



Midland Public Schools
Inspiring Excellence

TEACHER EVALUATION HANDBOOK

2024 – 2025

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

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

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INTRODUCTION

Midland Public Schools has adopted the University of Washington's Center for Educational Leadership's (CEL) Teacher Evaluation System. With CEL's approach to 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 enhanced 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+™ Teacher Evaluation Rubric – a growth-oriented tool for improving instruction.

CEL's 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.

Note: The policies and procedures within this document correlate to M.P.S. Board of Education Policy, Article XI of M.C.E.A. & M.P.S. Collective Bargaining Agreement, and several state statutes. For reference, information on the applicable statutes and policies can be ascertained at the following locations:

- M.P.S. Board of Education Policy 4403: Professional Staff Performance Evaluation:
 - <https://midlandps.communitybydiligent.com/Portal/DocumentLibrary.aspx>
- M.P.S. & M.C.E.A Collective Bargaining Agreement:
 - https://secure.munetrix.com/n/Michigan/Schools/BAR/Midland-County-Educational-Service-Agency/District/Midland-Public-Schools/School/Doc_download/9830
- MCL 380.1248 & MCL 380.1249:
 - <http://tinyurl.com/hxwtfsq>

Language included throughout this handbook has been adapted from the *Model Teacher Evaluation Handbook* authored by MASSP and CEL. MASSP and CEL have granted permission to utilize the language for the framework of this document.

IMPLEMENTATION TIMELINE

Per the guidance of CEL trainers, Midland Public Schools adopted a three year ‘phase-in’ process for the 5D+ evaluation system to provide for administrator and teacher acclimation.

Evaluation component history:

Year	Domains	Inquiry Cycles	Number of Observations	Weight (State Established)
15-16	- Classroom Environment and Culture - Student Engagement - Professional Collaboration & Communication	1*	3-5	75% 5D+ 25% Student Growth
16-17	- Classroom Environment and Culture - Student Engagement - Professional Collaboration & Communication - Purpose	1*	3-5	75% 5D+ 25% Student Growth
17-18	- Classroom Environment and Culture - Student Engagement - Professional Collaboration & Communication - Purpose - Curriculum & Pedagogy - Assessment for Student Learning	2	3-6	75% 5D+ 25% Student Growth
18-19	- Classroom Environment and Culture - Student Engagement - Professional Collaboration & Communication - Purpose - Curriculum & Pedagogy - Assessment for Student Learning	2	3-6	75% 5D+ 25% Student Growth Note: Shift away from 60% 5D+/40% Growth occurred in May 2019 per legislative action
19-20	- Classroom Environment and Culture - Student Engagement - Professional Collaboration & Communication - Purpose - Curriculum & Pedagogy - Assessment for Student Learning	2	3-6	60% 5D+ 40% Student Growth Note: Changed to 100% 5D+ per Executive Order 2020-35 and 2020-65. Only non-tenured and/or teachers on an IDP were evaluated.
20-21 21-22 22-23 23-24	- Classroom Environment and Culture - Student Engagement - Professional Collaboration & Communication - Purpose - Curriculum & Pedagogy - Assessment for Student Learning	2	3-6	60% 5D+ 40% Student Growth
24-25	- Classroom Environment and Culture - Student Engagement - Professional Collaboration & Communication - Purpose - Curriculum & Pedagogy - Assessment for Student Learning	2	3-6	80% 5D+ 20% Student Growth

DEFINITIONS

- **5 Dimensions of Teaching and Learning**: Instructional framework that summarizes the research on the core elements that constitute quality instruction.
- **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.
- **5D+ Teacher Evaluation Rubric**: A growth-oriented tool for improving instruction. Performance language within the 4-tier performance levels for each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient, and distinguished.
- **Continuing Tenure**: A teacher who has satisfactorily completed a probationary period and has been employed continuously by the controlling board under which the probationary period has been completed.
 - A teacher on continuing tenure shall be provided an annual year-end performance evaluation (see page 5 for additional details).
 - If the teacher has received a rating of 'needing support' or 'developing' on an annual year-end performance evaluation, the school district shall provide the teacher with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher. The individualized development plan shall require the teacher to make progress toward individual development goals within a specified time period, not to exceed 180 days. The annual year-end performance evaluation shall be based on multiple classroom observations (see page 22 for details) conducted during the period covered by the evaluation and shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan.
 - Continuing tenure does not apply to an annual assignment of extra duty for extra pay or in any capacity other than a classroom assignment.
- **Efficacy**: The capacity to produce a desired result or effect; effectiveness.
- **Evaluation**: The annual summative rating of an educator based on the 5D+ Rubric, student growth and assessment data, observation data, and Michigan Revised School Code ("MRSC") Section 1248 factors not addressed by the 5D+ rubric, and the teacher's progress on any identified goals.
- **Evaluator**: The administrator who has completed framework training and been assigned to conduct observation, provide formative feedback, and evaluate teachers.
- **Growth Plan**: A formalized plan that enables teachers who have been rated effective or highly effective (prior to 2024-25) 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.
- **Individualized Growth Plan (IDP's)**: A performance improvement plan for probationary teachers and teachers who were rated developing or needing support on their most recent year-end evaluation that is developed by appropriate administrative personnel in consultation with the teacher. An IDP shall include administrative supports, specific and measurable performance goals, and any recommended professional development, instructional support and/or coaching to achieve performance goals.
- **Observation**: The collection of evidence (i.e., classroom, conversation, perception, artifacts, PD/meeting).
- **Observer**: An administrator who has completed CEL's framework training, been designated to collect evidence of a teacher's practice (including the review of lesson plans, state standards and student engagement), and provide formative feedback. While there is one evaluator, there may be more than one observer.
- **Probationary Period**: Teachers new to the district shall be required to serve a period of probation as defined in the Teacher Tenure Act:

- A teacher shall be in a probationary period during their first 4 full school years of employment.
- A teacher shall not be considered to have successfully completed the probationary period unless the teacher has been rated as effective on their 3 most recent annual year-end performance evaluations and has completed at least 4 full school years of employment in a probationary period.
 - Exceptions:
 - If a teacher was on continuing tenure in a previous district, the teacher shall serve a probationary period during the first 2 full years of employment in the district.
- **Reliability**: The degree to which an assessment tool produces stable and consistent results.
- **Student Growth**: The change in student achievement for an individual student between two or more points in time.
- **Student Growth Measure**: The district and teacher association agreed upon approved instruments used to evaluate/measure the extent of student growth.
- **Teacher**: For purposes of PA 173, a teacher is defined by the MDE 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).
- **Teacher of Record**: A teacher who holds a valid MI teaching certificate who, where 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.
- **Tested Grades and Subjects**: Grades and subjects that the Michigan Department of Education requires administration of state assessments
- **Validity**: The accuracy of an assessment - whether or not it measures what it is supposed to measure.

ANNUAL EVALUATION

Teachers are evaluated annually based on classroom observation data, conversation data, documents/artifacts, student growth and assessment data, as well as consideration of MRSC S1248 factors that are not measured by the 5D+ Teacher Evaluation Rubric. 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.
- Promotion, retention, and development of teachers, including providing relevant coaching, instructional support, and/or professional development.
- Whether to grant tenure or full certification, or both, to teachers using rigorous standards and streamlined, transparent, and fair procedures.
- Removing ineffective teacher(s) on continuing tenure or teacher(s) during a probationary period, after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.
 - **Note:** If a teacher is rated as highly effective (prior to July 1, 2024) or effective (after July 1, 2024), on 3 consecutive annual year-end evaluations, the district can conduct a year-end evaluation triennially instead of annually. However, if a teacher is not rated as effective on 1 of these triennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations.
 - **M.P.S. ‘E-3’ Policy:**
 - For teachers that have been rated ‘HE’ prior to July 1, 2024 or ‘E’ after July 1, 2024 for three consecutive years:
 - Teachers will have the choice of being evaluated on a triennial evaluation cycle
 - If they choose to go on the triennial cycle, during the off years:
 - A rating of ‘Effective Evaluation Exemption’ will be entered in the year-end report that is sent to the state
 - As law dictates, the triennial cycle will cease if the teacher receives an evaluation that is less than ‘E.’

Note #1: 3 years of student growth data be utilized on a teacher’s end of year evaluation **if it is available.**

‘E-3’ POLICY TABLE

- The following table includes several examples of the triennial cycle of evaluation for those that qualify. The Human Resources Department is available to assist both teaching staff and administrators in applying the policy to individual circumstances. MPS and the teacher association will collaborate to resolve any case of disagreement of policy application.

2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
HE3 (on)	HE3 (off)	E	Off	Off	E	Off
HE3 (off)	HE3 (on)	Off	Off	E	Off	Off
HE2	HE3	Off	Off	E	Off	Off
HE1	HE2	E	Off	Off	E	Off
E	HE1	E	E	Off	Off	E
E	E	E	E	E	Off	Off

FACTORS & PROCESS FOR DETERMINING TEACHER EFFECTIVENESS

Professional Practice (5D+ Evaluation Rubric and Section 1248 Factors)

- For the 2024-2025 school year, 80% of the annual year-end evaluation shall be based on professional practice, as measured by the 5D+ rubric, and consideration of additional factors defined in MCL 380.1248.
- 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. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.
- The following procedures are used to determine a professional practice rating:
 - Determine an Indicator Score (process one indicator at a time):
 - Select "Start Evaluation" for an individual teacher in Pivot.
 - Read the rubric performance language for each indicator.
 - Examine formative evidence from observed practice (i.e., coded scripts, answers to wonderings, trends, student work, and notes from formative conversations with teacher, teacher's self-assessment, etc.)
 - Determine a rating for each indicator within a dimension by an analysis of evidence from multiple observations. 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. Make a determination for each indicator based upon the preponderance of evidence and/or growth over time and its probable truth/accuracy, not solely the amount of evidence. 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.
 - Note: The teacher's area of focus and the school's professional development focus should inform an evaluator's thinking about whether they are looking for a preponderance of evidence or growth over time. Scoring by preponderance of evidence is primarily for scoring indicators that were not directly connected to the area of focus during the year's inquiry cycles. Scoring by growth over time is primarily for scoring indicators that were directly part of the teacher's area of focus and/or district/building focus during the school year.
 - 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 indicator level. Select the performance level in Pivot for the Dimension Rating.
 - 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. Select the performance level in Pivot for the overall 5D+ Rubric rating. In the “Comment” text box under the 5D+ rating, articulate specific indicators and performance goals for the teacher’s next inquiry cycle.

- Determine Professional Practice Influence: Based on the 5D+ Summative rating, and consideration of criteria enumerated in Section 1248 not measured by the 5D+ rubric, an evaluator shall use professional judgment to determine whether to maintain, increase or decrease a teacher's preliminary professional practice rating.
 - The teacher's inability to withstand the strain of teaching may reduce the professional practice rating. An evaluator should consult with central office administrator(s) about this factor to determine if accommodations may be required.
 - Attendance and/or disciplinary record, if any, may reduce the professional practice rating.
 - Note: Teachers will not be penalized for absences or leaves allowable by law (i.e., FMLA, ADA, military, “excused”). Attendance violations or failure/refusal to comply with absence/leave procedures (e.g., reporting requirements, lesson plans, etc.) will negatively impact a rating.
 - Relevant accomplishments and contributions, if any, may increase the professional practice rating.
 - Note: This factor shall be based on clear, significant, relevant contributions above the normal expectations for an individual in his/her peer group, and who has demonstrated a record of exceptional performance.
 - Relevant special training, if any, may increase the professional practice rating.
 - Note: This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.
 - **NOTE:** If Section 1248 factors are to be utilized to either increase or decrease a teacher’s professional practice rating, the evaluating administrator must present the evidence to the Midland Public Schools Agenda Group for approval.

STUDENT GROWTH GUIDELINES: 2024-2025

- For the 2024-2025 school year, 20% of the annual year-end evaluation shall be based on student growth and assessment data measures established by MPS and the teacher's association.
 - The portion of student growth not measured using state assessments shall be measured using the established district criteria.
 - 5D+: 80%
 - Student Growth: 20%
 - **Note:** The 20% student growth rating is comprised of 2 components:
 - Component #1: 50% of student growth score
 - District Criteria (not an S.L.O)
 - Component #2: 50% of student growth score
 - District Criteria *or* S.L.O.
- The following metrics will be utilized to determine the student growth rating that will calculate as 20% of the final evaluation score:

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Students meeting or exceeding student growth measures	Less than 60% of the students meet or exceed student achievement targets.	60% to 69% of the students meet or exceed student achievement targets.	70% to 79% of the students meet or exceed student achievement targets.	80% of the students meet or exceed student achievement targets.

- Multiple (2) measures of data shall be utilized to determine an aggregate annual student growth rating.
 - The final percentages (2) of students that meet or exceed the established goal for each measure will be averaged to determine the final annual rating.
 - Example #1:
 - Growth Measure #1: 100/120 students met the growth goal = 83%
 - Growth Measure #2: 85/120 students met the growth goal = 71%
 - $(83\% + 71\%) / 2 = 77\% = \text{Proficient Rating}$
 - Example #2:
 - **Note:** Both growth measures will have an equal weight on the overall score regardless of the number of students included.
 - Growth Measure #1: 90/110 students met the growth goal = 82%
 - Growth Measure #2: 40/60 students met the growth goal = 67%
 - $(82\% + 67\%) / 2 = 75\% = \text{Proficient Rating}$
 - Each teacher will submit their student growth goals as a part of their growth plan in PIVOT. All student growth data needs to be provided by the teacher to the evaluating administrator a minimum of one week before the summative evaluation meeting.
 - A teacher may request a student's exclusion from the aggregate data set for certain extenuating circumstances. The teacher must provide the rationale to the building administrator prior to final data submission. If the building administrator supports the recommendation it will be forwarded to the Associate Superintendent of Curriculum, Instruction, and Assessment for final approval.
 - Some examples *may* include:
 - A student enrolled in their class during week 11 and missed the entire first quarter of instruction.

- A verified illness or discipline issue kept the student from school for an extended period of time (typically 3-4 weeks +).
 - The student was placed on an IEP during the semester and the growth goal as written is deemed to be too rigorous according to the diagnosis.
 - The student experienced extraordinary hardships during the year that impacted instruction (homelessness, loss of a parent/sibling, etc.)
- The most recent 3 years of data must be utilized in a summative evaluation growth rating (*if available*.) If 3 years of data are not available, existent data will be used to figure the summative average.

Example #1: Teacher with 7 Years of Experience at end of 24-25

○ % of students that met growth target 2018-19	85% (Not included: <u>Most recent</u> 3-year clause)
○ % of students that met growth target 2019-20	Not Applicable (EO 2020-65)
○ % of students that met growth target 2020-21	86% (Not included: <u>Most recent</u> 3-year clause)
○ % of students that met growth target 2021-22	75% (Not included: <u>Most recent</u> 3-year clause)
○ % of students that met growth target 2022-23	80%
○ % of students that met growth target 2023-24	70%
○ % of students that met growth target 2024-25	83%
• Average: 78% (Proficient)	

Example #2: Teacher with 3 Years of Experience at end of 24-25

○ % of students that met growth target 2022-23	80%
○ % of students that met growth target 2023-24	73%
○ % of students that met growth target 2024-25	75%
• Average: 76% (Proficient)	

Example #3: 1st year teacher

○ % of students that met growth target 2024-25	81%
• Average: 81% (Distinguished)	

Note: ‘E-3’ Instructor: Example:

- For a complete description of ‘E-3’ Policy, please see page 5.
- If 3 years of data are not available, existent data will be used to figure the summative average.
- Example:

▪ **‘HE-3’ Instructor:**

● % of students that met growth target 2016-17	95%
● % of students that met growth target 2017-18	88%
● % of students that met growth target 2018-19	HE-3 Exempt
● % of students that met growth target 2019-20	Not Applicable (EO 2020-65)
● % of students that met growth target 2020-21	86%
● % of students that met growth target 2021-22	HE-3 Exempt
● % of students that met growth target 2022-23	80%
● % of students that met growth target 2023-24	HE-3 Exempt
● % of students that met growth target 2024-25	91%
• Average: 86% (Distinguished)	

GROWTH GOAL NOTES AND DEFINITIONS

Notes:

- Each teacher must have two student growth goals annually
 - One goal must be chosen from the established District criteria (not an SLO). The second goal may also be from the District criteria *or* can be a collaboratively developed S.L.O. (see pages 28-33) by the teacher and observing administrator.
- While every effort was made to provide guidelines that apply to all MPS teaching positions, the possibility exists that growth measures correlating to a unique teaching assignment may not be articulated in this document. In this scenario, the evaluating administrator will help guide the teacher in choosing two applicable growth measures from the District criteria (or develop 2 S.L.O.'s). In any case of disagreement between the evaluating administrator and the teacher in choosing applicable growth measures from the district options, an appeal may be made to the Associate Superintendent of Curriculum, Instruction, and Assessment. All decisions made by the A.S.C.I.A. are final.

Definitions:

- S.L.O. = Student Learning Objectives
 - This method allows a teacher to set a customized growth measure for their students.
 - All S.L.O. requests must be submitted to the evaluating administrator on the Michigan Department of Education S.L.O. template
 - An S.L.O. may be centric to a single course, cohort, or group of students.
 - Details:
 - <https://www.michigan.gov/mde/services/ed-serv/educator-retention-supports/educator-eval/student-growth/student-learning-objectives-slos>
- Simple Average Growth Formula
 - Each student has an individualized target based on pre-test performance. The target is figured as halfway between their baseline score and 100.
 - Example: If the student scored 40 on the pre-test, their growth target is 70 ($100 - 40 = 60 / 2 = 30 \dots 40 + 30 = 70$)

GROWTH GOAL GUIDELINES

ELEMENTARY (K-5)

- Two growth goals must be established annually.

Growth Goal #1: Choose from the District criteria (not an S.L.O.)

Growth Goal #2: District criteria *or* S.L.O.

- If an S.L.O. is chosen, the goal is collaboratively developed by the teacher and observing administrator.

Notes:

- S.L.O.'s may be centric to a single course, cohort, or group of students.
- IEP Goals may be utilized in applicable courses and/or student scenarios. Approval must be obtained from the evaluating administrator.

Growth Goal #1 Options: District Criteria

Grades	Measure	Target Growth																																																								
K-5	Units of Study in Opinion, Information, and Narrative Writing	Students must make a year’s growth from the pre-test to the post-test as determined by the Units of Study rubric on the on-demand writing assessment for two out of the three genres (opinion, information, and narrative.) Post-tests may be given at any time of the academic year.																																																								
K-2	<div>DRA</div> <div>*The chart shows appropriate growth for one school year</div> <table><tr><th>Kindergarten Pre-assessment Level</th><th>Kindergarten Proficiency Score Demonstrating Appropriate Growth</th><th>1st and 2nd Grade Pre-assessment Level</th><th>1st and 2nd Grade Proficiency Score Demonstrating Appropriate Growth</th></tr><tr><td>below A</td><td>4</td><td>below A</td><td>4</td></tr><tr><td>A</td><td>4</td><td>A</td><td>6</td></tr><tr><td>1</td><td>4</td><td>1</td><td>6</td></tr><tr><td>2</td><td>4</td><td>2</td><td>12</td></tr><tr><td>3</td><td>8</td><td>3</td><td>14</td></tr><tr><td>4</td><td>10</td><td>4</td><td>16</td></tr><tr><td>6</td><td>12</td><td>6</td><td>18</td></tr><tr><td>8</td><td>12</td><td>8</td><td>20</td></tr><tr><td>10</td><td>16</td><td>10</td><td>20</td></tr><tr><td>12</td><td>18</td><td>12</td><td>20</td></tr><tr><td>14</td><td>20</td><td>14</td><td>24</td></tr><tr><td>16</td><td>24</td><td>16</td><td>24</td></tr><tr><td>18</td><td>28</td><td>18</td><td>28</td></tr></table>		Kindergarten Pre-assessment Level	Kindergarten Proficiency Score Demonstrating Appropriate Growth	1 st and 2 nd Grade Pre-assessment Level	1 st and 2 nd Grade Proficiency Score Demonstrating Appropriate Growth	below A	4	below A	4	A	4	A	6	1	4	1	6	2	4	2	12	3	8	3	14	4	10	4	16	6	12	6	18	8	12	8	20	10	16	10	20	12	18	12	20	14	20	14	24	16	24	16	24	18	28	18	28
Kindergarten Pre-assessment Level	Kindergarten Proficiency Score Demonstrating Appropriate Growth	1 st and 2 nd Grade Pre-assessment Level	1 st and 2 nd Grade Proficiency Score Demonstrating Appropriate Growth																																																							
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		30	38	30	38	
		34	40	34	40	
		38	40	38	40	
		40	50	40	50	
3-5	Reading Comprehension: Narrative Reading			Simple Average Growth Formula		
3-5	Reading Comprehension: Informational Reading			Simple Average Growth Formula		

Growth Goal #2 Options: S.L.O. (or District Criteria from chart above)

Grades	Measure	Target Growth
K-5	S.L.O. (Examples could include NWEA or the Readiness Test in enVisions Math)	As determined by SLO Template Note: If choosing the Readiness Test - Teachers will give the next grade level Readiness Test at the beginning of the school year and again at the end of the school year.

K – 5 STUDENT GROWTH GOAL SAMPLE LANGUAGE

Reading Comprehension:

- All of my 5th grade students will achieve their individual growth target on the District Reading Comprehension Assessment. The growth target will be established for each student using the Simple Average Growth Formula.
 - Success is measured according to the following metrics:
 - D: 80% or more of my students attain the goal
 - P: 70%-79% of my students attain the goal
 - B: 60%-69% of my students attain the goal
 - U: Less than 60% of my students attain the goal

Units of Study in Opinion, Information and Narrative Writing:

- All of my students will make a year's growth from the pre-test to the post-test as determined by the Units of Study rubric on the on-demand writing assessment for two out of the three genres (opinion, information, and narrative):
 - Success is measured according to the following metrics:
 - D: 80% or more of my students attain the goal
 - P: 70%-79% of my students attain the goal
 - B: 60%-69% of my students attain the goal
 - U: Less than 60% of my students attain the goal

DRA:

- All of my 1st grade students will demonstrate appropriate growth based on the defined metrics in the Teacher Evaluation Handbook (The chart shows appropriate growth for one school year).
 - Success is measured according to the following metrics:
 - D: 80% or more of my students attain the goal
 - P: 70%-79% of my students attain the goal
 - B: 60%-69% of my students attain the goal
 - U: Less than 60% of my students attain the goal

Note: Student Learning Objective template exemplars are available upon request from your evaluating administrator.

SECONDARY (6-12)

- Two growth measures must be utilized.

Growth Goal #1: Choose from the District criteria (not an S.L.O.)

Growth Goal #2: District criteria *or* S.L.O.

- If an S.L.O. is chosen, the goal is collaboratively developed by the teacher and observing administrator.
- S.L.O.'s may be centric to a single course, cohort, or group of students.
- 'Course Assessments' must cover a *minimum* equivalent of two quarters of instruction. This may include an aggregate of unit assessments, the semester exam/district assessment, or an alternate assessment aligned to state standards/benchmarks as approved by the evaluating administrator.
- Instructors of elective courses that are not classified as auxiliary subjects will defer to the MPS Secondary Course Offering Guide for alignment to core subject areas.
- PSAT Suite of Assessments *subscores* may be used as an S.L.O.
- IEP Goals may be utilized in applicable courses and/or student scenarios. Approval must be obtained from the evaluating administrator.

Growth Goal #1 Options: District Criteria

English Language Arts

Grades	Measure	Target Growth
6-12	Course Assessments: Pre-Post	Simple Average Growth Formula
9-11	SAT Suite of Assessments (Evidence Based Reading and Writing)	20 points per assessment transition (8 th grade through 10 th grade) 40 points per assessment transition (10 th to 11 th grade)

Math

Grades	Measure	Target Growth
6-12	Course Assessments: Pre-Post	Simple Average Growth Formula
9-11	SAT Suite of Assessments (Math)	20 points per assessment transition (8 th grade through 10 th grade) 40 points per assessment transition (10 th to 11 th grade)

Science

Grades	Measure	Target Growth
6-12	Course Assessments: Pre-Post	Simple Average Growth Formula
9-11	SAT Suite of Assessments (Math or Evidence Based Reading and Writing)	20 points per assessment transition (8 th grade through 10 th grade) 40 points per assessment transition (10 th to 11 th grade)

Social Studies

Grades	Measure	Target Growth
6-12	Course Assessment: Pre-Post	Simple Average Growth Formula
9-11	SAT Suite of Assessments (Math or Evidence Based Reading and Writing)	20 points per assessment transition (8 th grade through 10 th grade) 40 points per assessment transition (10 th to 11 th grade)

Growth Goal #2 Options: S.L.O. (or District Criteria from charts above)

Grades	Measure	Target Growth
6-12	S.L.O. (Example: NWEA)	As determined by S.L.O. Template

6 - 12 STUDENT GROWTH GOAL SAMPLE LANGUAGE

Pre-Post Assessment:

- All of my students will achieve their individual growth target on the Algebra 9.2 1st Semester Exam. The growth target will be established for each student using the Simple Average Growth Formula based on a pre-assessment score.
 - Success is measured according to the following metrics:
 - D: 80% or more of my students attain the goal
 - P: 70%-79% of my students attain the goal
 - B: 60%-69% of my students attain the goal
 - U: Less than 60% of my students attain the goal

SAT Suite of Assessments:

- All of my students will grow 20 points from their score on the PSAT 9 assessment to the PSAT 10 Assessment on the EBRW Section.
 - Success is measured according to the following metrics:
 - D: 80% or more of my students attain the goal
 - P: 70%-79% of my students attain the goal
 - B: 60%-69% of my students attain the goal
 - U: Less than 60% of my students attain the goal

Note: Student Learning Objective template exemplars are available upon request from your evaluating administrator.

AUXILIARY SUBJECT AREAS (K-12)

(Art, Music, Physical Education, World Language, Career and Technical Education)

- Two growth measures must be utilized.

Growth Goal #1: Choose from the District criteria (not an S.L.O.)

Growth Goal #2: District criteria *or* S.L.O.

- If an S.L.O. is chosen, the goal is collaboratively developed by the teacher and observing administrator.
- S.L.O.'s may be centric to a single course, cohort, or group of students.
- Auxiliary teachers who work with students at both the elementary and secondary level will choose data sets from one level, either elementary or secondary, in partnership with the evaluating administrator.
- 'Course Assessments' must cover a *minimum* equivalent of two quarters of instruction. This may include an aggregate of unit assessments, the semester exam/district assessment, or an alternate assessment aligned to state standards/benchmarks as approved by the evaluating administrator.
 - When utilizing the 'Course Assessments: Pre-Post option,' elementary auxiliary education teachers will choose a minimum of two grade levels and include all classes at those grade levels in the data set.
 - I.E.: Teachers may choose second grade and fifth grade classes, as those are the culmination of the early elementary and upper elementary curriculum, respectively.
 - Auxiliary teachers who work with students at both the elementary and secondary levels will choose data sets from one level in partnership with the evaluating administrator. There will be three options for level selection: elementary (grade K-5), middle (grades 6-8), and high (grades 9-12). The selection should correlate with the building administering the evaluation. If a district administrator is assigned, the level will default to the level in which a plurality of time is spent.
- PSAT Suite of Assessments subscores may be used as an SLO.
- IEP Goals may be utilized in applicable courses and/or student scenarios. Approval must be obtained from the evaluating administrator.

Growth Goal #1 Options: District Criteria

Art

Grades	Measure	Target Growth
K-12	Course Assessments: Pre-Post	Simple Average Growth Formula
K-12	MAEIA Art Assessments*	Simple Average Growth Formula
9-11	SAT Suite of Assessments (Math or Evidence Based Reading and Writing)*	20 points per assessment transition (8 th grade through 10 th grade) 40 points per assessment transition (10 th to 11 th grade)

CTE

Grades	Measure	Target Growth
6-12	Course Assessments: Pre-Post	Simple Average Growth Formula
9-12	MDE OCTE Assessments**	Simple Average Growth Formula

9-11	SAT Suite of Assessments (Math or Evidence Based Reading and Writing)	20 points per assessment transition (8 th grade through 10 th grade) 40 points per assessment transition (10 th to 11 th grade)
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World Language

Grades	Measure	Target Growth
K-12	Course Assessment: Pre-Post	Simple Average Growth Formula
9-11	SAT Suite of Assessments (Math or Evidence Based Reading and Writing)*	20 points per assessment transition (8 th grade through 10 th grade) 40 points per assessment transition (10 th to 11 th grade)

Music

Grades	Measure	Target Growth
K-12	Course Assessments: Pre-Post	Simple Average Growth Formula
K-12	MAEIA Music Assessments*	Simple Average Growth Formula
9-11	SAT Suite of Assessments (Math or Evidence Based Reading and Writing)*	20 points per assessment transition (8 th grade through 10 th grade) 40 points per assessment transition (10 th to 11 th grade)

Physical Education

Grades	Measure	Target Growth
K-12	Course Assessments: Pre-Post	Simple Average Growth Formula
9-11	SAT Suite of Assessments (Math or Evidence Based Reading and Writing)*	20 points per assessment transition

* MAEIA Arts assessments may be used with approval from the evaluating administrator. The PSAT Suite of Assessments may be used if Evidence-Based Reading and Writing or Math related assessments are related to the teacher's growth plan.

** The MDE OCTE assessments may be used if 90 or more students take the assessments. The data would be from the previous year's assessments.

Growth Goal #2 Options: S.L.O. (or District Criteria from charts above)

Grades	Measure	Target Growth
K-12	S.L.O. (Example: NWEA)	As determined by S.L.O. Template

AUXILIARY SUBJECTS: GROWTH GOAL SAMPLE LANGUAGE

Pre-Post Assessment:

- All of my students will achieve their individual growth target on the Health Semester Exam. The growth target will be established for each student using the Simple Average Growth Formula based on a pre-assessment score.
 - Success is measured according to the following metrics:
 - D: 80% or more of my students attain the goal
 - P: 70%-79% of my students attain the goal
 - B: 60%-69% of my students attain the goal
 - U: Less than 60% of my students attain the goal

SAT Suite of Assessments:

- All of my students will grow 20 points from their score on the PSAT 10 assessment to the SAT 11 Assessment on the Math Section.
 - Success is measured according to the following metrics:

- D: 80% or more of my students attain the goal
- P: 70%-79% of my students attain the goal
- B: 60%-69% of my students attain the goal
- U: Less than 60% of my students attain the goal

ALTERNATE EMPLOYEE CLASSIFICATIONS

Counselors and Student Support Specialists:

- Counselors and Student Support Specialists will be responsible for one student growth goal that comprises 20% of their evaluation utilizing the same metrics as defined on Page #8 - Bullet #2. The MDE S.L.O. template must be used to generate the student growth goal.

Learning Coaches and PYP Coordinators:

- Learning Coaches and PYP Coordinators are accountable for the percentage of teachers at the schools in which they work that meet or exceed (rated Effective or Highly Effective) their student growth goals. The final rating is based on the following metrics:

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teachers meeting or exceeding student growth measures	Less than 60% of the teachers under the employee's guidance meet or exceed student achievement targets.	60% to 69% of the teachers under the employee's guidance meet or exceed student achievement targets.	70% to 79% of the teachers under the employee's guidance meet or exceed student achievement targets.	80% of the teachers under the employee's guidance meet or exceed student achievement targets.

- The final student growth rating will comprise 20% of the final evaluation rating.

Literacy Specialists:

- Literacy Specialists are accountable for the percentage of teachers at the schools in which they work that meet or exceed (rated Effective or Highly Effective) their student growth goals.
 - The final rating is based on the following metrics:

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teachers meeting or exceeding student growth measures	Less than 60% of the teachers under the employee's guidance meet or exceed student achievement targets.	60% to 69% of the teachers under the employee's guidance meet or exceed student achievement targets.	70% to 79% of the teachers under the employee's guidance meet or exceed student achievement targets.	80% of the teachers under the employee's guidance meet or exceed student achievement targets.

Special Education Ancillary Services (OT, PT, SLP, SSP, LSW):

- Staff providing ancillary services will be responsible for one student growth goal that comprises 20% of their evaluation utilizing the same metrics as defined on Page #8 - Bullet #2. These staff members must use the MDE SLO template to generate their student growth goal.

SUMMATIVE SCORING

- Select “Start Final Summative Evaluation” in Pivot.
 - Enter the Final Professional Practice Rating: (1) Unsatisfactory, (2) Basic, (3) Proficient, or (4) Distinguished.
 - Note: If the professional practice rating was changed based on consideration of 1248 factors, note reason for increase or decrease of rating in the “Comment” text box below the Professional Practice rating.
 - Enter the Student Growth and Assessment Data Rating(s):
 - (1) Unsatisfactory, (2) Basic, (3) Proficient, or (4) Distinguished.
- Aggregate the student growth and assessment data (20%) and professional practice (80%) ratings.
- Note: The following teachers will be marked as ‘unevaluated’:
 - A teacher that has worked for less than 60 school days - *or*
 - A teacher that has had their rating vacated through the grievance process
 - see page 26 for details

EXAMPLE

Component	Rating	Raw Score	% of Whole	Component Score
5D+	Proficient	3	80%	2.4
Student Growth	Basic	2	20%	.4
				2.8 (Effective)

- Enter the final effectiveness rating of Needing Support, Developing, or Effective per the following performance bands:

TEACHER EVALUATION: SUMMATIVE SCORING COMPOSITE SCORES

Needing Support	Developing	Effective
≤1.80	1.81-2.60	2.61-4.0

TEACHER EVALUATION: SUMMATIVE SCORING MATRIX

5 D + (80%)	STUDENT GROWTH (20%)				
		Unsatisfactory	Basic	Proficient	Distinguished
	Unsatisfactory	NS	NS	NS	NS
	Basic	NS	D	D	D
	Proficient	D	E	E	E
	Distinguished	E	E	E	E

TEACHER EVALUATION: SUMMATIVE SCORING MATRIX **(INCLUDING CALCULATIONS)**

5 D + (80%)	STUDENT GROWTH (20%)				
		Unsatisfactory (1 =.2)	Basic (2 =.4)	Proficient (3 =.6)	Distinguished (4 =.8)
	Unsatisfactory (1 = .8)	NS (1)	NS (1.2)	NS (1.4)	NS (1.6)
	Basic (2 = 1.6)	NS (1.8)	D (2.0)	D (2.2)	D (2.4)
	Proficient (3 = 2.4)	D (2.6)	E (2.8)	E (3.0)	E (3.2)
	Distinguished (4 = 3.2)	E (3.4)	E (3.6)	E (3.8)	E (4)

- **Note:** Evaluators shall draft an IDP for the next school year for a teacher rated ‘needing support’ or ‘developing’. This IDP must include administrative supports, specific performance goals, and any recommended professional development, instructional support and/or coaching to achieve performance goals. The growth plan may serve as the teacher’s IDP as long as supports and relevant growth opportunities are listed. If this model is utilized, an applicable comment should be made on the growth plan by the administrator.
- The final summative evaluation is to be printed and signed by the teacher and the evaluator and sent to Human Resources. Human Resources will place the summative evaluation 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.

General Descriptions for Effectiveness Ratings:

- **Needing Support:** Professional practice shows evidence of not understanding the concepts underlying individual criteria of the performance evaluation system. 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 the development of an Individualized Development Plan (IDP) written by the evaluator that includes administrative supports, specific performance goals, and any recommended professional development, instructional support and/or coaching that would assist the teacher in meeting these goals.
 - A student cannot be assigned to be taught in the same subject area for two consecutive years by a teacher who has been rated ‘needing support’ on their 2 most recent year end evaluations.
 - If the district is unable to comply and plans to assign a pupil to be taught in the same subject area for 2 consecutive years by a teacher who has been rated as ‘needing support’ on their 2 most recent annual year-end evaluations the board shall notify the pupil’s parent or legal guardian. The notification shall be in writing, shall be delivered to the parent or legal guardian not later than July 15 immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall include an explanation of why the board or board of directors is unable to comply.
 - However, if the teacher requested a review of the teacher’s evaluation rating, the board will not issue the notification until the review process is complete.
- **Developing:** Professional practice shows a developing understanding of the knowledge and skills of the criteria required in practice, but performance may be 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 requires specific support through the development of an Individualized Development Plan (IDP) written by the evaluator that includes administrative supports, specific performance goals, and any recommended professional development, instructional support and/or coaching that would assist the teacher in meeting these goals.

- **Effective:** Professional practice shows evidence of thorough knowledge of all aspects of the profession. 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.

5D+ INQUIRY CYCLE (ANNUAL TIMELINES)

- Each teacher is expected to engage in two Inquiry Cycles annually
- The first Inquiry Cycle is typically September through January. The second Inquiry Cycle typically takes place between February and May. A final summative evaluation shall be written and provided to the teacher, typically in May.
 - **Note:** These timelines are guidelines only and may vary in application depending upon a variety of factors. The building administrator retains the right to establish customized timelines for their building as long as they meet the standards and deadlines established throughout this guide.
- Teachers shall engage in the following 4-step growth process with their observer and/or evaluator, as co-learners around a teacher's areas of focus.

#1: Self-Assessment: Teachers shall self-assess in Pivot (typically in August/September – specific dates established by evaluating administrators annually) to assist in identifying areas of focus. As part of self-assessment the teacher shall:

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

#2: Determine a Focus (Growth Plans (including IDP's)): All teachers shall establish or revise a growth plan that includes:

- 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.
- Performance goals: Select 3-5 specific indicators from the 5D+ rubric 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, and/or vision statements and guiding questions.
- 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 student growth goals based on district adopted student growth measures (unless otherwise noted in the growth guidelines). Effectiveness in reaching student growth goals will be measured using district scoring bands (See pages 8-18 for details).
- Action Steps: Articulate the specific teacher action steps grounded in the instructional framework and 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.

#3: Implement and Support (including observation and feedback): Teacher and the evaluating administrator engage in study and learning around teacher's areas of focus.

- Formative Feedback Cycle: The principal will conduct 1-3 observations per inquiry cycle (minimum of 3 annually) that are at least 15 minutes in length and includes collecting evidence, analyzing evidence, and providing formative feedback within Pivot, as defined:

- Script - Collect specific and descriptive evidence.
- Code - Align evidence from script to specific indicators in the 5D+ Rubric.
- Notice/Wonder/Response: Within 2 school days of the observation, the administrator will 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 wonderings in Pivot within 2 school days of receipt.
 - Note: Failure to respond within the prescribed time frame could impact a performance rating in PCC.
 - Sort: Analyze evidence of teacher practice to identify a teacher's zone of proximal development in preparation to provide formative feedback.
 - Feedback: Provide teacher formative feedback that recognizes/affirms practices in place from across the rubric and communicates actionable next steps (short-term coaching points) specific to the teacher's area(s) of focus.
 - The feedback shall be provided within 10 school days from the observation date.
- 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.
 - Should an unannounced observation results in areas of concern, the teacher may request a meeting with the evaluator for enhanced dialogue beyond the notice/wonder/response/feedback cycle.
- Each observation is a minimum of 15 minutes in length unless a longer duration is determined necessary by the observer and/or evaluator.
- Observations must be spaced at least 12 school days apart and at least 12 school days before the summative evaluation meeting.
- Each observation shall include, at minimum, a review of lesson plans, the state curriculum standard being used in the lesson, and pupil engagement.
- Post observation interactions that traditionally occur within PIVOT (after Scripting & Coding) may also occur in a face-to-face meeting. An administrator must notify the teacher that the face-to-face meeting option will be utilized within 2 school days of an observation occurring. The meeting shall occur within 10 school days of the observation date. Noticing/Wondering/Responses and Feedback will occur within the meeting. The Administrator will provide a summary of the meeting in PIVOT that includes the feedback provided within 3 school days following the meeting.
- Additional support may be provided a teacher, as determined by the teacher's observer or evaluator, including:
 - Targeted feedback cycles
 - Professional collaboration
 - Professional development
 - Release time to observe and reflect
 - Assigning a 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 (Mid and End-of-Year Post-Inquiry Conferences)

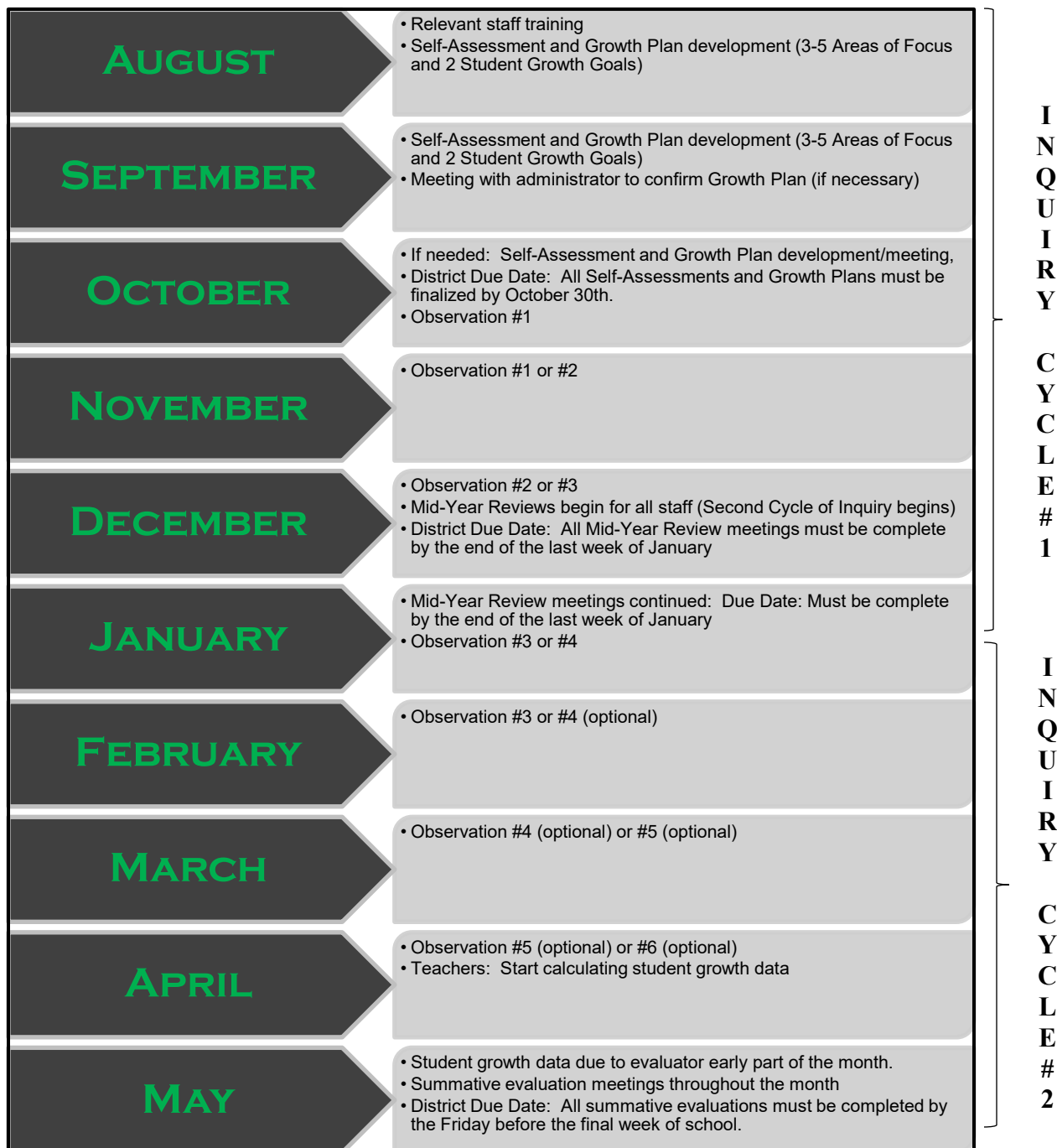
- At the end of the first inquiry cycle (typically in December or January -no later than the last week of January), each teacher and their evaluator meet for a mid-year

inquiry conference. As part of the mid-year inquiry conference, the teacher and evaluator:

- Review the Growth Plan (or IDP)
 - Examine student and teacher data.
 - Analyze the impact of the data.
 - Discuss teacher growth using the 5D+ rubric.
 - Decide whether to continue the same inquiry and/or identify new area(s) of focus for the next inquiry cycle.
 - For teachers with an IDP, Michigan law requires that the evaluator, in consultation with the teacher, provides a mid-year progress report that includes administrative supports, specific performance goals for the remainder of the year, a written improvement plan, and any recommended professional development, instructional support and/or coaching to achieve performance goals.
 - Notes of the meeting shall be documented by the administrator in the comment section of the observation occurring closest to the mid-year inquiry conference.
- At the conclusion of the second inquiry cycle (typically in May), evaluators meet with each teacher for a summative evaluation conference. As part of the end-of-year inquiry conference, the teacher and principal:
- Review the Growth Plan (or IDP).
 - Examine student and teacher data.
 - Analyze the impact of the data.
 - Discuss teacher growth using the 5D+ rubric.
 - Decide whether to continue the same inquiry and/or identify new area(s) of focus for the next inquiry cycle.
 - For teachers with an IDP, Michigan law requires that the evaluator, in consultation with the teacher, provides a mid-year progress report that includes administrative supports, specific performance goals for the remainder of the year, a written improvement plan, and any recommended professional development, instructional support and/or coaching to achieve performance goals.

Annual Evaluation Timeline:

NOTE: The timeline posted below is intended to be a general guideline only and may vary in application depending upon a variety of factors. The building administrator retains the right to establish customized timelines for their building as long as they meet the standards and deadlines established in this guide.



APPEAL PROCESS

A teacher who is not serving a probationary period and is rated 'Needing Support' or 'Developing' is permitted to:

- Request review of evaluation and rating by the Superintendent within 30 calendar days after being informed of the rating.
- The Superintendent must provide a written response with their findings within 30 calendar days of the request.
- If the review does not resolve the matter, the teacher or M.C.E.A. representative may request mediation within 30 days of the response.
- Within 15 days of the request for mediation, the Superintendent will provide a written response to the mediation request.

A probationary teacher or teacher not on continuing contract shall be employed for the ensuing year unless notified in writing at least 15 days before the end of the school year that their services will be discontinued.

A teacher who is not serving a probationary period and is rated 'Needing Support' or 'Developing' on two consecutive year end evaluations may demand to use the grievance procedure to address the teacher's second evaluation rating and the evaluation processes.

TRAINING

- All evaluators and observers of teachers shall be provided training in the teacher evaluation tool by an individual who has expertise in the evaluation tool or tools.
- All teachers will be provided training by their supervisor and/or qualified designee on the evaluation tool used in the performance evaluation system.
- All evaluators of teachers must be provided Rater Reliability Training by September 1st, 2024 and every three years thereafter that includes:
 - Clear and consistent evaluation criteria that all evaluators can use when assessing teacher performance.
 - Clear expectations for what evaluators should look for when assessing teacher performance, including identifying key behaviors and practices that are associated with effective teaching.
 - Training on the evaluation process itself, including how to conduct classroom observations, collect data, and analyze results.
 - Calibration exercises that help evaluators practice using the evaluation criteria and establish consistency in the evaluator's evaluations.
 - Ongoing support for evaluators, including feedback and coaching to help evaluators improve their skills and ensure they are consistently applying the evaluation criteria.



Michigan Department of Education Student Learning Objectives Template

Content Area: _____ Grade Level: _____ Academic Year: _____

Type of SLO: ☐ Class-level ☐ Targeted ☐ Course-level ☐ Leveled

Please see **Measuring Student Growth: An Introduction to Student Learning Objectives for a definition of each type of SLO.*

(http://www.michigan.gov/documents/mde/SLO_FAQ_11.25.15_507156_7.pdf)

Interval of Instruction

Specify the start and stop dates of the SLO.

Student Population

Identify the students included in the SLO and explain why the students were selected. Describe the characteristics of the student population, including how many students have special needs relevant to the SLO (e.g., I have 4 students with reading disabilities, 2 English learners, ...).

Learning Standards or Competencies

List the state-adopted standards or competencies that are connected to the learning content.

Baseline Data

Describe the data reviewed in the creation of the SLO. Explain how the data supports the SLO

Assessment

Name the instrument that will be used to measure the outcome of the SLO.

Growth Targets

Identify the quantitative targets that will demonstrate achievement of the SLO. Each student included in the SLO should have a growth target.

Rationale

Explain your rationale for setting the targets for student growth; identify how the targets connect with the school improvement plan.

Instructional Strategies and Interventions

Describe the instructional strategies and interventions you will use to help students reach growth targets; share how you will monitor students' progress.

Approved ☐ **Not Approved** ☐

Comments:

Administrator Signature:

Date:

Michigan Department of Education Student Learning Objective (SLO) Template Checklist

It is recommended that this checklist be used for both developing and approving SLOs. For an SLO to be approved, all criteria should be met as noted by a check mark in each box by an SLO evaluator.

Name of Teacher/Teacher Team:		Date of Review:
Content Area:		Grade:
Type of SLO: <input type="checkbox"/> Class-Level <input type="checkbox"/> Course-Level <input type="checkbox"/> Targeted <input type="checkbox"/> Tiered		
Indicator Met	INTERVAL OF INSTRUCTION	<i>What is the time period that instruction will occur?</i>
<input type="checkbox"/>	Specifies start and stop dates which includes the majority of the course length.	Comments:
Indicator Met	STUDENT POPULATION	<i>Who is included in this objective? Why is this the target group selected?</i>
<input type="checkbox"/>	Justifies why this class and/or targeted group was selected.	Comments:
<input type="checkbox"/>	Describes the characteristics of the student population including the numbers of students with special needs relevant to the SLO (e.g., I have 4 students with reading disabilities, 2 English language learners...).	Comments:
<input type="checkbox"/>	If subgroups are excluded, explains which students are excluded, why they are excluded, and if they are covered in another SLO.	Comments:
Indicator Met	LEARNING STANDARDS	<i>What are the key standards connected to the learning content?</i>
<input type="checkbox"/>	Aligns to specific state-adopted standards.	Comments:
<input type="checkbox"/>	Represents the big ideas or domains of content taught during the interval of instruction.	Comments:
<input type="checkbox"/>	Flows to school improvement plan where applicable.	Comments:
Indicator Met	BASELINE DATA	<i>What data were reviewed in the development of the SLO? How do the data support the SLO?</i>
<input type="checkbox"/>	Identifies sources of information about students (e.g., test scores from prior years, trend data, results of pre-assessments).	Comments:
<input type="checkbox"/>	Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (including strengths and weaknesses).	Comments:
Indicator Met	ASSESSMENT	<i>How will you measure the outcome of your SLO?</i>
<input type="checkbox"/>	Describes assessment aligned to the course content of the SLO.	Comments:
<input type="checkbox"/>	Identifies national, state, or regional assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.	Comments:
<input type="checkbox"/>	Emphasizes constructed-response or performance tasks and requires higher-order thinking skills.	Comments:
<input type="checkbox"/>	Indicates that there are clear answer key, scoring guides, and/or rubrics for all assessments or performance tasks.	Comments:
<input type="checkbox"/>	Describes how progress monitoring will occur.	Comments:
Indicator Met	GROWTH TARGETS	<i>What are the quantitative targets that will demonstrate achievement of the SLO?</i>
<input type="checkbox"/>	Identifies baseline or pre-assessment data to determine appropriate growth.	Comments:
<input type="checkbox"/>	Ensures all students in the SLO have a rigorous and attainable target.	Comments:
<input type="checkbox"/>	Sets individual or differentiated growth targets.	Comments:
<input type="checkbox"/>	Baseline and trend data support established targets.	Comments:
Indicator Met	RATIONALE	<i>What is your rationale for setting the targets for student growth and how do they align with school improvement goals?</i>
<input type="checkbox"/>	Demonstrates teacher knowledge of students and content.	Comments:
<input type="checkbox"/>	Explains why target is appropriate for the population.	Comments:
<input type="checkbox"/>	Uses data to identify student needs and determine appropriate targets.	Comments:
<input type="checkbox"/>	Explains how targets align with broader school and district goals.	Comments:
<input type="checkbox"/>	Sets rigorous expectations for students and teachers.	Comments:

5D+™ Rubric for Instructional Growth and Teacher Evaluation

	Purpose			
	Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill			
	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
P3	Design of performance task			
	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
P4	Communication of learning target(s)			
	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5	Success criteria			
	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

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5D+™ Rubric for Instructional Growth and Teacher Evaluation

	Student Engagement			
	Unsatisfactory	Basic	Proficient	Distinguished
SE1	Quality of questioning			
	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE2	Ownership of learning			
	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
SE3	Capitalizing on students' strengths			
	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
SE4	Opportunity and support for participation and meaning making			
	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5	Student talk			
	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Curriculum & Pedagogy				
	Unsatisfactory	Basic	Proficient	Distinguished
CP1	Alignment of instructional materials and tasks			
	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
CP2	Teacher knowledge of content			
	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
CP3	Discipline-specific teaching approaches			
	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
CP4	Differentiated instruction for students			
	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
CP5	Use of scaffolds			
	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Assessment for Student Learning				
	Unsatisfactory	Basic	Proficient	Distinguished
A1	Student self-assessment			
	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
A2	Student use of formative assessments over time			
	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
A3	Quality of formative assessment methods			
	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
A4	Teacher use of formative assessments			
	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
A5	Collection systems for formative assessment data			
	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Classroom Environment & Culture				
	Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Classroom arrangement and resources			
	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2	Learning routines			
	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEC3	Use of learning time			
	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4	Student status			
	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	Norms for learning			
	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Professional Collaboration & Communication				
	Unsatisfactory	Basic	Proficient	Distinguished
PCC1	Collaboration with peers and administrators to improve student learning			
	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
PCC2	Communication and collaboration with parents and guardians			
	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCC3	Communication within the school community about student progress			
	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
PCC4	Support of school, district and state curricula, policies and initiatives			
	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
PCC5	Ethics and advocacy			
	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.