

The Framework for Teaching by Charlotte Danielson. 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 [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 **The Framework for Teaching by Charlotte Danielson**.*

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

See <http://www.danielsongroup.org/research/> and the attached Michigan Assurances Document.

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

See <http://www.danielsongroup.org/charlotte-danielson/> and the attached Michigan Assurances Document.

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

See <http://www.danielsongroup.org/research/>.

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

See <http://www.danielsongroup.org/framework/>.

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

- All teachers will be formally observed at least 1 time a year. Feedback will be given face-to-face within 24 hours of the observation. The format of the feedback follows the Danielson Post Observation form.
- All teachers will be informally observed at least 1 time a year. Feedback will be given face-to-face within 24 hours of the observation.
- All teachers will be observed at least 75 minutes with a combination of formal and informal observations.
- The observations will focus on Domains 2 and 3 in the Framework for Teaching by Charlotte Danielson.
- All teachers will create a Individual Development Plan and will be reviewed mid-



Someone so special deserves the right choice.

year and at the end of the year.

- A Mid-Year Progress Report will be developed for all teachers that are new to the district or that are on an additional Individual Development Plan.
- All teachers will receive a final evaluation.
- Student Growth Data will be 40% of the final evaluation.

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

All evaluators and observers will be formally trained using materials from the Charlotte Danielson group. The training will occur in person or online and supported through time for reflection, dialogue, discussion, and co-observations.



The 2013 Instrument, The Framework for Teaching by Charlotte Danielson

Teacher Evaluation: Postings and Assurances

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

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of Praxis III: Classroom Performance Assessments, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

Each component of the Framework for Teaching has been validated by the Measures of Effective Teaching (MET) study. The Framework for Teaching has been found to have predictive validity. Further research around the FfT can be found on The Danielson Group's website. See the Chicago and Cincinnati studies.

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

The Framework for Teaching was developed by Charlotte Danielson, a recognized expert in the area of teacher effectiveness. Her work focuses on the use of a framework, a clear description of practice, to promote professional conversations and learning. She advises State Education Departments and National Ministries and Departments of Education, both in the United States and overseas.

Charlotte Danielson graduated from Cornell with a degree in history, and earned her master's in philosophy, politics and economics at Oxford University. In 1978, she earned another master's from Rutgers in educational administration and supervision. After college, she worked as a junior economist in think tanks and policy organizations. While working in Washington, D.C., she got to know some of the children living on her inner-city block – and that's what motivated her to choose teaching over economics. She obtained her teaching credentials and worked her way up the spectrum from teacher to curriculum director, then on to staff developer and program designer in several different locations, including ETS in Princeton. She has developed and trained extensively in the areas of teacher observation and assessments.



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

<https://www.danielsongroup.org/research/>

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

<https://www.danielsongroup.org/framework/>

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

An evaluation process is determined by local guidelines and decisions. The Danielson Group trains observers to collect non-biased, quality evidence that is aligned to FfT components. Observers, working jointly with teachers, examine the evidence against critical attributes that distinguish levels of performance. This collaborative process supports the determination of a rating based on the preponderance of evidence. The Danielson Group promotes the use of evidence in collaborative pre- and post-observation conferences focused on growth.

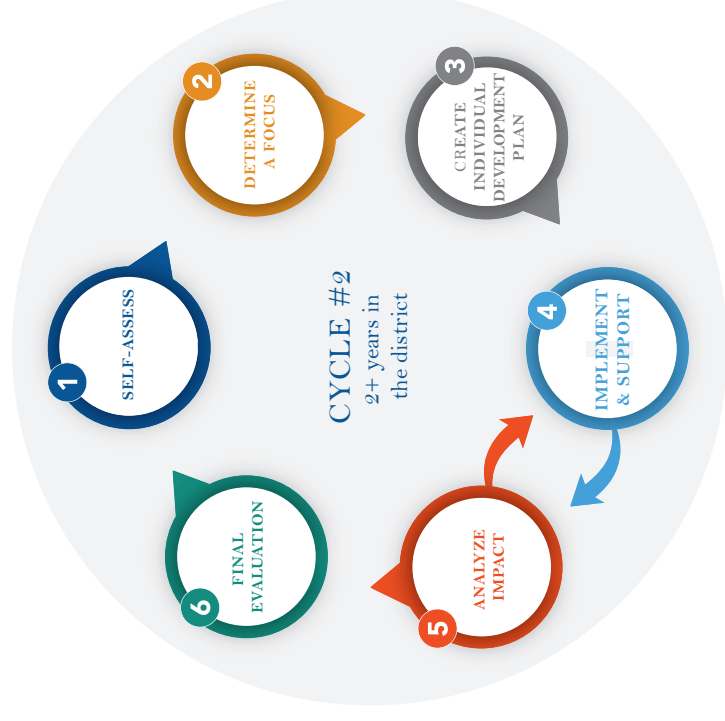
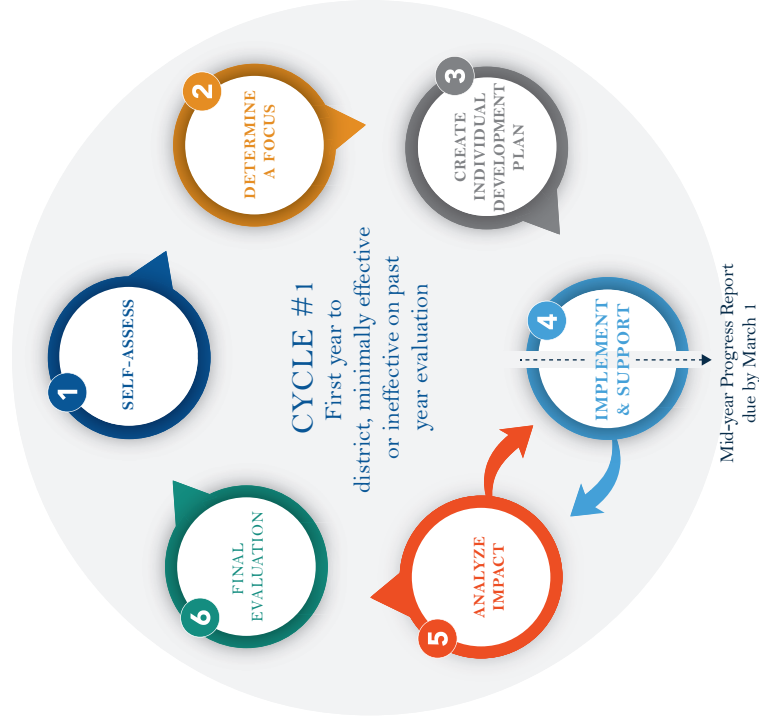
The Danielson Group offers training in facilitating evidence-based conversations to support the development of reflective practice and professional development plans, encouraging focused action and peer-to-peer learning. Our process is based on research that points to the importance of evaluator training.

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

The Danielson Group specializes in full-day, on-site training. We will also lead distance or remote consultation and follow-up webinars with large or small groups. All offerings can be customized to address gaps and needs. We also organize regional conferences and encourage school districts to pool resources and work together to arrange ongoing professional learning. We are available for keynote talks and large group overviews as well. Via email and phone, we remain available to Framework adopters.

To respond to scheduling and budget considerations, The Danielson Group offers a number of training sequences. Clients contact The DG; we assess needs and discuss possible plans; clients propose training dates; and then we draft an agreement for review. A member of our national team of experienced consultants will contact the client to enhance their understanding of district needs and to individualize the training design as appropriate.

Free resources can be found on The Danielson Group website: <http://www.danielsongroup.org>.



1

SELF-ASSESS:

Teacher self-assesses to identify an area of focus using Danielson Rubric for Self-Assessment of Practice Form in Vector Solutions.

When self-assessing, examine student work, classroom-based assessment data, feedback from students, etc. What are the learning strengths and learning challenges of your students?

Consider building goals, district learning goals and instructional initiatives. How do these support the learning challenges of your students?

2

DETERMINE A FOCUS:

Teacher and principal analyze evidence to identify an area of focus. Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?

Set instructional practice goals and evidence that will demonstrate meeting the goals.

Set student learning goals and evidence that will demonstrate meeting the goals.

3

CREATE INDIVIDUAL DEVELOPMENT PLAN:

Teacher creates individual development plan with help of administration and is based on self-assessment and determined focus.

4

IMPLEMENT & SUPPORT:

Teacher and principal engage in study and learning around area of focus.

Centered around areas of focus.

Professional collaboration (PLC's, team planning)

Professional development (team, building, CSA, individual)

5

ANALYZE IMPACT:

Teacher and principal analyze the results of their work based on your area of focus, what did you learn about your practice as it impacts student learning?

Examine student and teacher data.

Analyze the impact of the data.

Formatively discuss teacher growth using the Danielson Rubric.

Decide whether to continue the same focus or identify a new area of focus.

6

FINAL EVALUATION:

Formation of future individual development plan.

AUGUST • SEPTEMBER • OCTOBER • NOVEMBER • DECEMBER • JANUARY • FEBRUARY • MARCH • APRIL • MAY • JUNE

1 TEACHER SELF-ASSESSMENT DUE IN VECTOR SOLUTIONS BY OCTOBER 15

- Form Options:*
- *Danielson Clusters Self-Evaluation and IDP Form*
 - *Danielson Rubric for Self-Assessment of Practice*
 - *Special Education Rubric for Self-Assessment of Practice*
 - *Literacy and Instructional Coach Self-Evaluation (*In creation, due date TBD)*

2 DETERMINE A FOCUS

Use the Self-Assessment to determine Individual Development Plan Goals

3 TEACHER CREATES INDIVIDUAL DEVELOPMENT PLANS (IDP)

- Form Options:*
- *Danielson Clusters Self-Evaluation and IDP Form*
 - *Individual Development Plan for All Teachers, Specialists, Interventionists, Coaches*

- School-wide goal together
- During one-on-one meetings with administration, develop goals around your identified areas of focus

Teacher Checklist for Reference

Cycle#1 (First Year to the Academy):
Mid-year progress report due March 1, 2023

4 IMPLEMENT & SUPPORT:

MINIMUM OF 75 MINUTES OF OBSERVATION TIME IN VECTOR SOLUTIONS BY JUNE 2

- Informal observations with the following Form Options:
- *Informal Classroom Observation (Danielson)*
 - *Walkthrough Forms*
 - *Look Fors/ Matrix Forms*
 - *General Observation Forms*

At least ONE Formal observation with the *Formal Classroom Observation (Danielson) Form*

- Pre & post conferences

Formal feedback (documented)
Professional learning communities
Coaching conversations (documented)

2 REVIEW FOCUS

Look at IDP goals and re-determine a focus if needed, based on data impact

3 IDP GOALS

Final review of IDP Goals and creation of new goals for next year based on the evaluation

6

FINAL EVALUATION DUE IN VECTOR SOLUTIONS BY JUNE 15

- Form Options:*
- *2022-2023 Educator Evaluation for K-12 (General Education)*
 - *2022-2023 Special Education Form*
 - *Instructional and Literacy Coach Evaluation*

5 ANALYZE DATA IMPACT

Fall-Spring NWEA data using the *Achievement Status and Growth Report* on NWEA

The goal is to have the median growth percentile at or above the 45th percentile