

DEXTER COMMUNITY SCHOOLS

PROFESSIONAL STAFF EVALUATION GUIDE

Updated August 2024



TABLE OF CONTENTS

<u>DEFINING THE FRAMEWORK FOR TEACHING.....</u>	<u>3</u>
<u>CHARLOTTE DANIELSON’S FRAMEWORK FOR TEACHING</u>	<u>4</u>
<u>STAFF RESPONSIBILITIES AND DUE DATES.....</u>	<u>6</u>
<u>EVALUATION PROCESS TENURED/NONPROBATIONARY</u>	<u>7</u>
<u>PROBATIONARY STAFF.....</u>	<u>8</u>
<u>INDIVIDUALIZED DEVELOPMENT PLAN.....</u>	<u>9</u>
<u>IMPORTANT NOTE ABOUT OBSERVATIONS</u>	<u>10</u>
<u>EVALUATION RATINGS</u>	<u>11</u>
<u>TRIENNIAL EVALUATION CYCLE.....</u>	<u>11</u>
<u>FRAMEWORK FOR TEACHING SCORING.....</u>	<u>12</u>
<u>WHAT ARE SMART GOALS?.....</u>	<u>13</u>
<u>HOW TO UPLOAD A LESSON PLAN IN TALENT ED</u>	<u>14</u>

DEFINING THE FRAMEWORK FOR TEACHING

The Framework for Teaching (2013) is a research-based set of components of instruction that provide a roadmap for teaching. All certified staff and evaluators should study the levels of performance for each component to gain a solid understanding of the evaluation rubric. Each component is associated with critical attributes that differentiate the levels of performance. These critical attributes provide guidance to identify differences between the levels of performance helping educators identify and distinguish these differences. The Framework organizes the multifaceted nature of teaching into 22 components (and 76 smaller elements) across four key domains of teaching responsibility:

1. Preparation and Planning
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities

Within each domain, the components define specific aspects, and each component is further detailed by two to five elements that highlight its particular features. The performance rubrics for each component provide a clear pathway for improving teaching practices.

Utilizing the Framework for Teaching, observations and evaluations will place a stronger emphasis on student learning, recognizing that teachers have the greatest impact on student success. Observations and evaluations will be conducted with a focus on how teachers engage students in the learning process, foster critical thinking, and active participation. This shift underscores the importance of not just the instructional methods used but also the outcomes achieved in the classroom. By prioritizing student learning, the evaluation process will better reflect the true influence that teachers have in shaping educational experiences and outcomes.



CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING (2013)

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and behavior • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Guide and support volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

www.danielsongroup.org



MCL 380.1249

Per State Law: Tenured teachers rated as highly effective (prior to 2024-2025) or effective (beginning 2024-2025) on the 3 most recent consecutive year-end evaluations, may be evaluated triennially instead of annually

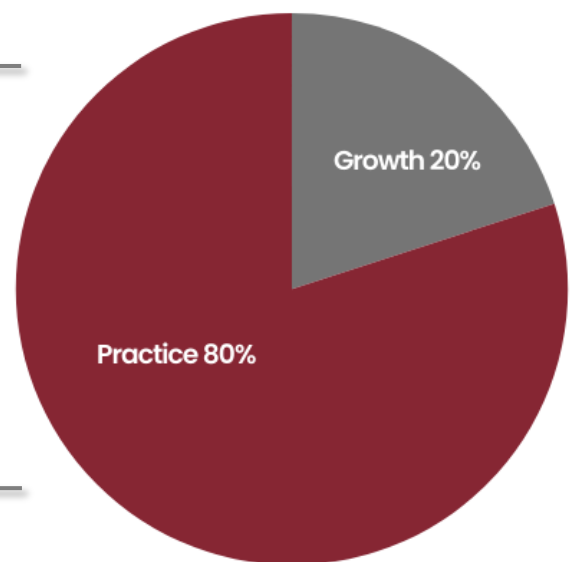
Per State Law: There must be at least 2 classroom observations of a teacher in each school year that the teacher is evaluated. One observation may be unscheduled.

Per State Law: A classroom observation must be not less than 15 minutes but does not have to be for an entire class period.

Per State Law: A classroom observation must include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson. Lesson plans must be uploaded into Talent Ed on the day of the observation, before leaving for the day, unless alternative arrangements have been made with the administrator.

GROWTH AND ASSESSMENT DATA

Beginning in the 2024-2025 school year, 20% of the year-end evaluation must be based on student growth and assessment data or student learning objectives metrics.



PRACTICE

- An effectiveness rating of *Effective*, *Developing*, or *Needing Support* will be assigned on the year-end evaluation.
- Each staff member will have an identified administrator who is responsible for the evaluation process.
- Observations will primarily focus on Domains 2 and 3 in the Framework for Teaching tool.

STAFF RESPONSIBILITIES AND DUE DATES

October 30	October 30	October 30	May 22	June 6
Self-assessment	Student growth goal or student learning objective (SLO)*	IDP Goal (If required)**	Year-end student growth and IDP (if required) data submitted	Year-end evaluation
<i>Student Growth Goal or SLO</i>				
<p>*In consultation with the administrator, a student growth goal will be developed by the staff member or team based on student growth and assessment data or student learning objectives metrics.</p> <p>SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) will be used for student growth goals or SLOs.</p>				
<i>Individualized Development Plan (IDP) Goal</i>				
<p>** IDP goal is specific performance goal that will assist in improving effectiveness. More than one IDP goal may be necessary.</p>				
<i>Lesson Plans</i>				
<p>Lesson plans must include:</p> <ul style="list-style-type: none"> ◆ the identified state curriculum standard used in the lesson ◆ a brief description of the lesson on the day of observation <p>Lesson plans must be <u>uploaded</u> into Talent Ed on the day of the observation, before leaving for the day, unless alternative arrangements have been made with the administrator.</p>				

EVALUATION PROCESS TENURED/NONPROBATIONARY

Staff Responsibilities	By October 30 th : <ul style="list-style-type: none"> ◆ Self-Assessment ◆ Student Growth Goal ◆ IDP Goal(s) (<i>if required</i>)
Observations	At least two (2) observations: <ul style="list-style-type: none"> ◆ One may be unscheduled ◆ At least 15 minutes in length ◆ Includes review of lesson plans and student engagement
Lesson plans	Lesson plan includes: <ul style="list-style-type: none"> ◆ The state curriculum standard used in the lesson ◆ A brief description of the lesson ◆ Lesson plans must be uploaded into TalentEd on the day of the observation, before leaving for the day, unless alternative arrangements have been made with the administrator
Post-observation Meeting	<ul style="list-style-type: none"> ◆ Conducted within 10 school days of each observation. May be held within 30 days if mutually agreed upon
Feedback	<ul style="list-style-type: none"> ◆ Written feedback will be provided within 30 days of the observation ◆ Feedback will include a review of the lesson plan and student engagement during the lesson
Year-end Data	By May 22 nd : <ul style="list-style-type: none"> ◆ Student growth goal data submitted ◆ IDP data submitted (if required)
Year-end Evaluation	By June 6 th : <ul style="list-style-type: none"> ◆ Includes goal(s) for the next school year developed by the administrator in consultation with the staff member ◆ Include IDP goal(s) for the next school year developed by the administrator in consultation with the staff member (if required) ◆ Staff member's signature ◆ Administrator signature

PROBATIONARY STAFF

Staff Responsibilities	By October 30 th : <ul style="list-style-type: none"> ◆ Self-Assessment ◆ Student Growth Goal ◆ IDP Goal(s) (<i>if required</i>)
Observations	At least two (2) observations: <ul style="list-style-type: none"> ◆ One may be unscheduled ◆ At least 15 minutes in length ◆ Includes review of lesson plans and student engagement ◆ Completed by the end of January
Lesson plans	Lesson plan includes: <ul style="list-style-type: none"> ◆ The state curriculum standard used in the lesson ◆ A brief description of the lesson ◆ Lesson plans must be uploaded into TalentEd on the day of the observation, before leaving for the day, unless alternative arrangements have been made with the administrator.
Post-observation Meeting	<ul style="list-style-type: none"> ◆ Conducted within 10 school days of each observation . May be held within 30 days if mutually agreed upon.
Feedback	<ul style="list-style-type: none"> ◆ Written feedback will be provided within 30 days of the observation ◆ Feedback will include a review of the lesson plan, student engagement during the lesson and IDP goal(s)
Mid-year Progress Report	If required: <ul style="list-style-type: none"> ◆ Aligned to IDP and include performance goals and written improvement plan for the goals ◆ Signed by Staff member and Administrator
Observations, Lesson Plans, Post Observation Meeting, Feedback	If a mid-year progress report was required, the following steps will be repeated: <ul style="list-style-type: none"> ◆ Observations ◆ Lesson Plans ◆ Observation Meeting ◆ Feedback
Year-end Data	By May 22 nd : <ul style="list-style-type: none"> ◆ Student growth goal data submitted ◆ IDP data submitted
Year-end Evaluation	By June 6 th : <ul style="list-style-type: none"> ◆ Include Performance goal(s) for the next school year developed by the administrator in consultation with the staff member ◆ Include IDP goal(s) for the next school year developed by the administrator in consultation with the staff member (if required) ◆ Staff member's signature ◆ Administrator signature

PROBATIONARY STAFF *continued*:

Nontenured Teachers	Previously Tenured Teachers New to DCS	Non-Teaching Professionals
May receive a mid-year progress report and annual year-end evaluation during the 4 -ear probationary period. Nontenured teachers earn Tenure after 4 school years of probation.	May receive a mid-year progress report and annual year-end evaluation for up to 2 years. Teacher retains Tenure earned from previous district	May receive a mid-year progress report and annual year-end evaluation during the probationary period.
Midyear and year-end evaluations are based on: <ul style="list-style-type: none"> ♦ observations (including lesson plan review, state curriculum standard, and student engagement) ♦ assessment of progress toward IDP goals 		

INDIVIDUALIZED DEVELOPMENT PLAN

An Individualized Development Plan (IDP) will be developed by the administrator in consultation with the individual staff member.		
Who: <ul style="list-style-type: none"> • A Probationary staff member • A staff member rated <i>Needing Support</i> on the most recent end-of-the-year summative evaluation. • A staff member identified as needing an IDP regardless of their rating on the most recent end-of-the-year summative evaluation. • A staff member identified as needing an IDP before the full evaluation process is completed. • An IDP may necessitate a staff member to be evaluated more frequently than every three years. Purpose: <ul style="list-style-type: none"> • To enable a probationary or tenured teacher the opportunity to seek assistance in a specific area(s) of the Framework for Teaching • To provide a more structured process for a tenured teacher who may benefit from more support Method: <ul style="list-style-type: none"> • Observation and feedback focused specifically on the identified area(s) of needed improvement 		
Nontenured Teachers	Previously Tenured Teachers New to DCS	Non-Teaching Professionals
♦ Must have an IDP for 4 years ♦ Tenure is earned at the end of the 4 th school year	♦ Must have an IDP for 1 year ♦ Progress toward goals will determine IDP status for year 2	♦ Will follow the same timeline for Nontenured or Tenured teachers

IMPORTANT NOTE ABOUT OBSERVATIONS

Observations will focus on Domain 2 and Domain 3 which are crucial because they directly relate to the interactions between teachers and students, as well as the instructional practices that occur in the classroom.

- Domain 2 focuses on the classroom environment, which is foundational to effective teaching. It emphasizes the importance of creating a positive learning environment where students feel respected, safe, and engaged.
- Domain 3 focuses on instruction, the heart of the teaching process. It addresses the methods and techniques teachers use to engage students in learning and ensure that they achieve the learning objectives.

Setting a student growth goal in Domain 2 or 3 is a powerful way to enhance both your professional practice and your students' learning experiences. By focusing on creating a supportive classroom environment (Domain 2), you can foster a space where students feel respected, engaged, and ready to learn, which is foundational to their success. Alternatively, by targeting instructional strategies (Domain 3), you can refine your approach to engaging students, enhancing their understanding, and assessing their progress. Developing a goal in either of these domains significantly enhances your students' academic and personal growth helping them to achieve their fullest potential.

For instance, if you focus on **Domain 2: The Classroom Environment**, your goal might be to create a classroom culture where students not only feel respected and engaged but also take ownership of their learning environment. You might aim to empower students to lead classroom discussions, manage their learning stations, or collaborate on setting classroom norms. This type of goal fosters a highly interactive and student-centered classroom where respect and responsibility are shared by all.

Alternatively, setting a goal in **Domain 3: Instruction** could involve refining your instructional strategies to ensure that every lesson deeply engages students in higher-order thinking and real-world problem-solving. You might focus on using advanced questioning techniques that challenge students to think critically, facilitating discussions where students lead the inquiry, or incorporating varied assessment methods that not only evaluate learning but also guide students in self-reflection and improvement.

EVALUATION RATINGS

Effective	Developing	Needing Support
------------------	-------------------	------------------------

The remaining column on the Framework for Teaching, formally known as “Highly Effective”, will remain in the Framework for Teaching to preserve the validity, reliability, and efficacy of the tool (MCL 380.1249).

TRIENNIAL EVALUATION CYCLE

1. Staff who were rated “highly effective” *before 23-24* or “effective” *beginning 24-25* for 3 consecutive year-end evaluations, may be evaluated triennially.
2. If the following year-end rating is not “effective”, the teacher shall be evaluated annually until receiving an “effective” rating for an additional 3 consecutive years.

Examples				
Year	Teacher A	Teacher B	Teacher C	Teacher D
	<i>Not previously on a biennial cycle prior to 24-25</i>	<i>Not previously on a biennial cycle prior to 24-25</i>	<i>On biennial cycle prior to 24-25 and moved to triennial cycle</i>	<i>On biennial cycle prior to 24-25 and moved to triennial cycle in 25-26</i>
22-23	Effective*	Highly Effective	Highly Effective	Highly Effective
23-24	Highly Effective	Highly Effective	Not Evaluated	Not Evaluated
24-25	Effective	Effective**	Not Evaluated***	Will be Evaluated
25-26	Effective**	Not Evaluated	Will be Evaluated	Not Evaluated***
26-27	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated
27-28	Not Evaluated	Will be Evaluated	Not Evaluated	Will be Evaluated
28-29	Will be Evaluated	Not Evaluated	Will be Evaluated	Not Evaluated

* Highly Effective rating was available. This rating does not count towards the triennial evaluation cycle.

** Placed on Triennial evaluation cycle.

*** The triennial evaluation cycle will be determined by the Labor Management Committee before the start of the 2024-2025 school year to balance the number of evaluations per year.

FRAMEWORK FOR TEACHING SCORING

EFFECTIVENESS RUBRIC			
FRAMEWORK FOR TEACHING (80% of Evaluation)			
	<i>EFFECTIVE</i>	<i>DEVELOPING</i>	<i>NEEDING SUPPORT</i>
DOMAIN 1	2	1	0
DOMAIN 2	2	1	0
DOMAIN 3	2	1	0
DOMAIN 4	2	1	0
Total Points Possible–8			
STUDENT GROWTH DATA (20% of Evaluation)			
Data	2	1	0
Total Points Possible–2			
FINAL RATING			
Overall Score	8-10	5-7	0-4

WHAT ARE SMART GOALS?

A SMART goal is a specific framework used to set clear, actionable, and achievable objectives. SMART stands for:

1. **Specific:** The goal should be clear and specific, answering the "what," "why," and "how" of the objective. It should define what you want to accomplish, why it's important, and how you plan to achieve it.
2. **Measurable:** The goal should include criteria to measure progress and success. This might involve quantitative indicators (like numbers, percentages, or deadlines) or qualitative indicators (like specific outcomes or milestones).
3. **Achievable:** The goal should be realistic and attainable, considering the available resources, skills, and time. It should challenge you but still be within reach.
4. **Relevant:** The goal should align with broader objectives, whether personal, professional, or organizational. It should make sense within the larger context of your overall aims.
5. **Time-bound:** The goal should have a clear deadline or timeframe, creating a sense of urgency and helping to prioritize the necessary actions.

EXAMPLES		
Student Growth Goal	All students will achieve a minimum absence rate of less than 10 days by the end of the school year through the implementation of attendance monitoring, parent engagement initiatives, and personalized interventions for students with frequent absences.	This goal is specific (increase attendance), measurable (less than 10 days), achievable (with the implementation of programs), relevant (improving student engagement and success), and time-bound (within the school year).
IDP Goal	By the end of the school year, I will develop and implement classroom management strategies that result in a 20% decrease in disruptive behaviors, as measured by incident reports, student feedback and classroom observations, through professional development, mentorship, and regular reflection on classroom practices.	This goal is specific (classroom management strategies), measurable (20% decrease), achievable (PD, mentorship, reflection), relevant (establish classroom management early), and time-bound (within the school year).
Growth Goal (Non-Teaching Professionals)	By the end of the school year, I will assist classroom teachers to effectively support newly identified special education students by providing professional development at a staff meeting and bi-monthly consultations, as measured by teacher feedback surveys and improved student outcomes in individualized education plan (IEP) goals.	This goal is specific (support teacher and students), measurable (staff meeting and bi-monthly meetings), achievable (PD, ongoing support), relevant (aligns with staff member's role), and time-bound (within the school year).

HOW TO UPLOAD A LESSON PLAN IN TALENT ED

Lesson plans must be uploaded into Talent Ed on the day of the observation in the Observation Rubric under the Artifact link.

Perform Quick Start Guide

Evidence

Add an Artifact

Evidence

<input type="checkbox"/>	Date Added	Process	Associated With	Task	Added By	Type	Title	Content
<input type="checkbox"/>	7/12/2019	2019-2020 Te...		Formal Obser...	System Admin...	File	Sample Artif...	Perform Quick Start Guide.docx
<input type="checkbox"/>	6/5/2019	2019-2020 Te...		Formal Obser...	Test Princip...	File	Example	Lesson Plan.docx

1-2 of 2

25 per page

0 Selected | [Select All](#) | [Clear](#)

Bulk Action: [Select Action](#) [Go](#)

Add Artifact

Title (required)

☐ File Upload
Valid extensions : csv,tif,tiff,doc,docx,ppt,pptx,xls,xlsx,pdf,txt,rtf,jpg,gif,png, MP4,WMV,MOV,AVI,FLV,WAV,MP3. Max size 2GB.

[Choose File](#)

☐ URL

☐ Associate the artifact with one or more rubric items.

[Save Artifact](#) [Cancel](#)

1. Click **Add Artifact**.
2. Enter the **Title**.
3. Select **File Upload** or **URL**.
4. If enabled by HR, associate the artifact with rubric items. Note that the rubric selected for the process is the rubric to which artifacts can be associated.
5. Click **Save Artifact**.