

T.A.
M.B. 5/15/25
J. 05/16/25

LETTER OF AGREEMENT

May 15, 2025

Bargaining on Evaluation

This Letter of Agreement is entered into between the Hamilton Community Schools Board of Education ("the Board") and the Hamilton Education Association ("the Association"). This Letter is effective upon signing and shall remain in effect through the duration of the agreement ratified in 2021, expiring on August 30, 2027. In accordance with Revised School Code Section 1249 and the Teachers' Tenure Act, the Board and the Association agree to:

A. Evaluation Tools

1. Teachers

Beginning with the 2025-2026 school year, teachers must be evaluated using the Thoughtful Classroom Teacher Effectiveness Framework™ (developed by Silver Strong & Associates Thoughtful Education Press). For this letter of agreement, "Teacher" is defined as an individual who has a valid Michigan teaching certificate or authorization and who is assigned by the school district to deliver direct instruction to pupils in any of grades K-12 as a teacher of record. For this letter of agreement, "Member" is defined as any member of the collective bargaining agreement ("CBA") between the Board and the Association ratified in 2021 and is in effect until August 30, 2027. Should this evaluation tool be revised by Silver Strong & Associates Thoughtful Education Press, the revisions must go into effect upon teachers being notified of such changes. Teachers must be evaluated using the negotiated performance evaluation system, which must include the following:

- a. Two specific performance goals are developed and drafted by the evaluator in consultation with the teacher to improve their effectiveness in the upcoming school year. These two goals are individualized and are in addition to any building or district-wide goals required of all staff. Specific performance goals will be finalized by September 30 of the upcoming school year. If mutual agreement is not reached by this date, the teacher will select one goal, and the evaluator will select the other. Performance goals must include any recommended training identified by the evaluator in consultation with the teacher that would assist the teacher in meeting these goals.
- b. An evaluation of the teacher's job performance while providing timely and constructive written feedback.
- c. Clear approaches to measuring student growth and providing teachers and school administrators with relevant data on student growth.
- d. Multiple rating categories that take into account student growth and assessment data or student learning objectives metrics.

- e. **80%** of the year-end evaluation determination as measured by the evaluation tool through classroom observations.
 - Beginning in the 2025–26 school year, the 80% objective portion of the evaluation will be based on the Thoughtful Classroom framework, limited to observations in Dimensions 1 through 4 (Four Cornerstones of Effective Teaching) and Dimension 10 (Professional Practice). Each of the selected dimensions will carry an equal weight of 20%.
 - Beginning with the 2026–27 school year and continuing thereafter, observation data will be drawn from Dimensions 1 through 4 (The Four Cornerstones of Effective Teaching), each contributing 12%, and Dimension 10 (Professional Practice), which will account for 20%. The remaining 32% will come from a combination of any observed Dimensions 5 through 9 (The Five Episodes of Effective Instruction).
 - The 32% allocated to Dimensions 5 through 9 will be determined by calculating the average of the scores received in any of those five dimensions that were observed and scored.
- f. **20%** of the year-end evaluation determination as calculated by the use of student growth and assessment data. The breakdown of this 20% will be as follows:
 - State data - 10%
 - Local data - 10%

2. Ancillary Staff

Ancillary staff and other non-teacher Members must be evaluated using an appropriate evaluation tool developed and recommended by an evaluation subcommittee(s) made up of administrators and Members. This must include, but is not limited to:

- a. Social Workers
- b. Counselors
- c. Speech and Language Pathologists
- d. Psychologists

B. Evaluation Process

1. Annual Performance Evaluation System

Beginning **July 1, 2024**, the annual performance evaluation system must assign a year-end rating of:

- i. **“Effective”**
- ii. **“Developing”**
- iii. **“Needing Support”**

It is further understood that wherever the evaluation ratings “Minimally Effective” and “Ineffective” appear in the current agreement, they shall be interpreted as equivalent to “Developing” and “Needing Support,” respectively.

2. Notification

Members must be notified no later than September 30, who will be doing their year-end evaluation.

3. Classroom Observations

Classroom observations that are intended to assist in the year-end performance evaluation for teachers will be conducted as follows:

- a. At least one observation must be conducted by the person doing the year-end evaluation.
- b. The first observation must occur no later than December 15 of each school year.
- c. The classroom observations used in the year-end evaluation must include a review of the teacher’s lesson plan for the portion of the day the observation takes place and the state curriculum standard used in the lesson.
- d. The observation must include a review of pupil engagement (as described in the Thoughtful Classroom tool) in the observed lesson.
- e. There must be at least 2 observations of a teacher in each school year the teacher is evaluated. One observation must be scheduled and requires an in-person pre-observation and post-observation meeting. All other observations may be unannounced.
- f. To ensure B.3.c. and B.3.d. above, the observation must be no less than fifteen (15) consecutive minutes.
- g. Classroom observations used in the year-end evaluation must not occur before the completion of the 10th school day of the student academic year, nor during the day before or after Thanksgiving Break, Christmas Break, and Spring Break, unless the teacher agrees to the observation.
- h. A post-observation meeting (in-person, virtual, or by email) must be held within 5 school calendar days of the observation. The teacher must receive written feedback within 10 school calendar days of the observation. There must be at least one in-person post-observation meeting per evaluation year.

4. Year-end Evaluation

- a. The following scale will determine the year-end evaluation rating for teachers:

Effective	2.50 to 3.00
Developing	1.51 to 2.49

Needing Support 1.00 to 1.50

- b. The year-end evaluation determination shall be reviewed at a meeting with the member by the third Friday in May. The year-end evaluation must include a draft of specific performance goals that will assist in improving effectiveness for the next school year and are developed by the evaluator in consultation with the member, and any recommended training identified by the evaluator in consultation with the member that would assist the member in meeting these goals as described in Section A.1.a. above.
- c. A year-end evaluation meeting shall occur between the evaluator and the member. All year-end evaluations must be signed by the evaluator and the member. The signature means only that the evaluation has been received and does not necessarily imply agreement.
- d. The summative year-end evaluation determination and written feedback shall be delivered/sent to the member electronically by May 30 of each year.
- e. All members shall have the right to submit a response to their evaluation, which will be included in their personnel file and attached to the year-end evaluation.
- f. In the event there is no year-end evaluation completed as described above, the member shall be deemed "effective".

5. Evaluation Exemptions

Members meeting any one of the following exemption criteria must not be provided an evaluation for that school year:

- a. Members who work **less than sixty (60) days** in any school year, or
- b. Members who have extenuating circumstances, and the member and the district agree to designate the member as unevaluated because of the extenuating circumstances, or
- c. Members who have had their evaluation results vacated through the grievance procedure.

Members meeting one of the above exemption criteria must receive a rating of "unevaluated." For purposes of tracking consecutive years of ratings, the same rating they received from the District in the prior year will be logged internally and submitted via the Registry of Educational Personnel (REP) for the current year.

6. Individual Development Plans (IDP)

All probationary teachers, teachers receiving a year-end evaluation effectiveness rating of less than "effective" must be placed on an Individualized Development Plan (IDP). A tenured teacher with specific areas of concern (regardless of effectiveness rating) may

be placed on an Individualized Development Plan (IDP). The IDP must provide the following:

- a. Specific performance goals will be developed in consultation with the teacher that will be used to assist in improving effectiveness for the next school year. The member will be provided all performance goals and deficiencies at the outset of the IDP.
- b. Recommended training identified by the evaluator to assist the teacher in meeting the goals of the IDP.
- c. In accordance with MCL 380.1526, all probationary teachers will be assigned a mentor during their first three years of teaching to support their development. Additionally, any teacher on an IDP will be assigned a mentor or coach who is not their evaluator to provide guidance and support throughout the IDP process.
- d. A mid-year progress report, no later than **February 1**, used as a supplemental tool to gauge a teacher's improvement and to assist in any needed additional improvement/goals that are aligned with the IDP. The evaluator must develop, in consultation with the teacher, a written improvement plan that includes these goals and training for the remainder of the year that will be used to assist in improving effectiveness.

7. Triennial Evaluations for Tenured Teachers/Non-teaching Members

- a. Tenured teachers or non-teaching members eligible for triennial evaluations must have 3 consecutive current year-end evaluation ratings of "Effective". Eligible members who are not evaluated in 2024-25 will be scheduled to be evaluated again in 2025-26.
- b. If the subsequent year-end rating is not "effective," the member shall be evaluated annually until receiving an effective rating for an additional three (3) consecutive years.
- c. Probationary members will be evaluated on an annual basis.

8. Return to Annual Evaluations

A member may be moved from triennial evaluations to annual evaluations if they meet one of the following:

- a. New staff member with prior tenure in another district
- b. Member requests to be evaluated
- c. Change of placement
- d. Placed on IDP

- e. Subject to discipline during the school year or the prior year

C. Student Growth Measures

1. Student Growth Goals

- a. Student growth goals will account for **20%** of the year-end evaluation.
- b. Goals must be mutually determined by the teacher and the evaluator.

2. Approved Measures

a. State Data (10%)

- i. PSAT, SAT, M-STEP (where applicable by building level)- 3-year average
 - Elementary (3rd & 4th grade combined data)
 - Middle School
 - High School
- ii. Metrics to be developed and recommended by an evaluation subcommittee.

b. Local Data (10%)

- i. Measured by the results of the Action Research Project.
- ii. In the event that metrics revisions are needed, the Board and Association will collaboratively develop an Evaluation Subcommittee.

D. Evaluation Subcommittee

An evaluation subcommittee, made up of an equal number of Administration and Association members to collaboratively develop metrics for student growth or achievement measures. Any recommendation of an evaluation subcommittee will need to be agreed upon between the Board and the Association.

E. Rights of Members

1. Grievability

- a. Any non-compliance with the evaluation process described in this agreement shall be subject to the grievance process as outlined in Article X of the current contract.
 - i. Probationary teachers cannot advance past a Level 3 grievance on any non-compliance with the evaluation process described in this agreement.

2. A tenured teacher who is rated as “needing support”

For a tenured teacher who is rated as “needing support” on a year-end evaluation, the following due process rights are available:

- a. The tenured teacher may request a superintendent review of their evaluation by submitting a written request within 30 calendar days of receiving the rating. The superintendent must review, possibly modify the evaluation, and provide a written response within 30 calendar days of the request. If the teacher is not satisfied, they or the association may request mediation within 30 calendar days of receiving the superintendent's response; the superintendent must reply within 15 calendar days to schedule mediation.
- b. After two consecutive "needing support" ratings, a tenured teacher may use the grievance process ending in binding arbitration as outlined in Article X of the current contract within 30 calendar days.


D. Training


The district shall provide training to all teachers on the evaluation system/tool and software platform.

E. Repeal and Amendments

Should any language within **MCL ACT 451 of 1976, Sec. 380.1249** amended be repealed or amended, the Board and Association will comply with changes to the law.


For the Hamilton Community Schools


Signature
Bradford Lusk
Printed Name
6/9/2025
Date


Signature
MATTHEW BLOOD
Printed Name
6/9/2025
Date

For the Hamilton Education Association


Signature
Kristi L. Zoerhof
Printed Name
05/30/2025
Date


Signature
Kevin Everly
Printed Name
5/30/2025
Date