



2018-2019

## Employee Performance System

# Michigan Teacher Evaluation and Educator Effectiveness Guide

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## OVERVIEW

By 2020, National Heritage Academies' (NHA) goal is to have 90% of students who have been with NHA for three or more years meeting (or exceeding) the college readiness thresholds in both Math and Reading. There are three preconditions to meet this goal: 1) achieve high student attendance, 2) achieve high teacher attendance and 3) hire and retain teachers, deans, and principals above the talent threshold.

This guidebook provides the evaluation and educator effectiveness requirements of both NHA and the state of Michigan. The first section of this guidebook includes processes, guidelines, and tools for evaluations. The second section includes requirements for educator effectiveness ratings, as well as how ratings are calculated and what they mean.

## EVALUATIONS

### The process

All NHA teachers are evaluated annually by their assigned dean. The 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. The NHA evaluation system facilitates conversation around clear expectations for performance and fosters continuous development. The evaluation is just one component of a larger process that occurs throughout the year. This process includes:

Ongoing walk-through observations

One-on-one meetings (O3s)

Feedback

Mid-year self-assessment

Professional development: goal setting and progress monitoring (including professional development plans)

Full Lesson Observations (at least two per school year, the 2<sup>nd</sup> is a formal mid-year check-in)

Conversations around continual improvement

End-of-year evaluations

Information from the evaluation system contributes to decisions regarding promotion, compensation and employment decisions, in addition to providing a platform for ongoing conversation between deans and teachers. The evaluation also informs professional development for all employees.

### Teacher rubric

Positions assigned to the Teacher Rubric include, but are not limited to, the following:

Academic Specialist

Reading Specialist

Math Specialist

At Risk Teacher

Library Technology Specialist

General Education Teacher

Special Education Teacher

English Language Learner Teacher

### Calibration

Calibration is important for all evaluators at your school. School leaders review the evaluation rubrics together at the beginning of each school year to ensure that performance measures within each rating level on the rubric means the same thing to everyone. This increases rater reliability and consistency, and helps 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.

## Tips for Delivering Evaluations

- Make the meeting face-to-face and schedule plenty of time in advance. Clearly explain the agenda and purpose of what will be done during the evaluation meeting.
- Provide sincere, positive feedback for good performance. Do not “sugarcoat” negative behaviors, but provide adjusting feedback on behaviors that should start, stop or continue.
- Use the words on the rubric to determine evaluation ratings, NOT hunches or feelings.
- Evaluations are not a time to discuss compensation.

**NOTE: An employee does NOT automatically go on a performance improvement plan (PIP) if he/she receives “Ineffective” or “Developing” ratings within his/her performance evaluation. The manager of the employee will determine the best way to address the growth opportunity.**

## Competencies

The NHA evaluation system for teachers has six competencies: (1) Classroom Culture, (2) Planning, (3) Teaching, (4) Assessing, (5) Quality of Student Learning, and (6) Professional Accountabilities. Competencies in classroom management, instructional and professional practices is determined through multiple observations, feedback and coaching. This system allows for a fluid discussion around performance and informs professional development goals and opportunities for our teachers.

The end-of-year evaluation will include:

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

## Performance rating levels and evaluation scale

All teachers use the following performance ratings:

Ineffective	Developing	Effective	Exemplary
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. Leaders, 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 20 indicators above. The classroom framework sub score will be weighted as a straight average and will include the Quality of Student Learning competency. The professional accountabilities sub score will also be weighted as a straight average. The overall evaluation score is determined based on where the average of the combined sub scores fall on the following table:

Ineffective:	1.00 - 1.89
Developing:	1.90 - 2.49
Effective:	2.50 - 3.49
Exemplary:	3.50 - 4.00

## Quality of Student Learning

NHA measures Quality of Student Learning by using state test results for grades 3-8 and Northwest Evaluation Association (NWEA) results for grades K-2, when available. Each teacher receives a subjective rating on his or her impact on student learning.

*K-2 classroom teachers* use student growth scores from the 2017-18 fall-to-spring NWEA Measures of Academic Progress (MAP) or MAP for Primary Grades (MPG). The evaluations will provide a hyperlink with the fall-to-spring NWEA percent meeting typical growth and rate of growth scores; however, a rating is not automatically calculated within the evaluation. This data, along with additional evidence, will provide guidance to support ratings and to have conversations with teachers. The leader will provide a subjective rating on the indicator of Positive Impact on Student Learning for teachers receiving data.

*3-8 classroom teachers* use state-provided student growth scores based on the 2017-18 state assessments, if available. The evaluations will provide a hyperlink with the state-provided student growth scores for teachers in grades 4-8; however, a rating is not automatically calculated within the evaluation. This data, along with additional evidence, will provide guidance to support ratings and to have conversations with teachers. The leader will provide a subjective rating on the indicator of Positive Impact on Student Learning for teachers receiving data.

Given that third grade is the first testing year, there is no baseline data and most states do not produce student growth results for 3rd grade classroom teachers. If a state-provided student growth score is not available for a 3rd grade classroom teacher, a hyperlink will not be displayed. The leader will provide a subjective rating on the indicator of Positive Impact on Student Learning based on the teacher's impact on the school's state test outcomes.

The evaluations for teachers without data will not display a hyperlink for state-provided growth scores or K-2 NWEA results. The leader will provide a subjective rating on the indicator of Positive Impact on Student Learning.

## 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. This initial training will take place each year by **September 30.**
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. NHA will provide similar training to new deans on the evaluation rubric.
  6. To guarantee our evaluation rubrics are valid and we are measuring the right thing, we will annually review the correlation of our teachers' evaluation ratings with student growth scores.

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

## **Interactive Framework (IF)**

### **What it is**

The Interactive Framework (IF) is a tool that will aid in the use of the Classroom Framework as a blueprint to grow teachers.

### **How does it work?**

Teachers are observed by their assigned dean on each indicator on the Classroom Framework and rated within the IF based on the evidence the dean has to support the current rating. Some areas leaders observe teachers on are lesson plans, pupil engagement, instructional practice and how they implement their assessment strategy. Teachers receive results of observations via email almost immediately (within a week at the latest) and best practice is that discussions happen in the next scheduled one-on-one (O3) meeting.

### **Observation requirements**

Leaders can observe teachers on any area within the Classroom Framework on a daily basis, and they receive at least two full lesson observations per year. The second full lesson observation is considered a mid-year progress report for all teachers. NHA requires all observations to be at least thirty minutes in duration. The state mandates that one observation is announced. The other observation can be either announced or unannounced.

### **Who receives an individualized development plan?**

All teachers receive an individualized Development Plan within the IF. The plan is created based on the professional development goals that are set by the leader and teacher. Goals are clearly marked in the IF and action steps and progress toward goals are documented within the tool.

### **Training**

NHA offers many opportunities for professional development to help attract, retain and grow our staff. All new teachers hired prior to the start of school will participate in New Teacher Orientation (NTO), a multiday immersion program designed to ensure buy-in to the school's mission and vision and to address specific curricular and instructional needs. Roberto Martinez, Director of Curriculum and Instruction, Jaclyn Jeffrey, School Leadership Development Director, Elisa Gibbs, Curriculum and Instruction Manager and Melissa VanKlombenburg, School Leadership Development Specialist provide session trainings. Ongoing coaching and additional training throughout the year actively supports training received during NTO. NHA has developed a collection of effective, industry-leading practices and incorporated them into its "2020 Plan" (see

above). NHA partner schools implement these practices to build a common approach designed to generate outstanding academic results.

To supplement NTO, teachers will participate in additional school-based staff-development days provided by school level leaders and Curriculum and Instruction associates prior to the start of school. These professional instructional processes and procedures provide new teachers with the opportunity to conduct grade-level planning with their colleagues.

## Mentors

Leaders will assign teachers who are in their first three years of teaching to a mentor who will address day-to-day questions and concerns. Scheduled meetings with the mentor will provide ongoing support in curriculum, instructional practice, and classroom management. Mentors will conduct periodic classroom observations and provide feedback to the teachers immediately after each visit to improve classroom instruction. All new teachers will also participate in a Beginning Teacher Support Program established for additional support.

Each classroom teacher will 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

### What it is

Many states, including Michigan, have implemented annual educator effectiveness ratings. The purpose of the ratings are to ensure that school districts review teacher performance on a regular basis, allowing schools to refocus resources. In accordance with Michigan law, the ratings include two components: 1) student growth and assessment data, and 2) teacher performance evaluation rating. The state publishes aggregate ratings for schools yearly, including the percent of teachers who received each rating, as well as an overall school rating.

### Ratings

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

Highly Effective  
Effective  
Minimally Effective  
Ineffective

***NOTE: NHA's internal evaluation ratings of Exemplary, Effective, Developing, and Ineffective are in alignment with state standards.***

### What the ratings mean

Current Michigan law states that if a teacher receives an overall ineffective or minimally effective rating, he/she must receive an individual development plan. The state mandates termination of a teacher if they receive an overall ineffective rating on three consecutive educator effectiveness scores. This requirement does not dismiss the district's policy regarding at-will employment.

### How the ratings are calculated

Michigan law requires that student growth and assessment data account for 40% of the educator effectiveness rating for the 2018-19 school year. NHA will use up to three years of M-STEP data, if available, when measuring student growth for grades 3-8 and up to three years of Fall-to-Spring NWEA assessments, if available, for grades K-2. The state will provide Student Growth Percentiles (SGPs) based on the M-STEP data. Teachers without individual data will receive a school-wide calculation based on the SGPs.

***NOTE: Data may change due to NHA and state legislative updates.***

The remaining 60% of the rating is based on the annual overall evaluation rating.

NHA will provide each educator with his/her annual educator effectiveness rating.

Each year, NHA reviews our calculation for educator effectiveness to ensure it meets any updated state legislative or internal requirements.

### **Review process**

In accordance with Michigan law, a teacher who has concerns regarding his/her educator effectiveness rating may request a review. Teachers must submit a request for review in writing within twenty (20) days of the date they are notified of their educator effectiveness rating.