

Dearborn Heights School District 7 Teacher Evaluation Information

Website Reporting Requirements

The state of Michigan passed legislation in 2015 that requires each school district to post their evaluation information on their website starting with the 2016-2017 school year. The following is the link to that law for specific information: <http://legislature.mi.gov/doc.aspx?mcl-380-1249>
Here is a list of the items requiring posting:

1. Research base of the framework

The Dearborn Heights School District 7 after examination of various teacher/administrator evaluation tools chose the Danielson Framework for teaching model in 2012. The Framework for Teaching is a research-based set of components of instruction aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. District 7 is using an adapted version of the 2013 model with an additional SIOF (Sheltered Instructional Operational Protocol) walkthrough, which focuses on second language learning and demonstration of both language and content objectives.

2. Identity and qualifications of the author(s)

Charlotte Danielson Author and Educational Consultant

Charlotte Danielson is an Author and Education Consultant. A former economist based in Princeton, N.J., she has taught kindergarten through college levels and worked as an administrator, curriculum director and staff developer. In her consulting work, Danielson has specialized in teacher evaluation, curriculum planning, performance assessment and professional development. She has served as a consultant to districts, universities, intermediate agencies and state departments of education. This work has ranged from the training of practitioners in aspects of instruction and assessment to keynote presentations at major conferences. Clients include the Association for Supervision and Curriculum Development, the College Board, the Educational Testing Service, the California Commission on Teacher Credentialing and the National Board for Professional Teaching Standards. Danielson is the author of a number of books, including *Enhancing Professional Practice: A Framework for Teaching*, *Teacher Evaluation to Enhance Professional Practice* (in collaboration with Tom McGreal) and *Strengthening the Profession Through Teacher Leadership*.



3. Evidence of reliability, validity, and efficacy or a plan for developing that evidence

- **2015: Teaching to the Core: Practitioner perspectives about the intersection of teacher evaluation using the Danielson Framework for Teaching and Common Core State Standards**
- **2013: Measures of Effective Teaching (MET) Project Releases Final Research Report**
- **2012: Background on the Measures of Effective Teaching (MET) Project**
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4. Framework and rubrics

A complete description of the Framework for Teaching is attached.

5. Process for conducting observations, evaluation conferences ~ basically outline the entire evaluation process

- a. From the prior year’s evaluation, areas of improvement are identified for teachers to develop their goals for improvement with the upcoming year. These are completed through the use of a “Professional Growth Plan”
- b. Administration completes classroom observations for teachers using the Danielson “*Framework for Teaching.*” These observations occur during the teacher’s class period and range from fifteen (15) minutes to an entire hours. A minimum of two observations occur per year with administration encouraged to complete upwards to six (6) per year. The administrators script what occurs in the classroom during the observation and send a copy of the scripting to the teacher within a twenty four (24) hour period with a scheduled follow-up meeting between the teacher and the administrator to discuss the observation using the Danielson “*Framework for Teaching*” rubric as well as the teachers growth plan for the year. This meeting is a time for the administrator to coach the teacher in the aspects of “best practices” for teaching and for teacher reflection on their practice. The meeting highlights the things that teacher is doing as well and those areas that the teacher and administrator identify as areas that need improvement. This then becomes the basis for the next classroom observation.
- c. Upon completion of the observations, the administrator takes the results of the year’s observations and using the Danielson “*Framework for Teaching*” rubric rates the teacher on each of the components of the four domains. This is shared with the teachers through a collaborative meeting to arrive at the final rating for each component. This accounts for seventy five (75) percent of the teacher’s final evaluation. The other twenty five (25) percent of the evaluation is based on student growth that currently is defined for K-5 as the students growth as identify using NWEA testing of students throughout the year. For the 6-12 grade teachers this is based on pre-post test results of students taking district common assessments developed within each department.
- d. Currently the evaluation is based on a point system with the total of eighty eight (88) points being available. Sixty six (66) of those points (seventy five (75) percent) come from the Danielson “*Framework for Teaching*” rubric ratings and the remaining twenty two (22) points (twenty five (25) percent) come from the student growth rating earned. The range to determine the State of Michigan Performance Ratings are:

Teacher Performance Rating	Total Points	Percent of Possible Points
Highly Effective	79-88 points	Based on 90-100% of total points
Effective	78-62 points	Based on 70-89% of total points
Minimally Effective	61-53 points	Based on 60-69%of total points
Ineffective	52-0 points	Based on 59% and Below total points

6. Identify the plan for providing evaluators and observers with training

Dearborn Heights School District 7 uses administrators and online training through Job Skill Technology, Inc. of *The Danielson Framework: 22 Components of Great Teaching* for teachers in the district. Administrators are provided training through Wayne County RESA course entitled *Enhancing Professional Practice: An introduction for the framework of Teaching.*