

The Framework for Teaching by Charlotte Danielson
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 [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)]

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.

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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. In the West Bloomfield School District observers enter observation evidence into TalentED, and teachers have the opportunity to submit artifacts to supplement this evidence. 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.

Process for Non-Tenured Teachers (date each step should be completed by)

- September 15 – Assign mentors to non-tenure staff
- September 30 – Evaluation process review meeting with all staff
- September 30 – Initial Individualized Development Plan submitted in TalentED
- November 1 – Pre-observation worksheet completed by teachers
- November 6 – 1st Pre-Observation Meeting
- November 11 – Formal Observation
- November 16 – Post-Observation Feedback submitted in TalentED
- January 15 – Individualized Development Plan Midyear Progress Meeting
- January 20 – Individualized Development Plan Mid-Year Progress Report submitted in TalentED
- April 1 – Pre-observation worksheet completed by teachers
- April 1 – All artifacts submitted by teacher in TalentED
- April 6 – 2nd Pre-Observation Meeting
- April 11 – Formal Observation
- April 16 – Post-Observation Feedback submitted in TalentED
- May 1 – Individualized Development Plan Final Review Meeting

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- May 1 – Year End Evaluation Meeting
- May 6 – Individualized Development Plan Final Report completed in TalentED
- May 10 – Teacher Final Appraisal submitted in TalentED
- *Informal observations can occur anytime during the evaluation process, and are submitted in TalentED*

Process for Tenured Teachers (date each step should be completed by)

- September 30 – Evaluation process review meeting with all staff
- March 1 – Pre-observation worksheet completed by teachers
- March 6 – Pre-Observation Meeting
- March 11 – Formal Observation
- March 16 – Post-Observation Feedback submitted in TalentED
- April 1 – All artifacts submitted by teacher in TalentED
- May 1 – Individualized Development Plan Final Review Meeting
- May 1 – Year End Evaluation Meeting
- May 10 – Teacher Final Appraisal submitted in TalentED
- *Informal observations can occur anytime during the evaluation process, and are submitted in TalentED*

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

In the West Bloomfield School District evaluators and observers receive ongoing educator effectiveness training through the district and intermediate school district. Additionally, Teachscape Focus is used to train, assess, and bi-annually calibrate all evaluators and observers on The Framework for Teaching by Charlotte Danielson.

The Framework for Teaching by Charlotte Danielson is comprised of 4 Domains and 23 Components. Teachers receive training from trained evaluators that focus in on specific components of The Framework for Teaching by Charlotte Danielson structured as follows:

- **Introduction:** The trainer facilitates an activity that helps build shared understanding as to why the component is important. The activity also focuses on:
 - **Elements:** Breaking the component down into its important and unique elements.
 - **Indicators:** Highlighting the important indicators relevant to the component.
 - **Minimizing Bias:** Paying attention to potential biases related to the component.
- **Identify Relevant Evidence:** The trainer facilitates an activity that helps teachers identify evidence that is relevant and not relevant to the component.
- **Component Rubric:** The trainer facilitates an activity that reviews each level of performance, and helps teachers identify the words that differentiate each level.

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- **Apply knowledge:** The trainer facilitates an activity where teachers watch a video of a lesson, and assign a level of performance to the teacher, based on their understanding of *The Framework for Teaching* by Charlotte Danielson.

Evaluators, observers, and teachers receive ongoing training on analyzing and measuring student growth and assessment data through our Teaching and Learning Department. This training is supported by our Professional Learning Community Data Protocol Template, which was adapted with permission from the work of Laura Lipton & Bruce Wellman as published in *Got Data? Now What? Creating and Leading Cultures of inquiry* (SolutionTree, 2012).

- **Phase One – Activate & Engage:** The data dialogue opens with the formation of a well-prepared district and school support team. Before any data is placed into consideration, school and district leaders agree upon team, norms, make predictions about what the data will show, and uncover their own underlying assumptions.
 - **Phase Two – Explore & Discover:** After setting the groundwork, district and school support team members begin to review the data. This phase of dialogue involves discovery and prompts teams to remain open to possibilities, look for patterns, and observe the real stories in relation to the data. This is a time of exploration, not explanation.
 - **Phase Three – Organize & Integrate:** The third phase of the data dialogue will support the transition to causation and action. Teams work together to dig deep, surface causal factors, and to generate powerful bug ideas for rapidly improving student learning and achievement.
 - Part One – Defining the Problem
 - Area of concern
 - Supporting data observations regarding the concern
 - Causal category
 - Strategy to address the concern
 - Part Two – Taking Action
 - Choose a strategy
 - Develop action steps
 - Develop a timeline
 - Needs/person responsible
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