

## Almont Community Schools Teacher Evaluation Process



**Below is a description of the process for conducting observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans for the Almont Community Schools, in compliance with the Michigan Compiled Laws (MCL) Section 1249(3)(e).**

Each professional staff member of The Almont Community Schools is provided an annual evaluation at the end of the school year, based on an analysis of observation evidence, artifacts collected related to the *Framework for Teaching Rubric*, as well as student growth data.

### **The Evaluation Process:**

#### **1. Individualized Development Plans:**

All probationary staff (years 1-3) and any professional staff member rated minimally effective or lower on their most recent evaluation will require an Individualized Development Plan (IDP). The evaluator, in consultation with a probationary teacher or a teacher rated less than effective on their most recent evaluation, will:

- Identify areas of focus;
- Set specific performance goals (instructional practice and student learning goals);
- Identify action steps to achieve goals, including recommended professional development, instructional support, or coaching; and identify evidence that will demonstrate meeting the goals;
- Provide a Mid-year progress report that identifies progress made toward meeting the goals set forth in the IDP (make any changes/add goals; receive additional training).

#### **2. Conducting Observations/Collecting Evidence:**

Professional staff will be observed formally at least twice per year. At least one formal observation must be unscheduled. Additionally, administrators will conduct three walkthrough observations each year.

**For formal observations-** within ten (10) working days, a post-observation meeting shall occur. The purpose of this meeting is to review the lesson, reinforce strengths, identify areas of improvement, offer specific feedback on classroom management, recommend professional development if needed, and provide opportunities for self-reflection.

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**For walkthrough observations-** the teacher observed will receive written feedback within ten (10) working days which will summarize the observation, identify strengths in the observation and areas for improvement, as applicable.

The professional staff member will collect various artifacts pertaining to their areas of focus, professional goals and student growth throughout the school year. Evidence of performance will also be collected during formal and informal observations. This information will be shared with staff following the observation and discussed at post-observation meetings.

### **3. Midyear Progress Meeting**

All first year professional staff or professional staff on plans of improvement will receive a Mid-year progress report. This report will focus on the professional staff's student growth data (to date), progress being made towards their individual development plan goals, and additional recommended professional development if needed.

### **4. Summative Evaluation Meeting**

The purpose of the summative conference is to review all of the evidence and artifacts collected during the evaluation process and determine a professional staff's overall practice rating (Highly Effective, Effective, Minimally Effective or Ineffective).

The overall summative practice rating will be a combination of professional staff's performance and student growth data (using multiple measures).

The summative evaluation takes into consideration evidence from the observations, artifacts presented by the teacher and/or the observer, and other data from the formative assessments.

The summative rating is a reflection of the professional staff's performance on the four domains of the Framework for Teaching. Using the evidence gathered during the evaluation process, the evaluator will rate the professional staff's performance on each component.