ROCHESTER COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

Teacher Evaluation and Professional Growth Model Guidebook

2025-26

INTRODUCTION

The Teacher Evaluation and Professional Growth Model Evaluation Guidebook for all REA members has been developed to improve the Rochester Community Schools teacher evaluation tool and to comply with Michigan law. RCS utilizes the Charlotte Danielson 2013 Edition Framework and the Frontline Education Professional Growth platform. The district will utilize alternative Summative Performance Evaluation rubrics for the following staff: Consultant/Specialist; Learning Consultant (Elementary and Secondary); Counselor; Social Worker; Teacher Consultant, Secondary ILS, OT/PT, Psychologist and Speech and Language Pathologists.

The District shall comply with Public Act 173 of 2015 and amendments to Section 1249 of the Revised School Code relating to the District's performance evaluation system for teachers. Pursuant to Section 1249, as amended, the District shall:

- Adopt and implement a rigorous, transparent and fair evaluation system.
- Evaluate job performance of probationary teachers at least annually and provide timely and constructive feedback to teachers regarding their performance.
- Evaluate job performance of tenured teachers earning effective ratings triennially
- Evaluate a teacher's job performance using multiple rating categories
- Provide an annual year-end evaluation for all teachers.
- Include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:
    - Include a review of the teacher's lesson plan, the State curriculum standard being used in the lesson, and pupil engagement in the lesson.
    - A classroom observation does not have to be for an entire class period.
    - There shall be at least two (2) classroom observations for all teachers. At least one (1) observation must be unscheduled. (see timeline chart)
    - The district shall ensure that within 15 days after each observation (scheduled or unscheduled), the teacher is provided with feedback during a post observation meeting.
- The performance evaluation system shall assign an effectiveness rating to each teacher of **effective**, **developing**, or **needs support**.

The individual performance of the teacher must be the majority factor of the evaluation, and includes the following:

- Demonstrated pedagogical skills
- Knowledge of the subject area
- Ability to impart that knowledge
- Classroom management
- Manner and efficacy of disciplining students
- Rapport with parents and teachers
- Ability to withstand the strain of teaching
- Attendance and disciplinary record
- Significant accomplishments
- Relevant special training

This document is designed to provide a framework for continuous improvement and is based on the assumptions that student performance improves when all educators work diligently toward a common purpose, are part of a collaborative work environment, and seek to improve their professional practice.

STATEMENT OF PURPOSE, BACKGROUND, AND BELIEF STATEMENTS

Purpose

The purpose of the RCS Teacher Evaluation and Professional Growth Model is to contribute to the District's pursuit of excellence in education, K-12. The primary purpose of evaluation and supervision is to promote ongoing professional growth in order to improve student learning.

The evaluation system assures the School Board and the community that quality education is a responsibility shared by all staff. In a collaborative learning environment, the RCS Teacher Evaluation and Professional Growth Model provides opportunities for every teacher to set goals and strive for continuous improvement.

Background

The RCS Teacher Evaluation and Professional Growth Model applies to all members of the Rochester Education Association (REA) (members referred to as teachers throughout the document).

Evaluations and observations will be conducted by the teacher's building principal, other administrators, and/or supervisors assigned by the Superintendent/designee.

Belief Statements

We believe the Teacher Evaluation and Professional Growth Model should:

- Be a collaborative endeavor between the evaluators and the teacher being evaluated.
- Facilitate open communication in an atmosphere of mutual trust and respect.
- Lead to improved performance and personal growth.
- Help teachers develop skills as autonomous learners through self-assessment and personal reflection.
- Increase overall school improvement and student growth through improved teaching.
- Promote professional learning communities in which teachers collaborate to improve student learning.
- Ensure that evaluation and goals are connected with school improvement, professional development, and personal goals.
- Improve deficiencies in performance when identified.

OVERVIEW OF THE EVALUATION AND PROFESSIONAL GROWTH MODEL

1. **Complete Self-Assessment**

   All evaluated teachers/professional staff should review and complete the Initial Self-Assessment. Determine your level of expertise in each of the elements listed. Review your self-assessment.

   You can refer to your final self-assessment from the previous year to streamline this process.

2. **Establish Personal Goals (1 for Tenured Staff and 3 for Probationary/IDP)**

   a. Review your self-assessment.
   b. Choose areas from Domain 2 or Domain 3 and write at least one goal for improvement. Probationary teachers will develop three goals from these domains. Tenured educators in evaluation years will develop one goal from these domains.
   c. Plan for Professional Improvement – How do I get there? Develop a thoughtful plan for accomplishing each goal. Include how progress will be tracked in order to inform the end of year reflective process. Identify any resources needed and/or support from your evaluator.
   d. Measures of Performance – What measures can be used as evidence of results? Determine what measures or evidence will need to be gathered over the course of the year to determine if the individual improvement goal has been reached. Consider using lesson plans, classroom video, principal or peer observation, and/or classroom artifacts as evidence of personal growth.

3. **Observations**

   Classroom observations are required as part of the performance evaluation. They will include a review of the teacher's lesson plan, the State curriculum standard being used in the lesson, and pupil engagement in the lesson. A classroom observation does not have to be for an entire class period.

   There shall be at least two (2) classroom observations for all teachers. At least one (1) observation must be unscheduled. (see timeline chart)

   The district shall ensure that within 15 school days of each observation (scheduled or unscheduled), a post observation meeting is held where you are provided with feedback in the following areas:

   - A review of the lesson plan and the state curriculum standard being used in the lesson
   - a review of pupil engagement in the lesson

   After reviewing this feedback from your evaluator, be sure to ask questions and seek clarification when necessary.

<u>Throughout the Year:</u>

Collect evidence in support of each of the individual improvement goals; upload into the electronic evaluation platform.

<u>In the Spring:</u>

Reflect on your results – Have I reached my goals?

- Individual Improvement Goal(s): Update the Teacher Rubric in the electronic

evaluation tool to reflect individual professional growth. Upload evidence for review by building principal/evaluator.

- Complete your final self-assessment. Reflect back over the year, what might have been done differently? What plans/goals might be set for the coming year?

ANNUAL TEACHER/PROFESSIONAL STAFF EVALUATION TRACKS/CYCLES

First Year Probationary

All first-year probationary teachers are to be evaluated and there will be a minimum of one scheduled classroom observation. The scheduled observation will be at a mutually agreed upon date/time and will consist of the submission of lesson plans ahead of time. There will be at least one unscheduled classroom observation. Feedback will be provided to the teacher within 15 work days of the observation (scheduled or unscheduled). There will also be a minimum of one walkthrough observation with feedback. All probationary teachers will complete an Individual Development Plan (3 individual goals) in collaboration with their evaluating administrator. First year probationary teachers are required to have a mid-year progress report completed. The midyear progress report will be aligned to the IDP. The progress report will include specific performance goals for the remainder of the school year.

Second through Fourth Year Probationary

Probationary teachers are to be evaluated every year. At least one must be a scheduled observation which will consist of a mutually agreed upon scheduled date/time and submission of lesson plans ahead of time. At least one classroom observation will be unscheduled. Feedback will be provided to the teacher in a post-observation meeting within 15 work days of the observation (scheduled or unscheduled).

Feedback should be recorded and made available to the teacher. There will also be a minimum of one walkthrough observation with feedback. All probationary teachers will complete an Individual Development Plan (3 individual goals) in collaboration with their evaluating administrator.

Tenured

All Tenured educators are to be evaluated at least triennially. Evaluations must include at least two observations/walkthroughs with at least one being an unscheduled observation. Post observation conferences will be held within 15 work days of the observation (scheduled or unscheduled). Evaluators may conduct additional observations or classroom walkthroughs (feedback will be provided within 15 work days of each.)

- Teachers with 4-to-11 years of experience will be evaluated during the 2024-25 school year;
- Teachers with 12-to-20 years of experience will be evaluated during the 2025-26 school year;
- Teachers with 21 or more years of experience will be evaluated during the 2026-27 school year.

Tenured with 3 Previous Years of Highly Effective/Effective Ratings – A teacher who has received three consecutive years of ratings of Highly Effective or Effective in their most recent evaluation shall be evaluated once every three years. In an “off” evaluation year, no self-evaluation or goal setting is required.

Tenured placed on an Individualized Development Plan (IDP)

In addition to the tenured track, any teacher who received a rating of needing support or developing on their most recent annual year-end evaluation will be placed on an IDP and a mid-year progress report will be completed. The midyear progress report will be based, in part, on student achievement and will be aligned to the teacher’s IDP. The progress report will also include specific performance goals for the remainder of the school year. The IDP will be developed by appropriate administrative personnel in consultation with the individual teacher no later than **September 30** and will include no fewer than 3 personal goals. The tenured teacher must make progress toward the IDP goals within the specified time period not to exceed 180 days. A Mid-year progress report will be provided to the teacher, preferably before Winter Break, but no later than **January 20**.

Ancillary Staff Evaluations
(School Psychologists, Social Workers, Speech Language Pathologists, OT/PT)
First - fourth year ancillary staff will be evaluated on their individual rubrics and will develop 3 personal growth goals. Beginning in their fifth year, ancillary staff will develop 1 personal growth goal.

Evaluations must include at least two observations/walkthroughs with at least one being an unscheduled observation. Post observation conferences will be held within 15 work days of the observation (scheduled or unscheduled). Evaluators may conduct additional observations or classroom walkthroughs (feedback will be provided within 15 work days of each.

CALCULATION OF FINAL EVALUATION RATING

The Summative Performance Evaluation Ratings (80%) & Student Growth (20%) will be used to determine the Final Evaluation Rating.

SUMMATIVE PERFORMANCE EVALUATION
Classroom teachers will receive an effectiveness rating on the Summative Performance Evaluation using the Danielson 2013 rubric. The weighting of each domain component for the ratings portion (80% of the total) is found in the chart below and will be combined with the growth rating (20% of total) as described in the color-coded chart below.

Domain 1	Planning and Preparation	**10%**
Domain 2	Classroom Environment	**35%**
Domain 3	Instruction	**35%**
Domain 4	Professional Responsibilities	**20%**
	Total:	**100%**

			Danielson Framework Rubric (80%)			
Final Annual Rating			**Needing Support**	**Developing**	**Effective**	**Highly Effective**
			1	**2**	**3**	**4**
Student Growth (20%)	**Needing Support**	**1**	**Needing Support**	**Needing Support**	**Developing**	**Effective**
	Developing	**2**	**Needing Support**	**Developing**	**Effective**	**Effective**
	Effective	**3**	**Developing**	**Developing**	**Effective**	**Effective**

**For the 2025-26 school year, the student growth goal will consist of a District Goal or Building/Department Goal. Growth Goal for 2025-26 Year will be distributed in the near future by the curriculum department.

SAMPLE EVALUATION GOAL-SETTING FORM

Goal 1 (District or Building/Department Growth Goal) - Growth Goal for 2025-26 Year will be distributed in the near future by the curriculum department.
GOAL 2/3/4 – Personal Goals – From Domain 2 or Domain 3*
Goal:
Purpose of Goal:
Plan to Accomplish Goal:
Resources Needed:
Measures of Performance/Evidence:

***Probationary Teachers and Tenured Teachers on an IDP must choose at least three Personal Goals from Domain 2 or Domain 3. Tenured Teachers choose a minimum of one goal from Domain 2 or 3.**

Teachers may choose to have more than the required number of Personal Goals.

2025-26 Evaluation Timelines

The following parameters should guide completion timelines for the annual evaluation. Please note that as long as these parameters are followed, specific dates listed in Frontline associated with individual aspects of the evaluation process are merely suggested due dates.

1st Year Probationary

- Sept./Oct. – Complete Initial Self-Assessment, Develop and enter Goals (4 total – this is your IDP) for approval by administrator, First Observation or Walkthrough with feedback
- Oct./Nov./Dec. – Complete Observation or Walkthrough with feedback, Mid-Year IDP Review for Mid-Year Progress Report, Ongoing collection and upload of evidence related to goals
- Jan./Feb./Mar. – Complete final Observation with feedback, Complete Final Self-Assessment. Upload all evidence for goals, Complete Summative Evaluation including IDP Review and conduct Final Evaluation Meeting (Summative Due by March 23, 2026)

Probationary, Year 2-4

- Sept./Oct. – Complete Initial Self-Assessment, Develop and enter Goals (4 total – this is your IDP) for approval by administrator, First Observation or Walkthrough with feedback
- Oct./Nov./Dec. – Complete Observation or Walkthrough with feedback, Ongoing collection and upload of evidence related to goals
- Jan./Feb./Mar. – Complete final Observation with feedback, Complete Final Self-Assessment (Due Date will be communicated in advance), Upload all evidence for goals, Complete Summative Evaluation including IDP Review and conduct Final Evaluation Meeting (Summative Due by April 6, 2026)

Tenured Educator on an IDP

- Sept./Oct. – Complete Self-Assessment, Develop and enter Goals (4 total) for approval by administrator, First Observation or Walkthrough with feedback, Ongoing collection and upload of evidence related to goals
- Oct./Nov./Dec. – Complete Observation or Walkthrough with feedback, Ongoing collection and upload of evidence related to goals
- Dec./Jan.- Midyear progress report provided preferably by winter break, but no later than January 20
- Jan./Feb./Mar. – Complete final Observation with feedback, Complete Final Self-Assessment (Due Date will be communicated in advance), Upload all evidence for goals, Complete Summative Evaluation and conduct Final Evaluation Meeting (Summative Due April 6, 2026)

Tenured Educators in an Evaluation Year

- Sept./Oct./Nov./Dec. – Complete Self-Assessment, Develop and enter Goals (2 total) for approval by administrator, First Observation or Walkthrough with feedback, Ongoing collection and upload of evidence related to goals in evaluation years only
- Jan./Feb./Mar. – Complete final Observation with feedback, Complete Final Self-Assessment (Due Date will be communicated in advance), Upload all evidence for goals, Complete Summative Evaluation and conduct Final Evaluation Meeting in evaluation years only (Summative Due May 11, 2026)

Tenured Educator in Non-Evaluation Year

Tenured educators in a non-evaluation year will receive a year-end rating of effective. No formal activities are required.