

Letter of Agreement
Between Pewamo Westphalia Community Schools
and
The Pewamo Westphalia Teacher Association

This Letter of Agreement, entered into between the Pewamo Westphalia Teacher Association and Pewamo Westphalia Community Schools, states that the parties agree to approve the below evaluation contract language for the 2024-25 school year.

Agreed and accepted by:

Mr. Kenneth C. Keyes
Mr. Kenneth C. Keyes (Oct 3, 2024 15:06 EDT)

For Pewamo Westphalia Teacher Association

Date

Jennifer Goodman
Jennifer Goodman (Oct 8, 2024 09:18 EDT)

For Pewamo Westphalia Community Schools

Date

Teacher Evaluation

A. The classroom teacher performance evaluation system will include the following as part of the process:

1. The mutually agreed-upon tool by both parties, ensuring compliance with statutory requirements, is 5D+. It will be used consistently among all schools operated by the District. The evaluation tool uses objective criteria, making up 80% of the year-end evaluation. The final rating categories are effective, developing, and needing support.

2. The evaluation system shall establish clear approaches to measuring student growth and provide professional staff with relevant data. Locally agreed-upon student growth assessment data and student learning objectives metrics (jointly chosen from the agreed-upon data chart: Teacher Evaluation Data) will account for 20% of the year-end evaluation.
 - a. Teachers are encouraged to review outliers in their data (i.e. excessive absence, partial year transfers, or other extenuating circumstances) and explain them as part of the evaluation process. How teachers respond to data is just as important as what the data is; therefore, the evaluator and teacher will work in consultation to determine which outliers exist and may need to be excluded.

3. Classroom observations shall be conducted at least twice per school year (with a range of 2-4 depending on support needed), with each observation lasting at least fifteen (15) minutes. One (1) observation may be unscheduled. Feedback shall be provided within 15 days after each observation.
 - a. Classroom teachers will share the lesson plan for the observed lesson, including the state curriculum standard(s) being used in that lesson.
 - b. The observation will include a review of pupil engagement in the lesson.
 - c. Feedback will be provided in writing. If either party notes concerns in writing, a post-observation meeting will be scheduled within ten school days.
 - d. Scheduled observations will be announced for a specific week. For probationary teachers, at least one scheduled observation will be made for a specific day. Administrators will avoid the day before or immediately after breaks, holidays, and conference days unless invited by the teacher.

4. A mid-year progress meeting shall be provided to probationary teachers and to teachers rated "needing support" or "developing" on the most recent year-end evaluation. This meeting shall align with the teacher's Individualized Development Plan (IDP) and include specific performance goals and recommendations. At the discretion of the principal, mid-year meetings may occur with additional or all staff as needed. If there are any concerns about teacher performance, notification must occur on or prior to February 1. Mid-year meetings must occur by February 1, when reasonably practicable, so an IDP may be put in place as needed before the conclusion of the school year and

end-of-year evaluation. This does not prevent a teacher from being placed on an IDP if new concerns arise beyond February 1st.

5. Professional staff members on an evaluation year cycle shall undergo an annual year-end evaluation, which will provide timely and constructive feedback on job performance.

- a. Classroom teachers who work less than 60 days in the school year and are not evaluated due to extenuating circumstances will receive a rating as unevaluated.
- b. If a teacher has worked 60 or more days, the teacher will receive a summative rating based on the data collected and available for that year.
- c. Any teacher rated (prior to 2025) as ineffective or (after 2024) as needing support for three (3) consecutive years shall be dismissed from the district.

6. Tenured teachers rated effective (or higher) on the three most recent consecutive year-end evaluations may be evaluated every third year.

- a. It is understood that high-quality teachers use data to drive instruction. In a non-evaluation school year, the only item teachers will be expected to provide in the evaluation platform is quantitative or qualitative evidence of how student growth data informs instruction.

7. Probationary teachers will work with their evaluator to determine specific performance goals which will be discussed at minimum at the mid-year and year-end evaluations to determine progress made toward those goals.

8. Any teacher rated "needing support" or demonstrating a need for growth in specific areas will be placed on an IDP. Any teacher with an IDP will be evaluated based on classroom observation, student growth data, and progress toward measurable IDP goals.

- a. Teachers fitting in this section will have a mentor or coach as a support measure of the IDP.
- b. Teachers fitting in this section will be provided professional learning opportunities selected by the administrator as support in growth areas identified.
- c. IDPs will include teacher responsibilities, administrator responsibilities, and reasonable, specific deadlines for improvement.
- d. The year-end evaluation shall show that any previously noted deficiency has been corrected or that the deficiency still exists.

9. Implementation and processes for the classroom teacher evaluation system will include the following:

- a. The District shall post relevant information about the evaluation system, including the evaluation tool(s), on its public website, ensuring transparency and accountability.

b. Teachers will be trained on the evaluation system prior to September 30 of each school year or in the first 30 days of employment for teachers hired after the start of the school year.

Teacher Evaluation Documents

Student data, including relevant student growth and assessment data, as defined by revised school code MCL 1249, will be determined in collaboration with the building administration and teacher at the beginning of each school year. The chart below collects possible data that can be used if both parties agree. Data should be rigorous, comparable across schools, meaningful, and deliberate for teacher and student growth.

Data/Building Grade and Notes	Options	Additional special education
K-5	Dibels, NWEA, Core Curricular Assessments(i.e. Wonders and Bridges/Big Ideas)	IEP Goals & Objectives
6-8	NWEA, PSAT 8	IEP Goals & Objectives
9-12	PSAT 9/10, NMSQZ2, SAT	IEP Goals & Objectives

The teacher and administrator need to agree on two or more data types to determine and measure goals.

The goals should be rigorous, include benchmarks, progress monitoring, and/or formative assessments, and be tied into larger, year-long building goal areas.

Student growth data should focus on at least 25-30 students (or for sp. ed. their caseloads or students serviced); student groupings could include any of the following:

- A classroom
- A subgroup based on an area (attendance, behavior, special education, "bubble" students, ethnicity, etc.)
- Other sets of students are collaboratively determined by the teacher and administrator
- Students will be counted as reaching their goals if they either reach their growth goal or reach grade-level proficiency.

Student growth language from MCL 1249: Student growth must be measured using multiple measures that may include student learning objectives, achievement of individualized education program goals, nationally normed or locally developed assessments that are aligned to state standards, research-based growth measures, or alternative assessments that are rigorous and

comparable across schools within the school district, intermediate school district, or public school academy.

Other things to consider:

- If a teacher teaches core classes, this will be the area of focus rather than electives.
- If a teacher teaches multiple cores, data will be chosen that corresponds with district and building-level goals
- Data should be disaggregated (to understand subgroups and outliers can be examined)

Performance Evaluation = 80% of Overall Rating					
Student Growth = 20% of Overall Rating		Not Proficient	Basic	Proficient	Distinguished
	Not Met	Needing Support	Developing	Effective	Effective
	Nearly Met	Needing Support	Developing	Effective	Effective
	Met	Needing Support	Developing	Effective	Effective
	Exceeds	Developing	Developing	Effective	Effective
Overall Rating					

Two mutually agreed upon data sources will be used at 50% each. Self-contained classroom teachers will choose one source for math and one for reading.

Effectiveness Rating	Scale
Effective	3.5-4.0
	2.5-3.49
Developing	1.5-2.49
Needing Support	0.0-1.49



Pewamo Westphalia Community Schools
Individualized Development Plan (IDP)

Teacher:		Building:	
Administrator:		School Year:	
Date of IDP:		Status: Probationary or Tenured	

GOAL 1

Goal #1 (Define):	This goal addresses the following domains (Check all that apply):
	Planning and Preparation
	Classroom Environment
	Instruction
	Professional Responsibilities
Purpose of the Goal (Explain):	
Teacher Responsibilities (List the expectations, strategies, and activities that will assist toward achieving the goal – include timelines where applicable.):	
Administrator responsibilities (List the type(s) of support and activities that can be expected from the administrator to support your work toward achieving the goal.):	

GOAL 2

Goal #2 (Define):	This goal addresses the following domains (Check all that apply):
	Planning and Preparation
	Classroom Environment
	Instruction
	Professional Responsibilities
Purpose of the Goal (Explain):	
Teacher Responsibilities (List the expectations, strategies, and activities that will assist toward achieving the goal – include timelines where applicable.):	
Administrator responsibilities (List the type(s) of support and activities that can be expected from the administrator to support your work toward achieving the goal.):	

GOAL 3

Goal #3 (Define):	This goal addresses the following domains (Check all that apply):
	<input type="checkbox"/> Planning and Preparation
	<input type="checkbox"/> Classroom Environment
	<input type="checkbox"/> Instruction
	<input type="checkbox"/> Professional Responsibilities
Purpose of the Goal (Explain):	
Teacher Responsibilities (List the expectations, strategies, and activities that will assist toward achieving the goal – include timelines where applicable.):	
Administrator responsibilities (List the type(s) of support and activities that can be expected from the administrator to support your work toward achieving the goal.):	

Mutually developed by:

Teacher: _____ Date: _____

Administrator _____ Date: _____

End of Year Progress Update:

- All IDP Goals have been met.
- All IDP Goals have not been met.

Notes:

Teacher: _____ Date: _____

Administrator _____ Date: _____

Cc: Personnel File
Teacher
Administrator