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**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](http://www.legislature.mi.gov/%28S%2832tvwj0iraifdaezo3vyv3uy%29%29/mileg.aspx?page=getObject&objectName=mcl-380-1249) 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

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Signature of Superintendent

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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.

*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.

**Teriena Schwartz**

Teriena Schwartz is currently the Principal at Hope Academy of West Michigan. Ms. Schwartz obtained her Bachelor’s degree in Social Work and Sociology from Western Michigan State University before earning her Master’s Degree in Social Work from Grand Valley State University. She spent 10 years as a school social worker before returning to school to earn her Master’s Degree in Educational Leadership and Secondary Administration. Ms. Schwartz served as Principal of an alternative high school for 5 years before coming to Hope Academy of West Michigan.

**Miguel Ortiz**

Dr. Miguel Ortiz is currently the Assistant Principal of Hope Academy of West Michigan. He obtained his Bachelor’s degree in Biology (minor in Chemistry) from Grand Valley State University, and taught high school Biology and Chemistry for 5 years.

Dr. Ortiz earned his Master’s Degree in Educational Leadership from Ball State University with an Emphasis on Public School Administration and School Supervision. More recently, he earned his Doctorate from Michigan State University in Educational Leadership.

**Casey Kroll**

Casey Kroll is currently the Principal of Lighthouse Academy Main Campus.  This site includes Community, Residential, KCJC, as well as the REC program.  The Community school services students in grades 6-12 that are court ordered, expelled, suspended, or IEP placed. Residential is an on-site school program for the residents of Wedgwood Christian Services. KCJC is a short term court school transition program in partnership with Kent County Juvenile Court. The REC serves refugee students in partnership with the Refugee Education Center of West Michigan.  Casey obtained a bachelor’s degree in 2001 from Hope College in Secondary Education with an emphasis in K-12 Physical Education and Psychology. She later added an additional endorsement in 2009 in Health Education from Grand Valley State University. Casey continued her education completing a Master’s Degree in the Art of Teaching with an emphasis in Curriculum, Instruction and Assessment in 2016, followed by a K12 Administrative Certification in 2018, both from Marygrove College. Casey served as a teacher, athletic director and coach for nine years at Lighthouse Academy. She also served as a Behavior Specialist in 2017, and Interim Principal in 2018 prior to assuming her current role as Principal.

**Lucas Yax**

Lucas Yax is currently the Principal of Lighthouse Academy-Waalkes, Lighthouse Academy-The Pier, and Lighthouse Academy-The Port programs. 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 a 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 Principal role with the Waalkes, Pier, and Port programs during the 2015-2016 school year.

**Stacey Martinez**

Stacey Martinez is currently the principal of two Lighthouse Academy schools. Lighthouse Academy North Campus and Lighthouse Academy St. John's. Lighthouse Academy North is home to the Anchor program which welcomes refugee students from all over the world. Lighthouse Academy St. John’s is an on-site school program for the residents of DA Blodgett St. John’s Home who are considered unsafe to attend schools within the community. Between the two sites, we serve approximately 100 students throughout the school year. Stacey's educational and professional background includes obtaining a bachelor’s degree from Grand Valley State University in Secondary Education with an emphasis in Social Studies. She has worked as both a teacher and a behavior specialist in the five years previous to her assuming her current role as principal. She completed her Master’s degree in Educational Leadership from the American College of Education.

**Dan Underhill**

Dan Underhill is the Principal of Lighthouse Academy Eagle Village and Lighthouse Academy Round Lake. He obtained his Bachelor’s degree from Ferris State University in History and Physical Education. He also has his Master’s degree from Ferris State University in Special Education Curriculum and Institution. Dan has spent the last 8 years working as a Special Education Teacher, History/PE Teacher, and an Athletic Director. He also worked as an RTA in the RTC room as well as an Intervention/Remediation Coordinator.

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

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

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

***Expected Result 1***

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| 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. |
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**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 and reflecting and acting on lessons learned and 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.

**Flexibility**

Accepts change positively and professionally. Helps implement change even when the reason for change is not immediately evident.

**Job Knowledge**

Achieves and maintains technical and professional proficiency related to current teaching positon.

**Integrity and Trust**

Acts ethically and gains the trust and respect of others

**Relationship Building**

Builds and sustains productive relationships.

**Effective Communication**

Engages in collaborative discussions by inviting and considering contrary viewpoints and opinions.

**Initiative**

Recognizes opportunities and acts on them

**Planning and Organizing**

Sets Priorities and creates detailed plans.

**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. 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 50% of the overall evaluation rating and the rest of the elements are weighted evenly to compose 25% of the overall evaluation rating. Lastly, the remaining 25% 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:

1-Ineffective (not meeting standards)

2-Minimially effective (progressing)

3-Effective (proficient)

4- Highly effective (exemplary)

Teachers who have any element of the IES Teacher Evaluation Tool rated as a 1-Ineffective (not meeting standards) must have a growth plan written to assist the teacher in developing his/her proficiency in this area. The immediate supervisor and superintendent will be involved, along with the teacher, in developing this growth plan.

**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 description 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 meets to practice scoring the tool together in order to assure calibration and consistency in scoring. The evaluations are reviewed with teacher in May and June each school year.