Lincoln Consolidated Schools
Teacher Evaluation Procedures

The district recognizes the importance to the educational program and curriculum of a procedure for assisting in evaluating the progress and professional abilities of both newly employed and experienced personnel. Evaluation should be directed toward maintaining and improving the quality of instruction and curriculum provided to district students and to help the teacher succeed in respective assignments in furtherance of that goal. The following procedure has been developed to accomplish our stated purposes.

In addition to the Educator Evaluation Reforms at a Glance—PA 173 of 2015 as prepared by Michigan Association of School Administrators attached to this document, I have provided further explanations and examples of implementation of our Teacher Evaluation procedures for the upcoming school year. The District has chosen the Danielson Model for the teacher rubric. Please see the District’s summary tool for further mathematic calculations and documenting the evaluation.

Process:
1. Goal Setting Conference
2. Pre-Observation Conference (Required for Probationary Teachers)
3. Observations
4. Feedback following each observation
5. IDP Development
6. Final Evaluation Conference

In the course of all evaluation processes, all monitoring or observation of the work of a teacher shall be conducted openly and with full knowledge of the teacher. The use of eavesdropping, closed circuit television, public address or audio systems shall be strictly prohibited during the evaluation process.

Timelines:
1. Goal setting conferences to discuss goals, support and the evaluation process will be conducted between administration and staff before observations begin.
2. One pre-observation conference will be held with probationary teachers before their first observation.
3. Observations will occur at least twice, at least one observation will be unscheduled and at least one observation will occur before the end of December.
4. Feedback will be provided in writing following each observation within ten (10) school days.
5. IDPs will be developed in the following instances:
   a. For all probationary teachers as part of the goal setting conference, and reviewed as part of the observation-feedback interactions as well as within the final evaluation conference. Other meetings can be scheduled as needed. The initial draft of the IDP will be completed no later than the end of October. This is, by design, intended to be a collaborative process.
   b. For any tenured teacher whose performance demonstrates evidence of minimally effective or ineffective practices. Teachers whose final evaluation may result in a minimally effective or ineffective rating will be
notified in a timely manner, and the IDP will be developed once a pattern has been identified. Regarding providing probationary teachers rated ineffective or minimally effective it shall be the expectation that the district will provide a Mentor/Coach.

6. Tenure Status recommendation for probationary teachers will be submitted to the Human Resources Director before Spring Break. Final Evaluation Conferences for tenured teachers will be held by first day in June.

Definitions:
1. Goal Setting Conference: Goal setting conferences are meetings in which administrators and teachers discuss the evaluation process. Goals and objectives for the year will be discussed, as will the final evaluation tool and supporting documents. Deadlines for submission of supporting documentation will be set during this meeting.
2. Pre-Observation Conference: The administrator and teacher shall meet prior to an observation to discuss the teacher’s lesson plan for the upcoming observation.
3. Observations: Observations will last at least 10 minutes and the total amount of time spent doing observations for each individual staff member will total no less than 60 minutes for the school year.
4. Feedback: The goal of feedback is to provide teachers with specific suggestions for areas of improvement and comments about specific areas of strength. Written comments may come in the form of e-mail or written notes, and may also include face-to-face meetings that include a written summary. Teachers may request meetings at any point in the evaluation process. Any evidence of minimally or ineffective practice will be included in feedback, and a meeting to discuss alternate strategies will be held promptly. Feedback shall be provided in the evaluation to provide teachers with specific suggestions for areas of improvement and comments about specific areas of strength.
5. IDP: Individual Development Plans include the teacher name, name of the evaluating administrator, building, year, tenure status and up to 3 goals. Each goal contains a goal statement, purpose, teacher plan and administrative support. For IDP’s for tenured teachers, there will be 2 additional observations to provide an opportunity to meet the IDP goals once the IDP has been established.
6. Final Evaluation Conference: The final evaluation document will be provided to the teacher for discussion. The document will be signed by the teacher and the administrator. Teachers may submit additional comments to attach to the final evaluation document and copies will be provided.

Deadlines
- Goals and Individual Plans (for non-tenured teachers) are due first Monday in October submitted by the Principal to the Human Resources Director.
- Student Learning Objectives are due to the Principal by 2nd Monday in October.

Student Growth Note
Students with Individual Education Program will be counted only with the teacher who delivers the majority of the instruction in that content and not both the special education and the regular classroom teacher.

Drafted August 22, 2019