

Memorandum of Agreement
between
Ann Arbor Public Schools
and the
Ann Arbor Education Association (AAEA)

Teacher Evaluation

Teacher Evaluation – Tentative Agreement - August 6th, 2024

The Charlotte Danielson Framework for Teaching shall serve as the negotiated performance evaluation system and shall include a rigorous, transparent, and fair process that includes:

1. specific performance goal(s) agreed upon by the teacher and the evaluator.
2. an evaluation of the teacher's job performance with timely and constructive feedback.
3. Student growth will be measured as follows:
 - a. SLOs must be based on student growth and assessment data OR student learning objectives metrics, collaboratively determined at the District level with input from the AAEA.
 - b. Secondary - Common Assessments and building MSTEP/PSAT/SAT (10%/10%)
 - c. Elementary Classroom Teachers - ELA and Math established measures and MSTEP/NWEA (10%/10%)
 - d. Elementary Specials Teachers - Collaboratively develop student learning objectives and measures and MSTEP/NWEA (10%/10%)
 - e. Develop special education teacher-specific Rubric and Growth Measures.
 - f. Develop Preschool and Young Fives teacher-specific Rubric and Growth Measures.
4. A joint committee, an equal number of AAEA and administrators will convene a committee to modify rubrics for self-contained special education teachers, resource teachers, teacher consultants, and special area teachers. The recommendation will be delivered to the Negotiations Team before the completion of negotiations in 2025.
5. Classroom observations intended to assist in the year-end performance evaluation for teachers will be conducted as follows:
 - a. The teacher shall be notified by the end of September of who will be conducting their evaluation.
 - b. The classroom observations used in the year-end evaluation must include a review of the teacher's lesson plan for the day of the observation and the state curriculum standard being used in the lesson.
 - c. The observation must include a review of pupil engagement in the lesson that is observed.
 - d. The observation shall be no less than fifteen (15) minutes.

e. At least one observation shall be scheduled with the teacher on a mutually agreed upon date and time. Upon such notice, the teacher will provide the lesson plan at least 2 days prior to the scheduled observation. After the scheduled observation, teachers will complete the reflection questions 24 hours prior to the scheduled post-observation meeting. If these timelines are not met, the administrator reserves the right to reschedule.

f. If an observation is missed, due to unforeseen circumstances by an administrator, the observation must be rescheduled within five (5) school days to occur within 15 school days from the originally scheduled observation time in consultation with the teacher and without placing an undue burden on the teacher. In this situation, the teacher will have the option to submit a new lesson plan.

g. Feedback on the observations will be discussed during the post-observation meeting between the administrator conducting the observation and the teacher. The post-observation meeting shall take place within 30 calendar days after the observation occurred. These guidelines may not be applicable in situations of teacher cancellations and/or leaves of absence. Written feedback will be provided within the evaluation system and will be released within 30 days of the observation.

h. There shall be at least 2 classroom observations of a teacher in each school year the teacher is evaluated. The evaluation cycles (ending with post observation meeting) are conducted at least two weeks apart.

i. Formal observations will not be done during the first two (2) weeks of each school year or the day before or after a break. In the event of an unscheduled observation, the evaluator will let the teacher know within 24 hours following the observation that an unscheduled observation has been conducted.

6. Beginning July 1, 2024, the annual performance evaluation system will assign a year-end rating of "effective", "developing," "needing support" or "unevaluated."

a. The ratings shall be determined as follows:

Effective	Developing	Needing Support
2.7	2.69-2.00	1.99 - 1 (0.4%)

- If a teacher has six (6) or more below effective ratings in a single domain, the teacher will not receive an effective rating.
- An evaluation rubric can be found in Appendix <tba>

b. Providing that the teacher has completed all required evaluation documentation at least 48 hours prior to the end of the school year, the year-end final (summative) evaluation with feedback shall be shared with teachers in writing, followed by the offer of an evaluation meeting with the observing administrator, by the end of the school year. In the event the administrator fails to provide a

year-end, final (summative) evaluation as described above, the teacher shall be deemed "effective" per the year-end evaluation. In the event a teacher fails to provide the required documentation, the evaluation shall be deemed "needing support."

- c. However, if the following extenuating circumstances exist, the teacher shall be rated as "unevaluated."
 - i. Teachers who worked fewer than 60 days.
 - ii. The teacher's evaluation results were vacated through the grievance procedure.
 - iii. Extenuating circumstances in which the teacher and school district agree to designate the teacher as unevaluated as a result.
- d. The year-end final evaluation shall include specific performance goals for the following school year developed by the evaluator in consultation with the teacher, including any recommended training that will assist the teacher in meeting these goals.
- e. For first-year probationary teachers and those rated as developing or needing support, the administrator in consultation with the teacher shall develop an individualized development plan (IDP) that includes these goals and training and is designed to assist the teacher in improving the teacher effectiveness.
- f. Teachers who are evaluated with an IDP (received a "minimally effective", "ineffective" prior to July 1, 2024, or "needing support", or "developing" rating thereafter, and/or 1st year teachers) shall be provided the following:
 - i. specific performance goals that will be used to assist in improving effectiveness for the next school year developed by the evaluator in consultation with the teacher.
 - ii recommended training to assist the teacher in meeting the goals of the IDP.
 - iii a mid-year progress report, supported with at least two (2) classroom observations completed no later than February 1.
 - iv. a Mentor teacher that is informed of the conditions and requirements of the IDP in order to assist the mentee in the described performance goals of the IDP.
- g. Any non-compliance with the evaluation process as described above shall be subject to the grievance process.
- h. All teachers shall have the right to submit a rebuttal to their evaluation which will be included in their personnel file and attached to the year-end evaluation.
- i. The performance evaluation system must provide that, if a teacher who is not in a probationary period is rated as highly effective (prior to July 1, 2024) or effective (after July 1, 2024) on the 3 most recent consecutive

year-end evaluations, the administrator or designee will conduct a year-end evaluation triennially instead of annually. However, if a teacher who is not in a probationary period is not rated as effective on 1 of these triennial evaluations, the teacher must again be provided with full evaluations.

7. After July 1 2024, if a tenured teacher has been rated effective for three (3) consecutive year-end evaluations (see chart below), they shall be evaluated every third year thereafter, and shall be required to submit a self-assessment. If that year end evaluation rating is below effective, the teacher shall be evaluated annually until receiving an effective rating for an additional three (3) consecutive years.

During the transition period, the following shall apply:

Tenured Teacher Evaluation		
3 Consecutive Highly Effective Years as of 2023-2024	2 Consecutive Highly Effective Years as of 2023-2024 and Receive Effective Ratings for 2024-2025	1 Highly Effective Year as of 2023-2024 and Receive 2 Effective ratings for the 2024-2025 and 2025-2026
2024-2025 Skip Year 2025-2026 Skip Year 2026-2027 Year End Evaluation Year	2025-2026 Skip Year 2026-2027 Skip Year 2027-2028 Year End Evaluation Year	2026-2027 Skip Year 2027-2028 Skip Year 2028-2029 Year End Evaluation Year

8. A tenured teacher who is rated as “needing support” shall have the following due process rights to challenge said rating:

- a. The teacher may request a review meeting of the evaluation and the rating to the district’s superintendent or executive level administrator. Such a request must be made in writing within thirty (30) calendar days after the teacher is informed of the rating and a meeting with the superintendent or executive level administrator shall be scheduled no later than five (5) days after receipt of the request for review and that meeting conducted no later than fifteen (15) days after the request. A written response to the review meeting with any modifications of the year-end performance rating shall be provided to the teacher within thirty (30) calendar days after the meeting.

- b. If the written response does not resolve the matter, the teacher or the Association may request mediation through the Michigan Employment Relations Commission and provide a copy of that request to the administration.

- i. The request must be submitted in writing within thirty (30) calendar days after the teacher receives the written response from the superintendent.

- ii. Within fifteen (15) calendar days of receipt of the request for mediation, the district shall provide a written response to the teacher and the association confirming the mediation will be scheduled as appropriate.


10. A tenured teacher who receives two (2) consecutive ratings of "needing support" may demand to use the grievance procedure that concerns the teacher's second evaluation rating and process.

11. Within the first full month of each school year, the district shall provide, during the contractually scheduled time, training to all teachers scheduled to be evaluated in that school year on the evaluation system.

12. Each administrator who is assigned to evaluate teachers shall have demonstrated expertise in the systems and tools used by the district which shall include a "rater reliability" training every three (3) years as approved by the MDE that minimally includes all of the following:

- a. A clear and consistent set of evaluation criteria that all evaluators can use when assessing teacher performance.
- b. Clear expectations for what evaluators should look for when assessing teacher performance, including key behaviors and practices that are associated with effective teaching.
- c. Training on the evaluation process itself, including how to conduct classroom observations, collect data, and analyze results.
- d. Calibration exercises that help evaluators practice using the evaluation criteria and establish consistency in the evaluator's evaluations.
- e. Ongoing support for evaluators, including feedback and coaching to help them improve their skills and ensure they are consistently applying the evaluation criteria.

ANN ARBOR PUBLIC SCHOOLS


Shonta Langford, Assistant Superintendent

8/12/24
Date

ANN ARBOR EDUCATION ASSOCIATION


George Przygodski, 3C Executive Director

8-12-2024
Date