

A Performance Evaluation Overview

Track I: Year 1,2,3,4,5

Who:

Non-tenured Staff
Probationary Staff

Four Years in Track I

First year teachers new to district
Experienced teacher who have not previously taught in Michigan

Two years in Track I

Michigan Tenured Teachers new to district

One (+) years in Track I

Experienced teachers in Assistance Track IV

What:

Minimum of three observations per year
Mentor Assigned
Pre/Post Observations

Method:

Frequent and ongoing administrator visits

Support:

Reflection on professional practice
Annual Summative Evaluation, including student growth measures, leading to recommended Track at end of year.
Evidence of improvement in competencies with Effective as a

Track II: Off-Cycle 2/3

Who:

Tenured Staff who are demonstrating effective teaching competency

What:

Informal/Formal observation to assess goals
Enhance professional growth
Provide mechanism for feedback and support on professional issues
Provide focus on strategic plan and School Improvement initiatives

Method:

Ongoing formal/informal discussion on teacher performance
Development Plans and Goal Setting
Feedback, conversation and reflection

Support:

Administrative support for Growth Plan and Goal Setting
Annual Summative Evaluation including student growth measures

Track III: On-Cycle 1/3

Who:

Tenured Staff who are on-cycle 1 out of 3 years.

What:

Formal observation to assess goals
Enhance professional growth
Provide mechanism for feedback and support on professional issues
Provide focus on strategic plan and School Improvement initiatives

Method:

Ongoing formal discussion on teacher performance.
Development Plans and Goal Setting
Feedback, conversation and reflection

Support:

Administrative support for Growth Plan and Goal Setting
Annual Summative Evaluation including student growth measures

Track IV: Assistance

Who:

Teacher in need of guidance in specific area(s) of competencies

Will be evaluated in Track I

What:

Evaluation model in Track I
Mentor Assigned
Pre/Post Observations
Growth Plan defines clear needs and measures of success

Method:

Frequent and ongoing administrator visits focused on specific area in need of improvement

Support:

Reflection on professional practice
Annual Summative Evaluation including student growth measures, leading to recommended Track at end of year.
Evidence of improvement in competencies with Effective as a minimum standard