



**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.

Michael Krystyniak

Printed Name of Superintendent

Signature of Superintendent

Date of Approval

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

- The research base for the evaluation is the *Charlotte Danielson’s Framework for Teaching*.
- The instrument used, *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 licensing. The Framework extended this work by examining current research to capture the skills of teaching both for novice and experienced practitioners. Further, 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 as evidenced by the Chicago and Cincinnati studies.
- The *Framework for Teaching* evaluation tool is comprised of four domains: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. Each domain includes separate components, which are used to assess the individual’s performance in the domain. Because the domains focus on separate and distinct areas of individual’s job responsibilities, the research relied upon to validate each domain varies.



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

- Charlotte Danielson is the author of *The Danielson Framework for Teaching*, Ed., 2013
 - Charlotte Danielson's qualifications are as follows:
Graduate of Cornell, Oxford, and Rutgers Universities;
Has taught at the K-12 and university levels;
 - Former employment roles have included curriculum director, staff development director, and is presently the founder of the Danielson Group;
 - World renowned expert in teacher effectiveness, and in the design of teacher evaluation systems;
 - *Framework for Teaching* has become the cornerstone for effective teaching in the United States;
 - *Framework for Teaching* is among several approved models in over 20 states; and Publications include *Enhancing Student Achievement: Framework for Student Improvement; Teacher Leadership that Strengthens the Profession; Talk about Teaching! Conducting Professional Conversations.*
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Evidence of Reliability, Validity, and Efficacy [Section 1249(3)(c)]

- In addition to the substantial research that contributed to the creation of *Charlotte Danielson's Framework for Teaching*, studies have been conducted post implementation, which help demonstrate the reliability, validity, and efficacy of the tool. In Chicago, the University of Chicago conducted a two-year study on *Chicago Public School's Excellence in Teaching Pilot*, which incorporated use of Danielson's Framework for Teaching evaluation tool. The findings of the study indicated that tool produced an instrument that was designed with evidence of reliability, validity, and efficacy. These testing metrics support the credibility of the ratings for effective of effective classroom observations.
- In Hillsborough County, Florida, the school district's use of Danielson's *Framework for Teachers* was studied as part of the *Measures of Effective Teaching* (MET) project underwritten by the Bill and Melinda Gates Foundation. The findings revealed that despite the tendency of school leaders to assess their teachers at higher levels there was minimal impact on the assessments conducted by peer observers and principals from other schools. Thus, the similarity of the comparison findings from both the MET project and the Bill and Melinda Foundation are evidence of the reliability of the Framework evaluation instrument.



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

The Charlotte Danielson *Framework for Teaching* evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators are: Four separate performance ratings within the Charlotte Danielson Framework for Teaching tool are to be decided upon by the evaluator and assigned to reflect the teacher's performance related to each separate evaluation component which are (from lowest to highest): Ineffective, Minimally Effective, Effective, and Highly Effective. Section 1249 of Michigan's Revised School Code requires that the District's performance evaluation system assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective. MCL 380.1249(2)(g). The Covenant House Academy annual performance evaluation tool recognizes each of the Charlotte Danielson *Framework for Teaching* ratings, for purposes of scoring and determining the overall annual performance evaluation rating given, to equal the following:

Unsatisfactory = Ineffective
Basic = Minimally Effective
Proficient = Effective
Distinguished = Highly Effective

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

The Observation & Evidence Collection Process

- Covenant House Academy will conduct classroom observations of all CHA teachers, which will help to inform the performance evaluation process for the teacher. At least one classroom observation will be conducted on all teachers, however, unless a teacher received a rating of highly effective or effective on his/her two most recent annual year-end evaluations, there will be at least two classroom observations of the teacher during the school year, and at least one of the observations will be unscheduled. Observations will be performed by individuals trained in the use of Charlotte Danielson's *Framework for Teaching* evaluation tool, and at least one of the classroom observations will be conducted by the school administrator responsible for the teacher's performance evaluation. Classroom observations will minimally 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. Classroom observations may be for an entire class period, or they may be for a shorter period at the discretion of the person conducting the observation.



- Using the evaluation tool adopted by Covenant House Academy, the observer will collect evidence during the observation that will inform the performance evaluation and contribute to the teacher's overall performance rating. Charlotte Danielson's *Framework for Teaching* contains two domains which focus largely on the classroom environment and instructional practices of the teacher (Domain 2: The Classroom Environment and Domain 3: Instruction). To inform the teacher's ratings within these domains, the observer will, to the extent that such is relevant to the class/lesson in which the observation is being conducted, collect evidence about how the teacher: (1) creates an environment of respect and rapport within the classroom, (2) establishes a culture for learning within the classroom, (3) manages classroom procedures, (4) manages student behavior, (5) organizes physical space, (6) communicates with students, (7) uses questioning and discussion techniques, (8) engages students in learning, (9) uses assessment in instruction, and (10) demonstrates flexibility and responsiveness. Specific evidence of what the observer sees and hears in the classroom will be recorded by the observer.
- Once the evidence has been collected through the observation process, the evidence will be interpreted as against the *Framework for Teaching* rubric for the purpose of determining whether the teacher's performance is ineffective, minimally effective, effective, or highly effective within a particular component.

The Feedback Process

Within 30 days of the classroom observation, the person who conducted the observation will provide feedback on the observation. The feedback process is intended to support learning and improved practice by the teacher. The feedback process is intended to engage discussion between the observer and teacher about how the teacher could improve and strengthen his/her teaching practice.

Developing Performance Ratings

- The Covenant House Academy performance evaluation system will assign all teachers one of the following effectiveness ratings: (1) highly effective, (2) effective, (3) minimally effective, or (4) ineffective. The effectiveness rating will be based on the teacher's score on the annual year-end evaluation.
- Each teacher's performance rating will be arrived at through use of the Covenant House Academy performance evaluation system which includes: (1) Charlotte Danielson *Framework for Teaching* evaluation tool, (2) student growth and assessment data as required by Section 1249 of Michigan's Revised School Code, and (3) to the extent that they are not included in the evaluation tool, the teacher's demonstrated pedagogical skills, the teacher's classroom management, the teacher's attendance and disciplinary records, the teacher's significant, relevant accomplishments, and the teacher's relevant special training.



Classroom observations, teacher provided information, and other relevant information and records will be used to inform the evaluation system and arrive at a final effectiveness rating for the teacher.

Developing Performance Goals and Improvement Plans

- Through the performance evaluation process, the evaluator will, in consultation with the teacher, develop specific performance goals for the teacher which will assist in improving the teacher's effectiveness for the next school year. The performance goals will be incorporated into the teacher's annual year-end evaluation and may include recommended training that would assist the teacher in meeting the goals.
- If the teacher is in his/her first year as a probationary teacher or received a rating of minimally effective or ineffective on his/her most recent annual year-end evaluation, the teacher will be provided a midyear progress report, which will be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist the teacher to improve. The midyear progress report will be based at least in part on student achievement and will be aligned with the teacher's individualized development plan. The midyear progress report will include performance goals for the remainder of the school year. The performance goals will be developed in consultation with the teacher and may include recommended training that would assist the teacher in meeting the goals. If a teacher's performance is deemed to be unsatisfactory for any reason during the school year, the teacher's supervisor may conduct a meeting with the teacher to discuss the teacher's performance and strategies through which the teacher can improve his/her performance. The unsatisfactory performance will be documented and will be used to inform the performance evaluation system.
- If, after provided ample time to improve his/her performance, the teacher's performance remains unsatisfactory, the teacher will be moved to a plan of assistance, which will be developed by the supervisor and teacher.
- If, after provided ample time to improve his/her performance, the teacher's performance remains unsatisfactory, the teacher will be moved to an Intensive Assistance Plan.

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

- In the Covenant House Academy School Districts evaluators and observers receive ongoing educator effectiveness training through the district and intermediate school district.



- The *Framework for Teaching* by Charlotte Danielson is comprised of 4 Domains and 23 Components. Teachers receive training from trained evaluators that focus in on specific components of The *Framework for Teaching* by Charlotte Danielson structured as follows:

Introduction: The trainer facilitates an activity that helps build shared understanding as to why the component is important. The activity also focuses on:

- Elements: Breaking the component down into its important and unique elements.
 - Indicators: Highlighting the important indicators relevant to the component.
 - Minimizing Bias: Paying attention to potential biases related to the component.
- Identify Relevant Evidence: The trainer facilitates an activity that helps teachers identify evidence that is relevant and not relevant to the component.
 - Component Rubric: The trainer facilitates an activity that reviews each level of performance, and helps teachers identify the words that differentiate each level.
 - Apply knowledge: The trainer facilitates an activity where teachers watch a video of a lesson, and assign a level of performance to the teacher, based on their understanding of *The Framework for Teaching* by Charlotte Danielson.