Michigan’s Educator Evaluation Law

MCL 380.1249
As amended by Public Act 173 of 2015
Evaluation Law: Moving targets

Starting in 2011-12, ALL districts required to:

(a) Evaluate at least annually
(b) Measure and report student growth
(c) Use multiple rating categories, incorporate student growth data
(d) Use the evaluations to inform decisions:
   (i) Teacher/administrator effectiveness
   (ii) Promotion, retention, and development
   (iii) Granting of tenure and/or full certification
   (iv) Removing ineffective educators
Evaluation Law: Moving targets

In November 2015, legislators passed **PA 173 of 2015**

- Amends MCL 380.1249
- Eases into changes, most starting in 2016-17
- Addresses evaluation requirements in two areas:
  1. Professional Practice
  2. Student Growth
Professional Practice

New requirements taking effect in 2016-17

• Portion of evaluation not based on growth data must be based “primarily” on a district-selected framework.

• Frameworks:
  o MDE-approved: TBD Districts may choose a framework on the list, build their own, or modify a framework on the list.

• Training: All evaluators must receive framework training, delivered by the framework vendor or authorized trainer.
Professional Practice, cont’d

New requirements taking effect in 2016-17, cont’d.

• Observation feedback must be provided to teachers within 30 days of that observation.

• Each teacher must have an identified administrator who is responsible for his/her evaluation. The responsible administrator needs to conduct at least 1 of the observations of that teacher.

• There must be at least 1 unscheduled observation.

• The portion of the evaluation not measured using growth or evaluation framework must include the factors from section 1248
Student Growth Ratings

Percentage of evaluation based on student growth:
• 2015-16 through 2017-18: 25%
• 2018-19 and beyond: 40%

Student growth data:
• State assessment data does not have to be used until 2018-19
• State assessment data make up only half of the total growth data for teachers in tested grades and subjects.
• Non-State (Local) growth measures must use multiple measures and be used consistently among similarly situated educators.
Student Growth Ratings, cont’d

Non-state (local) growth measures may include the following:

• Student Learning Objectives (SLOs)
• Other rigorous assessments that are comparable across the district
• Nationally normed or locally developed assessments aligned to state standards
• Research-based growth measures
• IEP goals (where applicable)
Student Growth Ratings 2016*

Core Curriculum Teachers

- State & Local Student Growth 25%
- Professional Practice per Evaluation Instrument 75%

Non-Core Curriculum Teachers

- Local Student Growth 25%
- Professional Practice per Evaluation Instrument 75%

Local Student Growth measures can include:
- Student Learning Objectives (SLOs)
- Nationally normed or locally developed assessments aligned to state standards
- Research-based growth measures
- Other rigorous assessments that are comparable across the district
- IEP goals (where applicable)

*Growth Ratings:
25% through 2017-18;
40% 2018-19 and after
HINT: A Growth Model starts with a District Student Success Model

- Translates district mission, vision, and core values into **expected outcomes** for students
- Identifies key student **performance indicators**
- Determines **measures** to track and monitor student performance
- Provides students timely and meaningful **feedback** and **improvement targets**
Ask an administrator:

“Does our district have a Student Success Model?”

If yes...then look for arts growth measures that support or complement that district-wide model.

If no...then consider finding arts growth measures that have some connection to:

• Your district’s mission, vision, or goals
• Your school’s improvement framework
New requirements taking effect in 2018-19

- The percentage of a teacher’s evaluation attributed to student growth and assessment data rises to 40%, of which half shall be based on state growth data for teachers in tested grades and subjects.

- Prohibit students from being taught for 2 consecutive years by a teacher rated ineffective in 2 most recent evaluations OR notify parents in writing if reassignment is not possible.