



The Redmer Continuous Growth Model for Digital Teaching Teacher Evaluation: Postings and Assurances

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. The contents of this document are compliant with the law set forth, specifically pertaining to the Redmer Continuous Growth Model for Digital Teaching.

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

The Redmer Continuous Growth Model for Digital Teaching is grounded in doctoral research examining the instructional practices most closely associated with effective K-12 online and hybrid teaching. The model originated from a dissertation study, *Online Instructional Elements Related to K-12 Teacher Evaluation* (Redmer, 2023, Central Michigan University), which identified the pedagogical practices, instructional design competencies, and engagement strategies unique to digital instruction.

Following the dissertation, the model was refined through applied practice, including a pilot in public virtual schools in Michigan and Kansas. Combined, the dissertation research and applied practice span six years, allowing the framework to evolve alongside the changing demands of virtual, hybrid, and blended learning and resulting in a model purpose-built for digital educators rather than adapted from a traditional, in-person framework.

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

The Redmer Continuous Growth Model for Digital Teaching was developed by Dr. Rebekah Redmer, a Michigan public educator with more than 27 years of experience spanning secondary instruction, school leadership, virtual and hybrid program design, teacher evaluation, and professional development.

Dr. Redmer has served in instructional and executive leadership roles across traditional, hybrid, and fully virtual learning models within Michigan's public education system, including founding two digital schools. Her professional background includes direct responsibility for teacher evaluation systems, professional growth planning, evaluator training, and implementation oversight in digital and hybrid settings.

Dr. Redmer holds a Doctorate in Educational Technology from Central Michigan University, a Master's degree in Educational Leadership from Grand Valley State University, and a Bachelor's

degree in Secondary Education from the University of Olivet. She remains actively engaged in professional organizations shaping digital learning policy and practice, including the Community Advancing Digital Learning (DLAC), the International Society for Technology in Education (ISTE), the Michigan Association of Superintendents & Administrators (MASA), and the Association of International Educators (NAFSA).

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

The full reliability, validity, and efficacy study for the Redmer Continuous Growth Model is available at: <https://www.horizon-ed.org/research.html>

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

The complete Redmer Continuous Growth Model framework and rubric are available at: <https://www.horizon-ed.org/research.html>

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 Redmer Continuous Growth Model integrates observation, professional goal setting, and professional development into a single, continuous evaluation cycle rather than treating them as separate compliance activities.

The model follows a defined, actionable evaluation protocol built around five milestones across the school year, giving principals and teachers structured, recurring points for observation, feedback, coaching, and reflective dialogue. Evidence is collected through multiple forms of observation such as attending live virtual sessions, reviewing recordings of live sessions, and in-person observation of hybrid instruction, with attention to instructional design within the course. Evaluators many times also maintain ongoing access to teachers' digital courses throughout the school year to review student progress and instruction on a continuous basis, a level of transparency comparable to an informal classroom walk-through in a traditional in-person setting. Evidence gathered through these methods is reviewed collaboratively with the teacher against the model's rubric, with ratings grounded in the full body of evidence gathered across the cycle.

- Milestone 1: Orientation and Goal Setting. Teachers review the evaluation process and complete a self-evaluation, then collaboratively set professional goals aligned with their instructional context using the "Inquiry to Impact" process.
- Milestone 2: Initial Data Confirmation and First Observation. Data collection methods for value-added measures, such as student growth data, are confirmed. The first formal observation is conducted, followed by a feedback check-in, which may be formal or informal.
- Milestone 3: Second Observation and Ongoing Reflection. A second formal observation is completed along with a post-observation reflection meeting, alongside continued

informal observations, digital artifact sharing, and progress tracking toward professional goals.

- Milestone 4: Student Achievement and Progress Review. Student achievement data is reviewed with observation findings, and teachers complete a self-reflection on their observations and goal attainment.
- Milestone 5: Final Evaluation and Professional Planning. The cycle concludes with effectiveness ratings and an end-of-year professional meeting, with professional development plans identified for the summer or fall.

All forms are available through the observe4success platform, which districts may use if they want built-in reporting functions and annual data tracking; use of the platform is optional and not required to implement the model. Performance improvement plans are developed collaboratively when needed, with a focus on targeted, growth-oriented support for digital educators.

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

Successful implementation of the Redmer Model begins with a structured, collaborative process that ensures clarity, capacity, and long-term sustainability. Each partnership follows an intentional sequence of onboarding, professional development, and calibration, delivered virtually (unless otherwise specified) in sessions scheduled to align with each school or program's calendar and operational needs.

Onboarding and Planning. An orientation session introduces the Redmer Model framework and clarifies goals, timelines, and priorities. This includes identifying evaluators and participants, scheduling training windows, and orienting the team to the observe4success platform and RM Academy Year-1, ongoing professional development for instructional staff.

Leadership Preparation. Leaders learn the framework and its focus areas, along with the tools used across the growth cycle: self-assessment, goal setting, observation, and summative evaluation. Sessions also cover the protocol milestones, supporting educator reflection and goal setting, and calibrating around shared evidence criteria.

Observation and Feedback Coaching. Leaders build skill in observation and feedback aligned to digital and hybrid environments, grounded in evidence-gathering and growth-focused feedback. A central focus is inter-rater reliability, developed through observation debriefs and practice with sample lessons across synchronous, asynchronous, and in-person/hybrid instruction. Additional calibration sessions are scheduled as needed to strengthen consistency across the school.

End-of-Cycle Reflection. The training cycle concludes with a summative reflection, customized to each school or program's experience, including review of progress toward teachers' goals, reflection on instructional shifts, and planning for next steps and future learning.

Horizon Ed-Tech remains available to districts throughout implementation, with additional resources available within the training platform.