



Eaton Regional Education Service Agency
1790 East Packard Highway
Charlotte, MI 48813
www.eatonrcsa.org

517. 543. 5500 phone
517. 543. 6633 fax
f t p i n g+

Teacher Evaluation Postings and Assurances

In November 2015, Public Act 173 was signed into law, providing important clarity to the ongoing policy discussions about the direction of teacher evaluation in Michigan. Per MCL 380.1249: Beginning with the 2016-17 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.

In June, 2016, Public Act 170 was signed into law, specifically stating in Section 1249 (8) that a “teacher” is defined as “an individual who has a valid teaching certificate or authorization; who is employed, or contracted for, by a school district, intermediate school district, or public school academy; and who is assigned by the school district, intermediate school district, or public school academy to deliver direct instruction to pupils in any of grades K to 12 as a teacher of record.”

Please click the link below to review Public Act 173 of 2015:

http://www.legislature.mi.gov/documents/2015-16/publicat/pdf/2015_PA_0173.pdf

Teacher Evaluation Tool

The Eaton Regional Education Service Agency has adopted “**The Framework for Teaching, 2nd Edition by Charlotte Danielson**” to evaluate teachers during the 2016-2017 school year.

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

First published by the Association for Supervision and Curriculum Development in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Services (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 working 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 Framework for Teaching (FFT) can be found on The Danielson Group website at the link below:

<https://www.danielsongroup.org/research>

Identification and Qualifications of the Author [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 and clear descriptions of practice, to promote professional dialogue and learning. She advises various Departments of Education across the United States and internationally.

Charlotte Danielson graduated from Cornell with a degree in history, and earned her master's degree in philosophy, politics and economics at Oxford University. In 1978, she earned another master's degree from Rutgers in educational administration and supervisor. While working in Washington D.C. as a junior economist, she became familiar with some of the children living on her inner-city block, and that's what motivated her into a career in education. She obtained her teaching credential and had progressively more responsible positions as curriculum developer, staff developer and program designer in several locations, including ETS in Princeton, NJ. She has developed and trained extensively in the areas of teacher observation and assessments.

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

Information regarding the reliability, validity and efficacy of The Framework for Teaching can be found on The Danielson Group website at the link below:

<https://www.danielsongroup.org/research/>

Evaluation Framework and Rubric [Section 1249(3)(d)]

The Danielson Framework for Teaching is a rigorous model evaluation model that helps teachers improve their instruction over time, leading students to higher levels of achievement. The model is a research-based set of instructional components that divide the complex activity of teaching into four domains of teaching responsibility: 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. The Framework and rubric provides clear descriptions of teaching practices to improve teacher effectiveness through reflective practice, professional development plans and peer-to-peer learning.

The rubric for The Framework for Teaching can be found on The Danielson Group website at the link below:

<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)]

Eaton RESA instructional administrators will conduct multiple observations of each teacher to collect non-biased, quality evidence that is aligned to The Framework for Teaching rubric and components. The administrator will work jointly with their assigned teachers to review a self-assessment around the components of the framework and validate teacher performance through classroom observations and walk-throughs. In addition, teachers will gather evidence and artifacts to demonstrate their levels of performance on various rubric components within a portfolio. Each probationary teacher will have an initial evaluation conference by October 15th, a mid-year progress conference by January 30th and a summative evaluation conference by May 15th. Each tenured teacher will have an initial evaluation conference by October 15th and a summative evaluation conference by May 15th.

Based on the data and evidence collected, each teacher will receive an overall performance rating. The Framework for Teaching comprises 75% of the overall performance rating and Student Growth based on state assessment data and student learning objectives comprises 25% of the overall performance rating. The teacher will receive one of the following performance ratings: highly effective, effective, minimally effective or ineffective. If a teacher receives a minimally effective or ineffective overall performance rating on their summative evaluation, the administrator will provide the teacher with an individualized support plan to address areas of improvement needed to attain an effective rating.

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

Eaton RESA instructional administrators will participate in two full days of administrator/observer training with a Danielson certified consultant provided through the Michigan Elementary and Middle School Principals Association. The training will focus on understanding the rubric descriptors and how to collect non-biased, quality evidence through classroom observations that are aligned to the framework components. RESA administrators will also participate in 5 days of "Leveraging Leadership" training to develop and enhance their skills in providing actionable feedback around instructional practices to their teachers. In addition, periodic follow up learning sessions on The Framework for Teaching components will be provided for administrators to increase inter-rater reliability and fidelity of implementation with the framework over time. Use of the resources provided on The Danielson Group website will be used for these ongoing sessions and can be found at the link below:

<http://www.danielsongroup.org>

For questions or additional information, please contact Cindy Anderson, Superintendent at canderson@eatonresa.org