

**CENTRAL MONTCALM
PUBLIC SCHOOL
EDUCATOR EVALUATION**

Process and Guidelines

2024-2025



Educator Evaluation Process

This document has been created to guide administrators (A) and teachers (T) including social workers, counselors, and interventionists through the Teacher Observation and Evaluation Process. It outlines each step of the collaborative process and the tool(s) necessary to complete the portion of the process. The letter in () after the tool indicates who completes the tool.



Click on this icon to complete a form in MyLearningPlan (T or A)

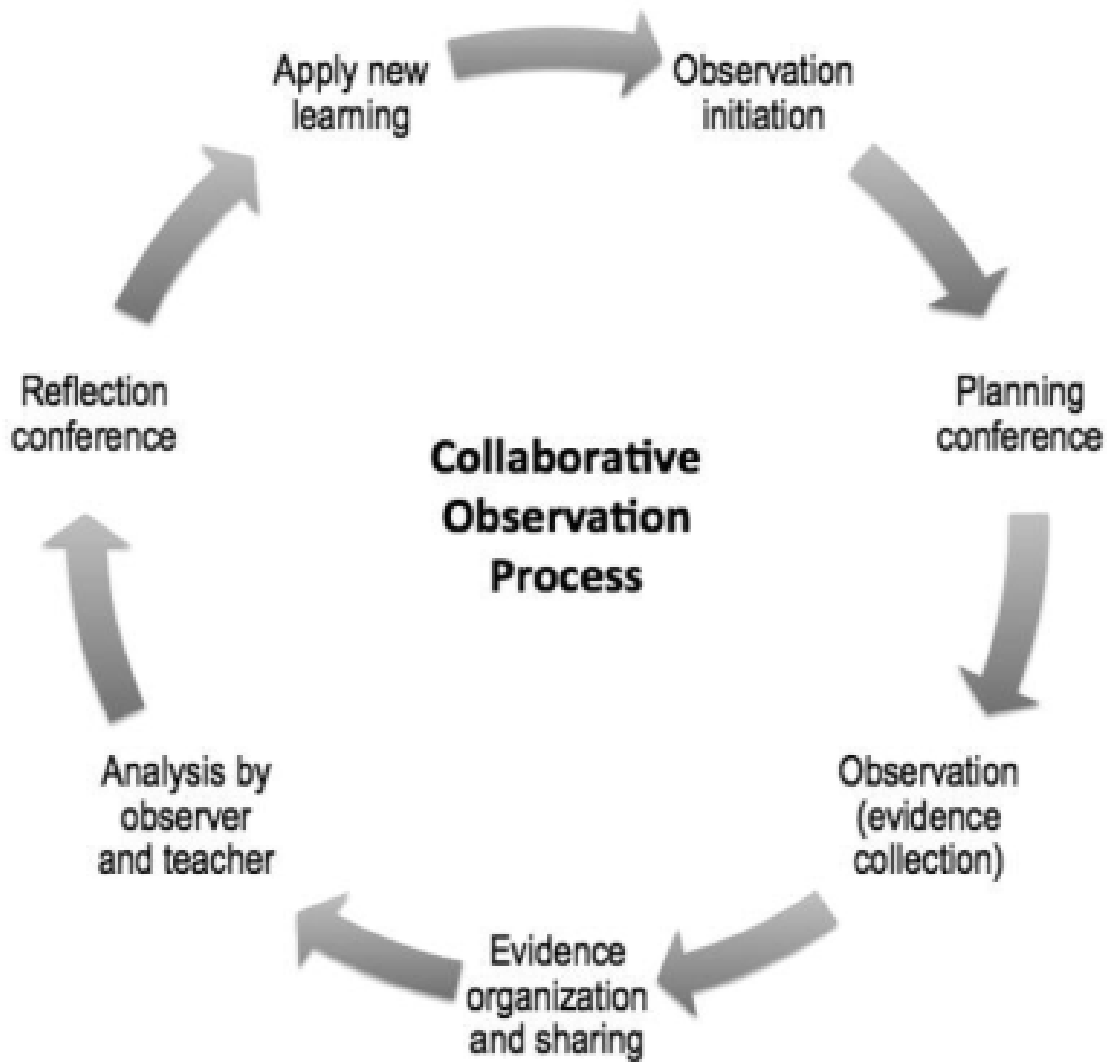


Click on this icon to script evidence (A only)

For specific information regarding teacher tenure and evaluation legislation, go to www.legislature.mi.gov >>> P.A. 4 of 1937 (Tenure) and Section 380.1249 (Evaluation)

Charlotte Danielson’s FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child and adolescent development • Learning process • Special needs • Students’ skills, knowledge, and language proficiency • Students’ interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom use • To extend content knowledge and pedagogy • Resources for students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students, including both words and actions • Student interaction with students, including both words and actions</p> <p>2b Establishing a Culture for Learning • Importance of content and of learning • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring student behavior • Response to student misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and use of physical resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Noninstructional records</p> <p>4c Communicating with Families • Information about the instructional program • Information about individual students • Engagement of families in the instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulation</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions/prompts • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>



“An evaluation process is determined by local guidelines and decisions. The Danielson Group trains observers to collect non-biased, quality evidence that is aligned to FFT components. Observers, working jointly with teachers, examine the evidence against critical attributes that distinguish levels of performance. This collaborative process supports the determination of a rating based on the preponderance of evidence. The Danielson Group promotes the use of evidence in collective pre- and post- observation conferences focused on growth.”

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NEW TEACHER

General and Special Education

<5 years in the profession, tenured teachers new to the district during the first 2 years of employment, or tenured teachers receiving a rating of needing support

STEPS IN THE COLLABORATIVE OBSERVATION PROCESS	MY LEARNING PLAN FORM www.mylearningplan.com	PERSON RESPONSIBLE FOR COMPLETION
Observation Initiation	Individualized Development Plan	Teacher in collaboration with administrator
Planning Conference	Pre-Observation Planning Form (Submitted after observation)	Teacher
	Classroom Lesson Plan	Teacher
Observation (evidence collection) (one shall be unannounced)	Teacher Observation Rubric x 2+	Administrator
	Classroom Walkthrough x 2+	Administrator
Mid-Year Progress Report (1 st year in the profession only)	Mid-Year Progress Report	Administrator in collaboration with teacher
Evidence Organization and Sharing	Teacher Observation Rubric	Administrator
Analysis by Observer and Teacher	Post-Observation Conference and Reflection Form	Teacher
Reflection Conference	End of year Summative Review	Teacher
	Teacher Observation Rubric FINALIZED	Administrator
	Student Growth Objective	Administrator
	Section 1248 Supplemental Form	Administrator
	Final Summative Rating – Automated	Administrator

NEW TEACHER

General and Special Education

<2 years in the district but > 5 years in the profession

STEPS IN THE COLLABORATIVE OBSERVATION PROCESS	MY LEARNING PLAN FORM www.mylearningplan.com	PERSON RESPONSIBLE FOR COMPLETION
Observation Initiation	Individualized Development Plan	Teacher in collaboration with administrator
Planning Conference	Pre-Observation Planning Form (announced only)	Teacher
	Classroom Lesson Plan	Teacher
Observation (evidence collection) (one shall be unannounced)	Teacher Observation Rubric x 2+	Administrator
	Classroom Walkthrough x 2+	Administrator
Mid-Year Progress Report (1 st year in the profession only)	Mid-Year Progress Report	Administrator in collaboration with teacher
Evidence Organization and Sharing	Teacher Observation Rubric	Administrator
Analysis by Observer and Teacher	Post-Observation Conference and Reflection Form	Teacher
Reflection Conference	End of year Summative Review	Teacher
	Teacher Observation Rubric FINALIZED	Administrator
	Student Growth Objective	Administrator
	Section 1248 Supplemental Form	Administrator
	Final Summative Rating – Automated	Administrator

TENURED TEACHER

General and Special Education

STEPS IN THE COLLABORATIVE OBSERVATION PROCESS	MY LEARNING PLAN FORM www.mylearningplan.com	PERSON RESPONSIBLE FOR COMPLETION
Observation Initiation	Growth Area Plan	Teacher in collaboration with administrator
Planning Conference	Pre-Observation Planning Form (announced only)	Teacher
	Classroom Lesson Plan	Teacher
Observation (evidence collection)	Teacher Observation Rubric <i>Script</i> x 1+	Administrator
	Classroom Walkthrough x 2+	Administrator
Evidence Organization and Sharing	Teacher Observation Rubric <i>Align Evidence</i>	Administrator
Analysis by Observer and Teacher	Post-Observation Conference and Reflection Form	Teacher
Reflection Conference	End of year Summative Review	Teacher
	Teacher Observation Rubric FINALIZED	Administrator
	Student Growth Objective	Administrator
	Section 1248 Supplemental Form	Administrator
	Final Summative Rating – Automated	Administrator

TENURED TEACHER

General and Special Education

Rated Effective for 3 consecutive years

STEPS IN THE COLLABORATIVE OBSERVATION PROCESS	MY LEARNING PLAN FORM www.mylearningplan.com	PERSON RESPONSIBLE FOR COMPLETION
Observation Initiation	Growth Area Plan	Teacher in collaboration with administrator
Reflection Conference	End of year Summative Review	Teacher
	Student Growth Objective	Administrator

CMPS Educator Evaluation Guidelines

Educator Performance Practice (Domain Score)

1. Each staff will be assigned an administrator for evaluation purposes, for a three year period of time if possible.
2. Each evaluation will include no more than three mutually agreed upon goals for the school year.
3. Evaluations will be based on the Charlotte Danielson Framework for Teaching model, with each teacher being given a score of 1-4 in each of 4 domains. To determine the domain scores, administrators will utilize the Component Summary for each domain.
4. Points will be added together for all four (4) domains, giving a range between 0 and 16, which will then be divided by 4, giving a score between 1 and 4. All scores will be rounded to the nearest whole number.
5. These scores will be used as part of the 80% of the teacher's final evaluation.

Teachers' Student Growth (State and Local Assessment)

6. Beginning with the 2024-2025 school year, 20% of the annual year-end evaluation shall be based on student growth and assessment data. For tested grades and subjects, ten percent (10%) student growth rating shall be determined based on the state assessments. The portion of student growth not measured using state assessments shall be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the school district.
7. Student growth and assessment scores will be calculated by building for local assessments and designated grade span for state assessments, and attributed to each building separately. Students with less than a full FTE or were not here for all 3 testing windows (fall, winter, spring) will not be calculated in.

ELEMENTARY

Math

8. 5% percent of the student growth and assessment score will be based on a **local** math assessment. At the elementary level, K-2 and 3-5 student growth will be measured using NWEA MAP. The test will be given during the appropriate window.

If less than 40% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 1 point will be calculated in.

If 40-54% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 2 points will be calculated in.

If 55-69% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 3 points will be calculated in.

If 70-100% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 4 points will be calculated in.

9. 5% of the student growth and assessment score will be based on the **state** math assessment. At the elementary level, K-5 student growth will be measured using the M-STEP Math Assessment in grades 4-5 from the prior year.

If less than 40% of students are at or above the State's Mean Student Growth Percentile (SGP), then 1 point will be calculated in.

If 40-54% of students are at or above the State's Mean Student Growth Percentile (SGP), then 2 points will be calculated in.

If 55-69% of students are at or above the State's Mean Student Growth Percentile (SGP), then 3 points will be calculated in.

If 70-100% of students are at or above the State's Mean Student Growth Percentile (SGP), then 4 points will be calculated in.

ELA

10. 5% percent of the student growth and assessment score will be based on a **local** reading assessment. At the elementary level, K-2 and 3-5 student growth will be measured using Acadience. The test will be given during the appropriate window. The reports needed for this data are the *Pathways of Progress Report (student/class level report)* and *Summative Growth Report (school/district level report)*.

If less than 40% of students by building demonstrate typical, above typical, or well above typical growth based on the Pathways of Progress end of year report, then 1 point will be calculated in.

If 40-54% of students by building demonstrate typical, above typical, or well above typical growth based on the Pathways of Progress end of year report, then 2 points will be calculated in.

If 55- 69% of students by building demonstrate typical, above typical, or well above typical growth based on the Pathways of Progress end of year report, then 3 points will be calculated in.

If 70-100% of students by building demonstrate typical, above typical, or well above typical growth based on the Pathways of Progress end of year report, then 4 points will be calculated in.

11. 5% of the student growth and assessment score will be based on the **state** assessment. At the elementary level, K-5 student growth will be measured using the M-STEP ELA Assessment in grades 4-5 from the prior year.

If less than 40% of students are at or above the State's Mean Student Growth Percentile (SGP), then 1 point will be calculated in.

If 40-54% of students are at or above the State's Mean Student Growth Percentile (SGP), then 2 points will be calculated in.

If 55-69% of students are at or above the State's Mean Student Growth Percentile (SGP), then 3 points will be calculated in.

If 70-100% of students are at or above the State's Mean Student Growth Percentile (SGP), then 4 points will be calculated in.

The data for determination can be found at www.mischooldata.org > Student Assessment > Student Growth.

SECONDARY:

Math

12. 5% percent of the student growth and assessment score will be based on a **local** math assessment. At the secondary level, grades 6-12, student growth will be measured using NWEA MAP. The test will be given during the appropriate window.

If less than 40% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 1 point will be calculated in.

If 40-54% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 2 points will be calculated in.

If 55-69% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 3 points will be calculated in.

If 70-100% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 4 points will be calculated in.

The report needed for this data is the *NWEA MAP Growth Achievement Status and Growth Projection Report*.

13. 5% of the student growth and math assessment score will be based on the **state** assessment. At the secondary level, grades 6-8 student growth will be measured using the M-STEP Math

Assessment and in grades 9-12 student growth will be based on SAT Math for grade 11 from the prior year.

If less than 40% of students are at or above the State's Mean Student Growth Percentile (SGP), then 1 point will be calculated in.

If 40-54% of students are at or above the State's Mean Student Growth Percentile (SGP), then 2 points will be calculated in.

If 55-69% of students are at or above the State's Mean Student Growth Percentile (SGP), then 3 points will be calculated in.

If 70-100% of students are at or above the State's Mean Student Growth Percentile (SGP), then 4 points will be calculated in.

ELA

14. 5% percent of the student growth and assessment score will be based on a local reading assessment. At the secondary level, (grades 6-12) student growth will be measured using NWEA MAP. The test will be given during the appropriate window.

If less than 40% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 1 point will be calculated in.

If 40-54% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 2 points will be calculated in.

If 55-69% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 3 points will be calculated in.

If 70-100% of students by building demonstrate projected growth (fall test to spring test) or are at or above the national norm at any point during the testing cycle (fall, winter, or spring) ([NWEA MAP Normative Data](#)), then 4 points will be calculated in.

15. 5% of the student growth and assessment score will be based on the state assessment. At the secondary level, 6-8 student growth will be measured using the M-STEP ELA Assessment, and 9-12 student growth will be based on SAT Evidence Based Reading and Writing for grade 11 from the prior year.

If less than 40% of students are at or above the State's Mean Student Growth Percentile (SGP), then 1 point will be calculated in.

If 40-54% of students are at or above the State's Mean Student Growth Percentile (SGP), then 2 points will be calculated in.

If 55-69% of students are at or above the State’s Mean Student Growth Percentile (SGP), then 3 points will be calculated in.

If 70-100% of students are at or above the State’s Mean Student Growth Percentile (SGP), then 4 points will be calculated in.

16. Final Summative Effectiveness Rating:

- a. Aggregate the student growth and assessment data (20%) and professional practice (80%) ratings. Percentages may be adjusted according to current State Evaluator Legislation
- b. *Enter the Student Growth and Assessment Data Rating(s):*
- c. Determine a final effectiveness rating of - *Needing Support, Developing, or Effective - using the following rating bands:*

Needing Support	Developing	Effective
0 - 1.49	1.5 - 2.79	2.8 -4.0

Example: Rocky Balboa receives:

INSTRUCTION

- Domain 1 3 points
- Domain 2 2 points
- Domain 3 3 points
- Domain 4 2 point
- Total 10 points
- Average 2.50 points
- **Weighted Average (x.80) 2.0**

STUDENT GROWTH AND ASSESSMENT

- Local Math 4 points
- Local ELA 2 point
- State Math 4 points
- State ELA 1 point
- Total = 11 points
- Average 2.75 points
- **Weighted Average (x .20) .55**

OVERALL SCORE

- Instruction 2.0
- Assessment .55
- **FINAL 2.55 – Developing**

17. If the teacher disagrees with the written summary, a rebuttal may be written. Such rebuttal shall be submitted within ten (10) workdays of the teacher's receipt of the summary. The rebuttal shall be signed, and it will be attached to the written summary.

Pay for Performance (aka Merit Pay)

1. Pay will be based on the final evaluation summative score as follows:
 - a. 0 - 2.49 = no Pay for Performance money.
 - b. 2.5 - 3.49 = \$250
 - c. 3.5 - 4.0 = \$500

2. Pay for Performance money will be included in the second June paycheck.

*District/Building Administrators (Superintendent, Assistant Superintendent, Principal, Assistant Principal, Dean of Students) are included in the Pay for Performance scale listed above.

Michigan Legislation Related to Educator Evaluation:

Section 1248 of the Revised School Code

[http://www.legislature.mi.gov/\(S\(g33hnodupws5ytpnuoce3k2\)\)/documents/mcl/pdf/mcl-380-1248.pdf](http://www.legislature.mi.gov/(S(g33hnodupws5ytpnuoce3k2))/documents/mcl/pdf/mcl-380-1248.pdf)

Central Montcalm Public Schools

Section 1248 Supplemental Form to Teacher Evaluation

Staff Member _____

Evaluator _____ School Year _____

A. Discipline: For the purpose of evaluating discipline, the following actions will be considered: Written Reprimand and/or Suspension without Pay (380.1248 D)

_____ Effective: No written reprimand and/or suspension without pay has been taken during the current contract year.

_____ Developing: A written reprimand and/or suspension without pay has been taken during the current contract year. This rating reduces the final overall evaluation score by 0.25 for a written reprimand and 0.5 for a suspension without pay.

_____ Needing Support: The number of disciplinary records over time or severity of conduct leading to a single disciplinary act warrants more than a 0.5 reduction in rating.

B. Attendance: For the purpose of evaluating attendance, the following days will be considered: Sick Days, Personal Days, Unpaid Days (380.1248 D)

_____ Effective: Staff member has used no more than the number of annual allowable days

_____ Developing: Staff member has used in excess of the number of annual allowable days

_____ Needing Support: Staff member has a history of using in excess of the number of annual allowable days.

NOTE: Staff members may ask for consideration of a three year trend in cases where anomalies in attendance occur. FMLA will not count against the staff member.

C. Relevant Special Training: For the purpose of evaluating relevant special training, the training must be PD NOT required (e.g., State are required DPPD hours, New Teacher PD, training for certificate renewal) by the school district/MDE AND the staff member has demonstrated how the training has been integrated into his or her instructional practice in a meaningful way. (380.1248 Diii)

_____ Effective: Staff member has participated in relevant special training and has integrated into his or her instructional practice in a meaningful way during the current academic year.

_____ Developing: Staff member has participated in relevant special training but has not integrated into his or her instructional practice in a meaningful way.

_____ Needing Support: Staff member has not participated in relevant special training.

D. Significant Relevant Accomplishments and Contributions:

_____ This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance. (380.1248 Dii)

Guiding questions:

- How does this contribution set you apart from your peers?
- How does this accomplishment contribute to the overall performance of the school?
- What makes this contribution significant or relevant above normal expectations for your peer group?

Professional Development, Mentors, Probationary/Tenure Rules Quick Reference Guide

Teachers at CMPS will fall into one of Seven (7) categories:

Within CMPS -

1st Year in the profession:

- A.) Need 90 hours of PD within 3 years (Over and above the 30 required for all teachers each year)**
- B.) Need an IDP and Mid Year Progress Report in their first year only**
- C.) Need an assigned mentor**
- D.) Need at least two formal observations (One unannounced)**
- E.) Will be probationary for 5 years in district**

2nd & 3rd Year in the profession in the district:

- A.) Continue to work on 90 hours of PD in first 3 years (Over and above the 30 required for all teachers each year)**
- B.) Continue to need an assigned mentor**
- C.) Needs an IDP only if given a needing support rating.**
- D.) Will continue to need at least two formal observations (one unannounced)**
- E.) Will continue to be probationary until completion of 5 years in district**

4th & 5th Year in the profession in the district:

- A.) Only need 30 hours of PD as required for all teaching staff.**
- B.) Needs an IDP only if given a needing support rating.**
- C.) Need at least two formal observations (One unannounced)**
- D.) Will continue to be probationary until completion of 5 years in district**

After 5 years in the profession in the district:

- A.) Need 30 hours of PD as required for all teaching staff**
- B.) Need at least one formal observation**

Coming from outside of CMPS -

Does not have tenure from another district and less than 3 years in the profession:

- A.) Need 90 hours of PD within 3 years (Over and above the 30 required for all teachers each year). The Teacher may provide proof of completion (or portion of the 90 hours) from their previous district which would exempt them from this requirement.**
- B.) Will be assigned a mentor for the period of time that equals 3 years in the profession (Example = Teacher taught for 1 year and then came to CMPS...they would need a mentor for their first two years at CMPS)**

C.) Needs an IDP in their first year teaching within CMPS or if a needing support rating is given

D.) Need at least two formal observations (One unannounced)

E.) Will be probationary for 5 years in district

Does not have tenure from another district and at least 3 years in the profession:

A.) Need 30 hours of PD as required for all teaching staff

B.) Will be assigned a mentor for their 1st year only at CMPS.

C.) Needs an IDP in their first year teaching within CMPS or if a needing support rating is given

D.) Need at least two formal observations (One unannounced)

E.) Will be probationary for 5 years in district

Has tenure from another district (In State or Out of State):

A.) Need 30 hours of PD as required for all teaching staff

B.) Needs an IDP in their first year teaching within CMPS or if a needing support rating is given

C.) Will be assigned a mentor for their 1st year only at CMPS.

D.) Will be probationary for 2 years in CMPS district.

E.) Need at least two formal observations (One unannounced) during a 2 year probationary period.

***Any tenured teacher who is given a needing support rating (even if it is just categorical) must have an IDP.**