ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.

An Overview of the Ann Arbor Public Schools Teacher Evaluation Process

The Ann Arbor Public School District is deeply committed to the continuous improvement of teaching by fostering a shared understanding of effective instructional practices and maintaining a steadfast focus on student engagement and academic growth. This commitment extends to our administrators, who are provided with ongoing professional learning opportunities aimed at enhancing their knowledge of effective teaching practices. Additionally, they participate in regular calibration of standards for effective teaching, ensuring consistency and excellence across our schools. Through these efforts, we strive to create an environment where both educators and students can thrive.

Annually, each evaluating administrator receives professional learning in the effective practices standardized in the Charlotte Danielson Framework for Teaching, carefully unpacking each of the twenty-two elements and deeply understanding the expectations for “Effective” teaching.

Through ongoing learning walks, administrators deepen their understanding of the elements in the team observation of exceptional Ann Arbor teachers, discussing their observations, the engagement of the students and the students’ understanding of the lesson objections as well as the retention of concepts and knowledge through questioning during the observation. Administrators develop inter-rater reliability through the individual rating of the Danielson elements and the group discussion that follows the learning walks. During that discussion, administrators discuss their ratings, referring to classroom observation evidence and critical questioning, reaching rating consensus. With repeated participation in learning walks, the administrative team develops a shared and consistent understanding of “Effective” levels of teaching within the Ann Arbor Public Schools from which to build their feedback and goal-setting conversations with teachers.