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Hinoki International School

2011-2012 School Improvement Plan (SIP) Goals

and Relationship to Teacher Evaluation

**Goals** (chart from p. 6 of SIP)

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| --- | --- | --- |
| **Name** | **Development Status** | **Progress Status** |
| Bilingual fluency in Japanese and English | Complete | Open |
| Develop parental support system in English and Japanese  | Complete | Open |
| Integration of technology into every classroom  | Complete | Open |
| Literacy at grade level by Grade 3  | Complete | Open |
| RTI development of strategies for both US, Japanese style education environment | Complete | Open |

**Educator Evaluations Mandated in Michigan as of Fall 2013**

According the Michigan Department of Education, the Michigan Council for Educator Effectiveness ([MCEE](http://www.mcede.org/)) has published a list of [4 approved programs](http://www.mcede.org/resources/observation-tools) for use in the evaluation of public-school teachers and administrators mandated by Public Act 102 of 2011. Of that list, Hinoki expects to use the Charlotte Danielson (2011) [Framework for Teaching](http://www.danielsongroup.org/article.aspx?page=frameworkforteaching), adapted for use with our dual-immersion Japanese-English curriculum and to meet the criteria below\*. The focus is on continuous improvement over time.

**\*Excerpts from** [**MICHIGAN REVISED SCHOOL CODE**](http://www.legislature.mi.gov/%28S%285vnz3v3ejkfk0aqwsiflwn45%29%29/mileg.aspx?page=getObject&objectName=mcl-380-1249)

**Act 451 of 1976**

**380.1249 Performance evaluation system for teachers and school administrators;**

**requirements; governor's council on educator effectiveness; recommendations on**

**evaluation processes; compliance with subsection (2) or (3) not required; effect of**

**collective bargaining agreement; effectiveness label.**

(2) *Beginning with the 2013-2014 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:*

 (a) The performance evaluation system shall include *at least an annual year-end evaluation* for all teachers. An annual year-end evaluation shall meet all of the following:

 (*i*) For the annual year-end evaluation *for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data.* For the annual year-end evaluation *for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data.* Beginning with the annual year-end evaluation *for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data.* All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation.

 (*ii*) If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. *If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.*

 (*iii*) *The annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals*. For a teacher described in subdivision (b), the school administrator or designee shall develop, in consultation with the teacher, an individualized development plan that includes these goals and training and is designed to assist the teacher to improve his or her effectiveness.

 (b) The *performance evaluation system shall include a midyear progress report for a teacher who is in the first year of the probationary period\*\* prescribed by Section 1 of Article II of 1937 PA 4, MCL 38.81, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation.* The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the midyear progress report:

 (*i*) The midyear progress report shall be based at least in part on student achievement.

 (*ii*) The midyear progress report shall be aligned with the teacher's individualized development plan under subdivision (a)(*iii*).

 (*iii*) The *midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee* and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.

 (*iv*) The midyear progress report shall not take the place of an annual year-end evaluation.

 (c) The *performance evaluation system shall include classroom observations* to assist in the performance evaluations. All of the following apply to these classroom observations:

 (*i*) Except as provided in this subdivision, the manner in which a classroom observation is conducted shall be prescribed in the evaluation tool for teachers described in subdivision (d).

 (*ii*) A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.

 (*iii*) A classroom observation does not have to be for an entire class period.

 (*iv*) *Unless a teacher has received a rating of effective or highly effective on his or her 2 most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year.*

 (d) F*or the purposes of conducting annual year-end evaluations under the performance evaluation system, the school district or public school academy shall adopt and implement the state evaluation tool for teachers that is required under legislation* enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the Governor's Council on Educator Effectiveness submitted under subsection (5). However, if a school district or public school academy has a local evaluation tool for teachers that is consistent with the state evaluation tool, the school district, intermediate school district, or public school academy may conduct annual year-end evaluations for teachers using that local evaluation tool.

 (e) *The performance evaluation system shall assign an effectiveness rating to each teacher of* ***highly effective****,* ***effective****,* ***minimally effective****, or* ***ineffective****, based on his or her score on the annual year-end evaluation described in this subsection.*

 (f) As part of the performance evaluation system, and in addition to the requirements of section 1526, a school district or public school academy is encouraged to assign a mentor or coach to each teacher who is described in subdivision (b).

**\*Excerpts from MICHIGAN TEACHERS’ TENURE ACT**

**Act 4 of 1937 (Ex. Sess.)**

**\*\*38.81 Teachers' probationary period; continuing tenure.**

Sec. 1.

(1) Subject to subsections (2) and (3) and section 3b of this article, a teacher is in a probationary period during his or her first 5 full school years of employment.

(2) Subject to section 3b of this article, a teacher under contract but not on continuing tenure as of the effective date of the 2011 amendatory act that amended this subsection is in a probationary period during his or her first 4 full school years of employment.

**38.83a Teacher in probationary period; individualized development plan; performance evaluation; basis.**

Sec. 3a.

*The controlling board of a probationary teacher's employing school district shall ensure that the teacher is provided with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher and that the teacher is provided with at least an annual year-end performance evaluation each year during the teacher's probationary period.* The annual year-end performance evaluation shall be based on classroom observations and shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan. *The controlling board shall determine the format and number of the classroom observations in consultation with teachers and school administrators.* A performance evaluation shall be conducted in accordance with section 1249 of the revised school code, 1976 PA 451, MCL 380.1249.

**38.93 Teacher on continuing tenure; annual year-end performance evaluation; individualized development plan.**

Sec. 3.

The controlling board of the school district employing a teacher on continuing tenure shall ensure that the teacher is provided with an annual year-end performance evaluation in accordance with section 1249 of the revised school code, 1976 PA 451, MCL 380.1249. *If the teacher has received a rating of ineffective or minimally effective on an annual year-end performance evaluation, the school district shall provide the teacher with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher.* The individualized development plan shall require the teacher to make progress toward individual development goals within a specified time period, not to exceed 180 days. *The annual year-end performance evaluation shall be based on multiple classroom observations conducted during the period covered by the evaluation and* shall include, in addition to the factors required under section 1249 of the revised school code, 1976 PA 451, MCL 380.1249, *at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan.* The controlling board shall determine the format and number of the classroom observations in consultation with teachers and school administrators.