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**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 INSERT FULL NAME OF EVALUATION TOOL HERE IN APPROPRIATE CASE (NOT ALL CAPS).

Ralph Bland

Printed Name of Superintendent

Signature of Superintendent

11.9.16

Date of Approval

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

- NPFE collaborated with EdFuel an education non-profit, to create district specific, competency based staff evaluation rubrics. These rubrics are a combination of research and best practices that were inspired by Danielson’s Framework for Teaching, the Marzano Model, and the [Blueprint for Success](#) competency maps.
 - EdFuel is a mission-driven non-profit that provides leadership and talent development tailored to the education sector. They help great education organizations, including districts, CMOs, and education-focused non-profits, increase their capacity and effectiveness by maximizing their best asset: their employees. For both instructional and non-instructional leadership, EdFuel provides customized support on talent practices from broad organizational talent strategy to individualized, role-specific PD. Through their work with leading school system operators, innovators, and investors around the country, they collect, streamline, and disseminate best practices while utilizing their growing suite of proven tools, programs, and diagnostics. Their approach anchors on understanding role-specific competencies and high-quality job-embedded training, and they are committed to advancing the sector with best-in-class open-source research. EdFuel works with organizations nationally, and has offices and city-wide engagements in Washington, D.C. and Detroit.
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Identification and Qualifications of the Author(s) [Section 1249(3)(b)]

- [Blueprint for Success](#) contributors
- [Raven Ali](#), EdFuel
- [Mary Mason Boaz](#), EdFuel
- [Jimmy Henderson](#), EdFuel
- [Kimberly Bland](#), NPFE

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

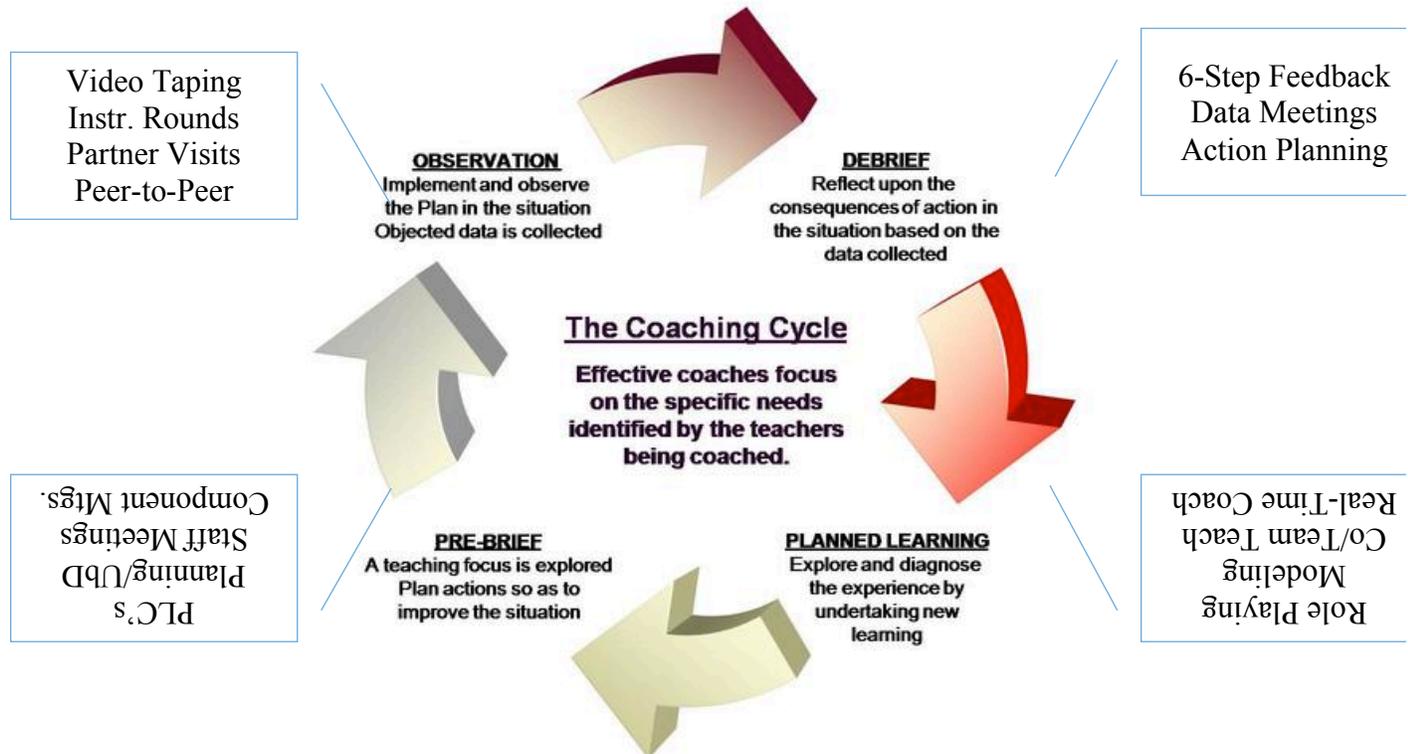
Our evaluation rubrics were inspired by a combination of research and best practice. The body of work, listed below, that we referenced points to the reliability, validity and efficacy our evaluation model.

- [Danielson Framework Research](#)
- [Marzano Model Teacher Evaluation Research](#)
- [EdFuel Competency Maps](#)

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

[Teacher Eval Rubric](#)

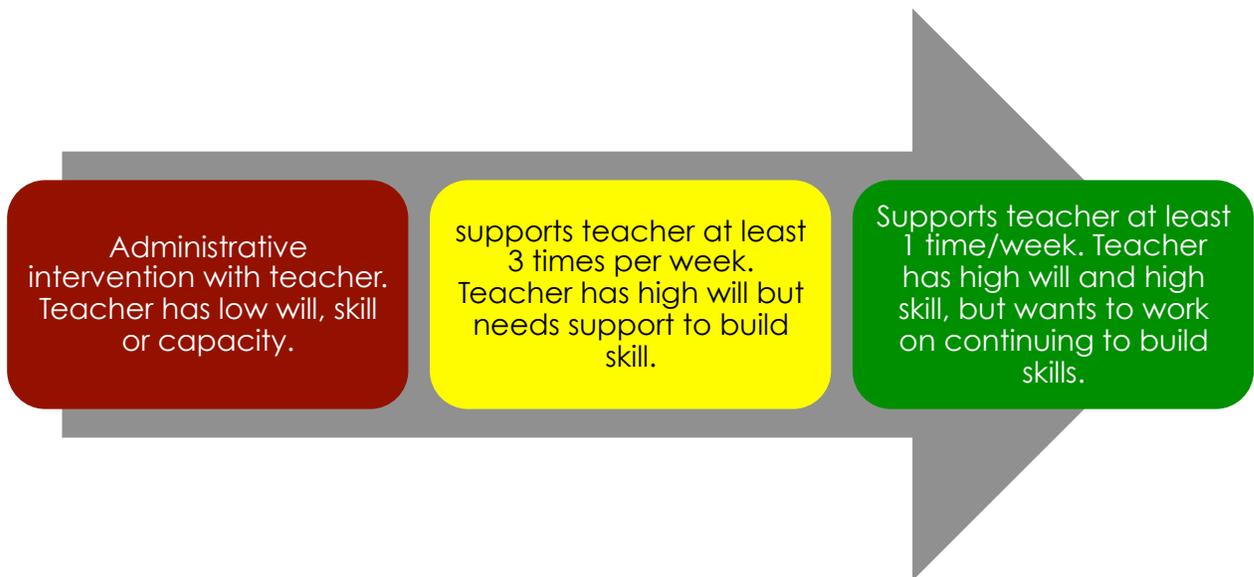
Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans





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- Review the skill/will matrix for each teacher
- Decide action items for support
- Aligned to the teacher performance rubric, and what was observed during the initial observation
- Track goals with the teacher to monitor progress and support
 - If goals are not being met, Administration will reevaluate the goals with teacher
- Create weekly, bi-weekly, monthly support schedule
 - With weekly observations, models, debrief and planning time for all teachers on
 - Depending on the tier, administration decide how many times per week he/she is in teachers classroom
- Bi-weekly check to follow up with goals and teacher progress
- Administrators will use the skill/will matrix to inform decisions about all teachers.
 - The skill/will matrix will provide insight into the teachers' needs, abilities and teachers work style and habit
- Teacher/Staff will participate in various support activities such as role playing, videos to move teacher to goal



Within the support cycle, Administrator support coaches with the pre planning and practice of observations and feedback. The teams meet to script out feedback and identify the highest leverage next steps for bit size and long terms goals. Teachers complete practice sessions that match next steps.

Instructional Rounds



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Instructional Rounds provides observations and feedback to teachers. Administration and Network partners pair up to conduct instructional rounds. The main purpose for instructional rounds is to norm the team on “look fors” with subjects, grade level, teachers, students and overall view of instructional trends of the school. During instructional rounds, teams decide on a focus. Topics vary from culture, levels of questioning, students engagement and student samples. Teams norm the observation data and set goals to move instruction.

Collecting Evidence

Staff evaluation data is collected through teacher tubes, team teaching, real time coaching and other activities. Staff organizes observations in binders. The binders are reviewed periodically throughout the year by Administration. Another tool for collecting evidence for observations is the observation tracker. The global review sheet calculates the amount of touch points each teacher received. The global review sheet serves as a snap shot of the quantity of support received by each teacher.

Developing Performance Improvement Plans

Performance Improvement Plans are developed using multiple measures of teacher data. Topics for plans can range from language of learning to management. Once a teacher is identified as a “RED” or hotlist teacher, the principal creates a performance improvement plan. The plan states specific expectations, areas of concern and a detailed plan of action with a clear timeline. Once the plan is developed, administration meets to identify support for the teacher.

Once the support is mapped to the plan it is reviewed and implemented by Leaders. Teachers/Staff are given a meeting which frames the purpose of the plan and the types of support they will receive to complete the plan. Expectations and accountability is also clarified during the meeting. Once the teacher receives the plan, the instructional team supports and reports out the results. After the identified time frame is complete, the results of the plan are reviewed.

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

Leaders and teachers participate in multiple trainings throughout the year such as, Ed Fuel, Relay, ASCD, PLCs, Success For All, and Achievement Network. There is a tiered training approach that starts with the leadership team, coaches, then teachers. The opening training for the leadership team begins in June. The leadership team attends the Principal Leadership Academy. During these sessions, leaders learn about best practices, data, and how to refine and replicate cultural norms. They also participate in book clubs such as Good To Great and Mind Set. The sessions are turn keyed to the instructional coaching team. During these joined sessions, the teams work together to norm support for teachers for the year. At the beginning of the school year and during PLC’s/Full Staff meetings the leaders review the Evaluation rubric with staff.



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