



Troy School District - Teacher Evaluation Procedures

The performance of all teachers, both probationary and tenure, shall be evaluated in writing annually. For purposes of this policy, “teachers” mean individuals whose employment is regulated by the Teachers’ Tenure Act, 1937 PA 4, MCL 38.71 et. seq.

Evaluation of a teacher is an ongoing process conducted throughout the school year to assess the work performance of a teacher and enhance the educational process. The assessment of performance will be based on formal and informal observations, student growth data, appropriate input from others, and other reliable evidence that relates to performance. Anything contained within these administrative regulations notwithstanding, all evaluations of teachers shall be conducted pursuant to current state law.

A general pre-evaluation informational meeting will be held with teachers, either individually or collectively, in each building at the start of each school year.

Individual Development Plans (IDP)

All probationary staff will have an IDP. All tenured staff members receiving a rating of Minimally Effective or Ineffective on their most recent evaluation whom the District wishes to retain will be provided an IDP.

1. IDPs will be developed in consultation with the teacher.
2. Excluding the IDPs for newly hired probationary employees, IDPs should be completed at the end of a school year for use at the beginning of the following school year. In any event, efforts should be made to finalize an IDP and put it in place no later than September 30, absent special circumstances.
3. The IDPs shall not provide more than 180 calendar days to demonstrate progress, and shall include professional development, instructional support, and/or coaching.
4. Development of the IDP should include a discussion as to what growth data will be used in the teacher’s evaluation.
5. A mentor shall be provided for probationary teachers within their first 3 years of teaching.

Nothing precludes the District from placing any teacher on an IDP when the District determines it would be beneficial to do so.

Mid-Year Progress Report (MYPR) and Final Year-End Evaluation and IDPs

A mid-year progress report is required for probationary teachers in their first year of the probationary period and tenured teachers who were rated Minimally Effective or Ineffective on his or her most recent annual year-end evaluation. Such report should be completed no later than the first week in February, absent extenuating circumstances.

The mid-year progress report shall meet the following requirements:

- be based in part on student achievement
- be aligned with the IDP (i.e., progress on meeting the goals of the IDP should be addressed)
- include specific performance goals for rest of year
- include new or modified goals to the extent needed, as well as recommended training, to be developed in consultation with the teacher.

The year-end performance evaluation shall include an assessment of the teacher's progress in meeting the goals of his/her IDP.

Year-End Evaluation Ratings

At the end of the school year, each teacher shall be assigned a year-end performance evaluation rating ("Year-End Evaluation") of one of the following:

1. Highly Effective,
2. Effective,
3. Minimally Effective, or
4. Ineffective

The Year-End Evaluation shall be based upon an assessment of the following evaluation criteria ("Criteria"):

1. Individual Performance. Individual performance shall be the majority factor in making the decision, and shall consist of the following:
 - a. Evidence of student growth, which shall be the predominant factor in assessing the individual performance of an employee.
 - b. The teacher's performance as measured by The Framework for Teaching Evaluation Instrument.

Classroom Observations

The following shall apply to all probationary teachers, and to all tenured teachers who received a rating of ineffective or minimally effective on his or her two most recent annual year-end evaluations:

There shall be a minimum of three (3) formal observations, with a reasonable period of time between the observations. Additional observations may be conducted, particularly where problems have been observed. A teacher may be observed by an administrator with or without advance notice. If required by law, at least one observation shall be unscheduled.

The formal observation shall include:

1. Review of the teacher's lesson plan;
2. Review of the state and/or District curriculum standard being taught in the observed lesson; and
3. Assessment of the observable domains using The Framework for Teaching Evaluation Instrument.

Lesson plans communicating objective(s), connection to standard(s) and other aspects of any lesson prior to being observed or following an observation, if requested, must be submitted to the evaluator within one day of the request.

Observations may range from a full lesson to short observations and/or walkthroughs.

The following shall apply to tenured teachers:

There shall be a minimum of one (1) formal observation, and two (2) short/informal observations, with a reasonable period of time between the first and the last observation. Additional observations are encouraged, particularly where problems have been observed. A teacher may be observed by an administrator with or without advance notice. If required by law, at least one observation shall be unscheduled.

For all tenured teachers who have received a rating of effective or highly effective on his or her two most recent annual year-end evaluations, one informal observation shall be optional for purposes of the teacher's annual, or if permitted by law, biennial, performance evaluation.

Student Growth and Assessment Data

Student Growth and Assessment Data shall be weighted as a factor in the Year-End Evaluation according to applicable law. If the law does not specify a percentage, then the Superintendent shall determine the percentage factor for purposes of the Year-End Evaluation.

Teacher evaluations prepared by the evaluator(s) shall not be limited to the observations of the classroom visitations/observations, but shall also include all aspects of the teacher's employment and duties as a professional staff member.

Final Year-End Evaluation Conference

For all teachers, a final year-end evaluation conference shall be conducted no later than the first Friday in June, absent special circumstances, with the final written performance evaluation being provided to each teacher no later than the first Friday in June, again absent special circumstances.

Upon the written request of the teacher or the evaluator, the performance evaluation shall be followed by a personal conference between the teacher and his/her evaluator for purposes of clarifying the written evaluation report. This request must be made within five (5) days after the teacher has received his/her copy of the report. The teacher will have ten (10) days from the date of the conference in which to respond in writing to the final evaluation, unless additional time is requested and agreed upon. The response shall be included with the final evaluation report in the teacher's file.

A tenured teacher who receives a Year-End Evaluation of Ineffective may, within twenty (20) days of receiving the Ineffective rating, request in writing a review of the evaluation and rating by the Superintendent. The Superintendent shall review the evaluation and may within his or her sole discretion make any modification based on that review. A review under this section may not be requested more than twice in a three (3) school-year period.