

Pine River Area Schools

Teacher/Administrator Evaluation Procedures

2022-2023 and Beyond

BOE approved August 22, 2022

Effective: School Year 2022-2023

Purpose: Teacher and Administrator Evaluation protocols, procedures, and processes at Pine River Area Schools per state law and local policy.

Teacher/Administrator Practice: 60% of evaluation--observations of teaching, professional duties and responsibilities, other local measures and evidence per MCL 380.1249(a) and (b) *Student Growth and Assessment Data 20%, measurement based on local, School Improvement Plan/assessment data (scores used are always based on 3-year average where available), and 20% based on state M-STEP, PSAT/SAT scores.

State Law, MCL 380.1249 mandates...all teachers and administrators will be evaluated at least annually and be described as:

Highly Effective Effective Minimally Effective or Ineffective

Primary Evaluator for the superintendent is the Board of Education using the current MASB tool; primary Evaluator for building principal is the superintendent using the current School Advanced Solutions tool; Primary Evaluator for teaching staff is the building principal using the Danielson 2007 tool, as modified by PRAS in 2014 modeling after the Airport Community Schools tool of 2012. Principals and teachers will be evaluated via Standards for Success (SFS), the current platform utilizing the afore-mentioned, MDE-approved tools.

For the purpose of validity and authenticity, the primary evaluators must be trained (and certified via documentation) to observe and use the evaluation tool. The evaluation tool and assurances must be posted on-line, shared with the affected staff, and used with the intent to match its design.

For purpose of student growth/assessment data: all teachers, building principals, and the superintendent are tied to all K-12 standardized and interim benchmark scores in each building as listed.

For Student Growth and Local Assessment data: measurements from the last 3 consecutive-school-years for that teaching or administrative assignment will be used; if there are not 3 years' consecutive data or if the assignment is not consecutive, then all the student growth and assessment data from the current assignment will be used.

*Only those students in attendance for the full cycle of an assessment [pre- and post-test(s)] will be counted (NWEA/M-STEP/SAT—within same calendar or school year). This applies only to pre- and post- tests where a time-sensitive component has been missed due to late enrollment or transfer. Specific students, due to the characteristic of their IEP, 504, or defiance-related disorders, may be excused from the teacher’s or teacher group’s data with the written approval of the building principal and the superintendent. No more than 3% of a teacher’s or teacher group’s student data may be excused for any reason listed in this paragraph.

Student Growth for special educators will be determined based on local and state data obtained from the appropriate standardized tests for students on their individual caseloads, as determined by the Special Education Coordinator/building principal.

For teachers-administrators in grades K-12, 2022-2023:

<u>Student Data</u>	<u>*Teacher Evaluation</u>		<u>Student Data</u>	<u>*Teacher Evaluation</u>	
<u>% of Goal #1 met</u>	<u>Student Growth, Pts./ % Achieved</u>		<u>% of Goal #2 met</u>	<u>Student Growth, Pts./ % Achieved</u>	
90—100%	3.5—4.0 pts.	20%	90—100%	3.5—4.0 pts.	20%
75-89%	2.5—3.49 pts.	15%	75-89%	2.5—3.49 pts.	15%
60-74%	1.5—2.49 pts.	10%	60-74%	1.5—2.49 pts.	10%
0-59%	0.0—1.49 pts.	0%	0-59%	0.0—1.49 pts.	0%

K-12 Student Growth measurement

State Assessment data derived from Michigan’s state-ordered standardized tests (M-STEP, PSAT/SAT) accounts for one-half (50%) of all K-12 teachers’ and administrators’ student growth measurement. Local Assessment Data (NWEA), accounts for the other half (50%) of all K-12 teachers’ and administrators’ student growth measurement.

State data used are standardized test scores in English Language Arts and math only: K-12 M-STEP grades 3-8, PSAT grades 8-10, & SAT, grade 11.

NWEA scores will compose the Local Data and = 20%

M-STEP, PSAT/SAT score will compose the State Data and = 20%

K-12 Goal #1: All K-12 students at Pine River Area Schools will demonstrate growth in reading comprehension (ELA), as measured on a three-year average of data (where available):

*based on full year cycle students (tested in the fall, winter, and spring at Pine River); growth measured from fall to spring

*Local Assessment Data [50% of Goal #1]:

60% of all K-12 students will meet or exceed the projected growth in ELA based on the fall NWEA assessment or if score is at grade level in the fall, scores remain at grade level as measured on the spring assessment.

State Assessment Data [50% of Goal #1]

77% of students will meet proficiency standards in ELA anytime during the M-STEP, PSTA/SAT testing cycle or have a 2% increase of growth on a yearly basis on any standardized state assessments for grades K-12.

K-12 Goal #2: All K-12 students at Pine River Area Schools will demonstrate growth in mathematical problem solving (math), as measured by a three-year average of data (where available):

*based on full year cycle students (tested in the fall, winter, and spring at Pine River); growth measured from fall to spring

*Local Assessment Data [50% of Goal #2]:

60% of all K-12 students will meet or exceed the projected growth in math based on the fall NWEA assessment or if score is at grade level in the fall, scores remain at grade level as measured on the spring assessment.

State Assessment Data [50% of Goal #2]:

77% of students will meet proficiency standards in mathematics anytime during the M-STEP, PSAT/SAT testing cycle or have a 2% increase of growth on a yearly basis on any standardized state mathematics assessments for grades K-12.

Procedure for PRAS teachers who in the most recent SY were rated:

Highly Effective or Effective

Option 1

One (1) formal, unannounced classroom observation, at least 30 minutes in length, lesson plan reviewed on Planbook or via another means per administrator week of visit, with a post-observation meeting within 30 calendar days via Stages or, face-to-face if so desired by either party.

WITH

One (1) formal, unannounced classroom observations, seven (7) to ten (10) minutes in length, lesson plan reviewed on Planbook or via another means per administrator week of visit with a post-observation meeting within 30 calendar days via Stages or, face-to-face if so desired by either party.

OR

Option 2

Two (2) formal, unannounced classroom observations, seven (7) to ten (10) minutes in length, lesson plan reviewed on Planbook or via another means per administrator week of visit with a post-observation meeting within 30 calendar days via Stages or, face-to-face if so desired by either party.

AND

End-of-year annual performance evaluation via STAGES, signed file copy, hard copy to personnel file.

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Procedure for PRAS 1st-year teachers or teachers who in the most recent SY were rated: Minimally Effective (Mandatory Individual Development Plan—IDP--in place) or Ineffective or otherwise on an IDP

One (1) formal, unannounced classroom observations, at least 30 minutes in length, lesson plan reviewed on Planbook or via another means per administrator week of visit, with a post-observation meeting within 30 calendar days via Stages or face-to-face if so desired by either party, signed file copy

AND

Two (2) classroom observations, seven (7) to ten (10) minutes in length, unannounced, form placed in teacher's box or via Stages, signed file copy

AND

mid-year review, to include all information per state law, including student growth and assessment data

AND

End-of-year annual performance evaluation via STAGES, signed file copy, hard copy to personnel file

Note: Observations and evaluations will be conducted by administrators who have been trained in the state-approved evaluation model being utilized. In all cases and for all teachers, more observations may be implemented based on perceived need, request of the teacher, or mutual consent. Annual teacher evaluations are based on observations, classroom visits, informal and formal interactions during course of the school year, (IDPs as may be applicable), professional goals, and other factors which influence student learning. Administrators serve one year of probation; however, the Board reserves the right to sever employment or extend the administrator's probationary period based on year-end evaluation. Student attendance, teacher relations, administrative relations, graduation rate, and utilization of evaluations tools and performance on end-of-year evaluations will also be factored. The superintendent's end-of-year evaluation shall factor in relations with all staff, the community, and the Board of Education members per the utilized and qualified evaluation tool (currently MASB).