



An Overview of the Ann Arbor Public Schools Teacher Evaluation Process

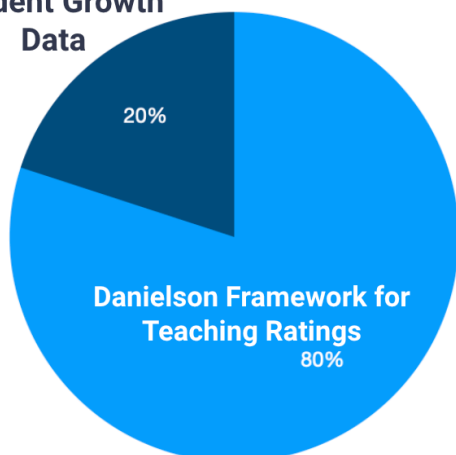
The teacher evaluation process is a critical component of continuous improvement in education, designed to enhance the effectiveness of teaching and, ultimately, to better serve students. This process involves a combination of self-reflection, observations, feedback, and goal setting. By focusing on continual professional growth, teacher evaluations provide valuable insights that guide educators in refining their instructional strategies, fostering a culture of individual and collective responsibility to see our students succeed. The evaluation process includes ongoing professional learning connected to teacher growth goals and professional learning for administrators in deeply understanding and calibrating to the standards set forth in the Charlotte Danielson Framework for Teaching.

Observation Cycle

Step 1	Teachers complete a self-assessment of their practices guided by the twenty-two elements of the Charlotte Danielson Framework for Teaching.
Step 2	Administrators meet with teachers to review the self-reflection and discuss upcoming classroom observation goals and areas of focus.
Step 3	Administrators observe the lesson for teaching impact on student learning and engagement and prepare observation feedback.
Step 4	Administrators meet with teachers to discuss the observations and share feedback guided by the twenty-two elements of the Charlotte Danielson Framework for Teaching.

Final Evaluation Rating Overview

Student Growth
Data



Student Growth	
Student Learning Objective	Building/District Student Growth Projection
10%	10%
20%	

Danielson	
22 Elements	66 Possible Pts
80%	