

Leslie Public Schools Educator Evaluation Posting Assurances

In November 2015, Public Act 173 was signed into law, providing important clarity to the ongoing policy discussions about the direction of educator evaluations in Michigan. Implementing Michigan's educator evaluation law with fidelity is a key strategy in our efforts to see Michigan become a top ten education state within the next ten years. Educator evaluations are implicitly linked to MDE's Strategic Goal #3, to "develop, support, and sustain a high-quality, prepared, and collaborative education workforce."

In June 2016, Public Act 170 was signed into law, specifically stating in Section 1249(8) that a "teacher" is defined as "an individual who has a valid Michigan teaching certificate or authorization; who is employed, or contracted for, by a school district, intermediate school district, or public school academy; and who is assigned by the school district, intermediate school district, or public school academy to deliver direct instruction to pupils in any of grades K to 12 as a teacher of record."

Please click on the link below to review Public Act 173 of 2015:

<http://www.legislature.mi.gov/documents/2015-2016/publicact/pdf/2015-PA-0173.pdf>

Leslie Public Schools has adopted the Marzano Teacher Evaluation Model to evaluate teachers during the 2016-2017 school year. The Marzano Teacher Evaluation Model is a robust model that helps teachers improve their instruction over time, leading students to ever-higher achievement. The model provides clear strategies and measurable goals to help teachers, year by year, grow into the best educators they are capable of being. The model incorporates research-based strategies that create causal links to raising student achievement when teachers use the strategies with fidelity.

The four domains of the Marzano Teacher Evaluation Model work to support each other, with a strong focus on Domain 1, Classroom Strategies and Behaviors. The 41 elements in Domain 1 constitute those classroom behaviors that have been shown, in numerous studies, to have a causal effect on student achievement. These strategies constitute a map of plan to guide new teachers and to refresh the practices of veterans. Taken together, the 60 elements in the four domains constitute a systematic approach to teacher development that incorporates self-assessment, peer review, evaluation, and focused mentoring to give teachers a solid, measurable foundation for improving their practice, thereby raising student achievement year by year.

Beginning with the 2016-2017 school year, all school districts, intermediate school districts, or public school academies must post on its public website the following information about the evaluation tool(s) in use for evaluation of teachers and administrators:

- Research base for the evaluation framework, instrument, and process
- Identity and qualifications of the author
- Evidence of reliability, validity, and efficacy
- Evaluation framework and rubric
- Description of processes for conducting observations, collecting evidence conducting evaluation conferences, developing performance ratings, and developing performance improvement plans
- Description of the plan for providing evaluators and observers with training

For a detailed report of the Marzano Teacher Evaluation Model, click on the link below:
<http://www.marzano-center.com/files/MTEM%20Michigan%2006012016.pdf>

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