

Educator Evaluation Audit Checklist

To ensure districts have the tools to properly demonstrate compliance with legal requirements for educator evaluation, the Michigan Department of Education (MDE) has developed this checklist.

[Michigan Compiled Law \(MCL\) 380.1249](#) requires “the board of a school district or Intermediate School District (ISD), or the board of directors of a Public School Academy (PSA), with the involvement of teachers and school administrators, to adopt and implement for all teachers and administrators a rigorous, transparent, and fair performance evaluation system to inform decisions regarding promotion, retention, and development; granting tenure or full certification, or both; and removal of ineffective teachers and school administrators.”

Legislative Requirement	Suggested Annual Documentation
Annually complete an end of year evaluation and rate each teacher and school administrator as highly effective, effective, minimally effective, or ineffective (biennially for those teachers or administrators rated highly effective for 3 consecutive years).	<input type="checkbox"/> Completed evaluations with dated signatures inclusive of student growth calculations, observation data and ratings calculations
Include classroom observation of teachers and provide meaningful feedback within 30 days after each observation.	<input type="checkbox"/> Calendar appointments with topics; and meeting notes to reflect meaningful feedback was provided within 30 days of observation
Base 25% of teachers' and school administrators' performance evaluations on student growth and assessment data. Beginning in academic year 2019-20, this amount increased to 40%.	<input type="checkbox"/> Relevant student performance data <input type="checkbox"/> Evidence demonstrating disclosure of student growth ratings methodology to teachers and administrators <input type="checkbox"/> Individual student growth rating calculations
Use evaluations to inform decisions regarding the effectiveness of teachers and administrators; promotion, retention, and development of teachers and administrators; whether to grant tenure or full certification; and the removal of ineffective tenured and untenured teachers and administrators.	<input type="checkbox"/> Collective bargaining agreement <input type="checkbox"/> Board of Education policy & administrative guidelines <input type="checkbox"/> Relevant Board of Education meeting minutes/agendas reflecting personnel actions
Use observation and student growth data to align professional learning to teacher need; to collaboratively develop specific performance goals in the annual year-end evaluation during feedback sessions with the teacher.	<input type="checkbox"/> Calendar appointments/ meeting notes for feedback sessions and collaborative development of performance goals

<p>Develop an individualized development plan for any teacher in the first year of the probationary period (first full year of employment) or who received a rating of minimally effective or ineffective on his/her most recent annual year-end evaluation.</p>	<p><input type="checkbox"/> Individualized development plans (IDP's) with documented signatures and dates demonstrating collaboratively developed performance goals linked to a professional learning plan</p>
<p>The performance evaluation system must include a midyear progress report for a teacher who is in the first year of the probationary period, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation.</p>	<p><input type="checkbox"/> Mid-year progress report with documented signatures and dates (must be based, at least in part, on student achievement, be aligned with the teacher's individualized development plan, and include specific performance goals for the remainder of the school year)</p>
<p>Districts, ISDs, and PSAs must provide training to teachers on the observation tool or tools used in the performance evaluation system and how each observation tool is used.</p> <p>Training shall be provided to all evaluators and observers.</p> <p>All training shall be provided by an individual who has expertise in the evaluation tool or tools, which may include either a consultant on that evaluation tool or an individual who has been trained to train others in the use of the evaluation tool.</p>	<p><input type="checkbox"/> Attendance records for the district provided professional development (DPPD) dates on which the training was provided to:</p> <ul style="list-style-type: none"> ○ Teachers ○ Evaluators ○ Observers <p><input type="checkbox"/> Professional development agenda disclosing the name and credential (level of expertise) the trainer possesses</p>
<p>Districts, ISDs, and PSAs must post on their public website the following information about the evaluation tool(s) in use for evaluation of teachers and administrators:</p> <ul style="list-style-type: none"> ● 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 ● Training plan for teachers, evaluators, and observers ● Districts should place their respective posting and assurances documents under their transparency mitten. 	<p><input type="checkbox"/> Postings and assurances under the transparency mitten, reflecting current information for all elements in the bulleted column to the left</p>

Additional Resources:

[Michigan Educator Evaluations FAQs](#)

[Michigan Educator Evaluations At-a-Glance](#)

For further information, please contact MDE-EdEvals@Michigan.gov.