

Performance Evaluation System for the 2024-25 School Year and Beyond

- A. Establishment of Evaluation Committee: Beginning with the 2024-25 school year, the negotiated performance evaluation system shall encompass a rigorous, transparent, and fair performance evaluation system that includes the following provisions:
1. The Association and Administration agree to establish an Evaluation Committee that shall convene on an annual basis. The Committee is authorized to deliberate on matters including, but not limited to, the evaluation tool, the elements incorporated within said tool, the criteria for establishing individual goals, and the requisite student growth data.
 - a. The Evaluation Committee shall render all decisions and determinations pertaining to these matters no later than October 30 of each academic year.
 - b. Positions encompassed under Article 1: Recognition, which do not involve classroom teaching, shall be evaluated based on their specific job roles in a manner mutually agreed upon by their direct supervisor and the Association with input from the employee being evaluated
 2. The evaluation of a teacher's job performance will constitute 80% of the year-end evaluation determination which includes timely and constructive feedback.
 3. Mutually agreed-upon student growth and assessment data will be used to measure student growth. This data will be determined for each job role covered by this agreement.
 - a. 20% of the year-end evaluation determination will be based on the agreed-upon student growth and assessment data.
 - b. The student growth and assessment data shall consist of measurable, long-term academic goals set for all students that utilize available data as determined annually through mutual agreement by the grade-level/department-level teachers and administration.
 - c. The Association and Administration will collaborate on the elimination of specific student data that contributes to a teacher's end-of-the-year evaluation. This criterion may include, but is not limited to, students who have excessive absences, are partial year transfers into/out of the teacher's classroom, or who have other anomalous circumstances that warrant eliminating that data. The data used in this section must be attributable to the actual teaching responsibilities of the individual teacher.
- B. Process
1. The negotiated Performance Evaluation System, "Post-observation Feedback Form," "Year-End Evaluation Reporting Form," and "Individual Development Plan (IDP) Form" are attached and included in this Agreement in Appendix 7.
 2. Classroom observations intended to assist in the year-end performance evaluation for teachers will be conducted as follows:
 - a. A building administrator will conduct the teacher evaluation.
 - b. The classroom observations used in the year-end evaluation may include a review of the teacher's lesson plan for the day of the observation and the state curriculum standard being used in the lesson. Unless identified as a deficiency in performance within an existing IDP, teachers will only

- be required to submit lesson plans to an administrator for planned observations, to comply with the provisions of this Section.
- c. The observation must include a review of pupil engagement in the lesson that is observed.
 - d. There shall be notice of each planned observation date given to the teacher at least two (2) school days prior to the observation. Upon such notice, the teacher will provide information relative to 2.b and 2.c before the classroom observation occurs.
 - e. The post-observation meeting shall be offered no later than ten (10) calendar days after the observation occurred. At the post-observation meeting, the teacher and administrator will discuss the written feedback on that observation. Teachers will have access to all written feedback of an observation prior to the post-observation. The "Post-observation" feedback form is contained in Appendix 7.
 - f. There shall be at least two classroom observations of a teacher in each school year the teacher is evaluated that are conducted at least 60 days apart. The first observation shall occur no later than December 15 of each school year.
3. Beginning July 1, 2024, the annual performance evaluation system will assign a year-end rating of "Effective," "Developing," or "Needing Support."
 - a. Under the new performance evaluation system, "Effective" constitutes scores between 4.0-2.5; "Developing" constitutes 2.49- 1.0; "Needing Support" constitutes 0.9-0.0.
 - b. Teacher observations shall be completed no later than April 30. The year-end evaluation determination meeting shall be held no later than May 30 of each year. In the event there is no year-end evaluation as described above, the teacher shall be deemed "effective" per the year-end evaluation determination.
 4. Any teacher who is being considered for an IDP or non-renewal must have their end-of-the-year evaluation completed prior to April 30.
 - a. Employees who receive overall ratings of "Developing" or "Needing Support" shall be eligible for an Individual Development Plan (IDP).
 5. Observations cannot occur on the day preceding or following a scheduled break.
 6. Teachers who work fewer than 60 days in any school year, or who have an accumulated leave of absence from work during the school year amounting to a total of thirty (30) days or more, or who have their evaluation results vacated through the grievance procedure, or are otherwise not evaluated due to extenuating circumstances the district deems applicable for exempting a teacher from the annual evaluation process as agreed upon by the Association, shall not be provided an evaluation for that year. Said teachers shall receive the same rating they received in the prior year for the current year if it was conducted by the district.
 7. If a tenured teacher has been rated "Effective" for three (3) consecutive year-end evaluations, they shall be evaluated every third year thereafter. If the subsequent year-end rating is not "Effective" on an evaluation following the third year, the teacher shall be evaluated annually until receiving an "Effective" rating for an additional three (3) consecutive years.

8. In addition to the above procedures (Sections B. 1-5), teachers who are evaluated with an IDP (received a “Minimally Effective,” “Ineffective” prior to July 1, 2024, or “Needing Support,” or “Developing” rating thereafter, and/or 1st-year teachers) shall be provided the following:
 - a. Specific performance goals that will be used to assist in improving effectiveness for the next school year developed with consultation and agreement by the teacher.
 - b. Training to be provided by the district to assist the teacher in meeting the goals of the IDP.
 - c. A mid-year progress report, supported with at least two (2) classroom observations conducted consistent with Section B.2 above and completed no later than February 1, that is used as a supplemental tool to gauge a teacher’s improvement from the preceding school year and to assist in any needed additional improvement that is aligned with the existing IDP.
 - d. A Mentor teacher will be informed of the conditions and requirements of the IDP to assist the mentee in the described performance goals of the IDP.
9. Any non-compliance with the evaluation process as described above shall be subject to the grievance process.
10. All teachers shall have the right to submit a rebuttal to their evaluation, which will be included in their personnel file and attached to the year-end evaluation.

C. Rights of Tenured Teachers:

1. A tenured teacher who is rated as “Needing Support” shall have the following due process rights to challenge said rating:
 - a. The teacher may request a review meeting of the evaluation and the rating with the district’s superintendent. Such a request must be made in writing within thirty (30) calendar days after the teacher is informed of the rating. A meeting with the superintendent shall be held no later than five (5) days after receipt of the request for review.
 - b. A written response to the review meeting, including any modifications of the year-end performance rating, shall be provided to the teacher within thirty (30) calendar days after the meeting.
 - c. If the written response does not resolve the matter, the teacher or the Association may request mediation through the Michigan Employment Relations Commission and provide a copy of that request to the administration.
 - d. The request must be submitted in writing within thirty (30) calendar days after the teacher receives the written response from the superintendent.
 - e. Within fifteen (15) calendar days of receipt of the request for mediation, the district shall provide a written response to the teacher and the Association confirming that the mediation will be scheduled as appropriate.
 - f. A tenured teacher who receives two (2) consecutive ratings of “Needing Support” may invoke the grievance procedure as outlined in Article 4.

D. Training on Evaluation System, Tools, and Reporting Forms:

1. Within the first two (2) weeks of each school year, the district shall provide, during contractually scheduled Professional Development time, training to all new teachers

and optionally other teachers on the evaluation system, reporting forms, and other important components of the year-end evaluation process, including how each reporting form is used during the process.