



**Letter of Agreement between
the Oak Park School District Board of Education and
the Oak Park Education Association (OPEA), MEA/NEA**

RE: EVALUATION LANGUAGE

1. A teacher is defined as in Section One (1) of the Teacher Tenure Act (MCL 38.71).
2. Student Growth Assessment Data shall be weighted 20% as a factor of the Year-End Evaluation commencing in the 2025-2026 school year.
3. Prior to the commencement of the evaluation process, those Evaluator(s) who will have responsibility for evaluating teachers shall schedule and hold a conference with the teachers scheduled to be evaluated for purposes of reviewing the evaluation process and procedures.
4. There shall be two (2) observations for each teacher being evaluated. One (1) observation shall be scheduled at a mutually agreed upon time between the teacher and Evaluator. One (1) observation shall be unscheduled. Observations shall be at least fifteen (15) minutes and shall require written feedback from the evaluator within fifteen (15) school days of an observation. Additional informal observations shall be at the discretion of the school administrator(s).

In the event that the Evaluator, the Department of Human Resources, and Teaching and Learning believe additional formal observations are necessary to gain a more accurate overall rating, the Department of Human Resources shall communicate this need to the OPEA President.

5. As noted in paragraph 1 of this letter of agreement, this evaluation language will be implemented in the 2025-26 school year. At the end of each school year, each teacher shall be assigned a year-end performance evaluation rating (“Year-End Evaluation”) of one of the following:
 - (1) Effective,
 - (2) Developing, or
 - (3) Needing Support

Note: If the Evaluation tool has an overall score of Effective the result in a year-end performance evaluation rating shall be of Effective.

If the District desires to change from the 5-Dimension Evaluation Model, the OPEA will be given advanced notice and the opportunity to provide input. The Year-End Evaluation shall be completed using the Evaluation Tool forms and guideline, and will be based upon an assessment of the following evaluation criteria (“Criteria”).

- (a) Individual performance shall be the majority factor in making the decision, and shall consist of, but is not limited to, all of the following:
 - i. Twenty percent (20%) of the year-end evaluation must be based on student growth and assessment data or student learning objectives metrics as defined by MCL 380.1249(6)(a).
 - ii. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
 - iii. Teacher's ability to articulate and demonstrate accommodations for students with 504 Plans, Individualized Educational Plans, and English Language Learners.
 - iv. The teacher's management of the classroom, manner and efficacy of disciplining pupils.
 - v. Review of the teacher's employment history with the school district for consideration of any extenuating factors that are relevant to the current evaluation.
6. Teachers rated "effective" shall normally be evaluated on a biennial basis commencing the beginning of the 2026-2027 school. If one of these evaluation periods yields a less than effective score, the teacher shall revert back to yearly evaluations until rated effective again. Evaluation of a teacher in relation to his/her assignment is a continuous process and shall be conducted by a qualified Evaluator(s) as designated by the Superintendent ("Evaluator(s)"). Each Observation by the Evaluator(s) shall be made in person. Formal discipline or concerning behavior may alter the evaluation cycle. Any change in the evaluation cycle deemed necessary by both the Evaluator and Human Resources Department shall be communicated to the OPEA President.
7. An annual evaluation shall be provided, in writing, to the teacher being evaluated.
8. All evaluators shall engage in regular trainings to increase rater reliability.
9. The evaluation system shall focus on the aspect of Professional Development. Anything contained within Administrative Regulation(s) notwithstanding, all evaluations of teachers shall be conducted pursuant to current state law.
10. In addition to the Criteria measuring effectiveness, the Year-End Evaluation for a tenure teacher on an IDP will be based on multiple classroom observations (observations must be at least 15 minutes in duration and one observation may be scheduled) and shall include an assessment of the teacher's progress in meeting the goals of his or her IDP.

11. The probationary period for a teacher shall be reduced from five (5) to four (4) school years, when they have been rated as effective on three (3) consecutive year-end performance evaluations.
12. The District shall provide a mid-year progress report to every teacher who is in the first year of probation or has received a rating of Developing or Needing Support on the most recent year-end evaluation. This mid-year progress report shall supplement and not replace the annual year-end evaluation. The mid-year report shall:
 - (a) be aligned with the teacher's individualized development plan,
 - (b) include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in collaboration with the teacher that incorporates the goals and training, and
 - (c) provide for a mentor in consultation with the mentee and administration.
13. The student growth requirement shall be twenty percent (20%) of the evaluation rating and require decisions about the use of growth and assessments or school/student learning objectives. School/student learning objectives are defined by law: measurable long-term academic goals informed by available data that a teacher and/or teacher team sets at the beginning of the school year for all students. The other eighty percent (80%) must be objective criteria. Performance evaluation must take into account student growth and assessment data plus school/student learning objective metrics.


An Arbitrator, has jurisdiction to consider a grievance filed under the grievance process by a tenured Classroom Teacher with two (2) consecutive ratings of "needing support" consistent with Michigan Law. A non-probationary teacher who receives a Year-End Evaluation rating of Needing Support may, within thirty fifteen (15) calendar days of receiving the Needing Support rating, request a review of the evaluation and the rating by the Superintendent pursuant to MCL 380.1249(2)(1)(i). If the matter is not resolved through the review process, a non-probationary teacher who receives a rating of Needing Support may, within thirty fifteen (15) calendar days of receiving the written response from the Superintendent or his/her designee concerning his or her review, request mediation pursuant to MCL 380.1249(2)(1)(ii). A non-probationary teacher who receives two (2) consecutive ratings of Needing Support may challenge the evaluation by first meeting with his or her evaluators. If not resolved, within thirty fifteen (15) calendar days of receiving the written response from the Superintendent or his/her designee, the non-probationary teacher may utilize the Grievance Process outlined in the collective bargaining agreement concerning the second evaluation rating and evaluation process. MCL 380.1249(2)(1)(iii).

14. An Individual Development Plan (IDP) is a document recommending courses of action to be taken when an evaluator determines it necessary or when a teacher's overall performance rating is "Needing Support." Completion of recommended courses of action shall demonstrate intent to improve but may not be construed to mean that the teacher has successfully remedied the unacceptable performance. Teachers placed on an IDP shall meet with the administrator writing the plan before said plan is implemented.

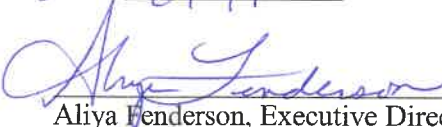
15. An Individual Development Plan shall be developed in collaboration between the Evaluator and the teacher. The teacher may choose an available notetaker, that will not disrupt the timeline, to be present during this collaborative process. IDPs are not meant to be punitive. Instead, they are designed to help teachers grow professionally.
16. The District shall help teachers with an IDP by providing opportunities for needed growth. (Examples: opportunities to observe and be observed by peers of the teacher's choice, attend conferences/trainings, etc.)
17. IDPs will be reviewed on a semester basis to determine a need of continuation.
18. If the evaluator suspects or has reason to believe that there will be a marked adverse change from the previous evaluation of the teacher, this fact may be brought to the teacher's attention in writing in order that the teacher will have reasonable time within which to attempt to correct the situation.
19. A designation of unevaluated shall be used if one of the following is applicable:
 - a Individual works for less than sixty (60) days in a given school year
 - b Evaluation rating is vacated through the grievance process in the law
 - c Extenuating circumstances that the teacher or administration and employing school district/ISD agree to use the unevaluated evaluation designation as a result
 - d If a teacher receives unevaluated then the evaluation rating from the prior year would be used for the purposes of determining provisions that use consecutive ratings.
20. If a teacher is evaluated as Needing Support on three consecutive individual evaluation ratings, the District shall initiate dismissal proceeding. The process is subject to the Tenure Act for tenured teachers.
21. Probationary Teachers cannot grieve any aspect of this Letter of Agreement. Tenured teachers may grieve alleged violations of this Letter of Agreement up to and including Step 3.

This Letter of Agreement is limited to the specific circumstances included herein and shall not establish a precedent or be used by any party as evidence of past practice between the parties.

For the Oak Park Board of Education:



Angel Abdulahad, Superintendent

Date: 2/4/25 6:00pm

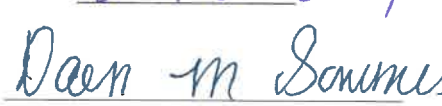

Aliya Fenderson, Executive Director of HR

Date: 2/4/25 6:00pm

For the Oak Park Education Association:


Alnita Trice, President

Date: 2-4-25 6:00pm


Dawn Sommers, Vice President

Date: 2/4/25 6:00pm