



Michigan Teacher Evaluation and Educator Effectiveness Guide

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OVERVIEW

At National Heritage Academies (NHA), our college readiness goal is that 90% of students who have been with us for three or more years meet or exceed the college readiness thresholds in both Math and Reading. We know that employee performance plays an integral role in ensuring we achieve this goal. This guidebook provides information about teacher performance, evaluations, and state educator effectiveness.

EVALUATIONS

The Process

NHA teachers are evaluated annually by their assigned dean using the NHA teacher evaluation rubric. The locally developed evaluation rubric and observation protocol uses competencies built around a research-based model with core tenets from Doug Lemov, Robert J. Marzano, and Charlotte Danielson, internationally recognized experts in teacher effectiveness and teacher evaluation design. The evaluation is just one component of a larger process that occurs throughout the year to facilitate conversation around clear expectations for performance and fosters continuous development. This process includes:

- Lesson plan review
- Student assessment data review
- Ongoing classroom observations
- Full lesson observations (at least two per school year)
- Feedback from key stakeholders
- One-on-one (O3) coaching conversations around continual improvement
- Professional development goal setting and progress monitoring (including professional development plans)
- Performance calibrations
- Annual performance evaluation

Information from evaluations contribute to decisions regarding promotion, compensation, goal setting, professional development, and employment.

Rubric Assignment

Positions assigned to the teacher rubric include, but are not limited to, the following:

- General Education Teacher
- Specials Teacher
- Special Education Teacher
- EL Teacher
- At Risk Teacher
- Teacher in Residence
- Teach Force Teacher
- Academic Specialist
- Math Specialist
- Reading Specialist
- Library Technology Specialist

Evaluator Training and Calibration

Evaluator training and calibration are essential to ensure all evaluators are on the same page. All new deans receive training to ensure they understand the teacher evaluation rubric and how to utilize it effectively in their practice. School leaders meet together locally and organizationally each year to ensure they remain aligned in their practice. In addition, principals review teacher evaluation ratings before they are finalized to provide an additional step of checks and balances. These practices increase rater reliability and consistency and help drive performance results.

Prior to the start of school, teachers also receive training on the evaluation rubric by approved trainers through NHA. All approved trainers are educators that have received in-depth training on NHA's evaluation rubrics.

Competencies

The NHA teacher evaluation tool for K-8 schools has six competencies: (1) Classroom Culture, (2) Planning, (3) Teaching, (4) Assessing, (5) Quality of Student Learning, and (6) Professional Accountabilities. The first four

competencies are collectively referred to as the Classroom Framework. The NHA teacher evaluation used at NHA high schools includes one additional competency—Student Perception. Below is an overview of all of the competencies and their associated indicators:

Competencies		Indicators
CLASSROOM FRAMEWORK	Classroom Culture	<ul style="list-style-type: none"> • Building Positive Relationships • Physical Environment • Routines and Procedures • Student Behavior and Moral Focus
	Planning	<ul style="list-style-type: none"> • Identify and Analyze the Complexity of Standards • Instructional Alignment • Pacing • Differentiated Planning
	Teaching	<ul style="list-style-type: none"> • Instructional Rigor • Cognitive Engagement • Use of Time • Personalized Instruction
	Assessing	<ul style="list-style-type: none"> • Implementing Assessment Strategy • Analyze Data • Actionable Feedback
Quality of Student Learning		<ul style="list-style-type: none"> • Positive Impact on Student Learning
Student Perception*		<ul style="list-style-type: none"> • Student Perception
Professional Accountabilities		<ul style="list-style-type: none"> • Dependability • Core Values • Communication • Teamwork

*only included on evaluations for NHA high schools teachers.

Performance Ratings

Evaluators provide a rating for each of the evaluation indicators using the following scale:

Ineffective (1)	Developing (2)	Effective (3)	Exemplary (4)
Below expected performance level	Approaching expected performance level	Meets expected performance level	Model to other staff and shares knowledge

The teacher evaluation rubric has criterion-referenced progressions of performance expectations. Deans consider each teacher individually and review the rubric beginning at the left Ineffective column and progressing to the right Exemplary column for each indicator. Teachers need to fulfill each performance measure in its entirety before progressing to the next level. Once a rating is provided for all indicators, an overall evaluation rating is calculated based 30% on Classroom Framework, 30% on Professional Accountabilities, and 40% on Quality of Student Learning (as required by state law). The overall evaluation rating is determined using the following scale:

Ineffective:	1.00 - 1.49
Developing:	1.50 - 2.49
Effective:	2.50 - 3.49
Exemplary:	3.50 - 4.00

NOTE: An overall score of Ineffective or Developing doesn't automatically trigger a formal corrective action. Instead, the dean will design an individual development plan that identifies the best way to address the identified growth opportunities, which could include a formal corrective action if deemed appropriate.

Teacher reliability and validity process plan

NHA demonstrates that our teacher evaluation/observation tool meets the standards considered valid and reliable by:

1. Providing a professional development training for all new deans on using the teacher rubric for evaluations/observations. This initial training will calibrate evaluators on the use of NHA's evaluation/observation tool.
2. During the training, deans will:
 - Review the evaluation rubric in depth.
 - Write down their ratings during observation of a video watching a teacher in his/her classroom.
 - Have conversations with one another to calibrate their ratings and discuss the reasoning behind why they provided those specific ratings to the teacher.
3. To demonstrate reliability among deans, after the training, deans will watch another teacher video and receive an assessment on their use of the evaluation/observation tool. Deans will watch the video and answer a set of questions about their observation. Each of the deans that participate will receive a score.
4. NHA will analyze the data from the video exercise for reliability and the ratings assigned by different evaluators observing the same lesson to ensure there is at least 70% interrater agreement.
5. To guarantee our evaluation rubrics are valid and we are measuring the right thing, we will regularly review the correlation of our teachers' evaluation ratings with student growth scores.

An analysis will be conducted every three years to determine the continued reliability and validity of NHA's teacher evaluation/observation tool.

OBSERVATIONS

The Process

Deans will conduct at least two full lesson observations per year for each of their assigned teachers. The first full lesson observation is considered a mid-year progress report. NHA requires all full lesson observations to be at least 30 minutes in duration, one of which must be unannounced, per state guidelines. In addition, teachers can be observed on any area within the Classroom Framework daily. NHA utilizes an internal online tool, the Interactive Framework, to aid in the use of the Classroom Framework as a blueprint to grow teachers. Teachers are observed by their assigned administrator on the Classroom Framework and rated based on the evidence the administrator collects. Some areas in which administrators observe teachers are lesson plans, student engagement, instructional practice, and implementation of their assessment strategy. Teachers receive results of observations via email following the observation and best practice is that the post-observation conference happens during the next scheduled one-on-one (O3) meeting. In addition, all teachers receive an individualized development plan within the Interactive Framework tool. The plan is created based on the professional development goals that are set by the leader and teacher. Goals are clearly identified and action steps and progress toward goals are documented within the tool.

Training and Mentoring

NHA offers many opportunities for professional development to help attract, retain, and grow our staff. All new NHA teachers will participate in a New Teacher Learning Program designed to ensure understanding of the foundational tenets and skills needed to be successful as they step into their teaching role. New teachers will also receive ongoing individualized coaching and training from their dean throughout the year actively supports their specific needs. To provide further support, all teachers within their first three years of teaching will participate in a beginning teacher support program, which includes being assigned a mentor. Scheduled meetings with their mentor provide ongoing support in curriculum, instructional practice, and classroom

management. Mentors will conduct periodic classroom observations and provide feedback to the teachers following each visit to improve classroom instruction.

In addition to the support provided specifically for new teachers, all teachers will participate in school-based staff-development days and professional learning communities provided by school level leaders and curriculum experts prior to the start of school and throughout the school year. These opportunities encourage all teachers to continue to learn from experts and each other. Finally, each teacher will also work closely with his or her dean to focus on specific development needs. Teachers and deans work collaboratively to establish teacher professional development goals. These goals serve as the basis for differentiated coaching for each teacher, which includes regular observations coupled with coaching conversations and coaching activities.

EDUCATOR EFFECTIVENESS

Overview

The state of Michigan requires educator effectiveness to be reported annually for all teachers. This includes teachers at NHA. The purpose is to ensure that school districts review teacher performance on a regular basis to celebrate successes and tackle growth opportunities. In accordance with Michigan law, the educator effectiveness rating reported to the MDE must be based 40% on student growth and assessment data. This aligns with the overall evaluation rating on the teacher evaluation.

Ratings

The state of Michigan rates educator effectiveness using the following rating levels:

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

NHA's internal evaluation ratings of Exemplary, Effective, Developing, and Ineffective are in alignment with state standards, where Exemplary is equivalent to Highly Effective and Developing is equivalent to Minimally Effective.

Rating Implications

Michigan law states that if a teacher receives an overall Ineffective or Minimally Effective rating, he/she must receive an individual improvement plan. The state also mandates termination of a teacher if their educator effectiveness is reported as Ineffective for three consecutive years. Please note that this requirement does not dismiss NHA's policy regarding at-will employment.

Review process

In accordance with Michigan law, a teacher who is not in their first five years full years of school employment and is rated ineffective may request a review of the evaluation. The request must be submitted in writing within 20 days after the teacher is informed of the rating.