

Michigan Website Reporting Requirements

Section 1249 Teacher and School Administrator Evaluation Tools
Public Website Report
Romulus Community Schools District

The following information is intended to comply with the requirements of Sections 1249 and 1249b of the Revised School Code, which requires that this information be available on the District's public website. Nothing contained in this web report is intended to eliminate any requirement to comply or otherwise prevent Romulus Community Schools District from complying with the requirements of Michigan's Revised School Code, Romulus Community Schools District Board Policy, and/or other applicable laws, policies, or guidelines related to the performance evaluation of teachers and school administrators.

1. Research Base

The Framework for Teaching (FFT) is a research-based set of components of Instruction originally developed by Charlotte Danielson in 1996. The FFT is aligned with the Interstate New Teachers Assessment and Support Consortium (INTASC) standards, which represent the professional consensus of what a beginning teacher should know. The Framework is grounded in a constructivist view of learning and teaching. The FFT divides the complex activity of teaching into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: 1) Planning and preparation, 2) Classroom environment, 3) Instruction, 4) Professional responsibilities.¹

The framework is based on the Praxis III criteria. (Dwyer and Villegas, 1993; Dwyer, 1994; Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992)²

Other work also influenced the development of the framework: documents from the standards committees of the National Board for Professional Teaching Standards (NBPTS), work at the University of Wisconsin (Newmann, Secada, & Wehlage, 1995), Michael Scriven's (1994) conceptions of teacher duties, and recent research on the pedagogical implications of constructivist learning. The framework has been subjected to a further intensive review by ETS colleagues Carol Dwyer, Ruth Hummel, and Alice Sims Gunzenhauser.²

2. Identity and Qualifications of the Author

Charlotte Danielson is an internationally recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that both ensure teacher quality and promote professional learning. She has taught at all levels, kindergarten through university, has worked as a curriculum director and staff development director, and is the founder of the Danielson Group. She also advises State Education Departments and National Ministries and Departments of Education, both in the United States and Overseas.³

3. Evidence of Reliability, Validity, and Efficacy

FFT has been subjected to several validation studies over the course of its development and refinement, including an initial validation by Educational Testing Service (ETS). Later studies—including one conducted by the Consortium for Policy Research in Education (CPRE) and others assessing the application of the FFT for teacher evaluation in Cincinnati and Chicago— have identified small but consistently positive correlations between FFT ratings and student learning outcomes.⁴

4. Evaluation Frameworks Rubric Danielson 2nd Edition of Framework for Teaching and Student Growth Rubric

[Danielson's Rubric.pdf](#) Student Growth Rubric [Student Growth.pdf](#)

5. Description of the evaluation process

Teacher evaluation takes place throughout the school year. A typical evaluation cycle consists of a goal setting conference, a series of classroom observations (both announced and unannounced), a mid-year review and a year-end evaluation conference, at which the evaluator and teacher review all available data and the scoring of it. Teachers are required to submit lesson plans for all observations, as well as documentation of student growth, and are encouraged to submit other evidence and artifacts through the STAGES platform. Individual Development Plans and Plans of Improvement are developed as necessary and appropriate as a part of this process.

<u>Non Tenured Teacher and Teacher rated Ineffective or Minimally Effective</u>	<u>Tenured Teachers</u>
<p>Self-Assessment Individual Development Plan in collaboration with building administrator Significant, Relevant Assomplishments Professional Development Log Formal Observation #1 Pre –Observation meeting Post- Observation meeting Mid-year Review Observation #2 Pre –Observation meeting Post- Observation meeting Walk Throughs Student Growth Goal Student growth Goal Scoring Current Year Student Growth Score Final Summative Evaluation Attendance Discipline Summative Evaluation Summary</p>	<p>Self-Assessment Individual Development Plan in collaboration with building administrator Significant, Relevant Assomplishments Professional Development Log Formal Observation #1 Pre –Observation meeting Post- Observation meeting Mid-year Review Observation #2 optional Pre –Observation meeting Post- Observation meeting Walk Throughs Student Growth Goal Student growth Goal Scoring Current Year Student Growth Score Final Summative Evaluation Attendance Discipline Summative Evaluation Summary</p>

6. Description of the plan for providing evaluators and observers with training.

Training of Teachers: Each building administrator has received extensive training in the Danielson Framework. The district provided face-to-face training to all teachers from a certified Danielson evaluator in August 2016-17.

Training of Evaluators: All evaluators in the district have gone through a comprehensive training program, through the ISD, Wayne RESA. This training provides consistency and skills in evaluating with fidelity to the Danielson framework. Administrators also complete calibration exercises throughout the school year, using a certified Danielson's Trainer.

Footnotes:

¹ MET Project: Danielson's Framework for Teaching for Classroom Observations. Page 2

Link: http://collegeready.gatesfoundation.org/wp-content/uploads/2015/12/Danielson-FFT_10_29_101.pdf

² Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (Alexandria, VA: ASCD, 2007), vii.

Link: <http://www.ascd.org/publications/books/106034/chapters/Preface-to-the-First-Edition.aspx>

³ Charlotte Danielson Biography from Danielson Group Web.

Link: <https://www.danielsongroup.org/charlotte-danielson/>

⁴ MET Project: Danielson's Framework for Teaching for Classroom Observations. Page 3

Link: http://collegeready.gatesfoundation.org/wp-content/uploads/2015/12/Danielson-FFT_10_29_101.pdf

Administrators Evaluation

Training Administrators who evaluate principals are being trained with Michigan Association of School Administrators (MASA) School Advance system on September 26-27, 2016. Details regarding the training and evaluation process are available at: <http://www.goschooladvance.org/> Assurances about the reliability and validity of the evaluation tool are available at: <http://www.goschooladvance.org/node/259>

Board of Education Training for Superintendent's Evaluation

Board of Education Training for evaluating the superintendent will be held in December 5, 2016 through Michigan Association of School Boards (MASB) <http://www.masb.org/superintendents.aspx> MASB offers documentation of Superintendent Evaluation Overview, a Frequently Asked Questions, and Superintendent Evaluation documents at <http://www.masb.org/superintendents.aspx>.