

JENISON PUBLIC SCHOOLS
TEACHER EVALUATION
POLICIES & PROCEDURES



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Foreword

During the 2015-2016 school year, the Michigan Legislature passed additional laws impacting teacher evaluation. Jenison Administrators attended legal updates regarding this topic. It was determined that due to legislative changes, the Jenison Evaluation Model would need adjustment to be compliant. During the Summer of 2016, a committee comprised of administrators, teachers from various grade levels and content areas as well as representatives of the Jenison Education Association (JEA) met to update policies and procedures relative to educator evaluation for Jenison Public Schools.

Meetings started in June in order to assure updated procedures be implemented for the 2016-2017 school year.

The committee created a task list that needed to be completed for the start of school. Relevant legal standards and local policies were discussed so that they could be incorporated into policies and procedures for Jenison Public Schools. Each component of the law and necessary evaluation process were reviewed by the committee with the specific needs of the teachers of Jenison Public Schools in mind.

The committee proceeded with its work with the intent of implanting all necessary legal components along with the Marzano Evaluation Tool to best serve the educators at Jenison Public Schools. Legal components that were mandatory to embed included student growth, individual performance, pedagogical skills, management of the classroom, extra professional development, extra service to the profession, attendance and discipline. The Marzano Observation Tool includes individual performance, pedagogical skills and management of the classroom.

Committee Members

Jon Scholma – Elementary Teacher	Tara Sebolt – ECC Teacher
Brett Cataldo – JJHS Principal	Rachael Postle-Brown – Elementary Principal
Kyle Cox – JIA Online Mentor	Meg Niemerski – Elementary Special Education Teacher
Deb Streeleman – Elementary Specials	Rich VanderKlok – JJHS Teacher, JEA Leader
Rachel Elenbaas – Elementary Teacher	Kristy Rogalla – Central Administrator
Brandon Graham – JHS Principal	Amanda Roper – Elementary Teacher
Scott Hall – JJHS Teacher	Janet Schultz – Elementary Teacher
Brent Huck – Elementary Principal	Kyle Stumpf – JHS Teacher
Nancy Kuiper – Elementary Special Education Teacher	Kristin Terrigno – JHS Teacher
Jamie Lemmen – Elementary Teacher	Craig Westra – Elementary Teacher
Leslie Philipps – Central Administrator	

Jenison Public Schools Evaluation Process

Beginning of the Year
Evaluation Meeting
(Evaluator & Teacher)

If necessary, develop IDP or Improvement Plan. This applies to all probationary staff and any staff on an improvement plan. A mid-year progress report must be done for those in their first year of teaching or anyone on an improvement plan.

Observations/Walk
Thrus (at least two
walk thrus and at least
1 or 2 observations –
as determined by law).

Artifact
Collection/Additional
Evidence
(Examples: lesson plans,
student work, rubrics,
student handouts).

Written Feedback within 30 days for each observation. Post observation conference (if requested by either party).

Final evaluation conference – teacher provides growth data, additional relevant training (PD), extra contributions to the profession hours, and any other evidence necessary to complement element scoring.

Recommended for
continued employment
or tenure after
probationary years.

Non-Renewal

**Jenison Public Schools
Evaluation Checklist**

Date(s) Completed

Beginning of Year Meeting _____

Review IDP or
Improvement Plan
with Administrator
(*If needed) _____

Observations _____

Walk Thrus _____

Mid-Year Progress Report
(*If first year teacher or on Improvement Plan) _____

Post Observation Conference
(*if requested by either party) _____

Final Evaluation Conference
(*teacher provided materials necessary) _____

Evaluation Policies & Procedures

Jenison Public Schools

Per State of Michigan Law:

- Teacher evaluation is a prohibited topic of bargaining. Jenison Public Schools Board of Education has adopted policy to govern teacher evaluation and the Evaluation Committee has developed policies and procedures for Educator Evaluation for implementation beginning with the 2016-2017 school year.
- Teachers must be included in evaluation system decision-making.
- Districts must adopt an approved Michigan Department of Education evaluation tool, modify a tool from the MDE list, or create a local tool that meets all MDE requirements.
- All similarly situated teachers must be evaluated using the same tool.
- The District must post on its website 6 prescribed pieces of information by MDE relative to the evaluation tool utilized for the educator performance evaluation system.
- Training must be provided to evaluators by an individual with “expertise” in the tool. Training must be provided to teachers on the evaluation tool and process.
- Every teacher must be evaluated annually. If a teacher is rated “highly effective” for three consecutive years they may be evaluated biennially. If after that they are rated below “highly effective” on any evaluation they return to annual evaluations until they have received three consecutive “highly effective” ratings again.
- Unless a teacher is rated “effective” or “highly effective” on his or her two most recent final annual evaluations, there shall be multiple classroom observations of the teacher each school year.
- Four evaluation rating categories must be utilized. They are “highly effective,” “effective,” “minimally effective,” and “ineffective.”
- Teachers new to the profession, who have never earned tenure, will be on a five-year tenure program. A teacher shall not be considered to have successfully completed the probationary period unless the teacher has been rated “effective” or “highly effective” on his or her 3 most recent year end evaluations and has completed at least 5 full years of employment in a probationary period.

- If a probationary teacher has been rated “highly effective” for three consecutive years, and has completed four full school years of employment, their probationary period shall be reduced to four years.
- All probationary teachers must have an individual development plan (IDP). Year end evaluations must assess progress toward IDP goals. First year teachers (new to the profession) must have a Mid-Year Progress Report.
- Non-renewal of probationary teachers must happen by June 15. Probationary teachers may be dismissed at any time.
- Any staff rated overall “ineffective” or “minimally effective” must have an Individual Improvement Plan. There must be specific goals for improvement that have to be met in a period no longer than 180 calendar days. There must be a Mid-Year Progress Report toward attainment of said goals.
- Any teacher rated “ineffective” for three consecutive years must be dismissed.
- Teacher observations must include a review of the teacher’s lesson plans for the observation and a review of the curriculum standard being used in the lesson. Pupil engagement must be noted. At least one observation per year must be unannounced. Observations do not have to be for an entire class period.
- Tenured teachers rated “effective” or “highly effective” on their two most recent year end evaluations must have at least one classroom observation.
- Probationary teachers, or teachers rated ineffective or minimally effective on any of the most recent two-year end evaluations must have “multiple” classroom observations.
- Teachers must be provided written feedback on classroom observations within 30 days after each observation. Minimally, this will be found within the iObserve platform. A follow up meeting can be requested by either party.
- The administrator responsible for the teacher’s evaluation must conduct at least one of the classroom observations.
- The year-end evaluation must have specific performance goals to assist the teacher in improving effectiveness the following school year.
- Starting with the 2018-2019 school year, a letter must go home to parents if their child is to be taught in the same subject for 2 consecutive years by a teacher rated ineffective on the 2 most recent year end evaluations.

- Starting in 2019-2020, student growth must be 40% of teacher evaluation and state student growth data must be used for 50% of the 40%.
- Student growth and individual teacher performance ratings must be the predominant factor in teacher layoff and recall. Seniority may not be a factor in layoff and recall unless all other factors are equal. Teachers rated “ineffective” have no preference in layoff or recall. Tenured teachers may not be retained over probationary teachers who are rated “effective” or “highly effective” solely because of seniority or tenure status.
- Exemptions may be granted for specific students’ growth measures upon the recommendation of the evaluating administrator with approval of the superintendent.
- A tenured teacher who is rated ineffective on an annual year-end evaluation may request the Superintendent to review the evaluation and rating. The teacher must make the request within 20 days of being informed of the ineffective rating and may request review no more than twice during a 3-school-year period. The Superintendent shall review the evaluation and may make any appropriate modifications.

Jenison Public Schools Evaluation Team Guidelines:

- Final educator performance ratings will be derived from 55% individual observation (including pedagogical skills and management of the classroom), 40% student growth (20% from local growth data and 20% from state growth data), 2% from additional relevant training (PD beyond the required 5 district days and any other time required by law), 3% from extra contributions to the profession (beyond contractual time) and an “if/then” statement regarding attendance and discipline impacting the overall final rating.
- The final rating will be based upon a rubric score of 3.45-4.0 “highly effective,” 2.45-3.44 “effective,” 1.45-2.44 “minimally effective,” and 0-1.44 “ineffective.”
- If any of the 23 elements are not scored for any reason, it will not count against the final average of element scores for the overall instructional practice rating. For instance, if only 21 of 23 elements are scored, the element scores will be averaged as 21 out of 21 instead of 23 out of 23.
- A teacher will not become aware of a rating of “minimally effective” or lower for the first time at a final evaluation meeting. A teacher will not receive a rating of less than effective unless they are on a plan of

improvement or have been advised ahead of the final evaluation that there are concerns.

- All teachers will have at least 2 walk thrus. Total number of observations will be based upon need and legal requirements above.
- Building administrators will use composite building student growth (state and local) for the growth portion of their evaluations. District instructional administrators will use district composite student growth (state and local) for the growth portion of their evaluations.
- Elementary specials teachers will use composite building student growth (state and local) for the growth portion of their evaluations. They may use pre and post test data for the local portion of growth where available/appropriate.
- Teachers who team (for example two elementary teachers that share students and one teaches ELA and the other math) will only be scored on the area they teach for the local portion of student growth so that the ELA teacher would have both classes scores for ELA and none for math.
- Special education teachers will be scored for the local portion of student growth only on students they are responsible for teaching. They will not have scores for students on their caseload that they do not instruct for the local portion of student growth.
- Teachers are responsible for logging their own additional relevant training (PD) and extra service to the profession. These logs will be used by the evaluator to determine ratings for the final evaluation. Any professional development or service after the final evaluation for the year can count toward the next year. Additional PD would be hours beyond state requirements including the 5 District PD days. Extra service means time beyond what would normally be expected for a position or extra duty assignment.
- The rating system for additional PD (2% of overall evaluation score) and extra service (3% of overall evaluation score) will be: 0 hours annually equals “ineffective,” 1-4 hours annually equals “minimally effective,” 5-9 hours annually equals “effective,” and 10+ hours annually equals “highly effective.”

- The following rules will be in place for exempting individual students from local student growth ratings:
 - Students who miss 10% of the total instructional days in a year-long class will be exempted. For semester (or shorter) classes, students who miss 10% of instructional days in that period will be exempted.
- Other exemptions may be approved, but will need to be requested by the teacher to the building level evaluator. This will then be brought to the Superintendent for approval.
- 2017-2018 will count as “year 1” for student growth for all staff since we are starting over with a combination of local and state growth for the first time. In the future, up to 3 years of student growth (if available) should be included (per law).
- To allow for the information needed during an observation, JPS will use the following guidelines:
 - For an announced classroom observation, the teacher will provide prior to the visit:
 - Lesson outline
 - Learning target
 - State curriculum standard (if applicable)
 - Any personal growth goals or Marzano elements of focus for the lesson (if applicable)
 - Differentiation being used (if applicable)
 - Monitoring for desired results/formative assessment (if applicable)
 - For an unannounced classroom observation, the learning target should be evident during the observation and the teacher will provide after the visit:
 - Lesson outline
 - State curriculum standard (if applicable)
 - Any personal growth goals or Marzano elements of focus for the lesson (if applicable)
 - Differentiation being used (if applicable)
 - Monitoring for desired results/formative assessment (if applicable)

- For the attendance and discipline portion of the final evaluation rating (for teachers and administrators), the following overarching guidance will be in place:
 - In one evaluation cycle, if a certified staff member has an attendance or disciplinary record that contains more than one instance of written reprimand or an occurrence of more severe action (discipline more severe than a written reprimand) following due process of Board Policy, then the overall effectiveness rating may not exceed minimally effective.
- The ECC/TK will use C4 assessments for local student growth.
- JIA will use NWEA and/or DIBELS (composite score) for local student growth at the elementary level. For secondary, pre and post tests will be used.
- K-6 will use Envision math assessment data and/or DIBELS (composite score) for local student growth. Spanish Immersion will also use FAST.
- Secondary will utilize pre & post test data (common assessments), rubric based assessments, performance tasks, Moby, lab write ups, and writing rubrics to measure local student growth (buildings/departments will meet and have final 2 approved by administrator by mid-September each year).
- Student growth ratings for final evaluation local growth score (20%) will be 0-50.4% grew equals “ineffective,” 50.5-79.4% grew equals “minimally effective,” 79.5-94.4% grew equals “effective,” and 94.5-100% grew equals “highly effective.”
- State growth data will be derived from 10th grade spring PSAT scores and 11th grade spring SAT scores for the same group of students. Growth will be considered any gain in average composite score.
- For the 20% of evaluation data from state student growth, zero points overall composite score growth will be “ineffective,” .5 points overall composite score growth to 19 points overall composite score growth will be “minimally effective,” 19.5 points overall composite score growth to 49 points overall composite score growth will be “effective,” and 49.5 points overall composite score growth and beyond will be “highly effective.”
- Special education teachers may need to defer to AUEN, SGOs or SLO for non-standardized testing students or cognitively impaired students for local student growth data.

- A teacher that receives an individual element rating of “developing” or lower may request a follow up observation/walk thru or a meeting to discuss the rating.
- For the observation portion of the final evaluation score (55% overall) scored elements will be averaged and a final rating will be given based on rubric scores of 3.45-4.0 “highly effective,” 2.45-3.44 “effective,” 1.45-2.44 “minimally effective,” and 0-1.44 “ineffective.”
- Evaluators will make their best effort to perform one walk thru or observation by the end of 1st semester for all staff. For new teachers, some type of visit will occur by November 1 each year.

Individual Development Plan (Probationary Staff)

Teacher Name: _____

Goal One	
Goal	
Domain Area of Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Two	
Goal	
Domain Area of Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Three	
Goal	
Domain Area of Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Four	
Goal	
Domain Area of Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Teacher Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

Mid-Year Progress Report Individual Development Plan

Teacher Name: _____

Goal One	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Two	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Three	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Four	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Teacher Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

Individual Improvement Plan

Teacher Name: _____

Goal One	
Goal	
Improvements Needed	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Two	
Goal	
Improvements Needed	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Three	
Goal	
Improvements Needed	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Four	
Goal	
Improvements Needed	
Teacher Responsibilities	
Administrator Responsibilities	

Teacher Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

Mid-Year Progress Report Individual Improvement Plan

Teacher Name: _____

Goal One	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Two	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Three	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Goal Four	
Progress Toward Goal	
Activities to Enhance Progress Toward Goal	
Teacher Responsibilities	
Administrator Responsibilities	

Teacher Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

Jenison Public Schools Additional Relevant Training (PD) Log

Teacher Name: _____ School Year: _____

PD Title & Type	Date	Total Hours
Total hours additional relevant training (PD -cannot be PD required by law):		

**Jenison Public Schools
Extra Service to the Profession Log**

Teacher Name: _____ School Year: _____

Extra Service Description	Date(s)	Total Hours
Total annual extra service hours (must be in addition to contract hours or paid expectations for duties):		

Jenison Public Schools

Student Growth Exemption Request

Teacher Name: _____ **Date:** _____

Student Name: _____

Reason for exemption request:

Exemption process:

- When a teacher first becomes aware that there is a situation that is exceptional, out of their control, and unavoidable with relation to student achievement/growth and that they believe will negatively impact their student growth data they should immediately apply for an exemption for that student.
- Exemption requests are to be turned in to the administrator who evaluates the teacher. That person will then bring the request to the Superintendent for review. The Superintendent will approve or deny the request. The evaluator will let the teacher know the outcome of the request.

Request Approved

Request Denied

Signature: _____ **Date:** _____