

# Au Gres-Sims School District 5D+ Teacher Evaluation Handbook

University of Washington  
Center for Educational Leadership's (CEL)

5 Dimensions of Teaching and Learning™  
Instructional Framework &  
5D+™ Rubric for Instructional Growth  
and Teacher Evaluation v3

**2025 – 2026**

## **DISCLAIMER**

- The information provided by MASSP is advisory in nature, based on our knowledge of statutory requirements, and is intended to guide thinking. There are multiple legal interpretations being shared in the field that have yet to be challenged in court.
- We strongly recommend that decision-makers work in collaboration with district leadership, legal counsel, bargaining teams, and their board of education based on the most current information available and local capacity.
- If you are seeking a thought partner to help with brainstorming or planning, please contact any member of the MASSP team.

## **NOTE:**

- Black and white text represents guardrails for districts using the 5D+ Teacher Evaluation System. Any modification of language that is not highlighted will create conflict between your local system and statutory requirements for teacher evaluation and/or posting and assurances of validity, reliability and efficacy.
- Yellow highlighted text represents sample language that may be used, adapted or removed without creating conflict with state statute or posting and assurances.

# TABLE OF CONTENTS

<b>INTRODUCTION.....</b>	<b>2</b>
<b>DEFINITIONS.....</b>	<b>3</b>
<b>TRAINING.....</b>	<b>6</b>
<b>5D+ INQUIRY CYCLE.....</b>	<b>7</b>
1. Self-Assessment:.....	7
2. Determine a Focus (Growth Plan):.....	7
3. Implement and Support (including observation and feedback).....	8
4. Analyze Impact.....	9
<b>FACTORS and PROCESS for DETERMINING TEACHER EFFECTIVENESS. 10</b>	
A. Student Growth and Assessment Data.....	10
B. Professional Practice.....	11
C. Other Objective Measures.....	13
D. Final Summative Effectiveness Rating.....	13
<b>APPEAL PROCESS.....</b>	<b>14</b>
<b>APPENDICES.....</b>	<b>16</b>
APPENDIX A: Posting and Assurances.....	16
APPENDIX B: Guidance for Specific Learning Environments.....	17
APPENDIX C: Glossary of Terms within the 5D+ Rubric.....	19
APPENDIX D: Sample Policy for Nonrenewal, Discharge and Demotion of Teacher..	22
APPENDIX E: Sample Policy for Layoff and Recall.....	23

## **INTRODUCTION**

Au Gres-Sims School District, has adopted the University of Washington's Center for Educational Leadership's (CEL) Teacher Evaluation System. With CEL's approach to redesigned teacher evaluation systems, school districts gain research-based methods and instruments to:

- Plan and implement a growth-oriented teacher evaluation system focused on high-quality learning.
- Develop a common language and shared vision for improving teaching and learning using an instructional framework.
- Analyze and calibrate evaluation ratings across classrooms, schools and districts using an evaluation rubric.
- Increase the expertise of school leaders to guide and support the professional growth of teachers.

*Evaluation goes hand-in-hand with deepening the expertise of teachers to engage students in high-quality learning while simultaneously increasing the expertise of school leaders to guide and support teachers in this improvement process. Two foundational ideas guide this work:*

- *quality teaching matters: if students are not learning, they are not being afforded powerful learning opportunities.*
- *quality instructional leadership matters: if teachers do not afford students powerful learning opportunities, this is ultimately an issue for school leaders.*

*We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's [5 Dimensions of Teaching and Learning™ instructional framework](#), and [5D+™ Rubric for Instructional Growth and Teacher Evaluation](#) – a growth-oriented tool for improving instruction.*

*CEL's redesigned evaluation system contributes to and supports the formative development of expertise for teachers and instructional leaders, in order to improve the quality of teaching, which ultimately impacts the quality of education for all students.*

## **DEFINITIONS**

- A. **5 Dimensions (5D) of Teaching and Learning**: An instructional framework that provides a common language and shared vision for teaching and learning, description of teaching behavior linked to improved student learning, summary of the research and work of practitioners, and the instructional core. ([Click here](#) to access 5D instructional framework)
- B. **5D+ Inquiry Cycle**: 4-step growth process for engaging teachers and principals as co-learners around a teacher's area of focus - self-assessment, determine a focus, implement and support, and analyze impact. ([Click here](#) to access 5D+ Inquiry Cycle Resources)
- C. **5D+ Rubric for Instructional Growth and Teacher Evaluation (5D+™ Rubric)**: A growth-oriented tool that defines a continuum of success for the sophisticated and complex practices articulated in the 5D instructional framework. Each row of the rubric is an indicator of high quality instructional practice. Each indicator defines a specific instructional best practice that is expected to be present within and across lessons. The rubric defines four levels of practice along a continuum from Unsatisfactory to Distinguished. The specific performance language for each indicator defines levels of expertise along a continuum of practice. In general:
- Unsatisfactory: Teacher lacks understanding of the practice and/or the practice is rarely or never present. Teacher needs to ACQUIRE Knowledge and Skills.
  - Basic: Teacher has an emerging understanding of the practice, resulting in inconsistent or uneven use of the practice within and across lessons. Teacher needs to ADOPT Knowledge and Skills within each lesson.
  - Proficient: Teacher has a solid understanding of the practice, resulting in consistent use within and across lessons, but occasionally misses an opportunity to use the practice to support learning. Teacher needs to further ASSIMILATE practice within and across disciplines/lessons.
  - Distinguished: Teacher has mastery of the practice, resulting in appropriate use within and across lessons without fail to support student independence and ownership of learning. Teacher ADAPTs practice within and across disciplines and lessons.
- ([Click here](#) to access 5D+ Rubric. [Click here](#) to access a highlighted 5D+ Rubric.)
- D. **Attribution**: for teacher evaluation the attribution refers to the source or cause of learning. Districts and education associations may collectively bargain to use individual attribution (each teacher's impact on student learning) and/or shared attribution (assigning two or more teachers' impact on student learning).
- E. **Continuing Tenure**: Beginning July 1, 2024, if a teacher has been rated as effective on or after July 1, 2024, or highly effective before July 1, 2024, on 3 consecutive year-end performance evaluations under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, and has completed at least 4 full school years of employment in a probationary period, the teacher is considered to have successfully completed the probationary period. For a teacher who had previously earned continuing tenure in a different Michigan public school district, that teacher is considered to have earned continuing tenure in any new district where they work after completing two full school years in a probationary period in that new district regardless of their evaluation rating.
- F. **Efficacy**: capacity to produce a desired result or effect; effectiveness.
- G. **Evaluation**: the annual summative rating of an educator is based on the 5D+™ Rubric for Instructional Growth and Teacher Evaluation, student growth and assessment data, and the teacher's progress on specific performance goals. Probationary teachers and teachers

rated less than effective shall be evaluated annually. Tenured teachers rated Effective or Highly Effective on their 3 most recent end of year evaluations before July 1, 2024 and Effective on or after July 1, 2024 may be evaluated Biennially. The year-end, annual evaluation shall be used, at a minimum, to inform decisions regarding:

- The effectiveness of teachers, ensuring that they are given ample opportunities for improvement.
- Development of teachers, including providing relevant coaching, instruction support, or professional development.

H. **Evaluation System**: a rigorous, transparent and fair performance evaluation system that is collectively bargained:

- **Rigorous**: a very strict and demanding evaluation system, inclusive of high expectations for professional practice, and the opportunity and support needed to meet expectations.
- **Transparent**: expectations for an employee's performance, based on their current state and desired state, are not a mystery, as observers and evaluators work from evidence (collect, analyze and utilize) of practice in relationship to success criteria (rubrics).
- **Fair**: the evaluation system takes a growth oriented approach that provides each educator with the opportunity, support and accountability they need as an individual to be successful.

I. **Evaluator**: The principal, assistant principal or designee of the superintendent who has been assigned to conduct observation, provide formative feedback, and evaluate teachers. To be an evaluator the administrator must have completed the 5D+ framework training prior to evaluating a teacher, as well as either the 5D+ Calibration Tune-up and/or Rater Reliability training by September 1, 2024 and every three years thereafter.

J. **Feedback**: Evidence based affirmation and actionable next steps related to a teacher's areas of focus for current inquiry cycle. State statute requires written feedback be provided to a teacher within 30 calendar days of the observation.

K. **Growth Plan**: A formalized plan that enables teachers who have been rated effective or highly effective on their most recent year-end evaluation to be more strategic about professional goals, or areas of focus, in order to have a greater impact on student learning. A growth plan includes specific indicators from the rubric the teacher wants to refine their practice and receive coaching, anticipated impact on student learning, and action steps to implement.

L. **Individualized Development Plan (IDP's)**: State statute requires a performance improvement plan for probationary teachers and teachers who were rated less than effective. An IDP (Growth Plan) is developed by appropriate administrative personnel in consultation with the teacher. It shall include specific performance goals, and any recommended professional development, instructional support, and/or coaching to achieve performance goals.

M. **Midyear Progress Report**: State statute requires a midyear progress report for first year probationary teachers and teachers rated less than effective on their most recent year end evaluation that is aligned with the teacher's individualized development plan, and includes a written improvement plan for the remainder of the year with specific performance goals that are developed by the school administrator conducting the year-end evaluation or the school administrator's designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. The midyear progress report must not take the place of an annual year-end evaluation.

N. **Mentor**: A teacher that is assigned by the district to provide coaching and support to a

teacher new to the profession during their first 3 years of employment or a teacher rated minimally effective or ineffective on their most recent year-end evaluation, in order to assist the teacher in developing professional competencies and effectiveness.

- O. **Observation:** the collection of evidence (i.e., classroom, conversation, perception, artifacts, PD/meeting). State law requires 2 or more classroom observations that must be at least 15 minutes, and include a review lesson plan and state curriculum standard(s), and pupil engagement. At least one of the observations must be conducted by the evaluator. Following an observation, a Conduct post-observation conference with teacher
- P. **Observer:** A person who has been designated to collect evidence of a teacher's practice (including the review of lesson plans, state standards and student engagement), analyze evidence, and provide formative feedback. Each person assigned to be an observer must complete the 5D+ Framework training. While not required, it is recommended each observer complete at least the first two days of training prior to observing teachers and remaining four days prior to evaluating any teachers. Note, while each teacher is assigned one evaluator, there may be more than one observer.
- Q. **Postings and Assurances:** Each school district, intermediate school district, or public school academy must post on its public website information about the evaluation tool(s) and how it is used, including:
  - Research base for the evaluation framework, instrument, and process
  - Identity and qualifications of the author
  - Evidence of reliability, validity, and efficacy
  - Evaluation framework and rubric
  - Description of processes for conducting observations, collecting evidence conducting evaluation conferences, developing performance ratings, and developing performance improvement plans
  - Description of the plan for providing evaluators and observers with training
- R. **Post-Observation Conference:** a meeting following a classroom observation to review the teacher's lesson plan, state curriculum standard being used in the lesson, pupil engagement in the lesson, and responses to noticings and wonderings related to the teachers areas of focus.
- S. **Probationary Period; continuing tenure:** A teacher shall not be required to serve more than one probationary period in a school district or institution. Teachers new to the district shall be required to serve a period of probation as defined in the Teacher Tenure Act:
  - Beginning July 1, 2024, if a teacher has been rated as effective on or after July 1, 2024, or highly effective before July 1, 2024, on 3 consecutive year-end performance evaluations under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, and has completed at least 4 full school years of employment in a probationary period, the teacher is considered to have successfully completed the probationary period.
  - If a teacher on continuing tenure in a Michigan district transfers to a new district in Michigan, the teacher is limited to a 2 year probationary period beginning with the date of new employment.
- T. **Reliability:** the degree to which an instrument/tool produces stable and consistent results.
- U. **Specific Performance Goals:** within growth plans teachers identify 3-5 areas of focus (indicators from the 5D+ Rubric for Teacher evaluation and Instructional Growth). It is recommended teachers use the distinguished level performance language to assist them in completing the following sentence stems (specific performance goals): When I focus on \_\_\_\_\_, I will be able to \_\_\_\_\_, which will result in \_\_\_\_\_ (e.g., A1 Self Assessment: When I focus on providing students opportunity to self assess with the success criteria, I

will be able to assist students in communicating what they are learning in ways that deepen their understanding of progress toward the target(s), which will result in students using the success criteria for improvement.

- V. **Student Growth**: the change in student achievement for an individual student between two or more points in time.
- W. **Student Growth Measure**: district approved instrument/tool used to evaluate/measure the extent of student growth.
- X. **Student Learning Objective**: measurable, long-term, academic goals, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students.
- Y. **Teacher**: For purposes of MCL 380.1249, a teacher is defined as an individual holding a valid Michigan teaching certificate or authorization and who is employed (or contracted) and assigned by an ISD, LEA, or PSA to deliver direct instruction to K-12 students as a teacher of record, including general (core and elective) and special education teachers (self-contained, resource and co-teaching). For purposes of the tenure act and evaluation rating appeal process within educator evaluation statute, a “teacher” is defined as a certificated individual employed for a full school year by a controlling board; an individual who is not certificated but is employed for a full school year pursuant to MCL 380.1233b, or is employed pursuant to an annual vocational authorization or a temporary approval, as defined in state board rule.
- Z. **Teacher of Record**: a teacher who holds a valid Michigan teaching certificate; who, if applicable, is endorsed in the subject area and grade of the course; and is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies. If the district partners with an education management organization for the program, the teacher of record may be employed by or contracted through the education management organization.
- AA. **Validity**: the accuracy of an assessment instrument, more specifically whether or not it measures what it is supposed to measure.

## **TRAINING**

- A. The school district shall provide training to teachers on the 5D+ Rubric for Instructional Growth and Teacher Evaluation and the 5D+ Inquiry Cycle in order for teachers to understand the evaluation tool and how it is used by the district. All new teachers may complete the on demand, [“Intro to CEL’s 5D/5D+ Teacher Evaluation System.”](#) Additionally any teacher in the first three years of employment in the district may register and complete the [“5D+ Indicators of High Quality Instruction”](#) at the district's expense.
- B. The school district shall ensure all evaluators and observers are provided the [5D+ Framework Training](#) that is provided by an individual who has expertise in the evaluation tool and the use of the evaluation tool.
- C. Developing reliable evaluators of teachers is a key component to the success of the district’s teacher evaluation system. Teachers and students benefit from evaluators who are trained and certified to observe, analyze and rate instruction. By September 1, 2024, and every 3 years thereafter all evaluators shall complete a [rater reliability training](#) that includes at least all of the following:
  - 1. A clear and consistent set of evaluation criteria that all evaluators can use when assessing teacher performance.



2. Clear expectations for what evaluators should look for when assessing teacher performance, including identifying key behaviors and practices that are associated with effective teaching.
  3. Training on the evaluation process itself, including how to conduct classroom observations, collect data, and analyze results.
  4. Calibration exercises that help evaluators practice using the evaluation criteria and establish consistency in the evaluator's evaluations.
  5. Ongoing support for evaluators, including feedback and coaching to help the evaluators improve their skills and ensure they are consistently applying the evaluation criteria.
- D. Each evaluator in the district must complete a 5D+ Calibration Tune-up every 3 years.

### **5D+ INQUIRY CYCLE**

- A. Each teacher is expected to engage in 2 or more inquiry cycle(s) during years they are being evaluated. Teachers not being evaluated are expected to engage in self evaluation and growth plan development. For teachers being evaluated in a given year, the first Inquiry Cycle is generally August through December/January. The second Inquiry Cycle is generally January/February through June. A final summative evaluation shall be written and provided to the teacher prior to the end of the school year (June 30).
- Note: These general timelines are guidelines only and may vary in application depending upon a variety of factors, such as teacher and evaluator attendance, and observer availability.
- B. Teachers shall engage in the following 4-step growth process with their observer and/or evaluator, as co-learners around a teacher's area of focus.

#### **1. Self-Assessment:**

Teachers will complete a self-assessment of their professional practice *by the 2nd Friday in September within Pivot* to assist in identifying areas of focus. As part of self-assessment the teacher shall:

- a. Examine student work, classroom-based assessment data, feedback from students, etc.
- b. Consider building and district learning goals and instructional initiatives.
- c. Assess instructional practice using the 5 Dimensions of Teaching and Learning (5D) instructional framework and the 5D+™ Rubric for Instructional Growth and Teacher Evaluation, citing evidence from day-to-day classroom practice to support rating for each rubric indicator.

#### **2. Determine a Focus (Growth Plan):**

A teacher rated Effective on their most recent evaluation, or the evaluator, in consultation with a first year probationary teacher or a teacher rated less than Effective on their most recent evaluation shall establish or revise a growth plan *in Pivot by the 2nd Friday in September* that includes:

- a. Summary of teacher's analysis of evidence from self-assessment, student learning strengths/needs, and building/district initiatives *in the opening Growth Plan "Comment" text box*.
- b. *Specific Performance Goals*: Select 3-5 indicators from the 5D+ Rubric, typically from 2 or more dimensions to focus learning. *In the "Comment" text box for each area of focus, specify the specific performance goals, reason for selecting indicators, vision statements and guiding questions and/or the the*

*completed sentence stem: When I focus on \_\_\_\_\_, I will be able to \_\_\_\_\_, which will result in \_\_\_\_\_.*

- c. Student Growth Goals: Articulate the anticipated impact of areas of focus during inquiry on student learning *in the Goal “Comment” text box. Each teacher shall have two or more student growth goals based on district adopted student growth measures. Effectiveness in reaching student growth goals will be measured using district success criteria.*
- d. Action Steps: Articulate the specific teacher action steps grounded in the 5D instructional framework and 5D+ Rubric, administrative support, as well as recommended professional development, instructional support and/or coaching that would assist the teacher in meeting these goals *in the “Action Steps” section of the Growth Plan. To assist teachers in developing intentional action plans, look at the sample [analysis of the instructional core](#) and identify specific actions for each indicator selected as an area of focus under the role of teacher and/or role of student.*

### 3. Implement and Support (including observation and feedback)

Teacher and principal engage in study and learning around the teacher's areas of focus.

- a. **Formative Feedback Cycle:** The principal will conduct 2-3 observations per inquiry cycle that are at least 15 minutes in length, and includes a review of the lesson plan and state curriculum standard(s) for the lesson, and pupil engagement. The following process will be used to collect evidence, analyze evidence, and provide formative feedback *within Pivot*, as defined:
  - 1) **Script** - Collect specific and descriptive evidence (E.g., create a data log/running record) that is judgment and interpretation free by typing/writing, taking pictures and/or video clips of the learning environment, including what the students and teacher(s) are saying and doing.
  - 2) **Code** - Align evidence from script to specific indicators in the 5D+ Rubric (NOT performance levels).
  - 3) **Notice / Wonder / Response** - Identify/highlight evidence and pose questions related to a teacher's area of focus (i.e., IDP performance goals). *A teacher shall add responses to the wonderings in Pivot within 24-48 hours of the observation feedback or provide responses to the observer during a post-observation meeting.*
  - 4) **Sort** - Analyze evidence of teacher practice to identify a teacher's zone of proximal development in preparation to provide formative feedback. For example:

CAN do...	VERGE of...	FAR from...
There is evidence that the practice is in place (with intention).	There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.	There isn't evidence of the practice in place (with intention)

- 5) **Feedback** - Provide teacher evidence-based, formative feedback that recognizes/affirms practices in place and actionable next steps

(short-term coaching points) specific to the teacher's areas of focus.  
For example:

### OPENING

An appreciation

- Hi Kelly
- Thanks for the opportunity...
- Thanks for your continued dedication to...
- Always appreciate...



### EVIDENCE & AFFIRMATION (3-5 statements)

You/Students (observable evidence).

This resulted/impacted/led to (specific result).

### NEXT STEPS (1-3 ideas)

Identify 1-3 next steps specific to the individuals areas of focus as well as their will/skill, level of proximal development, and personal learning style.

- As you work to grow your practice...
- Some things you might want to consider...
- Something you will want to consider is...
- Something you will want to do...

### Optional CLOSING

A special thanks!

- Thanks for all that you do!
- Looking forward to hearing about your successes!
- You've got this!
- Thanks for your continued dedication!
- In appreciation/collaboration
- Your partner in learning

- Observations during a formative feedback cycle are typically unannounced, unless an observer determines a need to pre-conference with a teacher prior to an observation in order to assist them in lesson planning and preparation.
- Additional support may be provided a teacher, as determined by the teacher's observer or evaluator, including:
  - 1) *Targeted feedback cycles*
  - 2) *Professional collaboration*
  - 3) *Professional development*
  - 4) *Release time to observe and reflect*
  - 5) *Mentor*
    - *Note: A mentor shall be assigned to teachers during their first 3 years of probation and may be assigned to any teacher rated needing support or developing on their most recent evaluation, or any other teacher in need of support.*

## 4. Analyze Impact

- Midyear Inquiry Conference:** At the end of the first inquiry cycle (typically in December/January), each teacher and his/her evaluator meet for a mid-year inquiry conference. As part of the mid-year inquiry conference, the teacher and evaluator:
  - 1) Review the Growth Plan.
  - 2) Discuss how the teacher's practice has grown and impacted student learning.
  - 3) Determine what areas to focus on for the rest of the year and any recommended training identified to assist the teacher in meeting these

goals.

- b. **End-of-Year Post-Inquiry Conference:** At the conclusion of the academic year, evaluators meet with each teacher for an evaluation conference. As part of this end-of-year post-inquiry conference, the teacher and principal:
  - 1) Review the Growth Plan.
  - 2) Discuss how the teacher's practice has grown and impacted student learning.
  - 3) Determine what areas to focus in the coming year and any recommended training identified to assist the teacher in meeting these goals.
    - Note: Michigan law requires that evaluators draft an IDP for the next school year for a teacher rated less than effective. This IDP must include specific performance goals and any recommended professional development, instructional support and/or coaching to achieve performance goals. This may not be necessary if the district elects to non-renew a probationary teacher.

## **FACTORS and PROCESS for DETERMINING TEACHER EFFECTIVENESS**

### **A. Student Growth and Assessment Data**

1. 20% of the annual year-end evaluation shall be based on student growth and assessment data or student learning objectives metrics.
2. Student growth shall be measured by 2 or more of the following state provided, nationally normed, and/or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.
  - a. *State SGP (10%)*
  - b. *NWEA (5%)*
  - c. *Essential Standards (5%)*
3. Student growth measures may be administered *between the second day of school and second Friday of May for purposes of evaluation. For each growth goal a minimum of a pre- and post-assessment will be administered for each student growth measure. The minimum duration of time for measuring growth is 12 weeks.* Each teacher will submit their student growth goals as part of their growth plan in Pivot by the 3rd Thursday in September. Teachers will add evidence of achievement to their approved growth plan in Pivot prior to mid- and end-of year post-inquiry conferences. (Evidence may include reflections, links to student achievement data, and/or files.)
4. The district may allow for exemption of student growth data for a particular pupil for a school year upon the recommendation of the evaluator conducting the year-end evaluation and approval of the superintendent. *A teacher shall communicate the name(s) of any pupil(s) and reason for requested exemption within the "Evidence of Achievement" section of an approved growth plan prior to the mid- and/or end-of year inquiry conference, in order for a pupil's student growth data to be considered for exemption.*
5. The student growth rating for a teacher shall be based on the three most recent years of student growth and assessment data. If there is no student growth and assessment data available for a teacher for at least 3 school years, the annual

year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

6. *Statistical analysis will be done through calculation of simple growth, tiered growth, growth to proficiency, student growth percentile, conditional growth percentile, and/or expected growth as recommended for the measure.* To determine the student growth rating, the teacher and/or evaluator in consultation with the teacher will aggregate the *from the past three years, or the data available for the identified growth measures.* A Teacher's student growth rating will be based on their aggregate score defined for statistical analysis of the specific measure.

## **B. Professional Practice**

The portion of a teacher's year-end evaluation that is not based on student growth and assessment data or student learning objectives metrics, must be based primarily on a teacher's performance as measured by the 5D+ Teacher Evaluation tool adopted by the school district.

1. 80% of the year-end evaluation shall be based on professional practice, as measured by the [5D+ Rubric for Instructional Growth and Teacher Evaluation](#).
2. The 4-tier performance levels within each indicator are used to delineate teaching practice from unsatisfactory, basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice.
1. The following procedure is used to determine a professional practice rating:
  - a. Determine an Indicator Rating (Process one indicator at a time.):
    - 1) *Select "Start Evaluation" for an individual teacher in Pivot.*
    - 2) Read the performance language for an individual indicator.
    - 3) Examine formative evidence from of observed practice from multiple observations (eg, coded scripts, responses to wonderings, documents/artifacts)
    - 4) Make a determination for each indicator based upon the preponderance of evidence, consideration of growth over time, and its probable truth/accuracy, not solely the amount of evidence.
    - 5) *Select the performance level in Pivot for each indicator that the evidence supports using the following protocol:*
      - *Start at Basic. Is there evidence to support all parts of the Basic performance level? If no, rate Unsatisfactory. If yes, move to Proficient.*
      - *Is there evidence to support all parts of the Proficient performance level? If no, rate Basic. If yes, move to Distinguished.*
      - *Is there evidence to support all parts of the Distinguished performance level? If no, rate Proficient. If yes, rate Distinguished.*
    - 6) Evaluators should be able to point to the evidence across observation scripts to support the alignment of evidence to a performance level in the 5D+ rubric. Conversely, the lack of evidence is evidence.

- b. Determine a Dimension Rating: Examine all indicator scores within a dimension, consider the key ideas of the dimension, and determine a dimension score based on the preponderance of evidence at dimension level using the holistic rubric. *Select the performance level in Pivot for the Dimension Rating.*
- **Unsatisfactory**: *Evidence of professional practice indicates the teacher is not understanding the key concepts and underlying indicators within the dimension. This level of practice is ineffective and/or inefficient and may represent practice that is harmful to student learning, the professional learning environment, or individual teaching practice. This level requires immediate intervention for the teacher to acquire the knowledge and skills necessary for student learning to improve.*
  - **Basic**: *Evidence of professional practice indicates the teacher is developing understanding of the knowledge and skills of the indicators required to practice within this dimension, but performance is inconsistent over a period of time due to lack of experience, expertise and/or commitment. This level may be considered minimally competent for teachers early in their careers, but insufficient for more experienced teachers. This level of practice requires further support for the teacher to adopt the knowledge and skills necessary for student learning to improve within lessons and across disciplines/preps.*
  - **Proficient**: *Evidence of professional practice indicates the teacher has a thorough understanding of the knowledge and skills of the indicators required to practice within this dimension, and performance is consistent over a period of time. This level is reflective of a successful, accomplished, and effective teacher. This level of practice is strengthened and expanded through purposeful and collaborative learning with colleagues, self-reflection and professional development, including coaching to assimilate the key ideas and underlying concepts daily within and across lessons and disciplines/preps.*
  - **Distinguished**: *Evidence of professional practice indicates the teacher has mastered the knowledge and skills of the knowledge and skills of the indicators required to practice within this dimension, and performance is consistent within and across lessons and disciplines/preps. To achieve this dimension rating, the majority of indicators within the dimension must be rated distinguished. This level of practice is reflective of ongoing, self reflection, demonstrated expertise, and commitment to all students' learning, challenging professional growth, and collaborative practice. This level of practice is strengthened and expanded as the teacher adapts the key ideas and underlying concepts daily within and across lessons and disciplines/preps in order to differentiate instruction to capitalize on student strengths.*
- c. Determine a 5D+ Summative Rating: Examine all of the dimension ratings, and derive a preliminary professional practice rating based on the preponderance of evidence at the Dimension Level using the holistic rubric. Select the performance level in Pivot for the overall 5D+ Rubric.
- (1) Unsatisfactory**: Professional practice shows evidence of not understanding the concepts underlying individual components of the rubric. This level of practice is ineffective and inefficient and may

represent practice that is harmful to student learning progress, professional learning environment, or individual teaching practice. This level requires immediate intervention and a corrective action plan.

**(2) Basic:** Professional practice shows a developing understanding of the knowledge and skills required, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level requires specific support and a growth plan.

**(3) Proficient:** Professional practice shows evidence of thorough knowledge of all aspects. This is successful, accomplished, professional, and effective practice. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues, as well as ongoing self-reflection and professional improvement.

**(4) Distinguished:** Professional practice is that of a master teacher. To achieve this rating, a teacher needs to have received a majority of distinguished ratings. A teacher at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice.

### C. Other Objective Measures

The portion of a teacher's evaluation that is not measured using student growth and assessment data or student learning objectives metrics, or the 5D+ Rubric for Teacher Evaluation and Instructional Growth will be based on the following objective criteria.

1. No additional objective criteria

### D. Final Summative Effectiveness Rating

1. Aggregate the professional practice (80%) ratings, student growth and assessment data (20%) and Any Other Objective Measure ratings (0%).
  - a. *Select "Start Final Summative Evaluation" in Pivot.*
  - b. *Enter the Final Professional Practice Rating: (1) Unsatisfactory, (2) Basic, (3) Proficient, or (4) Distinguished.*
  - c. *Enter the Student Growth and Assessment Data or Student Learning Objective(s) Rating(s): (1) Unsatisfactory, (2) Basic, (3) Proficient, or (4) Distinguished.*
  - d. *Enter Any Other Objective Measure ratings: (1) Unsatisfactory, (2) Basic, (3) Proficient, or (4) Distinguished.*
2. Determine a final effectiveness rating of Needing Support, Developing, or Effective using the following rating bands:

Needing Support	Developing	Effective
1.0 - 1.49	1.5 - 2.49	2.5 - 4.0

3. *Select the effectiveness level from the drop down menu.*



4. *In the "Comment" section, articulate specific performance goals that will assist the teacher in improving effectiveness in the next school year, as well as recommended training that will assist the teacher in meeting those goals. These goals must be developed in consultation with the teacher prior to June 30.*
  5. *An IDP must be provided to any teacher rated ineffective or minimally effective prior to the end of the school year (June 30). This IDP must include specific performance goals and any recommended professional development, instructional support, and/or coaching to achieve performance goals.*
- E. *An evaluation and feedback concerning the evaluation must be provided, in writing, to the teacher being evaluated. However, if a written evaluation is not provided, the teacher is deemed effective.*
  - F. *A meeting will be held to review the Final Summative Evaluation. The teacher will sign the evaluation and a printed/written copy shall be placed in the individual teacher's personnel file. The teacher's signature signifies they have read and been provided an opportunity to review the evaluation with their evaluator. It does not signify agreement with the ratings of the evaluation. A teacher may attach a letter of reaction to the evaluation within ten school days of receiving the evaluation.*
  - G. *If any of the following apply to a teacher an evaluation rating must not be assigned and the teacher must be designated as unevaluated for a school year:*
    1. *The teacher worked less than 60 days in that school year.*
    2. *The teacher's evaluation results were vacated through the grievance procedure*
    3. *There are extenuating circumstances and the teacher and the school district, intermediate school district, or public school academy agree to designate the teacher as unevaluated because of the extenuating circumstances.*
    4. *If a teacher receives an unevaluated designation under subdivision (g), the teacher's rating from the school year immediately before that designation must be used for consecutive purposes under section 1249 of the School Code.*

## **APPEAL PROCESS**

- A. *If a teacher, who is not in a probationary period as defined in the tenure act, is rated as ineffective before July 1, 2024 or needing support on or after July 1 on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the superintendent, as applicable. The request for a review must be submitted in writing within 30 calendar days after the teacher is informed of the rating.*
- B. *Upon receipt of the request, the superintendent, as applicable, shall review the evaluation and rating and may make any modifications as appropriate based on the superintendent's review. A written response regarding the superintendent's findings must be provided to the teacher who requested the review within 30 calendar days after receipt of the request for a review and before making any modifications.*
- C. *If the written response from the superintendent's review does not resolve the matter, the teacher or collective bargaining representative may request mediation as provided for in 1947 PA 336, 423.201 to 423.217. The request for mediation must be submitted in writing within 30 calendar days after the teacher receives the written response from the superintendent.*
- D. *Within 15 days of receipt of the request, the school district superintendent or intermediate superintendent must provide a written response to the teacher or collective bargaining representative stating that the mediation will be scheduled, as appropriate. If it is deemed inappropriate the letter will state as a final determination.*
- E. *If a tenured teacher receives 2 consecutive ratings of needing support, the teacher may*



demand to use the grievance procedure of an applicable collective bargaining agreement or employment contract that concerns the teacher's second evaluation rating and the evaluation process. If a collective bargaining agreement or employment contract does not contain a grievance procedure that ends in binding arbitration, the teacher may request binding arbitration by filing a demand for arbitration with the American Arbitration Association within 30 calendar days after the teacher receives the written response from the school district superintendent or intermediate superintendent. The arbitration is subject to the uniform arbitration act, 2012 PA 371, MCL 691.1681 to 691.1713. The arbitration described in this subparagraph must adhere to both of the following:

1. The arbitrator must be selected through procedures administered by the American Arbitration Association in accordance with its rules.
2. The arbitrator must have the authority to issue any appropriate remedy.

## **APPENDICES**

### **APPENDIX A: Posting and Assurances**

- A. The school district has posted a link to the [5D+ Posting and Assurances](#) on our public website
- B. The [5D+ Posting and Assurances](#) includes all of the following information about the evaluation tool used for the performance evaluation of classroom teachers:
  - 1. The research base for the evaluation framework, instrument, and process or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (4), the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
  - 2. The identity and qualifications of the author or authors or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (4), the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
  - 3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (4), an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
  - 4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
  - 5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
  - 6. A description of the plan for providing evaluators and observers with training.

## **APPENDIX B: Guidance for Specific Learning Environments**

### **A. General Guidance**

1. Districts must determine which positions should be evaluated using the 5D+ Rubric, and which positions should not. Just because an employee is a certificated teacher and is on the teacher salary schedule for the district does not mean the employee should be evaluated using the 5D+ Rubric for Instructional Growth & Teacher Evaluation. If the certificated teacher creates his/her own lesson plans either individually or with one or more other teachers (e.g., co/team teach), instructs students, and assesses students, then it is appropriate to evaluate the employee with the 5D+ Rubric for Instructional Growth & Teacher Evaluation. However, if the employee is a certificated teacher whose assigned job does not regularly include planning, facilitating and assessing learning, that certificated employee should not be evaluated using 5D+ Rubric for Instructional Growth & Teacher Evaluation, including: a certificated teacher who serves as a guidance counselor, a media center specialist who does not teach students, or an instructional coach.
2. The population of students a teacher is working with should not influence the summative evaluation rating that describes the teacher's instructional practice performance level during a specific school year. For example, a teacher who works with severely medically involved students should have the same opportunities to grow their instructional practice to the point where an analysis of the instructional practice data results in a distinguished performance level rating as a teacher working with academically gifted students.

### **B. Specific Learning Environment Guidance**

1. Online Learning
  - a. If a certificated teacher of online learning plans, instructs, and assesses students then the 5D+ Rubric for Instructional Growth & Teacher Evaluation is appropriate for evaluating the teacher. Use the full instructional framework and rubric for growing teaching practice and summative evaluation; the framework does not need to be adjusted. Instructional practice evidence would be observed and collected from the online environment.
  - d. If a certificated teacher monitors progress, including calculating grades and communicating with students and parents/guardians without planning lessons, providing instruction and assessing learning, then the 5D+ Rubric for Instructional Growth & Teacher Evaluation is not the appropriate tool to evaluate that employee. This is most likely to occur when the district contracts with a vendor/another school district to provide online learning to its students.
4. Juvenile Justice System
  - a. Teachers of Short Term Students. It is up to the district to determine the most appropriate evaluation tool for teachers who work with students who are assigned to temporary juvenile justice placements while awaiting legal decisions. The 5D+ Rubric for Instructional Growth & Teacher Evaluation was not designed to evaluate teachers of students in settings where the majority of students are in attendance for a short period of time (1-15 days). The use of the instructional framework can be used to grow the teacher's instructional practice, but their evaluation for high-stakes accountability shouldn't be based on the 5D+ Rubric for Instructional Growth & Teacher Evaluation.
  - e. Teachers of Long Term Students. The full 5D+ Rubric for Instructional Growth & Teacher Evaluation is an appropriate evaluation tool for teachers who work

with students who are incarcerated for extended periods of time. No adjustments to the 5D+ Rubric for Instructional Growth & Teacher Evaluation are necessary nor should they be made.

5. Home School:

- a. Staff members who monitor materials and progress only should be evaluated using a different tool and process. Their role is not a teacher role.
- f. Staff members who develop learning and engage in the learning (plan, instruct and assess) with their students should be evaluated using the full 5D instructional framework and 5D+ Rubric.

6. Early Childhood and Young Adult based Learning Environments:

- a. The full 5D+ Rubric for Instructional Growth & Teacher Evaluation is an appropriate evaluation tool for teachers who work with early childhood and young adult students.
- g. Developmentally appropriate expectations and evidence apply across the 5D+ Rubric for Instructional Growth & Teacher Evaluation. For example, content-driven student-to-student talk will look and sound different for kindergarteners than it does for high school seniors, but it should occur.

**C. Special Education**

- 1. Resource and inclusive learning: The full 5D+ Rubric for Instructional Growth & Teacher Evaluation is an appropriate evaluation tool for teachers who work with students on an Individual Education Plan (IEP) in a resource or an inclusive educational setting. This includes students who receive their core instruction from a special education teacher and their elective instruction from a general education teacher.
- 2. Multiply involved self-contained: The evidence for the indicators within the 5D+ Rubric for Instructional Growth & Teacher Evaluation is identified based on student learning needs for classrooms where students are on an IEP and have significant and/or multiple impairments. Principals and teachers collaboratively identify the questions to adapt the teacher/student evidence that pertain to the learning needs of students for each indicator. For example, a student who is non-verbal may be communicating through eye blinks, utterance, gestures or adaptive technology. Evidence that shows the teacher's growth in developing this practice would apply to the indicator for student-to-student talk.

## **APPENDIX C: Glossary of Terms within the 5D+ Rubric**

### **PURPOSE**

- **Standard (P1):** Grade level expectation of what the state expects students to learn by the end of the year.
- **Learning Target (P1 AND P4):** Measurable, expectation of what the teacher wants students to learn by the end of a single lesson. Written in student friendly language and builds in a logical progression toward the unit goals and grade level standard.
- **Broader Purpose (P2):** Relevance/Value beyond success in school. How the learning relates beyond the classroom and is relevant to the world beyond school. This includes the ability to work in teams and independently, to be creative in approaches to problem solving, and to make meaningful contributions to the public good, which are ultimately the foundations for citizenship in a democracy.
- **Transferable Skill (P2):** The skill being learned can be appropriately applied within and across disciplines.
- **Teaching Point.** The concepts or skills referred to in the 5D instructional framework that individuals or groups of students need in order to achieve the learning target. Identifying these concepts and skills allows the teacher to make decisions about how a task will be structured for individuals and groups of students.
- **Performance Task (P3):** Any learning activity or assessment that asks students to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning.
- **Check for understanding (P4):** confirming with students what they are going to learn about during the lesson (e.g., signal it, choose it, picture it, troubleshoot it, summarize it, ask students to restate what and why, etc.)
- **Visual strategy (P4):** picture, symbol, graphic, words
- **Success Criteria (P5):** Ensure students understand the purpose of each lesson

### **STUDENT ENGAGEMENT**

- **Locus of Control (SE2):** What proportion of agency is with the students? Who is doing the thinking and Learning? Speaking? Reading? Writing? Investigating? Problem-solving? (ETC)
  - **Agency.** Students develop a learning mindset, which includes identifying strategies and habits that make their own learning effective. Students understand that they can have an effect on their own learning.
- **Capitalizing of Student Strengths (SE3):** Using knowledge of students' zone of proximal development to inform what content, process and tasks to plan and facilitate instruction. Building upon and connecting to students academic background, life experiences, culture, and language.
  - **Academic Background:** What students know and are able to do within a specific discipline.
  - **Life Experience:** Recognition of the events or series of events that the student has participated in or lived through.
  - **Culture:** A set of shared attitudes, values, behaviors and practices that characterizes a group.
  - **Language:** Recognition of the development of a student's oral and written language(s), including academic vocabulary.
- **High Cognitive Demand (SE4):** This term is related to the Intellectual work expected of students that emphasizes solving complex tasks through the use of higher-level thinking

(for example: inferential thinking, analytical thinking, and meta-cognitive thinking) across all subject areas. High cognitive demand is a synonym for intellectual work in the 5D instructional framework.

- **Discipline Specific (SE4):** The habits and skills within a specific discipline that enable students to think and act within that discipline, for example: students think and act like mathematicians, like scientists, like writers...standards of mathematical practice, inquiry and engineering practices, etc.
- **Proportion of Students (SE4)**
  - **Few:** 3 or less
  - **Some:** More than 3 and less than half
  - **Most:** More than half and less the all
  - **All:** 100% of the students
- **Quality Talk:** The adjective “quality” means that effective student conversations are not simply about the frequency of verbal participation, but have specific attributes. Quality talk is equitable, purposeful and supports the construction of new meaning. It focuses on the rigor of student and teacher discourse, including articulating thinking and reasoning using discipline-specific academic language and content knowledge. Students share their thinking with one another, and build and reflect upon their own and one another’s analysis and argument in order to create new learning.

## CURRICULUM AND PEDAGOGY

- **Tasks (CP1):** What students actually do that helps them reach the learning target.
- **Content Knowledge (CP2):** A deep understanding of the theories, principles and concepts of a particular subject.
- **Pedagogical Content Knowledge (CP2):** The teacher has discipline-specific content knowledge and ways of representing and formulating the content that make it comprehensible to others.
- **Conceptual Understanding (CP3):** The application of knowledge and skills to produce discourse, products or performances that have value beyond school (Newman, 2007). The ability to think and act flexibly with what one knows (Perkins & Wiske, 1998).
- **Discipline-Specific Habits of Thinking (CP3):** The habits and skills within a specific discipline that enable students to think and act within that discipline, for example: students think and act like mathematicians, like scientists, like writers.
- **Over Time (CP3):** In the Curriculum and Pedagogy dimension, this means that the teacher understands the learning progression of a concept through several grade bands, for example K-8 or 6-12. In the Assessment for Student Learning dimension, it means over the course of a unit or several units.
- **Differentiation C(P4):** The teacher creates learning opportunities for students that address their individual strengths and learning needs. This may include adapting content (what students learn), process (how students engage in learning), and/or product (how they demonstrate learning) through an intention change in time, structure, materials and/or space.
- **Scaffolding (CP5):** The provision of sufficient support to promote learning when concepts and skills are first being introduced. These supports are removed as students develop automaticity.
- **Gradual Release of Responsibility (CP5):** A learning model in which the responsibility for tasks and processes shifts from the teacher to learner in a way that promotes self reliance within the learners zone of proximal development.

## ASSESSMENT FOR STUDENT LEARNING

- **Success Criteria (A1):** Explicitly describe student performances of understanding or skills to demonstrate that they have met the Learning Target.
- **Learning Goal (A2):** The intended purposes and desired achievements of a particular course - knowledge, skills, and capacities a student in that class should achieve.
- **Formative assessment methods(A3):** assessment tasks during instructional time as part of instruction used by students to demonstrate learning and the teacher to monitor student learning, make adjustments and provide feedback .
  - **Limited** information reflects closed responses like agree/disagree, thumbs up/down, fist to five, answer to a math problem without showing work or making a claim without providing reasons and evidence.
  - **Comprehensive** information reflects visible thinking (e.g., what, why, how). These formative assessments let the teacher know whether a student's thinking was right/wrong for the right or wrong reasons.
- **Feedback:** providing information to a student (e.g. naming what the student did/said) and either providing or prompting a next step to improve learning/performance.
- **General vs Targeted Feedback**
  - **General:** students know they were right/wrong/on track, but not why.
  - **Targeted:** names what the student can do (is doing) that is right/wrong or on track, and prompts or provides a next step that may be determined by the student(s) or teacher.
- **Collection System:** an observable system for the collection of formative assessment data within and across lessons like running records, observation records, and conferring notes.
- **When coding indicators with Assessment for Student Learning**
  - **Ask:** Who is DOING the assessing (student or teacher)?
  - **Consider:** What is being assessed by whom and for what purpose?
  - **Code:** A1 (success criteria) and A2 (learning goals/progress monitoring) when the student(s) is the assessor
  - **Code:** A3 when the teacher is doing the assessing, A4 when the teacher is using the formative assessment and A5 when the teacher is documenting/ recording the formative assessment data in an observable system.

## CLASSROOM ENVIRONMENT AND CULTURE

- **Discourse (CEC2):** The use of words to exchange thoughts and ideas.
- **Routines (CEC2):** Students use learning processes so frequently that they can use them with automaticity, with little or no support from the teacher.
- **Transitions (CEC3):** Changing from one instructional activity/segment/episode to another.
- **Identity as Learners (CEC4):** How I see myself as a learner; qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person.
- **Norms for Learning (CEC5):** Expected patterns of behavior on the part of individuals and groups that create an optimal learning environment in which individuals are willing to take risks, collaborate and respect differences. Norms are not the same as classroom rules.