

Revised School Code

Review of 380.1249 – Performance Evaluation Systems for Teachers

The following can be used as a checklist for what is ACTUALLY required under the law. Any descriptions contained in quotations indicate actual language from MCL 380.1249.

Sec. 1249 (1) “...with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system...”

Checklist for the Teacher Evaluation System under Section 1249

Does the Evaluation System do the following and/or have the following qualities:

- “Rigorous, transparent, and fair performance evaluation system”
- Evaluates the teacher’s job performance “at least annually”
- Provide “timely and constructive feedback”
- Establish “clear approaches to measuring student growth”
- Provide teachers with “relevant data on student growth”
- Student growth must be measured using “multiple measures that may include student learning objectives, achievement of individualized education program goals, nationally normed or locally developed assessments that are aligned to state standards, research-based growth measures, or alternative assessments that are rigorous and comparable across schools within the school district”.
- Use ratings of “highly effective, effective, minimally effective, and ineffective”.

Did administration:

- Give “ample opportunities for improvement”
- Provide “relevant coaching, instruction support, or professional development”
- Use “rigorous standards and streamlined, transparent, and fair procedures”

The Board shall ensure that the performance evaluation system for teachers meets all of the following:

- Include “at least an annual year-end evaluation for all teachers”*
- “For the 2015-2016, 2016-2017, and 2017-2018 school years, 25% of the annual year-end evaluation shall be based on student growth and assessment data.”**
- “Beginning with the 2018-2019 school year, 40% of the annual year-end evaluation shall be based on student growth and assessment data.”
- “The portion of a teacher’s annual year-end evaluation that is not based on student growth and assessment data shall be based primarily on a teacher’s performance as measured by the evaluation tool.”
- “Beginning with the 2018-2019 school year, for core content areas in grades and subjects in which state assessments are administered, 50% of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple **research-based growth measures** or alternative assessments that are rigorous and comparable across schools within the school district. Student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.”
- “If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.”

NOTE:

*“The performance evaluation system shall provide that, if a teacher is rated as highly effective on 3 consecutive annual year-end evaluations, the school district... may choose to conduct a year-end evaluation biennially instead of annually.”

**“The performance evaluation system may allow for exemption of student growth data for a particular pupil for a school year upon the recommendation of the school administrator conducting the annual year-end evaluation...”

Checklist for Teacher Evaluations under Section 1249

All Teachers:

- Year-end evaluation shall include “specific performance goals that will assist in improving effectiveness for the next school year”.
- Performance goals “developed by the school administrator or his or her designee conducting the evaluation, **in consultation with the teacher**”.
- Performance goals will “include any recommended training identified by the school administrator or designee, **in consultation with the teacher**, that would assist the teacher in meeting these goals”.
- Evaluation shall include “classroom observations”.

All of the following apply to classroom observations:

- “A classroom observation shall include a review of the teacher’s lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.”
- “A classroom observation does not have to be for an entire class period.”
- “Unless a teacher has received a rating of effective or highly effective on his or her 2 most recent annual year-end evaluations, there shall be at least 2 classroom observations of the teacher each school year.”
- “Beginning with the 2016-2017 school year, at least 1 observation must be unscheduled.”
- “Beginning with the 2016-2017 school year, the school administrator responsible for the teacher’s performance evaluation shall conduct at least 1 of the observations. Other observations may be conducted by other observers who are trained in the use of the evaluation tool.”
- “Beginning with the 2016-2017 school year, a school district shall ensure that, within 30 days after each observation, the teacher is provided with feedback from the observation.”

Requirements for **first year teachers or teachers who received a rating of minimally effective or ineffective:**

- An individualized development plan (developed in consultation with the teacher) that includes “goals and training and is designed to assist the teacher to improve his or her effectiveness”
- A “midyear progress report”. This report shall be used as a supplemental tool to gauge a teacher’s improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the midyear progress report:
 - Shall be based at least in part on student achievement;
 - Shall be aligned with the teacher’s individualized development plan;
 - Shall include specific performance goals for the remainder of the school year ;
 - Shall include recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals;
 - Shall be developed in consultation with the teacher;
 - Shall NOT take the place of an annual year-end evaluation.

ADDITIONAL AREAS TO NOTE:

- ❖ “The performance evaluation system shall provide that, if a teacher is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the teacher from his or her employment.”
- ❖ “The performance evaluation system shall provide that, if a teacher who is not in a probationary period is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent...[t]he request for a review must be submitted in writing within 20 days after the teacher is informed of the rating.
- ❖ Beginning July 1, 2018, a teacher must be rated as either “effective or highly effective on his or her annual year-end performance evaluation...for the 3 consecutive school years immediately preceding his or her application for the professional teaching certificate” **OR** “was rated as either effective or highly effective on his or her annual year-end performance evaluation...for at least 3 nonconsecutive school years before... application for the professional teaching certificate and submits a recommendation from the chief school administrator of the school at which he or she is currently employed that he or she be issued a professional teaching certificate”.