



Definition of Effectiveness Ratings:

As of July 1, 2024, the Effectiveness Ratings will reduce from four rating choices to three. Per the Michigan Department of Education, the following should be used in translating the old effectiveness ratings to the new effectiveness ratings:



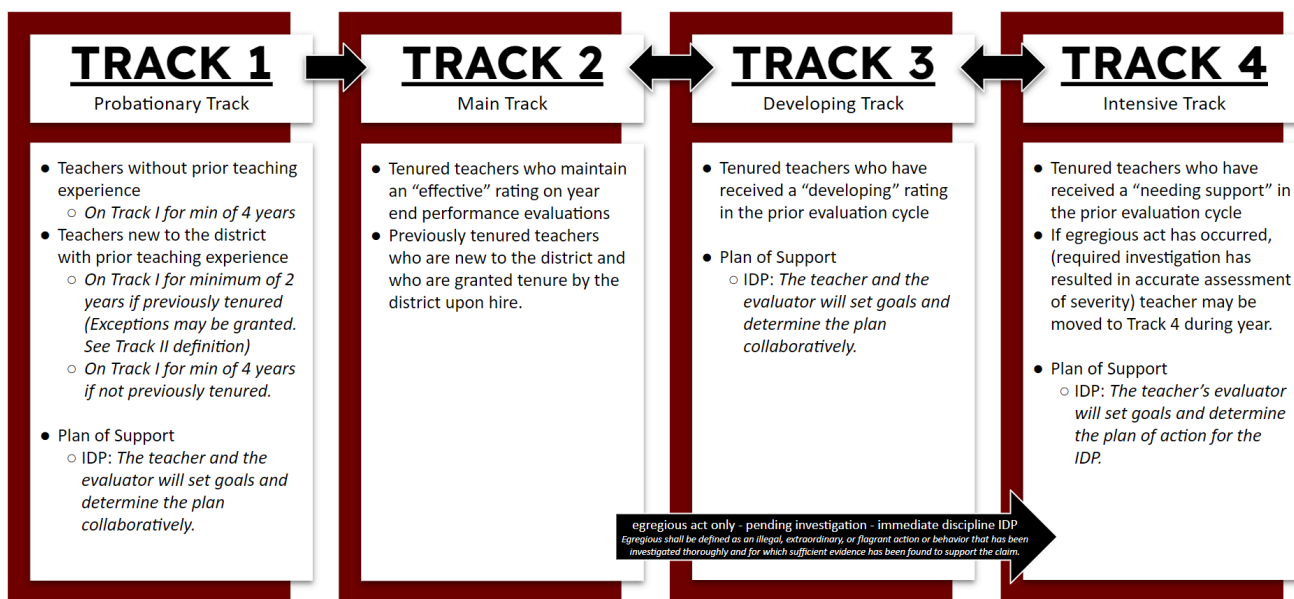
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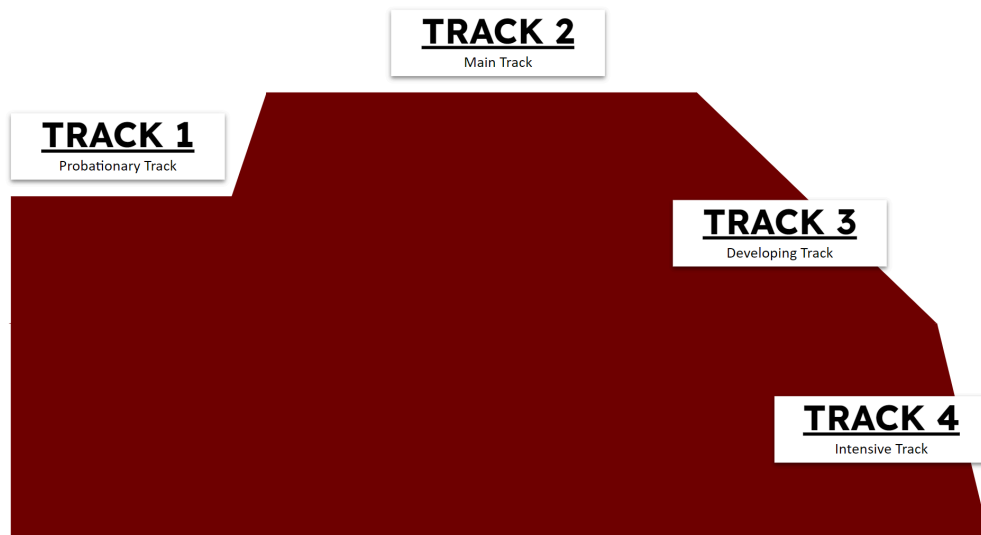
Starting
July 1, 2024

Ineffective	Minimally Effective	Effective	Highly Effective
Needing Support	Developing	Effective	

Districts that use mathematical averages to conduct ratings should consider that the "needing support" rating is equivalent to the former "ineffective" rating, the "developing" rating is equivalent to the former "minimally effective" rating, and the new "effective" rating would be equivalent to the range of scores for the former "effective" and "highly effective" ratings.

DEFINITION OF TRACKS





Definition of Ratings: (How to achieve effectiveness ratings when in each track)

HOW TO ACHIEVE RATINGS AT EOY

TRACK 1 Probationary Track	TRACK 2 Main Track	TRACK 3 Developing Track	TRACK 4 Intensive Track
Effective - Teachers who have met the standards of effectiveness established in the negotiated end of year evaluation tool. - Teachers who may have had concerns expressed to them by administrators; teachers are self-reflecting and making progress towards said concerns.	Effective - Teachers who have met the standards of effectiveness established in the negotiated end of year evaluation tool. - Teachers who may have had concerns expressed to them by administrators; teachers are self-reflecting and making progress towards said concerns.	Effective - Teachers who have met the goals and requirements of their IDP.	
Developing - Teachers who have had concerns expressed to them by the evaluator in writing at the mid-year evaluation and the teacher makes minimal or no changes or improvements based on the negotiated end of year evaluation tool.	Developing - Teachers who have had concerns expressed to them by the evaluator in writing at the mid-year evaluation and the teacher makes minimal or no changes or improvements based on the negotiated end of year evaluation tool.	Developing - Teachers who have made insufficient progress on the goals and requirements of their IDP.	Developing - Teachers who have met the goals and requirements of their IDP.
Needing Support - Teachers who were previously rated as Developing who did not meet the goals and requirements of their IDP.		Needing Support - Teachers who did not meet the goals and requirements of their IDP.	Needing Support - Teachers who have committed an egregious act(s) as defined below. - Teachers who did not meet the goals and requirements of their IDP.

Definition of Individual Development Plan (IDP):

An IDP will include:

- Identification of the **Domain and Component** area(s) needing support/goal for growth



- B. Goal(s), specific to the identified area(s) of need, in addition to the Student Growth Goal, to be written in SMART goal format.
- C. A Mentor Teacher who has been informed of the conditions and requirements of the IDP to assist the mentee in the described performance goals of the IDP. The mentor will be paid per contract item 2.7.G. The role of the mentor is to guide and support the teacher in meeting the expectations set forth in the IDP.
 - 1. Track I teachers will have a mentor assigned by the building administrator
 - 2. Track III/IV teachers will provide administrators with up to three possible options for a mentor. The building administrator will then work to identify the best available match.
 - 3. Mentors will meet at least monthly with mentees.
 - 4. The mentor/mentee will each be allowed to observe each other. The equivalent of two total release days will be granted for this purpose. This will be approved in advance by the direct supervisor. Additional days may be approved by the direct supervisor.
- D. Resources and Supports which may include, but are not limited to:
 - 1. Teacher observations of other classrooms, within or outside the District, as agreed by both parties
 - 2. Discussions with colleague(s) or resource staff.
 - 3. Communication between the teacher and administrator concerning new programs, research, and ideas.
 - 4. Enrollment in relevant training. Any district-required training will be paid for by the district.
 - 5. Utilization of contractual professional development time (DPPD).
- E. Three Observations
 - 1. For Track I, all three observations will be scheduled.
 - 2. For Track III, two observations will be scheduled. The third scheduled observation could be replaced by a meeting if appropriate.
 - 3. For Track IV, two of the three observations may be unscheduled as decided by the evaluator. One observation may be replaced by a meeting if appropriate.
- F. Final IDP Report
 - 1. Both teacher and evaluator shall sign the report. Documentation on the report shall state that the signing of the final report only indicates that it was seen by the member, not that there is an agreement as to the content.
 - 2. The teacher may attach a response to the report.
 - 3. The report shall be submitted as part of the Final Written Evaluation.



Evaluation Tool Framework: The negotiated performance evaluation system shall include a rigorous, transparent, collaborative and fair system that includes the following where appropriate:

- A. A year-end evaluation framework that meets statutory requirements and is agreed upon by both parties. This shall include the following:
 - a. Performance goals identified by the teacher to improve their effectiveness in the upcoming school year.
 - b. Student growth and assessment data or learning objectives (Student Growth Goal).
 - c. Other performance indicators and objective criteria as defined by the evaluation framework.
 - d. An evaluation of the teacher's job performance with timely and constructive feedback.
- B. Within the framework, two rubrics will be used to guide the member and evaluator in the reflection of effectiveness. Okemos Public Schools recognizes that student growth is a part of all aspects within the framework and can not be isolated as its own component. The SGG allows an opportunity for the teacher to identify an area of passion to implement strategies within the Framework to impact their own professional growth which ultimately impacts student growth. Evaluation of the teacher's effectiveness as it relates to this growth is determined by the teacher's reflection on their practice and impact under domains of the Framework.
 - a. [The Summative Evaluation](#), aligned with [The Framework for Teaching \(2022\)](#), accounts for 80% of the evaluation in a rubric-based format.
 - b. The [Student Growth Goal Reflection rubric](#) accounts for 20% of the evaluation in a rubric-based format.

Evaluation Process: (The following definitions/descriptions shall be used for all Tracks of the Teacher Evaluation Process unless otherwise specified)

- A. At each scheduled step of this process, the teacher may select an Association Representative of their choice to accompany them, or the administrator may request the presence of an Association Representative. Accompaniment of representation will be communicated in a reasonable time frame before the meeting.
- B. Notification of Evaluation and Evaluator: Teachers being evaluated shall be notified in writing that they are being evaluated and whom the evaluator will be. This shall take place no later than 10 working days after the first day of the school year, or 10 days from date of hire if hired after the start of the school year. If no such notification is given, then the teacher shall be given the rating of Effective and shall not be evaluated during that year.
- C. Initial Planning Meeting: Teachers will bring completed Self-Assessment Worksheet to Initial Planning Meeting. The initial planning meeting shall include a review of this Self- Assessment,



providing a source of information to initiate dialogue between the evaluator and teacher on potential areas of focus. All teachers being evaluated will have a Student Growth Goal. The teacher and evaluator shall discuss potential artifacts or data sets that could serve to support reflection of the teacher's development in implementing their Student Growth Goal. For teachers on Tracks I, III, and IV, an additional goal(s) in SMART format related to their Individualized Development Plan will be developed.

- D. Student Growth Goal: A goal written in SMART goal format will be identified by the teacher to outline a chosen focused area of professional growth which will include:
 - a. Strategies, action steps, timelines, and anticipated student growth outcomes.
 - b. The goal will align with a Domain and Component from The Framework for Teaching.
 - c. The goal will align with the overall district mission/vision but may or may not directly mirror the district, building, or department/grade-level goal.
 - d. If the written Student Growth Goal is not approved by October 31 or by the adjusted deadline for mid-year hires, the teacher will be rated as Effective.
- E. Classroom Observations: Observations that are intended to assist in the year-end performance evaluation for teachers shall be conducted as follows:
 - 1. All monitoring or observation of the work of a teacher shall be conducted openly and with full knowledge of the teacher. The use of eavesdropping, closed circuit television, public address or audio system, or similar surveillance devices shall be strictly prohibited.
 - 2. Observations will be at least 20 minutes in length and shall be scheduled with the teacher except in the cases of allowable unscheduled observations.
 - 3. The following will occur after said observation is scheduled:
 - a. Teacher will submit a lesson plan at least one day before the evaluation through a district agreed upon PreK-12 form to include minimally:
 - i. The state curriculum standard(s) being taught
 - ii. How the teacher expects students will be engaged in the lesson
 - iii. Any agreed upon focus areas
 - b. As part of the review of the teacher's lesson plan for the day of the observation, the teacher has the option of conducting a preliminary meeting with the evaluator to discuss components of the lesson that will be observed. The evaluator may offer advice for changes or a refocus of goals.
 - 4. The evaluator will provide written feedback only on what is observed.
 - 5. Unless identified as a deficiency in performance within an existing IDP, teachers will only be required to submit lesson plans to an administrator for the day they are being observed to comply with the provisions of this section.



6. All observations will be conducted by an administrator responsible for the teacher's evaluation. There will not be evaluator substitutions unless agreed upon in writing by both parties.
7. All evaluators must be trained in the use of the evaluation tool.
8. Observations will not be conducted through Zoom, videotape, or any AI program.

F. Post-Observation Feedback

1. Written feedback will be provided before the post-observation meeting.
2. If a written report of the formal observation is not received within 10 days of the observation, the teacher will be rated as Effective.

G. Mid-Year Progress Meeting and Report: A report meant to assist and gauge a teacher's progress will be given to all teachers regardless of Track. More specifically, for:

1. Tracks I, III and IV

- a. An initial review from both the evaluator (Mid-Year Form) and teacher (Self-Assessment Form) will be used to indicate progress and professional growth under the framework. Any non-checked items are discussed and evidence regarding the concern is shared. An outline of changes or strategies to support the teacher's growth in these areas is developed and determined collaboratively at the Mid-Year Meeting.
- b. Mid-Year Progress report feedback will align with the teacher's IDP. This shall include:
 - i. A written performance plan.
 - ii. Specific performance goals for the remainder of the school year to be developed collaboratively with the evaluator and the teacher-
 - iii. Any recommended training and support(s) identified by the evaluator. Any training recommended by the district will be funded by the district.
- c. Mid-Year Progress report will align with the teacher's Student Growth Goal. The teacher and the evaluator shall discuss progress of the teacher's professional growth, any implemented strategies that are supporting their Student Growth Goal, changes or adaptations that could help grow the teacher's effectiveness, and how the artifacts/data collection is progressing.

2. Track II

- a. An initial review from the evaluator (Mid-Year Form) will be used to indicate progress and professional growth under the framework. Any non-checked items are discussed and evidence regarding the concern is shared. An outline of changes or strategies to support the teacher's growth in these areas is developed and determined collaboratively at the Mid-Year Meeting.



- b. Mid-Year Progress report will align with the teacher's Student Growth Goal. The teacher and the evaluator shall discuss progress of the teacher's professional growth, any implemented strategies that are supporting their Student Growth Goal, changes or adaptations that could help grow the teacher's effectiveness, and how the artifacts/data collection is progressing.
- c. If a teacher is anticipated to be rated "Effective" at the year-end evaluation, the Mid-Year Progress meeting may be waived by the evaluator. The evaluator must indicate in writing this anticipated Effective rating.
- d. In the event that a Track II teacher receives a mid-year progress report which, if actions were to remain consistent or unchanged, would likely receive a "Developing" or "Needing Support" rating, this must be noted in the written mid-year progress report and
 - i. In the case of 2d, teachers will be given the option to use the IDP process, truncated for the remainder of the year. ~~(The agreed-upon evaluation tool decided on in the 2024-2025 adoption process will help to guide what a truncated IDP process will contain.)~~

H. End-of-Year **Summative** Evaluation

1. Will include a negotiated year-end performance evaluation framework ([Summative Form](#) / [Student Growth Goal Rubric](#)) form that utilizes objective criteria to determine a rating of Effective, Developing, or Needing Support.
2. An End-of-Year self-assessment from the teacher and an initial assessment from the evaluator using the framework will be brought to the meeting to use as a tool to promote conversation about each item. **Consensus is developed within the meeting for each part of the rubric.** The Student Growth Goal Reflection is reflected within the broad framework conversation and collaboratively discussed through guiding questions.
3. The teacher will bring artifacts/data to evaluate the outcome of their Student Growth Goal. The teacher at their discretion shall be allowed to eliminate data attributable to students who have excessive absences, are partial year transfers into-out of the teacher's classroom, or who have other anomalous circumstances that warrant eliminating that data. As part of the larger conversation focused on the framework, the teacher and evaluator will engage in collaborative conversation, using guiding questions.
4. The End-of-Year meeting will also include progress on an IDP (for Tracks I, III, and IV) and if applicable, possible goals for next year.
5. Tenured teachers rated as Effective on the three most recent consecutive year-end evaluations will be evaluated every three years thereafter.



- a. While it is understood that departments and/or grade levels will have goals in line with stated district goals, teachers on Track II non-evaluation years will not be required to formally submit Student Growth Goals. They shall receive the same effectiveness rating for the current year as the previous evaluation cycle.
 - b. If the subsequent year-end evaluation rating is not Effective on an evaluation following the third year, the teacher shall be evaluated annually until receiving an Effective rating for an additional three consecutive years.
 - c. During non-evaluation years, in situations outside of discipline, if a tenured teacher has been notified and continues to engage in a pattern of ineffective teaching practices determined by just cause, the evaluator must engage in six months of documented coaching with the teacher. If sufficient improvements have not been made at the end of six months, the formal evaluation process may begin.
6. If a non-tenured teacher has been rated as Effective on three consecutive year-end performance evaluations, and has completed four full school years of employment in a probationary period, the teacher is considered to have successfully completed the probationary period.
 7. If a teacher was tenured in a previous district and has been rated as Effective on two consecutive year-end performance evaluations, the teacher is considered to have successfully completed the probationary period.
 8. Both teacher and evaluator shall sign the report. Documentation on the report shall state that the signing of the final report only indicates that it was seen by the member, not that there is an agreement as to the content. All teachers shall have the right to submit a rebuttal to their evaluation which will be included in their personnel file and attached to the year-end evaluation.
 9. In the event there is no End-of-Year evaluation provided in writing, the teacher shall be deemed Effective.
 10. Teachers shall be unevaluated, and the prior year's rating used, if any of the following occur:
 - a. Work less than 60 days in any school year
 - b. Have their evaluation results vacated through a grievance procedure
 - c. Extenuating circumstances the district and Association deem applicable for exempting a teacher from the annual evaluation process
 11. If a teacher is required to be evaluated and has worked less than a full year but more than 60 days, the teacher shall receive a minimum of two observations. The truncated timeline will be agreed upon by the teacher and administrator.

I. Request for Review: A **tenured** teacher who is rated as Needing Support shall have the following due process rights to challenge said rating:



1. A teacher may request a review meeting of the evaluation and the rating to the district's superintendent. This request must occur within 30 calendar days.
2. Such a request must be made in writing within 30 calendar days after the teacher is informed of the rating and a meeting with the superintendent.
3. At the teacher's request, a review meeting shall be held no later than 15 calendar days after receipt of the request for review.
4. A written response to the review meeting with any modifications of the year-end performance rating shall be provided to the teacher within 30 calendar days after the meeting.
5. If the written response does not resolve the matter, the teacher or the Association may request mediation through the Michigan Employment Relations Commission and will provide a copy of that request to the administration.
 - a. The request must be submitted in writing within 30 calendar days after the teacher receives the written response from the superintendent.
 - b. Within 15 calendar days of receipt of the request for mediation, the district shall provide a written response to the teacher and the Association confirming the mediation will be scheduled as appropriate.
6. All tenured teachers will have the right to defend against potential tenure charges.

Transparency of Teacher Evaluation Documents:

All evaluation documents and forms used in the teacher evaluation process will be included as part of the Association's contract and will also be posted on the district's website.

Training on evaluation system, tools, and reporting forms:

- A. The evaluator responsible for a teacher's evaluation shall be an administrator in that teacher's building.
- B. Within the first two weeks of each school year, the district shall provide, during contractually scheduled PD or staff meeting time, training to all teachers being evaluated on the evaluation system, reporting forms and other important components of the year-end evaluation process and how each reporting form is used during the process.
- C. Each administrator who is assigned to evaluate teachers shall have demonstrated expertise in the systems and tools used by the district. This shall include a 'rater reliability' training every three years as approved by the MDE. Notification of said training shall be provided to the Association.
- D. Training will be provided by an individual who has expertise in the evaluation tool or tools.
 - a. An individual with expertise is defined as a consultant on the evaluation tool or an individual who has been trained to train on the use of the evaluation tool.



- E. Initial training of teachers and evaluators in The Framework for Teaching must be completed no later than the first day of the school year 2024 that minimally includes all of the following;
- a. A clear and consistent set of evaluation criteria that all evaluators can use when assessing teacher performance consistent with the evaluation system and forms included in appendix (x)
 - b. Clear expectations for what evaluators should look for when assessing teacher performance, including key behaviors and practices that are associated with effective teaching as included in the negotiated evaluation system and tools
 - c. Training on the evaluation process itself, including how to conduct classroom observations, collect data, and analyze results.
 - d. Calibration exercises that help evaluators practice using the evaluation criteria and establish consistency in the evaluator's evaluations
 - e. Ongoing support for evaluators, including feedback from administrators and Association designated teachers to help them improve their skills and ensure they are consistently applying the evaluation criteria.
- F. In the event that the building administrator is deemed not to have demonstrated expertise in the systems and tools used by the district including 'rater reliability' training, teachers will be given an Effective rating.
- G. In the event that the building administrator is not trained due to the date of hire, teachers will have the following options to choose from:
- a. unevaluated - which reverts to the previous year's rating
 - b. assistant superintendent/superintendent acts as evaluator

Non-Teaching Professionals Subject to the Teacher's Tenure Act

- A. Non-Teaching Professionals with or without a teaching certificate are subject to the same evaluation process using a consistent tool district-wide with the following change:
- The direct administrator will evaluate the employee's performance as above with the exception of an alternate evaluation tool that is agreed upon by the Association and the administration.
- B. All Non-Teaching Professionals in the bargaining unit will have all of the rights as set forth in this contract.

This Document and all other included documents consist of the complete process for professional performance evaluations and any changes must be made by mutual agreement between the Board and the Association.
