Integrity Educational Services' (IES') 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 on The Revised School Code, P.A. 451 of 1976 website.

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 Integrity Educational Services' (IES') Teacher Evaluation Tool.

 Dr. Heidi M. Cate_____
Printed Name of Superintendent

Heidi Cate
Signature of Superintendent

 3/23/2021_____
Date of Approval

  8/26/2024_____
Revised Version Date of Approval

Research Base for the Evaluation Framework, Instrument, and Process [Section 1249(3)(a)]
The following resources informed the development of the IES Teacher Evaluation Tool:

Data-driven instruction:
Bambrick-Santoyo, P. (2010). Driven by data: A practical guide to improve instruction. John Wiley & Sons.
Reeves, D. B. (2006). The learning leader: How to focus school improvement for better results. ASCD.

Instructional leadership:
Bambrick-Santoyo, P. (2012). Leverage leadership: A practical guide to building exceptional schools. John Wiley & Sons. Lezotte, L. W., & Snyder, K. M. (2011). What effective schools do: Re-envisioning the correlates. Solution Tree Press.
Marshall, K. (2013). Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap. John Wiley & Sons.

Curriculum, instruction, and assessment:
Ainsworth, L. (2011). Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment. Lead+ Learn Press.
Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. Guilford Press.
Brookfield, S. D. (2015). The skillful teacher: On technique, trust, and responsiveness in the classroom. John Wiley & Sons.
Marzano, R. J. (2011). Formative assessment & standards-based grading. Solution Tree Press.
MI-EXCEL. (2015). Blueprint Systemic Reconfiguration. Retrieved at https://miexcelresourcecenter.org/

Mission-driven schools:
Feiman-Nemser, S., Tamir, E., & Hammerness, K. (2014). Inspiring Teaching: Preparing Teachers to Succeed in Mission-Driven Schools. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.

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

Dr. Heidi Cate

Heidi Cate is currently Superintendent of Integrity Education Services and its schools, Hope Academy of West Michigan and Lighthouse Academy. She obtained a bachelor's degree from Kalamazoo College before completing her first Master's from Western Michigan University. She was as a psychologist the first 14 years after this. She served in a counseling capacity for a variety of organizations including as an in-home therapist for Muskegon DHS and mental health services' clientele and for Wedgwood Christian Services for 10 years before being employed as the Principal for Lighthouse Academy in 2005. Mrs. Cate finished her second Master's in Educational Leadership with Charter School Emphasis from Central Michigan University in December 2010. In 2014, she completed her Ph.D. in Education from Capella University.

Lucas Yax

Lucas Yax is currently the Assistant Superintendent of Residential and Juvenile Justice School Programs, Lighthouse Academy- Wedgwood, Waalkes, Pier, and Port. Lucas obtained a bachelor's degree from Ashford University before completing his Masters in Educational Leadership from the American College of Education. Lucas started working with at-risk youth as a Youth Specialist and Chemical Dependency Tech at the Brown County Evaluation Center form 2004-2006. He then served in multiple roles including; Youth Specialist, Shift Supervisor, Activity Therapist, and Education Specialist with Wedgwood Christian Services for 3 years before being employed as the Responsible Thinking Advisor with Lighthouse Academy in 2009. He served in this role for 7 years before transitioning to the MTSS/PBISS Coordinator for the District and finally transitioning into the Assistant Superintendent role during the 2019-2020 school year.

Leslie Cummings, CPA, is currently the Executive Director of the Business Office for Integrity Educational Services. She earned her bachelor's degree from Grand Valley State University. She earned her CPA license while working for Ernst & Young. She has served as the Chief Financial Officer for American Seating Company and Knape & Vogt Manufacturing Company. During her career, she has been responsible for various
acquisitions and divestitures of business units and has served as a corporate leader in the areas of Finance, Legal and Human Resources.

Joshua P. Barnhart

Mr. Barnhart is currently the Assistant Principal for Hope Academy of West Michigan, a preschool through 12th grade campus located in the heart of Grand Rapids, Michigan. He obtained his Bachelors of Education in 2015 from Central Michigan University, focusing on a comprehensive program that included Elementary Education, Middle Level Education, English Language Arts, and Physical Education. While working in the field of international education in 2021, he completed his Masters Degree in Educational Leadership from the American College of Education; focusing heavily on his work with multilingual student populations. Though he began his career in Michigan, Mr. Barnhart has taught also in bilingual international schools both in China and Guatemala, as well as leading the international staff at Shanghai United International School as the Assistant Head of Middle School. In 2022, he joined Integrity Educational Services as the Assistant Principal for Hope Academy. Since then he has supported the district in leading MTSS implementation, as Preschool Director, supporting as Title IX investigator, and in leading an increase focus on instructional rigor through Cognitive Coaching and an Adaptive Schools approach towards school-wide continuous improvement.

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

Please see the resources listed above for evidence of reliability, validity, and efficacy.

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

Domain 1: Student Achievement: <mark>40%</mark> of the overall evaluation score.

Domain 2: Job Responsibilities: <mark>30%</mark> of the overall evaluation score.

Expected Result 1
Demonstrates the strong desire and ability to achieve outstanding student achievement results in a short amount of time and commits to the relentless pursuit of increasing student learning.

Expected Result 2
Demonstrates the skill and willingness to leverage the student support network to ensure that students' social, emotional, nutritional, and health needs are addressed.

Expected Result 3
Demonstrates the ability to motivate students and influence their behaviors through building meaningful, caring relationships with students in order to exert academic influence.

Expected Result 4
Demonstrates the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning.

Expected Result 5
Demonstrates the capacity to align curriculum, instruction, and assessments in a tiered system of instructional strategies within the classroom to meet the needs of all students.

Expected Result 6
Demonstrates the competence to collect and analyze data and to design and utilize formative assessments to modify and adjust instruction on a daily basis.

Expected Result 7
Demonstrates the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability and the ability to seek out knowledgeable peers, coaches, or administrators for instructional support in the never-ending quest to deliver the vision of high-quality subject-specific instruction in every class period every day; this includes participation in assigned PLC groups and serving as a mentor teacher, if requested.

Expected Result 8
Prioritizes student-learning needs of the customs, routines, and established relationships that can stand in the way of necessary change.

Expected Result 9
Achieves results by taking risks, reflecting, and acting on lessons learned to skillfully challenge the status quo.

Expected Result 10
Maintains his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead.

Domain 3: IES Values <mark>30%</mark> of the overall evaluation score.

Respect
- Presume positive intent; listen to one another and ask clarifying questions, if needed.
- Honor and value the opinions, cultures, and values of all members within the school community.
- In times of disagreement, be tough on the issue, not on the person in a non-judgmental way.
- Communicate in a direct, timely, and respectful manner realizing what you do affects others.

Inclusiveness
- Intentionally connect with all stakeholders to instill a sense of acceptance and belonging.
- Provide a culturally sensitive environment that includes relevant teaching strategies, individual accommodations, looking beyond assumptions, and participation in collaborative discussions for all.

Integrity
- Strive to do the right things for the right reasons, even when it's hard.
- Keep our promises, even if it takes extra effort.
- Speak truth to others and expect them to do the same with us.

Persistence/ Perseverance
- Approach all problems with a positive and "can do" attitude and not be limited by our challenges or past experiences.
- Continuously evaluate and adjust individual student plans to ensure students are not limited by their challenges or past experiences.
- Support and encourage one another in good times and in times of struggle.
- Be adaptable and flexible in the achievement of district, building, and staff goals.

Growth Mindset
- Inspire growth in ourselves and others by sharing new ideas, being open to and seeking new opportunities for growth and change, and taking risks in order to improve outcomes.
- Engaging in self-evaluation to recognize one's strengths and opportunities for growth and creating plans for professional growth.

Collaboration/ Teamwork
- Sharing the workload among all stakeholders.
- Be relied upon to fulfill our commitments and responsibilities.
- All stakeholders share and have a voice in the educational programming for each student.
- Recognize that no one of us is as good as all of us by supporting each other through: sharing information, concerns, ideas, resources, and questions; by planning together, and by putting the team's goals before our own.

Excellence
- Have the courage to hold each other accountable and grow together, for example, by being open to giving and receiving feedback.
- Provide intentional high quality academic and non-academic support to every student, every day.
- Actively engaging in opportunities to improve and evolve as an organization.

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

The principal or assistant principal observes each teacher in the class room and follows up in a feedback meeting a minimum of once monthly and up to once weekly throughout the school year. The focus of the agenda of these meetings is at least 50% of the time on instructional leadership and student achievement and, at most, 50% of the time about administrative tasks and/or building management. In addition, an assessment of the teacher's progress in meeting the goals of the teacher's individualized development plan (Plan to Win) is discussed at least twice annually, at mid-year and at the end of the school year. Data (perceptions, process, students' achievement and/or demographic) is a continual focus of these meetings.

At the end of the school year, in May/June each year, the principal composes a summative evaluation of each teacher using the IES Teacher Evaluation Tool. A summary score of 1,2,3,4 is given to each element and domain. The IES Teacher Evaluation Tool element, "student results" is worth 40% of the overall evaluation rating and the rest of the elements are weighted evenly to compose 30% of the overall evaluation rating. Lastly, the remaining 30% of the overall rating is composed of evenly weighted elements in the mission-specific component.

The overall evaluation ratings equate to the following effectiveness ratings:

    Effective: 2.0-4.0

    Developing: 1.50-1.99

    Needing support: < or = 1.49

Teachers who have any element of the IES Teacher Evaluation Tool rated as a "1" must have a growth plan written to assist the teacher in developing his/her proficiency in this area. The year-end evaluation includes specific performance goals written in a Plan to Win that will assist in improving effectiveness for the next school year and are developed by the school administrator or the school administrator's designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals.

A midyear progress meeting and report is provided to every IES teacher including those who are in the first year of the probationary period, or who received a rating of minimally effective, ineffective, needing support, or developing in the teacher's most recent year-end evaluation. The midyear progress report is used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve.

If a teacher is rated as ineffective or needing support on 3 consecutive year-end evaluations, IES will dismiss the teacher from the teacher's employment. In addition, teachers who have worked less than 60 days in that school year are not assigned an evaluation rating and are designated as unevaluated.

IES assigns a mentor or coach to each teacher who is in the first year of the probationary period, or who received a rating of minimally effective, ineffective, needing support, or developing in the teacher's most recent year-end evaluation.

Parents/guardians will be notified when a student has been assigned for two consecutive years to teachers in the same content area who have been rated as "ineffective" or "needing support" on their two most recent evaluations.

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

The principals, assistant principals, and superintendent meet annually in the summer to review all job descriptions and evaluations in the summer to plan support and any needed professional development for individual teachers, small groups of teachers, and/or district-wide. This leadership team revisits the goals and plans set at a mid-year retreat to assure progress is being made in teacher development where needed as well as leadership oversight and support of effective instructional practices. Last, before principals and assistant principals begin to write and review evaluations with teachers, the school leadership group, along with Human Resources staff, meets to practice scoring the tool together in order to assure calibration and consistency in scoring. The evaluations are reviewed with teachers in May and June each school year.