

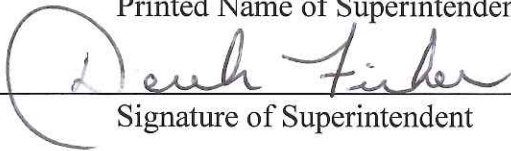
Garden City Public Schools
Charlotte Danielson's Framework for Teaching
Teacher Evaluation: Postings and Assurances
Non-State Approved Evaluation Tool; District-Approved Evaluation Tool

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 Charlotte Danielson's Framework for Teaching.

Derek Fisher

Printed Name of Superintendent



Signature of Superintendent

06/17/2016

Date of Approval

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

- Please see Appendix A, as attached.

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

- Please see Appendix B, as attached.

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

- Please see Appendices A and B, as attached.
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Evaluation Framework and Rubric [Section 1249(3)(d)]

- Please see pp. 14 – 21 of the *Garden City Public Schools Teacher Evaluation Handbook – 2016-2017*, as provided under the *Educator Evaluation* link in the *Budget and Salary/Compensation Transparency Reporting*.

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

- Please see pp. 3 – 13 and 32 - 34 of the *Garden City Public Schools Teacher Evaluation Handbook – 2016-2017*, as provided under the *Educator Evaluation* link in the *Budget and Salary/Compensation Transparency Reporting*.

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

- Administrators will conduct a staff meeting by October 7, 2016, providing an overview of the teacher evaluation process, including each of the steps provided within the process, as outlined in the *GCPS Teacher Evaluation Performance Handbook*.
 - Please see Appendix C, as attached.
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Appendix A

The information provided below belongs to the Danielson Group and can be accessed at the following website link: <https://www.danielsongroup.org/research/>.

"Danielson Group » Research." *Danielson Group Research Comments*. N.p., n.d. Web. 03 Aug. 2016. <<https://www.danielsongroup.org/research/>>.

The Danielson Group

Research

The Danielson Group seeks to share research studies involving the Framework. We maintain a strong interest in encouraging independent research in support of quality professional development, process improvements, and significant teacher outcomes.

- **2015: Teaching to the Core: Practitioner perspectives about the intersection of teacher evaluation using the Danielson Framework for Teaching and Common Core State Standards**

In October 2014, the Teaching the Core study released findings based on national teachers' and administrators' perspectives on teacher evaluation with the implementation of Common Core State Standards. The study, funded by a grant from the Helmsley Charitable Trust, was conducted by independent researchers. They followed participants through observation cycles of Common Core-aligned instruction using two instruments: the Danielson Framework for Teaching (2013 version) and the Instructional Practice Guides, created by Student Achievement Partners (SAP). The study set out to explore four focal research questions:

1. What are participants struggling with in terms of adoption of and alignment with Common Core State Standards?
2. How well do participants think the instruments capture teaching to the Common Core State Standards?
3. What are the general patterns of use for the instruments and observation practices?
4. What are ideas for redesign to better align the Danielson Framework for Teaching with Common Core State Standards?

Data collections took place from March 2013 to June 2014 with four school districts across the United States in Connecticut, Illinois, Nevada, and New York. The report yielded 10 key findings and 33 suggestions from participating teachers and administrators. Results highlight both the challenges faced by those implementing Common Core and the potential benefits that alignment of teacher evaluation and Common Core can achieve.

To read the results of the Teaching the Core study, visit http://a94.4c8.myftpupload.com/wp-content/uploads/2015/04/TtC_ResearchSummaryReport.pdf for the summary of the study, including key findings and suggestions.

An additional part of the study was to capture videos of multiple bell-to-bell lessons aligned to the Common Core State Standards. On March 17, 2015, SAP launched the "Teaching the Core" website:

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<http://www.teachingthecore.org> . SAP has chosen to include 60 lessons in this release. Additional lessons will be added to the collection over time. The lessons have been edited to show bell-to-bell instruction. Users can easily:

- Jump to annotated moments exemplary of the CCSS
- Access the lesson plan and materials
- See example student work
- Watch an interview with the teacher
- Download the grade appropriate coaching tool

The site features full coverage of grade levels and of core actions/indicators in math (meaning at least 1 video per grade level and at least 1 annotated moment per core action/indicator) and nearly complete coverage in ELA/Literacy. SAP will continue to review additional videos, and anticipates having full coverage in ELA/Literacy as well, when the library is complete.

- **2013: Measures of Effective Teaching (MET) Project Releases Final Research Report**

[Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three Year Study](#)

"In January 2013, the MET project released its third and final set of findings, which sought to answer three questions from practitioners and policy makers:

1. Can measures of effective teaching identify teachers who better help students learn?
2. How much weight should be placed on each measure of effective teaching when combining classroom observations, student surveys, and student achievement gains?
3. How can teachers be assured trustworthy results from classroom observations?

Along with a brief summarizing all of the findings, and the three research papers detailing the technical methods, in January 2013 the MET project released a set of principles for effective evaluation systems based on lessons learned over the three years of the study."

More recommendations and helpful information: To read the results and conclusions of a three year study of whether or not effective teaching can be identified reliably and measure the effects on student learning, [click here for the MET Project website](#) containing all the available reports and recommendations from the MET Project.

- **2012: Background on Measures of Effective Teaching (MET) Project**

The [MET project](#) is a partnership between 3,000 teacher volunteers and dozens of independent research teams. The project aims to help teachers and schools understand what great teaching looks like. Launched in 2009, the study will identify multiple measures and tools that – taken

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together – can provide an accurate and reliable picture of teaching effectiveness. By understanding what great teachers do and by improving the ways teachers gain insight into their practice, we can help more teachers achieve success for their students.

Research shows that a teachers' contribution matters more than anything else within a school. More than class size. More than school funding. More than technology. For decades, most initiatives to improve public education have focused on improving poor performing schools. But studies show that there are bigger differences in teaching quality within schools than there are between schools. This means that in the same school, a child taught by a less effective teacher can receive an education of vastly different quality than a student just down the hall who is taught by a more effective teacher. And the way evaluations are currently conducted don't provide the teacher who is struggling with a roadmap to improve.

Because teaching is complex, no single measure can capture the complete picture of a teacher's impact; yet many evaluation systems use tools that provide teachers with very limited, occasional feedback. Multiple measures are needed to help school leaders understand how teaching contributes to student success, because as teachers know, there are no silver bullets in the classroom. Armed with this information, teachers and school leaders can create better professional development programs that promote proven techniques and practices that help students learn, and can make better-informed hiring and tenure decisions.

- **2011: Rethinking Teacher Evaluation in Chicago; Cincinnati: Effect of Evaluation on Performance**

Rethinking Teacher Evaluation in Chicago: Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation, Consortium on Chicago School Research at the University of Chicago Urban Education Institute, November 2011

This report summarizes findings from a two-year study of Chicago's Excellence in Teaching Pilot, which was designed to drive instructional improvement by providing teachers with evidence-based feedback on their strengths and weaknesses. The pilot consisted of training and support for principals and teachers, principal observations of teaching practice conducted twice a year using Charlotte Danielson Framework for Teaching, and conferences between the principal and the teacher to discuss evaluation results and teaching practice. [Download the report.](#)

"The Effect of Evaluation on Performance: Evidence from Longitudinal Student Achievement Data of Mid-career Teachers" Taylor, Eric, John H.: NBER Working Paper No. 16877.

This study investigated the effect of teacher evaluation on the quality of instruction, and found that the very act of going through a year-long evaluation process in Cincinnati strengthens teacher performance. The results suggest that the correlations are positive, and the effect sizes are large enough to be quite consequential. Furthermore, they found that not only does a teacher's effectiveness increase in the year in which they are undergoing evaluation, but the

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effects of going through the evaluation cycle are even larger in years after the evaluation. [Read the report here.](#)

- **2010: Identifying Effective Classroom Practices Using Student Achievement Data**

["Identifying Effective Classroom Practices Using Student Achievement Data" Kane, et. al.](#)

This paper combines information from classroom-based observations and measures of teachers' ability to improve student achievement as a step toward addressing these challenges. Classroom based measures of teaching effectiveness are related in substantial ways to student achievement growth. Results point to the promise of teacher evaluation systems that would use information from both classroom observations and student test scores to identify effective teachers. Results also offer information on the types of practices that are most effective at raising achievement. [Read more . . .](#)

- **2009: Excellence in Teaching Project**

["Evaluation of the Excellence in Teaching Pilot; Year 1 Report to the Joyce Foundation" Sartain, et. al.](#)

Research on the implementation of the Framework as a reliable measure of teaching practice (Year 1) and the validity of the Framework, i.e. it measures what it claims to measure (Year 2), as well as each year understanding the principal and teacher perceptions of the pilot evaluation at the school level. The findings from Year 1 include that 1) principals and trained teacher and research experts use the rating scale consistently overall; 2) more teachers were identified as low-performing under the new evaluation system; 3) principals found four areas of instruction to be particularly challenging to evaluate; 4) principals had no trouble identifying unsatisfactory teaching practices; and 5) just over half of the principals were highly enthusiastic about the evaluation process.

- **2006: Assessing the Relationship Between Student Achievement and Teacher Performance**

2006

Multi-year, mixed-methods study investigating the validity of teacher evaluation in four sites: Cincinnati, Ohio; Los Angeles, California; Reno/Sparks, Nevada; and Coventry, Rhode Island. Heneman, et. Al.

The study used linked student and teacher data to assess the relationship between student achievement and teachers' performance evaluation scores. The value-added model used achievement scores that were estimated on prior achievement and other student characteristics

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which determined a fairly high correlation in two of the four sites between what the teachers were observed to be doing in the classroom and their students' achievement gains. The authors of study noted that high correlations could be due to using multiple observation data, highly trained evaluators, and the teachers having a shared understanding of what constituted good teaching.

- **2005: Correlation Between Domains 1 and 3 and Student Achievement**

"Correlation Study between teachers' scores on Domains 1 (Planning and Preparation) and Domain 3 (Instruction) and student achievement" Borman & Kimball

The authors found that teacher quality as determined by standards-based evaluation contributed slightly to student achievement.

- **2004: Three Studies Correlating Teacher Evaluation Scores with Student Achievement**

"In-depth, mixed-methods study of one Los Angeles elementary charter school serving approximately 1,200 students." Gallagher

The author found that there were significant differences in student achievement relative to teachers' evaluation scores. In particular, literacy and composite evaluation scores were significantly related to student achievement, whereas mathematics and language arts scores were not. Alignment and consistency in the pedagogical approach were factors in the correlation between literacy evaluation scores and student achievement. Interestingly, Gallagher also correlated teacher certification and experience data with student achievement and found no relationship with student test scores.

"Correlation study examined the relationship between teacher evaluation scores and student achievement in nine grade-test combinations in Washoe County" Kimball, et. al.

This research . . .

"Correlation study of the relationship between teacher evaluation scores and student achievement in a large Midwestern district using value-added measures with 212 teachers in grades 3-8" Milanowski

Small to moderate correlations were determined between teacher evaluation scores and student growth with 0.27 in science, 0.32 in reading, and 0.43 in mathematics.

- **2003: Cincinnati Student Achievement/Teacher Evaluation Correlation Study**

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“Correlation study to compare student achievement with teachers’ evaluation scores for 246 Cincinnati Public School teachers” Holtzapple

The study using a value-added model of predicted achievement versus actual



The 2013 Instrument, 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](#). The contents of this documents 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.



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>.

**Garden City Public Schools
Educator Evaluation Training/Professional Development Plan
Public Reporting Requirement**

Per MCL Section 380.1249.3(f), of The Revised School Code, “. . . a school district . . . shall post on its public website . . . a description of the plan for providing evaluators and observers with training” on the school district’s selected evaluation tool(s) for teachers and administrators.

Garden City Public Schools has developed the following training/professional development plans:

Teacher Evaluation: Charlotte Danielson’s Framework for Teaching

- All teachers will be provided access to the following online course modules through *Educational Impact’s* Online Academy. Time has been allotted on three of the District’s district provided professional development days (November 8, 2016; January 16, 2017; May 2, 2017) for such purposes. Teachers may also receive SCHECHs through this process if they elect to do so.
 - *The Danielson Framework: 22 Components of Great Teaching*
Estimated Completion Time: 5 - 6 Hours
Video Time: 3 Hours
Course Description: Drawing on years of research and personal experience, Charlotte Danielson presents commentary on each one of the 22 Framework components. Charlotte offers teachers a coherent collection of practical classroom strategies and techniques to help enhance their skills in each component area. She explores why each component is important and how they work together to define “good teaching.” Charlotte also examines the challenges teachers face in achieving a “distinguished” level for each component. (Educational Impact Online Academy Catalog)
 - While optional, teachers will also be provided access to an online course for each of the 22 Danielson components. Teachers may opt to complete any number of these courses, focusing, as an example, on component 3D: *Using Assessment for Learning*, or all 22 courses, if they wish. Each course, which includes video, assessment(s), reflective writing, discussion boards, and in some instances, reading, depending upon the course, can last an estimated two-and-a-half (2.5) to seven (7) hours in length. Specific course opportunities, as provided in the *Educational Impact* Online Academy Catalog are noted below:
 - *Danielson Components – Skill Builders for Domain 1*
 - 1A: *Demonstrating Knowledge of Content and Pedagogy (3 Hours)*
 - 1B: *Understanding Your Students (6 Hours)*
 - 1C: *Setting Instructional Outcomes (6.5 Hours)*
 - 1D: *Demonstrating Knowledge of Resources (3 Hours)*
 - 1E: *Designing Coherent Instruction (6.5 Hours)*
 - 1F: *Designing Student Assessment (4.5 Hours)*
 - *Danielson Components – Skill Builders for Domain 2*
 - 2A: *Building Respect and Rapport with Your Students (4 – 4.5 Hours)*
 - 2B: *Establishing a Culture for Learning (6 Hours)*
 - 2C: *Managing Classroom Procedures – Maximizing Instructional Time (6 Hours)*
 - 2D: *Managing Student Behavior (4 Hours)*

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- 2E: *Organizing the Physical Space (4 Hours)*
 - Danielson Components – Skill Builders for Domain 3
 - 3A: *Communicating with Students (4.5 Hours)*
 - 3B: *Raising the Rigor with High Level Questioning and Discussion Strategies (7 Hours)*
 - 3C: *Engaging Students in Learning with Real World Connections (5 Hours)*
 - 3C: *Student Engagement Strategies for Elementary Teachers (5.5 Hours)*
 - 3C: *Active Learning Strategies for Elementary Teachers (6.5 Hours)*
 - 3C: *Student Engagement Strategies for Intermediate Teachers (5.5 Hours)*
 - 3C: *Active Learning Strategies for Intermediate Teachers (6 Hours)*
 - 3C: *Student Engagement Strategies for Secondary Teachers (5.5 Hours)*
 - 3C: *Active Learning Strategies for Secondary Teachers (6 Hours)*
 - 3D: *Using Assessment for Learning (5.5 Hours)*
 - 3E: *Flexibility, Responsiveness and Differentiation (7.5 Hours)*
 - Danielson Components – Skill Builders for Domain 4
 - 4A: *Reflecting on Teaching (2.5 Hours)*
 - 4B: *Accurate Records and Data Analysis (5.5 Hours)*
 - 4C: *Enhancing Learning with Family Involvement (4 Hours)*
 - 4D: *Teacher Leaders and Professional Learning Communities (4.5 Hours)*
 - 4E: *Leveraging Principal-Teacher Conferences to Impact Teacher Effectiveness (3.5 Hours)*
 - 4F: *Professional Responsibilities of Distinguished Teachers (5 Hours)*
- Through the coordination of Wayne RESA Intermediate School District, all administrators who will be conducting teacher evaluation, using Charlotte Danielson's *Framework for Teaching*, are participating in a four day training, with each session providing a full day of professional development. Personnel from *The Danielson Group* have been contracted by Wayne RESA to provide these training sessions. Administrators are participating in one of the five cohort groups noted below:
 - Cohort 1: August 15, 2016; September 19, 2016; October 17, 2016; November 14, 2016
 - Cohort 2: August 16, 2016; September 20, 2016; October 18, 2016; November 15, 2016
 - Cohort 3: August 17, 2016; September 21, 2016; October 19, 2016; November 16, 2016
 - Cohort 4: August 18, 2016; September 22, 2016; October 20, 2016; November 17, 2016
 - Cohort 5: August 19, 2016; September 23, 2016; October 21, 2016; November 18, 2016

Administrator Evaluation: School ADvance Administrator Evaluation System

- All administrators will receive School ADvance System training, through providers authorized by School ADvance, LLC. Dates have yet to be determined.
- All individuals who will be conducting administrator evaluation using School ADvance will receive School ADvance System training, through providers authorized by School ADvance, LLC. Dates have yet to be determined.