National Heritage Academies' Teacher Evaluation Tool
Teacher Evaluation: Postings and Assurances
Non-State Approved Evaluation Tool; District-Approved Evaluation Tool

Per MCL 380.1249: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for teachers. Complete language (including requirements) for MCL 380.1249 can be found here.

This evaluation tool has been approved by the district as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to the National Heritage Academies' (NHA) Teacher Evaluation Tool.

Research Base for the Evaluation Framework, Instrument, and Process [Section 1249(3)(a)]

NHA's locally developed evaluation tool and observation protocol uses components from Doug Lemov, Robert J. Marzano and Charlotte Danielson, internationally recognized experts in the area of teacher effectiveness and specializing in the design of teacher evaluations.

Identification and Qualifications of the Author(s) [Section 1249(3)(b)]

Doug Lemov
Doug Lemov is the author of the international best seller *Teach Like a Champion* and *Teach Like a Champion 2.0* - books that offer effective teaching techniques to help teachers become champions in the classroom. He is also the Managing Director of Uncommon Schools, a non-profit charter public school company that manages more than 40 urban charter schools located in the northeastern United States. Additionally, he is the coauthor of *Practice Perfect and Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. His work has established a set of techniques and a shared vocabulary for educators across the world.

Robert J. Marzano
Robert J. Marzano, PhD, is a cofounder of Marzano Research in Colorado. A leading researcher in education, he is a speaker, trainer, and author of more than 40 books and 200 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *The Art and Science of Teaching* and *Effective Supervision*. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators.

Charlotte Danielson
Charlotte Danielson is a recognized expert and educational consultant in the areas of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. She developed and trained extensively in the areas of teacher observation and assessments. Her work focuses on the use of the framework and a clear description of practice to promote professional conversations and learning. She advises state Departments of Education and National Ministries, both in the United States and overseas.

Evidence of Reliability, Validity, and Efficacy [Section 1249(3)(c)]

NHA hired a company specializing in education research to evaluate our evaluation/observation tool. Their findings show an overall interrater reliability of 0.84, indicating strong overall reliability and that the evaluation/observation tool is measuring the overall effectiveness of teachers.

If there aren't changes with our evaluation/observation rubrics, we plan to complete an analysis every three years to determine the continuing reliability and validity of NHA's teacher evaluation/observation tool.

NHA Teacher Evaluation Framework and Rubric [Section 1249(3)(d)]

The NHA evaluation for teachers 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 referred to as the Classroom Framework. Competencies in classroom management, instructional strategies, and professional practices are determined through multiple observations, feedback, and coaching. This allows for fluid discussions around performance and informs professional development goals and opportunities for our teachers.

The annual evaluation includes:

Competencies		Indicators
CLASSROOM FRAMEWORK	Classroom Culture	• Building Positive Relationships • Physical Environment • Routines and Procedures • Student Behavior and Moral Focus
	Planning	• Identify and Analyze the Complexity of Standards • Instructional Alignment • Pacing • Differentiated Planning
	Teaching	• Instructional Rigor • Cognitive Engagement • Use of Time • Personalized Instruction
	Assessing	• Implementing Assessment Strategy • Analyze Data • Actionable Feedback
Quality of Student Learning		• Positive Impact on Student Learning
Professional Accountabilities		• Dependability • Core Values • Communication • Teamwork

For a detailed teacher rubric, click here.

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249(3)(e)]

NHA Classroom Observation Process

Administrators will conduct at least two full lesson observations per year. The second full lesson observation is considered a mid-year progress report for all teachers. Teachers can be observed on any area within the Classroom Framework daily. NHA requires all observations to be at least 30 minutes in duration, one of which must be unannounced, per state guidelines.

NHA utilizes an internal tool, the Interactive Framework, which aids 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 to support the current rating. Some areas in which administrators observe teachers are lesson plans, pupil engagement, instructional practice and implementation of their assessment strategy. Teachers receive results of observations via email almost immediately. Best practice is that discussions happen in the next scheduled one-on-one (O3) meeting.

Collecting Evidence

Evidence of teacher effectiveness is gathered throughout the year using the following methods:

Lesson plan review
Student assessment data review
Ongoing classroom observations
Feedback
One-on-one (O3) coaching conversations around continual improvement
Professional development goal setting and progress monitoring (including professional development plans)
Full lesson observations (at least two per school year, the second is a formal mid-year check-in)
Performance calibrations

Developing Performance Ratings

NHA teachers are evaluated annually by their assigned administrator using the NHA teacher evaluation rubric. The following performance ratings apply to teachers:

Ineffective	Developing (Minimally Effective)	Effective	Exemplary (Highly Effective)
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. Administrators, when evaluating teachers, will individually consider each teacher and review the rubric beginning at the left "Ineffective" column and progressing to the right "Exemplary" column. Teachers need to fulfill each performance measure in its entirety before progressing to the next level.

Evaluators will provide a rating of either Ineffective, Developing, Effective, or Exemplary in each of the indicators.

Conducting Evaluation Conferences
Once all ratings are determined, the administrator meets with the teacher to review the evaluation and engage in conversation around clear expectations for performance and continuous development.

Information from the evaluation contributes to decisions regarding promotion, compensation, and employment. In addition to providing a platform for ongoing conversation between administrators and teachers, the evaluation also informs professional development.

Developing Performance Improvement Plans
During the evaluation conference, the administrator collaboratively develops specific performance goals with the teacher that will enhance their effectiveness for the next school year. If significant performance concerns arise, the administrator consults with a human resources business partner to discuss the need for a formal plan.

Description of Plan for Providing Evaluators and Observers with Training [Section 1249(3)(f)]

During their new administrator onboarding, all NHA administrators are trained how to use the evaluation tool by an individual with expertise in this area.

TEACHER EVALUATION RUBRIC

Classroom Culture	Teacher leads a self-managing classroom by building positive relationships, maintaining physical space, sustaining classroom routines and procedures, and holding students accountable to behavioral expectations.			
Indicators	**Ineffective**	**Developing**	**Effective**	**Exemplary**
Building Positive Relationships: Teacher builds relationships with and among students based on mutual respect, trust, and appreciation to create a safe environment for all.	A) Teacher does not attempt to build relationships or attempts at building relationships are not successful at relationally engaging students.	B) Teacher develops and teaches expectations for respectful interactions among students. C) Teacher demonstrates care and respect in interactions with all students.	D) Teacher and student interactions are intentionally planned and are focused on creating personal connections. E) Students demonstrate care and respect for the teacher and one another.	F) Students collaborate and engage in positive, supportive relationships with one another.
Physical Environment: Teacher optimizes the physical space of the classroom for student learning by maintaining a clutter free and print-rich environment, providing access to materials, as well as arranging space for movement and collaboration.	A) Teacher does not maintain physical space in a way that optimizes student learning.	B) Teacher maintains a clutter free environment. C) Teacher purposefully arranges the learning space. D) Teacher arranges materials for students to access.	E) Teacher arranges the learning space in a way that optimizes movement, collaboration (student-student, teacher-student) and presentation. F) Teacher creates a print-rich environment that comprises a majority of authentic student or teacher created materials along with real life materials (maps, newspaper, etc.).	G) Students utilize materials and furniture arrangement to further their learning. H) Students self-manage and contribute to maintaining the cleanliness and order of the classroom.
Routines and Procedures: Teacher establishes, models, and practices effective classroom routines and procedures that allow students to move seamlessly throughout the day without disruption of learning.	A) Teacher has not effectively taught classroom routines and procedures.	B) Teacher has established basic classroom routines and procedures.	C) Teacher maximizes instructional time by effectively upholding classroom routines and procedures.	D) Students are motivated to meet expectations and follow routines and procedures without prompting.
Student Behavior and Moral Focus: Teacher establishes, models, and practices high behavioral expectations for all students including implicit and explicit teaching of Moral Focus virtues in order to create a self-managed classroom.	A) Teacher does not clearly establish behavioral expectations.	B) Teacher establishes, models, and practices behavioral expectations. C) Teachers explicitly teaches Moral Focus virtues through lessons and activities.	D) Teacher effectively anticipates and responds to student behavior. When appropriate, teacher references Moral Focus virtues. E) Teacher uses positive and proactive strategies to increase student motivation, engagement, and positive behavior. F) Students are able to identify and define the monthly Moral Focus virtues, including examples of behaviors that exemplify them.	G) Students are respectful of one another and self-correct off-task or disruptive behavior. H) Students exemplifies Moral Focus virtues in their behavior.

- Ineffective - Below expected performance level   • Developing - Approaching expected performance level
- Effective - Meets expected performance level   • Exemplary - Model to other staff and shares knowledge

TEACHER EVALUATION RUBRIC

Planning	Teacher plans for instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet individual learning needs.			
Indicators	**Ineffective**	**Developing**	**Effective**	**Exemplary**
Identify and Analyze the Complexity of Standards: Prior to instruction, teacher identifies standards to be assessed and analyzes their complexity to understand the appropriate level of rigor.	A) Teacher does not identify the standards to be taught and assessed. B) Teacher does not analyze standards to determine meaning, level of rigor, and connection to curricular resources.	C) Teacher identifies the standards to be taught and assessed. D) Teacher analyzes existing assessments and understands how each assessment item measures key vocabulary, skills, and/or performance of the standards.	E) Teacher understands and can articulate the scope and sequence of standards to be taught throughout the year. F) Teacher understands the complexity of standards and the various levels of rigor within each standard.	G) Teacher indicates misconceptions students may have related to each standard. H) Teacher understands and intentionally applies their knowledge of the vertical alignment of standards from grade to grade.
Instructional Alignment: Teacher identifies weekly student learning objectives and aligns curricular resources, engagement strategies, key questions, activities, and assessments to maximize student learning.	A) Teacher's instructional planning lacks clarity of alignment between lesson purpose, activities, instructional organization, and assessment.	B) Teacher bases instructional planning on existing curricular resources without thoroughly processing their alignment to learning objectives.	C) Teacher's instructional planning demonstrates an intentional alignment of standards, weekly learning goals, curricular resources, activities, and assessments.	D) Teacher is adept at responding to the pacing needs of students and demonstrates flexibility in decision making regarding learning objectives, while maintaining instructional alignment.
Pacing: Teacher adheres to a year-long plan and assures all content standards are taught by effectively pacing units and weekly lessons.	A) Teacher's instructional planning does not reflect understanding and knowledge of the grade level content standards or consideration of the instructional time needed for each standard throughout the year.	B) Teacher relies on scope and sequence provided in curricular resources to plan delivery of content standards.	C) Teacher effectively plans unit and weekly lessons based on knowledge and understanding of grade level content standards and the time available to ensure students' progress towards mastery.	D) Teacher flexibly paces instruction based on monitoring of individual student progress towards mastery of the grade level content standards.
Differentiated Planning: Teacher intentionally aligns and adjusts instruction based on lesson objectives and assessment results to individual, small group, and whole group learning needs.	A) Teacher's instructional planning does not demonstrate accommodation of differentiated student learning needs.	B) Teacher accesses and uses curricular resources to provide correctives, practice, and extensions based on assessed individual, small group, or whole class learning needs.	C) Teacher effectively plans scaffolded building blocks to lead students from their current assessed level of learning to the achievement of individual learning goals.	D) Teacher tracks student learning, provides organized and flexible student grouping, and continuously revises individual learning goals.

- Ineffective - Below expected performance level   • Developing - Approaching expected performance level
- Effective - Meets expected performance level   • Exemplary - Model to other staff and shares knowledge

TEACHER EVALUATION RUBRIC

Teaching	Teacher delivers content at a level of rigor that challenges students, cognitively engages them, intentionally uses all time for learning, and personalizes instruction.			
Indicators	**Ineffective**	**Developing**	**Effective**	**Exemplary**
Instructional Rigor: Teacher communicates measurable learning goals and delivers content that is challenging to each student and gives them opportunities to engage in higher order thinking processes, so that they may interact with the content in a deep and meaningful way.	A) Teacher does not communicate the lesson objective for the students. B) Teacher questioning and assignments reflect a lack of rigor (i.e., basic recall of knowledge, single word responses, etc.).	C) Teacher incorporates the use of academic vocabulary. D) Teacher clearly communicates (verbally or in writing) lesson objectives for students. E) Teacher questioning and assignments reflect an attempt at rigor; however, opportunities for students to engage with content using higher order thinking processes are missed.	F) Students are able to articulate the learning objective and how activities align. G) Teacher identifies for students critical information in the lesson and links it to previously learned content. H) Teacher scaffolds content in the right amount and complexity for student processing.	I) Teacher requires students to engage in elaborated communication (written or verbal) and/or to process new information and draw inferences from the new content. J) Students connect lessons, content, and content application with other disciplines, real-world experiences and/or abstract concepts.
Cognitive Engagement: Teacher uses effective instructional strategies to cognitively engage students; creating student ownership for their learning.	A) Teacher does not effectively use instructional strategies to cognitively engage students.	B) Teacher provides complex, cognitive learning opportunities in an attempt to engage all students.	C) Teacher assures students give continuous, engaged attention to complex, cognitive learning opportunities.	D) Students self-regulate their learning and remain engaged and focused on the learning tasks.
Use of Time: Teacher demonstrates urgency for learning by pacing lesson delivery and activities in a way that maximizes the use of time and creates a balance between instruction and opportunities for student processing.	A) Teacher does not pace activities or lessons in a way that maximizes learning.	B) Teacher uses time adequately to deliver lesson content, however, students lack the appropriate amount of time to process their learning and do not remain engaged.	C) Teacher intentionally uses all time for learning through an effective balance of content delivery and activities such that students are able to process their learning through opportunities to think, speak, and write for the entire lesson.	D) Students demonstrate an urgency and sustained energy for learning throughout the lesson.
Personalized Instruction: Teacher uses preplanned corrections and extensions in a whole group, small group and individualized setting, to address deficit, grade level or advanced learning needs.	A) Teacher does not preplan or provide opportunities for corrections and extensions.	B) Teacher provides supporting activities to accommodate student needs for corrections and extensions.	C) Teacher assures that all preplanned extensions or correction opportunities include explicit instruction, the appropriate level of challenge, active engagement, and feedback.	D) Teacher provides for each student's needs as instruction flows between whole group, small group, and individual support. E) Teacher makes adjustments to instruction during the lesson to meet the needs of students.

- Ineffective - Below expected performance level   • Developing - Approaching expected performance level
- Effective - Meets expected performance level   • Exemplary - Model to other staff and shares knowledge

TEACHER EVALUATION RUBRIC

Assessing	Teacher implements assessment strategy to understand student learning needs, provide actionable feedback and guide instructional decisions			
Indicators	**Ineffective**	**Developing**	**Effective**	**Exemplary**
Implementing Assessment Strategy: Teacher implements an intentional assessment strategy, administering common assessments (when applicable) and determining appropriate formative and summative assessments for other instructional content to gauge student mastery.	A) Teacher lacks understanding of the role of diagnostic, formative, and summative assessments. B) Teacher inconsistently administers common assessments. C) Teacher created assessments do not target key content standards.	D) Teacher uses a variety of formal and informal assessments to collect evidence of students' knowledge and skill. E) Teacher administers common assessments when applicable.	F) Teacher indicates when and how they will formatively assess each standard prior to the end of instruction assessment. G) Teacher uses or designs purposeful and rigorous formative and summative assessments.	H) Teacher works with other teachers to develop assessments and analyze assessment results. I) Teacher distinguishes assessment opportunities to match the full range of student needs and abilities.
Analyze Data: Teacher analyzes assessment data in order to understand the effectiveness of instruction and to respond to student needs from a classroom, small group, and individual perspective.	A) Teacher does not effectively analyze assessment data to determine the effectiveness of instruction and make adjustments when necessary.	B) Teacher examines assessment data to understand students' progress towards mastery of standards.	C) Teacher understands where to make adjustments to instruction in order to meet the needs of each student.	D) Teacher analyzes assessment data results to identify common misconceptions and learning deficits and to establish flexible student groups.
Actionable Feedback: Teacher provides specific, actionable feedback to students on a regular basis in order for students to monitor and adjust their learning.	A) Teacher may provide feedback to students, but it lacks details about what students did well and where they need to improve. B) Teacher provides feedback inconsistently or in an untimely manner.	C) Teacher provides ongoing and timely feedback, telling students what they did well and where they need to improve.	D) Teacher provides feedback that is specific to each student and provides action steps for students to take to accomplish learning goals. E) Teacher provides resources and support to students to track their own learning progress.	F) Students develop their own self-improvement plans based on feedback and the tracking of their own learning progress.

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- **Effective - Meets expected performance level**   • **Exemplary - Model to other staff and shares knowledge**

TEACHER EVALUATION RUBRIC

Quality of Student Learning

Indicators	Ineffective	Developing	Effective	Exemplary
Positive Impact on Student Learning (teachers <u>with</u> data): Teacher achieves expected performance in academic proficiency and growth as measured by: (grades 3-8) state tests and (grades K-2) assessments of early literacy and numeracy.	A) Teacher does not achieve expected results in student academic proficiency and growth as measured by state tests. B) Does not make satisfactory progress toward student growth goals as measured by assessments of early literacy and numeracy. C) Teacher does not know or understand state test expectations or requirements.	D) Teacher achieves inconsistent expected performance in student academic proficiency and/or growth as measured by state tests. E) Teacher is making progress toward student growth goals as measured by assessments of early literacy and numeracy. F) Teacher is working towards having a solid understanding of state test expectations/requirements.	G) Teacher achieves expected performance in student academic proficiency and/or growth as measured by state tests. H) Teacher makes satisfactory progress toward student growth goals as measured by assessments of early literacy and numeracy. I) Teacher has a solid understanding of state test expectations/requirements.	J) Teacher exceeds expected performance in student academic proficiency as measured by state tests. K) Teacher exceeds student growth goals as measured by assessments of early literacy and numeracy. L) Has a solid understanding of state test expectations/requirements and uses data to make informed instructional decisions.
Positive Impact on Student Learning (teachers <u>without</u> data): Teacher provides support to increase student growth and performance on (grades 3-8) state tests and (grades K-2) assessments of early literacy and numeracy; takes an active interest in data; adjusts instruction and meets with grade-level team to identify areas for improved student growth.	A) Teacher does not attempt to increase student growth and performance as measured by state tests and assessments of early literacy and numeracy by any measure of effort beyond own subject area or position. B) Teacher takes no active interest in data and makes no attempt to adjust instruction to promote growth of students in tested subject areas. C) Teacher does not meet with grade-level teachers to discuss areas of need for tested subjects.	D) Teacher occasionally meets with grade-level teachers to discuss areas of need and then acts upon them by intentionally planning ways to increase student achievement. E) Teacher sometimes provides expected levels of support to increase student growth and performance as measured by state tests and assessments of early literacy and numeracy. F) Teacher inconsistently groups students according to data.	G) Teacher takes an active interest in data and tries to adjust instruction within own content area to address the data outcomes in tested subject areas. H) Teacher meets with grade-level teachers to discuss areas of need and then acts upon them by intentionally planning ways to increase student achievement. I) Teacher incorporates Academic Vocabulary from all content areas.	J) Teacher exceeds expected levels of support for increasing student growth and performance as measured by state tests and assessments of early literacy and numeracy in a variety of ways, including: analyzes data, meets with grade level teams to intentionally plan how to align own objectives with tested objectives. K) Teacher successfully adjusts instruction to support student growth in tested subjects.

- Ineffective - Below expected performance level • Developing - Approaching expected performance level
- Effective - Meets expected performance level • Exemplary - Model to other staff and shares knowledge

TEACHER EVALUATION RUBRIC

Professional Accountabilities	Teacher embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.			
Indicators	**Ineffective**	**Developing**	**Effective**	**Exemplary**
Dependability: Teacher can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.	·Teacher has an unacceptable attendance record. ·Teacher cannot be counted on by stakeholders or teammates to deliver on job requirements. ·Teacher does not exhibit a "sees a need, fills a need" behavior.	·Teacher has an inconsistent attendance record. ·Teacher inconsistently follows through on job requirements. ·Teacher does not consistently exhibit a "sees a need, fills a need" behavior.	·Teacher has a consistent attendance record. ·Teacher fulfills all aspects of their job requirements with limited supervision. ·Teacher consistently exhibits a "sees a need, fills a need" behavior.	·Teacher takes initiative by demonstrating a "sees a need, fills a need" behavior. ·Teacher positively influences others to exceed their job responsibilities. ·Teacher delivers quality work within tight timelines or constraints.
Core Values: Teacher demonstrates a commitment to NHA's core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.	·Teacher does not make decisions that were founded in NHA's core values. ·Teacher's behavior and/or words do not align to NHA's core values.	·Teacher's behavior is at times at odds with NHA's core values. ·Teacher speaks to core values, but actions do not always align to NHA's core value expectations.	·Teacher consistently makes decisions found in NHA's core values. ·Teacher's communications and actions reflect a clear understanding and belief of NHA's core values at all times.	·Teacher serves as a model for how NHA's core values should be lived out. ·Teacher acts as a cheerleader for others to embrace NHA's core values.
Communication: Teacher communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.	·Teacher's communication does not employ the appropriate medium, message, tone, or timing. ·Teacher does not communicate information that will impact staff, parents, and leaders. ·Teacher does not listen to the point of view of others.	·Teacher's attempts at communication do not always employ the appropriate medium, message, tone, or timing. ·Teacher does not always communicate information that will impact staff, parents and leaders. ·At times, teacher does not listen well or allow others to share ideas or viewpoints.	·Teacher communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing. ·Teacher communicates information to staff, parents, and leaders that impacts them.	·Teacher strategically communicates to ensure clarity and consistency of messaging. ·Teacher seeks to develop strong team performance through communication. ·Teacher proactively engages all stakeholders.
Teamwork: Teacher works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.	·Teacher exhibits a negative influence in the workplace as reported by stakeholders. ·Teacher undermines the effectiveness of others. ·Teacher seeks to work in isolation. ·Teacher does not positively contribute to the success of the team or school.	· Teacher occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team. ·Teacher seeks the input from others in the spirit of growth. ·Teacher does not consistently create a positive impact in the workplace.	·Teacher holds teammates accountable for team decisions. ·Teacher acts in best interest of the team's overall objectives. ·Teacher actively seeks input in the spirit of growth.	·Teacher collaborates with co-workers and leaders to support school-wide improvement. ·Teacher provides informal leadership through words, actions, and work product.

- **Ineffective - Below expected performance level**   • **Developing - Approaching expected performance level**
- **Effective - Meets expected performance level**   • **Exemplary - Model to other staff and shares knowledge**