



Addendum for Teacher and Administrator Evaluation
To Address Student Achievement
November 2016

INTRODUCTION

As required by MCL 380.1249, beginning in the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post to its public website information pertaining to the evaluations tools for teachers and administrators.

Michigan Connections Academy, a virtual public school academy, utilizes a modified version of the Charlotte Danielson evaluation model to evaluate the performance of teachers and administrators in the virtual setting. In a virtual setting, there are certain components of the Danielson evaluation that are not relevant or applicable. Such items have been augmented or removed in order to provide a more appropriate and complete review of teachers and administrators. The professionals affiliated with Michigan Connections Academy have used their educational expertise and knowledge of effective evaluation tools to develop the evaluation implemented at the academy.

EVALUATION CYCLE

Teachers and administrators receive a formal mid-year evaluation and a formal end-of-year evaluation.

The purpose of the mid-year evaluation is to set a benchmark for progress, gauge current performance, evaluate what is going well or areas of deficiency, provide feedback on performance, and open a dialogue on how to progress for the remainder of the school year. The mid-year evaluation will generally commence in early November to give teachers and administrators ample time to complete all components of the evaluation. The mid-year evaluation is completed by the end of January.

Student growth measures are evaluated in both the teacher and administrator end-of-year performance evaluations. The growth measures are based on multiple sources. The teacher competency “Monitor Student Performance” is weighted at 25% to incorporate student growth

into the evaluation. The administrator competency “Student Achievement/Data Management” is weighted at 25% to incorporate student growth into the evaluation.

Generally, the end-of-year evaluation will begin in early April with a self-assessment completed by the teacher or administrator. The manager reviews and responds during the month, concluding typically in late May. The manager will present the information and rating to the employee before the end of the school year.

Both the mid-year and end-of-year evaluations are logged in UltiPro, the Human Resources Information System. The system enables the teacher or administrator to input their self-assessment, highlighting areas that they believe are going well, areas where they feel they have made significant improvement, and areas of focus for the remainder of the school year or for the next school year. The teacher/administrator is also able to assign themselves a rating using the Michigan rating scale.

The manager receives the self –assessment and is then able to add their notes and observations, including performance feedback, of the teacher/administrator. The manager will also give their suggested rating. The 2nd level manager will confirm the rating by reviewing the information entered by the manager and teacher/administrator, provide additional feedback, and review or provide student growth information.

SPECIFIC TEACHER/ADMINISTRATOR COMPETENCIES

All employees are evaluated based on a combination of competencies and goals. The competencies are professional competencies aligning with the core standards for teaching, and may vary by type of teaching position (e.g. Special Education), or administrative position.

- The core teaching competencies include the following (additional competencies may be assigned based on position, responsibilities, and job level):
 1. Ensure High Quality Instruction
 2. Personalize Students’ Programs
 3. Monitor Student Performance
 4. Monitor Student Participation
 5. Communication, Documentation and Contacts
 6. Collaborate and Develop Professionally

- Special Education Teachers are evaluated on the competencies listed above as well as the following competency specific to their job duties: Individuals with Disabilities Education Act Compliance (SET)

Some teachers who are part of the school's Career Ladder are evaluated on additional competencies related to their Career Ladder duties. The Career Ladder competencies evaluate the performance of teachers on completion of additional duties that may include management of other teachers, planning, and motivation of other teachers.

Administrator's competencies, in addition to their duties to the school, evaluate the administrator's ability to be an advocate for learning, a motivator of students and staff, and their relations with the community and governing board.

➤ Administrators are evaluated on the following competencies:

1. School Development & Leadership
2. Team Development & Leadership
3. Student Achievement/Data Management
4. Personal Development & Professional Skills