



**APS Teacher Evaluation Tool as adopted from North Star's Teacher Evaluation Rubric**  
**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 APS Teacher Evaluation Tool as adopted from North Star's Teacher Evaluation Rubric.

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**Research Base for the Evaluation Framework, Instrument, and Process** [Section 1249(3)(a)]  
**Evidence of Reliability, Validity, and Efficacy** [Section 1249(3)(c)]  
**Identification and Qualifications of the Author(s)** [Section 1249(3)(b)]

Voyageur Academy and Voyageur College Prep is managed by American Promise Schools (APS). The APS network with support of each of its managed charter school's board of directors has adopted the North Star Teacher Evaluation Tool. This rubric was developed and vetted at North Star Academy by Paul Bambrick-Santoyo. He is the Chief Schools Officer for High Schools and K-12 Content Development for Uncommon Schools. Prior to that role, Bambrick-Santoyo spent 13 years leading Uncommon's Newark-based schools, North Star Academies. During his tenure at North Star, the schools grew from serving less than 300 students to over 3,000 while at the same time making dramatic gains in student achievement. North Star's results make them among the highest-achieving urban schools in the nation and winners of multiple recognitions, including the US Department of Education's National Blue Ribbon Award.

Author of *Driven by Data*, *Leverage Leadership*, and *Great Habits, Great Readers*, Bambrick-Santoyo has trained over 15,000 school leaders worldwide in instructional leadership, including multiple schools that have gone on to become the highest-gaining or highest achieving schools in their districts, states and/or countries. Prior to joining North Star, Bambrick-Santoyo worked for six years in a bilingual school in Mexico City, where he founded the International Baccalaureate program at the middle school level. He earned a B.A. in Social Justice from Duke University and his M.Ed. in School Administration via New Leaders from the City University of New York—Baruch College.

Based on his success, Bambrick-Santoyo co-founded the Relay National Principals Academy Fellowship and is the founder and Dean of the Leverage Leadership Institute, creating proof points of excellence in urban schools nationwide. This training program is a one-year fellowship that prepares principals to become instructional and cultural leaders, not merely building managers. Now in its fourth year, the National Principals Academy is training more than 400 leaders from 24 states and the District of Columbia and 85 school systems to improve the lives of more than 300,000 students across the United



States. School leaders attend a two-week summer intensive and four weekend intersessions throughout the year. Like all Relay programs, the leadership academies approach emphasizes individualized, job-embedded practice. Leaders study their “game film”: They record their feedback and professional development sessions with colleagues, analyze them with faculty members, practice new approaches, and immediately apply what they learn to their own school contexts.

Relay’s leadership faculty and content architects include Uncommon Schools’ Paul Bambrick-Santoyo, author of *Driven by Data*, *Leverage Leadership*, and *Great Habits, Great Readers*; Uncommon Schools’ Doug Lemov, author of *Teach Like a Champion*, *Teach Like a Champion 2.0*, and *Practice Perfect*; Dave Levin, Co-Founder of KIPP and Co-Founder of the Character Lab; and Uncommon Schools’ Julie Jackson, winner of Teach For America’s Peter Jennings Award for Civic Leadership.

The APS school leaders participate in the Relay program where they receive professional development in their instructional leadership model, data driven instruction, and the teacher evaluation tool.

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

This rubric aims to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, it is recommended that supervisors/coaches need to make frequent, short, unannounced classroom visits (at least ten per teacher per year); have a face-to-face coaching conversation after each one (ideally in the teacher’s classroom when students aren’t there); regularly observe teachers in team meetings and other settings; and possibly look at student survey/assessment data. The rubrics should not be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers’ work and supervisors’ observations throughout the year and serve as a memory prompt and structuring protocol when it’s time to evaluate the year’s work.

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#### **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 school leader and instructional support team members ensure that teaching staff receive constant feedback throughout the year. The framework for this feedback and how this connects to the mid-year and end of year evaluation are detailed below:

1. Goal-Setting Forms and Conference
  - a. Teacher develops and submits draft IDP (referred to Professional Growth Goal in Frontline).
  - b. Principal and teacher meet to finalize IDP.
  - c. Teacher may submit Goal Setting Artifacts. This is optional.
2. Mid-Year Forms and Conference





- a. Teacher completes and submits Self Reflection of Goals.
  - b. Teacher and principal meet to discuss teacher's progress on IDP.
  - c. Principal adds mid-year progress report on IDP and updated goals if needed.
  - d. Teacher or principal may review mid-year artifacts. This is optional.
3. Year-End Forms and Evidence
  - a. Teacher completes self-assessment of IDP by completing the Year-End Summative Review.
  - b. Teacher or principal may upload year-end artifacts. This is optional.
4. Year-End Summative Evaluation
  - a. Teacher and principal meet to discuss final summative evaluation. Principal uploads signed summative evaluation.
  - b. IDP or Professional Growth Goal is developed for the upcoming school year.

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

Evaluators and observers implementing the evaluation tool receive training in the APS annual August two week professional development session. Teaching staff also receive training in the August professional development session to ensure there is an understanding of how they are measured and evaluated throughout the school year.

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Jeremy Linne  
Jeremy Linne (Apr 4, 2017)

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Printed Name of Chief Academic Officer

Jeremy Linne

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Signature of Chief Academic Officer

Apr 4, 2017

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Date of Approval