TEACHER APPRAISAL SYSTEM

A. Philosophy

The Board and the Association agree that teachers, in the interest of professional growth, will collaboratively participate in an appraisal process that is rigorous, transparent, reliable, objective and constructive in order to facilitate the successful and continuing achievement of the goals and objectives of the Ingham Intermediate School District. The appraisal process shall align with the provisions of the Revised School Code and the Teacher’s Tenure Act as applicable.

The Board and Association believe that the appraisal system for teachers in the Ingham Intermediate School District should be of a bilateral, reciprocal, consistent and continuing nature for the purpose of impacting the quality of educational service through a system of continuous improvement.

For the purposes of this administrative regulation, “teacher” includes individuals whose employment is regulated by the Tenure Act, such as individuals with teaching certificates (as defined by the Teacher Certification Code) who are assigned to positions within the ISD for which the Michigan Department of Education (MDE) requires a teaching certificate. Individuals who do not possess teaching certificates but are serving a probationary period under the Tenure Act or acquire classroom teacher tenure within the ISD are also considered as “teacher” for the purposes of these administrative regulations. Individuals who may possess a teaching certificate, but are assigned to a position for which a certificate is not required by the MDE, are not subject to these regulations.

B. Purpose

The purposes of the teacher appraisal system are: 1) to establish, maintain and improve communication between each supervisor and teacher in order to facilitate the joining of personal and professional goals of each teacher with organizational goals, objective and priorities, 2) to provide ample opportunities for continuous improvement that ensure each teacher is aware of job responsibilities and meets related performance level expectations, 3) to recognize outstanding job performance and accomplishments by individual teachers based on a variety of data sources, and 4) to maintain, strengthen and improve the level of performance of the teacher.
The superintendent is responsible for establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

1. Evaluates the employee’s job performance at least annually in a year-end evaluation, while providing timely and constructive feedback.

   Teachers rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District’s discretion.

2. Establishes clear approaches to measuring student growth and provides teachers with relevant data and student growth.

   Commencing with the 2015-16 school year, the year-end evaluation of student growth shall be based on the most recent three (3) consecutive school years of student growth data, or all available student growth data if less than three (3) years is available.

3. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

   a. the effectiveness of employees, so that they are given ample opportunities for improvement
   
   b. promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development
   
   c. whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures
   
   d. removing ineffective tenured and untenured employees after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures

   Commencing with the 2015-16 school year:

4. Provides a mid-year progress report for every teacher who is in the first year of probation or has received a rating of minimally effective or ineffective on the last year-end evaluation.

   This mid-year report shall not replace the annual year-end evaluation. The mid-year report shall:
a. be based, at least in part, on student achievement

b. be aligned with the teacher’s individualized development plan

c. include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in consultation with the teacher that incorporates the goals and training

5. Includes classroom observations (which need not be for an entire class period) in accordance with the following:

a. must include review of the lesson plan, state curriculum standards being taught and student engagement in the lesson

b. must include multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations

C. Process

1. Appraisal Process for Continuing Teachers

The appraisal process for continuing teachers is set forth in the Appraisal Handbook for Teachers, Continuing Employees. The continuing appraisal process occurs on a three year cycle for teachers as specified in the Appraisal Handbook and outlines a continuous improvement process comprised of four steps: Plan, Do, Check and Act. Year one of the cycle is a comprehensive appraisal process for a continuing teacher with year two and three of the cycle being a streamlined process. At the end of each year in the three year appraisal cycle, the supervisor determines an overall performance rating for the teacher.

The teacher appraisal process is based on a set of research-based, common expectations and standards organized within a rubric framework through the use of domains, elements and indicators. The rubrics are used for teacher self-assessment, as well as a supervisor feedback in year one of the appraisal cycle. The rubric domains for teachers are identified within the Appraisal Handbook, which include: Planning and Preparation, Classroom Environment, Instruction and Assessment, and Professional Responsibility.
In addition to these rubrics, teachers have a fifth domain to address; a Student Growth Plan and Student Growth Goal(s) annually, in each year of the three year appraisal cycle, as well as the development, implementation and completion of a Professional Development Plan once every three years.

All monitoring or observation of the work of a teacher by a supervisor shall be conducted openly and with the full knowledge of the teacher. A minimum of two formal observations scheduled 15-60 days apart are required in year one of the appraisal cycle by the supervisor at a mutually determined time and location.

By May 1 of year one in the appraisal cycle, the continuing teacher and supervisor will compile and share data related to the Full Summative Evaluation Report as specified in the Appraisal Handbook. By June 1, the supervisor and teacher meet to complete the Full Summative Evaluation Conference and Summative Evaluation Report, with the supervisor determining the teacher’s overall performance rating. The supervisor will draft a Summative Evaluation Report in accordance with the Appraisal Handbook and present it to the teacher five (5) calendar days before the Summative Evaluation Conference. The teacher will then have five (5) calendar days following the Summative Evaluation Conference to include any comments within the Summative Evaluation Report as appropriate.

Upon completing their comments, the teacher signs/dates the Summative Evaluation Report, acknowledging review and receipt of the report and returns the original to the supervisor along with additional information, if applicable. The supervisor will then share a copy of the Summative Evaluation Report with the teacher and forward the original report with related attachments and additional teacher information to Human Resources by June 1.

By May 1 of the second and third years of the appraisal cycle, the continuing teacher and supervisor will compile and share data related to the Streamlined Summative Evaluation Report as specified in the Appraisal Handbook. If the teacher is on track to complete the Student Growth Plan and/or Professional Development Plan, the ratings from the prior year are carried over when the teacher and supervisor complete the Annual Summative Evaluation Conference and Streamlined Summative Evaluation Report by June 1.

Between May 1 and September 30 of the third year of the three year appraisal cycle, the continuing teacher initiates the comprehensive appraisal components to initiate a new appraisal cycle with the supervisor.
If a continuing teacher disagrees with an ineffective or minimally effective performance rating, s/he may file an appeal according to the process outlined in the Appraisal Handbook. Within five (5) calendar days following the Summative Evaluation Conference, the teacher may file an appeal utilizing the appropriate form to the Appraisal Review Committee, explaining with specificity the reasons(s) s/he disagrees with the rating based on the data which is attached.

2. Appraisal Process for Probationary Teachers

The appraisal process for probationary teachers is set forth in the Appraisal Handbook for Teachers, Probationary Employees. The probationary appraisal process occurs on an annual cycle for teachers as specified in the Appraisal Handbook and outlines a continuous improvement process comprised of four steps: Plan, Do, Check and Act. The annual cycle is a comprehensive appraisal process. At the end of each year, the supervisor determines an overall performance rating for the teacher.

The teacher appraisal process is based on a set of research-based, common expectations and standards organized within a rubric framework through the use of domains, elements and indicators. The rubrics are used for teacher self-assessment as well as supervisor feedback in the annual appraisal cycle for probationary teachers. The rubric domains for teachers include: Planning and Preparation, Classroom Environment, Instruction and Assessment, and Professional Responsibility.

In addition to these rubrics, teachers have a fifth domain to address; a Student Growth Plan and student growth goal(s) annually. Probationary teachers must also develop, implement and complete an Individualized Development Plan annually during their probationary period.

All monitoring or observation of the work of a teacher by a supervisor shall be conducted openly and with the full knowledge of the teacher. A minimum of two formal observations scheduled 15-60 days apart are required for probationary teachers annually in the appraisal cycle by the supervisor at a mutually determined time and location.
By April 1 of each year, the probationary teacher and supervisor will compile and share data related to the Summative Evaluation Report as specified in the Appraisal Handbook. The supervisor will draft a Summative Evaluation Report and present it to the teacher five (5) calendar days before the Summative Evaluation Conference. In this report, the supervisor will determine the teacher’s overall performance rating. The teacher will then have five (5) calendar days following the Summative Evaluation Conference to include any comments within the Summative Evaluation Report as appropriate. Upon completing their comments, the teacher signs/dates the Summative Evaluation Report, acknowledging review and receipt of the report and returns the original to the supervisor, along with additional information, if applicable. The supervisor will then share a copy of the Summative Evaluation Report with the teacher and forward the original report with related attachments to Human Resources by May 1.

3. **Intensive Individualized Development Plan**

   In the event that the performance of a continuing or probationary teacher is rated less than effective, an Intensive Individualized Development Plan (IIDP) will be developed in accordance with the procedures outlined within the applicable Appraisal Handbook.

LEGAL CITATION:  MCL 380.1248, MCL 380.1249, MCL 38.83a; MCL 38.93, as amended by Public Acts 100, 101 and 102, effective July 19, 2011; MCL 380.1143(d).

ADMINISTRATIVE REGULATION

Adopted: August 21, 2012  
Amended: January 20, 2015