation Form
- Mid-Year Progress Report - required for 1<sup>st</sup> year probationary teachers and Tenured teachers rated less than effective. (effective 2013-14)

The rubrics are not part of the required documents that must be completed and submitted to the teacher and the Office of Human Resources. All other forms must be used, completed submitted and kept on file.

## **5. IDPs**

IDPs for all probationary teachers should be finalized and submitted in the fall of each year. IDPs for second, third, fourth and fifth year probationary teachers may be drafted in the spring in conjunction with the post-evaluation conference. A probationary teacher must have a revised and updated IDP each year of the probationary period.

## **6. OBSERVATIONS**

Observations (formal and informal) along with overall job performance and conduct lead to the outcome of an annual evaluation for each teacher. At a minimum, each tenured teacher shall be formally observed once annually – more frequently if the most recent evaluations were not effective or highly effective. Each formal observation should be at least 30 - 60 minutes in length. It is expected that multiple informal observations will be made in addition to the formal observations. Probationary teachers should be formally observed twice each year. Completed evaluations and other required documents are to be forwarded to the Office of Human Resources as completed but no later than the first week of June each year.

## **7. Probationary Teachers**

New teachers must complete five years of probation before being eligible for Tenure. These teachers must also receive three consecutive annual evaluations that are effective or better in order to become Tenured. Teachers hired prior to the change in the law, not already Tenured, must successfully complete four years of probation.

A Mid-Year Progress Report may be completed for any probationary teacher, but is required in the first year starting in 2013-14.

### **Probationary Evaluations**

- Each probationary teacher shall be formally observed once each semester. Observations, both formal and informal may be conducted more often at the discretion of the building administrator. Each formal observation is to be reduced to a writing using the Observation Form. The administrator will strive to present the written feedback to the teacher in a reasonable time period following the observation. Each probationary teacher shall receive a written year-end evaluation using the NPS Teacher Evaluation Protocol document prior to the end of the school year. If the services of a probationary teacher are to be

discontinued for the following year, the teacher must have been evaluated that year and must be notified at least 15 days prior to the end of the school year. A probationary teacher may be dismissed at any point within the school year.

- Probationary teachers are to be assigned a mentor by the administration.
- Probationary teachers must have a current IDP each year. The administration makes all final decisions regarding the contents of the IDP following consultation and input from the teacher.
- If the teacher has been rated as highly effective on three (3) consecutive year-end evaluations and has completed four years of probationary employment, the teacher's probationary period is completed.

## **8. Tenured Teacher Evaluations**

The performance of all teachers shall be evaluated annually, unless allowed every other year as defined within the law. The new NPS Teacher Evaluation Protocol document shall be the evaluation tool to be used. Any Tenured teacher rated ineffective may request a review of the evaluation and rating by the Superintendent within 20 days of after being notified of such rating. A tenured teacher placed on a mandatory IDP as a result of a less than effective evaluation has no more than 180 days to make acceptable progress toward goals established in the IDP. Teachers subject to this circumstance must also receive a mid-year progress report starting in 2013-14. Any teacher rated ineffective on three consecutive year-end evaluations must be dismissed. Teachers rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year at the discretion of the administration.

## **9. Self-Evaluations**

Any teacher may elect to submit a self-evaluation on the NPS Teacher Evaluation Protocol document to his/her administrator prior to the administrator's evaluation of the teacher. The self-evaluation will serve as input to the administrator.

## **10. Rating Scale**

In accordance with the law, the rating scale shall be:

- highly effective
- effective
- minimally effective
- ineffective

Each Domain shall be rated individually and one overall rating will be determined by the administrator. Any rating of less than effective will necessitate an IDP. Any Domain that is rated less than effective may result in a less than effective rating overall.

## **11. Improvement Plan**

An IDP will be developed for any teacher with an effectiveness rating of minimally effective or ineffective. The plan shall identification specific ways in which the teacher is to improve and of the assistance to be given by the administration. The IDP improvement plan shall be provided in writing by the administration in consultation with the individual teacher.

## **12. Student Growth Data**

The teacher will bear a portion of the responsibility in collaborating with the administration on preparation, monitoring and presentation of student achievement / growth dashboard data. The teacher and administrator will mutually share in responsibility of preparing such data for consideration and discussion as part of the evaluation process. The District will define consistent data elements to be used for various age/grade levels and within content areas as appropriate.



## 14. Goal Setting

Every teacher subject to the annual requirement and tool will develop a specific, needs based goal subject to administrator approval. Progress to attaining that goal will be the basis for Domain V. Strategies will be set forth that detail the work necessary in order for the goal to be realized. It is the eventual intent that the teacher's goal for the next school year be finalized and approved no later than one month following the last year-end evaluation.

## 13. Merit Based Compensation

### **MERIT BASED COMPENSATION (teachers):**

In order to be considered for Merit Based Compensation, as described below, the administrator must confirm that teacher meets all five of the following qualifiers:

Evaluator is to check each that applies:

- Rated effective or higher in every category and in at least three categories rated highly effective
- Demonstrated record of significant engagement in professional development / staff collaboration and integration of the same in instructional services to students.
- Attendance: 3 or fewer non-work related absences during the year (excluding FMLA absences and absences for confirmed recognition of religious holidays)
- Demonstrated record of exceptional performance with significant contributions made toward school goals and participation in functions beyond the school day.
- Consistently high levels of student growth and achievement

The District will make an annual determination of a budget line item to be designated for Merit Based Compensation stipends for teachers and administrators. For those teachers and staff covered under the Tenure Act, and therefore subject to this evaluation tool, who meet all 5 qualifiers as determined by the administrator, a merit stipend will be awarded. The budgeted merit based compensation line item for that year shall be equally divided and dispersed to qualifying teachers and administrators in the form of stipends. No individual Merit stipend will exceed an amount of \$2500. Any Merit Based Compensation stipend does not add to an employee's annual compensation base, or automatically renew.

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